

Relationships and Sex Education Key Stage 3 Progression Framework

OLS	Relationships and Sex Education			
	Self awareness	Self care, support and safety	Managing feelings	Changing and growing
Oakwood Learning Stage 1	<ul style="list-style-type: none"> Respond to stimuli which depict kindness and unkindness. Respond to stimuli about what we are good at and/or enjoy. Respond to stimuli about what we enjoy learning about in school. Respond to stimuli about people who are different to us in different ways. 	<ul style="list-style-type: none"> Respond to stimuli about what it means to feel unwell; show awareness of how to indicate to someone that we are feeling unwell. Respond to stimuli about feeling frightened or worried. Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact). Respond to adult modelling about ways to indicate to others that we need help. Respond with curiosity to stimuli about what is meant by keeping safe. Respond with curiosity to stimuli about people who keep us safe at school and at home. Respond with curiosity to stimuli about different ways of keeping safe online Respond with curiosity to 	<ul style="list-style-type: none"> Respond with curiosity to stimuli about all the different ways in which we are special Respond to stimuli about different feelings we might experience. Respond to stimuli about how different feelings may be expressed. Respond with interest to stimuli about people we like or know. 	<ul style="list-style-type: none"> Respond with curiosity to stimuli about the ways in which we change as we get older. Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty. Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Explain aspects of personal hygiene that we can take responsibility for, and why this
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Oakwood Learning Stage 2

<ul style="list-style-type: none"> Describe and give examples of what it means to be kind and unkind. Identify some of the ways of telling a trusted adult if someone is being unkind to us. Describe what we are good at and/or enjoy. Identify some things that make us special and unique as learners. Describe what we like and dislike doing as learners. Describe our own learning targets or goals. Describe what it means to treat others in a kind and fair way. Recognise that everyone is unique and special and no one should be treated unfairly 	<ul style="list-style-type: none"> Describe the difference between feeling well and feeling unwell; demonstrate how to let someone know that we are feeling unwell. Explain what being frightened or worried means. Demonstrate simple ways to communicate that we are frightened or worried. Describe in simple terms what it means to take care of our bodies and keep them safe. Describe what is meant by personal safety. Explain what is meant by something being an accident. Identify rules and procedures in school that help keep us safe. Describe what keeping safe online means. Recognise simple examples of 'taking a chance'. 	<ul style="list-style-type: none"> Identify feelings associated with feeling good about ourselves. Describe how we might feel, look and sound when we are happy or unhappy. Identify a range of feelings, where we might feel them in our body, and how they might make us behave. Identify what it means to like someone. 	<ul style="list-style-type: none"> Identify some of the different ways we have changed as we have grown older. Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty. Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Explain aspects of personal hygiene that we can take responsibility for, and why this is important during
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Oakwood Learning Stage 3

- Explain what is meant by teasing, hurtful and bullying behaviour.
- Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us.
- Recognise what is meant by peer pressure and peer influence.
- Identify some of our own personal strengths and skills (things we are really good at or can do really well).
- Describe the particular ways we like to learn.
- Identify the difference between a short term target and an aspirational, long term goal.
- Recognise what prejudice means.
- Explain what it means to discriminate against someone.
- Recognise that prejudice and discrimination in any form are unacceptable.

- Identify how we can tell if we are unwell (including possible symptoms).
- Describe in simple terms how germs can be spread to others.
- Identify whom to tell if we feel unwell.
- Identify useful phrases or vocabulary to use in order to let someone know that we feel unwell.
- Explain why it is a good idea to ask for help quickly if we feel unwell.
- Demonstrate some simple strategies we can use if we are feeling frightened or worried.
- Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe.
- Explain what unwanted physical contact means.
- Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are.
- Demonstrate simple ways of communicating to others that we need help.
- Explain what is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire).
- Identify some behaviours that might be risky.
- Identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules).
- Explain how to report an accident in school.
- Identify examples of what is meant by an emergency.
- Identify sources of immediate help in an emergency (e.g. adults in school, and demonstrate how we would

- Identify things we can do which help us to feel good about ourselves.
- Recognise when others may be feeling happy or unhappy from their facial expression and body language.
- Describe strong emotions (e.g. danger, fear, frustration, excitement, anxiety, jealousy).
- Describe the difference between 'liking' someone and 'fancying' someone.

- Describe some of the new opportunities and responsibilities we have experienced as we have grown older.
- Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social).
- Explain why puberty happens.
- Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings.
- Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.
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Oakwood Learning Stage 4

- Identify some of the ways in which pressure might be put on us by other people, including online.
- Describe ways we might challenge peer pressure.
- Identify different types of bullying (including online) and what the impact of bullying might be.
- Identify strategies to help us if we are being bullied, including online.
- Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.
- Demonstrate how to recognise and appreciate personal strengths in other people.
- Describe simple strategies we can use to help us be organised in our learning.
- Explain how we might achieve our targets and goals (e.g. breaking longer term goals down into several short term targets).
- Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation).
- Describe how and where to seek help if we think someone

