

Relationships and Sex Education Key Stage 2 Progression Framework

OLS	Relationships and Sex Education			
	Self awareness	Self care, support and safety	Managing feelings	Changing and growing
Working Towards				
Oakwood Learning Stage 1	Self awareness	Self care, support and safety	Managing feelings	Changing and growing
	<ul style="list-style-type: none"> • Respond with curiosity to stimuli about the ways in which we are special. • Respond with curiosity to stimuli about our family. • Respond with anticipation to stimuli depicting people who are special to us. • Respond with curiosity to stimuli about what anger is and what being angry feels like. • Respond to stimuli about what feeling upset means. • Respond to an adult modelling how we can show we are ready to participate in an activity. • Respond with curiosity to modelling of 'good listening'. • Respond to 'taking turns' as modelled by both adults and peers. • Respond to stimuli about different feelings we or others may experience. • Respond to stimuli about 	<ul style="list-style-type: none"> • Respond to stimuli about the different ways we can communicate with adults in school. • Respond to stimuli about ways of asking for help. • Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise • Respond to stimuli about keeping physically safe. • Respond with curiosity to stimuli about the adults who are responsible for keeping us safe. • Respond with curiosity to adult modelling of different ways that people communicate with each other. • Respond to stimuli about things that belong to us. • Respond to stimuli about what is meant by the word private. • Respond to stimuli about things we might do with 	<ul style="list-style-type: none"> • Respond with curiosity to stimuli about different emotions. • Respond with curiosity to stimuli which depict facial expressions representing different emotions/ feelings. • Describe different kinds of feelings we may have experienced; those we like and those we don't like. • Identify things that make us feel happy. • Identify things that may make us cry/feel sad. • Identify what makes us feel upset, angry, worried, anxious, frightened. 	<ol style="list-style-type: none"> 1. Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby. 2. Respond with curiosity to adult prompting of the names for body parts and changes of puberty. 3. Respond with interest to stimuli about different kinds of daily physical contact we experience. 4. Respond to adult modelling/ visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us. 5. Respond to stimuli about some of the different kinds of relationships there are within families.

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Oakwood Learning Stage 2	<ul style="list-style-type: none"> • Describe ourselves — recognising that there is self and there are others • Identify people who are special to us. • Give some examples of ways we might let them know they are special to us. • Recognise what is meant by 'family'. • Describe what feeling angry means. • Describe what feeling upset means. • Recognise that behaviour which hurts others' bodies or feelings is wrong. • Demonstrate being alert and ready to listen. • Demonstrate good listening and describe how to listen to other people. • Describe times when we take turns in school. • Describe times when we may feel unhappy with our friends or family members. • Demonstrate positive ways we could let others know how we are feeling. • Identify people who look after us and help us to 	<ol style="list-style-type: none"> 6. Identify trusted adults in school. 7. Recognise things we would call 'personal' and things we would call 'private'. 8. Recognise what keeping something secret means. 9. Identify someone who can help us if we are afraid or worried. 10. Describe some simple ways we can help keep ourselves physically safe in school. 11. Describe some ways that we use to communicate, including online. 12. Identify and recognise some personal belongings. 13. Recognise the difference between something that is private and something that is public. 14. Explain that we have a right to keep our bodies private. 	<ul style="list-style-type: none"> • Describe different kinds of feelings we may have experienced; those we like and those we don't like. • Identify things that make us feel happy. • Identify things that may make us cry/feel sad. • Identify what makes us feel upset, angry, worried, anxious, frightened. • Describe different kinds of feelings we may have experienced; those we like and those we don't like. • Identify things that make us feel happy. • Identify things that may make us cry/feel sad. • Identify what makes us feel upset, angry, worried, anxious, frightened. 	<ol style="list-style-type: none"> 15. Identify some of the differences between a baby, child and adult. 16. Recognise correct vocabulary for some of the main body parts, including genitalia. 17. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate). 18. 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. 19. Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched. 20. Give examples of different types of relationships. 21. Identify the people who make up our family
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Oakwood Learning Stage 3

