

Relationships and Sex / Health Education (RSE) Curriculum Overview – Updated November 2024

	A1 - TEAM	A2 - HEALTHY	Sp1 - RESPONSIBILITY	Sp2 - INNOVATIVE	Su1 - VALUED	Su2 - EMPATHY
THRIVE VALUES	We work as a team to respect others' beliefs and views. We will listen to each other in a calm manner without interrupting. We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.	We understand the importance of having a healthy mind and how this links to having a healthy body. We work together to learn how to be the healthiest versions of ourselves.	We respect confidentiality and do not discuss others' views or opinions outside of the lesson. We share our new learning and any questions we have with trusted adults only. We seek help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.	We are creative and original in our thinking. We share new ideas and listen to others to hear new ideas. We learn about careers, jobs and money and how to make safe, informed decisions for our futures.	We value everyone's ideas and agree that it is OK to make mistakes and learn from them.	We use correct, kind and positive words. We will show respect for each other and each other's views, even where they are different from our own. We have the right to pass - Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
Nursery	<i>Families and Friendships</i> To ask a friend to play To get to know the other children in the class and the teachers <i>Respecting all</i> To learn to listen to others <i>Safe relationships</i> Can talk about who their special people are e.g. parents, grandparents, siblings, childminders, nannies.	<i>Safe relationships</i> Can attend to toileting needs most of the time themselves To learn which parts of the body are private (underneath pants/knickers) Resources: NSPCC Underwear Rule Pantosaurus	<i>Respecting ourselves and others</i> Naming different feelings (happy, sad, angry, cross) To learn some strategies for sharing and taking turns To learn some strategies for tolerating delay Kind ways to use their hands e.g. cutting, mark making, hugging, inappropriate ways to use hands e.g. hitting, pushing Resources: My House by Michael Rosen The Colour Monsters How we use our hands social story	<i>Respecting ourselves and others</i> To play in a group with others	<i>Families and Friendships</i> Demonstrates friendly behavior, initiating conversations and forming good relationships with adults and peers <i>Respecting ourselves and others</i> To understand that some actions and words can hurt others' feelings Can talk about some of the similarities and differences between friends and family	
Reception	<i>Respecting ourselves and others</i> Families and friendships Making new friends	<i>Growing and Changing</i> Learning to recognise and manage my feelings <i>Respecting ourselves and others</i>	<i>Respecting ourselves and others</i> To learn some strategies for resolving conflicts e.g. using words instead of actions if	<i>Respecting ourselves and others</i> Being different makes us all special		

	<p><i>Respecting ourselves and others</i> To learn how to talk and listen to others in the class Using kind words</p> <p>Resources: Forget me not beautiful buttercup by Michael Broad</p> <p>The Dog and the Dolphin by James Dworkin</p>	<p>Identifying what I am good at and understand everybody is good at different things</p> <p>Zones of Regulation</p>	<p>someone does/says something unkind To think about how my actions can affect others <i>Safe relationships</i> Knowing what a stranger is and what to do if approached</p>	<p>I know we are all different but similar in some ways</p>		
Year 1	<p><i>Relationships – Families and friendships</i> To learn about the people who care for them e.g. parents, grandparents, siblings, relatives, friends, teachers The role these different people play in their lives and how they care for them What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> <p><i>Respecting ourselves and others</i> To learn about group and class rules and why they are important To learn to listen to other people and play and work cooperatively To recognise how other people are feeling</p> <p>Resources: Medway 'My Special People' KS1 Lesson 1</p> <p>Metro Charity Love and respectful relationships</p>		<p><i>Families and friendships</i> To learn about the importance of telling someone — and how to tell them — if they are worried about something in their family</p> <p>Resources: Metro Charity Love and respectful relationships</p>		<p><i>Safe Relationships</i> To learn about situations when someone's body or feelings might be hurt and whom to go to for help To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <p><i>Respecting ourselves and others</i> To recognise what makes us special and unique To identify how we are the same and different to other people we know To learn about different kinds of feelings and how they can affect how others behave To recognise how kind and unkind behaviours can make people feel in and outside of school</p> <p>Resources: PSHE Association Mental Health and Wellbeing Lessons</p>	<p><i>Safe relationships</i> About what it means to keep something private, including parts of the body that are private To identify different types of touch How to respond if being touched makes them feel uncomfortable or unsafe When it is important to ask for permission to touch others How to ask for and give/not give permission</p> <p><i>Growing and Changing</i> To learn about growing from young to old and how people's needs change</p> <p>Resources: NSPCC The Underwear Rule resources – PANTS Medway resources KS1 Lesson 2</p>

