

* Updated November 2022

Skills and Progression Map

Relationships and Sex Education (RSE)

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'



Nebula Spirituality Statement



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.

R Year group Reception

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognize what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.
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? 			<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 		
Key Vocabulary					
Clean, similar, different, family, boy, girl, male, female, body part, penis, vagina, safe					

1 Year Group One

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
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 can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.
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? 			<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 		
Key Vocabulary					
Clean, similar, different, family, boy, girl, male, female, body part, penis, vagina					

2 Year Group Two

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.	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 identify the ways in which people and families are unique, understanding there has never been and will never be another one of them.	Pupils understand the can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that make them feel uncomfortable, worried or afraid.
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? 			<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 		
Key Vocabulary					
Clean, similar, different, sex, gender roles, stereotypes, boy, girl, male, female, body part					

3 Year Group Three

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
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 understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret.
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 			<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 		
Key Vocabulary					
<p>Stereotypes, gender roles, similar, different, male, female, body part, penis, vagina</p>					

4 Year Group Four

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors including family types and personal identity.	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.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.
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? 			<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 		
Key Vocabulary					
Stereotypes, gender roles, similar, different, male, female, penis, vagina, puberty, period, pregnancy					

5 Year Group Five

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can anticipate how their emotions may change as they approach and/or move through puberty.	Pupils can anticipate how their body may change as they approach and/or move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission.	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.
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 use strategies to cope with changes? 			<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 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 		
Key Vocabulary					
Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, hormones					

6 Year Group Six

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.	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.	Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.
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 • To understand how self-confidence, communication skills and assertiveness can help them to keep safe 		
Key Vocabulary					
<p>Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, risk, challenge, decision</p>					

SEN

Provision for Pupils with SEN

Here are some recommendations for ways in which the RSE curriculum can be adapted to meet the needs of children with SEN.

- Children draw out their answers or explanations.
- Children are given a Success Book to record their successes and achievements to help boost self-esteem.
- Behaviour plans are created to help individual children understand and regulate their behaviour.
- One Page Profiles are created to identify strengths and likes of children and how to best support them.
- Social Stories are used to help explain social situations to children and help them learn ways of behaving in these situations.
- Feeling faces/fans can be used to help children express their feelings.
- Extra RSE learning may be useful to help children with SEN. Pre- and post-teaching of content can help children feel more confident and to consolidate learning.
- Worry monsters
- Worry monsters/boxes can be used to help children discuss and reduce worries.
- Calm corners in classrooms can provide children with a place to practice strategies to manage their feelings.
- A range of books about feelings can be shared in groups or 1-1 with children to help teach them about feelings.

