

Relationships and sex education curriculum map



Year Group	Half term/Key question	Topic	In this unit of work pupils learn
Year 1	Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
	Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do/ enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
Year 2	Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy
	Autumn 2 What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
Year 3	Autumn 1 How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences

			<ul style="list-style-type: none"> • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
	<p>Spring 1 What are families like?</p>	<p>Relationships Families; family life; caring for each other</p>	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
<p>Year 4</p>	<p>Autumn 2 How do we treat each other with respect?</p>	<p>Relationships Respect for self and others; courteous behaviour; safety; human rights</p>	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) * • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns