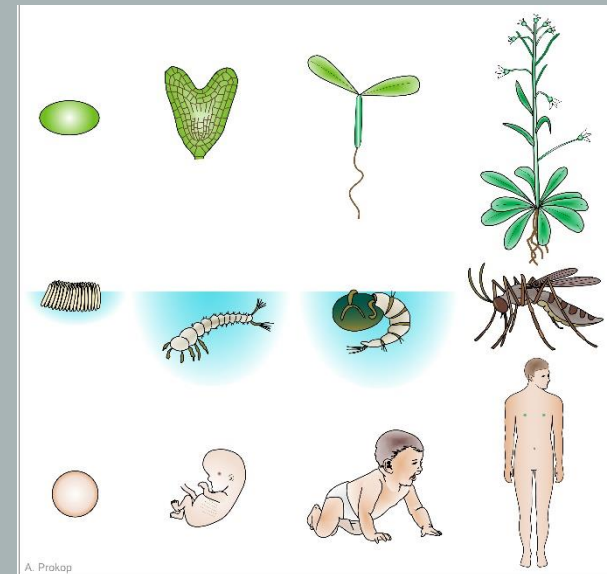


Curriculum Skills and Progression Map Relationships and Sex Education



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The Nebula Federation

Horsford CE VA Primary School

Skills Map – Relationships and Sex Education

RSE will deliver a spiral curriculum that enables pupils to build on their prior learning by revisiting themes to enable pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues.

The objectives in black are from the RSE curriculum, the objectives in blue are from the Mental Health and PSHE curriculum. Both of these documents are available as separate documents. [Please see Appendix A for Deeper Thinking Questions](#)

R Year group Reception

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
<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>Pupils can identify what is fair and unfair and the importance of caring and sharing.</p> <p>Pupils can show sensitivity to people’s feelings and needs.</p> <p>Pupils demonstrate an awareness of self and their own uniqueness.</p> <p>Pupils can demonstrate an understanding of their own self-worth and worth of others.</p>	<p>Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.</p>	<p>Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <p>Pupils can recognise their own uniqueness and value of every person.</p> <p>Pupils can recognise how their own actions have consequences.</p>	<p>Pupils can recognize what they like and dislike and feel empowered to make real, informed choices.</p>	<p>Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.</p> <p>Pupils to understand the concept of rules (e.g. rules in class and school) and how rules can help us.</p>	<p>Pupils can identify the special people in their lives, what makes them special and how special people care for one another.</p> <p>Pupils can ask questions, and begin to suggest a way to solve a problem.</p>

Skills	Outcomes
<ul style="list-style-type: none"> • Can they name the main body parts? • Can they show that family and friends should care for each other? • Can they identify and respect differences and similarities between people? • Can they recognise, name and deal with feelings in a positive way? • Can they notice some effects of own actions on others? • Can they identify how people are feeling (e.g. happy, sad, worried)? • Can they participate in group activities, take turns, share and manage disputes peacefully? • Can they ask for help if unsure on what to do? • Can they demonstrate a growth mindset (e.g. show the belief that everyone can do things to improve surroundings and support others)? 	<ul style="list-style-type: none"> • To recognise some feelings • To recognise that their behaviour affects other people, especially when angry • To know who to ask for help • To understand that there are different types of families • To know how the body changes since birth • To name parts of the body and their uses • To understand some basic hygiene principles • To know how to keep clean • To know how to look after themselves • To recognise how their own actions have consequences. • To have some basic ways of avoiding, managing and resolving conflict. • To have a sense of fair play and demonstrate a willingness to take turns and share. • To demonstrate a positive attitude towards difference and diversity. • To demonstrate a willingness to listen to the ideas of others.
<p>Key Vocabulary</p>	
<p>Please ensure that you recap and build on previous year group vocabulary. Clean, similar, different, family, boy, girl, male, female, body part, safe, comfortable, uncomfortable, feelings, hygiene, same, similar, different, like, dislike, difficult, private, special, fair, unfair, sharing, caring, consequence, help, rules, kind, gentle.</p>	

