



RSE Curriculum

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Autumn	Spring	Summer	Vocabulary <i>This list is cumulative i.e you should continue to use all words in previous year groups.</i>
Reception			
Healthy and Safer Lifestyles My body and Growing up	Healthy and Safer Lifestyles Keeping safe	Healthy and Safer lifestyles Healthy Lifestyles	Vocabulary
<ul style="list-style-type: none"> - To understand and value what their bodies can do. - To describe their own appearance and name external body parts including using agreed names for the sexual parts. - To recognise similarities and differences between the bodies of girls and boys. - To understand ways in which their body has changed since they were a baby. - To understand ways of looking after their body and keeping it clean. - To understand how members of their family and other trusted people care for and look after them. - To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. - To recognise how growing up makes them feel. 	<ul style="list-style-type: none"> - To be able to identify trusted adults who children can talk to and ask for help. - To assess the risks in the school and its grounds. - To be able to plan ahead to keep safer and understand and apply safety rules in different contexts, e.g. sun, water, fire and railways. - To be able to develop a strategy to keep them safer when they are lost. - To be able to identify safer places to play. - to be able to distinguish between different touches. - To be able to recognise what a secret is. - To be able to use an assertive voice and body language. - To be able to identify how and when to tell. - To understand basic road safety skills. - To be able to identify common harmful substances. - To know what goes on to and into a young child's body. - To understand what medicines are and why some people need medicines. - To understand how to be safe with medicines and who are the trusted people who help them to take medicines when they need it. 	<ul style="list-style-type: none"> - To understand some of the things needed to have a healthy body. - To be able to name and talk about foods they like and dislike. - To understand why different foods and drinks are important to help our bodies stay healthy. - To understand what exercise is and why it's good for us. - To understand the importance of sleep for our bodies. - To begin to understand how to make choices to promote healthy living. 	<ul style="list-style-type: none"> Baby Child Girl Boy Hands Head Teeth Penis testicles vagina bottom nipple
Year 1			
Healthy & Safer Lifestyles Relationships and Sex Education	Healthy and Safer Lifestyles Personal safety	Healthy & Safer Lifestyles Relationships and Sex Education	Vocabulary
<ul style="list-style-type: none"> - To be able to recognise names for the main external parts of the body. - To be able to name the sexual parts using colloquial and occasionally scientific words. 	<ul style="list-style-type: none"> - To be able to identify different feelings and tell others how I feel. - To be able to name my own Early Warning Signs. 	<ul style="list-style-type: none"> - To be able to recognise babies, children and adults of different ages. - To understand that human babies grow inside their mothers. 	<ul style="list-style-type: none"> same similar different unique



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<ul style="list-style-type: none"> - To be able to describe what their bodies do and understand how amazing their body is. - To be able to show some understanding that their body belongs to them. - To be able to describe some basic personal hygiene routines and understand how these can prevent spread of disease. 	<ul style="list-style-type: none"> - To recognise which adults and friends I can trust. - To know who I could talk with if I have a worry or need to ask for help. - To recognise which school/classroom rules are about helping people feel safe. - To be able to identify private body parts. - To know that my body belongs to me and to be able to say 'no' to unwanted touch. - To know what I could do if a friend or someone in my family isn't kind to me. - To know what I could do if something worries or upsets me when I am online. 	<ul style="list-style-type: none"> - To be able to describe the main physical developments which take place in early childhood - To be able to describe some of the changes in responsibilities and expectations during childhood. - To understand the basic needs of babies and understand how a baby is dependent on their parents. - Family, emotions and belonging (home and school) 	<ul style="list-style-type: none"> special responsibility birth death male female woman man teenager adult
Year 2			
Healthy and Safer Lifestyles Personal safety	Healthy & Safer Lifestyles Relationships and Sex Education	Healthy & Safer Lifestyles Relationships and Sex Education	Vocabulary
<ul style="list-style-type: none"> - To be able to understand the role of family and friends. - To be able to describe stable and caring relationships. - To be able to describe what to do if they are worried, identify private parts and saying no to unwanted touch. - Be able to understand the principles of anti-bullying. - To be able to identify different feelings and tell others how I feel. - To be able to name my own Early Warning Signs. - To recognise which adults and friends I can trust. - To know who I could talk with if I have a worry or need to ask for help. - To recognise which school/classroom rules are about helping people feel safe. - To be able to identify private body parts. - To know that my body belongs to me and to be able to say 'no' to unwanted touch. - To know what I could do if a friend or someone in my family isn't kind to me. 	<ul style="list-style-type: none"> - To be able to recognise names for the main external parts of the body. - To be able to name the sexual parts using colloquial and occasionally scientific words. - To be able to describe what their bodies do and understand how amazing their body is. - To appreciate how amazing their body is. - To be able to show some understanding that their body belongs to them. - To understand that they have responsibility for their body's actions and that their body belongs to them. - To be able to describe some basic personal hygiene routines and understand how these can prevent spread of disease. 	<ul style="list-style-type: none"> - Be able to recognise babies, children and adults of different ages. - Understand that human babies grow inside their mothers. - Be able to describe the main physical developments which take place in early childhood. - Be able to describe some of the changes in responsibilities and expectations during childhood. - Understand the basic needs of babies and understand how a baby is dependent on their parents. - Understand medicines, injections and keep safe. 	<ul style="list-style-type: none"> same similar different unique special responsibility birth death male female woman man teenager adult