	<p>And Tango Makes Three</p> <p>PSHE Association Mental Health and Wellbeing Lessons</p>					
Year 2	<p><i>Families and friendships</i> How to be a good friend, e.g. kindness, listening, honesty About different ways that people meet and make friends Strategies for positive play with friends, e.g. joining in, including others, etc. About what causes arguments between friends How to positively resolve arguments between friends how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p> <p><i>Respecting Ourselves and Others</i> How to play and work cooperatively in different groups and situations How to share their ideas and listen to others, take part in discussions, and give reasons for their views</p>		<p><i>Safe relationships</i> To learn how to be a good friend, the different strategies to play positively in order to make friends To understand what causes arguments between friends and recognise who could help to resolve these To explain what responsibilities and relationships we have in school and in the wider community To recognise the different groups we are in and the role we play within these groups</p> <p><u>Resources:</u></p> <p>Thinkuknow Jessie and Friends</p> <p>NSPCC Underwear Resources PANTS</p>		<p><i>Safe relationships</i> How to recognise hurtful behaviour, including online What to do and whom to tell if they see or experience hurtful behaviour, including online About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help How to resist pressure to do something that feels uncomfortable or unsafe How to ask for help if they feel unsafe or worried and what vocabulary to use About what bullying is and different types of bullying How someone may feel if they are being bullied</p> <p><i>Respecting Ourselves and Others</i> About the things they have in common with their friends, classmates, and other people How friends can have both similarities and differences</p> <p><u>Resources:</u></p> <p>PSHE Association – Inclusion, belonging and addressing</p>	<p><i>Growing and Changing</i> To identify what we already know about the human body To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) To understand how people change as they grow up, including new opportunities and responsibilities To recognise how we feel about change and how to manage our feelings</p> <p><u>Resources:</u></p> <p>Medway resources KS1 lesson 3</p>

					extremism (KS1) 'Sameness and Difference'	
Year 3	<p><i>Families and Friendships</i> Understanding the importance of secure relationships between friends and how to maintain these What to do and whom to tell if family relationships are making them feel unhappy or unsafe</p> <p>+</p> <p><i>Respecting Ourselves and Others</i> To recognise respectful behaviours e.g. helping or including others, being responsible How to model respectful behaviour in different situations e.g. at home, at school, online. e.g. looking at school rules</p> <p><u>Resources:</u> Coram Life Education – The Adoptables' Schools Toolkit</p> <p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing Alzheimer's Society - Creating a dementia-friendly generation (KS2)</p>		<p><i>Safe relationships</i> To understand that rules are set to provide boundaries to keep us safe To be aware of how to treat others politely and with respect</p> <p><i>Keeping Safe</i> To understand that rules are set to provide boundaries to keep us safe The importance of following safety rules from parents and other adults How to help keep themselves safe in the local environment or unfamiliar places.</p> <p><u>Resources:</u> NSPCC Share Aware</p>	<p><i>Keeping Safe (Digital resilience)</i> To make safe, reliable choices from search results How to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> <p><i>Money and Work</i> To challenge stereotypes through examples of role models in different fields of work. e.g. women in STEM</p> <p><u>Resources:</u> Google and Parent zone Be Internet Legends</p>	<p><i>Safe relationships</i> Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision That bullying and hurtful behaviour is unacceptable in any situation About the effects and consequences of bullying for the people involved About bullying online, and the similarities and differences to face-to-face bullying What to do and whom to tell if they see or experience bullying or hurtful behaviour</p>	<p><i>Families and Friendships</i> What makes a family; features of family life. To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents. That being part of a family provides support, stability and love About the positive aspects of being part of a family, such as spending time together and caring for each other</p> <p><i>Growing & changing</i> Beginning to think about emotional (& physical) changes as we grow older. Understanding how feelings change because of chemicals in our bodies and strategies for managing changing emotions.</p> <p><i>Safe relationships</i> What is appropriate to share with friends, classmates, family and wider social groups including online About what privacy and personal boundaries are, including online</p>
Year 4	<p><i>Families and Friendships</i> About the features of positive healthy friendships such as mutual respect, trust and sharing interests</p>		<p><i>Safe Relationships</i> To learn about what makes a positive, healthy relationship, including</p>	<p><i>Digital Resilience (Keeping Safe)</i> Knowing someone online differs from knowing someone face to face and</p>	<p><i>Respecting ourselves and others</i> To recognise differences between people such as gender, race, faith</p>	<p><i>Growing and Changing</i> How to identify external genitalia and reproductive organs and name them correctly (vocab: penis, testicles, sperm duct,</p>

