

# Relationship & Sexuality Education

PROGRESSIVE FRAMEWORK

P1-7



ASHGROVE PRIMARY SCHOOL

# RELATIONSHIPS AND SEXUALITY EDUCATION PROGRESSION PRIMARY 1-7

## [CCEA Living, Learning, Together. Personal Development & Mutual Understanding](#)

**Throughout the document click on the hyperlinks to bring you to the online resources**

### **Introduction**

Relationships and Sexuality Education (RSE) is a statutory part of the curriculum under the following Areas of Learning:

- Personal Development and Mutual Understanding in the Foundation Stage;
- Personal Development and Mutual Understanding at Key Stages 1 and 2;

RSE helps children and young people acquire age-appropriate knowledge, understanding and skills, and develop attitudes, beliefs and values about sexual identity, relationships and intimacy. Effective RSE, which is taught in a sensitive and inclusive manner, encourages children and young people to value themselves as individuals and to make responsible and well-informed decisions about their lives.

**For primary (Foundation Stage, Key Stage 1 and Key Stage 2), the themes are:**

- **Relationships;**
- **My Body and Development (Health, Growth and Change); and**
- **Safety and Wellbeing (Self-Awareness, Feelings and Emotions)**

### **CCEA RSE Hub**

The RSE Hub provides a range of up-to-date, relevant resources and sources of support for priority areas in RSE. Teachers can download our guidance documents and existing resources, as well as new RSE resources that we have developed to help them address sensitive issues with their pupils. Teachers should review these resources before using them to check that they're appropriate for their pupils and in line with their school's ethos and RSE policy.

### **Wellbeing Hub**

The Wellbeing Hub shows how the Northern Ireland Curriculum promotes the learning and development of skills that support pupils' wellbeing and mental health.

### **UNCRC Resource Hub**

CCEA and the Northern Ireland Commissioner for Children and Young People have partnered to create this child rights resource hub for teachers and pupils. Its aim is to provide a range of resources that will help tell children and young people about their rights, as outlined in the United Nations Convention on the Rights of the Child (UNCRC). You can find out more about the UNCRC, its relevance to the curriculum, and its importance for young people.

## FOUNDATION STAGE

RSE is a statutory part of Personal Development and Mutual Understanding in the Foundation Stage. Below are the statutory requirements relevant to RSE at this key stage.

Teachers should enable children to develop knowledge, understanding and skills in:

### **PERSONAL UNDERSTANDING AND HEALTH**

Pupils should be enabled to explore:

- themselves and their personal attributes;
- their own and others' feelings and emotions; and
- the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments.

### **MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY**

Pupils should be enabled to explore:

- their relationships with family and friends;
- their responsibilities for self and others;
- how to respond appropriately in conflict situations; and
- similarities and differences between groups of people.

### **PROGRESSION**

As pupils progress through the Foundation Stage, they should be enabled to:

- express a sense of self-awareness;
- show some self-control and express their own feelings and emotions appropriately;
- adopt healthy and hygienic routines and understand how to keep safe;
- form good relationships with adults and other pupils;
- show independence and know when to seek help;
- show respect when working and playing together and recognise the need for rules; and
- recognise similarities and differences in families and the wider community.

Theme	Learning Intentions Teachers should enable pupils to develop knowledge and skills in:	Success Criteria By the end of the Foundation Stage, children will:	Links to RSE Hub and Other CCEA Resources	Links to External Resources
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• identifying people who care and can help;</li> <li>• recognising that care can come from a variety of different people, for example family or professionals;</li> <li>• recognising the jobs of some professional people who provide care;</li> <li>• recognising that families may be made up of different people;</li> <li>• co-operating, sharing and demonstrating good manners with peers and adults;</li> </ul>	<ul style="list-style-type: none"> <li>• know that they have a right to be cared for;</li> <li>• know that care can be different and come from different people;</li> <li>• be able to explain that adults have different roles to play in helping them, such as parent, carer, teacher or doctor;</li> <li>• talk about their own family and describe the role of various members of their family;</li> <li>• understand that there are different family structures;</li> <li>• understand that families are made up of lots of different people who care for them;</li> <li>• show respect for how people’s lives are different;</li> <li>• begin to co-operate and share with others;</li> <li>• know what good manners are and why they are important;</li> <li>• listen to others;</li> </ul>	<p><a href="#"><u>Year 1 Unit 3: Taking Care of Me!</u></a></p> <p><a href="#"><u>Year 1 Unit 6: You and Me</u></a></p> <p><a href="#"><u>Year 2 Unit 6: Grace &amp; Tracey</u></a></p> <p><a href="#"><u>Year 1 Unit 4: Belonging &amp; Co-operating</u></a></p>	

