

Progression in Relationship and Sex Education Skills

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	Aut 1: New Beginnings Aut 2: Good to be Me Spr 1: Getting On and Falling Out Spr 2: Saying No to Bullies Sum 1: Changes Sum 2: Changes	Aut 1: Family & Friendships Aut 2: Identity Spr 1: Healthy Lifestyle Spr 2: Rules & Responsibilities Sum 1: Goals & Achievements Sum 2: Emotions	Aut 1: Healthy Lifestyles Aut 2: Keeping safe Spr 1: Relationships Spr 2: Friendships Sum 1: Responsibilities Sum 2: Economic Wellbeing	Aut 1: Friendships Aut 2: Identity & Diversity Spr 1: Rights and Responsibilities Spr 2: Relationships Sum 1: Health and Wellbeing Sum 2: Emotions	Aut 1: Friends Resilience Aut 2: Friends Resilience Spr 1: Families and People who care for me Spr 2: Respectful relationships; being safe Sum 1: Physical wellbeing Sum 2: Mental wellbeing	Aut 1: Friends Resilience Aut 2: Friends Resilience Spr 1: Families and People who care for me Spr 2: Respectful relationships; being safe Sum 1: Physical wellbeing Sum 2: Mental wellbeing
Families and Relationships	Pupils should have the opportunity to learn: <ol style="list-style-type: none"> 1. to communicate their feelings to others, to recognise how others show feelings and how to respond 2. to recognise how their behaviour affects other people 3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises 4. to recognise what is fair and unfair, kind and unkind, what is right and wrong 5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) 7. to offer constructive support and feedback to others 8. to identify and respect the differences and similarities between people 		Building on Key Stage 1, pupils should have the opportunity to learn: <ol style="list-style-type: none"> 1. to recognise and respond appropriately to a wider range of feelings in others 2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. 4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, 5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment 6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so 7. that their actions affect themselves and others 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond 9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view 11. to work collaboratively towards shared goals 			

	<p>9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>10. to identify different relationships they have and why these are important</p> <p>11. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>12. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>13. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>14. that there are different types of teasing and bullying, that these are wrong and unacceptable</p> <p>15. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p> <p>15. to recognise and manage 'dares'</p> <p>16. to recognise and challenge stereotypes</p>
<p>Physical Health and Wellbeing</p>	<p>Pupils should have the opportunity to learn:</p> <p>1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p>	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p>1. what positively and negatively affects their physical, mental and emotional health (including the media)</p> <p>2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</p> <p>4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</p>

	<p>5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>6. the importance of and how to maintain personal hygiene</p> <p>7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p> <p>8. about the process of growing from young to old and how people's needs change</p> <p>9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</p> <p>11. that household products, including medicines, can be harmful if not used properly</p> <p>12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety))</p> <p>13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</p> <p>14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>	<p>9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>13. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p> <p>14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>15. school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p> <p>18. how their body will, and emotions may, change as they approach and move through puberty</p> <p>19. explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>20. about human reproduction</p> <p>21. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</p> <p>22. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)</p> <p>23. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>24. about people who are responsible for helping them stay healthy and safe and ways that they can help these people</p> <p>25. begin to make informed lifestyle choices</p>
Economic Wellbeing	<p>Pupils should have the opportunity to learn:</p> <p>1. how to contribute to the life of the classroom</p>	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p>1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</p>

2. to help construct, and agree to follow, group and class rules and to understand how these rules help them
3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
4. that they belong
5. what improves and harms their local, natural and built environments and about some of the ways people look after them
6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
7. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices
8. identify the different types of work people do and learn about the different places of work

2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation
6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
7. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
9. what being part of a community means, and about the varied institutions that support communities locally and nationally
10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
12. to think about the lives of people living in other places, and people with different values and customs
13. recognise why people work
14. identify the range of jobs carried out by the people they know
15. reflect on the range of skills needed in different jobs
16. identify the skills they need to develop to make their own contribution in the working world in the future
17. make connections between their learning, the world of work and their future economic wellbeing
18. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
19. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
20. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
21. about enterprise and the skills that make someone 'enterprising'
22. to explore and critique how the media present information

Emotional Wellbeing	Pupils should have the opportunity to learn: <ol style="list-style-type: none"> 1. recognise what they like and dislike 2. recognise what they are good at 3. recognise, name and manage their feelings in a positive way 4. understand the difference between impulsive and considered behaviour 5. share their opinions on things that matter to them 6. make positive real-life choices 	Building on Key Stage 1, pupils should have the opportunity to learn: <ol style="list-style-type: none"> 1. face new challenges positively and know when to seek help 2. begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements 3. reflect on own mistakes and make amends 4. talk about their views on issues that affect themselves and their class 5. begin to make responsible choices and consider consequences 6. develop strategies for managing and controlling strong feelings and emotions 7. recognise that people can feel alone and misunderstood and learn how to give appropriate support 8. talk, write and explain their views on issues that affect the wider environment 9. Reflect on how to deal with feelings about themselves, their family and others in a positive way 10. Begin to set personal goals 11. Take action based on responsible choices 12. Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures

Year 5 / 6 Sexual Relationships		<ol style="list-style-type: none"> 1. to know for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother 2. to know that for a baby to be made, a sperm from the father and an egg from the mother must meet 3. to know that when a sperm and egg meet, this is called fertilisation 4. to know how a baby develops in the womb
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