

**RSE Progression in Skills and Knowledge**

**December 2023**

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|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Me and My Body** | Head, Shoulders, Knees and Toes – *our bodies are good and made by God; the names of the parts of the body (not genitalia)* | Girls and Boys – *our bodies are good; names of parts of our bodies.* | Girls and Boys – *we have been created male and female by God with similarities and differences.* | We don’t have to be the same – *similarities and differences as we grow up and change*  Respecting our bodies – *our bodies are a gift from God.* | What is puberty? – *what puberty means and know when it can take place; that puberty is part of God’s plan*  Changing Bodies – *learning the correct names of gentalia; and what happens to boys and girls during puberty.* | Gifts and Talents – *similarities and differences between people arise as they grow and mature – living and working as the body of Christ.*  Girls and Boys Bodies – *puberty recap; the need for modesty (dressing appropriately).* | Girls and Boys Bodies – *looking after our bodies; having boundaries (physical contact).*  Menstrual well-being including the key facts about the menstrual cycle. |
| **Life Cycles** | Growing Up – *there are natural stages from birth to death and what these are.* | The Cycle of Life – *to recognise the benefits of all the stages of life from birth to old age.* | The Cycle of Life – *to recognise the challenges of all the stages of life from birth to old age.* | Life Cycles – *throughout life, humans act at three levels – physical, psychological and spiritual* | Life Cycles – *we were handmade by God by the help of parents; how a baby grows and develops in the womb; how conception fits into the cycle of life.* | Making Babies – *the emotional, moral and spiritual implications of a sexual relationship (commitment, trust, openness, etc.)* | Making Babies – *scientific facts about sexual intercourse between a man and a woman; the Christian viewpoint that intercourse should be kept for marriage.* |
| **Keeping Safe** | My Body, My Rules – *bodily privacy; being open with ‘special’ people.*  What happens to people when they feel ill?  Boundaries in friendships with peers and others. | Physical Contact *– there are people we can trust for help especially those closest to us.*  Recognising early signs of physical illness – e.g. weight loss, changes to the body.  Keeping secrets – it’s not alright if they relate to being safe | Physical Contact – *know they are entitled to bodily privacy*  Impact and risk of the sun on our bodies including skin cancer / steps to keeping safe in the sun.  The importance of privacy in everyday life activities – e.g. washing, toileting, etc. | Safe in my Body – *there are different people we can go for to care for us including teachers and the parish.*  Personal hygiene and germs – bacteria, viruses, how they spread; handwashing  Appropriate and inappropriate contact with others.  Respecting other people online – the importance of anonymity.  Rules and principles for keeping safe online with risks, harmful content and reporting people. | Safe in my Body – *judge what kind of physical contact is acceptable and unacceptable and how to respond.*  Personal hygiene – dental health / flossing / regular check-ups at the dentist / the impact of diet on tooth decay (sugars)  How to respond safely to adults they may encounter who they do not know.  People behave differently online, including pretending to be someone they’re not.  The risks of meeting with people online that they’ve never met. | Making good choices – *know that our bodies are created by God so we should take care of them*  The importance of sufficient good-quality sleep for good health / a lack of sleep affects mood, weight and the ability to learn.  Recognising and reporting feelings of being unsafe or feeling bad about an adult.  How to ask for advice or help for themselves or others – keep trying until they’re heard.  How personal information and data is shared and used online. | Making good choices – *learn that they are entitled to say ‘no’ for all sorts of reasons.*  Facts and science relating to immunisation and vaccination.  Reporting concerns and abuse – having the vocabulary to do so; where to get the advice and help.  Critically considering their online friendships. |