

RSE

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>My Feelings 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>My Body Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene</p> <p>My Relationships Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <p>My Beliefs Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.</p> <p>My Rights and Responsibilities Pupils understand the concept of privacy,</p>	<p>My Feelings Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.</p> <p>My Body Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.</p> <p>My Relationships Pupils understand the Importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</p> <p>My Beliefs Pupils can identify and respect the differences and similarities between people.</p> <p>My Rights and Responsibilities</p>	<p>My Feelings Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.</p> <p>My Body Pupils can recognise how they grow and will change as they become older.</p> <p>My Relationships Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.</p> <p>My Beliefs 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>My Rights and Responsibilities Pupils can judge what kind of physical contact is acceptable,</p>	<p>My Feelings Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.</p> <p>My Body Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.</p> <p>My Relationships Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.</p> <p>My Beliefs 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>My Rights and Responsibilities</p>	<p>My Feelings Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.</p> <p>My Body Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.</p> <p>My Relationships Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p> <p>My Beliefs Pupils recognise differences and similarities between people arise from a number of factors Inc. family and personal identity.</p>	<p>My Feelings Pupils can anticipate how their emotions may change as they approach and move through puberty.</p> <p>My Body Pupils can anticipate how their body may change as they approach and move through puberty.</p> <p>My Relationships Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p> <p>My Beliefs Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p> <p>My Rights and Responsibilities</p>	<p>My Feelings 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>My Body Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs..</p> <p>My Relationships Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.</p> <p>My Rights and Responsibilities Pupils have an awareness that infections can be shared during sexual</p>

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<p>including the right to keep things private and the right another person has to privacy.</p> <p>Asking for Help</p> <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>Key vocabulary- special.</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>Asking for Help</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>	<p>comfortable, and uncomfortable and how to respond.</p> <p>Asking for Help</p> <p>Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p>	<p>Pupils understand the right to protect their body from unwanted touch.</p> <p>Asking for Help</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>My Rights and Responsibilities</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>Asking for Help</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>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.</p> <p>Asking for Help</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>intercourse, and that a condom can help prevent this.</p> <p>Asking for Help</p> <p>Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p>
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Next steps

- Complete the knowledge and vocabulary progression map to include the remaining units of our RSHE curriculum.