

Relationships and Sexuality Education (RSE)

Kindergarten - Year 7 sample scope and sequence

Phase Guidance			
Phase 1 Year K - 1 (ages 3-5)	Phase 2 Year 2 - 3 (ages 6-8)	Phase 3 Year 4 - 5 (ages 7-9)	Phase 4 Year 6 - 7 (ages 10-12)

K- 7 Key Concepts and Strands				
Relationships	Gender, Values and Sexuality	Staying Safe	The Human Body and Development	Sexual Behaviour and Reproductive Health
- Families - Friendship, love and romantic relationships - Tolerance, inclusion and respect	- Social construction of gender, gender equality, stereotypes and bias - Body Image - Culture, Society and Sexuality - Values and Human Rights	- Staying safe - Consent, privacy and body safety - Online safety - Finding help and support	- Sexual and reproductive anatomy and physiology - Reproduction - Puberty - Self image	N/A for Primary

The [ESF RSE Continuum](#) was developed in order to ensure a cohesive Kindergarten - Year 13 curriculum across all ESF schools. The document was compiled by the Relationships and Sexuality Education Steering Group, which consisted of representation from across schools and phases. The K-13 continuum is supported by the [ESF Guidance document](#) and this K - Y6 sample scope and sequence. The ESF documents are drawn from globally-recognised research and practice from across the world.

This sample scope and sequence sample suggests one way that schools may organise and structure the different aspects of the RSE Continuum, including indications of where learning and teaching may be cyclically repeated. There is flexibility for schools according to context, and schools are encouraged to write their own scope and sequence as appropriate, based on the RSE Continuum. Schools must cover all aspects of the RSE curriculum and any fundamental changes to content should be undertaken at the phase RSE curriculum network level, rather than at the school level.

Kindergarten - Year 1

Relationships - K - Year 1

Strand	Phase	Key Idea	Learning outcomes
Families	1	There are many different kinds of families that exist around the world.	describe different kinds of families
		Family members have different needs and roles.	identify the different needs and roles of family members
Friendship, Love and Relationships	1	There are different kinds of friendships.	define the qualities that make a good friend
Tolerance, Inclusion and Respect	1	Tolerance, inclusion and respect are addressed within the PSPE scope and sequence and across the Primary phase should include reference to ethnicity, race, origin, sexual orientation, gender identity and other differences.	

Gender, Values, and Sexuality - K - Year 1

****Values, Human Rights and Sexuality can be linked to aspects of the PSPE scope and sequence Identity**

Strand	Phase	Key Idea	Learning outcomes
Social Construction of Gender, Gender Equality, Stereotypes and Bias	1	All persons are equally valuable, regardless of their gender.	describe ways to make relationships between genders more fair and equal in home, school and the community.
Body Image	1	People should feel good about their bodies.	explain what it means to have pride for one's body

Staying safe - K - Year 1

Strand	Phase	Key Idea	Learning outcomes
Staying Safe	1	People can show love for other people through touching and intimacy.	state that people show love and care for other people in different ways, including kissing, hugging, touching
Consent, Privacy and Body Safety	1	Everyone has the right to decide who can touch their own body.	- identify which parts of the body are private - demonstrate how to respond if there is touching that they are uncomfortable with (e.g. say 'no', 'go away', and talk to a trusted adult)
Online Safety	1	Digital citizenship agreements are designed to keep us safe.	identify ways of staying safe online, including talking to a trusted adult if something they have done or seen online makes them feel uncomfortable or scared
Finding Help and Support	1	There are people we can ask for help.	identify trusted adults and describe how they would talk to a trusted adult if they are feeling uncomfortable about something that happened

The Human Body and Development - K - Year 1			
Strand	Phase	Key Idea	Learning outcomes
Sexual and Reproductive Anatomy and Physiology	1	It is important to know the names of the parts of one's body and it is natural to be curious about them.	- name the parts of the human body, including the penis and vulva - identify ways that people's bodies can be the same and different