1 Year Group One

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
<p>Pupils are able to communicate about feelings, to recognize how others show feelings and know how to respond.</p>	<p>Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.</p>	<p>Pupils understand the importance of listening to other people, to play and work collaboratively including strategies to resolve simple arguments through negotiation.</p> <p>Pupils are able to discuss what fairness means.</p>	<p>Pupils can identify and respect the differences and similarities between people.</p> <p>Pupils can participate in discussions about issues that affect self, others and the wider world.</p>	<p>Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.</p> <p>Pupils understand that they have right and responsibilities in class and school.</p>	<p>Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.</p>
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they name the main body parts? • Can they explain and show that family and friends should care for each other? • Can they identify and respect the differences and similarities between people? • Can they identify what is fair and provide examples of this? • Can pupils identify causes of disagreement and conflict at personal, classroom and household level? • Can they ask relevant questions? • Can they show an awareness of, and concern for, people’s feelings? • Can they listen carefully to others? • Can they begin to state opinions and start to give reasons for these? • Can they play and work cooperatively? 			<ul style="list-style-type: none"> • To understand there are different types of families • To know who to ask for help • To know how I am special • To understand that babies become children and then adults • To know how people grow and change • To know the difference between boy and girl babies • To understand some basic hygiene principles • To know how to keep clean • To know how to look after myself • To have some ways of avoiding, managing and resolving conflict. • To take part in making and changing rules in their own class and school. • To be able to use different approaches to solve problems. • To recognise effects of own behaviour on others. 		
Key Vocabulary					
<p>Please ensure that you recap and build on previous year group vocabulary. Clean, similar, different, family, boy, girl, male, female, body part, emotions, feelings, vulva, penis, communication, disease, bacteria, problem, help, Empathy, fairness, identity, belonging, agreement, disagreement, conflict, resolution, problem solving, rights, responsibility, decision, views (i.e. different views to their own)</p>					

2 Year Group Two

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
<p>Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.</p> <p>Pupils can recognise what contributes to self-identity and belonging.</p>	<p>Pupils can recognise how they grow and will change as they become older.</p>	<p>Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.</p> <p>Pupils can recognise similarities and differences.</p> <p>Pupils can demonstrate an awareness of, and pride in, their own individuality.</p>	<p>Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another one of them.</p> <p>Pupils can identify different points of view and consider their merits.</p>	<p>Pupils understand the can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.</p> <p>Pupils understand that they have basic human rights and that some people have these denied.</p>	<p>Pupils know the difference between secrets and surprises and the importance of not keeping a secret that make them feel uncomfortable, worried or afraid.</p>
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they name the main body parts? • Can they explain and show that family and friends should care for each other? • Can they identify and respect the differences and similarities between people, including examples of what it can mean to be rich or poor in local and other contexts? • Can pupils identify causes of disagreement and conflict at personal, classroom and household level? • Can they identify their own rights and responsibilities and the need to respect the rights of others? • Can they recognise the uneven sharing of power and how some people are excluded from decision-making? • Can they show an interest in, and concern for, others outside immediate circle and in contexts different to their own? 			<ul style="list-style-type: none"> • To understand there are different types of families • To know how I am special • To know how I belong • To describe some differences between boys and girls • To describe how people change over time • To describe some differences between male and female animals • To understand basic hygiene • To know how to look after myself • To know which parts of me are private • To have some ways of avoiding, managing and resolving conflict. • To be able to use different approaches to solve problems. • To recognise effects of own behaviour on others and use this to help make choices. 		

<ul style="list-style-type: none"> • Can they identify matters that are important to self and others? • Can they ensure that everyone in their friendship group is included? • Can they demonstrate a sense of belonging and valuing of relationships with others? • Can they demonstrate a willingness to stand up and speak up for others? 	<ul style="list-style-type: none"> • To learn from mistakes and to use feedback constructively. • To begin to show tact and diplomacy. • To describe feelings about changes in own life and locally. • To contribute actively and constructively to the life of own class and school. • To begin to take action when something is unfair and demonstrate fairness in dealings with others.
<p>Key Vocabulary</p>	
<p>Please ensure that you recap and build on previous year group vocabulary. Year group specific - similar, different, boy, girl, male, female, body part, self esteem, vagina, bullying, unique, personal space, privacy, secret, surprise, Empathy, fairness, identity, belonging, agreement, disagreement, conflict, resolution, problem solving, rights, responsibility, decision, views (i.e. different views to their own)</p>	