Theme	Learning Intentions Teachers should enable pupils to develop knowledge and skills in:	Success Criteria By the end of the Foundation Stage, children will:	Links to RSE Hub and Other CCEA Resources	Links to External Resources
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• respecting others' choices;</li>   <li>• recognising the value of friendships and what a good friend is;</li> </ul>	<ul style="list-style-type: none"> <li>• know how to communicate effectively;</li> <li>• be able to express what they like or don't like and explain why;</li> <li>• be able to take part in discussions;</li> <li>• be able to explain why friends are important;</li> <li>• be able to describe qualities of a good friend;</li> <li>• be able to develop friendships;</li> <li>• demonstrate why it is important to get along with others;</li> <li>• use positive verbal and body language;</li> <li>• begin to demonstrate understanding of personal space;</li> <li>• be able to communicate effectively with their peers;</li> </ul>	<p><a href="#">Year 2 Unit 5: I am learning to...</a></p> <p><a href="#">Year 2 Unit 4: Getting Along with Others</a></p>	
<b>My Body and Development (Health, Growth and Change)</b>	<ul style="list-style-type: none"> <li>• recognising and appreciating similarities and differences in how we look;</li>   <li>• naming body parts;</li> </ul>	<ul style="list-style-type: none"> <li>• be able to name differences between themselves and their peers generally;</li> <li>• be able to sort (for example boys/girls or long hair/short hair);</li> <li>• be able to name similarities and differences between girls' and boys' body parts;</li> </ul>	<p><a href="#">Year 1 Unit 1: There's No-one Quite Like Me!</a></p>	

Theme	Learning Intentions Teachers should enable pupils to develop knowledge and skills in:	Success Criteria By the end of the Foundation Stage, children will:	Links to RSE Hub and Other CCEA Resources	Links to External Resources
<p><b>My Body and Development (Health, Growth and Change)</b></p>	<ul style="list-style-type: none"> <li>• understanding what private means and when privacy is necessary;</li> <li>• exploring personal space and appropriate touch with different people;</li> <li>• understanding basic consent;</li> <li>• identifying where living things come from;</li> <li>• investigating how plants and young animals grow and develop;</li> <li>• recognising that all living things need to be nurtured and cared for;</li> <li>• identifying the needs of a baby;</li> </ul>	<ul style="list-style-type: none"> <li>• be able to name main parts of the body, including penis and vagina/vulva;</li> <li>• know what private means and know what areas of our bodies are private;</li> <li>• know how to react if they feel uncomfortable with someone (for example refusing a hug, kiss or touch that they don't want);</li> <li>• know that their body belongs to them and that they are the boss of their body;</li> <li>• be able to role-play and give examples;</li> <li>• understand how new life begins;</li> <li>• understand, for example, how plants grow from a seed or how a chick hatches from an egg;</li> <li>• demonstrate how parent/s looks after a new baby;</li> <li>• know, understand and discuss some of a baby's basic needs, such as eye contact,</li> </ul>	<p><a href="#">Year 1 Unit 3: Taking Care of Me!</a></p> <p><a href="#">Year 2 Unit 3: Keeping Healthy, Staying Safe</a></p>	

Theme	Learning Intentions Teachers should enable pupils to develop knowledge and skills in:	Success Criteria By the end of the Foundation Stage, children will:	Links to RSE Hub and Other CCEA Resources	Links to External Resources
		feeding, changing, washing, cuddling and sleeping;		
<p><b>Safety &amp; Wellbeing (Self-Awareness, Feelings &amp; Emotions)</b></p>	<ul style="list-style-type: none"> <li>• naming their feelings and expressing their emotions;</li> <li>• recognising that feelings are the body's way of telling us what it needs, so we will take action;</li> <li>• recognising that body and mind both need to be looked after;</li> <li>• understanding that rules are there to protect us and keep us safe;</li> <li>• recognising rules that will keep them safe online; and</li> </ul>	<ul style="list-style-type: none"> <li>• be able to explain how they feel and name emotions from facial expressions or body language;</li> <li>• be able to explain that feelings lead to actions (for example: <ul style="list-style-type: none"> <li>– when I feel hungry, I go and get something to eat, and then my body is happy; and</li> <li>– when I feel sad, I might cry or tell someone, so they can comfort me);</li> </ul> </li> <li>• value personal qualities and abilities;</li> <li>• be aware that it is good to show feelings and emotions;</li> <li>• be able to recognise that indoor and outdoor play is good for them;</li> <li>• understand basic hygiene routines;</li> <li>• know basic rules that apply in the home, at school and in the wider community;</li> <li>• understand the reasons for these rules and that they are there to protect;</li> <li>• understand that too much screen time can have negative effects;</li> </ul>	<p><a href="#">Year 1 Unit 2: Sometimes I Feel</a></p> <p><a href="#">Year 2 Unit 2: How Do I Feel?</a></p> <p><a href="#">Year 2 Unit 1: Wonderful Me!</a></p> <p><a href="#">Year 1 Unit 5: Caring &amp; Sharing</a></p>	

Theme	Learning Intentions Teachers should enable pupils to develop knowledge and skills in:	Success Criteria By the end of the Foundation Stage, children will:	Links to RSE Hub and Other CCEA Resources	Links to External Resources
<b>Safety &amp; Wellbeing (Self-Awareness, Feelings &amp; Emotions)</b>	<ul style="list-style-type: none"> <li>Thinking about trust and considering who they trust.</li> </ul>	<ul style="list-style-type: none"> <li>know when/how it is safe to be online</li> <li>name three examples of personal information (for example name, age or school/where they live);</li> <li>be able to explain why they shouldn't share personal information with people they don't trust; and</li> <li>know when to seek help and who to go to for help.</li> </ul>	<a href="#">RSE Internet Safety Resources</a>	



## KEY STAGE 1

RSE is a statutory part of Personal Development and Mutual Understanding at Key Stage 1.

Below are the statutory requirements relevant to RSE at this key stage. Teachers should enable children to develop knowledge, understanding and skills in:

### **PERSONAL UNDERSTANDING AND HEALTH**

- their self-esteem and self-confidence;
- their own and others' feelings and emotions and how their actions affect others; and
- strategies and skills for keeping themselves healthy and safe.

### **MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY**

- initiating and developing mutually satisfying relationships;
- responsibility and respect, honesty and fairness;
- constructive approaches to conflict;
- similarities and differences between people; and
- developing themselves as members of a community.

THEME	LEARNING INTENTIONS	SUCCESS CRITERIA	LINKS TO RSE HUB AND OTHER CCEA RESOURCES	LINKS TO EXTERNAL RESOURCES
<b>RELATIONSHIPS</b>	<p>Teachers should enable pupils to develop knowledge and skills in:</p> <ul style="list-style-type: none"> <li>identifying the meaning of 'care';</li> <li>identifying people who care for them, exploring both physical and emotional care;</li> <li>identifying the different professionals who help children and how their role helps them in their everyday life;</li> <li>recognising that there are different types of family structure;</li> <li>appreciating and respecting diversity in family structure;</li> </ul>	<p>By the end of Key Stage 1 children will:</p> <ul style="list-style-type: none"> <li>be able to explain what 'care' means;</li> <li>understand that care can be physical and/or emotional;</li> <li>know that there are adults in their lives who care for them and look after them;</li> <li>be able to name these adults;</li> <li>understand that who these adults are can be different for different children;</li> <li>be able to name the people who help them in school and out of school;</li> <li>be able to explain their roles;</li> <li>be able to name at least five safe adults they would go to with a question or a worry;</li> <li>be able to list various family types and structures and explain them (for example two mothers, two fathers, adoption, fostering, single parent and kinship);</li> <li>understand that in their family they have a right to feel loved and cared for;</li> <li>be able to show an understanding of and respect for families different to their own;</li> </ul>	<p><a href="#">Year 3 Unit 4 Families</a></p> <p><a href="#">Year 3 Unit 4 Families</a>  <a href="#">Year 3 Unit 6 Living with Difference</a>  <a href="#">Year 4 Unit 6 I Am...You Are... We Can...</a></p>	

