



Subject Non- Negotiables – RSHE

Skills and knowledge components:

Progression document building from previous year’s learning

RSHE

	Year 3	Year 4	Year 5	Year 6
My Feelings	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 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 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.
My Relationships	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.
My Beliefs	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils recognise differences and similarities between people arise from a number of factors including family types 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 right to protect their body from unwanted touch.	Pupils know marriage is a commitment freely entered into by both people, and that no one	Pupils have strategies for keeping safe online; knowing personal information including images of	Pupils have an awareness that infections can be shared during



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		should marry if they don’t absolutely want to or are making the decision freely for themselves.	themselves and others can be shared easily and without their permission.	sexual intercourse, and that a condom can help to prevent this.
Asking For Help	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.
Skills	<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they recognise the risks and how to behave appropriately • Can they understand how their body changes over time • Are they aware of different types of touch 	<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they understand how the body changes throughout life? • Are they aware of puberty? • Can they recognise the emotional and physical changes of puberty? 	<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they understand how the body changes throughout life? • Are they aware of puberty? • Can they recognise the emotional and physical changes of puberty? • Can they use strategies to cope with changes? 	<ul style="list-style-type: none"> • Can they recognise and challenge stereotypes? • Can they understand how the body changes throughout life? • Are they aware of puberty? • Can they recognise the emotional and physical changes of puberty? • Are they aware of risks and how to deal with them?
Outcomes	<ul style="list-style-type: none"> • To understand how families have different family members • To identify who to go to for help and support • To know how I belong • To understand how to overcome peer pressure • To understand different kinds of touch and personal space 	<ul style="list-style-type: none"> • To understand how families have different family members • To identify who to go to for help and support • To know how I belong • To explore gender stereotypes • To know the differences between males and females 	<ul style="list-style-type: none"> • To understand how families have different family members • To identify who to go to for help and support • To know how I belong • To explore gender stereotypes • To understand how my body changes throughout my life • To know how to keep clean 	<ul style="list-style-type: none"> • To understand what hormones are • To explore different strategies to deal with changes • To explain physical changes in males and females (periods, puberty) • To be able to identify some risks in specific situations



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	<ul style="list-style-type: none">• To give real life advice and problem solve• To explore gender stereotypes• To know the differences between males and females• To understand how my body changes throughout my life	<ul style="list-style-type: none">• To understand how my body changes throughout my life• To understand what puberty is• To know about the physical and emotional changes of puberty• To understand that each person experiences puberty differently	<ul style="list-style-type: none">• To understand and describe different coping strategies• To explore how the body changes throughout puberty• To understand what hormones are	<ul style="list-style-type: none">• To be able to identify what influences their decisions• To understand how self-confidence, communication skills and assertiveness can help them to keep safe
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