



## Relationships and Sex Education (RSE) Progression Map

### **Growing and Changing**

Year Group	Lesson (SCARF)	Outcomes
Reception	<ol style="list-style-type: none"> <li>1. Life stages – plants, animals, humans</li> <li>2. Human life stage – who will I be?</li> <li>3. Where do babies come from?</li> <li>4. Getting bigger</li> <li>5. Me and my body – girls and boys</li> </ol>	<p>Understand that there are changes in nature and humans Name the different stages in childhood and growing up Understand that babies are made by a man and a woman Use the correct vocabulary when naming the different parts of the body Know how to keep themselves safe</p>
Year 1	1. Inside my wonderful body	<p>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) Understand and explain the simple bodily processes associated with them</p>
	2. Taking care of a baby	<p>Identify things they could do as a baby, a toddler and can do now Understand some of the tasks required to look after a baby Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding</p>
	3. Then and now	<p>Identify things they could do as a baby, a toddler and can do now Identify the people who help/helped them at those different stages</p>
	4. Who can help?	<p>Explain the difference between teasing and bullying Give examples of what they can do if they experience or witness bullying Say who they could get help from in a bullying situation</p>
	5. Surprises and secrets	<p>Explain the difference between a secret and a nice surprise Identify situations as being secrets or surprises Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep</p>
	6. Keeping privates private	<p>Identify parts of the body that are private Describe ways in which private parts can be kept private Identify people they can talk to about their private parts</p>
	7. Good or bad touches? (keeping safe)	<p>Understand and learn the PANTS rules Name and know which parts should be private Explain the difference between appropriate and inappropriate touch Understand that they have the right to say "no" to unwanted touch Start thinking about who they trust and who they can ask for help</p>
Year 2	1. A helping hand	<p>Demonstrate simple ways of giving positive feedback to others</p>



	2. Sam moves away	Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to
	3. Haven't you grown	Identify different stages of growth (e.g. baby, toddler, child, teenager, adult) Understand and describe some of the things that people are capable of at these different stages
	4. My body, your body	Identify which parts of the human body are private Understand that humans mostly have the same body parts but that they can look different from person to person
	5. Respecting privacy	Explain what privacy means Know that you are not allowed to touch someone's private belongings without their permission Give examples of different types of private information
	6. Should I tell? (Keeping safe)	Identify safe secrets (including surprises) and unsafe secrets Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable
	7. Some secrets should never be kept (Keeping safe)	Identify how inappropriate touch can make someone feel Understand that there are unsafe secrets and secrets that are nice surprises Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop
	8. Basic First Aid	Understand how to make a clear and efficient call to emergency services if necessary Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries
Year 3	1. Relationship Tree	Identify different types of relationships Recognise who they have positive healthy relationships with
	2. Body Space	Understand what is meant by the term body space (or personal space) Identify when it is appropriate or inappropriate to allow someone into their body space Rehearse strategies for when someone is inappropriately in their body space
	3. Secret or Surprise?	Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret Recognise how different surprises and secrets might make them feel Know who they could ask for help if a secret made them feel uncomfortable or unsafe
	4. Basic first aid	Understand how to make a clear and efficient call to emergency services if necessary Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries
Year 4	1. Moving house	Describe some of the changes that happen to people during their lives Explain how the Learning Line can be used as a tool to help them manage change more easily Suggest people who may be able to help them deal with change



	2. My feelings are all over the place	Name some positive and negative feelings Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents Take part in a role play practising how to compromise
	3. All change	Identify parts of the body that males and females have in common and those that are different Know the correct terminology for their genitalia Understand and explain why puberty happens
	4. My changing body (Y3)	Recognise that babies come from the joining of an egg and sperm Explain what happens when an egg doesn't meet a sperm Understand that for girls, periods are a normal part of puberty
	5. Preparing for periods	Know the key facts of the menstrual cycle Understand that periods are a normal part of puberty for girls Identify some of the ways to cope better with periods
	6. Secrets or surprises?	Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret Recognise how different surprises and secrets might make them feel Know who they could ask for help if a secret made them feel uncomfortable or unsafe
	7. Together	Understand that marriage is a commitment to be entered into freely and not against someone's will Recognise that marriage includes same sex and opposite sex partners Know the legal age for marriage in England or Scotland Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony
Year 5	1. How are they feeling?	Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these Explain strategies they can use to build resilience
	2. Taking notice of feelings	Identify people who can be trusted Understand what kinds of touch are acceptable or unacceptable Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch
	3. Dear Hetty	Explain how someone might feel when they are separated from someone or something they like Suggest ways to help someone who is separated from someone or something they like
	4. Changes bodies and feelings	Know the correct words for the external sexual organs Discuss some of the myths associated with puberty
	5. Growing up and changing bodies	Identify some products that they may need during puberty and why Know what menstruation is and why it happens



	6. It could happen to anybody	Identify the consequences of positive and negative behaviour on themselves and others Give examples of how individual/group actions can impact on others in a positive or negative way
	7. Help! I'm a teenager – get me out of here	Recognise how our body feels when we're relaxed List some of the ways our body feels when it is nervous or sad Describe and/or demonstrate how to be resilient in order to find someone who will listen to you
	8. Dear Ash	Explain the difference between a safe and an unsafe secret Identify situations where someone might need to break a confidence in order to keep someone safe
	9. Stop, start, stereotypes	Recognise that some people can get bullied because of the way they express their gender Give examples of how bullying behaviours can be stopped
Year 6	1. Helpful or unhelpful? Managing change	Recognise some of the changes they have experienced and their emotional responses to those changes Suggest positive strategies for dealing with change Identify people who can support someone who is dealing with a challenging time of change
	2. I look great	Understand that fame can be short-lived Recognise that photos can be changed to match society's view of perfect Identify qualities that people have, as well as their looks
	3. Media manipulation	Define what is meant by the term stereotype Recognise how the media can sometimes reinforce gender stereotypes Recognise that people fall into a wide range of what is seen as normal Challenge stereotypical gender portrayals of people
	4. Pressure online	Understand the risks of sharing images online and how these are hard to control, once shared Understand that people can feel pressured to behave in a certain way because of the influence of the peer group Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be
	5. Is this normal?	Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it Suggest strategies that would help someone who felt challenged by the changes in puberty Know where someone could get support if they were concerned about their own or another person's safety
	6. Dear Ash	Explain the difference between a safe and an unsafe secret Identify situations where someone might need to break a confidence in order to keep someone safe
	7. Making babies	Identify the changes that happen through puberty to allow sexual reproduction to occur Know a variety of ways in which the sperm can fertilise the egg to create a baby Know the legal age of consent and what it means
	8. What is HIV?	Explain how HIV affects the body's immune system



		Understand that HIV is difficult to transmit Know how people can protect themselves from HIV
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*Parents have the right to request that their child be withdrawn from the highlighted lessons as these contain non-statutory content. Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.*