









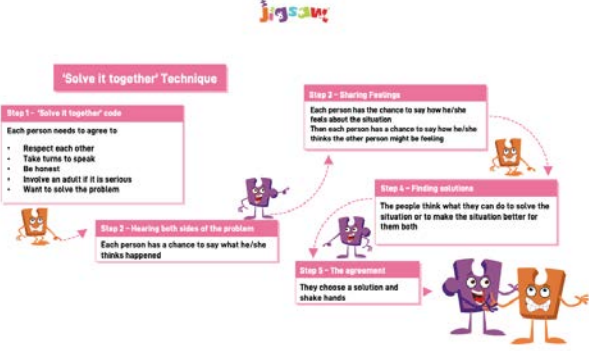





Relationships and Sex Education Curriculum Map




| YR | TERM | TOPIC/THEME DETAILS | EXAMPLES OF ACTIVITIES AND RESOURCES USED |
|--------|----------|--|---|
| Year R | Autumn 2 | Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself | <p><i>Lesson 2 – the children learn that it is ok to be different and do different things to the other people around us. We will read story books about being different but comfortable within ourselves.</i></p> <p><i>Lesson 6 – The teacher uses two teddy bears to tell the story of one bear saying unkind words to another teddy bear. The children discuss how the scene made them feel. They discuss how it is not ok to say unkind things and they learn that if somebody ever does something upsetting to them, they must say “please don’t do that, I don’t like it.”</i></p> |
| Year R | Summer 1 | Relationships Family life Friendships breaking friendships Falling out Dealing with bullying Being a good friend | <p><i>Lesson 5 – The teacher and children sort kind words and unkind words. They discuss how the different words make them feel inside.</i></p> <div style="text-align: center;">   </div> <p><i>Lesson 6 – The children discuss what being a good friend means, and they work out what a good friend does and what a good friend does not do.</i></p> |
| Year 1 | Autumn 2 | Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | <p><i>Lesson 3 – Children identify what bullying is and create anti-bullying messages/slogans</i></p> <div style="text-align: center;">  </div> <p><i>Lesson 5 – Children learn about making friends with others, even when they are different from us</i></p> <div style="text-align: center;">  </div> <p><small>When they were inside, Jack introduced Abbey Owl. Abbey also helped with the children in their lessons and Jack knew she was VERY clever. "Hello Abbey," said Jack. "This is Iggy and we have a question for you, because we know you will have the right answer!" Abbey Owl nodded, she was pleased to be asked. Abbey liked helping too. Jack asked Abbey if it was OK to be friends with someone even if they were different from each other. Abbey Owl nodded, "Of course it's OK to be friends. We don't all have to look the same way, or like doing the same things to be friends. Wouldn't it be boring if everyone was the same? Now Iggy, I think you need to go back to the child in Nursery and explain this so they understand." Jack nodded and thanked Abbey Owl for her wise words.</small></p> |




