

RSE Curriculum and Lesson Objective Map

Differentiation is the 'I know' statement for H/A, M/A, L/A and SEN (see passport)
Cultural capital opportunities allow children to communicate in all lessons where appropriate

AFL use key questions on the lesson plan

Each topic to be taught in bullet point order using these lesson objectives.

Long term memory development strategies - Last lesson/this lesson/next lesson

Year Group	Autumn	Spring	Summer
Pre school 1	<p>Personal, social and emotion develop is taught as an ongoing subject throughout early years. They are spilt up into three main themes which are building relationships, managing self and self-regulation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Find ways to calm themselves through being calmed and confronted by their key person. Establish their sense of self Express preferences and decisions. They also try new things and start establishing their autonomy Engage with others through gestures, gaze and talk Use the engagement to achieve a goal. For example gesture towards their cup to say they want a drink Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". 		

Nursery	<p>Personal, social and emotion develop is taught as an ongoing subject throughout early years. They are spilt up into three main themes which are building relationships, managing self and self-regulation.</p> <p>Objectives: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling</p>
Reception	<p>Personal, social and emotion develop is taught as an ongoing subject throughout early years. They are spilt up into three main themes which are building relationships, managing self and self-regulation.</p> <p>Objectives: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.</p> <p>Early learning goals: Building relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs</p> <p>Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Core books:

Pre-school

Colour monster

Owl Babies

Monkey Puzzle

Elma

The Rainbow Fish

I Want The Potty

Goldilocks and The Three Bears

Guess How Much I Love You

Nursery

Za's Za's Baby Brother

Handa's Surprise

Oliver's Vegetables

We're Going On A Bear Hunt

Topsy and Tim Start School

Would you rather?

Titch

Reception

Dinosaur starts school

The colour monster goes to school

Houses Around The World

People Who Help Us Series of books.

Sharing A Shell.

The Ugly Duckling

Vocabulary:

Preschool

friend

family

mum

dad

happy

brave

strong

feeling

sad

good

bad

sleepy

hungry

Nursery

listening

talking

kindness

brother

sister

proud

special

angry

upset

cry

tired

worried

scared

calm

hurt

behaviour

1			<p><u>Reception</u> uncle aunty cousin love speaking confident aware confused shy excited positive negative</p>			
	<p>Autumn 1 Topics: Relationships Feelings Co-operation</p>	<p>Autumn 2 Topics: Relationships Fair and unfair Right and wrong</p>	<p>Spring 1 Topics: Relationships Bullying Behaviour</p>	<p>Spring 2 Topics: Health and Wellbeing Healthy eating Dental hygiene Keeping clean</p>	<p>Summer 1 Topics: Relationships Kindness Family Caring</p>	<p>Summer 2 Topics: Health and Wellbeing Growing up Personal safety Emotional safety</p>
	<p>Vocabulary: Bored Happy Sad Angry Surprise Sick Embarrassed Tired Scared Share Give Receive Partner</p>	<p>Vocabulary: Correct Incorrect Equal Unequal One sided Wrongful Bad Good</p>	<p>Vocabulary: Unkindness Kindness Bully Rude Attitude Respect friendship</p>	<p>Vocabulary: Teeth Tooth brush Tooth paste Brushing washing Shower Bath healthy unhealthy vitamins minerals balanced diet</p>	<p>Vocabulary: Friendly Kind Caring Members Mother Father Brother Sister Kind hearted Loving</p>	<p>Vocabulary: Get dressed Clean Boy Girl Same Different Physical characteristics Gender Hair Face Secrets</p>
	<p>Core books: I feel frightened I feel angry, I feel worried Today I'm a monster</p>		<p>Core books: I Just Want To Do It My Way Willy and Hugh</p>		<p>Core books: The huge bag of worries Detective dog</p>	