Sexual behaviour and Reproductive Health - K - Year 1	
N/A	

Year 2 - Year 3

Relationships - Year 2 - Year 3			
Strand	Phase	Key Idea	Learning outcomes
Families	2	Family members are important in teaching values to children.	- explore values that they and their families care about - discuss differences in roles and responsibilities within the family - identify different kinds of love and ways that love can be expressed (e.g. love between friends, siblings, parents, extended family members) - understand that there are different family structures and these can change
Friendship, Love and Relationships	2	Relationships can be based on a number of different factors including interest, trust, sharing, respect, empathy etc.	- describe key components, both positive and negative, of friendships (e.g. trust, sharing, respect, support, empathy) - understanding the difference being mean (on purpose), being rude and bullying - know how to take responsibility for their own actions and repair relationships
Tolerance, Inclusion and Respect	2	Tolerance, inclusion and respect are addressed within the PSPE scope and sequence and across the Primary phase should include reference to ethnicity, race, origin, sexual orientation, gender identity and other differences.	

Gender, Values, and Sexuality - Year 2 - Year 3 **Values, Human Rights and Sexuality can be linked to aspects of the PSPE scope and sequence Identity			
Strand	Phase	Key Idea	Learning outcomes
Social construction of Gender, Gender Equality, Stereotypes and Bias	2	Stereotypes about gender can lead to bias and inequality.	explore gender stereotypes and the impact they might have on our behaviours

Staying safe - Year 2 - Year 3			
Strand	Phase	Key Idea	Learning outcomes
Staying Safe	2	It is important to know what to do when bullying behaviour takes place.	know where and how to seek help if they or someone they know is being bullied
Consent, Privacy and Body Safety	1	Everyone has the right to decide who can touch their own body.	- identify which parts of the body are private - understand the difference between 'safe' and 'unsafe touch' - demonstrate how to respond if there is touching that they are uncomfortable with (e.g. say 'no', 'go away', and talk to a trusted adult)
	2	Everyone's body belongs to them and they have the right to say no to anything they are uncomfortable with.	- understand the difference between 'wanted and unwanted' touch - understand the difference between 'secrets' and 'surprises' - understand that some people do not want to be touched at all and know ways of showing affection that do not include touch.
Online Safety	2	Digital citizenship agreements are designed to keep us safe.	understand the benefits and potential dangers of online behaviours

			identify and demonstrate ways to talk to a trusted adult if something they have done or seen online makes them feel uncomfortable or scared
Finding Help and Support	1	There are people we can ask for help.	identify trusted adults and describe how they would talk to a trusted adult if they are feeling uncomfortable about something that happened
	2	There are many resources to help us learn about our feelings and our bodies.	understand there are different people we can trust to help with understanding about our feelings and our bodies

The Human Body and Development - Year 2 - Year 3			
Strand	Phase	Key Idea	Learning outcomes
Sexual and Reproductive Anatomy and Physiology	2	It is important to know the names of the parts of one’s body and it is natural to be curious about them.	name parts of the body, specifically including the penis, scrotum and vulva
Reproduction	2	Pregnancy is a part of the human life cycle.	know that female mammals and female humans have babies

Sexual behaviour and Reproductive Health - Year 2 - Year 3			
N/A			

Year 4 - Year 5

Relationships - Year 4 - Year 5			
Strand	Phase	Key Idea	Learning outcomes
Friendship, Love and Relationships	3	There are healthy and unhealthy relationships.	examine characteristics of healthy and unhealthy relationships
Tolerance, Inclusion and Respect	3	Tolerance, inclusion and respect are addressed within the PSPE scope and sequence and across the Primary phase should include reference to ethnicity, race, origin, sexual orientation, gender identity and other differences	

Gender, Values, and Sexuality - Year 4 - Year 5 **Values, Human Rights and Sexuality can be linked to aspects of the PSPE scope and sequence Identity			
Strand	Phase	Key Idea	Learning outcomes
Social Construction of Gender, Gender Equality, Stereotypes and Bias	3	Social and cultural norms and religious beliefs are some of the factors which influence gender roles.	- identify examples of how social norms, cultural norms, and religious beliefs influence gender roles - describe how gender inequality is linked to differences in power within families, friendships, communities and society - know that it is everyone's responsibility to overcome gender inequality
Body Image	3	A person's physical appearance is determined by a range of factors.	explain that physical appearance is determined by heredity, environment, and health habits

