



Relationship and Sexuality Education Curriculum Map – Pentrebane Primary School

PHASE 1 – Age 3-6

		Nursery	Reception	Year 1	Year 2
Relationships and Identity	Express Teaching	<p>Awareness of diversity of families and relationships, including friendship and peer relationships, and why these are important. (Identifying and drawing own family and friends)</p> <p>Developing a sense of themselves, in the context of families, friends and being part of a community (including the class community) and the area they live in, celebrating the diversity that is found there. (describing their own likes and dislikes, names of direct family members, celebrating birthdays, begin to explore their local community)</p> <p>Recognising how people value different things and have different families, friends and communities. (Identifying and drawing own family and friends)</p>	<p>Awareness of the diversity of families and relationships, including friendships, and why these are important. (Identifying features of good friends and why friendship is important)</p> <p>Developing a sense of their own self-identity including goals and dreams. An awareness of themselves, in the context of families, friends and communities (including the class and school community) and the area they live in, celebrating the diversity that is found there. (Names of wider family members, family traditions in cultural festivals, important members of the community)</p> <p>Recognising how people value different things and have different families, friends and communities. (Looking at different family structures, including same sex parents)</p>	<p>Developing a sense of themselves, in the context of families, friends and communities (both local and school) and understanding the importance of rules. (Identifying groups and organisations they and their peers belong to, understanding their part in their own school, growing awareness of their own skills and qualities)</p> <p>Similarities and differences between people and celebrating this diversity.</p> <p>Positive Relationships – including friendships, family, working with others and people who help us</p>	<p>Developing a sense of themselves, in the context of families, friends and communities. (Understanding of their own uniqueness and the uniqueness of others)</p> <p>Positive relationships – including friendships and family, relationships. Consider feelings, identifying how these are different or similar to their own</p>
	Embedded Concepts	<p>Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important. (Regularly seeing images of diverse families inc. same sex parents, mixed cultures & those with disabilities; through lesson resources & picture books)</p> <p>Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships. (Thrive, modelling by adults, restorative approach, caring for animals)</p> <p>Develop an early understanding of their rights and responsibilities and how needs relate to rights. (Daily routines, manners, taking turns, respecting others)</p>		<p>Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender. (Pupil voice, modelling of behaviours, ensuring no gendered activities, challenging gender stereotypes through text types, costumes and class roles)</p> <p>Developing an understanding of feeling special and safe; incl. rights and responsibilities. Recognising learners' rights to be treated fairly, kindly and with respect. Exploring rights and responsibilities and how these affect the choices that we make.</p> <p>(Pupil voice, Thrive, circle time, restorative approach, Rights Respecting School)</p> <p>Recognising how people value different things and have different families, friends and communities. (Respecting other people's opinions, continue to reinforce different family structures, communities and diversity through texts and classroom resources)</p> <p>Consequences for actions, as well as rewards</p> <p>Setting goals and taking on new challenges, including overcoming obstacles</p>	
Sexual Health & Wellbeing	Express Teaching	<p>The use of accurate terminology for all body parts. (i.e. Body, head, eyes, nose, mouth, ears, arms, legs, hands, feet and skin)</p> <p>An awareness of the human life cycle and that reproduction is part of life. (baby, toddler, and 3 years of age)</p> <p>Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own. (Happy and sad)</p> <p>Awareness of how human bodies are growing and changing and how this affects them at a personal level. (Growing older, feet and hands getting bigger)</p>	<p>The use of accurate terminology for all body parts. (i.e. Fingers, toes, cheeks, eye-lashes, eyebrows and teeth)</p> <p>An awareness of the human life cycle and that reproduction is part of life. (adult, elderly)</p> <p>Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own. (Tired, angry, scared, excited)</p> <p>Awareness of how human bodies are growing and changing and how this affects them at a personal level. (Difference and similarities between themselves as babies compared to now, tall/short etc)</p>	<p>The use of accurate terminology for all body parts (i.e. Shoulder, back, knees, stomach, elbows, wrist and ankle)</p> <p>Linking growing and learning and the changes associated with this.</p> <p>An awareness of the human life cycle and that reproduction is part of life. (teenager, life cycle of non-mammal creatures e.g. frog, butterfly)</p> <p>Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own. (Embarrassed, worried, nervous and surprised)</p>	<p>The use of accurate terminology for all body parts (i.e. Knuckle, skull, palms)</p> <p>Beginning to understand in basic terms the changes that occur within their own bodies (growing), and recognising that these are different for different genders.</p> <p>An awareness of the human life cycle and that reproduction is part of life. (life cycle of other mammals)</p> <p>Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own. (Anxious, frustrated, overwhelmed)</p>
	Embedded Concepts	<p>An awareness of the importance of a healthy body and the importance healthy food, sleep and exercise can have on maintaining a healthy lifestyle.</p> <p>An Awareness of personal self-care and hygiene. (Self-care: handwashing; teeth brushing, brushing and dressing dolls, flushing toilet, washing hands before prepping food, zips and buttons. Manners and hygiene: eating using appropriate cutlery and holding correctly, not talking with food in mouth; hand over mouth when coughing; blowing nose)</p> <p>A recognition that everyone's body is unique and special to them. (Kinds hands/feet/word, not biting, not snatching objects)</p> <p>Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe. (Emergency services, stranger danger)</p>	<p>A recognition that everyone's body is unique and special to them. (Turn taking, sharing)</p> <p>Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe. (People who help us in the community, Zip it, Lock it, Flag it – code for online safety)</p>	<p>A recognition that everyone's body is unique and special to them. (Waiting for others to speak, challenging unkind words, racial and physical diversity through the curriculum)</p> <p>Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe. (SMART, circle time, people who help us in the community)</p> <p>Develop an understanding of healthy lifestyle choices and the importance of personal self-care and hygiene - keeping safe and clean. Making healthier choices in life and how this includes healthy eating & snacks, including balanced diets.</p> <p>(Changing clothes, left and right for shoes, tying knots)</p>	<p>An awareness of the importance of personal self-care and hygiene. (Tying shoelaces)</p>