2	<p>What will I learn?</p> <p>Recognise Recognise, name and manage their feelings in a positive way. Recognise the difference between right and wrong, fair and unfair, good and bad choices Identify different relationships that they have and why these are important</p> <p>Reflect Understand the difference between impulsive and considered behaviour.</p> <p>Respond Develop positive relationships through work and play</p>		<p>What will I learn?</p> <p>Recognise Recognise how their behaviour affects other people. Recognise why healthy eating and physical activity are beneficial</p> <p>Reflect Consider different types of teasing and bullying. Understand that bullying is wrong and know how to get help to deal with bullying.</p> <p>Respond Seek help from an appropriate adult when necessary. Manage basic personal hygiene.</p> <p>NC - Physical education link</p>		<p>What will I learn?</p> <p>Recognise Recognise that there are people who care for and look after them Recognise the simple physical changes to their bodies experienced since birth</p> <p>Reflect Reflect on the similarities and differences between people</p> <p>Respond Make positive real-life choices</p> <p>NC - science link - changes to the human body and growing</p>	
	<p>Autumn 1 Topics: Living in the wider world Responsibility Rules and expectations</p>	<p>Autumn 2 Topics: Relationships Friendship</p>	<p>Spring 1 Topics: Health and Wellbeing Emotions Consequences Aspirations</p>	<p>Spring 2 Topics: Living in the wider world Goals Belonging Local citizenship Road safety</p>	<p>Summer 1 Topics: Health and wellbeing The human body Healthy eating Physical activity</p>	<p>Summer 2 Topics: Living in the wider world Money Choices</p>
	<p>Vocabulary: Expect Respectful Respect Rules Change Ownership Feelings Reflect</p>	<p>Vocabulary: Friends Enemies Kind Companion Acquaintance Caring Brave Good listener Considerate</p>	<p>Vocabulary: Goals Bad Good Actions Proud Respected Fulfilled Powerful Loving Important Brave Remorseful Abandoned Hateful Threatened Frustrated Furious Grumpy Boisterous Scared Excited Surprise</p>	<p>Vocabulary: Achievement Community Local Global Road Crossing Vehicle Zebra crossing Pelican crossing Pedestrian Traffic lights Seat belt Safe Reflective Flourescent</p>	<p>Vocabulary: Similar Different Gender roles Stereotypes Boy Girl Male Female Body parts Hygiene</p>	<p>Vocabulary: Career Jobs Pounds Pence Currency Notes Coins</p>

3	<p>Core books: All are welcome</p> <p>What will I learn?</p> <p>Recognise Identify the different types of work people do and learn about different places of work.</p> <p>Reflect Listen to and show consideration for other people's views</p> <p>Respond Share opinions on things that matter to them</p>		<p>Core books: Will you be my friend?</p> <p>What will I learn?</p> <p>Recognise Recognise how their behaviour and that of others may influence people both positively and negatively. Recognise what they are good at,</p> <p>Reflect Identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p>Respond Work and play independently and in groups, showing sensitivity to others.</p>		<p>Core books: The accidental billionaire</p> <p>What will I learn?</p> <p>Recognise Recognise that some substances can help or harm the body. Recognise where money comes from and the choices people make to spend money on things they want or need,</p> <p>Reflect Understand that we cannot always afford the items we want to buy</p> <p>Respond Make simple choices that improve their health and wellbeing e.g. healthy eating</p> <p style="color: red;">NC - Maths link - Money</p> <p style="color: red;">NC - Physical education link - health and wellbeing</p>	
	<p>Autumn 1 Topics: Health and wellbeing Online safety Loss and separation</p>	<p>Autumn 2 Topics: Living in the wider world Rules Leadership Money</p>	<p>Spring 1 Topics: Health and wellbeing A balanced diet Physical exercise</p>	<p>Spring 2 Topics: Health and wellbeing Physical, emotional and mental health</p>	<p>Summer 1 Topics: Health and wellbeing Changing bodies Emergency calls</p>	<p>Summer 2 Topics: Relationships Connections Family links Religious views</p>

