

# Relationships, Sex and Health Education Curriculum Progression Map



This progression map details the skills and knowledge that children at The Free School Norwich will gain at each stage of the curriculum.

My Feelings													
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth						
Pupils are able to communicate about feelings, to recognize how others show feelings and know how to respond.	Pupils are able to communicate about feelings, to recognize 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 recognise what contributes to self-identity and belonging.	Pupils can identify their personal strengths and set aspirational goals for themselves, understanding how this contributes to and builds self-esteem.	Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond.	Pupils can anticipate how their emotions may change as they approach and/or move through puberty. Pupils can discern how people are feeling through their words, body language, gestures and tone	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 evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.	To support teacher's assessment of children's deeper understanding of topics, children's learning is scaffolded with deeper learning questions						
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# Relationships, Sex and Health Education Curriculum Progression Map



Asking For Help													
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth						
Pupils can identify the special people in their lives, what makes them special and how special people care for one another. Pupils can ask questions, and begin to suggest a way to solve a problem.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention	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 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 can recognise personal strengths and weaknesses.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.	Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.	<p>o support teacher's assessment of children's deeper understanding of topics, children's learning is scaffolded with deeper learning questions</p> <table border="1"> <tr> <td> <b>REMEMBER</b> <ul style="list-style-type: none"> <li>Can you recall it?</li> <li>What are the key features of it?</li> <li>What is it?</li> <li>How would you describe it?</li> <li>Where was it?</li> <li>When was it?</li> <li>How would you categorise it?</li> <li>Can you explain it?</li> </ul> </td> <td> <b>UNDERSTAND</b> <ul style="list-style-type: none"> <li>Can you explain it?</li> <li>Can you describe it?</li> <li>Can you explain it in your own words?</li> <li>Can you explain it to someone else?</li> <li>Can you explain it to a child?</li> <li>Can you explain it to a parent?</li> <li>Can you explain it to a friend?</li> <li>Can you explain it to a teacher?</li> <li>Can you explain it to a 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# Relationships, Sex and Health Education Curriculum Progression Map



My Relationships							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
Pupils understand that there are similarities and differences between everyone and can celebrate this. Pupils can recognise their own uniqueness and value of every person. Pupils can recognise how their own actions have consequences	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 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 recognise a wide range of relationships, including attributes of positive, healthy relationships.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils realise the nature and consequences of discrimination, including the use of prejudicial based language.	<p>o support teacher's assessment of children's deeper understanding of topics, children's learning is scaffolded with deeper learning questions</p>

# Relationships, Sex and Health Education Curriculum Progression Map



My Beliefs							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
Pupils can identify and respect the differences and similarities between people.	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 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 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 recognise that differences and similarities between people arise from a number of factors including family types and personal identity. Pupils can identify some causes and effects of conflict at all levels from personal to global.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying. Pupils can recognise how different backgrounds, beliefs and personalities affect behaviour and world views.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM). Pupils know the impacts of stereotyping, prejudice and discrimination and how to challenge these	<p>o support teacher's assessment of children's deeper understanding of topics, children's learning is scaffolded with deeper learning questions</p>

# Relationships, Sex and Health Education Curriculum Progression Map



My Rights and Responsibilities							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
Pupils can recognize what they like and dislike and feel empowered to make real, informed choices	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 understand and 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 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 of others and who is responsible for rights being met.	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 have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared easily and without their permission. Pupils can evaluate media and other sources for bias, stereotypes and range of voices and perspectives. Pupils can discuss some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels	Pupils have strategies Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this. Pupils can identify, explore and discuss examples of conflicts past and present in own society and others.	<p>o support teacher's assessment of children's deeper understanding of topics, children's learning is scaffolded with deeper learning questions</p>

# Relationships, Sex and Health Education Curriculum Progression Map



My Body							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Greater Depth
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/or move through puberty	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>o support teacher's assessment of children's deeper understanding of topics, children's learning is scaffolded with deeper learning questions</p>

# Relationships, Sex and Health Education Curriculum Progression Map



Key Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Boy, girl, clean, dirty, hands, feet, kind, unkind, friend, adult, teacher, help, hurt, turn, share, trying my best, private parts, pants</li> </ul>	<ul style="list-style-type: none"> <li>Boy, girl, male, female, body part, emotions, feelings, vagina, penis, disease, bacteria, problem, help, agreement, disagreement, resolution, rights, responsibility, decision, views (i.e. different views to their own)</li> </ul>	<ul style="list-style-type: none"> <li>Similar, different, boy, girl, male, female, body part, self esteem, vagina, penis, hair 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)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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,</li> </ul>	<ul style="list-style-type: none"> <li>Stereotypes, gender roles, similar, different, male, female, penis, vagina, period, puberty, hormones, penis, sex, transgender, gay, lesbians, personal information, online, diversity, culture, society, equality, contribution, rights and responsibilities, racism, sexism, stereotype, discrimination, prejudice, challenge,</li> </ul>	<ul style="list-style-type: none"> <li>Penis, vagina, period, puberty, risk, challenge, consent body image, hormones, penis, erection, wet dream 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</li> </ul>

# Relationships, Sex and Health Education Curriculum Progression Map



			conflict), rule/law, empathy, impact,	conflict), solution (in relation to conflict), rule/law, empathy, impact, bias/opinion		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
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