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Empowerment, Safety & Respect	Express Teaching	An awareness of everyone’s right to privacy, personal boundaries and which parts of the body are private (NSPCC Pantosaurus and the Power of Pants, Rights Respecting Schools)	
	Embedded Concepts	<p>An awareness of their own personal safety.</p> <p>Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.</p> <p>Ability to interact with others in a way that is fair. (Taking turns, waiting to speak, asking for resources off peers)</p> <p>An awareness of how to recognise positive and harmful behaviours, including bullying.</p> <p>Ability to share with a trusted adult when faced with harmful behaviour.</p> <p>Beginning to recognise that other people have thoughts, feeling and opinions that are different.</p>	<p>An awareness of the need to seek agreement in order to share, for example toys.</p> <p>An awareness of everyone’s right to privacy, personal boundaries and which parts of the body are private.</p> <p>Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.</p> <p>Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.</p> <p>An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.</p> <p>Awareness of assumptions and stereotypes (incl. Gender) made and the ability to speak up and stand up for others; including dealing with bullying.</p> <p>Develop team work and group co-operation</p>



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PHASE 2 – Age 7-11

		Year 3 & 4	Year 5	Year 6
Relationships and Identity	Express Teaching	<p>Furthering their sense of identity by being part of a wider community; school, community, class team.</p> <p>Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these – include family conflict. (Through texts and curriculum resources that directly talk about diversity of families, friends and peers)</p> <p>An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time. (R.E – in the community)</p> <p>Valuing and recognizing the contributions of everyone; and the importance of sex and gender equality. (Equality of groups within their classroom, discrimination)</p> <p>Rules, Rights and responsibilities; including rewards and consequences where these are not followed</p> <p>Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour. (Jobs, historical stereotypes, challenging gender and sexual stereotypes in school-life)</p> <p>An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours. (Gender roles in history and challenging them using a modern lens, positive gender role-models)</p> <p>Consider their own hopes and dreams and the benefits of holding a positive attitude.</p>	<p>Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these. (Variety of family structures: same sex, different sex, foster, adopted)</p> <p>Awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time. (Marriage, different cultures, civil partnerships, history of divorce, Children (Abolition of Defence and Reasonable Punishment (Wales) Act 2020)</p> <p>Goals and dreams and the importance of jobs and careers in supporting living and the benefits of holding a positive attitude.</p> <p>Making a difference in the world, and knowing how this is often achieved through voluntary work and charitable causes.</p> <p>Importance of being a citizen; identifying rights and responsibilities and associated rewards and consequences. Also exploring democracy. Valuing and recognising the contributions of everyone; cultural differences, and the importance of sex and gender equality. (Sex and gender discrimination, homophobia, disability, racism)</p> <p>Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour (Role models, debates, jobs, historical stereotyping and discrimination, challenging gender stereotypes)</p> <p>An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours. (History of discrimination and sex gender-based rights; Stonewall riots – history of LGBT)</p>	<p>Understanding and knowledge of global citizenship and the place of children’s universal rights including the importance of democracy and having a voice. Valuing and recognising contributions of everyone, and the importance of sex and gender equality (Discrimination of the Nine protected characteristics) Protected characteristics - YouTube</p> <p>What makes us unique including challenging perceptions of ‘normality’ and understanding disabilities. Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour. (History of discrimination and sex and gender based rights; Section 28)</p> <p>An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours (Non-binary gender identity)</p>