Staying safe - Year 4 - Year 5			
Strand	Phase	Key Idea	Learning outcomes
Staying Safe	3	Abuse is harmful and it is important to seek help if you or someone else is experiencing this.	- explore ways of being hurt in hearts, in heads, and on bodies - demonstrate effective ways to respond or seek help when they know someone who is being hurt
Consent, Privacy, Body Safety	2	Everyone's body belongs to them and they have the right to say no to anything they are uncomfortable with.	- understand the different between 'wanted' and 'unwanted' touch - understand the difference between 'secrets' and 'surprises' - understand that some people do not want to be touched at all and know ways of showing affection that do not include touch
	3	Children are not responsible if someone touches them in a way they do not like or makes them do something that they do not want to do.	- understand that children aren't to blame if they are touched in a way they do not like, or made to do something that makes them feel uncomfortable - know that it is never too late to report unsafe or unwanted touch
Online Safety	3	Digital citizenship agreements are designed to keep us safe.	describe examples of the benefits and possible dangers of being online
Finding Help and Support	1	There are people we can ask for help.	identify trusted adults and describe how they would talk to a trusted adult if they are feeling uncomfortable about something that happened
	3	There are different sources of information, help and support in the	demonstrate effective ways to respond or seek help when they know someone who is being hurt

		school and the wider community.	find source of information to help us better understand feelings and our bodies (e.g. families, individuals, peers, communities, media - including social media)
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The Human Body and Development - Year 4 - Year 5			
Strand	Phase	Key Idea	Learning outcomes
Sexual and Reproductive Anatomy and Physiology	3	People have sexual parts which can help them make a baby and it is common for children to have questions about them.	- describe the body parts involved with sexual health and reproduction, specifically including clitoris, vulva, vagina, ovaries, fallopian tubes, uterus, penis, scrotum, testicles. - understand the similarities and differences between people’s sexual parts.
		Some women’s bodies release eggs during the menstrual cycle. Some men’s bodies make and ejaculate sperm. Both egg and sperm are needed for reproduction.	explain the key functions of the body that contribute to reproduction (e.g. menstrual cycle, sperm production and ejaculation of semen)
Reproduction	3	A pregnancy can begin when an egg and sperm unite and implant in the uterus.	describe one of the processes of conception – specifically how sexual intercourse can result in a sperm and egg joining and then implanting in the uterus for a pregnancy to begin
Puberty	3	Puberty is a time of change on our way to becoming a young adult.	- examine changes you can control and changes you can’t control - identify the major physical and emotional changes that take place during puberty - explain that as we grow, privacy about one’s body and private space become more important - manage personal hygiene and sanitation practices - know who to talk to if they are experiencing difficulties with puberty
		Menstruation is a normal and natural part of most girls’ physical development.	- describe the menstrual cycle and identify the various physical symptoms and feelings that girls may experience during this time - describe how to access, use and dispose of sanitary pads, tampons and sustainable alternatives

Sexual behaviour and Reproductive Health
N/A

Year 6 - Year 7

Relationships - Year 6 (and 7)

Strand	Phase	Key Idea	Learning outcomes
Friendship, Love and Relationships	4	Friendship and love help people feel positive about themselves.	- list the benefits of friendships and love - understand that a range of relationships including friendships happen throughout life and these may become more intimate as you get older
Tolerance, Inclusion and Respect	4	Tolerance, inclusion and respect are addressed within the PSPE scope and sequence and across the Primary phase should include reference to ethnicity, race, origin, sexual orientation, gender identity and other differences.	

Gender, Values, and Sexuality - Year 6 (and 7)

****Values, Human Rights and Sexuality can be linked to aspects of the PSPE scope and sequence Identity**

Strand	Phase	Key Idea	Learning outcomes
Social Construction of Gender, Gender Equality, Stereotypes and Bias	4	Gender inequalities can exist in families, friendships, relationships, communities and society. <i>*Only if appropriate for the Year 6 cohort.</i>	- define gender identity - explain how someone's gender identity might not match their biological sex - define stereotypes and bias related to gender - recognise that gender stereotypes and expectations have a strong influence on how people live their lives, both positive and negative
Body Image	4	There is a wide variety in what people find attractive when it comes to a person's physical appearance. <i>*Only if appropriate for the Year 6 cohort.</i>	- describe differences in what people find attractive when it comes to physical appearance. - acknowledge that what people think is physically attractive changes over time and can vary between cultures.