3 Year Group Three

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
<p>Pupils can identify their personal strengths and set aspirational goals for themselves, understanding how this contributes to and builds self-esteem.</p>	<p>Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.</p>	<p>Pupils can recognise a wide range of relationships, including attributes of positive, healthy relationships.</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>Pupils can begin to identify bias and opinion.</p>	<p>Pupils understand the right to protect their body from unwanted touch.</p> <p>Pupils can identify their own rights (e.g. UN Convention on the Rights of the Child), those others and who is responsible for rights being met.</p>	<p>Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.</p>
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they recognise the risks and how to behave appropriately • Can they understand how their body changes over time • Are they aware of different types of touch • Can they understand how fairness may not always mean equal treatment? • Can they develop a range of strategies for managing, resolving and preventing conflict, including ‘win-win’ solutions? • Can they identify those responsible for ensuring rights being met? • Can they identify the need for rules in school and wider society, and how people can take part in making and changing them? • Can they imagine alternative possibilities and suggest new ideas to solve problems? • Can they empathise with people in local and more distant contexts? • Can they explore reasons for negative feelings towards others and in new or difficult situations? 			<ul style="list-style-type: none"> • To understand how families have different family members • To identify who to go to for help and support • To know how I belong • To understand how to overcome peer pressure • To understand different kinds of touch and personal space • To give real life advice and problem solve • To explore gender stereotypes • To know the differences between males and females • To understand how my body changes throughout my life • To understand the basics of how our own country is governed. • To begin to give evidence for an argument, assess different viewpoints and present counter-arguments. • To adapt behaviour to take into account feelings of others. • To listen attentively, question and respond to others. • To express their own views and ideas on issues clearly, using a range of appropriate methods. • To give reasons, evidence and examples in support of an opinion. 		

<ul style="list-style-type: none"> • Can they positively talk about ways in which one is both similar and different to others and uniquely different? • Can they value difference? • Can they show a willingness to cooperate with others to change things for the better? 	<ul style="list-style-type: none"> • To value what contributes to own identity. • To demonstrate a readiness to think through consequences of words, actions and choices on others. • To recognise the belief that it is everyone’s responsibility to challenge prejudice and discrimination. • To demonstrate active participation in school-based decision making. • To model the belief that individuals and groups can improve situations.
<p>Key Vocabulary</p>	
<ul style="list-style-type: none"> • Stereotypes, gender roles, similar, different, male, female, body part, penis, vagina, vulva, testicles, aspiration, compliment, self-esteem, hygiene, relationship, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion 	

4 Year Group Four

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
<p>Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond.</p>	<p>Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.</p>	<p>Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p>	<p>Pupils recognise differences and similarities between people arise from a number of factors including family types and personal identity.</p> <p>Pupils can identify some causes and effects of conflict at all levels from personal to global.</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 making the decision freely for themselves.</p>	<p>Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p>
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they understand how the body changes throughout life? • Are they aware of puberty? • Can they recognise the emotional and physical changes of puberty? • Can they recognise the diversity of cultures and societies within and beyond their own experience? • Can they recognise contributions of different cultures to our lives? • Can they understand why some people have their rights denied? • Can they use strategies to cope with challenging times? • Can they recognise when there may be no single right or wrong answer? • Can they share opinions and evidence on issues with others? • Can they demonstrate offence at unfair treatment of others locally and globally? • Can they demonstrate a sense of justice? 			<ul style="list-style-type: none"> • To understand how families have different family members • To identify who to go to for help and support • To know how I belong • To explore gender stereotypes • To know the differences between males and females • To understand how my body changes throughout my life • To understand what puberty is • To know about the physical and emotional changes of puberty • To understand that each person experiences puberty differently • To understand the nature of prejudice (e.g. racism and sexism) and ways to combat the impact of this stereotype. • To understand connections between personal decisions and issues affecting people locally and globally. • To describe feelings about changes and events in own setting and the wider world. • To participate in decision making in school. • To contribute to the well-being of the wider community. 		