<ul style="list-style-type: none"> Identify things we are good at (strengths/ talents). Describe the ways in which we are special and unique. Describe what makes our family, friends, teachers, carers special to us. Identify the people who make up our family. Identify when people are being kind or unkind — either to us or to others. Give examples of how our feelings can be hurt. Describe how this may make us feel angry, worried or upset Identify reasons why it is important to listen to other people. Identify some actions/ behaviours that show we are being polite and courteous to other people. Demonstrate ways of playing and working cooperatively. Explain what we mean by 'being fair' to one another. Describe ways in which friends, classmates, family members may disagree and 'fall out'. Demonstrate some ways of 'making up' after a falling out. Identify some of the ways in which we may be cared for by our families, friends and other adults. Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.). 	<ul style="list-style-type: none"> Explain why 'trust' is not the same as 'like'. Give examples of what is meant by trust. Identify how we feel when we trust someone. Identify some reasons for keeping personal information private. Identify the difference between a 'surprise' and a 'secret'. Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad. Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened. Give simple reasons why it is important to help keep ourselves physically safe. Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends. Explain how we know when we might need to ask for help. Identify people at home, school and in other settings who are responsible for helping us keep physically safe. Demonstrate simple ways of communicating our choices to others. Give examples of how people might use technology to communicate with others. Identify some risks of communicating online. Describe ways we take care of our personal belongings. Identify places that are public and places that are private. Identify some of the places/ times/situations which we or 	<ul style="list-style-type: none"> Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel. Recognise that when we experience a change or a loss we may feel sad/unhappy. Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. Describe different kinds of feelings we may have experienced; those we like and those we don't like. Identify things that make us feel happy. Identify things that may make us cry/feel sad. Identify what makes us feel upset, angry, worried, anxious, frightened. 	<ul style="list-style-type: none"> Describe how our needs have changed since we were a baby. Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate). Identify whom we can talk to about growing and changing. Explain that our bodies belong to us and that we have a right to feel safe. Recognise the need to respect other people's bodies and to ask for permission before we touch them. Identify different types of family. Recognise others' families in school may be different from their family.
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Oakwood Learning Stage 4

<ul style="list-style-type: none"> • Describe things that we enjoy or that make us feel happy. • Identify what we are good at, both in and out of school. • Recognise that being unique means we might like and be good at different things from other people • Identify some of the qualities our special people/friends may have. • Describe positive feelings we may have when we spend time with friends and family. • Identify whom to tell if something in our family life makes us unhappy or worried. • Identify what teasing means and how people who are teased might feel. • Give reasons why teasing or name-calling is not acceptable. • Identify what we can do if others are excluding us or being unkind. • Identify times when we have listened to others and worked collaboratively. • Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. • Identify reasons why it may be upsetting for others if we don't wait for our turn. • Explain how other people may feel differently to us about the same situation and offer some examples. • Identify how to treat ourselves and others with respect. • Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with. • Recognise that we do not have to trust someone just because they say we should. • Recognise that no adult should ever ask us to keep a secret but that sometimes we don't 	<ul style="list-style-type: none"> • Describe some simple rules for keeping safe near water, railways, roads and fire. • Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet. • Explain that there may be people online who do not have our best interests at heart. • Identify things that we should never share online without checking with a trusted adult first. • Demonstrate how to ask to borrow or use something that belongs to someone else. • Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate). • 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. 	<ul style="list-style-type: none"> • 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. • Describe different kinds of feelings we may have experienced; those we like and those we don't like. • Identify things that make us feel happy. • Identify things that may make us cry/feel sad. • Identify what makes us feel upset, angry, worried, anxious, frightened. 	<ul style="list-style-type: none"> • Describe some of the things we can do now that we couldn't do when we were younger. • Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation). • Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact. • Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it). • 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. • Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us. • Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.
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Oakwood Learning Stage 5

- Describe and demonstrate things we can do well and identify areas where we need help to develop.
- Identify hopes/wishes for our future lives.
- Give some practical examples of the ways our special people care for us and help us with problems and difficulties.
- Identify different types of family.
- Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion).
- Recognise that this can happen online.
- Describe and/or demonstrate what we can say or do if we or someone else is being bullied.
- Describe some ways of playing and working with others so that everyone feels happy and is able to do their best.
- Demonstrate working collaboratively towards shared goals.
- Recognise occasions when we have worked as a team or in a group to achieve something.
- Describe how to recognise if someone else has missed their 'turn'; explain how this might make them feel; demonstrate how to resolve this.
- Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements.
- Describe what it means to 'fall out' with friends or family.