THEME	LEARNING INTENTIONS Teachers should enable pupils to develop knowledge and skills in:	SUCCESS CRITERIA By the end of Key Stage 1 children will:	LINKS TO RSE HUB AND OTHER CCEA RESOURCES	LINKS TO EXTERNAL RESOURCES
<b>RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>• understanding how friendships are formed and nurtured;</li> <li>• considering the feelings associated with friendship;</li> <li>• identifying who to go to if they are worried or concerned about peer relationships;</li> </ul>	<ul style="list-style-type: none"> <li>• explore, value and celebrate cultural diversity and difference;</li> <li>• explain and demonstrate through their actions how to make and sustain friendships;</li> <li>• understand the importance of honesty, respect, kindness, fairness and empathy;</li> <li>• know that healthy friendships should make them feel happy and good about themselves;</li> <li>• know how important it is to be friendly and respectful towards everyone, even though they might not have much in common or be close friends;</li> <li>• understand that friends have disagreements and that this is a normal part of any relationship;</li> <li>• know that disagreements should be short-lived and easy to resolve;</li> <li>• be able to think of positive ways to cope and respond when things go wrong between friends.</li> </ul>	<p><a href="#">Year 4 Unit 4: Friendships</a></p> <p><a href="#">Year 3 Unit 5: Why Should I?</a></p>	
<b>MY BODY AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• recognising similarities and differences between males and females; considering stereotypes and gender-biased expectations;</li> </ul>	<ul style="list-style-type: none"> <li>• be able to recognise similarities and differences between males and females;</li> <li>• explore and challenge stereotypes;</li> </ul>	<p><a href="#">Year 3 Unit 6: Living with Difference</a></p> <p><a href="#">Year 4 Unit 6: I Am...You Are... We Can...</a></p>	

THEME	LEARNING INTENTIONS	SUCCESS CRITERIA	LINKS TO RSE HUB AND OTHER CCEA RESOURCES	LINKS TO EXTERNAL RESOURCES
<p><b>(HEALTH, GROWTH &amp; CHANGE)</b></p>	<p>Teachers should enable pupils to develop knowledge and skills in:</p> <ul style="list-style-type: none"> <li>• identifying the parts of the body that are private;</li> <li>• identifying names for parts of their body and understanding the importance of knowing the correct terminology for private parts of the body;</li> <li>• recognising that everyone has the right to privacy;</li> <li>• recognising bodily autonomy – that their body is their body;</li> <li>• exploring help-seeking behaviours;</li> </ul>	<p>By the end of Key Stage 1 children will:</p> <ul style="list-style-type: none"> <li>• understand that boys and girls have different body parts;</li> <li>• be able to name private parts of the male and female body;</li> <li>• understand that it is okay to have funny names for private parts but that it is important that they know the proper names too;</li> <li>• understand that they have the right to privacy at times;</li> <li>• be able to name times when they need privacy;</li> <li>• be able to communicate how to ask for privacy;</li> <li>• be able to name times when they should give others privacy;</li> <li>• feel empowered and know that they are the boss of their body and it belongs to them;</li> <li>• understand that they have the right to say no if someone invades their privacy;</li> <li>• be able to articulate the right way to respond to inappropriate behaviours, for example using the three-step model: say NO, Go Away, Talk to Someone you trust</li> </ul>	<p><a href="#">Year 4 Unit 7: Who Influences Me?</a></p>	

