



## Relationships and Sex Education (RSE) Curriculum Map

| Year Group: Reception  |   |
|--|---|
| Relationships Learning Objectives  | Physical & Mental Wellbeing Learning Objectives   |
| <p><b>Respectful relationships</b></p> <p><b><u>Me and my body - girls and boys</u></b></p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive;</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults;</p> <p>The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe;</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> | <p><b>Changing adolescent body</b></p> <p><b><u>Where do babies come from?</u></b></p> <p>That families are important for children growing up because they can give love, security and stability;</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p><b><u>Getting bigger</u></b></p> <p>How much have you changed since you were a baby?;</p> <p>How do you know you have grown?;</p> <p>Which parts have grown?;</p> <p>What has helped us to grow?</p> <p>What can you do now that you couldn't do as a baby?</p> |

Year Group: Year 1

Relationships Learning Objectives

**Families and people who care for me**

**Same or different?**

Identify the differences and similarities between people;  
Empathise with those who are different from them;  
Begin to appreciate the positive aspects of these differences.

**Who are our special people?**

Identify some of the people who are special to them;  
Recognise and name qualities that make a person special to them.

**Good or Bad Touches? (NSPCC PANTS)**

Understand and learn the PANTS rules;  
Name and know which parts should be private;  
Explain the difference between appropriate and inappropriate touch;  
Understand that they have the right to say "no" to unwanted touch;  
Start thinking about who they trust and who they can ask for help.

**Surprises and Secrets**

Explain the difference between a secret and a nice surprise;  
Identify situations as being secrets or surprises;  
Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.

**Our special people balloons**

Recognise that they belong to various groups and communities such as their family;  
Explain how these people help us and we can also help them to help us.

Physical & Mental Wellbeing Learning Objectives

**Mental wellbeing**

**Feelings and bodies**

Recognise that people's bodies and feelings can be hurt;  
Suggest ways of dealing with different kinds of hurt.

**Harold loses Geoffrey**

Recognise the range of feelings that are associated with loss.

**Changing adolescent body**

**Taking care of a baby**

Understand some of the tasks required to look after a baby;  
Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.

Vocabulary: Breast

**Then and now**

Identify things they could do as a baby, a toddler and can do now;  
Identify the people who help/helped them at those different stages.

**Who can help? (1)**

Recognise emotions and physical feelings associated with feeling unsafe;  
Identify people who can help them when they feel unsafe.

**Caring friendships****Good Friends**

Identify simple qualities of friendship;  
Suggest simple strategies for making up.

**Being safe****Thinking about feelings**

Recognise how others might be feeling by reading body language/facial expressions;  
Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.).

**Our feelings**

Identify a range of feelings;  
Identify how feelings might make us behave;  
Suggest strategies for someone experiencing 'not so good' feelings to manage these.

**Keeping privates private**

Identify parts of the body that are private;  
Describe ways in which private parts can be kept private;  
Identify people they can talk to about their private parts.

**Year Group: Year 2**

**Relationships Learning Objectives**

**Families and people who care for me**

**My special people**

Identify people who are special to them;  
Explain some of the ways those people are special to them.

**Respectful relationships**

**What makes us who we are?**

Identify some of the physical and non-physical differences and similarities between people;  
Know and use words and phrases that show respect for other people.

**How do we make others feel?**

Recognise and explain how a person's behaviour can affect other people.

**I don't like that!**

Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;  
Identify the types of touch they like and do not like;  
Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

**Being safe**

**Fun or not?**

Recognise that some touches are not fun and can hurt or be upsetting;  
Know that they can ask someone to stop touching them;  
Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

**Physical & Mental Wellbeing Learning Objectives**

**Mental wellbeing**

**How are you feeling today?**

Use a range of words to describe feelings;  
Recognise that people have different ways of expressing their feelings;  
Identify helpful ways of responding to other's feelings.

**Let's all be happy!**

Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);  
Explain where someone could get help if they were being upset by someone else's behaviour.

**Changing adolescent body**

**Haven't you grown!**

Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);  
Understand and describe some of the things that people are capable of at these different stages.

**My body, your body**

Identify which parts of the human body are private;  
Explain that a person's genitals help them to make babies when they are grown up;  
Understand that humans mostly have the same body parts but that they can look different from person to person.

**Should I tell?**

Identify safe secrets (including surprises) and unsafe secrets;  
Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.

**Some secrets should never be kept**

Identify how inappropriate touch can make someone feel.  
Understand that there are unsafe secrets and secrets that are nice surprises;  
Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

**Feeling safe**

Identify special people in the school and community who can help to keep them safe;  
Know how to ask for help.

**Respecting Privacy**

Explain what privacy means;  
Know that you are not allowed to touch someone's private belongings without their permission;  
Give examples of different types of private information.

