

|              | <b>RSHE</b>  |
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| <b>Level</b> | <b>Outcomes by topic</b>   |
| 7            | <p><u>Baby to adult</u><br/>I can identify some of the differences between a baby, child and adult.</p> <p><u>Changes at puberty</u><br/>I can recognise correct vocabulary for some of the main body parts, including genitalia.<br/>I can recognise that bodies change as people become adults, including the onset of menstruation (when appropriate).</p> <p><u>Dealing with touch</u><br/>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.<br/>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><u>Different types of relationships</u><br/>I can give examples of different types of relationships.<br/>I can identify the people who make up our family.</p> <p><u>Public and private</u><br/>I can identify and recognise some personal belongings.<br/>I can recognise things we would call 'personal' and things we would call 'private'.<br/>I can recognise the difference between something that is private and something that is public.<br/>I can explain that we have a right to keep our bodies private.</p>   |
| 8            | <p><u>Baby to adult</u><br/>I can describe how our needs have changed since we were a baby.</p> <p><u>Changes at puberty</u><br/>I can describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate).<br/>I can identify whom we can talk to about growing and changing.</p> <p><u>Dealing with touch</u><br/>I can explain that our bodies belong to us and that we have a right to feel safe.<br/>I can recognise the need to respect other people's bodies and to ask for permission before we touch them.<br/>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).<br/>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><u>Different types of relationships</u><br/>I can identify different types of family.<br/>I can recognise others' families in school may be different from their family.</p> <p><u>Public and private</u><br/>I can describe ways we take care of our personal belongings.<br/>I can identify places that are public and places that are private.<br/>I can identify some of the places/times/situations which we or others would expect to be 'private'.<br/>I can give simple examples of some things we might do in private but never in public.</p> |
| 9            | <p><u>Baby to adult</u><br/>I can describe some of the things we can do now that we couldn't do when we were younger.</p>  |

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|    | <p><u>Changes at puberty</u><br/>I can describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation).</p> <p><u>Dealing with touch</u><br/>I can describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact.<br/>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.<br/>I can identify trusted adults we can tell if we have experienced physical contact that makes us feel uncomfortable.</p> <p><u>Different types of relationships</u><br/>I can identify some ways in which we may be cared for by our families, friends and other adults who care for us.<br/>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><u>Public and private</u><br/>I can demonstrate how to ask to borrow or use something that belongs to someone else.<br/>I can explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate).<br/>I can explain that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with our friends; things we are comfortable sharing with our most special people and things we do not want to, or should not share with anyone.</p>   |
| 10 | <p><u>Baby to adult</u><br/>I can identify stages of the human life cycle.</p> <p><u>Changes at puberty</u><br/>I can describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes.<br/>I can use correct vocabulary to name male and female reproductive organs.<br/>I can recognise that during and after puberty, some people enjoy masturbating, and this should be done in private.</p> <p><u>Dealing with touch</u><br/>I can explain that we have the right to protect our bodies from inappropriate/ unwanted touching.<br/>I can explain how we can respect other people's right to protect their bodies from inappropriate/ unwanted touching.<br/>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><u>Different types of relationships</u><br/>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.<br/>I can recognise that two people who love and care for one another may or may not have children.<br/>I can identify some of the roles and responsibilities of parents and carers.</p> <p><u>Public and private</u><br/>I can describe how we might feel if our personal belongings are lost or damaged.<br/>I can demonstrate how to tell a trusted adult if someone damages, or we have lost, our personal belongings.<br/>I can explain the importance of respecting others' belongings, privacy and feelings.<br/>I can identify practical strategies to ensure our privacy and that of others.</p> |
| 11 | <p><u>Baby to adult</u></p>   |