THEME	LEARNING INTENTIONS	SUCCESS CRITERIA	LINKS TO RSE HUB AND OTHER CCEA RESOURCES	LINKS TO EXTERNAL RESOURCES
<p><b>MY BODY AND DEVELOPMENT</b></p> <p><b>(HEALTH, GROWTH &amp; CHANGE)</b></p>	<p>Teachers should enable pupils to develop knowledge and skills in:</p> <ul style="list-style-type: none"> <li>realising that all living things grow and change;</li> <li>understanding personal development and growth;</li> </ul>	<p>By the end of Key Stage 1 children will:</p> <ul style="list-style-type: none"> <li>Identify who you can talk to if you are worried or concerned</li> <li>Be able to: <ul style="list-style-type: none"> <li>Sequence the life cycle of specific animals (for example a butterfly or frog)</li> <li>Investigate factors that affect the growth and development of living things</li> <li>Explain in basic terms how various animals are born for example chicks, penguins, fish, puppies, lambs or calves; and</li> <li>Explain in basic terms how some animals feed from their mother (for example how chicks or puppies feed)</li> </ul> </li> <li>Know that as humans grow they change and develop</li> <li>Know how to sustain their health, growth and well-being through leading a healthy lifestyle</li> <li>Be able to see similarities between how some animal and human mother care for their young (for example, breast fed, kept safe and warm and protected from danger)</li> </ul>	<p><a href="#">Year 4 Unit 3: Growing Means Changing</a></p>	
<p><b>SAFETY &amp; WELL-BEING</b></p>	<ul style="list-style-type: none"> <li>recognising their personal attributes and feeling positive about themselves;</li> </ul>	<ul style="list-style-type: none"> <li>Develop and understating of their self-esteem and confidence;</li> </ul>		

THEME	LEARNING INTENTIONS	SUCCESS CRITERIA	LINKS TO RSE HUB AND OTHER CCEA RESOURCES	LINKS TO EXTERNAL RESOURCES
<p align="center"><b>(SELF-AWARENESS, FEELINGS &amp; EMOTIONS)</b></p>	<p>Teachers should enable pupils to develop knowledge and skills in:</p> <ul style="list-style-type: none"> <li>recognising and expressing feelings and emotions;</li> <li>understanding mental health and wellbeing;</li> </ul>	<p>By the end of Key Stage 1 children will:</p> <ul style="list-style-type: none"> <li>Become aware of their own strengths, abilities, qualities, achievements, personal preferences and goals;</li> <li>Acknowledge that everyone makes mistakes;</li> <li>Acknowledge that attempts can fail or have disappointing outcomes but this is a natural and helpful part of learning;</li> <li>Be able to develop their emotional language using terms such as excited, worried or disappointed;</li> <li>Be able to match facial expressions to emotions;</li> <li>Be able to suggest what may have caused a specific feeling and how someone may react;</li> <li>Be able to give examples of how they felt at different times or in different circumstances and why, for example, confident worried, happy or sad;</li> <li>Be able to name emotions from stories e.g. Hansel &amp; Gretel felt when they were lost in the forest;</li> <li>Know who to talk to if they feel unsafe</li> <li>Be able to explain the importance of talking about problems, worries &amp; concerns;</li> <li>Be able to explain what they would do if they were worried about a friend, themselves or a family member;</li> </ul>	<p><a href="#">Year 3 Unit 1: Getting to Know Me!</a>  <a href="#">Year 4 Unit 2: Difficult Feelings</a></p>	

THEME	LEARNING INTENTIONS	SUCCESS CRITERIA	LINKS TO RSE HUB AND OTHER CCEA RESOURCES	LINKS TO EXTERNAL RESOURCES
<p><b>SAFETY &amp; WELL-BEING</b></p> <p><b>(SELF-AWARENESS, FEELINGS &amp; EMOTIONS)</b></p>	<p>Teachers should enable pupils to develop knowledge and skills in:</p> <ul style="list-style-type: none"> <li>• developing a sense of what is fair;</li> <li>• seeing the internet as a positive place that is fun and helps them learn when accessed safely;</li> <li>• reflecting on their online behaviours; and</li> <li>• identifying potential dangers in online environments.</li> </ul>	<p>By the end of Key Stage 1 children will:</p> <ul style="list-style-type: none"> <li>• Begin to take responsibility for what they say and do;</li> <li>• Understand why it is necessary to have rules and how they are made;</li> <li>• Be able to understand: <ul style="list-style-type: none"> <li>- How the internet helps us in our everyday life;</li> <li>- How adults use the internet in school and at home;</li> <li>- How children use the internet;</li> <li>- Important safety advice and messages; and</li> <li>- The need for passwords</li> </ul> </li> <li>• Reflect on how they use the internet;</li> <li>• Discuss times when they have needed to ask for help</li> <li>• Be able to identify the dangers of being online; and</li> <li>• Be able to demonstrate how they would access help in a range of potential dangerous situations online</li> </ul>	<p><a href="#">Year 3 Unit 5: Why Should I?</a></p> <p><a href="#">RSE Internet Safety Resources</a></p>	

