**Knelston RSE Curriculum Map**

The strands of learning from the code:

* **Relationships and identity**: helping learners develop the skills they need to develop healthy, safe and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
* **Sexual health and well-being**: helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
* **Empowerment, safety and respect**: helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

**Links to Health and Well-being**

**What Matters**

* **WM1**- Developing Physical Health and Well-Being has Lifelong Benefits.
* A – Movement – sport
* B – Diet
* C – Physical and emotional changes
* D – Things that affect physical health and well-being.
* **WM2**- How we process and respond to our experiences affects our mental health and well-being.
* A – Understanding thoughts and feelings
* B – Notice and communicate feelings
* C – Reflect on past experiences
* D – Aware of other’s feelings.
* **WM3**- Our decision-making impacts on the quality of our lives and lives of others.
* A – Make decisions based on what I know.
* B – My decisions affect me and others
* C – Some decisions need to be made collectively
* D – Identify and assess risks.
* **WM4**- How we engage with social influences shapes who we are and affects our well-being.
* A – Follow rules – impact of rules
* B – Interact in different groups and situations.
* C – My values and attitudes are shaped by others.
* **WM5**- Healthy relationships are fundamental to our well-being.
* A – Different types of relationships and relationships change.
* B - Communicates needs and feelings and notices the needs of others.
* C – Make relationships and manage conflicts.
* D – Recognizes safety in a relationship and seeks support
* E - Rights

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| **Early Years** | | | |
| **RSE Strand** | **Learning intention** | **Links to H&WB** | **Lesson ideas** |
| Sexual health & well-being | Have an awareness of what germs are.  Have an awareness of why, when and how they need to wash their hands. | WM1 D | Hand washing (SBS Phase 1 lesson 1) |
| Relationships & Identity | I can make decisions based on what I like and dislike. | WM3 A B | No Outsiders: You Choose |
| Relationships & Identity | I can show care and respect for others. | WM 5 B | No Outsiders: Red  Rockets and  Rainbow Jelly |
| Relationships & Identity | I have developed an awareness that my decisions can affect me and others. | WM3 A B | No Outsiders: Hello Hello |
| Relationships & Identity | I can identify who looks after me and who my family and friends are.  All families are different | WM 5 A B C D E | No Outsiders: The Family Book |
| Relationships & Identity | I can identify who looks after me and who my family and friends are.  All families are different | WM 5 A B C D E | No Outsiders: Mommy, Mama and Me |
| Relationships & Identity | I have an awareness of the feelings of others.  I can get along with others with and without support. | WM5 B C | No Outsiders: Blue Chameleon |

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| Year 1 | | | |
| RSE Strand | Learning intention | Links to H&WB | Lesson ideas |
| Sexual health & well-being | State why we need our teeth. Lear effective tooth brushing technique Recall the ingredient in toothpaste that protects our teeth.  Identify who helps to look after our teeth.  Select foods that are healthy choices. | WM1 D | Oral health (SBS Phase 1 lesson 2) |
| Relationships & Identity | Understand that they have the right to refuse consent.  Consider situations where consent is needed and not needed.  Develop and build self-confidence. Explore different types of communication and relationships | WM 5 B D E | Consent Ben – wants needs and rights (SBS Phase 1 lesson 3) |
| Relationships & Identity | I can show care and respect for others | WM4 B C | No Outsiders: Elmer |
| Relationships & Identity | I can recognise and follow rules and norms in the groups and situations in which I take part | WM4 B C | No Outsiders: Going to the Volcano |
| Relationships & Identity | I can get along with others with and without support | WM5 B C | No Outsiders: Want to Play Trucks? |
| Relationships & Identity | I can recognise that there are different types of relationships beyond my family and friends | WM5 A B C | No Outsiders: Hair, it’s a family affair |
| Relationships & Identity | I can get along with others with and without support.  Develop empathy through kindness | WM5 B C | No Outsiders: My world, your world |
| Relationships & Identity | Awareness that there are different types of families and relationships. | WM2 A B C D | No Outsiders: Errol’s Garden |

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| Year 2 | | | |
| RSE Strand | Learning intention | Links to H&WB | Lesson ideas |
| Sexual health & well-being  Relationships & Identity | Awareness of human life cycle  Recognise and express feelings  Understand others feelings and beliefs  Recognise cultural similarities and differences | WM1 C D  WM2 C D | Myself as a baby (SBS Phase 1 lesson 4) |
| Sexual health & well-being  Relationships & Identity  Empowerment safety & respect | Understand and learn the PANTS rules.  Name body parts and know which parts should be private.  Know 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 | WM1 C D  WM5 A B C D E | Appropriate and inappropriate touch (SBS Phase 1 lesson 5) |
| Relationships & Identity | I welcome different people  I can recognise and follow the rules and norms of different groups and situations in which I take part.  Everyone is unique | WM4 A B C | No Outsiders: Can I join your club? |
| Relationships & Identity | I have self confidence  I can recognise and follow the rules and norms of different groups and situations in which I take part.  Everyone is unique | WM4 A B C | No Outsiders: How to be a Lion |
| Relationships & Identity | I know there are different types of families and know what diversity is  I can recognise that there are similarities and differences between people’s values and attitudes. | WM4 A B C | No Outsiders: The Great Big Book of Families |
| Relationships & Identity | What makes a good friend  I can get along with others with and without support.  Develop empathy through kindness | WM5 A B C D E | No Outsiders: Amazing |
| Relationships & Identity | Everyone is unique  I can reflect on my experiences  I can communicate in different ways | WM4 A B C | No Outsiders: What the Jackdaw Saw |
| Relationships & Identity | Everyone is unique  I can recognise that there are similarities and differences between people’s values and attitudes.  To know I belong | WM4 A B C | No Outsiders: All Are Welcome |

