

# 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** (this will involve the vocabulary taught above)

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.

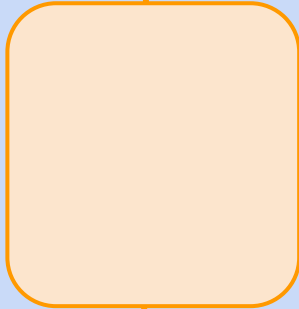
To know how to take care of my mental health.

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

Power  
Control  
Authority  
Bullying  
Script  
Assertive  
Strategies  
Grooming

Respectful relationships

Emotions,  
feelings, sadness,  
grief, denial,  
despair, guilt,  
shock,  
hopelessness,  
anger,  
acceptance,  
bereavement,  
coping strategies

Online relationships

Risks, pressure,  
influences,  
self-control,  
real/fake,  
true/untrue,  
assertiveness,  
judgement

Communication,  
technology,  
power, control,  
cyberbullying,  
abuse, safety

Being safe/  
consent

Mental health,  
stigma,  
ashamed, stress,  
anxiety, support


Mental health,  
worried, signs,  
stress, anxiety,  
warning,  
support,  
self-harm

# 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.

Year 6 will consolidate the Year 5 content.

## 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"><li>- 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)</li><li>- practical steps they can take in a range of different contexts to improve or support respectful relationships. (Y1, Y2, Y3, Y4, Y5, Y6 RR)</li><li>- the conventions of courtesy and manners. (Y1, Y2, Y3, Y4, Y5 RR)</li><li>- the importance of self-respect and how this links to their own happiness. (Y3, Y4, Y5 RR)</li><li>- 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)</li><li>- 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)</li><li>- what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Y3 R, Y1, Y2, Y3, Y4, Y5, Y6 Celebrating difference- Jigsaw)</li><li>- the importance of permission-seeking and giving in relationships with friends, peers and adults. (Y1, Y2, Y3, Y4, Y5, Y6 BS&amp;C)</li></ul>
---------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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)