



St Andrew's Church of England Junior School - Progression of Skills and Knowledge: **RSE**



At St Andrew's our vision statement is 'Shining Light on a World of Possibilities' and we have designed our curriculum to be relevant, exciting and creative, underpinned by our school values and based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

This document aims to give guidance on the progression of RSE knowledge and skills across the year groups.

NC	Year 3	Year 4	Year 5	Year 6
Understanding about families and relationships	• Talk about the different types of relationship (friends, family, peers, teachers etc.) • Understand the reasons for getting married/having a committed relationship. • Consider the different family structures such as; second marriages, same-sex parents, fostering, extended families and three or more generations living together. • Recognise and challenge stereotypes in relation to gender. • Discuss consent (at an age appropriate level – e.g. playing in someone's game) and the right to privacy.	• Understand the reasons for getting married/a committed relationship. • Recognise and challenge stereotypes in relation to gender. • Discuss consent at an age appropriate level (e.g. getting in someone's physical space) and the right to privacy.	• consider what love is, and challenge media stereotypes • discuss the importance of consent at an age appropriate level (e.g. giving someone/someone giving you a hug) and the right to say no.	• understand the need for trust and love in established relationships • discuss the importance of consent at an age appropriate level (e.g. giving someone a hug or holding hands) and your right to say no.

Babies and How They Grow

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| <ul style="list-style-type: none">• express how they feel when they see babies or baby animals• understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby• understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow• express how they might feel if they had a new baby in their family | <ul style="list-style-type: none">• Respect their body and understand which parts are private.• Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.• Know that a baby starts to grow when a sperm and egg meet and joined together. This can happen when a man and woman share a special close, loving embrace.• Understand that having a baby is a personal choice and express how they feel about having children when they are adults or not. | <ul style="list-style-type: none">• understand that sexual intercourse can lead to conception and that is how babies are usually made• understand that sometimes people need IVF to help them have a baby• appreciate how amazing it is that human bodies can reproduce in these ways | <ul style="list-style-type: none">• describe how a baby develops from conception through the nine months of pregnancy, and how it is born• recognise how they feel when they reflect on the development and birth of a baby |
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How our body changes through Puberty

• understand that boys' and girls' bodies change as they grow up • identify how boys' and girls' bodies change on the outside during this growing up process • recognise how they feel about these changes happening to them and know how to cope with those feelings say what they like/don't like about being a boy/girl • 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. • Respect their body and understand which parts are private.	• describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • know that there are strategies to help cope with the physical and emotional changes which are experienced during puberty • Discuss what boys (and girls) can do to make each other feel comfortable and respected.	• explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally • understand that puberty is a natural process that happens to everybody and that it will be OK for me • understand how to keep clean and hygienic • describe how boys' and girls' bodies change during puberty • express how they feel about the changes that will happen to them during puberty	• explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Discuss how boy/girls can support each other and make sure everyone feels comfortable and respected • express how they feel about the changes that will happen to them during puberty • ask the questions which they feel they need answered about changes during puberty • reflect on how they feel about asking the questions and about the answers they receive • understand how being physically attracted to someone changes the nature of the relationship • express how they feel about the growing independence of becoming a teenager and they are confident that they can cope with this
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Key Vocabulary:	anus	control	celebrity	contractions
	assumption	egg	conception	development
	committed relationship	emotional changes	hygiene	embryo
	develop	fertilise	IVF	established relationships
	differences	menstruation	lawful	foetus
	family structures	oestrogen	making love	independence
	gender	ovaries	media stereotypes	labour
	love	periods	self-care	midwife
	marriage	physical changes	self-esteem	physically attracted
	penis	pubic hair	self-image	pregnancy
	personal choice	puberty	sexual intercourse	umbilical cord
	privacy	testosterone		
	testicles	sperm		
	vagina	stereotypes		
		uterus		
		womb		