



## Drybrook School Progression of Skills - RSE

EYFS	Social and emotional Knowledge	Subject knowledge
Development Matters	<p>Personal, Social, Emotional Development: Making Relationships</p> <p>Personal, Social, Emotional Development: Self-confidence and self-awareness</p> <p>Personal, Social, Emotional Development: Managing Feelings and Behaviour</p> <p>Physical Development: Health and self-care</p> <p>Understanding the world: People and communities</p> <p>Understanding the world: The world</p>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from</p>



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		one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
willow	<ul style="list-style-type: none"> <li>➤ identify how they have changed from a baby</li> <li>➤ say what might change for them they get older</li> <li>➤ Recognise that changing class can illicit happy and/or sad emotions</li> <li>➤ say how they feel about changing class/growing up</li> <li>➤ Can identify positive memories from the past year in school/home</li> <li>➤ Begin to share</li> <li>➤ Begin to take turns</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can name some parts of the body (see vocabulary list)</li> <li>➤ I Know that we grow from baby to adult</li> <li>➤ Know who to talk to if they are feeling worried</li> <li>➤ Know that sharing how they feel can help solve a worry</li> <li>➤ Know that remembering happy times can help us move on</li> </ul>
Holly	<ul style="list-style-type: none"> <li>➤ identify how they have changed from a baby</li> <li>➤ say what might change for them they get older</li> <li>➤ Recognise that changing class can illicit happy and/or sad emotions</li> <li>➤ say how they feel about changing class/growing up</li> <li>➤ identify positive memories from the past year in school/home</li> <li>➤ Take turns</li> <li>➤ Share toys and equipment, play cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can name the parts of the body (see vocabulary list) and know their functions</li> <li>➤ Know that we grow from baby to adult</li> <li>➤ Know who to talk to if they are feeling worried</li> <li>➤ Know that sharing how they feel can help solve a worry</li> <li>➤ Know that remembering happy times can help us move on</li> </ul>
Key Vocabulary	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories, ready, respectful, safe	



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KS1	Social and emotional skills	Skills
Year 1	<ul style="list-style-type: none"> <li>➤ Understand and accepts that change is a natural part of getting older</li> <li>➤ Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>➤ Can express why they enjoy learning</li> <li>➤ Can suggest ways to manage change e.g. moving to a new class</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can name the male and female private body parts</li> <li>➤ I can use the correct names for private body parts and nicknames, and when to use them</li> <li>➤ parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>➤ to be able to ask for help if they are worried or frightened</li> </ul>
Key Vocabulary	Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.	
Year 2	<ul style="list-style-type: none"> <li>➤ Can appreciate that changes will happen and that some can be controlled and others not</li> <li>➤ to express how they feel about changes</li> <li>➤ Show appreciation for people who are older can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>➤ Can say what greater responsibilities and freedoms they may have in the future</li> <li>➤ Can say who they would go to for help if worried or scared</li> <li>➤ Can say what types of touch they find comfortable/uncomfortable</li> <li>➤ Be able to confidently ask someone to stop if they are being hurt or frightened</li> <li>➤ Can say what they are looking forward to in the next year</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</li> <li>➤ I can tell you what I like/don't like about being a boy/ girl</li> <li>➤ Know who to ask for help if they are worried or frightened</li> <li>➤ Understand there are different types of touch and that some are acceptable and some are not unacceptable</li> </ul>
Key Vocabulary	Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible Actions, Praise, Reward, Consequence, Positive/Negative Choices Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.	