	Vocabulary: Loss Death Separate Divorce Trusted adult Personal information Website Internet Gaming Socialising Email Passwords	Vocabulary: Tolerance Consequence Law Legal Illegal Democracy Liberty British vales Obey Listen Understand Pounds Currency Economy Pence Notes Coins	Vocabulary: Balanced Diet Nutrients Healthy Carbohydrates Fats Vitamins Minerals Fibre Water Protein Sugars Gym	Vocabulary: Emotions Health Mind Body Emotions Muscles Body	Vocabulary: Similar Different Male Female Body parts Comfortable Uncomfortable Body parts Like Dislike Touch Hug Kiss Police Ambulance Fire engine 999	Vocabulary: Family Fostering Adoption Relationship Stereotypes Gender roles Worship Genetics Religion Culture Traditions
	Core books: I want to be a police officer Chicken Clicking Staying safe online		Core books: The Sugar story My amazing body		Core books: And Tango makes three Mommy, Mama and Me The family book	
	What will I learn? Recognise Recognise that people can feel alone and misunderstood and learn how to give appropriate support. Reflect Listen to, reflect on and show consideration and respect for other people's views and feelings Respond Use ICT safely including keeping electronic data secure Use strategies to stay safe when using ICT and the internet Work co-operatively, showing fairness and consideration to others NC - ICT - online safety		What will I learn? Recognise Face new challenges positively and know when to seek help Reflect Explore the relationships and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle Respond Begin to make informed lifestyle choices Follow school rules about health and safety and know where to get help NC - Physical education link- physical activity		What will I learn? Recognise Show awareness of changes that take place as they grow Recognise that there are medicines and some other substances that can be used in a safe way to improve health Recognise that all families look different Reflect Understand the nature and consequences of negative behaviours such as bullying, aggressiveness Respond Extend strategies to cope with risky situations Behave safely and responsibly in different situations	

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<p>Autumn 1 Topics: Relationships Reactions Self-worth Persistence and resilience</p>	<p>Autumn 2 Topics: Relationships Loss and separation Family changes Friendship</p>	<p>Spring 1 Topics: Relationships Listening and responding Opinions</p>	<p>Spring 2 Topics: Living in the wider world Goals Different communities</p>	<p>Summer 1 Topics: Health and wellbeing Strengths Goals</p>	<p>Summer 2 Topics: Relationships Working together Gender stereotypes</p>
<p>Vocabulary: Self esteem Dignity Self-respect Pride Proud Perseverance Continuation Determination Purpose Flexible</p>	<p>Vocabulary: Loss Death Separate Divorce Trusted adult Parents Step family Half sister Half brother Friends Helping Kind Respectful Good friend Listens Advises</p>	<p>Vocabulary: Fact Opinions Different Similar Answer Listening Respond Advice Respectful</p>	<p>Vocabulary: Aspirations Set Ambitions Communities School Local Global Religious Ethnic Cultural LGBTQ+ Lesbian Gay Bisexual Transgender Social</p>	<p>Vocabulary: Aspirations Setting goals Ambitions Cooperation Self-control Enthusiasm</p>	<p>Vocabulary: Team Collaboratively Teamwork Community LGBTQ+ Lesbian Gay Bisexual Transgender Gender Stereotype Female Male Discrimination Empowerment Perspective Social</p>
<p>Core books: I don't want to be a frog Badgers parting gifts</p>		<p>Core books: The accidental prime minister The accidental president *LGBTQ+ is a statutory part of our curriculum. When talking about communities, the LGBTQ+ community will be mentioned. The children will be informed about respecting all communities and other people's choices.</p>		<p>Core books: Is he a girl? Bill's new frock</p>	
<p>What will I learn? Recognise Recognise their strengths and how they can contribute to different groups Reflect Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements Reflect on own mistakes and make amends Respond Talk about their views on issues that affect themselves and their class Begin to make responsible choices and consider consequences</p>		<p>What will I learn? Recognise Recognise the factors influencing opinion and choice, including the media Show awareness of issues affecting communities and groups Recognise the importance of local organisations in providing for the needs of the local communities Reflect Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally Respond Make decisions, giving consideration to the impact they may</p>		<p>What will I learn? Recognise Recognise stereotyping and discrimination Recognise peoples differences and similarities Reflect Negotiate and present their own ideas Consider the impact that discrimination has on people's lives and reflect on ways that this can be stopped Value peoples differences and similarities Respond Challenge stereotyping and discrimination and think about way that this can be stopped</p>	