- Identify some things we can do to take care of our physical wellbeing and our mental wellbeing.
- Describe simple things we can do if we are not feeling well.
- Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses).
- Recognise some situations where we might need to ask someone for help with our mental wellbeing (e.g. feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating).
- Identify some of the terms that are used to describe when someone is emotionally/mentally unwell.
- Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online.
- Explain what is meant by 'personal space'.
- Describe ways we can safely challenge unwanted physical contact and ask for help.
- Explain or demonstrate strategies for communicating that we need help in different situations.
- Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed.
- Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk.
- Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves.
- Explain actions that we all have to undertake in school to keep safe (e.g. lining up, keeping quiet, and why these are essential).
- Identify examples of what

- Identify things that we may say or do that could affect how we or others feel about us.
- Identify things that others may say or do that could affect how we feel about ourselves.
- Give examples of when we might feel strong emotions.
- Describe some simple strategies we can use to feel and stay happy.
- Identify how we can help others who may be feeling unhappy.
- Identify whom to ask or tell if we are feeling unhappy and/or need help.
- Explain how part of growing up might be to experience strong feelings about people we like or fancy.

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Oakwood Learning Stage 5

- Describe strategies that can be used if someone is using pressure to persuade us to do something, including online.
- Recognise the responsibilities of bystanders to report bullying and hurtful behaviour.
- Identify trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online
- Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves.
- Identify some simple strategies to help manage negative opinions/ comments.
- Describe how it feels to achieve a target.
- Demonstrate ways we can develop our strengths and skills through practice.
- Identify some ways in which our current learning will help us in the future.
- Explain what stereotyping means.
- Demonstrate simple constructive strategies for responding to prejudice and discrimination.
- Give reasons why we should expect to be treated with respect by others.

- Describe how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important.
- Identify some of the items we might use to support personal hygiene (e.g. soap, toothpaste, flannel, sponge, shower gel, antiperspirant).
- Identify some ways we can take increased responsibility for looking after our physical and mental health.
- Explain why it is as important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell.
- Describe how it might feel when someone encroaches on our personal space.
- Give examples of when it is or is not appropriate to be in someone else's 'personal space'.
- Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.
- Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police.
- Explain that removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary.
- Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own.
- Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road).
- Describe how to call 999 in the case of an emergency.
- Demonstrate some simple first aid procedures (e.g. putting

- Explain the difference between helpful/kind and unhelpful/unkind comments.
- Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments.
- Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful.
- Describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people.
- Describe how to manage strong emotions by using simple strategies to help ourselves and others.
- Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion.
- Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation

- Identify the functions of the reproductive organs, including how conception occurs.
- Describe the different stages of reproduction, pregnancy and birth.
- Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings.
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Oakwood Learning Stage 6

- Describe how we can sometimes put ourselves under pressure to do what others are doing, or what we think others want us to do.
- Explain ways of safely responding if we experience or witness unacceptable behaviours.
- Identify reasons why we might put ourselves under pressure, and how others may apply pressure or encourage us to join a group or a gang; exit strategies and how to access appropriate support.
- Describe the risks and law relating to carrying a weapon.
- Describe what other people might perceive our personal strengths, talents and skills to be.
- Explain that how we feel about ourselves (self esteem) can be affected by what is happening in our lives.
- Give reasons why media, including social media can affect how people feel about themselves.
- Give examples of how our personal strengths, interests and skills may help us in our future lives, choices or employment.
- Identify ways of managing emotions in relation to future employment aspirations.

- Identify some of the people and organisations that can provide reliable support and advice if we are physically or mentally unwell.
- Explain how we know we can trust these people and organisations to give us advice that will help us (e.g. GP, school nurse, NHS, Childline, Young Minds).
- Explain why 'self-diagnosis' from websites can be inaccurate or potentially harmful.
- Explain what is meant by immunisation and vaccination and why people might be immunized or vaccinated.
- Explain how and why to carry out self-examination as a way of checking for specific conditions (cancer), including breast and testicular self examination.
- Explain that someone we like may not always be trustworthy.
- Demonstrate what we can say or do and whom we can tell if we are concerned about our own or someone else's personal safety.
- Explain what we should say, do and whom to tell if we, or someone we know, fears that they will experience, or have already experienced FGM, and that it is never that person's fault.
- Explain why, although we cannot prevent all accidents from happening, it is still important to still take steps to reduce and manage risk.
- Explain when and why taking a risk can be positive (e.g. trying something new).
- Describe how adults might communicate to us that something is an emergency (e.g. vocabulary that adults might use).
- Explain why it is essential to follow instructions in an

- Demonstrate polite and assertive ways of challenging unkind comments directed at us or others.
- Explain or demonstrate things we can do to help and support others when they are experiencing strong emotions.
- Recognise signs that we or someone we know might need help to cope with strong emotions and whom to speak to.
- Identify reliable and trustworthy sources of support for a range of relevant issues, including online (e.g. Childline, Thinkuknow.co.uk).
- Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect.
- Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings

- Evaluate how emotions may change as we get older and are no longer children.
- Recognise that fertility changes over time and in response to some lifestyle factors.
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