

## RSE

### Reception

		<u>Covered</u>
	Shows sensitivity of others needs and feelings. Takes account of what others say	
	Plays cooperatively, takes turns.	
	Can describe self in positive terms and talk about abilities.	
	Work as part of a class and follow rules.	
	Takes steps to resolve conflicts- finds compromise.	
	They know that other children don't always enjoy the same things and are sensitive to this.	
	Say when they do and don't want help.	
	Talk about how they and others show feelings.	
	Talk about similarities and differences between themselves and others, and among families, communities and traditions.	

#### Vocabulary to teach

Love, relationships, family, marriage, male, female, feelings

Vocabulary that may arise which can be spoken about if children ask

Babies

## Phase one

		<u>Covered</u>
	To understand what constitutes a healthy lifestyle and a healthy diet.	
	To manage personal hygiene and know why hand washing is important to prevent illness	
	To recognise ways we can keep ourselves safe - Bonfire Safety and Road Safety	
	To recognise what is fair and unfair, what is right and wrong.	
	To identify their special people (family, friends, carers) and what makes them special.	
	To help construct class rules and to understand how these rules help them	
	To recognise what they like and dislike, what makes them happy and unhappy and how to make informed choices and the consequences of their choices.	
	To recognise some people who can help us.	
	To recognise how their behaviour affects other people and how they can communicate their feelings to others.	
	To recognise ways that we can help the environment.	
	To know about the stages in the human life cycle.	
	To understand that household products including medicines can be dangerous	
	To understand that people and other living things have needs and their responsibility to meet them.	

	<p><u>Vocabulary to teach</u></p> <p>Love, relationships, family, marriage, male, female, feelings, emotions, change, care</p> <p><u>Vocabulary that may arise which can be spoken about if children ask</u></p> <p>Babies, pregnancy and birth</p>
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## Phase 2

		Covered
	To think about themselves, to learn from their experiences and to recognise their strengths and set simple goals.	
	To understand the differences between secrets and surprises and not keeping adults secrets.	
	To listen to other people and play and work cooperatively.	
	To recognise bullying and how to respond – Anti bullying week	
	To help construct class rules and to understand how these rules help them.	
	To describe their feelings and think of simple strategies for managing their feelings.	
	To recognise the responsibilities they have and how these may change as they get older.	
	To identify differences and similarities between people and recognise stereotypes and how to deal with these.	
	To recognise that money comes from different sources and can be used for different purposes- spending and saving.	
	To recognise main parts of the body including external genitalia and the differences between girls and boys.	
	To be able to state ways of staying safe in own home and risks around the home.	
	To recognise ways of staying safe –Stranger Danger, when to say yes, no, I'll ask and I'll tell	
	To judge what type of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.	

	<p><u>Vocabulary to teach</u></p> <p>Vagina, penis, testicles, breasts</p> <p><u>Vocabulary that may arise which can be spoken about if children ask</u></p> <p>Babies, pregnancy, birth, nipples, breastfeeding</p>
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### Phase 3

		Covered
	To help construct class rules and to understand how these rules help them	
	To recognise ways to prevent the spread of germs.	
	To explore different types of families and who to go to for help.	
	To understand why rules and laws are made and how they are enforced.	
	To realise the consequences of bullying and discrimination- Anti bullying week.	
	To recognise how to stay safe online.	
	To recognise and celebrate their achievements, identify their strengths and set high aspirational goals.	
	To recognise a range of good and not good feelings and how to deal with them.	
	To recognise and challenge stereotypes- gender based	
	To name parts of the human body including external genitalia	
	To understand what is meant by the term habit and how habits can be hard to change.	
	To explore some of the differences between male and female and how this is part of the human lifecycle.	
	To understand the role money plays in our lives and how to manage their money	
	To appreciate the range of national, regional, ethnic and religious identities in the UK and to think about the lives of people living in other places.	