5			have on others NC - RE link - different communities			
	Autumn 1 Topics: Living in the wider world Structure Law and order Rights	Autumn 2 Topics: Health and wellbeing Death and grief Managing conflict	Spring 1 Topics: Health and Wellbeing Food choices Drugs and alcohol Substance abuse	Spring 2 Topics: Relationships Confidentiality Listening Responding	Summer 1 Topics: Health and Wellbeing Food choices Cooking	Summer 2 Topics: Relationships Goals Community spirit
	Vocabulary: Tolerance Consequence Law Legal Illegal Democracy Liberty British vales Obey Listen Understand Rights	Vocabulary: Die Grief Sadness Death Pass away Argument Resolution Argue Conflict	Vocabulary: Unhealthy Healthy Obese Drugs Tablets Alcohol Drink Abuse Unit	Vocabulary: Secret Hidden Private Quite Respectful Answer Advice	Vocabulary: Healthy Unhealthy Fast food Fruit Vegetables Meat Fish Plant based Vegan Vegetarian Pescatarian	Vocabulary: Ambitions Aspirations Community Local Global Residential School Team Teamwork Helping Social
	Core books: Children's rights and responsibilities		Core books: Smoking, drugs and alcohol Some secrets should never be kept		Core books: What do you celebrate?	

6	What will I learn? Recognise Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice Reflect Consider the main features of a democracy Respond Engage actively with democratic processes and address issues of concern to them through their actions and decision making Empathise with another viewpoint		What will I learn? Recognise Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends Recognise that people can feel alone and misunderstood and learn how to give appropriate support Reflect Reflect on how to deal with feelings about themselves, their family and others in a positive way Respond Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs		What will I learn? Recognise Recognise that communities and the people within them are diverse, changing and interconnected Reflect Discuss how people can live and work together to benefit their communities Respond Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle Work collaboratively towards common goals NC - RE link - celebrations and communities NC - Physical activity link - physical activity	
	Autumn 1 Topics: Strengths Setting goals	Autumn 2 Topics: Relationships Race and ethnicity Gender stereotypes Culture	Spring 1 Topics: Living in the wider world Money and budgeting	Spring 2 Topics: Living in the wider world Making money	Summer 1 Topics: Health and Wellbeing Physical, emotional and mental health	Summer 2 Topics: Relationships Connections
Vocabulary: Aspirations Setting goals Ambitions Cooperation Self-control Enthusiasm Future	Vocabulary: Race Ethnicity Nationality Religion Country Gender Stereotype Discrimination LGBTQ+ Lesbian Gay Bisexual Transgender Empowerment Culture Perspective	Vocabulary: Budget Spending Expenditure Tax Insurance	Vocabulary: Wage Job Career Enterprise Profit Loss	Vocabulary: Emotions Health Mind Body Emotions Muscles Body Active Gym	Vocabulary: Links Ties Family Friendship Blood Step family Fostering Adoption Marriage Parents Children Genetics	
*Sex Education is ONLY taught in year 6 and consists of ONE lesson scientifically explaining conception. Parents will be notified before this session and will be able to opt out of this lesson ONLY .						

	<p>Core books: Amazing Grace</p>	<p>Core books: Money Madness</p>	<p>Core books: I said no! Hair in funny places What's happening to me</p>
	<p>What will I learn? Recognise Identify different forms of discrimination against people in societies Recognise that peoples basic needs are the same around the world, discussing why some societies are more able to meet these than others Recognise that communities and the people within them are diverse, changing and interconnected Reflect Talk, write and explain their views on issues that affect the wider environment Identify and talk about their own and others' strengths and weaknesses and how to improve Respond Begin to set personal goals.</p> <p>NC - RE link - diverse communities</p>	<p>What will I learn? Recognise Recognise how people manage money and learn about basic financial capability. Reflect Make connections between their learning, the world of work and their future economic wellbeing Respond Look after their money and realize that future wants and needs may be met through saving Show initiative and take responsibility for activities that develop enterprise capability.</p> <p>NC maths link - Money</p>	<p>What will I learn? Recognise Recognise that when the body changes during puberty it can affect feelings and behaviour Recognise when physical contact is acceptable and unacceptable Reflect Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene Respond Manage changing emotions and recognize how they can impact on relationships</p> <p>NC - Science link - changes to human body</p>