TEACHING RSE WITH CONFIDENCE IN PRIMARY SCHOOLS - CURRICULUM OVERVIEW

Reception: My body, my relationships

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Lesson 2: Being Kind
Lesson 3: Different Families
Lesson 4: My Body My Choices

Year 1: Growing up, staying safe

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Lesson 3: Body Safety (Online and Off)
Lesson 4: Families and Care

Year 2: Differences

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Lesson 2: Male and Female
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Year 3: Valuing difference and keeping safe

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Lesson 3: Families and People who Help Us
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Year 4: Growing up with Respect

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Year 6: Puberty, relationships and reproduction

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Lesson 3: Families, Conception and Pregnancy
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RECEPTION: SCHEME OF WORK - MY BODY, MY RELATIONSHIPS

Key Vocabulary: happy, sad, shy, angry, worried, proud, uncomfortable, friend, kind, help, share, sorry, welcome, family, grown-up, body, hug, touch, ask, yes, no, no thank you

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Caring Friendships	**Learning Intention** To explore how friendships can help us feel happy and how we can welcome others. **Learning Outcomes** I can say how friends make us feel. I can show a kind way to welcome someone. I can spot when someone might feel left out.	**Reception lesson 1 social story** Elephant glove puppet or toy **Pictures of children at school**	**PSED and Communication and Language ELGs** (see full mapping document) **Relationships education** Caring friendships (CF1, CF2, CF3) Respectful, Kind relationships (RR1, RR6)
Lesson 2 Being kind	**Learning Intention** To explore what happens when friends fall out and how we can make things better. **Learning Outcomes** I can say why friends sometimes get upset with each other. I can show kind ways to make up after an argument. I know that hurting someone is never okay.	**Reception lesson 2 social story** Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh	**PSED and Communication and Language ELGs** (see full mapping document) **Relationships education** Caring friendships (CF5, CF6) Respectful, Kind relationships (RR1, RR3, RR6) Being Safe (BS1)
Lesson 3 Different families	**Learning Intention** To recognise that families can look different and that families help and care for each other. **Learning Outcomes** I can spot ways families can be different. I can name people who are part of a family. I can say one way families help each other.	**Reception lesson 3 Social Story** Elephant glove puppet or toy **Families pictures** Paper and drawing materials	**PSED and Communication and Language ELGs** (see full mapping document) **Relationships education** Families and people who care for me (F2, F3)
Lesson 4 My Body, My Choices	**Learning Intention** To understand that everyone likes different kinds of touch and that we can say what feels okay or not okay for our body. **Learning Outcomes** I can say when I like something and when I don't. I can show a kind way to say "no thank you". I know that some people like hugs and some people don't	**Reception lesson 4 social story** Ezza the Elephant puppet or toy A second puppet or soft toy 'Huggy the Bear' (e.g., a very cuddly character)	**PSED and Communication and Language ELGs** (see full mapping document) **Relationships education** Respectful, Kind relationships (RR2, RR3, RR4, RR7) Being Safe (BS1, BS3)

YEAR 1: SCHEME OF WORK - GROWING UP, STAYING SAFE

Key Vocabulary: friend, kind, different, lonely, private parts, body, penis, vulva, grown-up, help, safe, proud, family, talk, screen, camera, online, trust, feelings, scared, happy, cross, calm, excited, unsure

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Different Friends	**Learning Intention** To learn how to be a kind and welcoming friend, even when people are different to us. **Learning Outcomes** I know that friends can be different from me. I can say one way to be kind to a new friend.	Talking object **Yr 1 – Lesson 1 – Story card** Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils	**Relationships education** Caring friendships (CF 2, 3) Respectful, Kind relationships (RR5)
Lesson 2 Growing and Changing	**Learning Intention** To understand how we grow and change. To learn the correct names for private parts of the body. **Learning Outcomes** I can name something I can do now that I couldn't do as a baby. I know the right names for the private parts. I know that some parts of my body are private.	Talking object **Year 1 - Lesson 2 – Social Story** Story bag containing one of the Drawings of Newborn Babies (you can use either), soap, flannel, school jumper **Drawings of newborn babies** **Lifecycle picture cards** **Lifecycle whiteboard summary**	**Relationships Education** Being safe (BS2, BS3) **Health Education** Developing bodies (DB3) **Science Curriculum** (S1)
Lesson 3 Body Safety (Online and Off)	**Learning Intention** To understand that our private body parts are private, even when we are using screens or video calls. **Learning Outcomes** I know what private means. I know that no one should ask to look at or touch my private parts. I know I can speak to a trusted adult if I feel unsure or unsafe.	Talking object **Drawings of babies** **Year 1 – Lesson 3 – Social Story** A jumper (to represent Jai), a pair of trousers and a smartphone or tablet Drawing materials	**Relationships education** Respectful, Kind relationships (RR2) Online safety and awareness (OS1) Being safe (BS2, 3, 6, 7)
Lesson 4 Families & Care	**Learning Intention** To know that families can be different To identify adults we can talk to when something doesn't feel right. **Learning Outcomes** I know that families can look different. I know it's okay to talk to someone if something makes me feel worried or upset. I can name a safe adult I could talk to.	Talking object **Year 1 Lesson 4 Social Story** Story bag - containing ball and school jumper **Families pictures**	**Relationships education** Families and people who care for me (F2, F3, F4, F6) Respectful, Kind Relationships (RR11) Being safe (BS1, BS6, BS7)

