

Curriculum Pathway Progression Map

RSE/Safeguarding

Pride Passion Partnership Professionalism Positivity



Pillar of Learning: Independence		Subject: RSE		
	A	B	C	D
Stage 1	<p>I can identify people who look after us and help us to take care.</p> <p>I can identify and recognise some of my own personal belongings.</p> <p>I can identify things that make us feel happy.</p> <p>I can identify things that may make us cry/feel sad.</p>	<p>I can identify some of the ways in which we may be cared for by our families, friends and other adults.</p> <p>I can identify some of the differences between a baby, child and adult.</p>	<p>I can identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc).</p> <p>I can identify what makes us feel upset, angry, worried, anxious, frightened.</p> <p>I can identify the people who make up our family.</p>	<p>I can manage self-care tasks with minimal adult support.</p> <p>I can recognise ‘private’ and ‘public’ in either oral, written or symbolic format.</p> <p>I can identify rules and procedures in school that help keep us safe.</p>
Stage 2	<p>I can recognise the difference between something that is private and something that is public.</p> <p>I can demonstrate vocabulary/ communication skills to express a range of different feelings.</p>	<p>I can identify things we can do by ourselves to look after ourselves and stay healthy.</p> <p>I can explain in simple terms that all bodies are ‘private’.</p> <p>I can explain what is meant by ‘personal space’.</p>	<p>I can identify ‘private’ and ‘public’ spaces in familiar places e.g school, local community.</p> <p>I can describe different kinds of feelings we may have experienced; those we like and those we don’t like.</p>	<p>I can identify private places on my body and others bodies.</p> <p>I can identify some different ways of communicating feelings and needs to others.</p>

<p>Stage 3</p>	<p>I can identify signs, actions, facial expressions, body language which can help us identify how others might be feeling.</p> <p>I can give examples of different types of relationships.</p> <p>I can identify some examples of school procedures that help us keep safe (e.g. fire or evacuation drills, corridor rules, playground rules).</p>	<p>I can identify some of the places/times/situations which we or others would expect to be 'private'.</p> <p>I can identify stages of the human life cycle.</p>	<p>I can independently manage simple self-care tasks.</p> <p>I can recognise ways we can help ourselves to feel better if we are feeling sad or upset.</p> <p>I can name people who may need to touch us in 'private' places on our bodies to keep us healthy e.g. doctors, nurses</p>	<p>I can demonstrate how to ask to borrow something that belongs to someone else.</p> <p>I can adapt my personal care routines as my body changes in puberty.</p> <p>I can recognise correct vocabulary for some of the main body parts, including genitalia.</p>
<p>Stage 4</p>	<p>I can describe how I might feel if my personal belongings were lost or damaged.</p> <p>I can describe simple things we can do if we are not feeling well.</p>	<p>I can identify simple ways some germs/illnesses may be spread.</p> <p>I can identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection.</p>	<p>I can identify behaviours that are/are not appropriate in public spaces.</p> <p>I can describe how our needs have changed since we were a baby.</p>	<p>I can demonstrate how to say 'no' to somebody who is in my personal space without consent.</p> <p>I can identify different types of family.</p>

Stage 5	<p>I can describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel.</p> <p>I can explain what being frightened or worried means.</p>	<p>I can demonstrate ways to give and not give permission</p> <p>I can recognise others' families in school may be different from their family.</p> <p>I can identify examples of what is meant by an emergency.</p>	<p>I can manage self-care tasks at an age-appropriate level.</p> <p>I can recognise that bodies change as people become adults, including the onset of menstruation (when appropriate).</p>	<p>I can demonstrate an understanding of the concept of 'consent'.</p> <p>I can explain that our bodies belong to us and that we have a right to feel safe.</p>
Stage 6	<p>I can explain why some behaviours are not appropriate in public spaces.</p> <p>I can identify some of the ways in which we may be cared for by our families, friends and other adults who care for us.</p>	<p>I can recognise the need to respect other people's bodies and to ask for permission before we touch them.</p> <p>I can identify some of the items we might use to support personal hygiene (e.g. soap, toothpaste, flannel, sponge, shower gel, antiperspirant).</p>	<p>I can recognise that when we experience a change or a loss we may feel sad/ unhappy.</p> <p>I can identify sources of immediate help in an emergency (e.g. adults in school, and demonstrate how we would attract their attention).</p>	<p>I can describe some of the things we can do now that we couldn't do when we were younger.</p> <p>I can describe in simple terms what it means to take care of our bodies and keep them safe.</p> <p>I can identify emergency services that could help us.</p>
Stage 7	<p>I can describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate).</p> <p>I can describe what is meant by personal safety.</p>	<p>I can demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched.</p> <p>I can identify examples of what would and would not be an emergency situation and suggest some ways to respond.</p>	<p>I can demonstrate an understanding of how to gain consent.</p> <p>I can explain what is meant by something being an accident.</p>	<p>I can explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).</p>

