

## Relationship and Sex Education – Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My Feelings	<p>Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</p> <p><i>feelings, comfortable, uncomfortable.</i></p>	<p>Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.</p> <p><i>emotions, feelings.</i></p>	<p>Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.</p> <p><i>self-esteem.</i></p>	<p>Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to self-esteem.</p> <p><i>aspiration, compliment, self-esteem.</i></p>	<p>Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.</p> <p><i>emotions, empathy.</i></p>	<p>Pupils can anticipate how their emotions may change as they approach and move through puberty.</p> <p><i>Puberty, emotions, hormones.</i></p>	<p>Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.</p> <p><i>Body image.</i></p>
My Relationships	<p>Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <p><i>same, similar, different.</i></p>	<p>Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</p> <p><i>communication.</i></p>	<p>Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.</p> <p><i>bullying.</i></p>	<p>Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.</p> <p><i>relationship.</i></p>	<p>Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p> <p><i>public, private.</i></p>	<p>Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p> <p><i>relationships.</i></p>	<p>Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.</p> <p><i>homophobic, biphobic, transphobic, gender, cisgender, transgender, pangender, intersex, sexuality, gay, lesbian, bisexual.</i></p>
Asking for help	<p>Pupils can identify the special people in their lives and what makes them special and how special people care for one another.</p> <p><i>special.</i></p>	<p>Pupils can identify the people who look after them, who to go to if they are worried and how to attract attention.</p> <p><i>problem, help.</i></p>	<p>Pupils know the difference between secrets and surprises including the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p> <p><i>secret, surprise.</i></p>	<p>Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.</p> <p><i>secret, surprise.</i></p>	<p>Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p> <p><i>peer pressure.</i></p>	<p>Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.</p> <p><i>online.</i></p>	<p>Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.</p> <p><i>problem, support, help, trust.</i></p>
My rights and responsibilities	<p>Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.</p> <p><i>Public, private.</i></p>	<p>Pupils understand how some diseases are spread, including the right to be protected from disease and the responsibility to protect others.</p> <p><i>disease, bacteria.</i></p>	<p>Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.</p> <p><i>personal space, privacy.</i></p>	<p>Pupils understand the right to protect their body from unwanted touch.</p> <p><i>private parts, penis, testicles, vulva, breasts, vagina, buttocks, anus.</i></p>	<p>Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.</p> <p><i>marriage, arranged marriage, forced marriage.</i></p>	<p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.</p> <p><i>personal information.</i></p>	<p>Revisit Year 5 Lessons</p>

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My beliefs	<p>Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.</p> <p><i>Like, dislike, difficult.</i></p>	<p>Pupils can identify and respect the differences and similarities between people.</p> <p><i>Similarities, differences.</i></p>	<p>Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.</p> <p><i>Unique.</i></p>	<p>Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.</p> <p><i>Gender, stereotypes.</i></p>	<p>Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.</p> <p><i>Similar, different, Identify.</i></p>	<p>Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p> <p><i>Gender, sex, intersex, transgender, gay lesbians.</i></p>	<p>Revisit Year 5 Lessons</p>
My Body	<p>Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene</p> <p><i>Hygiene.</i></p>	<p>Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.</p> <p><i>Private parts, penis, vulva</i></p>	<p>Pupils can recognise how they grow and will change as they become older.</p> <p><i>Foetal development, vagina.</i></p>	<p>Pupils know how their body may change as they grow and develop, how to care for their body and celebrate uniqueness.</p> <p><i>Differences, unique, penis, vulva, hygiene</i></p>	<p>Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty</p> <p><i>Foetus, physical and emotional development, puberty</i></p>	<p>Pupils can anticipate how their body may change as they approach and move through puberty</p> <p><i>Puberty, penis, erection, wet dream, menstrual cycle, periods.</i></p>	<p><b>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.</b></p> <p><b><i>Sexual intercourse, conception, sexual organs, penis, testicles, scrotum, foreskin, epididymis, sperm ducts, erection, ejaculation, semen, vulva, vagina, clitoris, labia, ovaries, fallopian tube, womb, uterus.</i></b></p> <p><b><u>Additional Sex Education Terminology from the 'My Life' curriculum:</u></b></p> <p><b><i>consent, contraception, heterosexual, conception, umbilical cord, embryo, fertilisation, egg, birth, caesarean section, IVF, surrogacy, adoption, labour.</i></b></p>

\*The lessons highlighted in blue are Sex Education lessons.