<ul style="list-style-type: none"> • Can they recognise the benefits of listening to a range of different perspectives and viewpoints? 	<ul style="list-style-type: none"> • To demonstrate a growing interest in world events and global issues. • To be proactive in including other people, especially those who may face barriers to participating fully, in school decision making process.
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Key Vocabulary

Stereotypes, gender roles, similar, different, male, female, penis, vagina, puberty, period, pregnancy, emotions, empathy, foetus, public, private, identity, marriage, arranged marriage, forced marriage, peer pressure, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion

5 Year Group Five

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
<p>Pupils can anticipate how their emotions may change as they approach and/or move through puberty.</p> <p>Pupils can discern how people are feeling through their words, body language, gestures and tone.</p>	<p>Pupils can anticipate how their body may change as they approach and/or move through puberty.</p>	<p>Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p>	<p>Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p> <p>Pupils can recognise how different backgrounds, beliefs and personalities affect behaviour and world views.</p>	<p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission.</p> <p>Pupils can evaluate media and other sources for bias, stereotypes and range of voices and perspectives.</p> <p>Pupils can discuss some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</p>	<p>Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen.</p> <p>Pupils can recognise personal strengths and weaknesses.</p>
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they understand how the body changes throughout life? • Are they aware of puberty? 			<ul style="list-style-type: none"> • To understand how families have different family members • To identify who to go to for help and support • To know how I belong 		

<ul style="list-style-type: none"> • Can they recognise the emotional and physical changes of puberty? • Can they use strategies to cope with changes? • Can pupils discuss cause and effects of poverty and inequality? Locally? Globally? • Can pupils analyse own and others' assumptions about people and issues and keep mind open to new ideas? • Can pupils discuss how people might feel through interpreting facial expression and actions? • Can pupils recognise how beliefs can affect behaviour and world views? • Can pupils identify strengths? • Can pupils identify weaknesses and discuss how these can be points for growth? • Can pupils take on different roles in group work? • Can pupils employ effective strategies for repairing damaged relationships? • Can use active listening and see the impact of this on maintaining relationships • Can use skills to adapt behaviour to new cultural environments 	<ul style="list-style-type: none"> • To explore gender stereotypes • To understand how my body changes throughout my life • To know how to keep clean • To understand and describe different coping strategies • To explore how the body changes throughout puberty • To understand what hormones are • To understand the impact on poverty (both locally and globally) • To understand how beliefs can affect behaviour and world views. • To be able to explore multiple perspectives and alternative visions of the future
<p>Key Vocabulary</p>	
<p>Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, hormones, penis, erection, wet dream, sex, intersex, transgender, gay, lesbians, personal information, online, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion</p>	

6 Year Group Six

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
<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>Pupils can evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.</p>	<p>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs.</p>	<p>Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language.</p>	<p>Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).</p> <p>Pupils know the impacts of stereotyping, prejudice and discrimination and how to challenge these.</p> <p>Pupils know the importance of language, beliefs and values in cultural identities.</p> <p>Pupils know importance of citizens, societies and governments respecting and defending people’s human rights current and historical</p>	<p>Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.</p> <p>Pupils can identify, explore and discuss examples of conflicts past and present in own society and others.</p> <p>Pupils can discuss importance of resolving conflict fairly, and develop a range of strategies to resolve some personal conflicts fairly.</p>	<p>Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.</p>
Skills			Outcomes		
<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they understand how the body changes throughout life? • Are they aware of puberty? • Can they recognise the emotional and physical changes of puberty? • Are they aware of risks and how to deal with them? 			<ul style="list-style-type: none"> • To understand what hormones are • To explore different strategies to deal with changes • To explain physical changes in males and females (periods, puberty) • To be able to identify some risks in specific situations • To be able to identify what influences their decisions 		

