

Progression in Sex & Relationships Education

	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
EY	<ul style="list-style-type: none"> • have a developing awareness of their own needs, views and feelings and be sensitive to the needs and feelings of others • some ways of being a good friend 	<ul style="list-style-type: none"> • recognise the importance of keeping healthy and those things which contribute to this • respond to a range of experiences, showing a range of feelings when appropriate • be able to identify when and how to say 'no' and 'stop' 	
Y1	<ul style="list-style-type: none"> • how some diseases are spread and how to control them • about the process of growing from young to old and how people's needs change • the names of the main external parts of the body including agreed names for sexual parts • understand they have rights over their own body 	<ul style="list-style-type: none"> • recognize their responsibilities and how these have changed • follow basic rules for keeping themselves safe and healthy 	<ul style="list-style-type: none"> • value their own body and recognise its capabilities and uniqueness • how families are special for caring and sharing
Y2	<ul style="list-style-type: none"> • ways in which they are like and different from others • that they have some control over their actions and bodies 	<ul style="list-style-type: none"> • identify and be able to talk with someone they trust • be aware that their feelings and actions have an impact on others • recognize similarities between themselves and their peers 	<ul style="list-style-type: none"> • why families are special and how they care for each other

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	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
Y3	<ul style="list-style-type: none"> name the main external parts of the human body, including scientific names for sexual parts understand the physical differences between males and females understand how their responsibilities will change in the future 	<ul style="list-style-type: none"> carry out regular personal hygiene routines 	<ul style="list-style-type: none"> who has responsibility for their personal hygiene and who will have responsibility in the future the responsibilities parents have for babies perceptions of being 'grown up'
Y4	<ul style="list-style-type: none"> consider ways they affect and are affected by their special people 	<ul style="list-style-type: none"> be able to listen to and support their friends and manage friendship problems be able to recognize unwanted physical contact and ways of stopping it and getting help 	<ul style="list-style-type: none"> be aware of other people's lifestyles and beliefs personal responsibility for personal safety and behaviour
Y5	<ul style="list-style-type: none"> that bacteria and viruses (including HIV) can affect health and that following simple safe routines can reduce their spread about the physical changes that take place at puberty, why they happen and how to manage them understand that physical changes take place at different rates for different people Know the facts of the human lifecycle, including sexual intercourse 	<ul style="list-style-type: none"> recognize their changing emotions with friends and family and be able to express their feelings positively recognize and challenge stereotypes, for example in relation to gender recognize the pressure of unwanted physical contact, and know ways of resisting it 	<ul style="list-style-type: none"> the diversity of lifestyles others' points of view, including their parents' or carers the need for trust and love in established relationships about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together
Y6	<ul style="list-style-type: none"> the many relationships in which they are involved where individual families and groups can find help about keeping themselves safe when involved with risky activities understand how self-confidence and assertiveness can help them keep themselves safe what makes a healthy lifestyle, what affects mental health and how to make informed choices 	<ul style="list-style-type: none"> respect other people's viewpoints and beliefs identify adults they can trust and who they can ask for help be self-confident in a wide range of new situations, such as seeking new friends see things from other people's viewpoints, for example their parents and their carers listen to, support their friends and manage friendship problems 	<ul style="list-style-type: none"> why being different can provoke bullying and why this is unacceptable when it is appropriate to take a risk and when to say no and seek help the diversity of values and customs in the school and in the community value themselves and identify positive things about themselves

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Key Stage 3 (Year 7/8/9)

Age 11-14	Science Curriculum	<ul style="list-style-type: none"> that fertilization in humans is the fusion of a male and a female cell the physical and emotional changes that take place during adolescence about the human reproductive system, including the menstrual cycle and fertilization 	<ul style="list-style-type: none"> how the foetus develops in the uterus how the growth and reproduction of bacteria and the replication of viruses can affect health 	
	Knowledge (PSHE)		Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity how the media influences understanding and attitudes towards sexual health the law relating to sexual behaviour and young people about when and where to get help, such as at a genito-urinary medicine clinics explore the reasons for having sex and for delaying sex understand that sex involves emotions and should involve a sense of respect for one's own and other's feelings, decisions, rights and bodies 		<ul style="list-style-type: none"> to recognize the physical and emotional changes that take place at puberty and how to manage these changes positively recognize risk of personal safety in sexual behaviour and be able to make safe decisions develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships recognize the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage 	<ul style="list-style-type: none"> the benefits of sexual behaviour within a committed relationship the importance of respecting difference in relation to gender and sexuality issues such as the costs of early sexual activity explore body image and self esteem and understand its impact on sexual health and choices
<ul style="list-style-type: none"> the sources of advice and support meaning of confidentiality in school health settings how good relationships can promote mental well-being 		<ul style="list-style-type: none"> develop skills of assertiveness in order to resist peer pressure and stereotyping develop empathy with the core values of family life in all its variety of forms recognize the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively 	<ul style="list-style-type: none"> how they see themselves affects their self-confidence and behaviour the unacceptability of prejudice and homophobic bullying 	