## KEY STAGE 2

RSE is a statutory part of Personal Development and Mutual Understanding at Key Stage 2. Below are the statutory requirements relevant to RSE at this key stage. Teachers should enable children to develop knowledge, understanding and skills in:

### PERSONAL UNDERSTANDING AND HEALTH

- their self-esteem, self-confidence and how they develop as individuals;
- their management of a range of feelings and emotions and the feelings and emotions of others; and
- how to sustain their health, growth and wellbeing and coping safely and efficiently with their environment.

### MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

- initiating, developing and sustaining mutually satisfying relationships;
- human rights and social responsibility;
- causes of conflict and appropriate responses;
- valuing and celebrating cultural difference and diversity; and
- playing an active and meaningful part in the life of the community.

THEME	LEARNING INTENTIONS  Teachers should enable pupils to develop knowledge and skills in:	SUCCESS CRITERIA  By the end of Key Stage 2 children will:	LINKS TO RSE HUB AND OTHER CCEA RESOURCES	LINKS TO EXTERNAL RESOURCES
<b>RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>• Knowing what Human Rights are and knowing that they belong to everyone</li>   <li>• Recognise the importance of being cared for, caring for others and caring for themselves;</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise children’s rights that are outlined in national laws and international agreements;</li> <li>• Appreciate that human rights apply to everyone;</li>   <li>• Realise that they have the right to be cared for by at least one loving adult;</li> <li>• Recognise how they can help others, for example the elderly, younger siblings or a sick relative</li> </ul>	<p><a href="#">Year 5 Unit 5: Valuing Self &amp; Others</a>  <a href="#">Year 6 Unit 5: Speaking Up for Me</a>  <a href="#">Year 7 Unit 5: Says Who?</a>  <a href="#">Year 7 Unit 6: Who Cares?</a></p> <p><a href="#">Year 5 Unit 4: Ups and Downs</a></p>	



THEME	LEARNING INTENTIONS Teachers should enable pupils to develop knowledge and skills in:	SUCCESS CRITERIA By the end of Key Stage 2 children will:	LINKS TO RSE HUB AND OTHER CCEA RESOURCES	LINKS TO EXTERNAL RESOURCES
<b>RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>Identify what love and nurture and nurture mean;</li> <li>Identify different kinds of friendships and relationships;</li> <li>Appreciate diversity and showing respect for others;</li> <li>Develop help-seeking behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Recognise ways that they can help themselves e.g. being organised, taking responsibility for doing homework, packing schoolbag, talking about problems, exercising.</li> <li>Understand what love and nurture mean in different contexts;</li> <li>Identify various family structures and diversity in relationships in the world today;</li> <li>Identify the skills required to manage changing relationships; for example, empathy, love, loyalty, kindness, mutual trust etc</li> <li>Know that the world is full of diversity and it is okay to be different and have different opinions;</li> <li>Show respect for difference and opinions;</li> <li>Be able to name at least 5 safe adults they can go to for help or advice;</li> <li>Know there are organisations to help them e.g. Childline;</li> </ul>	<p><a href="#">Year 5 Unit 6: Learning more About Others</a>  <a href="#">Year 7 Unit 4: Moving On</a>  <a href="#">Year 5 Unit 5: Valuing Self &amp; Others</a>  <a href="#">Year 6 Unit 5: Speaking Up for Me</a></p> <p><a href="#">Year 5 Unit 6: Learning more About Others</a>  <a href="#">Year 6 Unit 6: Check It Out First.</a>  <a href="#">Year 7 Unit 5: Says Who?</a>  <a href="#">Year 7 Unit 6: Who Cares?</a></p> <p><a href="#">Year 5 Unit 4: Ups &amp; Downs</a></p>	