<ul style="list-style-type: none"> • Can pupils identify stereotypes, prejudices and discrimination and discuss possible ways to challenge them? • Can pupils identify conflicts (both past and present) in own society and others? • Can pupils identify how a lack of power and representation can result in discrimination and exclusion? • Are pupils aware of the power of collective action in changing lives? • Can pupils discuss and explain ways in which their own feelings and views can impact the lives of others? • Can pupils demonstrate a sense of solidarity with those suffering human rights violations, injustice and discrimination? • 	<ul style="list-style-type: none"> • To understand how self-confidence, communication skills and assertiveness can help them to keep safe • To develop a range of strategies for challenging prejudices. • To be able to identify conflicts (both past and present) within own society and others. • To discuss the impact of conflict, both past and present, within own society and others. • To understand how to resolve some personal conflicts fairly. • To be able to adapt to new situations and explore new ways of seeing local and global issues • To demonstrate a willingness to take an informed stand on global issues. • To demonstrate a belief that people can often make a greater difference when they take action collectively • To be able to respect for the rights of all to have a point of view • To demonstrate a willingness to challenge prejudiced and discriminatory views. • To demonstrate a recognition of diverse perspectives on any issue, and that the majority view is not always right
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Key Vocabulary

Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, risk, challenge, decision, body image, sexual intercourse, conception, homophobic, biphobic, transphobic, vulva, clitoris, circumcision, female genital mutilation, infection, sexually transmitted infection, condom, problems, support, help, trust, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge, conflict, resolve (in relation to conflict), prevent (in relation to conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion

Appendix A: Deeper thinking questions

Please find attached possible questions you may like to ask your class. Teachers will be able to use their own discretion and adapt the questions if they feel it is appropriate due to the needs led focus of the RSE/PSHE curriculum. Class teachers to notify the subject leader if they need to make changes.

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Reception	<p>‘What can you do if you feel ‘x’?’</p> <p>‘What does ‘fair’ mean?’</p> <p>‘What does ‘unfair’ mean?’</p> <p>‘How can you help someone if they feel.....?’</p> <p>‘What does a person look like when they feel ‘x’? Do all people look this way when they feel ‘x’?’</p>	<p>‘Why is it important to wash our hands?’</p> <p>‘How can does being healthy and clean help us?’</p>	<p>‘How can you make a friend?’</p> <p>‘What happens if a rule is something gets tricky and a rule is broken?’</p> <p>‘What is a compliment?’</p> <p>‘Why is it important to give compliments?’</p>	<p>‘How do you feel when you get to choose?’.</p> <p>‘What does it feel like when you can’t choose?’</p>	<p>‘What is a private space?’</p> <p>‘Does everyone have to follow the rules?’</p> <p>‘What would happen if we didn’t have rules in school?’</p>	<p>‘What makes you special?’</p> <p>‘Who can we ask for help?’</p>
Year 1	<p>In relation to a discussion about feelings:</p> <p>‘How might you react towards someone who behaved this way towards you?’</p> <p>‘How might that affect their emotions and how they feel?’ Would this make their behaviour better?’</p> <p>‘Have you noticed how different people respond differently to the same feeling? Why is this?’</p>	<p>‘Can you notice any similarities between boys and girls physically?’</p>	<p>‘Why do Chinese whispers often end up different to how they started?’</p> <p>‘What things are unhelpful when you are trying to talk to someone?’</p> <p>‘What things are unhelpful when you are trying to listen to someone?’</p> <p>‘How easy is it to communicate constructively when we have strong feelings and different views to other people?’</p> <p>‘Noah is playing with a ball in the playground when an older pupil takes it away from him. How can you help Noah? How might Noah be feeling?’</p>	<p>‘What does it feel like to share a similarity with someone? What does it feel like to be part of a bigger group that has a similarity?’</p> <p>‘What does it feel like to be uniquely different?’</p>	<p>‘How did being unwell make you feel?’</p> <p>‘What does it feel like when you have seen someone else be unwell?’</p> <p>‘How can we prevent and protect ourselves from becoming unwell?’</p> <p>‘What is a right? What rights do we have in school? Why are they important?’</p> <p>‘What is a responsibility? What responsibilities do we have in school? Why are they important?’</p>	<p>Responses to these questions will vary from child to child.</p> <p>‘Who can we ask for help at home, school and outside of school?’</p> <p>‘Why is it important to ask for help?’</p> <p>‘How do we feel when we ask for help?’</p>