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| Year 1 | Summer 1 | <p>Relationships</p> <p>Belonging to a family</p> <p>Making friends/being a good friend</p> <p>Physical contact preferences</p> <p>People who help us</p> <p>Qualities as a friend and person</p> <p>Self-acknowledgement</p> <p>Being a good friend to myself</p> <p>Celebrating special relationships</p> | <p><i>Lesson 1 – Children identify who is in their family. The teacher reads a story about lots of different types of families on a different planet.</i></p>  <p><i>Lesson 3 – Children learn about appropriate ways of physical contact to greet friends. They discuss holding hands with family and recognise that some children in the class like holding hands with friends and parents/carers and some children do not.</i></p>  |
| Year 2 | Autumn 2 | <p>Celebrating Difference</p> <p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Celebrating difference and remaining friends</p> | <p><i>Lesson 1 – Pupils listen to different statements and decide if they agree or disagree. Class discussion about how we make assumptions, e.g. all boys like football and all girls do not like football.</i></p> <p>Using a washing line (piece of string) that is fastened across the classroom, peg on three labels: 'Agree' at one end, 'Disagree' at the other end and 'Not Sure' in the middle.</p> <p>Ask the children to listen to the following statements one by one and to decide if they agree with them, disagree or are not sure and then ask them to stand at the most appropriate place along the washing line. After each statement, ask the children to justify their reasons for standing where they are.</p> <p>Statements:</p> <ul style="list-style-type: none"> • All boys enjoy playing football • All girls like drawing horses • Most girls prefer the colour pink to any other colour • Only boys enjoy computer games • Most girls dislike football • Boys prefer Lego to making jewellery • Boys tend to have short hair • Girls tend to have long hair • Girls prefer cooking to playing football <p><i>Lesson 5 – Children discuss answers to questions, e.g. Do all boys like football? Do all girls like dancing? Are only boys interested in cars? Are some boys also interested in pop music? Is it ok for a girl to enjoy football and a boy to enjoy dancing? The teacher reads a story about three children. Billy only plays with boys' toys,</i></p> |

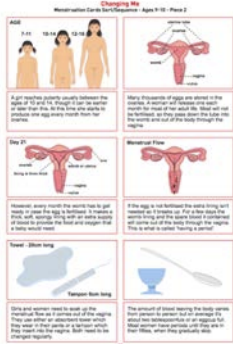

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|--------|----------|---|--|
| | | | <p><i>Bella only plays with girls' toys, B is happy to play with either. Billy only plays with boys. Bella only plays with girls. B plays with anyone. Billy and Bella make fun of B and upset him.</i></p>  |
| Year 2 | Summer 1 | <p>Relationships</p> <p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> | <p><i>Lesson 1 - Children discuss why we have families and learn that families are there to protect us and love us. Children recognise that families come in different shapes and sizes and that it is perfectly normal to have a family that is different from other people.</i></p>  <p><i>Lesson 2 - Class discussion about different touches the children like and do not like, e.g. a wet kiss from a dog, a hug from a parent/carer, being tickled, a rough-and-tumble play fight with a friend, play fighting, pushing and shoving. Teacher to explain that different people prefer different types of touch, e.g. some people like being tickled and some people do not. Children to decide how they can make sure that their hands are kind hands that don't hurt other people. Ensure everyone knows they have the right to say, "Please stop, I don't like that."</i></p>  |

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| Year 3 | Autumn 2 | <p>Celebrating Difference</p> <p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> | <p><i>Lesson 1 – Class discussion. Which photos show a family? Children justify why different photographs are or are not of a family and work in groups to come up with a definition, e.g. ‘A family is a group of people who care about each other.’</i></p>  <p><i>Lesson 2 – Children work in groups to role play the ‘Solve it Together’ technique to resolve family conflicts, e.g. a brother and sister arguing because they want to watch different TV programmes, or a sister going into her brother’s rooms and taking some of his things.</i></p>  |
| Year 3 | Summer 1 | <p>Relationships</p> <p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p> | <p><i>Lesson 2 – Children learn they can use the solve it together technique for mending friendships, and role play solving different conflict scenarios, e.g. Ellen borrows Fergus’s ruler without telling him and accidentally breaks it.</i></p>  <p><i>Lesson 3 - Children learn different strategies to keep them safe online. They sort top tips cards and rank them in order of most important to least important.</i></p>  |