	<p>Strategies to build positive friendships</p> <p>How to seek support with relationships if they feel lonely or excluded</p>		<p>friendships and how to maintain good friendships</p> <p>To learn how to show compassion towards others in need and the shared responsibility for caring for them</p> <p><u>Resources:</u> Google and Parent zone Be Internet Legends</p>	<p>that there are risks in communicating with someone they don't know,</p> <p>What to do or whom to tell if they are worried about any contact online.</p> <p><u>Resources:</u> NSPCC Share Aware Google and Parent zone Be Internet Legends</p>	<p>To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</p> <p>About the importance of respecting the differences and similarities between people</p> <p>A vocabulary to sensitively discuss difference and include everyone</p> <p><i>Safe Relationships</i></p> <p>To differentiate between playful teasing, hurtful behaviour and bullying, including online,</p> <p>How to respond if they witness or experience hurtful behaviour or bullying, including online,</p> <p>Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable,</p> <p>How to manage pressures associated with dares,</p> <p>When it is right to keep or break a confidence or share a secret.</p> <p><u>Resources:</u> Premier League Primary Stars KS2 PSHE Diversity</p>	<p>sperm, semen, vulva, vagina, breasts, ovaries, fallopian tube, womb/uterus)</p> <p>About the physical and emotional changes during puberty,</p> <p>Key facts and vocabulary about the menstrual cycle and menstrual wellbeing, erections and wet dreams. Information about feminine hygiene options such as towels, tampons, 'period pants' (vocab: ejaculation, period)</p> <p>Strategies to manage the changes during puberty including menstruation,</p> <p>The importance of personal hygiene routines during puberty including washing regularly and using deodorant.</p> <p>How to discuss the challenges of puberty with a trusted adult,</p> <p>How to get information, help and advice about puberty.</p> <p><u>Resources:</u> Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty'</p> <p>Betty: It's perfectly natural Jigsaw puberty materials 'Changing Me'</p>
Year 5	<p><i>Families and Friendships</i></p> <p>To identify the rules that we need in school to keep us safe</p> <p>What makes a healthy friendship and how they make people feel included</p> <p>Strategies to help someone feel included,</p> <p>About peer influence and how it can make people feel or behave,</p>		<p><i>Safe Relationships</i></p> <p>Physical contact and Feeling Safe.</p> <p>To identify the rules that we need in school to keep us safe</p> <p>To understand what makes a healthy friendship</p> <p>To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations,</p>	<p><i>Media Literacy & Digital resilience (keeping safe)</i></p> <p>That some media and online content promote stereotypes</p> <p>How to assess which search results are more reliable than others</p> <p>To recognise unsafe or suspicious content online</p> <p><i>Money and Work</i></p>	<p><i>Respecting ourselves and others</i></p> <p>To recognise that everyone should be treated equally</p> <p>Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>What discrimination means and different types of</p>	<p><i>Growing and Changing</i></p> <p>About the physical and emotional changes during puberty.</p> <p>We will also revisit the puberty sessions taught at the end of Year 4.</p> <p>Identify the links between love, committed relationships and conception</p> <p>The science behind how pregnancy occurs e.g. when a sperm meets an egg and the</p>