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Year 2	<p>‘Can you describe a time when you have won or succeeded at something?’ ‘How did this make you feel?’ ‘Is that feeling stronger if you have worked hard for it?’</p> <p>‘What does belonging mean?’ ‘What does it feel like to belong?’</p>	<p>‘How have you changed since you were a baby?’ Was this always easy?’</p>	<p>‘Amelia is upset because her friends aren’t talking to her and she doesn’t know why. How can you help?’</p> <p>‘Why are similarities and differences important?’</p> <p>‘What does it mean to be proud? Have you ever felt proud of something you have done? Discuss what this felt like.’</p>	<p>‘What is the best thing about being a part of your family?’ ‘In what ways are our families different and special?’</p> <p>In relation to a scenario/context you might be exploring: ‘ do you agree with this point of view? If so why? If not, why not? Do you agree with some bits but not all?’</p>	<p>‘What different types of touch can you think of?’ ‘What is personal space?’ ‘How would you feel if someone was in your personal space?’</p> <p>‘Does everyone have the same rights and responsibilities?’ ‘Should everyone have the same rights and responsibilities? Discuss.’</p> <p>‘What is our responsibility towards others? Do we have any responsibilities towards others?’</p>	<p>‘Would it be ok for all secrets to be kept forever?’</p> <p>‘Should we always keep a secret?’</p> <p>‘Why would you not want to/why would it be important to share this ‘secret’?’</p> <p>‘How might you feel telling someone a secret?’</p> <p>‘How might you feel telling somebody else’s secret?’</p>
Year 3	<p>‘How does positive self-talk influence feelings, behaviour and happiness?’</p> <p>‘What does positive self talk could you say to yourself if you were experiencing low self-esteem?’</p>	<p>‘What are the good things about being your age? A teenager? An adult? A much older person?’</p> <p>‘How does it feel to share similarities with other people in the class?’</p> <p>‘How does it feel to know you are completely unique to other people in the class?’</p> <p>‘Why it is important to keep the body clean? How can people keep the body clean and healthy?’</p>	<p>‘What relationship behaviour is most important to you, so you can enjoy respectful relationships? Is this something that you can pledge to be like yourself within your own relationships?’.</p>	<p>‘Does being born physically a boy (with a penis) or physically a girl (with a vulva) make any difference to your feelings, likes and dislikes?’ ‘Should someone change the things they want to do to avoid other people being unkind to them, if this makes them happy?’</p> <p>‘What is bias? Have you been bias before? What does it feel like to be bias? Should people be bias?’</p> <p>‘What is an opinion? What opinions do you have? Should people have opinions?’</p>	<p>‘Does your comfort around touch depend who is touching you?’ ‘Does your comfort around touch depend where someone is touching you? Does your comfort around touch depend on how someone is touching you?’</p> <p>‘Why was the UN convention of the rights of the child important? What impact did it have?’</p> <p>‘Why should we have people responsible for ensuring needs are met?’ ‘Should it always be the same people, or different people depending on the situation?’</p>	<p>‘How did it feel to get excited by a nice surprise?’ ‘What types of things might someone ask them to keep a secret?’ ‘Who would be an appropriate adult that you could talk to if you need to share a secret?’</p>

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Year 4	<p>'How do you react when you feel certain emotions? Are any of these responses physical (the body does something different)?'</p> <p>'What things do you try to do to help yourself or someone else who is feeling angry or scared?'</p> <p>'Why is it important to 'step in someone else's shoes' and show empathy sometimes?'</p>	<p>'What can you do now, that you could not do as a small baby?'</p> <p>'How might the body change as you continue to grow and develop?'</p> <p>How might your emotions and feelings change as you continue to grow and develop?'</p> <p>'What responsibilities and things will you be trusted to do when you are older, that you are too young to do now?'</p>	<p>'If a bedroom is a private place, does it become more public if the bedroom door is left open?'</p>	<p>'How does it feel knowing we are all connected through some similarities?'</p> <p>'Imagine everyone looked the same and felt the same. Would the world be as interesting? Discuss.'</p>	<p>'Is being in love more important than being married?'</p> <p>'How would you feel if your parents picked your future husband or wife? Do you think your parents would pick the same person for you as you would pick for yourself? Which person would you prefer to marry? Why?'</p> <p>'What is diversity? Why is it important? Should we respect all diverse practices? Discuss.'</p> <p>'What is justice? Is justice present in all countries all over the world?'</p> <p>'What is injustice? How can we help those who face injustice?'</p>	<p>'What skills and qualities do you have to solve problems that you might face?'</p> <p>'How can you help others to solve problems?'</p> <p>'Is it always our responsibility to solve a problem?'</p> <p>'Can all problems be fixed?'</p> <p>'Who can you ask for help and support if you need it?'</p> <p>'Why is it important to ask for help?'</p>

