

16. Appendix 4 – Teaching RSE with Confidence in Primary Schools curriculum overview

Year Group: Reception	Topic: 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	
Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
PSED and Communication & Language Early Learning Goals Refer to mapping document on page 2 of this document Relationships Education Caring friendships (CF1, CF2, CF3) Respectful, kind relationships (RR1, RR6)	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.	Lesson 1 Caring friendships	- Reception, Lesson 1 social story - Elephant glove puppet or toy - Pictures of children at school
PSED and Communication & Language Early Learning Goals Refer to mapping document on page 2 of this document Relationships Education Caring friendships (CF5, CF6) Respectful, kind relationships (RR1, RR3, RR6) Being safe (BS1)	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.	Lesson 2 Being kind	- Reception, Lesson 2 social story - Elephant glove puppet or toy - Picture of a crown and art materials to make crowns
PSED and Communication & Language Early Learning Goals Refer to mapping document on page 2 of this document Relationships Education Families and people who care for me (F2, F3)	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.	Lesson 3 Different families	- Reception, Lesson 3 social story - Elephant glove puppet or toy <i>The Family Book</i>, Todd Parr - Families pictures - Paper and drawing materials
PSED and Communication & Language Early Learning Goals Refer to mapping document on page 2 of this document Relationships Education Respectful, kind relationships (RR2, RR3, RR4, RR7) Being safe (BS1, BS3)	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.	Lesson 4 My body, my choices	- 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)

16. Appendix 4 – Teaching RSE with Confidence in Primary Schools curriculum overview

Year Group: Reception	Topic: My body, my relationships	Reception EYFS Mapping: Personal, Social and Emotional Development and Communication & Language
Lesson	Personal, Social and Emotional Development – Early Learning Goals	Communication & Language – Early Learning Goals
Lesson 1 Caring friendships	- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.	- Listen attentively and respond to what they hear with relevant questions, comments and actions. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Express their ideas and feelings about their experiences using full sentences, with modelling and support.
Lesson 2 Being kind	- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Work and play cooperatively and take turns with others. - Show sensitivity to their own and to others' needs.	- Listen attentively and respond to what they hear with relevant questions, comments and actions. - Make comments about what they have heard and ask questions to clarify their understanding. - Offer explanations for why things might happen, making use of recently introduced vocabulary.
Lesson 3 Different families	- Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs. - Explain the reasons for rules, know right from wrong and try to behave accordingly.	- Listen attentively and respond to what they hear with relevant questions, comments and actions. - Participate in small group and class discussions, offering their own ideas. - Express their ideas and feelings about their experiences using full sentences, with modelling and support.
Lesson 4 My body, my choices	- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Show sensitivity to their own and to others' needs.	- Listen attentively and respond to what they hear with relevant questions, comments and actions. - Make comments about what they have heard and ask questions to clarify their understanding. - Express their ideas and feelings about their experiences using full sentences, with modelling and support.

16. Appendix 4 – Teaching RSE with Confidence in Primary Schools curriculum overview

Year Group: One	Topic: Growing up, staying safe	Key Vocabulary: friend, kind, different, lonely, private parts, body, penis, grown-up, help, safe, proud, family, talk, screen, camera, online, trust, feelings, scared, happy, cross, calm, excited, unsure	
Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Relationships Education Caring friendships (CF 2, 3) Respectful, kind relationships (RR5)	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.	Lesson 1 Different friends	- Talking object - Year 1, Lesson 1 story card - Story bag containing an elephant puppet (or the elephant picture) and a school jumper - Paper and coloured pencils
Relationships Education Being safe (BS2, BS3) Health Education Developing bodies (DB3) Science, Year 1, Animals including humans Identify, name, draw and label the basic parts of the human body.	Learning Intention - To understand how we grow and change. - To learn the correct names for the male private parts. 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 male private parts. - I know that some parts of my body are private.	Lesson 2 Growing and changing	- Talking object - Year 1, Lesson 2 story card - Story bag containing pictures of new-born babies, soap, flannel, school jumper - Lifecycle picture cards - Lifecycle whiteboard summary
Relationships Education Respectful, kind relationships (RR2) Online safety and awareness (OS1) Being safe (BS2, 3, 6, 7)	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.	Lesson 3 Body safety (online and off)	- 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 Families and people who care for me (F2, F3, F4, F6) Respectful, kind relationships (RR11) Being safe (BS1, BS6, BS7)	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.	Lesson 4 Families and care	- Talking object - Year 1, Lesson 4 Social Story - Story bag - containing a ball and a school jumper - Families pictures <i>The Family Book</i>, Todd Parr