- Describe 'degrees of trust' — those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings).
- Explain that if we don't feel sure about sharing information or feel pressured, we don't have to.
- Give examples of how others may put us under pressure to do something.
- Explain what a 'dare' is and what people might say or do if they are 'daring' us.
- Identify some basic strategies for saying 'no' to pressure or dares.
- Identify whom to tell in different situations and what we could say.
- Identify some different responsibilities we may have to help keep ourselves and others safe.
- Identify when someone might need first aid because they are hurt/injured.
- Explain why it is important to persist with asking for help if our initial requests are not met or understood.
- Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.
- Describe some simple strategies for keeping physically safe in situations when we might feel afraid.
- Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.
- Explain how other people's identity online can be different to what it actually is in real life.
- Explain how to respond if we're

- Demonstrate vocabulary/communication skills for expressing the intensity of a feeling.
- Describe different kinds of feelings we may have experienced; those we like and those we don't like.
- Identify things that make us feel happy.
- Identify things that may make us cry/feel sad.
- Identify what makes us feel upset, angry, worried, anxious, frightened.

- Identify stages of the human life cycle
- Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes.
- Use correct vocabulary to name male and female reproductive organs.
- Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private.
- Explain that we have the right to protect our bodies from Inappropriate/ unwanted touching.
- Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it.
- Identify trusted adults we can tell.
- Explain how we can respect other people's right to protect their bodies from inappropriate/unwanted touching.
- Explain when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe.
- 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

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Oakwood Learning Stage 6

- Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others.
- Identify own hopes/aspirations; explain in simple terms how we might achieve them
- Explain that if people we like do unkind things to us or our friends we do not have to tolerate it.
- Identify ways in which we can get help if people have been unkind to us or our friends.
- Describe ways in which families can be different.
- Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting).
- Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it.
- Identify different positive responses we can take towards unkind behaviour and bullying.
- Explain why listening and respecting others' points of view helps us to get on with others.
- Identify and demonstrate ways of improving our own practice when working in a team.
- Offer constructive feedback to support others working in our team.
- Explain why 'turn-taking' can help everyone to feel included.
- Explain that our feelings about other people can change and that this is okay.

- Give examples of when we might take back our trust if we feel someone no longer deserves it.
- Describe how we might feel if someone has dared us to do something.
- Explain or demonstrate strategies to resist pressure to behave in inappropriate ways.
- Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky.
- Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.
- Describe some simple strategies for keeping physically safe in situations when we might feel afraid.
- Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.
- Demonstrate practical strategies for keeping safe when using specific digital devices and platforms.
- Explain how what we post online might affect ourselves or others
- Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online.
- Identify basic rules for using social media, including age restrictions and why they exist.
- Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.
- Demonstrate ways to give and

- Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).
- Describe different kinds of feelings we may have experienced; those we like and those we don't like.
- Identify things that make us feel happy.
- Identify things that may make us cry/feel sad.
- Identify what makes us feel upset, angry, worried, anxious, frightened.

- Explain how the needs of babies, children, adults and older people differ.
- Recognise that people experience the physical and emotional changes of puberty over different lengths of time.
- Identify reliable sources of advice on growing and changing.
- Explain that our bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for nonmedical reasons) is wrong and illegal, even if some adults think it is necessary.
- Identify someone we could safely go to for help if we are worried about ourselves or someone else.
- Explain the features of a healthy and positive friendship or family relationship.
- Identify whom to tell if something in our family life makes us unhappy or worried.
- Recognise that relationships, including marriage and civil partnership, can be between people of any gender.

