

RSE Knowledge Progression



Relationships and Health Education is compulsory in Primary Schools. We must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we must have regard to the statutory guidance from the DfE

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The [National Curriculum](#) for Science includes content about human body parts, growth, puberty and reproduction taught in UKS2. Parents do not have the right to withdraw from this aspect of the curriculum.

Using the document:

The content is broken into 2 key areas: Relationships and Sex Education.

Each of these areas has 'To know' or '**To know how to**' statements for the children to meet within their given year group, including vocabulary to be taught in each unit. These statements can be used as learning objectives and to aid assessment. 'To know' is content knowledge. '**To know how to**' is **procedural** knowledge.

These statements are not progressive within one year group, but they are progressive throughout the year groups and the colours help map the progression. If the colour is no longer included, then it is expected that the children have acquired that skill.

Golden 5

These are the 5 key areas identified by our pupils through the use of pupil voice that form the basis of our contextual safeguarding.



A star is used to show where these are being covered in our PSHE curriculum.

Community and
local area

HSB (including
Child on child) and
consent

Derogatory
language

Diversity/
celebrating
difference

Bullying

Relationships

Y1

Contextual safeguarding influenced by pupil voice- personal space and respecting areas where we need this, boundaries, consent, disabilities (how we treat people with disabilities), recognising families from different backgrounds.

Families

To know and identify the members of my family and understand that there are lots of different types of families (incl marriage).

Caring friendships

To know how to identify what being a good friend means to me.

To know how to recognise my qualities as a person and a friend.

Respectful relationships

To know who can help me in my school community.

To know how to tell you why I appreciate someone who is special to me.

To know how to listen to other people and show them respect.

Online relationships

To know the people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention.

Being safe/ consent

To know appropriate ways of physical contact to greet my friends and know which ways I prefer.

Relationships Vocab

Y1

Families

Families
Belong
Different
Same
Marriage
Same-sex
Fostered
Adopted
Single parent
Grandparent
Carer
Blended family
Step parents
Co-parenting

Caring friendships

Friends
Friendship
Qualities
Caring
Sharing
Kind

Confidence
Praise
Qualities
Skills
Self-belief
Incredible
Proud

Respectful relationships

Help
Helpful
Community
Feelings

Celebrate
Relationships
Special
Appreciate
Feelings

Online relationships

Online
Offline
Safe
Unsafe
Trusted
Report
Safety

Being safe/ consent

Greeting
Touch
Feel
Texture
Like
Dislike
Personal space
consent


Sex Education


Y1

Sex education

To know that humans and animals are part of a life cycle

To know the names of parts of the body

 To know that private parts are private.

 To know how and who to ask for help when needed.

Key vocabulary

Baby, adult, growing up, life cycle, change

Eyebrow, forehead, arm, leg, knee, toes, head, mouth, ears, shoulders, feet, fingers, elbow

Private parts, pants, consent, personal space

Trusted adults, help, worry, ask, home, school, community

Relationships

Y2

Contextual safeguarding influenced by pupil voice- resilience, bullying, unkind words, consent, personal space, boundaries, private parts, different skin colour, different families, Online safety

Families

To know and identify the different members of my family and **how they may be different to other families**, understand my relationship to each of them and why it is important to share and cooperate. (incl marriage)

Caring friendships

To know how to identify some of the things that cause conflict with my friends and how to use positive problem-solving to resolve conflicts.

Respectful relationships

To know and appreciate people who can help me in my family, my school and my community.

To know how to express my appreciation for the people in my special relationships.

To know how to identify and respect differences and similarities between people of different backgrounds (ethnic, cultural, physically)

Online relationships

To know the people who look after me and who to go to if I am worried about anything on and offline and how to attract their attention with them including if I experience or witness it

Being safe/ consent

To know that there are lots of forms of physical contact within a family and I identify which types of touch I like and don't like (including between peers)

To know that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.

Relationships Vocab

Y2

Families

Family
Different
Similarities
Special
Relationship
Important
Cooperate
Marriage
Same-sex
Fostered
Adopted
Single parent
Grandparent
Carer
Blended family
Step parents
Co-parenting

Caring friendships

Friends
Likes/Dislikes
Conflict
Point of view
Positive problem
solving
Repair
Resolve
Reflect

Respectful relationships

Trust
Trustworthy
Honesty
Reliability

Compliments
Celebrate
Positive
Negative
Appreciate

Online relationships

Online
Offline
Safe
Unsafe
Trusted
Report
Safety
Witness
Internet
Risk

Being safe/ consent

Touch
Physical contact
Communication
Hugs
Like
Dislike
Acceptable
Not acceptable
Personal space
consent

Secret
Surprise
Good secret
Worry secret
Telling
Adult
Trust
Happy
Sad
Frightened


Sex Education


Y2

Sex education

To know how my body has changed from birth to a child.