16. Appendix 4 – Teaching RSE with Confidence in Primary Schools curriculum overview

Year Group: Two	Topic: 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	
Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Relationships Education Respectful, kind relationships (RR5, RR10)	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.	Lesson 1 Gender stereotypes	- 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 Suggested reading: <i>Pearl Power and the Toy Problem</i>, Mel Elliott <i>Princess Smartypants</i>, Babette Cole <i>Amazing Grace</i>, Mary Hoffman and Caroline Binch
Health Education Developing bodies (DB1) Science, Year 2, Animals including humans Notice that animals, including humans, have offspring that grow into adults.	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.	Lesson 2 Male and female	- Talking object - Pictures of male and female animals - Clothed Babies picture cards - Drawings of new born babies
Relationships Education Being safe (BS2) Health Education Developing bodies (DB3) Science, Year 1, Animals including humans Identify, name, draw and label the basic parts of the human body.	Learning Intention - To focus on differences between male and female 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.	Lesson 3 Naming body parts	2 large PE Hoops - Hoop labels - Body Parts picture cards - Body Parts worksheet Suggested reading: <i>Shapesville</i>, Andy Mills <i>It's OK to be Different</i>, Todd Parr
Relationships Education Being safe (BS1, BS2, BS3) Respectful relationships (RR1, RR2, RR7, RR11)	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.	Lesson 4 My body belongs to me	- Talking object - Social Story – Tonia and the tickles - What are the clues? Pictures

16. Appendix 4 – Teaching RSE with Confidence in Primary Schools curriculum overview

Year Group: Three	Topic: 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, lesbian, gay	
Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Relationships Education Respectful relationships (RR5, RR8, RR9) Health Education General wellbeing (GW7) Developing bodies (DB3) Science, Year 1, Animals including humans Identify, name, draw and label the basic parts of the human body.	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.	Lesson 1 Body differences	<i>It's OK to be different</i>, Todd Parr - Pictures of male and female bodies - Body Difference matching cards Additional Activities: <i>Shapesville</i>, Andy Mills
Relationships Education Families and people who care for me (F6) Being safe (BS1, BS3, BS4, BS5, BS6, BS7) Respectful relationships (RR2, RR3, RR7, RR11)	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.	Lesson 2 Personal space and consent	- PANTS cards - Unwanted Touch scenarios Additional Activities: <i>It's my body - a book about body privacy</i>, Louise Spilsbury and Mirella Mariani
Relationships Education Families and people who care for me (F1, F2, F3, F4, F6) Respectful, kind relationships (RR11) Being safe (BS4, BS6, BS7)	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.	Lesson 3 Families and people who help us	- Families pictures - Who can I talk to? worksheet <i>The Family Book</i>, Todd Parr Additional Activities: <i>Tell Me Again About The Night I Was Born</i>, Jamie Lee Curtis <i>Spark Learns to Fly</i>, Judith Foxon
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)	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.	Lesson 4 Staying safe and getting help – online	- Advice Scenarios - Advice Scenarios Teacher Guide - Pictures of staff and the school - safeguarding team

16. Appendix 4 – Teaching RSE with Confidence in Primary Schools curriculum overview

Year Group: Four	Topic: Growing up with respect	Key Vocabulary: puberty, private parts, lifecycle, emotions, penis, vulva, testicles, scrotum, uterus, nipples, respect, fairness, feelings, friendship, kind, honest, boundaries, personal space, stereotype, difference, unique, upstander, trust, support, identity, confident	
Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Health Education Developing bodies (DB 1, 3) Science, Year 1, Animals including humans Identify, name, draw and label the basic parts of the human body. Science, Year 5, Animals including humans Describe the changes as humans develop to old age.	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.	Lesson 1 Changes	- Lifecycle whiteboard summary - Body Parts Bingo cards - Bingo Flash cards - Body Changes pictures - Lifecycle Quiz slides - Lifecycle Quiz answers
Health Education Developing bodies (DB 1, 2, 3) Science, Year 1, Animals including humans Identify, name, draw and label the basic parts of the human body. Science, Year 5, Animals including humans Describe the changes as humans develop to old age.	Learning Intention - To learn about the emotional and physical changes of puberty. Learning Outcomes - I can describe some physical and emotional changes that happen during puberty. - I know that puberty starts at different times for different people.	Lesson 2 What is puberty?	- Puberty Card Sort - Puberty Card Sort whiteboard summary - Body Changes worksheet - Puberty Changes Teacher Guide
Relationships Education Caring friendships (CF1, 2, 4, 5, 6, 7) Respectful, kind relationships (RR 3, 4, 5, 6)	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.	Lesson 3 Healthy friendships	- Healthy Friendships cards - Freeze frame scenario cards - Relationships pictures
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)	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.	Lesson 4 Valuing differences	- Circle talk object - Sorting labels and statements - Stereotype scenario cards

16. Appendix 4 – Teaching RSE with Confidence in Primary Schools curriculum overview

Year Group: Five	Topic: 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	
Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Health Education Developing bodies (DB 1, 2, 3) Science, Year 1, Animals including humans Identify, name, draw and label the basic parts of the human body. Science, Year 2, Animals including humans Notice that animals, including humans, have offspring which grow into adults. Science, Year 5, Living things and their habitats Describe the life process of reproduction in some plants and animals. Science, Year 5, Animals including humans Describe the changes as humans develop to old age.	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.	Lesson 1 Talking about puberty	- Puberty Changes Teacher Guide - Puberty Changes worksheet - Reproductive System slides - Pupil Questions template
Health Education Developing bodies (DB 1, 2, 3) Science, Year 1, Animals including humans Identify, name, draw and label the basic parts of the human body. Science, Year 2, Animals including humans Notice that animals, including humans, have offspring which grow into adults. Science, Year 5, Living things and their habitats Describe the life process of reproduction in some plants and animals. Science, Year 5, Animals including humans Describe the changes as humans develop to old age.	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.	Lesson 2 The Reproduction system	- 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, Year 1, Animals including humans Identify, name, draw and label the basic parts of the human body. Science, Year 2, Animals including humans Notice that animals, including humans, have offspring which grow into adults. Science, Year 5, Living things and their habitats Describe the life process of reproduction in some plants and animals. Science, Year 5, Animals including humans Describe the changes as humans develop to old age.	Learning Intention - To learn how to care for our bodies and feelings during puberty as well as 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.	Lesson 3 Puberty help and support	- Kim's Game items and a cloth to cover them - Kim's Game Teacher Guide - Year 5 Puberty Problem Page - Year 5 Problem Page Teacher Guide
Relationships Education Caring friendships (CF 2, 6) Respectful and kind relationships (RR 2, 4, 5, 6, 8, 9)	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.	Lesson 4 Respect, boundaries and being an upstander	Upstander Scenarios

16. Appendix 4 – Teaching RSE with Confidence in Primary Schools curriculum overview

Year Group: Six	Topic: 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, lesbian, gay, bisexual, transgender, safety, report, trusted adult, empathy, responsibility	
Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Health Education Developing bodies (DB 1, 2, 3) Science, Year 1, Animals including humans Identify, name, draw and label the basic parts of the human body. Science, Year 2, Animals including humans Notice that animals, including humans, have offspring which grow into adults. Science, Year 5, Animals including humans Describe the changes as humans develop to old age. Science, Year 5, Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Science, Year 5, Living things and their habitats Describe the life process of reproduction in some plants and animals. Science, Year 6, Evolution and inheritance Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents. <i>Contains non-statutory Sex Education. Parents have the right to withdraw.</i>	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.	Lesson 1 Puberty and reproduction	- Puberty Changes Teacher Guide - Puberty Body Part slides - Reproduction questions sheet - Reproduction answer cards - Reproduction whiteboard summary - Pupil question template
Relationships Education Caring friendships (CF4) Respectful, kind relationships (RR 1, 2, 3, 4) Being safe (BS 3)	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.	Lesson 2 Communication and consent in relationships	Communication and Touch cards

16. Appendix 4 – Teaching RSE with Confidence in Primary Schools curriculum overview

Year Group: Six (Continued)	Topic: 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, lesbian, gay, bisexual, transgender, safety, report, trusted adult, empathy, responsibility	
Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Relationships Education Families and people who care for me (F 1, 2, 3, 4, 5) Science, Year 2, Animals including humans Notice that animals, including humans, have offspring which grow into adults. Science, Year 5, Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Science, Year 5, Living things and their habitats Describe the life process of reproduction in some plants and animals. Science, Year 6, Evolution and inheritance Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents. <i>Contains non-statutory Sex Education. Parents have the right to withdraw</i>	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.	Lesson 3 Families, conception and pregnancy	- Couple pictures - How does a baby start? cards - How does a baby start? whiteboard summary
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)	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 naked images 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.	Lesson 4 Communication and respect in relationships and online	- Communication Scenario cards - Advising a friend - Teacher guide