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- To know what I could do if something worries or upsets me when I am online.			
Year 3			
Healthy and Safer Lifestyles Family and Friends	Healthy & Safer Lifestyles Relationships and Sex Education	Healthy & Safer Lifestyles Relationships and Sex Education	Vocabulary
<ul style="list-style-type: none"> - Be able to understand belonging and building relationships. - Be able to describe managing emotions, valuing yourself and caring for other people's feelings. - Understand making healthy and safe decisions online. - To recognise the qualities of a good friend and to be able to reflect on their own friendship skills. - To develop strategies for managing friendship problems and to be able to support their friends. - To understand about and be able to cope with changed in friendship patterns and situations. - To be able to identify and value similarities and differences between themselves and their classmates. - To be able to see things from another point of view, and to use this in resolving conflict. - To identify people who are special to them and to recognise how they affect each other. - To recognise different patterns of family life, including their own and those of others they know. - To identify people, they can talk to if they need support, and to have strategies for sharing their concerns. 	<ul style="list-style-type: none"> - Be able to give a list of the main external parts of male and female bodies and may use some scientific names for these. - Be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female. - Be able to give several examples of the capabilities of their own bodies. - Be able to look forward to new areas of responsibility for their personal hygiene. - Be able to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness. - To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults. 	<ul style="list-style-type: none"> - Be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy. - Be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood. - Be able to identify an area for which they can take more responsibility. - Be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself. - To understand that babies begin when a male seed and a female egg join together. - To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children. 	<ul style="list-style-type: none"> Love Dependent Independent Breast Nipple Anus Scrotum Toiletries Bacteria Infection Hygiene
Year 4			
Healthy and Safer lifestyles Digital Lifestyles	Healthy & Safer Lifestyles Relationships and Sex Education	Healthy & Safer Lifestyles Relationships and Sex Education	Vocabulary
<ul style="list-style-type: none"> - To understand there are things they can do to keep themselves as safe as possible. 	<ul style="list-style-type: none"> - Be able to give a list of the main external parts of male and female bodies and may use some scientific names for these. 	<ul style="list-style-type: none"> - Be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy. 	<ul style="list-style-type: none"> Love Dependent Independent



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<ul style="list-style-type: none"> - To know about and be able to describe and review their current online activity. - To know how to access help when something they see or hear online makes them feel uncomfortable - To know, explore and understand the SMART rules for keeping safe online. - To apply their understanding of the SMART rules to their own online presence. - To be able to communicate rules and strategies for keeping safe online to others 	<ul style="list-style-type: none"> - Be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female. - Be able to give several examples of the capabilities of their own bodies. - Be able to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things. - Be able to look forward to new areas of responsibility for their personal hygiene. - Be able to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness. - Understand medical and legal drugs and their purpose. - To consider who is responsible for their personal hygiene now and how this will change in the future. - To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults. - To value their own body and recognise its uniqueness. 	<ul style="list-style-type: none"> - To understand that babies begin when a male seed and female egg join together. - Be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood. - Be able to identify an area for which they can take more responsibility. - To consider their responsibilities and how these have changed and how they will change in the future. - Be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself. - Be able to describe healthy relationships on and offline. - Understand anti-bullying and the principles of bullying. - To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children. 	<p>Breast Nipple Anus Scrotum Toiletries Bacteria Infection Hygiene</p>
Year 5			
Myself and My Relationships My Emotions	Healthy & Safer Lifestyles Relationships and Sex Education	Healthy & Safer Lifestyles Relationships and Sex Education	Vocabulary
<ul style="list-style-type: none"> - To be able to communicate effectively a wide range of emotions, including mixed emotions. - To recognise emotions in others and consider the response they might give. - To recognise their own mood changes and have some strategies to help them cope. - To understand they can be overwhelmed by emotions and recognise this in themselves and others. - To understand what might cause boredom and have strategies for managing it. - To recognise their worries and know how to do something about them. 	<ul style="list-style-type: none"> - Be able to describe the main stages of how a baby is made, using some scientific vocabulary. - Be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively. - Understand that puberty affects people in different ways both physically and emotionally. - <i>To identify male and female sexual parts confidently and describe their functions.</i> - <i>To know terminology for sexual parts appropriate for use in different situations.</i> 	<ul style="list-style-type: none"> - Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly. - Describe some characteristics of a loving trusting relationship. - Understand some basic reasons why a couple might choose to have children. - Show awareness of some family arrangements which are different from theirs. - Understand mental wellbeing. 	<p>Commitment Marriage Stable relationship Puberty Period Menstruation Cervix Labia Fallopian tube Clitoris Ovary/ovum Vulva/vagina Uterus/womb</p>



