



RSHE 7+

Outcomes

RSE	
Level 7	<ul style="list-style-type: none"> ▪ Is aware of own gender. ▪ Is aware of gender of others. ▪ I can explain that our bodies belong to us and that we have a right to feel safe. ▪ Identify places that are public and places that are private. ▪ Identify public body parts. Those not typically covered by clothing.
Level 8	<ul style="list-style-type: none"> ▪ I can recognise the difference between something that is private and something that is public. ▪ I can recognise the need to respect other people's bodies and to ask for permission before we touch them. ▪ To name the main parts of the body including external genitalia, e.g. breasts, vagina, penis, testicles. ▪ Identify similarities between boys and girls body parts. ▪ Identify differences between boys and girls body parts. ▪ Uses correct names for male and female genitalia.
Level 9	<ul style="list-style-type: none"> ▪ Recognise ways in which bodies change as people become adults. ▪ I can explain that we have the right to protect our bodies from inappropriate/ unwanted touching. ▪ Give simple examples of some things we might do in private but never in public.
Level 10	<ul style="list-style-type: none"> ▪ Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched. ▪ Explain that we have the right to keep our bodies private. ▪ 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.
Level 11	<ul style="list-style-type: none"> ▪ When we might need to seek permission or receive consent. ▪ Identify some of the places / times / situations which we or others would expect to be 'private'.
Level 12	<ul style="list-style-type: none"> ▪ 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). ▪ How to ask for permission (get consent). ▪ Ways to indicate to others that we are happy/willing or not happy/unwilling to do something. ▪ Similarities and differences between friendships and romantic/ intimate relationships. ▪ Examples of different types and features of committed long-term relationships. ▪ Adults we know who are in a long-term relationship (e.g. married, in a civil partnership, living together, engaged). ▪ I can explain that there are laws about the legal age of consent for sexual activity.
Level 13	<ul style="list-style-type: none"> ▪ I can identify practical strategies to ensure our privacy and that of others. ▪ Key features of positive friendships/ relationships, and how they can make us feel. ▪ Some of the different ways we have changed as we have grown older. ▪ Different types of intimate relationships including same-sex relationships. ▪ How strong emotions (including sexual attraction) might make people feel. ▪ 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. ▪ What sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs).
Level 14	<ul style="list-style-type: none"> ▪ Contraception, including condoms, can help prevent pregnancy and some STIs. ▪ Difference between appropriate and inappropriate relationship behaviours in public places. ▪ Marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other. ▪ Readiness (emotional, physical and social) for a relationship that may include sex. ▪ 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. ▪ Expectations we may have of being in a romantic/intimate/physical relationship, which may include sex.
Level 15	<ul style="list-style-type: none"> ▪ Recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case. ▪ Simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent. ▪ There are laws about the legal age of consent for sexual activity. ▪ How others may manipulate/persuade us to do things we do not want to do or do not like. ▪ Sources of support with relationships and sex. ▪ What the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent.
Level 16	<ul style="list-style-type: none"> ▪ People can 'like' or 'fancy' someone of the same or different gender, race, ability or religion. ▪ Appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation. ▪ Everyone of all genders and sexual orientation is unique, special and worthy of respect. ▪ Reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these. ▪ Aspects of relationships that we are responsible for (e.g. being respectful, honest and kind). ▪ Some types of behaviour within relationships are against the law. ▪ What we can do if we are worried or concerned about an unhealthy relationship
Level 17	<ul style="list-style-type: none"> ▪ Identify different levels of intimacy (physical/sexual) within relationships and their associated risks. ▪ 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 ▪ Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime ▪ Demonstrate different strategies to deal with manipulation/persuasion in relationships.

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| | <ul style="list-style-type: none">▪ 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.▪ Describe some forms of contraception, their correct use and where and how they can be accessed.▪ Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated.▪ Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them. |
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