Young People are entitled to engage with the following questions related to SRE:	Content	Vocabulary
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<ul style="list-style-type: none"> • How will I manage to form new relationships? (MMR1) • How is my body developing? (HSL2) • Do I understand the physical and emotional effects of puberty? (HSL2) • What do I need from others at this point in my life? (HSL2) • What changes may occur in my lifestyle? (HSL2) • What shapes my perception of sex and relationships, including ideas of family life and marriage? (HSL2) • Do I know how and where to access the support I might need? (HSL2) • How well equipped am I to understand others and their needs? (MMR3) • Do I understand the facts about sex and reproduction? (HSL6) • What information do I need to anticipate sexual activity and relationships? (HSL6) • What skills/confidence do I have/need to negotiate within relationships? (HSL6) • What do I understand about my sexuality, including sexual orientation? (HSL6) • How do I understand the importance of marriage and stable relationships for family life? (HSL6) • What responsibility do I have for the health and well-being of others? (HSL7) 	<ul style="list-style-type: none"> • Understanding change • Puberty, Emotional/Physical Change • Personal hygiene • Empathy and understanding • Pressure, including media • Accessing support networks • Parenting and families • Negotiation skills • Contraception • HIV/Aids and STI's • Reproduction • Gender differences • Teenage pregnancy and moral contexts • Marriage and family life 	<ul style="list-style-type: none"> Fertilisation Adolescence Reproduction Foetus Placenta Hormones Heterosexual Homosexual Bi-sexual 	<ul style="list-style-type: none"> Chlamydia Genital Warts Thrush Gonorrhoea Herpes Hepatitis B HIV Contraception Condom
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Key Stage 4 (Year 10/11)

Age 14-16 +	Science Curriculum	<ul style="list-style-type: none"> the way in which hormonal control occurs, including the effects of the sex hormones some medical uses of hormones including the control and promotion of fertility 	<ul style="list-style-type: none"> the defence mechanisms of the body how sex is determined in humans
	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
	<ul style="list-style-type: none"> how HIV and other sexually transmitted infections affect the body the link between eating disorders, self-image and sexual identity the risks of early sexual activity and the link with the use of alcohol in the context of importance of relationships, how the different forms of contraception work and where to get advice in order to inform choices the law in relation to sexual activity for young people and adults the qualities of good parenting and its value to family life 	<ul style="list-style-type: none"> recognize the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice manage emotions associated with changing relationships with parents and friends recognize exploitation and abusive relationships and avoid being exploited or exploiting others demonstrate understanding of how to protect themselves from unintended/unwanted conceptions and sexually transmitted infections, including HIV deal with changing relationships in a positive way, showing goodwill to others and showing strategies to resolve disagreements peacefully 	<ul style="list-style-type: none"> their developing sense of sexual identity and feel confident and comfortable with it how personal, family and social values influence behaviour the arguments around moral issues such as abortion, contraception and the age of consent the individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both the consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others.
<ul style="list-style-type: none"> the role of statutory and voluntary organizations and how to access them how their own identity is influenced by both their personal values and those of their family and society 	<ul style="list-style-type: none"> develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships 		

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<ul style="list-style-type: none"> • What are the areas of change within my life? (MMR4) • What strategies do I have for adapting to/managing change within my relationships? (MMR4) • How well equipped am I to deal with increased responsibility as I get older? (MMR4) • How do I talk about my feelings and relationships? (MMR4) • Where do I find professional support and advice? (MMR4) • What are the roles and responsibilities of a parent? (MMR6) • What are the necessary skills for good parenting? (MMR6) • What have I learned about parenting from my own experience? (MMR6) • How do I understand gender roles in terms of parenting? (MMR6) • How do I understand and respond to the importance of marriage with in a stable family unit? (MMR6) • How well equipped am I to contemplate parenthood? (MMR6) • What do I understand about my 'sexual identity' and the implications for my relationships? (HSL11) • How can I make clear my own needs and wishes in terms of relationships with others? (HSL11) • Am I clear about the benefits and appropriateness of different forms of contraception? (HSL11) • How can I resist gender stereotyping in forming positive relationships? (HSL11) • How do I recognise and deal with pressures and persuasion? (HSL11) 	<ul style="list-style-type: none"> • Parenting and families • Gender issues • Marriage and family life • Sexual identity and sexuality • Relationship management • Contraception options and choices • Dealing with pressure and persuasion • Caring for others • Emergency aid 	<p>Contraceptive pill Contraceptive implant/patch Intra Uterine System/Device (IUS. IUD) Female condom (Femidom) Diaphragm</p>
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