THEME	LEARNING INTENTIONS  Teachers should enable pupils to develop knowledge and skills in:	SUCCESS CRITERIA  By the end of Key Stage 2 children will:	LINKS TO RSE HUB AND OTHER CCEA RESOURCES	LINKS TO EXTERNAL RESOURCES
<p><b>MY BODY AND DEVELOPMENT</b></p> <p><b>(HEALTH, GROWTH &amp; CHANGE)</b></p>	<ul style="list-style-type: none"> <li>Naming parts of their body required to understand the changes that take place during puberty;</li> <li>Recognise that their body changes during puberty;</li> <li>Knowing about the menstrual cycle and menstrual well-being;</li> <li>Know where living things come from;</li> </ul>	<ul style="list-style-type: none"> <li>Understand that as they grow, they develop in different ways;</li> <li>Know that between the ages 11-13, they will experience changes to their bodies and that changes will be different for boys and girls;</li> <li>Understand the importance of personal hygiene;</li> <li>Understand that their behaviours and feelings may change as hormonal changes occur;</li> <li>Know the key facts about the menstrual cycle;</li> <li>Understand that menstruation is a normal and natural part of a girl's development and should not be treated with secrecy or stigma;</li> <li>Understand the importance of physical and emotional wellbeing, leading up to and during periods;</li> <li>Understand essential facts about period products, menstrual hygiene and how to deal with related situations;</li> <li>Understand the challenges associated with periods – pain, fear, anxiety, embarrassment and myths;</li> <li>Reflect on their feelings about menstruation;</li> <li>Know how life begins (can include examples of animals or humans depending on prior</li> </ul>	<p><a href="#">Year 6 Unit 3: Healthy Habits</a></p> <p><a href="#">Year 7 Unit 3: Fit for Future</a></p> <p><a href="#">Year 7 Unit 7: New Horizons</a></p>	

THEME	LEARNING INTENTIONS Teachers should enable pupils to develop knowledge and skills in:	SUCCESS CRITERIA By the end of Key Stage 2 children will:	LINKS TO RSE HUB AND OTHER CCEA RESOURCES	LINKS TO EXTERNAL RESOURCES
<p><b>MY BODY AND DEVELOPMENT</b></p> <p><b>(HEALTH, GROWTH &amp; CHANGE)</b></p>	<ul style="list-style-type: none"> <li>• Understanding the needs of a baby and how they are cared for;</li> <li>• Exploring sexual orientation in the context of learning about love;</li> <li>• Explore diversity in sexuality and gender identity;</li> <li>• Understand growth and change and that their developing sexuality is an important part of self-identity;</li> <li>• Knowing that a person’s physical appearance does</li> </ul>	<p>knowledge, readiness and Ashgrove PS RSE Policy);</p> <ul style="list-style-type: none"> <li>• Understand that in basic terms that a baby can come into the world either through a natural birth or delivered through caesarean section (can be explored initially by looking at how animals come into the world, for example, watching a penguin hatch out of an egg, or a lamb being born);</li> <li>• Know the needs of a new-born;</li> <li>• Understand the need for 24hr care, love and attention;</li> <li>• Know the meaning of the terms heterosexual, gay, lesbian, bisexual and transgender;</li> <li>• Understand that how people look, how people behave, or their aspirations should not be limited by traditional expectations of what boys and girls should do;</li> <li>• Describe ways in which media can shape ideas about body image and gender;</li> <li>• Be able to give examples of and challenge stereotypical behaviour;</li> <li>• Be able to name what makes them unique and different;</li> </ul>	<p><a href="#">Year 5 Unit 3: Stay Safe and Healthy</a></p> <p><a href="#">Year 7 Unit 3: Fit for Future</a></p> <p><a href="#">Year 6 Unit 6: Check It Out First</a></p>	