**Year Group: Year 3**

**Families and people who care for me**

**Family and friends**

Recognise that there are many different types of family;  
Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'

**Let's celebrate our differences!**

Recognise the factors that make people similar to and different from each other;  
Recognise that repeated name calling is a form of bullying;  
Suggest strategies for dealing with name calling (including talking to a trusted adult).

**Caring friendships**

**Looking after our special people**

Identify people who they have a special relationship with;  
Suggest strategies for maintaining a positive relationship with their special people.

**Relationship Tree**

Identify different types of relationship;  
Recognise who they have positive healthy relationships with.

**Friends are Special**

Identify qualities of friendship;  
Suggest reasons why friends sometimes fall out;  
Rehearse and use, now or in the future, skills for making up again.

**Mental wellbeing**

**My special pet**

Explain some of the feelings someone might have when they lose something important to them;  
Understand that these feelings are normal and a way of dealing with the situation.

## **Respectful relationships**

### **Zeb**

Understand and explain some of the reasons why different people are bullied;

Explore why people have prejudiced views and understand what this is.

### **None of your business!**

Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;

Recognise and describe appropriate behaviour online as well as offline;

Identify what constitutes personal information and when it is not appropriate or safe to share this;

Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.

## **Online relationships**

### **I am fantastic!**

Identify their achievements and areas of development;

Recognise that people may say kind things to help us feel good about ourselves;

Explain why some groups of people are not represented as much on television/in the media.

## **Being safe**

### **Raisin Challenge (1)**

Demonstrate strategies for assessing risks;

Understand and explain decision-making skills;

Understand where to get help from when making decisions.

### **Body Space**

Understand what is meant by the term body space (or personal space);  
Identify when it is appropriate or inappropriate to allow someone into their body space;  
Rehearse strategies for when someone is inappropriately in their body space.

**Secret or surprise?**

Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;  
Recognise how different surprises and secrets might make them feel;  
Know who they could ask for help if a secret made them feel uncomfortable or unsafe.



Year Group: Year 4

Relationships Learning Objectives

**Families and people who care for me**

**Friends or acquaintances?**

Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);  
Give examples of features of these different types of relationships, including how they influence what is shared.

**Together**

Understand that marriage is a commitment to be entered into freely and not against someone's will;  
Recognise that marriage includes same sex and opposite sex partners;  
Know the legal age for marriage in England or Scotland;  
Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

**Caring friendships**

**OK or not OK? (part 1)**

Explain what we mean by a 'positive, healthy relationship';  
Describe some of the qualities that they admire in others.

**OK or not OK? (part 2)**

Recognise that there are times when they might need to say 'no' to a friend;  
Describe appropriate assertive strategies for saying 'no' to a friend.

**Islands**

Physical & Mental Wellbeing Learning Objectives

**Mental wellbeing**

**When feelings change**

Demonstrate a range of feelings through their facial expressions and body language;  
Recognise that their feelings might change towards someone or something once they have further information.

**Changing adolescent body**

**My feelings are all over the place!**

Name some positive and negative feelings;  
Understand how the onset of puberty can have emotional as well as physical impact;  
Suggest reasons why young people sometimes fall out with their parents;  
Take part in a role play practising how to compromise.

**All change!**

Identify parts of the body that males and females have in common and those that are different;  
Know the correct terminology for their genitalia;  
Understand and explain why puberty happens.

**Preparing for periods**

Know the key facts of the menstrual cycle;  
Understand that periods are a normal part of puberty for girls;  
Identify some of the ways to cope better with periods.

Understand that they have the right to protect their personal body space;  
Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;  
Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

### **Keeping ourselves safe**

Describe stages of identifying and managing risk;  
Suggest people they can ask for help in managing risk.

### **Respectful relationships**

#### **Under pressure**

Give examples of strategies to respond to being bullied, including what people can do and say;  
Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.

#### **That is such a stereotype!**

Understand and identify stereotypes, including those promoted in the media.

#### **What makes me ME!**

Identify ways in which everyone is unique;  
Appreciate their own uniqueness;  
Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

#### **Secret or surprise?**

Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;

Recognise how different surprises and secrets might make them feel;  
Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

**Online relationships**

**Raisin challenge (2)**

Understand that we can be influenced both positively and negatively;  
Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

**Being safe**

**Who helps us stay healthy and safe?**

Explain how different people in the school and local community help them stay healthy and safe;  
Define what is meant by 'being responsible';  
Describe the various responsibilities of those who help them stay healthy and safe;  
Suggest ways they can help the people who keep them healthy and safe.

**Year Group: Year 5**

**Relationships Learning Objectives**

**Caring friendships**

**How good a friend are you?**

Demonstrate how to respond to a wide range of feelings in others;  
Give examples of some key qualities of friendship;  
Reflect on their own friendship qualities.

**Relationship cake recipe**

Identify what things make a relationship unhealthy;  
Identify who they could talk to if they needed help.