YEAR 2: SCHEME OF WORK - DIFFERENCES

Key Vocabulary: boy, girl, same, different, fair, unfair, stereotype, male, female, animal, baby, body, body parts, private, genitals, penis, vulva, touch, boundaries, consent, ask, stop, safe, trust, help

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Gender stereotypes	**Learning Intention** To explore and challenge gender stereotypes **Learning Outcomes** I can explain that boys and girls can like the same things. I can give an example of something people think only boys or girls like - and say why that's not always true. I can notice when someone is treated unfairly for liking something.	2 large PE hoops **Boy/Girl/Everyone labels** Bag of objects and clothing to explore gender stereotypes (e.g. hairbrush, something pink/blue, ball, trainers, trousers, kilt) or **Pictures of objects and clothing Fair or Unfair sorting cards**	**Relationships education** Respectful Kind Relationships (RR5, RR10)
Lesson 2 Male and Female	**Learning Intention** To explore how male and female animals and humans are biologically different and to understand how this is part of the lifecycle **Learning Outcomes** I can spot some body differences between male and female animals. I can explain how we usually tell if a baby is male or female. I know that a baby is made by a male and a female	Talking object **Pictures of male and female animals** **Clothed Babies picture cards** **Drawings of newborn babies**	**Health Education** Developing bodies (DB1) Science curriculum (S2)
Lesson 3 Naming Body parts	**Learning Intention** To focus on sexual difference and name body parts **Learning Outcomes** I can name the private parts using scientific words. I can describe how male and female bodies are different. I understand that most body parts are the same for everyone.	2 large PE Hoops **Hoop labels** **Body Parts picture cards** **Body Parts worksheet**	**Relationships education** Being safe (BS2) **Health education** Developing bodies (DB3) **Science Curriculum** (S1)
Lesson 4 My body belongs to me	**Learning Intention** To understand body privacy, personal boundaries, and the importance of consent. **Learning Outcomes** I know my body belongs to me. I can notice when someone doesn't want to be touched. I can ask for help if something feels wrong.	Talking object **Social Story – Tonia and the tickles** **What are the clues? Pictures**	**Relationships education** Being safe (BS1, BS2, BS3) Respectful relationships (RR1, RR2, RR7, RR11)

YEAR 3: SCHEME OF WORK - VALUING DIFFERENCE AND KEEPING SAFE

Key Vocabulary: unique, body, private, male, female, penis, scrotum, vulva, vagina, uterus, consent, personal space, boundaries, uncomfortable, safe, unsafe, secret, trusted adult, help, respect, online, message, photo, camera

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Body Differences	**Learning Intention** To understand that all bodies are unique and to know some of the differences between male and female bodies. **Learning Outcomes** I can talk about how people's bodies are similar and different I can name the private parts of the body using scientific words I know it's never okay to make fun of someone's body	It's OK to be different, Todd Parr **Slides: male and female bodies** **Body difference matching cards**	**Relationships education** Respectful relationships (RR5, RR8, RR9) **Health Education** General wellbeing (GW7) Developing bodies (DB3) **Science curriculum** (S1)
Lesson 2 Personal Space and Consent	**Learning Intention** To understand personal space, body boundaries and what to do if someone makes us feel uncomfortable **Learning Outcomes** I can say what personal space means and why it matters I know it's okay to say "No" to touch that I don't like I know how to get help if something makes me feel unsafe	**Unwanted touch scenarios** **PANTS cards**	**Relationships education** Families and people who care for me (F6) Being safe (BS1, BS3, BS4, BS5, BS6, BS7) Respectful relationships (RR2, RR3, RR7, RR11)
Lesson 3 Families and People Who Help Us	**Learning Intention** To understand that families can be different and to know who I can talk to if I feel upset, worried or unsafe **Learning Outcomes** I can name some different kinds of families I can talk about how family members help and care for each other I can name at least two people I could talk to if I needed help	**Families pictures** **Who can I talk to? worksheet** The Family Book, Todd Parr	**Relationships education** Families and people who care for me (F1, F2, F3, F4, F6) Respectful, Kind Relationships (RR11) Being safe (BS4, BS6, BS7)
Lesson 4 Staying Safe and Getting Help – Online	**Learning Intention** To understand how to stay safe online and what to do if someone makes us feel uncomfortable or unsafe in a message, photo or video **Learning Outcomes** I can explain why my body is private online as well as offline I know what to do if someone sends or asks for something that makes me feel worried or confused I can name a trusted adult I could talk to if something online didn't feel right	**Advice Scenarios** **Advice Scenarios Teacher Guide** Pictures of staff and the school safeguarding team	**Relationships education** Online safety and awareness (OS 1, 2, 3, 4, 5, 6) Being safe (BS 1, 2, 3, 4, 5,6) **Health Education** Wellbeing Online (WO 1, 4, 5, 8, 10, 11)