Stage 8	<p>I can identify whom to tell if we feel unwell.</p> <p>I can identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe.</p>	<p>I can demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss.</p>	<p>I can explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to.</p>	<p>I can identify whom we can talk to about growing and changing.</p>
Stage 9	<p>I can describe some simple ways we can help others to feel better if they are feeling sad or upset.</p> <p>I can describe how to call 999 in the case of an emergency.</p>	<p>I can demonstrate vocabulary/ communication skills for expressing the intensity of a feeling.</p> <p>I can identify how we can tell if we are unwell (including possible symptoms).</p>	<p>I can explain how the needs of babies, children, adults and older people differ.</p> <p>I can identify what is appropriate and inappropriate to share online.</p>	<p>I can describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it.</p> <p>I can explain what is meant by social media and how people use social media.</p>
Stage 10	<p>I can explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it).</p> <p>I can recognise that not all information seen online is true.</p>	<p>I can describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation).</p> <p>I can describe some ways in which social media can be used in a safe and positive way.</p>	<p>I can give simple reasons why it is important that others know how we are feeling.</p> <p>I can explain what unwanted physical contact means.</p> <p>I can identify trusted adults who can help us if someone tries to pressurise us online.</p>	<p>I can describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact.</p>

Stage 11	<p>I can explain that we have the right to protect our bodies from Inappropriate/ unwanted touching.</p> <p>I can explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.</p>	<p>I can explain how rest and spending time doing things we enjoy can help to make us feel happy.</p> <p>I can identify some of the roles and responsibilities of parents and carers.</p>	<p>I can identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.</p> <p>I can identify what we should do before we 'like', 'forward' or 'share' on social media and how this helps to keep us safe online.</p>	<p>I can describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes.</p> <p>I can explain how other people's identity online can be different from what it actually is in real life.</p>
Stage 12	<p>I can explain the features of a healthy and positive friendship or family relationship.</p> <p>I can identify some of the people and organisations that can provide reliable support and advice if we are physically or mentally unwell.</p> <p>I can identify some possible risks of using social media.</p>	<p>I can identify someone we could safely go to for help if we are worried about ourselves or someone else.</p> <p>I can recognise that two people in a long term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together.</p>	<p>I can explain how we can respect other people's right to protect their bodies from inappropriate/ unwanted touching.</p> <p>I can give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed.</p>	<p>I can explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves.</p> <p>I can give examples of when it is or is not appropriate to be in someone else's 'personal space'.</p> <p>I can explain rules for keeping safe when using different social media platforms.</p>

<p>Stage 13</p>	<p>I can recognise that two people who love and care for one another may or may not have children.</p> <p>I can explain why it is essential to follow instructions in an emergency situation in and outside school.</p>	<p>I can describe or demonstrate how to respond appropriately to others' feelings.</p> <p>I can explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.</p>	<p>I can use correct vocabulary to name male and female reproductive organs.</p> <p>I can demonstrate some simple first aid procedures (e.g. putting someone in the recovery position; when not to move someone; responding to nosebleeds or cuts).</p>	<p>I can identify whom to tell if something in our family life makes us unhappy or worried.</p> <p>I can describe specific ways of keeping ourselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer's camera when not in use).</p>
<p>Stage 14</p>	<p>I can recognise that during and after puberty, some people enjoy masturbating, and this should be done in private.</p> <p>I can describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk.</p>	<p>I can explain when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe.</p> <p>I can describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content</p>	<p>I can explain what is meant by immunisation and vaccination and why people might be immunized or vaccinated.</p> <p>I can describe how adults might communicate to us that something is an emergency (e.g. vocabulary that adults might use).</p>	<p>I can recognise that people experience the physical and emotional changes of puberty over different lengths of time.</p> <p>I can explain what you might do, including whom to tell and what to say, in the event of an emergency when we are out without an adult.</p>

<p>Stage 15</p>	<p>I can explain how we know we can trust these people and organisations to give us advice that will help us (e.g. GP, school nurse, NHS, Childline, Young Minds).</p> <p>I can explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road).</p>	<p>I can recognise that relationships, including marriage and civil partnership, can be between people of any gender.</p> <p>I can explain what is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire).</p>	<p>I can identify reliable sources of advice on growing and changing.</p> <p>I can explain that someone we like may not always be trustworthy.</p>	<p>I can explain some steps we can take to take care of our own and other people's safety and wellbeing when using social media.</p>
<p>Stage 16</p>	<p>I can identify some behaviours that might be risky.</p> <p>I can explain when and why taking a risk can be positive (e.g. trying something new).</p>	<p>I can explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police.</p> <p>I can identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond.</p>	<p>I can explain how and why to carry out self-examination as a way of checking for specific conditions (cancer), including breast and testicular self-examination.</p>	<p>I can describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button).</p> <p>I can explain that our bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for non- medical reasons) is wrong and illegal, even if some adults think it is necessary.</p>