**Qualities of friendship**

Define some key qualities of friendship;  
Describe ways of making a friendship last;  
Explain why friendships sometimes end.

**Respectful relationships**

**Is it true?**

Understand that the information we see online, either text or images, is not always true or accurate;  
Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;  
Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.

**Stop, start, stereotypes**

Recognise that some people can get bullied because of the way they

**Physical & Mental Wellbeing Learning Objectives**

**Mental wellbeing**

**How are they feeling?**

Use a range of words and phrases to describe the intensity of different feelings;  
Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;  
Explain strategies they can use to build resilience.

**Online relationships (internet safety and harms)**

**Star qualities?**

Describe 'star' qualities of celebrities as portrayed by the media;  
Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;  
Describe 'star' qualities that 'ordinary' people have.

**Changing Adolescent Body**

**Changing bodies and feelings**

Know the correct words for the external sexual organs;  
Discuss some of the myths associated with puberty.

**Growing up and changing bodies**

Identify some products that they may need during puberty and why;  
Know what menstruation is and why it happens.

**Help! I'm a teenager - get me out of here!**

Recognise how our body feels when we're relaxed;  
List some of the ways our body feels when it is nervous or sad;

express their gender;  
Give examples of how bullying behaviours can be stopped.

**Taking notice of our feelings**

Identify people who can be trusted;  
Understand what kinds of touch are acceptable or unacceptable;  
Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.

**Being safe**

**Decision dilemmas**

Recognise which situations are risky;  
Explore and share their views about decision making when faced with a risky situation;  
Suggest what someone should do when faced with a risky situation.

**Independence and responsibility**

Identify people who are responsible for helping them stay healthy and safe;  
Identify ways that they can help these people.

Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.

**Year Group: Year 6**

**Relationships Learning Objectives**

**Families and people who care for me**

**Don't force me**

Describe ways in which people show their commitment to each other;  
Know the ages at which a person can marry, depending on whether their parents agree;  
Understand that everyone has the right to be free to choose who and whether to marry.

**Advertising friendships!**

Explain the difference between a friend and an acquaintance;  
Describe qualities of a strong, positive friendship;  
Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).

**Caring friendships**

**Solve the friendship problem**

Recognise some of the challenges that arise from friendships;  
Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.

**Assertiveness skills**

List some assertive behaviours;  
Recognise peer influence and pressure;  
Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.

**Physical & Mental Wellbeing Learning Objectives**

**Changing adolescent body**

**Making babies**

Identify the changes that happen through puberty to allow sexual reproduction to occur;  
Know a variety of ways in which the sperm can fertilise the egg to create a baby;  
Know the legal age of consent and what it means.

**Health and prevention**

**What is HIV?**

Explain how HIV affects the body's immune system;  
Understand that HIV is difficult to transmit;  
Know how a person can protect themselves from HIV.

**OK to be different**

Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;

Suggest strategies for dealing with bullying, as a bystander;

Describe positive attributes of their peers.

**Respectful relationships****Acting appropriately**

Recognise that some types of physical contact can produce strong negative feelings;

Know that some inappropriate touch is also illegal.

**We have more in common than not**

Know that all people are unique but that we have far more in common with each other than what is different about us;

Consider how a bystander can respond to someone being rude, offensive or bullying someone else;

Demonstrate ways of offering support to someone who has been bullied.

**Boys will be boys? Challenging gender stereotypes**

Define what is meant by the term stereotype;

Recognise how the media can sometimes reinforce gender stereotypes;

Recognise that people fall into a wide range of what is seen as normal;

Challenge stereotypical gender portrayals of people.

**Fakebook friends**

Know the legal age (and reason behind these) for having a social media account;

Understand why people don't tell the truth and often post only the good

bits about themselves, online;

Recognise that people's lives are much more balanced in real life, with positives and negatives.

### **What's the risk? (2)**

Recognise what risk is;

Explain how a risk can be reduced;

Understand risks related to growing up and explain the need to be aware of these;

Assess a risk to help keep themselves safe.

### **I look great!**

Understand that fame can be short-lived;

Recognise that photos can be changed to match society's view of perfect;

Identify qualities that people have, as well as their looks.

### **Media manipulation**

Define what is meant by the term stereotype;

Recognise how the media can sometimes reinforce gender stereotypes;

Recognise that people fall into a wide range of what is seen as normal;

Challenge stereotypical gender portrayals of people.

### **Is this normal?**

Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;

Suggest strategies that would help someone who felt challenged by the changes in puberty;

Understand what FGM is and that it is an illegal practice in this country;

Know where someone could get support if they were concerned about



their own or another person's safety.

**Online relationships**

**Traffic lights**

Identify strategies for keeping personal information safe online;  
Describe safe behaviours when using communication technology.

**To share or not to share?**

Know that it is illegal to create and share sexual images of children under 18 years old;  
Explore the risks of sharing photos and films of themselves with other people directly or online;  
Know how to keep their information private online.