

St Paul's CE Academy - Progression of skills (RSE Educator Solutions curriculum)

| | Early Years | Key Stage 1 | | Key Stage 2 | | | |
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| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 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. | Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond. | Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals. | Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem. | Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond. | Pupils can anticipate how their emotions may change as they approach and move through puberty. | Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves. |
| My body | Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene. | Pupils can correctly name the main parts of the body, including external genitalia using scientific terms. | Pupils can recognise how they grow and will change as they become older. | Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness. | Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty. | Pupils can anticipate how their body may change as they approach and move through puberty. | Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs. |
| My relationships | Pupils understand that there are similarities and differences | Pupils understand the importance of listening to | Pupils can recognise different types of teasing and | Pupils can recognise a wide range of relationships, including the | Pupils are able to judge what kind of physical behaviours | Pupils can identify healthy relationships and recognise | Pupils realise the nature and consequences of |

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| | between everyone and can celebrate this. | other people and playing and working cooperatively, including strategies to resolve simple disagreements through negotiation. | bullying, and understand that these are wrong and unacceptable. | attributes of positive, healthy relationships. | and contact are acceptable and unacceptable, and ways to respond. | the skills to manage and maintain healthy relationships | discrimination, including the use of prejudice based language. |
| My beliefs | Pupils can recognise what they like, dislike and feel empowered to make real, informed choices. | Pupils can identify and respect differences and similarities between people, and can celebrate this. | Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them. | 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 recognise differences and similarities between people arise from a number of factors including family and personal identity. | Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying. | Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM). |
| My rights and responsibilities | Pupils understand the concept of privacy, including the right to keep things private and the right another | Pupils understand that some diseases are spread, the right to be protected from diseases and the | Pupils can judge what kind of physical contact is acceptable, comfortable, uncomfortable and how to | Pupils understand the right to protect their body from unwanted touch. | Pupils know that marriage is a commitment freely entered into by both people and that no one should marry | Pupils have strategies for keeping safe online; knowing personal information including images of | Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can |

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| | person has to privacy. | responsibility to protect others. | respond. | | if they don't absolutely want to or are not making the decision freely for themselves. | themselves and others can be shared without their permission. | help to prevent this. |
| Asking for help | Pupils can identify the special people in their lives, what makes them special and how special people care for one another. | Pupils can identify the people who look after them, and how to attract their attention if needed. | Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. | Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret | Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help. | 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. | Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support |