

RSE Progression Overview

Reception	Year One	Year 2
<ul style="list-style-type: none">• To recognise and name key feelings. ☐• To recognise that our behaviour affects other people, especially when we are angry.• To understand that family and friends care for each other.• To appreciate and value their body, its capabilities and uniqueness.• To begin to recognise the proper names for the external parts of the body. ☐• To be able to describe some of the functions of some of the parts of the body• To understand why hygiene is important.	<ul style="list-style-type: none">• What they like/dislike and are good at• What makes them special and how everyone has different strengths• How their personal features or qualities are unique to them• How they are similar or different to others, and what they have in common• To recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private	<ul style="list-style-type: none">• To recognise how my body has changed since I was a baby and where I am on the continuum from young to old• To recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private• Talk about similarities and differences between boys and girls – address gender stereotypes• Know who to ask for help if they are worried about change• understand there are different types of touch and I can tell you which ones I like and don't like

Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> • That their body belongs to them and should not be hurt or touched; what to do and who to tell if they feel uncomfortable • How to recognise pressure to do something that makes them feel unsafe or uncomfortable • Include elements of “What are families like” and “How to be a good friend” that you have not covered in detail or need to repeat. 	<ul style="list-style-type: none"> • About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • How puberty can affect emotions and feelings • How personal hygiene routines change during puberty • How to ask for advice and support about growing and changing and puberty • 	<ul style="list-style-type: none"> • About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • How puberty can affect emotions and feelings • How personal hygiene routines change during puberty • How to ask for advice and support about growing and changing and puberty • How to recognise and respect similarities and differences between people • There are a range of factors that contribute to a person’s identity • What makes up a person’s identity and it may not correspond to their biological sex • How stereotypes are not always accurate and can negatively impact behaviour and attitude • How to challenge stereotypes and assumptions about others 	<ul style="list-style-type: none"> • That people have different kinds of relationships • That people who are attracted to and love each other can be of any gender, ethnicity or faith; • Adults can choose to be part of a relationship • Both people should want that marriage equally. Being forced is a crime. • How puberty relates to growing from a child to an adult (refer to year 4/5 puberty objectives for guidance on what to include) • About the reproductive organs and process - how babies are conceived and born and how they need to be cared for. That there are different ways to conceive a baby • That there are ways to prevent a baby being made