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|    | <p>I can explain how the needs of babies, children, adults and older people differ.</p> <p><u>Changes at puberty</u></p> <p>I can recognise that people experience the physical and emotional changes of puberty over different lengths of time.</p> <p>I can identify reliable sources of advice on growing and changing.</p> <p><u>Dealing with touch</u></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> <p>I can identify someone we could safely go to for help if we are worried about ourselves or someone else.</p> <p><u>Different types of relationships</u></p> <p>I can explain the features of a healthy and positive friendship or family relationship.</p> <p>I can identify whom to tell if something in our family life makes us unhappy or worried.</p> <p>I can recognise that relationships, including marriage and civil partnership, can be between people of any gender.</p> <p><u>Public and private</u></p> <p>I can demonstrate ways to give and not give permission when asked to lend belongings.</p> <p>I can explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us.</p> <p>I can explain what we can do/ say or whom we can tell if someone does not respect our privacy, or shares something with us that makes us feel uncomfortable.</p> <p>I can explain why we should tell a trusted adult even if someone has told us not to.</p> |
| 12 | <p><u>Puberty</u></p> <p>I can identify some of the different ways we have changed as we have grown older.</p> <p><u>Friendship</u></p> <p>I can describe what having or being a friend means.</p> <p>I can identify different kinds of friendship and ways in which friendship is important.</p> <p><u>Healthy and unhealthy relationship behaviours</u></p> <p>I can identify some key features of positive friendships/ relationships, and how they can make us feel.</p> <p>I can identify times when we might feel angry or sad because of someone's behaviour towards us.</p> <p><u>Intimate relationships, consent and contraception</u></p> <p>I can identify instances in or out of school when we might need to seek permission or receive consent.</p> <p>I can demonstrate how to ask for permission (get consent) before we borrow or take something from someone.</p> <p>I can demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent).</p> <p>I can identify the similarities and differences between friendships and romantic/ intimate relationships.</p> <p>I can identify whom we can talk to about relationships.</p> <p><u>Long-term relationships/parenthood</u></p> <p>I can give examples of different types and features of committed, long-term relationships.</p> <p>I can identify adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged).</p> <p>I can identify what being in a family means.</p>  |

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|    | <p><u>Public and private</u><br/> I can explain what is meant by private and what is meant by public.<br/> I can identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.</p>   |
| 13 | <p><u>Puberty</u><br/> I can describe some of the new opportunities and responsibilities we have experienced as we have grown older.<br/> I can identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social).<br/> I can explain why puberty happens.</p> <p><u>Friendship</u><br/> I can identify occasions when we might need the support of friends.<br/> I can give examples of how we can show support to our friends.<br/> I can describe how we can let friends know that we need their help and support.</p> <p><u>Healthy and unhealthy relationship behaviours</u><br/> I can identify our expectations of friendships/ relationships (e.g. spending time together, sharing interests).<br/> I can describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).</p> <p><u>Intimate relationships, consent and contraception</u><br/> I can identify different types of intimate relationships including same-sex relationships.<br/> I can describe how strong emotions (including sexual attraction) might make people feel.<br/> I can explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel uncomfortable about, and demonstrate how we might do this.<br/> I can recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs).<br/> I can recognise that contraception, including condoms, can help prevent pregnancy and some STIs.<br/> I can explain the difference between appropriate and inappropriate relationship behaviours in public places.</p> <p><u>Long-term relationships/parenthood</u><br/> I can explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other.<br/> I can recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families.<br/> I can recognise that some relationships will end— meaning that a couple don't go out together, or live together any more.<br/> I can identify whom we can talk to if we're worried about relationships changing/ ending.</p> <p><u>Public and private</u><br/> I can explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online.<br/> I can identify reasons why being asked to share a photo of ourselves might not be a safe thing to do.<br/> I can explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information.</p> |
| 14 | <p><u>Puberty</u><br/> I can describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings.</p>   |

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|    | <p>I can explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.</p> <p><u>Friendship</u></p> <p>I can identify occasions when our friends might need our support.<br/> I can explain that we might disagree with someone and still be friends.<br/> I can demonstrate ways to manage friendship disagreements restoratively.<br/> I can recognise that friends do not always know what is best for each other.</p> <p><u>Healthy and unhealthy relationship behaviours</u></p> <p>I can explain how we expect people to behave towards us in friendships and relationships.<br/> I can identify the differences between positive/healthy and negative/unhealthy relationships.<br/> I can identify people we can talk to about relationships.</p> <p><u>Intimate relationships, consent and contraception</u></p> <p>I can define what intimacy means.<br/> I can identify readiness (emotional, physical and social) for a relationship that may include sex.<br/> Identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex.<br/> I can recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case.<br/> Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.<br/> I can explain that there are laws about the legal age of consent for sexual activity.<br/> I can identify how others may manipulate/persuade us to do things we do not want to do or do not like.<br/> I can describe ways we can take care of our own sexual health and that of others (e.g. using condoms to help prevent STIs).<br/> I can identify where and how to obtain condoms and describe how to use them safely.<br/> I can identify sources of support with relationships and sex.</p> <p><u>Long-term relationships/parenthood</u></p> <p>I can identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent.<br/> I can identify some of the responsibilities of being a parent.<br/> I can recognise different ways a person can become pregnant, including assisted conception, donor conception.<br/> I can identify possible reasons why people might choose to adopt or foster children or young people.<br/> I can explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say.<br/> Identify what we can do and whom we could tell if we think someone is being forced to marry someone.</p> <p><u>Public and private</u></p> <p>I can identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves.<br/> I can identify what is appropriate and inappropriate to share online.<br/> I can identify trusted adults who can help us if someone tries to pressurise us online.<br/> I can explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.</p> |
| 15 | <p><u>Puberty</u></p> <p>I can identify the functions of the reproductive organs, including how conception occurs.<br/> I can describe the different stages of reproduction, pregnancy and birth.</p>  |