	Embedded Concepts	<p>Ability to form and maintain relationships which are equitable, respectful and kind with a range of others. (Thrive, circle time, restorative approach, learning how to challenge bullying behaviours)</p> <p>Managing feelings, including understanding how words can be hurtful, as well as giving and receiving compliments. Being accepting of oneself and others: challenging assumptions and judging by appearance.</p> <p>How understanding and use of effective communication, decision making, managing conflict and refusal skills are part of ensuring your own and others rights and are part of friendship and relationships. (Thrive, right to say ‘no’, restorative approach, rights respecting school)</p> <p>Understanding positive behaviours in relationships and what can happen when relationships breakdown. Understanding bullying and how this impacts on a person. Consider what makes a healthy relationship and the importance of values/resisting peer pressure. (Thrive, restorative approach, CREW)</p>	<p>Recognising how people’s relationships with others shape who they are and their happiness. (Thrive, CREW, growing understanding of the inequity in society and in other people’s families, awareness of young carers). Relationships that have an impact on us including: love and loss, power and control, assertiveness and identifying sources of support.</p> <p>An awareness of how identity can be expressed in different way including cultural differences, enjoying and respecting other cultures but also how this can be used to cause conflict; racism (Thrive, CREW, challenging gender stereotypes, pupils given opportunity to express themselves through art, music, D&T, drama etc)</p> <p>Valuing and recognising the contributions of everyone and the importance of sex and gender equality. (Pupil voice, CREW, democracy in school, abolishment of gender/sex-specific roles in school, challenging gender stereotypes.</p> <p>Effects of bullying and the various types of bullying that exist; including rumours and name calling.</p> <p>The importance of role modelling, and discouraging anti-social behaviour</p> <p>Choices, consequences and rewards; including feeling welcomed and valued.</p>	
Sexual Health & Wellbeing	Express Teaching	<p>The knowledge and skills needed to manage personal self-care and hygiene, including early puberty and accepting change. (Washing body, brushing teeth and plaque)</p> <p>An understanding of the importance of healthy living, including exercise and healthy eating, understanding dangerous substances to our bodies and making safe choices.</p> <p>An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people’s bodies. (editing pictures, filters, self-image, trust-worthy websites)</p> <p>Recognising the changes to their bodies; including how babies grow and the needs of babies.</p>	<p>Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the process of reproduction, Recognising the process of pregnancy and birth. (6 stages of reproduction and birth – the human life cycle)</p> <p>The changes in their body as they get older including puberty and coping with change. The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty. (Body odour, pubic hair, cleanliness, hormones, breast growth)</p> <p>Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses. (Appropriate actions when attracted, personal space, consent)</p> <p>An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people’s bodies. (Unrealistic expectations on social media). Building their own self-esteem and self-worth, including the impact of social media and online screen time on body image and mental health.</p> <p>Knowledge and understanding of the factors that can impact on maintaining a healthy body/lifestyle; alcohol, antisocial behaviour, smoking (including vaping)</p>	<p>Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the process of reproduction, including the knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being. (Reproductive organs, physical and mental effects of menstruation)</p> <p>Recognising the process of pregnancy and birth. (6 stages of reproduction and birth – the human life cycle)</p> <p>Aspects of maintaining a healthy body and changes that occur as you grow up; including puberty, conception to birth, Physical attraction, respect and consent, girlfriend/boyfriends. The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty. (Erections, wet dreams, PMT/mood swings, hormones)</p> <p>Awareness of how people feel attracted to others as they mature and how this can lead to emotional and physical responses.</p>