	<p><u>Vocabulary to teach</u></p> <p>Vagina, penis, testicles, birth, life cycle, nipples, breasts, breastfeed, baby, private, consent</p> <p><u>Vocabulary that may arise which can be spoken about if children ask</u></p> <p>Babies, pregnancy, birth, nipples, breastfed, womb, gay, lesbian</p>
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## Phase 4

		Covered
	To help construct class rules and to understand how these rules help them	
	To recognise how and why we keep our teeth healthy	
	To recognise responsibilities when going online.	
	To recognise different kinds of relationships including those between friends, acquaintances, relatives and families.	
	To realise the consequences of bullying and discrimination - Anti bullying week.	
	To develop skills of enterprise and the skills that make someone enterprising.	
	To recognise and celebrate their achievements, identify their strengths and set high aspirational goals.	
	To recognise peer pressure and ways of overcoming these pressures and who to ask for help.	
	To recognise ways we can keep our bodies clean and the importance of personal hygiene	
	To understand that everyone has rights and these are to protect everyone. (UN Declaration of the Rights of the Child)	
	To recognise the differences between risk, safety and hazard pedestrian skills	
	To consider touch and that a person has the right to say what they like and dislike.	
	To research discuss and debate topical issues, problems and events - link to Parliament	
	To develop strategies to resolve conflict and disputes through negotiation and compromise	

	<p><u>Vocabulary to teach</u></p> <p>transgender, gay, lesbian, homosexual, pubic hair, gender, hygiene, stereotype, voice 'breaks', period, bra, puberty, spots/acne, hormones</p> <p><u>Vocabulary that may arise which can be spoken about if children ask</u></p> <p>Babies, pregnancy, birth, nipples, breastfeeding, gay, lesbian, womb, foreskin, scrotum, erection, discharge</p>
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## Phase 5

		Covered
	To help construct class rules and to understand how these rules help them	
	The importance of protecting personal information online.	
	To understand that everyone has rights and these are to protect everyone. (UN Declaration of the Rights of the Child)	
	To recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours with it with a particular focus on racist bullying and name calling.	
	To research discuss and debate topical issues, problems and events.	
	To recognise and celebrate their achievements, identify their strengths and set high aspirational goals.	
	To understand the dangers relating to smoking	
	To identify some basic facts about puberty, reproduction and pregnancy	
	To understand what being part of a community means and the institutions that support communities	
	To recognise the differences between risk, safety and hazard Bikability	
	To discuss the need for secrets and when it is important to break a confidence or share a secret.	
	To recognise and challenge stereotypes ethnic and gender based	

	<p><u>Vocabulary to teach</u></p> <p>Transgender, gay, lesbian, homosexual, homophobic, womb, uterus, wet dream, semen, sperm, egg, ovary, pubic hair, sanitary wear, sanitary towels/pads, tampons, bacteria, infection, sexuality, menstruation</p> <p><u>Vocabulary that may arise which can be spoken about if children ask</u></p> <p>Breastfed, nipples, gay, lesbian, womb, foreskin, scrotum, erection, discharge, ejaculate/ejaculation, fallopian tube, masturbation, circumcised, reproduction</p>
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## Phase 6

		Covered
	To help construct class rules and to understand how these rules help them	
	To understand that bacteria and viruses can cause illness and how to prevent these spreading	
	To recognise the importance of personal hygiene	
	To recognise ways which a relationship can be unhealthy and who to go to if they need support.	
	To explore and critique how the media present information.	
	To recognise how to keep our bodies healthy through exercise and a balanced diet	
	To understand the dangers relating to alcohol.	
	To recognise how puberty affects the body and emotions.	
	To research discuss and debate topical issues, problems and events	
	To recognise and celebrate their achievements, identify their strengths and set high aspirational goals.	
	To understand change and transitions including loss, bereavement and new school.	
	To explore ways of dealing with peer pressure	
	To develop skills of enterprise and the skills that makes someone enterprising.	

### Vocabulary to teach

transsexual, heterosexual, transphobic, bisexual, circumcised, caesarean, sex, sexual intercourse, making love, reproductive organs, pregnant, labour, contractions, female genital mutilation (FGM), embryo, immune system

### Vocabulary that may arise which can be spoken about if children ask

Nipples, breastfed, gay, lesbian, womb, foreskin, scrotum, erection, discharge, ejaculate/ejaculation, fallopian tube, masturbation, circumcised, reproduction, clitoris, anus, cervix, fertilisation, implantation, foetus, umbilical cord, amniotic fluid, placenta, amniotic sac, vaginal fluids, HIV, Aids, sexual disease, virus, condom, contraceptive pill, abortion, miscarriage, IVF, stillbirth, contraceptive implant, contraception