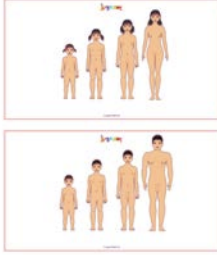

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| Year 4 | Autumn 2 | <p>Celebrating Difference</p> <p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p> | <p><i>Lesson 4 – A story about online bullying. Children discuss why witnesses sometimes join in with bullying or ignore what is happening. Children learn rules for staying safe online. In groups, children design a poster about internet safety.</i></p> <div data-bbox="874 450 1406 745" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Being safe with technology</p> <ul style="list-style-type: none"> • Don't reply to messages and posts that upset you, instead PAUSE and show an adult who you trust. • Never reply to a message that comes from a person you don't know. PAUSE and tell a trusted adult. • Never give a person on the internet your personal or private details (like a phone number, passwords, usernames, what school you go to, your email etc) PAUSE and tell a trusted adult. • Be careful when sharing pictures of yourself online- think about who will see them and where they could be sent on to. If in doubt, PAUSE and don't post the picture. • PAUSE and think- some people are 'takes' on the internet and are not who they say they are, so if someone asks you to do something stop and think if it is a sensible thing to do and then check it out with a trusted adult. • If you are worried about anything online tell an adult you trust. </div> <p><i>Lesson 5 – Children identify what is special about them and value the ways in which they are unique. The teacher will give a small mirror to each child and ask them to look at their reflections, then choose two things they like about their physical appearance. (They don't have to share this with the rest of the group.) The teacher will then bring the class together and ask whether the children found the task easy or difficult. The class will discuss why some people (even adults) find being positive about the way they look, difficult. The children discuss how we are constantly surrounded by images of how we are supposed to look e.g. internet, movies, TV, magazines, and we compare ourselves all the time. The teacher will ask the children if this is being fair to ourselves.</i></p> <div data-bbox="874 1160 1106 1368" style="text-align: center;">  <p>What do you like about your physical appearance?</p> </div> |
| Year 4 | Summer 1 | <p>Relationships</p> <p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p> | <p><i>Lesson 4 – Class discuss how friendships change, know how to make new friends and how to manage when they fall out with their friends.</i></p> <div data-bbox="874 1585 1061 1883" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Solve It Together! "Technique"</p> <p>Step 1: "Solve It Together" cards</p> <p>Each person needs to prepare:</p> <ul style="list-style-type: none"> • A question to ask • The question card • A question card • A question card • A question card • A question card <p>Step 2: Making both sides of the question</p> <p>Each child has the chance to ask the question.</p> <p>Step 3: Question answer</p> <p>Each child has the chance to say how they feel about the answer.</p> <p>Step 4: Making connections</p> <p>The children think of what they can do to solve the problem or to make the situation better for them.</p> <p>Step 5: Reflection</p> <p>The children discuss a question and answer.</p> </div> <p><i>Lesson 5 – Children learn that having a boyfriend/girlfriend is a special relationship for when they are older. They discuss how it is not a thing to do to look cool or to be popular.</i></p> |

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| Year 5 | Autumn 2 | <p>Celebrating Difference Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p> | <p><i>Lesson 1 – Class discussion. Sometimes people have conflicts with other people from different cultures because they are unfamiliar to them and appear to be different. However, rather than allowing that to create a conflict, the person could ask a question and use the difference as a learning experience, which bring people closer together. Children consider different scenarios and decide how each could be reframed into a learning experience.</i></p>  <p>Scenario cards: reframing what might be said</p> <p><i>Lesson 2 – Class discussion about racism. Teacher to explain or clarify that it is discrimination or a negative judgement about someone due to the colour of their skin or their race and might include beliefs or religion. Teacher to explain that all forms of racism are unacceptable. Children read about Abdul and Aтира starting a new school.</i></p>  |
| Year 5 | Summer 1 | <p>Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules</p> | <p><i>Lesson 5 – Looking at our relationship with technology. Children read a story about a boy who spends too much time on his new phone. Children look at the warning signs of having too much screen time and find solutions.</i></p> |

