

Appendix 1: Curriculum map

Relationships and sex education curriculum map. The order and timings of each lesson within the year may change to meet children's needs but the content will not change without further consultation.

There is a large bank of resources designed to be used in each lesson within this programme. We are very happy to show these resources to any parent or carer on request.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
EYFS	Autumn 1	Self-regulation: My feelings In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.
EYFS	Autumn 2	Building relationships: Special relationships In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences

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EYFS	Spring 1	<p>Managing self: Taking on challenges</p> <p>In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p>
EYFS	Spring 2	<p>Self-regulation: Listening and following instructions</p> <p>In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>
EYFS	Summer 1	<p>Building relationships: My family and friends</p> <p>In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p>
EYFS	Summer 2	<p>Managing self: My wellbeing</p> <p>In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Y1	Autumn 1	<p>Setting ground rules for RSE & PSHE</p> <p>A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons</p> <p>Family and relationships</p> <p>Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair</p>
Y1	Autumn 2	<p>Health and wellbeing</p> <p>Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy</p>
Y1	Spring 1	<p>Safety and the changing body</p> <p>Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Y1	Spring 2	Citizenship Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy
Y1	Summer 1	Economic wellbeing Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools
Y1	Summer 2	Transition lesson Helping Year 1 pupils with the transition to a new year and the changes that come with it
Y2	Autumn 1	Setting ground rules for RSE & PSHE A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons Family and relationships Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Y2	Autumn 2	Health and wellbeing Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene
Y2	Spring 1	Safety and the changing body Lesson collection: Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.
Y2	Spring 2	Citizenship Lesson collection: learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.
Y2	Summer 1	Economic wellbeing Learning about where money comes from, how to look after money and why we use banks and building societies.
Y2	Summer 2	Transition lesson Helping Year 2 pupils with the transition to a new year and the changes that come with it

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Y3	Autumn 1	<p>Setting ground rules for RSE & PSHE</p> <p>A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons</p> <p>Family and relationships</p> <p>Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist</p>
Y3	Autumn 2	<p>Health and Wellbeing</p> <p>Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.</p>
Y3	Spring 1	<p>Safety and the changing body</p> <p>Learning about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence</p>
Y3	Spring 2	<p>Citizenship</p> <p>Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy</p>

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Y3	Summer 1	Economic wellbeing Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers
Y3	Summer 2	Transition lesson Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this
Y4	Autumn 1	Setting ground rules for RSE & PSHE A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons Family and relationships Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement
Y4	Autumn 2	Health and Wellbeing Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Y4	Spring 1	Safety and the changing body Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma
Y4	Spring 2	Citizenship Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government
Y4	Summer 1	Economic wellbeing Exploring: choices associated spending, what makes something good value for money, career aspirations and what influences career choices
Y4	Summer 2	Transition lesson Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Y5	Autumn 1	<p>Setting ground rules for RSE & PSHE</p> <p>A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons</p> <p>Family and relationships</p> <p>Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing with issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.</p>
Y5	Autumn 2	<p>Health and Wellbeing</p> <p>Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation</p>
Y5	Spring 1	<p>Safety and the changing body</p> <p>Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.</p>
Y5	Spring 2	<p>Citizenship</p> <p>An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Y5	Summer 1	Economic wellbeing Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace
Y5	Summer 2	Transition lesson Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.
Y6	Autumn 1	Setting ground rules for RSE & PSHE Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief
Y6	Autumn 2	Health and Wellbeing Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals
Y6	Spring 1	Safety and the changing body Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.
Y6	Spring 2	Citizenship Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy
Y6	Summer 1	Economic wellbeing Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Y6	Summer 2	<p>Identity Two lessons on the theme of personal identity and body image</p> <p>Transition lesson Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have</p>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources • • •

Appendix 3: Parent form: withdrawal from sex education within RSE

		Class
Name of child		
Name of parent	Date	
Reason for withdrawing from sex education within relationships and sex education		

Any other information you would like the school to consider

Parent signature

Agreed actions
from discussion
with parents