Staying safe - Year 6 (and 7)

Strand	Phase	Key Idea	Learning outcomes
Staying Safe	3	Abuse is harmful and it is important to seek help if you or someone else is experiencing this.	explore ways of being hurt in hearts, in heads and on bodies
Consent, Privacy and Body Safety	3	Children are not responsible if someone touches them in a way they do not like or makes them do something that they do not want to do.	- understand that children aren't to blame if they are touched in a way they do not like, or made to do something that makes them feel uncomfortable - know that it is never too late to report unsafe or unwanted touch
	4	Permission-seeking and giving is an important part of respectful relationships.	demonstrate effective ways to communicate wishes, needs and personal boundaries, and listen and show respect for that of others.
Online Safety	3	Digital citizenship agreements are designed to keep us safe.	describe examples of the benefits and possible dangers of online behaviours
	4		demonstrate how to decide what information to share with whom online
Finding Help and Support	3	There are different sources of information, help and support in the school and the wider community.	- demonstrate effective ways to respond or seek help when they know someone who is being hurt - find source of information to help us better understand feelings and our bodies (e.g. families, individuals, peers, communities, media - including social media)

	4		- name some sources of help in the school and in the wider community. - demonstrate ways to seek out and access help in the wider community.
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The Human Body and Development - Year 6 (and 7)			
Strand	Phase	Key Idea	Learning outcomes
Sexual and Reproductive Anatomy and Physiology	3	People have sexual parts which help them make a baby and it is common for children to have questions about them.	- describe the body parts involved with sexual health and reproduction, specifically including clitoris, vulva, vagina, ovaries, fallopian tubes, uterus, penis, scrotum, testicles. - understand the differences between male and female sexual parts. <i>*consolidate content from Year 5</i>
	3	Some women's bodies release eggs during the menstrual cycle. Some men's bodies make and ejaculate sperm. Both egg and sperm are needed for reproduction.	recap the key functions of the body that contribute to reproduction (e.g. menstrual cycle, sperm production and ejaculation of semen) <i>*consolidate content from Year 5</i>
Reproduction	4	There are common signs of pregnancy.	- understand that there may be multiple embryos in a birth. - know that sometimes people might need help to conceive. - describe the signs of pregnancy and stages of foetal development
Puberty	3	Puberty is a time of change on our way to becoming a young adult.	- examine changes you can control and changes you can't control - identify the major physical and emotional changes that take place during puberty - explain that as we grow, privacy about one's body and private space become more important. - manage personal hygiene and sanitation practices - know who to talk to if they are experiencing difficulties with puberty
	4		- understand that some adolescents may experience erections, either due to arousal or for no particular reason, and that this is normal - recall that some adolescents may experience arousal and release of fluids at night, often called a wet dream, and that this is normal
	3	Menstruation is a normal and natural part of most girls' physical development.	- describe the menstrual cycle and identify the various physical symptoms and feelings that girls may experience during this time - describe how to access, use and dispose of sanitary pads, tampons and sustainable alternatives <i>*consolidate content from Year 5</i>

Sexual behaviour and Reproductive Health (Year 7 only)			
Sexual behaviour and sexual responses	4	It is natural for humans to enjoy their bodies and be close to others throughout their lives.	- understand that physical enjoyment and excitement are natural human feelings, and this can involve physical closeness to other people - understand that there are many words to describe physical feelings, and some are related to showing feelings for and being close to others - state that during puberty boys and girls become more aware of their responses to sexual attraction and stimulation - analyze local and/or national laws and policies concerning age of consent, gender equality, sexual orientation, gender identity, abortion, rape, sexual abuse, sex trafficking; and people's access to sexual and reproductive health services and reproductive rights
		It is important to be able to make informed decisions about sexual behaviour, including whether to delay sex or become sexually active.	understand that abstinence means choosing when and if not to have sex, or deciding when to start having sex and with whom