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|    | <p><u>Friendship</u></p> <p>I can describe ways in which friendships might change over time.<br/> I can explain that sometimes friendships may end, through choice or circumstances.<br/> I can demonstrate strategies for managing feelings about friendships as they change and develop.</p> <p><u>Healthy and unhealthy relationship behaviours</u></p> <p>I can identify the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind).<br/> I can identify positive strategies to manage inappropriate behaviour towards us.<br/> I can recognise that some types of behaviour within relationships are against the law (e.g. hitting/hurting someone, telling someone what to do all the time, not allowing someone to make choices).<br/> I can identify what we can do if we are worried or concerned about an unhealthy relationship.</p> <p><u>Intimate relationships, consent and contraception</u></p> <p>I can identify different levels of intimacy (physical/sexual) within relationships and their associated risks.<br/> I can describe ways to manage others' expectations in relationships and our right not to be pressurised into doing anything we do not want to do.<br/> I can explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime.<br/> I can demonstrate different strategies to deal with manipulation/persuasion in relationships.<br/> I can recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex.<br/> I can describe some forms of contraception, their correct use and where and how they can be accessed.<br/> I can explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated.<br/> I can explain how and when to access sexual health services.</p> <p><u>Long-term relationships/parenthood</u></p> <p>I can identify possible reasons for assisted conception, donor conception and surrogacy.<br/> I can describe choices people have in the event of an unintended pregnancy.<br/> I can explain what abortion or termination of a pregnancy means.<br/> I can identify reliable, unbiased sources of support and explain how to access them.<br/> I can describe different ways relationships might be ended (e.g. divorce, separation, or bereavement).<br/> I can describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship.<br/> I can explain that the breakdown of a relationship between parents is not the fault of their children.<br/> I can explain the importance of talking to someone if worried about the ending of a relationship.</p> |
| 16 | <p><u>Puberty</u></p> <p>I can evaluate how emotions may change as we get older and are no longer children.<br/> I can recognise that fertility changes over time and in response to some lifestyle factors.</p> <p><u>Friendship</u></p> <p>I can demonstrate how we might end a friendship positively.<br/> I can identify reliable and appropriate sources of support for ourselves and our friends.</p> <p><u>Healthy and unhealthy relationship behaviours</u></p> <p>I can demonstrate strategies to help us negotiate and assert our rights in a relationship.</p>   |

I can explain what is meant by compromise and demonstrate some ways to compromise.  
I can explain how the media portrayal of relationships may not reflect real life but may affect our expectations.  
I can identify sources of support for us or someone we know who is experiencing abusive behaviour.

#### Intimate relationships, consent and contraception

I can explain that consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent.  
I can identify how saying 'yes' under pressure is not consent, and is not the same as freely given, enthusiastic consent.  
I can describe how alcohol/ drugs may influence choices we or others make in relationships, including sexual activity.  
I can evaluate the advantages and disadvantages of different forms of contraception for different individuals.  
I can recognise that viewing pornography can have ongoing harms and where and how to access help if concerned.  
I can describe different reliable sources of support regarding relationships, sex and sexual health and how to access them.

#### Long-term relationships/parenthood

I can identify some of the range of beliefs and opinions about pregnancy, adoption and termination.  
I can recognise that long-term relationships experience challenges but that these can often be overcome.  
I can identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement.  
I can explain strategies that people who are experiencing the end of a relationship might use to manage their feelings.  
I can explain how and where people who are experiencing relationship difficulties or the end of a relationship might get help and support.

#### Public and private

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).  
I can recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law.  
I can explain what could happen next (e.g. police involvement, parent/carer involvement, prosecution) and the impact on self and others.