YEAR 4: SCHEME OF WORK - GROWING UP WITH RESPECT

Key Vocabulary: puberty, private parts, lifecycle, emotions, reproduction, periods, sperm, penis, vulva, testicles, scrotum, uterus, nipples, respect, fairness, feelings, friendship, kind, honest, boundaries, personal space, stereotype, difference, unique, upstander, trust, support, identity, confident

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Changes	**Learning Intention** To understand that puberty is an important stage in the human lifecycle **Learning Outcomes** I can name stages in the human lifecycle. I can describe some physical changes that happen during puberty. I can use agreed words to name male and female body parts.	**Whiteboard slides – Lifecycle** **Whiteboard slides – Bingo images** **Whiteboard slides - Lifecycle quiz** **Body Part Bingo cards** **Body Changes pictures** **Lifecycle Quiz answers**	**Health Education** Developing bodies (DB 1, 3) **Science curriculum** (S1, S4)
Lesson 2 What is puberty?	**Learning Intention** To learn about the emotional and physical changes of puberty, including how the body prepares for reproduction. **Learning Outcomes** I can describe some physical and emotional changes that happen during puberty. I can explain that these changes help the body get ready for having a baby in the future (if someone chooses to). I know that puberty starts at different times for different people.	**Puberty Card Sort** **Puberty Card Sort whiteboard summary** **Body Changes worksheet** **Puberty Changes Teacher Guide**	**Health Education** Developing bodies (DB 1, 2, 3) **Science curriculum** (S1, S4)
Lesson 3 Healthy Friendships	**Learning Intention** To explore healthy and unhealthy friendships and how to balance our own needs with the needs of others. **Learning Outcomes** I can describe what makes a friendship feel respectful and fair. I can explain how to be kind while still speaking up about my own feelings.	**Healthy Friendships cards** **Freeze frame scenario cards** **Relationship pictures**	**Relationships education** Caring friendships (CF1, 2, 4, 5, 6, 7) Respectful, Kind relationships (RR 3, 4, 5, 6)
Lesson 4 Valuing Difference	**Learning Intention** To explore what makes people unique and how to show respect for those who are different from us. **Learning Outcomes** I can describe what makes me unique I can explain what a stereotype is and why it can be unfair. I can think of kind ways to respond when someone is treated unfairly.	Circle talk object **Sorting labels and statements** **Stereotype scenario cards**	**Relationships education** Families and people who care for me (F3) Caring friendships (CF1, 2, 4, 5, 6, 7) Respectful, Kind relationships (RR 5, 8, 10) **Health Education** General wellbeing (GW 4, 7)

YEAR 5: SCHEME OF WORK - PUBERTY AND PERSONAL BOUNDARIES

Key Vocabulary: puberty, physical changes, menstruation, periods, menstrual products, sperm, egg, semen, erection, pubic hair, sweat, breasts, spots, emotional changes, hormones, boundaries, personal space, consent, assertive, kindness, empathy, upstander, fairness, inclusion, self-esteem, identity, stereotypes, peer pressure, support, trusted adult