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Year 5	<p>‘How might your emotions/feelings change as you move through puberty? Will everyone’s experiences be the same?’</p> <p>‘Is it always possible to know how someone is feeling through their body language?’ ‘How else can we know how someone is feeling?’</p>	<p>‘How might puberty cause the male body to change?’</p> <p>‘How might puberty cause the female body to change?’</p> <p>‘What do you think will be the hardest physical change of puberty to cope with?’</p>	<p>‘What different types of relationships can people be in?’</p> <p>‘What could you do to manage the unhealthy relationship behaviour?’</p>	<p>‘How can we challenge stereotyping and bullying?’</p> <p>‘Why is it important to challenge stereotyping and bullying?’</p> <p>‘Can feedback always be used for personal growth. Discuss and use examples to demonstrate your ideas.’</p>	<p>‘How do you know who you are sharing your information with?’</p> <p>‘How do you know if that person shares your information with someone else?’</p> <p>‘Someone has had personal information shared about them. How might this make them feel?’</p> <p>‘Discuss the cause and effects of poverty locally and globally.’</p> <p>‘Compare the impact of poverty locally and globally.’</p> <p>‘Discuss and cause and effect of inequality (including gender inequality) locally and globally.’</p> <p>‘Compare the impact of inequality locally and globally.’</p> <p>‘Discuss: the media is always biased. It provides no valuable source of information.’</p>	<p>‘Who could you ask to help you, if you found something online that upset you?’</p> <p>‘Should we believe everything we see online? How can we challenge what we see?’</p> <p>‘What does it mean to have a growth mindset? What does it mean to have a fixed mindset?’</p>

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Year 6	<p>‘What do you think young children learn about their bodies from playing with toys like a Barbie? What impact do you think these unrealistic toys and characters can have on how someone feels about their own body?’</p> <p>‘How does it feel to give someone a compliment? How does it feel to receive a compliment?’</p> <p>‘Why is it important to feel positive about how you look?’</p> <p>‘How can our feelings impact others? Are we always responsible for this?’</p>	<p>‘What do you think will be the hardest emotional change to go through during puberty?’</p> <p>‘How does good physical health improve mental health? Do the two impact on each other?’</p>	<p>Evaluate the impact and consequences of discrimination.</p> <p>‘What responsibilities do we have towards preventing discrimination? What responsibilities do others have towards helping to prevent discrimination?’</p>	<p>‘What would it be like if someone didn’t let you have any of your favourite things?’</p> <p>Evaluate the impact of stereotyping and suggest ways it can be prevented.</p> <p>Why is it important to have our human rights defended? At what cost should they be protected? Is it ever right to take away someone’s human rights?’</p> <p>‘Should all cultural practices be respected? Explain your answers with views for and against.’</p>	<p>‘How can we prevent a cold from being shared?’</p> <p>‘Sometimes true, always true, never true: Conflict is always necessary to resolve disagreements and problems.’</p> <p>‘Sometimes true, always true, never true. We are always responsible for managing personal conflicts.’</p>	<p>‘How can we ask for help?’</p> <p>‘Where are best places to seek support?’</p> <p>‘Can we challenge some advice that we are given?’</p> <p>‘What is the impact of growth mindset on our own personal growth?’</p> <p>‘How can we support others who might be finding things difficult?’</p> <p>‘Is it our responsibility to fix other peoples problems? What could you do if you don’t know how to solve a problem?’</p>

Appendix B: RSE/PSHE Long term plan: The black objectives are prepared and planned for in the Education solution resource. Teachers are to use their discretion and adapt planning according to the needs of their class. The blue objectives are not included in the resource, and therefore class teachers will have to plan and resource these sessions.