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	Embedded Concepts	Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults (SMART)	Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults (SMART)	Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults. (Cross referencing sources of information, bias and fake news)
		<p>Recognising which steps to take to keep safe from harm both in offline and online friendships. (SMART, NSPCC helping, bullying procedures in school)</p>		
	Express Teaching	<p>An awareness of different kinds of harmful or abusive behaviour including physical, sexual and emotional abuse and neglect, including peer harassment and bullying in-person and online, SMART)</p> <p>Understanding of the right to bodily privacy, personal boundaries including online. (Keeping information safe online, usernames which do not reveal names, what to do if asked to give personal information)</p> <p>Understanding how behaviours may be perceived by others offline and online. (Role play activities to develop empathy, identifying bullying, effects of excluding peers in person)</p> <p>Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example gender norms. (Gender norms within a school context e.g. games, clothing and activities)</p>	<p>An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play. Understanding the impact of grooming online and the importance of staying SMART online (Physical, emotional abuse and neglect, online abuse)</p> <p>Understanding of the right to bodily privacy, personal boundaries including online (inappropriate images shared online)</p> <p>Understanding how behaviours may be perceived by others offline and online. (Effect of name calling and insults)</p> <p>Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example gender norms. (Standing up to peer pressure, smoking pressure, vaping, gender norms within a social context e.g. clothing, jobs)</p>	<p>An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play. (Sexual harassment, types of abuse, online and offline.)</p> <p>Understanding how behaviours may be perceived by others offline and online. (Trolling, exclusion from social media groups, sharing inappropriate images)</p> <p>Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms. (Standing up to peer pressure, gender norms within a societal context e.g. clothing, jobs, drugs, smoking, inappropriate images, Exploitation of people, including 'county lines' and gang cultures).</p> <p>Understanding how substances can affect the body and taking personal responsibility for actions that affect us.</p> <p>Understanding how to promote their own mental health and how to manage stress; particularly around transition</p>
		<p>Understanding of the right to bodily privacy, personal boundaries including online. (importance of privacy in the toilets, changing etc)</p> <p>Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online (THRIVE, circle time, SMART, rights respecting school)</p> <p>Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours. (THRIVE)</p>		<p>How to be a good friend and advocate for others (THRIVE, eSafety)</p> <p>Awareness of the benefits and dangers of the internet and social media in forming friendships online (SMART, chatrooms in games, social media)</p> <p>An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable. (SMART)</p>
Empowerment, Safety & Respect Relationships and Identity	Express Teaching	<p>Understanding of the right for everyone to be free from harm or abuse. (Types of bullying, exclusion from social groups, online messaging)</p> <p>How to seek support for oneself, and offer support to others (THRIVE, safe adults, Childline)</p> <p>Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online. (SMART, bullying procedures in school)</p> <p>Know how and when digital media can be shared safely, with permission and when it is a source of harm. (Risks of sharing photos of themselves and others to strangers)</p> <p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment. (SMART, equality of groups within their classroom, discrimination, rights respecting schools)</p> <p>Rights, responsibilities and democracy (having a voice) and how this impacts on our everyday life.</p>	<p>Understanding of the rights for everyone to be free from harm or abuse. (Types of bullying, exclusion from social and online groups, homophobia, sexism)</p> <p>How to seek support for oneself, and offer support to others. (THRIVE, safe adults, Childline, Stonewall)</p> <p>Developing the skills to build consensual behaviours and relationships offline and online (consent for intimate contact)</p> <p>Know how and when digital media can be shared safely, with permission and when it can be a source of harm. (Photos of others without their permission.)</p> <p>Exploring the motives behind fabricated and digitally altered media. (Cropped images to create ideal life image, photoshopping)</p> <p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment. (Sex and gender discrimination, homophobia, disability discrimination, racism)</p>	<p>Understanding of the right for everyone to be free from harm or abuse (Types of bullying, exclusion from social and online groups, homophobia, sharing images without permission.)</p> <p>How to seek support for oneself, and offer support to others. (THRIVE, CREW, safe adults, Childline, Stonewall)</p> <p>Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships of line and online.</p> <p>Importance of staying safe online and taking responsibility when using technology. Know how and when digital media can be shared safely, with permission and when it can be a source of harm (Risk of sharing intimate photos)</p> <p>Exploring the motives behind fabricated and digitally- altered media. (Impact on body image)</p> <p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment. (Equality Act, Nine Protected Characteristics)</p>