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|---|----------|--|--|--------------|----------|---|--|--|--|---|--|---|--|---|--|
| | | | <table border="1" data-bbox="874 309 1402 801"> <thead> <tr> <th data-bbox="874 309 1136 338">Warning sign</th> <th data-bbox="1141 309 1402 338">Solution</th> </tr> </thead> <tbody> <tr> <td data-bbox="874 344 1136 427">Family members are all using their devices at meal times and on days out.</td> <td data-bbox="1141 344 1402 427"></td> </tr> <tr> <td data-bbox="874 434 1136 517">You have noticed that you are taking your mobile or tablet to bed every night.</td> <td data-bbox="1141 434 1402 517"></td> </tr> <tr> <td data-bbox="874 524 1136 607">You don't do as much with your friends as you used to. You mainly chat through messaging and in school.</td> <td data-bbox="1141 524 1402 607"></td> </tr> <tr> <td data-bbox="874 613 1136 696">You get angry or anxious when your device stops working, or you can't use it for some reason.</td> <td data-bbox="1141 613 1402 696"></td> </tr> <tr> <td data-bbox="874 703 1136 786">You get overly angry or sulky when you lose in a videogame.</td> <td data-bbox="1141 703 1402 786"></td> </tr> </tbody> </table> <p data-bbox="874 817 1455 920">Lesson 6 - Children read a story about a girl called Abby who makes friends with someone she does not know online. Children design a poster to teach others the SMARTT rules for staying safe using technology.</p>  <p data-bbox="874 1301 1469 1375">Lesson 1 - Class discussion about self image, body image expectations and what is shared online and in social media.</p>  <p data-bbox="874 1668 1461 1816">Lessons 2 and 3 - Are about puberty with an introduction to how babies are made in Lesson 4. Some of these sessions are delivered in single-sex classes. Parents are invited to come and view the materials used to teach puberty and sex education in more detail in the Summer term.</p> | Warning sign | Solution | Family members are all using their devices at meal times and on days out. | | You have noticed that you are taking your mobile or tablet to bed every night. | | You don't do as much with your friends as you used to. You mainly chat through messaging and in school. | | You get angry or anxious when your device stops working, or you can't use it for some reason. | | You get overly angry or sulky when you lose in a videogame. | |
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| You get overly angry or sulky when you lose in a videogame. | | | | | | | | | | | | | | | |
| Year 5 | Summer 2 | <p data-bbox="448 1305 655 1339">Changing Me</p> <p data-bbox="448 1346 849 1675">Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p> | <p data-bbox="874 1301 1469 1375">Lesson 1 - Class discussion about self image, body image expectations and what is shared online and in social media.</p>  <p data-bbox="874 1668 1461 1816">Lessons 2 and 3 - Are about puberty with an introduction to how babies are made in Lesson 4. Some of these sessions are delivered in single-sex classes. Parents are invited to come and view the materials used to teach puberty and sex education in more detail in the Summer term.</p> | | | | | | | | | | | | |