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Talking about puberty	**Learning Intention** To learn about the main physical and emotional changes during puberty. **Learning Outcomes** I can describe the main physical and emotional changes that happen during puberty I can ask questions about puberty with confidence and respect	**Puberty Changes Teacher Guide** **Puberty Changes worksheet** **Reproductive System slides** **Pupil Questions template**	**Health Education** Developing bodies (DB 1, 2, 3) **Science curriculum** (S1, 2, 3, 4)
Lesson 2 The Reproductive System	**Learning Intention** To understand the changes to the reproductive system in puberty. **Learning Outcomes** I can explain how puberty affects the reproductive organs I can describe what happens during menstruation and sperm production I can talk about how these changes might make people feel.	**Reproductive System slides** **Puberty Changes Teacher Guide** **Menstrual Cycle animation** **Male Changes PowerPoint** **Puberty Card Game** **Puberty Card Game answer sheet** **Puberty Card Game whiteboard summary** Selection of menstrual products	**Health Education** Developing bodies (DB 1, 2, 3) **Science curriculum** (S1, 2, 3, 4)
Lesson 3 Puberty Help and Support	**Learning Intention** To learn how to care for our bodies and feelings during puberty, and where to find support. **Learning Outcomes** I can explain how to stay clean and healthy during puberty. I can describe how puberty might affect emotions and friendships. I can name safe places or people I can go to for advice and support.	**Kim's Game items** **Kim's Game Teacher Guide** **Year 5 Puberty Problem Page** **Year 5 Problem Page Teacher Guide**	**Health Education** Developing bodies (DB 1, 2, 3) **Science curriculum** (S1, 2, 3, 4)
Lesson 4 Respect, Boundaries and Being an Upstander	**Learning Intention** To understand how respecting ourselves and others helps us to set healthy boundaries and build positive relationships. **Learning Outcomes** I can show what it looks like to be assertive but kind. I can explain how to set and respect boundaries. I can give one example of how to be an upstander.	**Upstander Scenarios**	**Relationships education** Caring friendships (CF 2, 6) Respectful and kind relationships (RR 2, 4, 5, 6, 8, 9)

YEAR 6: SCHEME OF WORK - PUBERTY, RELATIONSHIPS AND REPRODUCTION

Key Vocabulary: puberty, reproduction, sexual intercourse, uterus, pregnancy, adoption, fostering, IVF, consent, communication, boundaries, respect, privacy, appropriate, inappropriate, pressure, assertive, permission, online, offline, bullying, harassment, discrimination, sexuality, safety, report, trusted adult, empathy, responsibility

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Puberty and reproduction	**Learning Intention** To understand how the body changes during puberty in preparation for reproduction. **Learning Outcomes** I can describe some changes that happen during puberty. I can explain why these changes prepare the body for reproduction. I can use the correct scientific words for body parts and processes. I can talk about puberty and reproduction with confidence.	**Puberty Changes Teacher Guide** **Puberty Body Part slides** **Reproduction question sheet** **Reproduction answer cards** **Reproduction whiteboard summary** **Pupil question template**	**Health Education** Developing bodies (DB 1, 2, 3) **Science curriculum** (S1, 2, 3, 4) ***Contains non-statutory Sex Education. Parents have the right to withdraw***
Lesson 2 Communication and consent in relationships	**Learning Intention** To understand why communication is important in relationships and why consent matters before any kind of physical touch. **Learning Outcomes** I can describe why communication is important in friendships and relationships, especially before physical touch is involved. I can explain what consent means. I can recognise when consent is given, not given, or withdrawn. I can explain how both words and body language can show consent.	**Communication and Touch cards**	**Relationships Education** Caring friendships (CF4) Respectful Kind relationships (RR 1, 2, 3, 4) Being safe (BS 3)
Lesson 3 Families, conception and pregnancy	**Learning Intention** To understand how families can be formed and how a baby is conceived and begins to grow. **Learning Outcomes** I can describe the decisions that have to be made before having children I can describe how a baby is conceived and begins to grow. I can use the correct scientific words when talking about conception and pregnancy. I can explain why consent is important in sexual relationships.	**Couple pictures** **How does a baby start? cards** **How does a baby start? whiteboard summary**	**Relationships education** Families and people who care for me (F 1, 2, 3, 4, 5) **Science curriculum** (S2, S3, S5) ***Contains non-statutory Sex Education. Parents have the right to withdraw***
Lesson 4 Communication and respect in relationships and online	**Learning Intention** To understand what is appropriate and inappropriate to share, and to know what to do if something makes us feel unsafe or uncomfortable. **Learning Outcomes** I can explain why some things are safe, positive and appropriate to share, and others are not I can recognise when online behaviour (like editing photos, sharing adult content, or using sexualised language) is harmful. I can describe how harmful content or bullying online can make someone feel. I can explain what steps I can take if I feel pressured, bullied, or shown something inappropriate	**Communication Scenario cards** **Advising a friend - Teacher guide**	**Relationships education** Respectful relationships (RR9, RR11) Online safety and awareness (OS 1, 2, 3, 4, 5, 6) Being safe (BS 1, 2, 4, 5, 6, 7) **Health Education** General wellbeing (GW7) Wellbeing Online (WO 1, 4, 5, 7, 8, 10, 11)