



RSE Overview - Educator Solutions Norfolk Resources



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My feelings	To identify a range of feelings and how these are expressed including words to describe them and simple strategies for managing feelings. <i>feelings, comfortable, uncomfortable</i>	To communicate about feelings, to recognise how others show feelings and know how to respond. <i>emotions, feelings</i>	To recognise and celebrate their strengths and achievements and set simple but challenging goals. <i>self-esteem</i>	To identify their strengths and set aspirational goals for themselves, understanding how this contributes to self-esteem. <i>aspiration, compliment, self-esteem</i>	To recognise and respond to a wide range of emotions in themselves and others, and ways to respond. <i>emotions, empathy</i>	To anticipate how their emotions may change as they approach and move through puberty. <i>puberty</i>	To recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves. <i>body image</i>
My body	To know the importance of basic personal hygiene and understand how to maintain basic personal hygiene <i>hygiene</i>	To correctly name the main parts of the body including external genitalia using scientific terms <i>penis, vulva</i>	To recognise how they grow and will change as they become older <i>vagina</i>	To know how their body may change as they grow and develop, how to care for their body and celebrate uniqueness <i>penis, vulva, hygiene</i>	To reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty <i>foetus, puberty</i>	To anticipate how their body may change as they approach and move through puberty <i>puberty, penis, erection, wet dream</i>	To explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs <i>sexual intercourse, conception</i>
My relationships	To understand that there are similarities and differences between everyone and can celebrate this. <i>same, similar, different</i>	To recognise the importance of listening to other people including strategies to resolve arguments <i>communication</i>	To recognise different types of teasing and bullying, understanding that these are wrong and unacceptable. <i>bullying</i>	To recognise a wide range of relationships including the attributes of positive healthy ones. <i>relationships</i>	To judge what kind of physical behaviours and contact are acceptable and unacceptable and how to respond <i>public, private</i>	To identify healthy relationships and recognise the skills to manage and maintain healthy relationships <i>relationships</i>	To realise the nature and consequences of discrimination including the use of prejudice based language <i>homophobic, biphobic, transphobic</i>
My beliefs	To recognise what they like, dislike and feel empowered to make real, informed choices <i>like, dislike, difficult</i>	To identify and respect the differences similarities between people <i>similarities, differences</i>	To identify the ways in which people and families are unique <i>unique</i>	To challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl <i>gender, stereotypes</i>	To recognise differences and similarities between people arise from a number of factors including family and personal identity <i>similar, different, identity</i>	To know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying <i>gender, sex, gay, lesbian intersex, transgender</i>	To know some cultural practices are against British law and human rights including female genital mutilation (FGM) <i>vulva, clitoris, circumcision, female genital mutilation</i>



RSE Overview - Educator Solutions Norfolk Resources



My rights and responsibilities	To understand the concept of privacy including the right to keep things private and the right another person has to privacy <i>private</i>	To understand how some diseases are spread including the right to be protected from disease and the responsibility to protect others <i>disease, bacteria</i>	To judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond <i>personal space, privacy</i>	To understand the right to protect their body from unwanted touch <i>penis, testicles, vulva, vagina</i>	To know marriage is a commitment freely entered into by both people and that no-one should marry if they don't want to or are not making the decision freely <i>Marriage, arranged marriage, forced marriage</i>	To have strategies for keeping safe online, knowing personal information including images of themselves and others can be shared without their permission <i>personal information</i>	To have an awareness that infections can be shared during sexual intercourse and that a condom can prevent this <i>Infection, sexually transmitted infection, condom</i>
Asking for help	To identify special people in their lives, what makes them special and how they care for one another <i>special</i>	To identify people who look after them, who to go to if they are worried and how to attract attention <i>problem, help</i>	To know the difference between a secret and a surprise and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid <i>secret, surprise</i>	To identify the difference between a secret and a surprise, knowing when it is right to break a confidence and share a secret <i>secret, surprise</i>	To recognise when they may need help to manage a situation and have developed their skills to ask for help <i>peer pressure</i>	To know how to manage accidental exposure to explicit images and upsetting online material including who to talk to about it <i>online</i>	To develop the confidence and skills to know when, who and how to ask for help independently or with help <i>problem, help, support, trust</i>