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	<ul style="list-style-type: none"> <li>not determine their worth as a human being;</li> </ul>	<ul style="list-style-type: none"> <li>Realise that they inherit some features from their family but will develop as unique individuals;</li> <li>Identify positive things about own body image and appearance;</li> </ul>	<a href="#">Year 7 Unit 1: What Makes Me, Me?</a>	
<p><b>SAFETY &amp; WELL-BEING</b></p> <p><b>(SELF AWARENESS FEELINGS &amp; EMOTIONS)</b></p>	<ul style="list-style-type: none"> <li>Promoting dignity, uniqueness, wellbeing and a sense of responsibility for themselves and others;</li> <li>Understanding that decisions are made based on the value system held;</li> <li>Talking about and explain their feelings;</li> <li>Explaining how a positive relationship enhances emotional wellbeing;</li> </ul>	<ul style="list-style-type: none"> <li>Being able to name positive things about themselves and their talents;</li> <li>Explain their goals or areas they would like to develop;</li> <li>Consider how their values affect decision making;</li> <li>Weight up advantages and disadvantages of options;</li> <li>Identify good and bad decisions they have made;</li> <li>Recognise when they have positive emotions and how this makes them feel;</li> <li>Identify the times they feel good;</li> <li>Reflect on their relationships with others and how they affect their emotional wellbeing;</li> </ul>	<a href="#">Year 5 Unit 1: Myself &amp; My Attributes</a> <a href="#">Year 5 Unit 5: Valuing Self &amp; others</a> <a href="#">Year 6 Unit 1: Who Am I?</a> <a href="#">Year 6 Unit 4: Working at Harmony</a> <a href="#">Year 7 Unit 1: What Makes Me, Me?</a>  <a href="#">Year 7 Unit 7: New Horizons</a>  <a href="#">Year 5 Unit 2: I have Feelings</a> <a href="#">Year 6 Unit 2: Dealing with feelings</a> <a href="#">Year 7 Unit 2: Thinking &amp; Feeling</a>	

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<p><b>SAFETY &amp; WELL-BEING</b></p> <p><b>(SELF AWARENESS FEELINGS &amp; EMOTIONS)</b></p>	<ul style="list-style-type: none"> <li>Knowing how to diffuse bullying and peer pressure;</li> <li>Communicating effectively face-to-face and online;</li> <li>Recognising that the internet is a positive place which is fun and can help them learn;</li> <li>Reflecting on their online behaviours;</li> <li>Identifying potential or actual abusive behaviour in the online environment;</li> </ul>	<ul style="list-style-type: none"> <li>Explain how peer pressure can be negative and lead to bullying;</li> <li>Demonstrate an understating of the contact they should include in an online profile;</li> <li>Discuss the importance of being a responsible digital citizen, giving examples of appropriate online behaviours;</li> <li>Understand how rash, impulsive behaviour online may cause problems;</li> <li>Understand their responsibilities for the wellbeing of others in their online groups;</li> <li>Identify appropriate ways to report concerns;</li> <li>Understand the importance of strong passwords;</li> <li>Know how to increase privacy on apps;</li> <li>Have an understanding of the law as it relates to inappropriate or illegal online behaviours, for example, the sharing of inappropriate images;</li> <li>Understand that some individuals may provide a false identity online and why they might do this;</li> </ul>	<p><a href="#">Year 5 Unit 3: Stay Safe and Healthy</a></p> <p><a href="#">Year 6 Unit 5: Speaking Up for Me</a></p> <p><a href="#">RSE Internet Safety Resources</a></p>	

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<p><b>SAFETY &amp; WELL-BEING</b></p> <p><b>(SELF AWARENESS FEELINGS &amp; EMOTIONS)</b></p>	<ul style="list-style-type: none"> <li>Knowing that all forms of abuse are wrong;</li> <li>Being informed about sources of information and support.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the impact of prolonged online activity on their health and the importance of limiting their time spent online;</li> <li>Identify the different types of abuse, including neglect, sexual abuse, domestic violence and physical &amp; emotional abuse;</li> <li>Know that all types of abuse are wrong;</li> <li>Understand that abuse can be online;</li> <li>Be able to explain why and how people can be tricked and coerced or groomed online;</li> <li>Build confidence in their feelings and judgements about what feels safe and unsafe, or okay and not okay for them;</li> <li>Identify at least 5 trusted adults who can help when they have a worry or question; and</li> <li>Develop skills in knowing how to report abuse if it is happening to themselves or someone else they know.</li> </ul>	<p><a href="#">How media may affect self esteem (resources)</a></p> <p><a href="#">Year 5 Unit 4: Ups &amp; Downs</a></p>	