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| | | |  | | | | | | |
| Year 6 | Autumn 2 | Celebrating Difference Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy | <p><i>Lesson 5 – Children learn about the Equality Act, the law that protects people’s rights, even if they have differences. The children learn about the achievements of different Paralympians.</i></p> <p style="text-align: center;"></p> <p style="text-align: center;">There are laws in place to protect people with different characteristics that mean they may get discriminated against.</p> <p style="text-align: center;">Does this make life easy for them?</p> <p><i>Lesson 6 – Drama activity where children role-play conflicts caused by differences.</i></p> <p><i>Children create freeze frames to show conflicts linked to:</i></p> <p>Race (A child from a different country arrives at school and is bullied.)</p> <p>Religion (A child makes fun of another with a different religion because of the way they look/what they are wearing.)</p> <p>Disability (At a theme park some disabled children get a pass to the front of a queue for a ride.)</p> <p>Gender (A girl joins a sports club that up until now has only allowed boys to join.)</p> <p>Sexuality (A girl is called gay by her classmates because she enjoys playing rugby.)</p> <p>Age (A parent/carer won’t let their teenager stay out past 9pm because they say they are not old enough.)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="874 1697 1002 1778">Race</td> <td data-bbox="1007 1697 1145 1778">Religion</td> </tr> <tr> <td data-bbox="874 1794 1002 1874">Disability</td> <td data-bbox="1007 1794 1145 1874">Gender</td> </tr> <tr> <td data-bbox="874 1890 1002 1971">Sexuality</td> <td data-bbox="1007 1890 1145 1971">Age</td> </tr> </table> | Race | Religion | Disability | Gender | Sexuality | Age |
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| Year 6 | Summer 1 | <p>Relationships</p> <p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p> | <p><i>Lesson 3 – Children discuss feelings associated with loss and change. They sort scenario cards, those that are easier and harder to cope with.</i></p> <div data-bbox="874 389 1163 629"> </div> <p><i>Lesson 4 - Drama activity where children suggest solutions to different scenarios linked to power and control</i></p> <div data-bbox="874 748 1187 981"> <p>A group of girls are bullying one of their classmates. Every time Ellie makes a new friend the group persuades the friend to join them and not be Ellie's friend any more. Ellie is lonely and doesn't understand why they are doing this.</p> <p>Ben joined a gang but now he doesn't want to be part of it any more. The gang are always getting into fights and is trouble with the police. Some of the gang carry knives and sell illegal drugs. Ben has been told he is part of the gang now and if he leaves, he will be disappearing them.</p> <p>Faye and Alisha posted a photo of themselves in their green outfit on social media without using their privacy settings. A man who they didn't know has liked their photo and has been private messaging with them ever since. He seems really friendly and is always saying things that make them feel grown up. The man has asked them if they would like to meet up so he can take them shopping. He has promised to buy them clothes and an iPhone each.</p> <p>Jasper has recently arrived in this country from Eastern Europe. He doesn't speak good English but yet he is trying to learn fast. Some of the older boys are explaining him by trying to teach him swear words instead of the correct words for things he needs at school.</p> </div> <p><i>Lesson 5 – Staying safe online. Children given various scenarios where someone is trying to control someone else using technology, e.g. asking for personal details and log in details, sending abusive texts, asking to be sent photographs of child in underwear. Children go over SMARTT rules and suggest ways to solve the problems.</i></p> <div data-bbox="874 1173 1241 1397"> <p>The SMARTT rules</p> <p>S Stay safe by not posting or sharing private information or pictures</p> <p>M Meeting someone you have met online can be dangerous. It is best not to do this at all but if you must, take a parent or carer with you.</p> <p>A Accepting messages and emails or opening files, pictures or links sent by someone you don't know can be risky. They might contain viruses or have nasty messages or images meant to upset you.</p> <p>R Reliable information is important. People online can be whoever they want to be and say whatever they like. Many things on the internet are fake. Check things out to make sure they are true or real by asking an adult you trust. If you like chatting online only do this with friends and family who you know in REAL life, and use your privacy settings.</p> <p>R Rights and Responsibilities. Remember we have the right to be treated with respect online and we have a responsibility we do the same for others. If you are going to be online to someone online because you feel you want to, or because others are encouraging you to, stop and think if this is the right thing to do.</p> <p>T Tell a trusted adult if something online is worrying you or a friend. If something makes you feel uncomfortable online, listen to your conscience and tell someone. Also speak out if there is bullying happening online to you or someone you know.</p> </div> |
| Year 6 | Summer 2 | <p>Changing Me</p> <p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Boyfriends/girlfriends</p> <p>Transition</p> | <p><i>Lesson 1 - Children discuss self-image, body image, helpful and unhelpful thoughts.</i></p> <div data-bbox="874 1503 1136 1733"> </div> <p><i>Lesson 2 - Puberty and addressing our worries about growing up. This session is taught in single-sex classes.</i></p> |

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| | | |  <p><i>Lesson 3 - Conception and how the baby grows in the womb. Parents are invited to come into school and view the materials used to teach sex education in more detail.</i></p>  |