	<p>The impact of the need for peer approval in different situations, including online</p> <p>That friendships can change over time and the benefits of having new and different types of friends,</p> <p>How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable,</p> <p>When and how to seek support in relation to friendships</p> <p>To know when and how to seek support if a friendship is making them feel unsafe</p> <p><u>Resources:</u></p> <p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</p> <p>Premier League Primary Stars KS2 PSHE Developing values</p>		<p>How to ask for, give and not give permission for physical contact,</p> <p>How it feels in a person's mind and body when they are uncomfortable,</p> <p>That it is never someone's fault if they have experienced unacceptable contact,</p> <p>How to respond to unwanted or unacceptable physical contact,</p> <p>That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about,</p> <p>Whom to tell if they are concerned about unwanted physical contact.</p>	<p>The importance of diversity and inclusion to promote people's career opportunities,</p> <p>About stereotyping in the workplace, its impact and how to challenge it</p> <p><u>Resources:</u></p> <p>Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted</p> <p>Google and Parent zone Be Internet Legends</p>	<p>discrimination e.g. racism, sexism, homophobia,</p> <p>To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment,</p> <p>The impact of discrimination on individuals, groups and wider society,</p> <p>Ways to safely challenge discrimination,</p> <p>How to report discrimination online.</p> <p><u>Resources:</u></p> <p>Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</p> <p>Premier League Primary Stars KS2 PSHE Developing values</p>	<p>fertilised egg settles into the lining of the womb.</p> <p>NB: No coverage about sex being for any other reason than for reproduction e.g. for pleasure.</p> <p>RSE coverage is to reflect that of the science national curriculum.</p> <p><u>Resources:</u></p> <p>'Hair in Funny Places' by Babette Cole</p> <p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty' Lesson 4</p> <p>Medway Public Health Directorate Primary RSE-KS2 Y5/6 Lesson 1 Puberty: Recap and review</p> <p>Lesson 3: Positive and healthy relationships</p> <p>Lesson 4 How a baby is made</p>
Year 6	<p><i>Families and Friendships</i></p> <p>What it means to be attracted to someone and different kinds of loving relationships,</p> <p>That people who love each other can be of any gender, ethnicity or faith,</p> <p>About the qualities of healthy relationships that help individuals flourish</p> <p>Ways in which couples show their love and commitment to one another, including those who are not married or who live apart,</p> <p>What marriage and civil partnership mean e.g. a legal declaration of</p>					<p><i>Growing and Changing</i></p> <p>To recognise some of the changes as they grow up e.g. increasing independence.</p> <p>About what being more independent might be like, including how it may feel</p> <p>About the transition to secondary school and how this may affect their feelings.</p> <p>Identify the links between love, committed relationships and conception</p> <p>Revisit relationships, consent and conception from Year 5</p> <p>The responsibilities of being a parent or carer and how having a baby changes someone's life.</p>

	<p>commitment made by two adults, That people have the right to choose whom they marry or whether to get married</p> <p><u>Resources:</u></p> <p>Medway Public Health Directorate Primary RSE- KS2 Y6 Lesson 3 Positive and healthy relationships</p>					<p><u>No coverage</u> about sex being for any other reason than for reproduction e.g. for pleasure. <u>No coverage</u> that reproduction can be intercepted by the use of contraception.</p> <p>RSE coverage is to reflect that of the science national curriculum.</p> <p><u>Resources:</u></p> <p>NSPCC Making sense of relationships - Secondary school and Changing friendship Public Health England Rise Above KS2- Transition to secondary school</p> <p>Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 2 Puberty: Change and becoming independent Lesson 4 How a baby is made</p>
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