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<ul style="list-style-type: none"> - To be able to describe stress, its causes and expression and begin to develop strategies to manage it. - To be able to use the 'problem solving process' to help myself and others. - To be able to get support when they need it. - To know what they might find difficult and have some strategies for staying positive through difficult times. - To begin to understand what it means to be assertive and to be able to act assertively in appropriate situations. 	<ul style="list-style-type: none"> - <i>To understand that physical changes affect people in a variety of ways and at different rates.</i> - <i>To understand how the media, families and friends can influence attitudes to their bodies.</i> - <i>To know about aspects of personal hygiene relevant to puberty and the implications of these.</i> - <i>To understand that safe routines can stop the spread of viruses and bacteria.</i> 		<ul style="list-style-type: none"> Sperm/sperm duct Urethra Pubic hair Voice breaking Arousal Erection Sexual intercourse Sex Ejaculate Conception Pregnancy Ovulation Sanitary towel Tampon Body odour Deodorant
Year 6			
Healthy and safer lifestyles Drug Education	Healthy & Safer Lifestyles Relationships and Sex Education	Healthy & Safer Lifestyles Relationships and Sex Education	Vocabulary



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<ul style="list-style-type: none"> - To know about different categories of drugs including medicines (both prescribed and over-the-counter), legal recreational and illegal. - To know about the role of medicines in promoting, improving and sustaining health. - To further understand the role of immunisations and implications for health. - To develop their knowledge, understanding and attitudes relating to alcohol, their effects and associated risks and consequences. - To develop their knowledge, understanding and attitudes relating to nicotine, its effects and associated risks and consequences. - To develop their knowledge, understanding and attitudes relating to solvents, its effects and associated risks and consequences. - To develop attitudes and beliefs about the use and misuse of legal and illegal drugs, who uses them and why and possible alternatives. - To begin to learn about the law relating to the use and misuse of legal and illegal drugs. - To recognise a range of different risky situations related to drugs, explore personal reactions to risk and being assertive in decision making around these drug related situation. - To recognise peer influence and its effect on decision making and behaviour. - To develop attitudes towards media and advertising of alcohol, nicotine and other legal drugs. - To being to distinguish between fact and opinion in relation to drugs and to know where to check information and advice. 	<ul style="list-style-type: none"> - To know about the facts of the human lifecycle, include sexual intercourse. - Be able to describe the main stages of how a baby is made, using some scientific vocabulary. - Be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively. - Understand that puberty affects people in different ways both physically and emotionally. - Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly. - To understand that they have some responsibility for the feelings and wellbeing of others. 	<ul style="list-style-type: none"> - Describe some characteristics of a loving trusting relationship. - To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. - Understand some basic reasons why a couple might choose to have children. - Show awareness of some family arrangements which are different from theirs. - To consider reasons why people enter marriage, civil partnerships e.g. love, trust, commitment. - Be able to explain about healthy friendships and relationships on and offline. - Be able to explain appropriate and inappropriate contact / touch. - Be able to explain anti-bullying including prejudice, technology and social media. - To understand the use of drugs as medicines. - To understand the effects of alcohol, smoking and solvents. - To know that some drugs are illegal. 	<ul style="list-style-type: none"> Commitment Marriage Stable relationship Puberty Period Menstruation Cervix Labia Fallopian tube Clitoris Ovary/ovum Vulva/vagina Uterus/womb Sperm/sperm duct Urethra Pubic hair Voice breaking Arousal Erection Sexual intercourse Sex Ejaculate Conception Pregnancy Ovulation Sanitary towel Tampon Body odour Deodorant
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