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KS2	Social and emotional	Skills
Y3	<ul style="list-style-type: none"> <li>➤ express how they feel about babies</li> <li>➤ describe the emotions that a new baby can bring to a family</li> <li>➤ express how they feel about puberty</li> <li>➤ say who they can talk to about puberty if they have any worries</li> <li>➤ identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</li> <li>➤ identify changes they are looking forward to in the next year</li> <li>➤ suggest ways to help them manage feelings during changes they are more anxious about</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</li> <li>➤ male and female body needs to change at puberty so their bodies can make babies when they are adults</li> <li>➤ some of the outside body changes that happen during puberty</li> <li>➤ some of the changes on the inside that happen during puberty</li> <li>➤ I recognise how I feel about these changes happening to me and know how to cope with these feelings</li> </ul>
Key Vocabulary	Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.	
Y4	<ul style="list-style-type: none"> <li>➤ appreciate their own uniqueness and that of others</li> <li>➤ express how they feel about having children when they are grown up</li> <li>➤ express any concerns they have about puberty</li> <li>➤ say who they can talk to about puberty if they are worried</li> <li>➤ apply the circle of change model to themselves to have strategies for managing change</li> <li>➤ strategies for managing the emotions relating to change</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can identify what I am looking forward to when I am in Year 5</li> <li>➤ I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</li> <li>➤ I understand babies are made by a sperm joining with an ovum</li> <li>➤ name the different internal and external body parts that are needed to make a baby</li> <li>➤ Understand how the female and male body change at puberty</li> <li>➤ change is a normal part of life and that some cannot be controlled and have to be accepted</li> <li>➤ change can bring about a range of different emotions</li> </ul>
Key Vocabulary	Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.	
Y5	<ul style="list-style-type: none"> <li>➤ celebrate what they like about their own and others' self- image and body-image</li> <li>➤ suggest ways to boost self-esteem of self and others</li> <li>➤ Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can describe how boys' and girls' bodies change during puberty</li> <li>➤ I can express how I feel about the changes that will happen to me during puberty</li> <li>➤ Know what perception means and that perceptions can be right or wrong</li> </ul>



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	<ul style="list-style-type: none"> <li>➤ ask questions about puberty to seek clarification</li> <li>➤ express how they feel about having a romantic relationship when they are an adult</li> <li>➤ express how they feel about having children when they are an adult express how they feel about becoming a teenager</li> <li>➤ say who they can talk to if concerned about puberty or becoming a teenager/adult</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>➤ Understand that becoming a teenager involves various changes and also brings growing responsibility</li> </ul>
Key Vocabulary	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights	
Y6	<ul style="list-style-type: none"> <li>➤ Recognise ways they can develop their own self-esteem</li> <li>➤ express how they feel about the changes that will happen to them during puberty</li> <li>➤ Understand how they feel when they reflect on the development and birth of a baby</li> <li>➤ Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</li> <li>➤ Can celebrate what they like about their own and others' self-image and body-image</li> <li>➤ Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby</li> <li>➤ Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>➤ Know how being physically attracted to someone changes the nature of the relationship</li> <li>➤ the importance of self-esteem and what they can do to develop it</li> <li>➤ Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</li> </ul>
Key Vocabulary	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities,	



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Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement
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### RSE Objectives for the end of primary school

#### Relationships

##### 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.
- 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.
- 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.
- 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.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

##### Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.



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	<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>
<b>Respectful relationships</b>	<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.</li> <li>➤ practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>➤ the conventions of courtesy and manners.</li> <li>➤ the importance of self-respect and how this links to their own happiness.</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.</li> <li>➤ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</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.</li> <li>➤ what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>➤ the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>➤ that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>➤ 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.</li> <li>➤ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>➤ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>➤ how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>➤ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>



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	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>➤ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>➤ how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>➤ how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>➤ how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>➤ where to get advice e.g. family, school and/or other sources.</li> </ul>
<b>Physical Health and Mental Wellbeing</b>	
<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>➤ that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>➤ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>➤ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>➤ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>➤ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>➤ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>➤ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>➤ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>➤ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to</li> <li>➤ if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>➤ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>





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<b>Internet safety and harms</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>➤ that for most people the internet is an integral part of life and has many benefits.</li><li>➤ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li><li>➤ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li><li>➤ why social media, some computer games and online gaming, for example, are age restricted.</li><li>➤ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li><li>➤ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>➤ where and how to report concerns and get support with issues online.</li></ul>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>➤ the characteristics and mental and physical benefits of an active lifestyle.</li><li>➤ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li><li>➤ the risks associated with an inactive lifestyle (including obesity).</li><li>➤ how and when to seek support including which adults to speak to in school if they are worried about their health.</li></ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>➤ what constitutes a healthy diet (including understanding calories and other nutritional content).</li><li>➤ the principles of planning and preparing a range of healthy meals.</li><li>➤ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li></ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>➤ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li></ul>
<b>Health and prevention</b>	<p>Pupils should know</p>



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	<ul style="list-style-type: none"><li>➤ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li><li>➤ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li><li>➤ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li><li>➤ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li><li>➤ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li><li>➤ the facts and science relating to allergies, immunisation and vaccination.</li></ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>➤ how to make a clear and efficient call to emergency services if necessary.</li><li>➤ concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ul>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>➤ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>➤ about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>