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| Year 3 | | | |
| RSE Strand | Learning intention | Links to H&WB | Lesson ideas |
| Relationships & Identity  Empowerment safety & respect | To resist unwanted peer pressure and behaviour.  To feel positive about themselves and be confident in their own values.  To identify personal qualities.  To appreciate the strengths and personal qualities of other people.  To show care and concern for others and be sensitive towards their feelings | WM2 A B C D  WM3 A B D  WM5 A B C D E | What is Good about Me? – Personal Qualities (SBS Phase 2 – Lesson 1 ) |
| Relationships & Identity  Empowerment safety & respect | To recognise the qualities of individuals, identifying positive things  To develop skills to be effective in relationships.  To value others’ experiences and feelings.  To be able to resolve differences by looking at alternatives.  To understand that similarities and differences between people contribute to friendships  Form personal opinions and make informed decisions. | WM5 A B C D E | Friendship – Qualities and Making and Breaking Friends (SBS Phase 2 – Lesson 2 ) |
| Sexual health & well-being | To take increasing responsibility for keeping the mind and body safe and healthy.  To form personal opinions and make informed decisions.  To develop practical skills necessary for everyday life. | WM1 D  WM3 A D | Friendship – Qualities and Making and Breaking Friends (SBS Phase 2 – Lesson 2) |
| Relationships & Identity | To understand what discrimination means  I can recognise that my decisions can impact on me and others, both now and in the future | WM3 A B C D | No Outsiders: This is Our House |
| Relationships & Identity | I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.  To understand what a bystander is | WM5 A B C D E | No Outsiders: We’re All Wonders |
| Relationships & Identity | I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.  To be welcoming  How demonstrating empathy, kindness and compassion are key characteristics of a positive relationship. | WM5 A B C D E | No Outsiders: Beegu |
| Relationships & Identity | Developing empathy, kindness and compassion  To recognise a stereotype | WM5 A B C D E | No Outsiders: The Truth About Old People |
| Relationships & Identity | I can change how I interact and behave in different situations with support.  How demonstrating empathy, kindness and compassion are key characteristics of a positive relationship  To help an outsider | WM4 A B C | No Outsiders: The Hueys in the New Jumper |
| Relationships & Identity | I can recognise that there are different types of relationships beyond my family and friends.  An understanding of the characteristics and value/benefits/challenges of living in a diverse society. | WM5 A B C D E | No Outsiders: Planet Omar: Accidental Trouble Magnet |

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| Year 4 | | | |
| RSE Strand | Learning intention | Links to H&WB | Lesson ideas |
| Relationships & Identity  Empowerment safety & respect | To value friends and family as a source of mutual support.  To explore different types of families.  To understand that all families are different.  To know who to go to for help and support. | WM5 A B C D E | My Family – Roles and Stereotypes (SBS Phase 2 – Lesson 4) |
| Relationships & Identity  Sexual health & well-being  Empowerment safety & respect | Understand that there are a range of emotions involved in different relationships  Understand the concept of promise or commitment  Understand the concept of personal choice and value  Appreciate that different peoples’ values will affect the choices they make  Express their ideas about emotions and ways in which emotions can be expressed | WM1 CD  WM2 A B D  WM5 A B C D E | What is Love? – Promises and Commitment (SBS Phase 2 – Lesson 5) |
| Sexual health & well-being | Explain some of the physical and emotional changes that take place during pregnancy  Identify physical and emotional needs of a baby before and after birth  Understand the commitment and care that a baby requires  Identify there are different types of family structures and roles within a family | WM1 C D | A New Baby (SBS Phase 2 – Lesson 6 ) |
| Relationships & Identity | To help someone accept difference  I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it | WM3 ABC  WM5 A B C D E | No Outsiders: Along Came a Different |
| Relationships & Identity | To choose when to be assertive.  An understanding of the characteristics and value/ benefits/challenges of living in a diverse society | WM3 ABC  WM5 A B C D E | No Outsiders: Dogs Don’t Do Ballet |
| Relationships & Identity | To be proud of who I am  An understanding of the characteristics and value/ benefits/challenges of living in a diverse society | WM3 ABC  WM5 A B C D E | No Outsiders: Red: A Crayon’s Story |
| Relationships & Identity | To find common ground  An understanding of the characteristics and value/ benefits/challenges of living in a diverse society | WM3 ABC  WM5 A B C D E | No Outsiders: Aalfred & Aalbert |
| Relationships & Identity | I can see the benefit of communicating about feelings as one of a range of strategies which can help promote positive mental health and  emotional well-being. | WM3 ABC  WM5 A B C D E | No Outsiders: When Sadness Comes to Call |
| Relationships & Identity | To show acceptance  An understanding of the characteristics and value/ benefits/challenges of living in a diverse society | WM3 ABC  WM5 A B C D E | No Outsiders: Julian is a Mermaid |