RSE/PSHE/Mental Health Long term plan

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
EYFS	<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>Pupils can identify what is fair and unfair and the importance of caring and sharing.</p> <p>Pupils can show sensitivity to people’s feelings and needs.</p> <p>Pupils demonstrate an awareness of self and their own uniqueness.</p> <p>Pupils can demonstrate an understanding of their own self-worth and worth of others.</p>	<p>Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.</p>	<p>Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <p>Pupils can recognise their own uniqueness and value of every person.</p> <p>Pupils can recognise how their own actions have consequences.</p>	<p>Pupils can recognize what they like and dislike and feel empowered to make real, informed choices.</p>	<p>Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.</p> <p>Pupils to understand the concept of rules (e.g. rules in class and school) and how rules can help us.</p>	<p>Pupils can identify the special people in their lives, what makes them special and how special people care for one another.</p> <p>Pupils can ask questions and begin to suggest a way to solve a problem.</p>

Curriculum Skills and Progression Map

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Year 1	Pupils are able to communicate about feelings, to recognize how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work collaboratively including strategies to resolve simple arguments through negotiation. Pupils are able to discuss what fairness means.	Pupils can identify and respect the differences and similarities between people. Pupils can participate in discussions about issues that affect self, others and the wider world.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others. Pupils understand that they have right and responsibilities in class and school.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.
Year 2	Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals. Pupils can recognise what contributes to self-identity and belonging.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable. Pupils can recognise similarities and differences. Pupils can demonstrate an awareness of, and pride in, their own individuality.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another one of them. Pupils can identify different points of view and consider their merits.	Pupils understand the can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond. Pupils understand that they have basic human rights and that some people have these denied.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that make them feel uncomfortable, worried or afraid.
Year 3	Pupils can identify their personal strengths and set aspirational goals for themselves, understanding how this contributes to and builds self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl. Pupils can begin to identify bias and opinion.	Pupils understand the right to protect their body from unwanted touch. Pupils can identify their own rights (e.g. UN Convention on the Rights of the Child), those others and who is responsible for rights being met.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Year 4	<p>Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond.</p>	<p>Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.</p>	<p>Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p>	<p>Pupils recognise differences and similarities between people arise from a number of factors including family types and personal identity.</p> <p><i>Pupils can identify some causes and effects of conflict at all levels from personal to global.</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 making the decision freely for themselves.</p>	<p>Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p>
Year 5	<p>Pupils can anticipate how their emotions may change as they approach and/or move through puberty.</p> <p><i>Pupils can discern how people are feeling through their words, body language, gestures and tone.</i></p>	<p>Pupils can anticipate how their body may change as they approach and/or move through puberty.</p>	<p>Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</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>Pupils can recognise how different backgrounds, beliefs and personalities affect behaviour and world views.</i></p>	<p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission.</p> <p><i>Pupils can evaluate media and other sources for bias, stereotypes and range of voices and perspectives.</i></p> <p><i>Pupils can discuss some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels.</i></p>	<p>Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk to about what they have seen.</p> <p><i>Pupils can recognise personal strengths and weaknesses.</i></p>

	Autumn 1: My feelings	Autumn 2: My body	Spring 1: My relationships	Spring 2: My beliefs	Summer 1: My rights and responsibilities	Summer 2: Asking for help
Year 6	<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>Pupils can evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.</p>	<p>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs.</p>	<p>Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language.</p>	<p>Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).</p> <p>Pupils know the impacts of stereotyping, prejudice and discrimination and how to challenge these.</p> <p>Pupils know the importance of language, beliefs and values in cultural identities.</p> <p>Pupils know importance of citizens, societies and governments respecting and defending people's human rights current and historical.</p>	<p>Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.</p> <p>Pupils can identify, explore and discuss examples of conflicts past and present in own society and others.</p> <p>Pupils can discuss importance of resolving conflict fairly and develop a range of strategies to resolve some personal conflicts fairly.</p>	<p>Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.</p>