To know that life cycles involve ageing as a natural process.

 To know what personal boundaries are and understand that other people need to ask to come into my personal space.

 To know the name of the male and female private body parts (including when is appropriate to use the correct terminology).

Key vocabulary

Baby, child, growing up, change, different, body

Growing up, old, young, change, appearance, age, ageing

Like, dislike, personal space, consent, private parts

Penis, breasts, Vulva, bottom, girls, boys, female, male, different, private, gender

Relationships

Y3

Contextual safeguarding influenced by pupil voice- respecting each other, personal space, consent, bullying, resilience, how we are different from each other

Families

To know and identify the roles and responsibilities of each member of my family (as well as others)

To know that gender stereotypes can sometimes be unfair.

Caring friendships

To know how to identify and put into practice some of the skills of friendship.

Respectful relationships

To know how some of the actions and work of people around the world help and influence my life.

To know how my needs and rights are shared by children around the world and can identify how our lives might be different.

To know how to express my appreciation to my friends and family.

To know how to listen to and show respect for the views of others both on and offline

Online relationships

To know some strategies for keeping myself safe online.

To know the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult.

To know the people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention

Being safe/ consent

To know and judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them



Relationships Vocab

Y3

Families

Men
Women
Male
Female
Unisex
Role
Job
Responsibility
Differences
Similarities
Respect
Stereotype
Same-sex
Fostered
Adopted
Single parent
Grandparent
Carer
Blended family
Step parents
Co-parenting

Caring friendships

Conflict
Solution
Problem-solving
Friendship
Win-win
Repair
Resolve
Reflect

Respectful relationships

Global
Communications
Transport
Interconnected
Food journeys
Climate
Trade
Inequality

Needs
Wants
Rights
Deprivation
United Nations
Equality
Justice

Happiness
Celebrating
Relationships
Friendship
Family
Thank you
Appreciation

Online relationships

Safe
Unsafe
Risk
Internet
Social media
Private messaging
Gaming

Being safe/ consent

Touch
Inappropriate touch
Physical contact
Communication
Hugs
Like
Dislike
Acceptable
Not acceptable
Secret
Surprise
Personal space
consent
Telling
Adult
Trust
Frightened

Sex Education

Y3

Sex education

To know that in nature it is usually the female that carries the baby.

★ To know that in humans a mother carries the baby in her uterus (womb) and this is where it develops.

To know that babies need love and care from their parents/carers.

To know some of the changes that happen between being a baby and a child.

Key vocabulary

Female, animals, nature, carry, baby

Mother, baby, uterus, womb, develops, grows

Love, affection, care, parents, carers, looking after

Changes, growing up, grow, baby, child, toddler

Relationships

Y4

Contextual safeguarding influenced by pupil voice- how to deal with disagreements, unkind words, families, consent, personal space, boundaries, issues involving other children in the community, who to ask for help, Online safety

Families

To know and identify someone I love and can express why they are special to me (incl those in adult relationships) I know how most people feel when they lose someone or something they love.

To know how to tell you about someone I know that I no longer see because they have died. I know we can remember people even if we no longer see them because they have died.

Caring friendships

To know and recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.

Respectful relationships

To know how to recognise situations which cause jealousy in relationships and suggest strategies to help when this happens.

To know how to show love and appreciation to the people and animals who are special to me.

Online relationships

To know people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention

Being safe/ consent

To know about physical boundaries and how to say no to unwanted touch. To know how to gain consent for appropriate touch.



Relationships Vocab

Y4

Families

Love, loss,
strategy, shock,
disbelief, numb,
denial, anger,
guilt, sadness,
pain, despair,
hopelessness,
relief,
acceptance

Souvenir, memento,
memorial, loss,
memories, special,
remember

Caring friendships

Friendships,
negotiate,
compromise, trust,
loyalty, anger,
betrayal, empathy
Repair
Resolve
Reflect

Respectful relationships

Relationship
Close
Jealousy
Problem-solve
Emotions
Positive
Negative

Special, love,
appreciation, symbol,
care, attraction, personal
, comfortable,
relationships

Online relationships

Safe
Unsafe
Risk
Internet
Social media
Private
messaging
Gaming
Personal
Private

Being safe/ consent

Touch
Inappropriate
touch
Physical contact
Communication
Hugs
Acceptable
Not acceptable
Personal space
consent
Telling
Adult
Trust
Boundaries
Unwanted

Sex Education

Y4

Sex education

To understand why menstruation happens in women once they reach puberty.

To know that personal hygiene is important during puberty and as an adult.

To know that change is a normal part of life and that some cannot be controlled and have to be accepted.

To know that change can bring about a range of different emotions.

