### Appendix 1: Curriculum map

Relationships and sex education curriculum map

| Year group | lesson | Topic/theme details | science links |
| --- | --- | --- | --- |
|  |  |  |  |
| **Year 1**  **Autumn 1**  **Me and My relationships-Scarf** | **Why we have classroom rules** | * Practical steps they can take in a range of different contexts to improve or support respectful relationships *Respectful relationships* * The conventions of courtesy and manners *Respectful relationships* |  |
|  | **Thinking about feelings**  **Our feelings** | * How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe* |  |
|  | **Our special people balloons** | * That others’ families, either in school or in the wider world , sometimes look different from their family, but they should respect those differences and know that other children’s families are also characterised by love and care *Families and people that care for me* * That stable, caring relationship, which maybe of different types, are at the heart of happy families, and are important for children’s security as they grow up. *Families and people that care for me* |  |
|  | **Good friends** | * How important friendships are in making us feel happy and secure, and how people choose to make friends *Caring friendships* * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties *Caring friendships* * That healthy friendships are positive and welcoming towards others , and do not make others feel lonely or excluded- *Caring friendships* |  |
|  | **How are you listening?** | * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties *Caring friendships* * Most friendships can have ups and downs, and that these can be worked through so that the friendship can be repaired or even strengthened , and that resorting to violence is never right *Caring friendships* * How to recognise who to trust and who not to trust, how to judge when a friendship is making then feel unhappy or uncomfortable , managing conflict, how to manage these situations and how to seek help and advice from others if needed. *Caring friendships* * The importance of respecting others, even when they are very different from them (for example physically, in character, personality or background)or make different choices or have different preferences or beliefs *Respectful relationships* |  |
| **Autumn 2**  **Valuing Difference** | **Same or different** | * That others’ families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children’s families are also characterised by love and care. *Families and people that care for me* * That stable, caring relationship, which maybe of different types, are at the heart of happy families, and are important for children’s security as they grow up. *Families and people that care for me* * The importance of respecting others, even when they are very different from them (for example physically, in character, personality or background) or make different choices or have different preferences or beliefs. *Respectful relationships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* |  |
|  | **Unkind, tease or bully** | * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships* * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships* * Most friendships can have ups and downs, and that these can be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right. *Caring friendships* * That in school and in wider society they can expect to be treated with respect by others and that in return that they should show due respect to others, including those in positions of authority. *Respectful relationships* * About different types of bullying(including cyber bullying), the impact of bullying, responsibilities of bystanders(primarily reporting bullying to an adult) and how to get help. *Respectful relationships* |  |
|  | **Harold’s school rules** | * The conventions of courtesy and manners. *Respectful relationships* * That in school and in wider society they can expect to be treated with respect by others and that in return that they should show due respect to others, including those in positions of authority. *Respectful relationships* * What sort of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* |  |
|  | **Who are our special people?** | * That families are important for children growing up because they can give love, security and stability. *Families and people that care for me* * The characteristics of healthy family life, commitment to each other, including at times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. *Families and people that care for me* * That others’ families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children’s families are also characterised by love and care. *Families and people that care for me* * That stable, caring relationship, which maybe of different types, are at the heart of happy families, and are important for children’s security as they grow up. *Families and people that care for me* |  |
|  | **It’s not fair!** | * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships* * Most friendships can have ups and downs, and that these can be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right. *Caring friendships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * The conventions of courtesy and manners. *Respectful relationships* |  |
| **Spring 1**  **Keeping Myself Safe** | **How can help?** | * How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. *Families and people that care for me* * Most friendships can have ups and downs, and that these can be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right. *Caring friendships* * How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe* |  |
|  | **Good or bad touches** | * How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. *Families and people that care for me* * The importance of permission –seeking and giving in relationships with friends, peers and adults. *Respectful relationships* * What sort of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* * About the concept of privacy and the implications of it in both children and adults; including that it is not alright to keep secrets if they relate to being safe. *Being safe* * How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe* * How to report concerns or abuse, and the vocabulary and confidence needed to do so. *Being safe* * Where to get advice e.g. family, school and /or other sources. *Being safe* |  |
|  | **Sharing pictures** | * The importance of permission –seeking and giving in relationships with friends, peers and adults. *Respectful relationships* * That sometimes people behave differently online, including pretending to be someone they are not. *Online relationships* * That the same principals apply to online relationships as to- face- to- face relationships, including the importance of respect for others online including when we are anonymous. *Online relationships* * The rules and principals for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *Online relationships* * How to critically consider their online friendships and sources of information including an awareness of the risks associated with people they have never met. *Online relationships* * How information is shared and used online. *Online relationships* * What sort of boundaries are appropriate in friendships with peers and others (including in a digital context). *Online relationships* * About the concept of privacy and the implications of it in both children and adults; including that it is not alright to keep secrets if they relate to being safe. *Being safe* * How to ask for advice or help for themselves or others, and to keep trying until they are heard. *Being safe* |  |
| **Spring 2**  **Rights and responsibilities** | **Taking care of something** | * That in school and in wider society they can expect to be treated with respect by others and that in return that they should show due respect to others, including those in positions of authority. *Respectful relationship* | **Year 2 Animals including humans**  Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene. |
| **Summer 1**  **Being My Best** | **I can eat a rainbow**  **Eat well**  **Catch it! Bin it! Kill it!** |  | **Year 2 Animals including humans**  Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). As well as the importance of exercise and nutrition for humans. |
|  | **Inside my wonderful body!** |  | **Year 1 Animals including humans**  Identify, name, draw and label the basic parts of the human body (head, neck, arms, elbows, legs, knees, hair, mouth and teeth) and say which part is associated with each sense. |
|  | **Pass on the praise!** | * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships* * How to recognise who to trust and who not to trust, how to judge when a friendship is making you unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advise from others, if needed. *Caring friendships* * The importance of respecting others, even when they are very different from them (for example physically, in character, personality or background) or make different choices or have different preferences or beliefs. *Respectful relationships* * The conventions of courtesy and manners *Respectful relationships* * That in school and in wider society they can expect to be treated with respect by others and that in return that they should show due respect to others, including those in positions of authority. *Respectful relationships* |  |
| **Summer 2**  **Growing and Changing** | **Taking care of a baby** | * The characteristics of healthy family life, commitment to each other, including at times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. *Families and people that care for me* | **Y2.Animals including humans**  Notice that animals, including humans, have offspring which grow into adults.  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). As well as the importance of exercise and nutrition for humans.  Children should be introduced to the process of reproduction and growth in animals focusing on baby, toddler, child, teenager and adult. |
|  | **Who can help?** | * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships* * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships* * Most friendships can have ups and downs, and that these can be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right. *Caring friendships* * That in school and in wider society they can expect to be treated with respect by others and that in return that they should show due respect to others, including those in positions of authority. *Respectful relationships* * About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders(primarily reporting bullying to an adult) and how to get help. *Respectful relationships* |  |