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| Year 5 | | | |
| RSE Strand | Learning intention | Links to H&WB | Lesson ideas |
| Sexual health & well-being | Listen, reflect, discuss and ask questions  Discuss different aspects of growing up and name some changes  Show sensitivity to others? | WM1 C D  MW5 D E | What is Puberty? (SBS Phase 2 – Lesson 7 ) |
| Sexual health & well-being  Empowerment safety & respect | Understand the terms menstruation ejaculation wet dreams  Understand the changes inside the body, outside and emotional changes  Share their own personal opinions/ask questions/listen to others  Make decisions based upon the content of the lesson | WM1C D  MW5 D E | Puberty and Conception - School Nurse Delivery (SBS Phase 2 – Lesson 8 ) |
| Sexual health & well-being  Empowerment safety & respect | To begin to understand the emotional changes associated with puberty.  To understand that puberty is an important part of growing up.  To show acceptance of change and difference and show sensitivity to others. | WM1 CD  WM2 A B D  WM5 D E | Emotional Changes during Puberty (SBS Phase 2 – Lesson 9) |
| Relationships & Identity | To consider consequences  I can make considered decisions, taking into account available information, including past experiences. | WM3 A B C D | No Outsiders: Kenny Lives with Erica & Martina |
| Relationships & Identity | To justify my actions  I can recognise that some decisions I make will have a long- term impact on my life and the lives of others. | WM3 A B C D | No Outsiders: Rose Blanche |
| Relationships & Identity | To consider responses to racist behaviour  I have developed an understanding that my values, attitudes and identity are shaped by different  groups and influences. | WM4 A B C | No Outsiders: Mixed |
| Relationships & Identity | To recognize when someone needs help  I can empathise with others | WM2 A B C D | No Outsiders: How to Heal a Broken Wing |
| Relationships & Identity | To explore a friendship  I can make and maintain relationships that matter to me, identifying conflict  and taking steps to resolve it. | WM5 A B C D E | No Outsiders: The Girls |
| Relationships & Identity | To exchange dialogue and express an opinion  I can communicate my needs and feelings, and respond to those of others. | WM5 A B C D E | No Outsiders: And Tango Makes Three |

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| Year 6 | | | |
| RSE Strand | Learning intention | Links to H&WB | Lesson ideas |
| Relationships & Identity  Sexual health & well-being | Understand the terms reproductive organs  Understand the changes inside the body, outside and emotional changes  Understand the needs of a baby Follow the stages of conception Work with others to come up with ideas  Make decisions based upon the content of the lesson | WM1 CD  WM2 A B D  WM3 A B  WM5 D E | Puberty & Conception Recap (SBS Phase 2 - Lesson 10) |
| Relationships & Identity  Sexual health & well-being | Use key vocabulary appropriately and in context  Show an understanding of the key concepts and stages | WM1 C D | Conception to Birth (SBS Phase 2 - Lesson 11) |
| Relationships & Identity  Sexual health & well-being  Empowerment safety & respect | Understand their thoughts and feelings and know how to keep safe  Recognise the difference between a healthy and unhealthy relationship | WM1 D  WM2 A B C D  WM3 A B C D  WM5 A B C D E | Secrets (SBS Phase 2 - Lesson 12) |
| Relationships & Identity | To consider responses to immigration  I can communicate my needs and feelings, and  respond to those of others | WM5 A B C D E | No Outsiders: King of the Sky |
| Relationships & Identity | To consider language and freedom of speech  I can understand how and why experiences affect me and others. | WM2 A B C D | No Outsiders: The Only Way is Badger |
| Relationships & Identity | To overcome fears about difference  I can understand how and why experiences affect me and others. | WM2 A B C D | No Outsiders: Leaf |
| Relationships & Identity | To consider causes of racism  I can understand how and why experiences affect me and others | WM2 A B C D | No Outsiders: The Island |
| Relationships & Identity | To show acceptance  I can understand how and why experiences affect me and others. | WM2 A B C D | No Outsiders: Introducing Teddy |
| Relationships & Identity | To consider democracy  I can make considered decisions, taking into account available information, including past experiences | WM3 A B C D | No Outsiders: A Day in the Life of Marlon Bundo |