Key vocabulary

Menstruation, periods, puberty, female, change, sanitary products, vagina, vulva, egg, fallopian tube, hormones, cervix, fertilised

Personal hygiene, puberty, adult, care, look after

Change, control, acceptance, looking forward, emotions

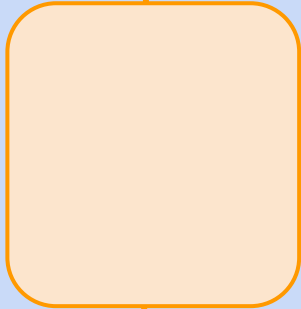
Emotion, excited, nervous, anxious, happy, worried

Relationships

Y5

Contextual safeguarding influenced by pupil voice- how to celebrate differences. resolving arguments so they do not lead to conflict, resilience, recognising difference and is it okay to treat them differently?, Online safety

Families



Caring friendships



Respectful relationships

To know how to give an accurate picture of who I am as a person in terms of my characteristics and personal qualities.

To know the importance of being respectful to everyone and to recognise and care about others people's feelings

To know how to challenge another person's viewpoint if appropriate.

Online relationships

To know that belonging to an online community can have positive and negative consequences (including people I do not know)

To know that there are rights and responsibilities in an online community/ social network or when playing an online game.

To know people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention

To know how to recognise when I am spending too much time using devices.

Being safe/ consent

To know what boundaries are appropriate in friendships with peers and others both on and offline.

To know how to stay safe when using technology to communicate with my friends.

Relationships Vocab

y5

Families



Caring friendships



Respectful relationships

Characteristics
Personal qualities
Attributes
Self-esteem

Online relationships

Responsibility
Being responsible
Age restriction

Social network,
Community, Online
Off line,
Responsibility, Rights,
Risky

Age restriction,
community, violence,
appropriate,
grooming,
gambling/betting,
trustworthy

Devices, screen-time,
social, off line, mental
health, physical health


Being safe/
consent

Personal
information,
safe, online,
choices,
vulnerable, risk,
rights,
responsibilities,
grooming

Sex Education


Y5

Sex education




To know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.

To know that sexual intercourse can lead to conception.



To know that some people need help to conceive and might use IVF.



To know what perception means and that perceptions can be right or wrong.

Key vocabulary

Puberty, sperm, testicles, penis, foreskin, wet dream, ejaculation, larynx, facial hair, pubic hair, growth spurt, hormones, menstruation, periods, puberty, female, change, sanitary products, vagina, vulva, egg, fallopian tube, hormones, breasts, hair, hips, reproductive cycle, fertilised, erection, **genitals**.

Sexual intercourse, conception, having sex, making love, embryo, relationships, contraception, fertilised, unfertilised, pregnancy, fallopian tube

Foetus, fertility treatment (IVF), embryo, foetus, fertilised

Body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison

Relationships

Y6

Contextual safeguarding influenced by pupil voice- inappropriate and homophobic language, uncomfortable getting changed in front of each other, names of private parts, stereotypes, consent, personal space, online safety

Families

Caring friendships

To know and recognise when people are trying to gain power or control (aggressive/ assertive behaviour) including grooming.

Respectful relationships

To know that there are different stages of grief and that there are different types of loss that cause people to grieve.

Online relationships

To know how to judge whether something online is safe and helpful for me.

To know a range of strategies to resist pressure to do something dangerous, that makes me feel uncomfortable, anxious or that I believe is wrong

To know how to use technology positively and safely to communicate with my friends and family.

To know people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention

Being safe/ consent

To know that it is important to take care of my mental health.

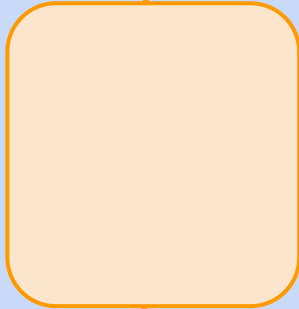
To know how to take care of my mental health.

To know and recognise different risks both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable

Relationships Vocab

Y6

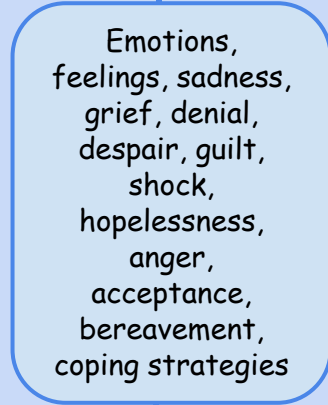
Families



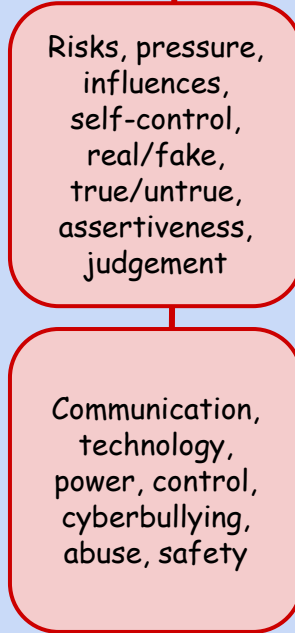
Caring friendships



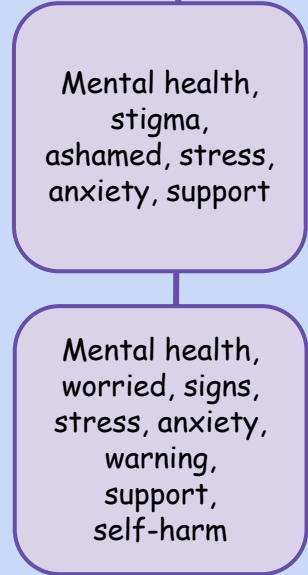
Respectful relationships



Online relationships



Being safe/ consent




Sex Education


Y6

Sex education

To know that becoming a teenager involves various changes and also brings growing responsibility.

 To know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.

To know how a baby develops from conception through the nine months of pregnancy and how it is born.

 To know how being physically attracted to someone changes the nature of the relationship.

Key vocabulary

Legal, laws, responsible, teenager, responsibilities, rights, age, change, growing up

Puberty, sperm, testicles, penis, foreskin, wet dream, ejaculation, semen, erection, larynx, facial hair, pubic hair, growth spurt, hormones, menstruation, periods, puberty, female, change, sanitary products, vagina, vulva, egg, fallopian tube, hormones, breasts, hair, hips, reproductive cycle, fertilised, physical, emotional, looking after, erection, genitals.

Pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, born, baby, develops, grows, midwife,

Boyfriends, girlfriends, same-sex, attraction, relationship, pressure, physically, change, emotions

By the end of Primary school in RSE they will have been taught:

Families
and
people
who care
for me

Pupils should know

- that families are important for children growing up because they can give love, security and stability. (Y1, Y2, Y3, Y4 F)
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (Y2, Y3, Y4 F)
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (Y1, Y2, Y3, Y4 F)
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. (Y1 , Y2, Y3 Y4 F)
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (Y1, Y2, Y4 F and Y4 RR)
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (Y3, Y4 F)

By the end of Primary school in RSE they will have been taught:

Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends. (Y1, Y3, Y4 CF)
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (Y1, Y3 CF)
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (Y2, Y4 CF)
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (Y2, Y4 CF)
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (Y3, Y4, Y6 CF)

By the end of Primary school in RSE they will have been taught:

<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none">- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (Y2, Y3, Y4, Y5 RR)- practical steps they can take in a range of different contexts to improve or support respectful relationships. (Y1, Y2, Y3, Y4, Y5, Y6 RR)- the conventions of courtesy and manners. (Y1, Y2, Y3, Y4, Y5 RR)- the importance of self-respect and how this links to their own happiness. (Y3, Y4, Y5 RR)- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (Y1, Y2, Y3, Y5 RR)- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (Y3, Y5, Y6 OR, Y1, Y2, Y3, Y4, Y5, Y6 Celebrating difference- Jigsaw)- what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Y3 R, Y1, Y2, Y3, Y4, Y5, Y6 Celebrating difference- Jigsaw)- the importance of permission-seeking and giving in relationships with friends, peers and adults. (Y1, Y2, Y3, Y4, Y5, Y6 BS&C)
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By the end of Primary school in RSE they will have been taught:

Online relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not. (Y5, Y6 OR)
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. (Y3, Y4, Y5, Y6 OR)
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. (Y1, Y2, Y3, Y4, Y5, Y6 OR)
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (Y5, Y6 OR)
- how information and data is shared and used online (Y5, Y6 OR)

By the end of Primary school in RSE they will have been taught:

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). (Y1, Y2, Y3, Y4, Y5, Y6 OR; Y1, Y2, Y3, Y4, Y5, Y6 BS&C),
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. (Y1, Y2, Y3, Y4, Y5, Y6 BS&C)
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (Y1, Y2, Y3, Y4, Y5, Y6 BS&C)
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. (Y1, Y2, Y3, Y4, Y5, Y6 OR; Y1, Y2, Y3, Y4, Y5, Y6 BS&C)
- how to recognise and report feelings of being unsafe or feeling bad about any adult. (Y1, Y2, Y3, Y4, Y5, Y6 BS&C)
- how to ask for advice or help for themselves or others, and to keep trying until they are heard. (Y1, Y2, Y3, Y4, Y5, Y6 BS&C)
- how to report concerns or abuse, and the vocabulary and confidence needed to do so. (Y1, Y2, Y3, Y4, Y5, Y6 BS&C)
- where to get advice e.g. family, school and/or other sources. (Y1, Y2, Y3, Y4, Y5, Y6 BS&C)