**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: RedRockets andRainbow 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-beingRelationships & Identity | Awareness of human life cycleRecognise and express feelingsUnderstand others feelings and beliefsRecognise cultural similarities and differences | WM1 C DWM2 C D  | Myself as a baby (SBS Phase 1 lesson 4) |
| Sexual health & well-beingRelationships & IdentityEmpowerment 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 DWM5 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 isI 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 uniqueI 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 uniqueI 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 & IdentityEmpowerment 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 DWM3 A B DWM5 A B C D E  | What is Good about Me? – Personal Qualities (SBS Phase 2 – Lesson 1 ) |
| Relationships & IdentityEmpowerment 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 DWM3 A D | Friendship – Qualities and Making and Breaking Friends (SBS Phase 2 – Lesson 2) |
| Relationships & Identity | To understand what discrimination meansI 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 welcomingHow 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 compassionTo 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 relationshipTo 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-beingEmpowerment 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 valueAppreciate that different peoples’ values will affect the choices they makeExpress their ideas about emotions and ways in which emotions can be expressed | WM1 CDWM2 A B DWM5 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 pregnancyIdentify physical and emotional needs of a baby before and after birthUnderstand the commitment and care that a baby requiresIdentify 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 differenceI can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it | WM3 ABCWM5 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 ABCWM5 A B C D E | No Outsiders: Dogs Don’t Do Ballet |
| Relationships & Identity  | To be proud of who I amAn understanding of the characteristics and value/ benefits/challenges of living in a diverse society | WM3 ABCWM5 A B C D E | No Outsiders: Red: A Crayon’s Story |
| Relationships & Identity  | To find common groundAn understanding of the characteristics and value/ benefits/challenges of living in a diverse society | WM3 ABCWM5 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 andemotional well-being. | WM3 ABCWM5 A B C D E | No Outsiders: When Sadness Comes to Call |
| Relationships & Identity  | To show acceptanceAn understanding of the characteristics and value/ benefits/challenges of living in a diverse society | WM3 ABCWM5 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 questionsDiscuss different aspects of growing up and name some changesShow sensitivity to others? | WM1 C DMW5 D E | What is Puberty? (SBS Phase 2 – Lesson 7 ) |
| Sexual health & well-beingEmpowerment safety & respect | Understand the terms menstruation ejaculation wet dreamsUnderstand the changes inside the body, outside and emotional changesShare their own personal opinions/ask questions/listen to othersMake 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-beingEmpowerment 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 CDWM2 A B DWM5 D E | Emotional Changes during Puberty (SBS Phase 2 – Lesson 9) |
| Relationships & Identity  | To consider consequencesI 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 actionsI 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 behaviourI have developed an understanding that my values, attitudes and identity are shaped by differentgroups and influences. | WM4 A B C | No Outsiders: Mixed |
| Relationships & Identity  | To recognize when someone needs helpI can empathise with others | WM2 A B C D | No Outsiders: How to Heal a Broken Wing |
| Relationships & Identity  | To explore a friendshipI can make and maintain relationships that matter to me, identifying conflictand 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 organsUnderstand the changes inside the body, outside and emotional changesUnderstand the needs of a baby Follow the stages of conception Work with others to come up with ideasMake decisions based upon the content of the lesson | WM1 CDWM2 A B DWM3 A BWM5 D E | Puberty & Conception Recap (SBS Phase 2 - Lesson 10) |
| Relationships & IdentitySexual health & well-being | Use key vocabulary appropriately and in contextShow an understanding of the key concepts and stages | WM1 C D  | Conception to Birth (SBS Phase 2 - Lesson 11) |
| Relationships & IdentitySexual health & well-beingEmpowerment safety & respect | Understand their thoughts and feelings and know how to keep safeRecognise the difference between a healthy and unhealthy relationship | WM1 DWM2 A B C DWM3 A B C DWM5 A B C D E | Secrets (SBS Phase 2 - Lesson 12) |
| Relationships & Identity | To consider responses to immigrationI can communicate my needs and feelings, andrespond to those of others | WM5 A B C D E | No Outsiders: King of the Sky |
| Relationships & Identity | To consider language and freedom of speechI 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 differenceI can understand how and why experiences affect me and others. | WM2 A B C D | No Outsiders: Leaf |
| Relationships & Identity | To consider causes of racismI 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 democracyI 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 |