



CHJS Curriculum Map for RSE



Let your light shine (Matthew 5:16)

Through RSE, children let their light shine when they explore families, relationships, safety, respect and equality. At Church Hill C of E Junior School, we use the Christopher Winter Project scheme for RSE. This resource encourages children to develop skills of listening, empathy, discussions about feelings, relationship with families and friends. These subjects are essential when nurturing a positive sense of self and their connections to others as well as an appreciation for the beauty of relationships and love.

Substantive Knowledge	Year 3	Year 4	Year 5	Year 6
Families and people who care for me	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p>	<p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be life-long.</p>	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	
Caring friendships	How important friendships are in making us feel happy and	That most friendships have ups and downs, and that these	How to recognise who to trust and who not to trust, how to	

	<p>secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	<p>judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	
Respectful friendships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p>	<p>The importance of self-respect and how this links to their own happiness.</p>	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>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.</p>	<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>

Online relationships			That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	<p>That people sometimes behave differently online, including by pretending to be someone they are not – <i>Warning Zone trip</i></p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them – <i>Warning Zone trip</i></p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met – <i>Warning Zone trip</i></p> <p>How information and data is shared and used online – <i>Warning Zone trip</i></p>
Being safe	<p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Where to get advice e.g. family, school and/or other sources.</p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>That each person's body</p>	<p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being</p>	<p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>

		belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact – <i>NSPCC PANTS lesson</i>	safe. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.	
Disciplinary Knowledge	Year 3	Year 4	Year 5	Year 6
Mental wellbeing	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including</p>	<p>It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>

			issues arising online).	
Internet safety and harms		That for most people the internet is an integral part of life and has many benefits.	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	<p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private – <i>Warning Zone trip</i></p> <p>Why social media, some computer games and online gaming, for example, are age restricted – <i>Warning Zone trip</i></p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health – <i>Warning Zone trip</i></p> <p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is</p>

				ranked, selected and targeted – <i>Warning Zone trip</i> Where and how to report concerns and get support with issues online – <i>Warning Zone trip</i>
Physical health and fitness	The characteristics and mental and physical benefits of an active lifestyle.	The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	The risks associated with an inactive lifestyle (including obesity). How and when to seek support including which adults to speak to in school if they are worried about their health.	
Healthy eating	The principles of planning and preparing a range of healthy meals.	What constitutes a healthy diet (including understanding calories and other nutritional content).	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	
Drugs, alcohol and tobacco				The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	About dental health and the	About safe and unsafe	How to recognise early signs	The facts and science

	<p>benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</p>	<p>exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>	<p>of physical illness, such as weight loss, or unexplained changes to the body.</p>	<p>relating to allergies, immunisation and vaccination.</p>
Basic first aid				<p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>How to make a clear and efficient call to emergency services if necessary – <i>First Aid lesson</i></p>
Changing adolescent body			<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>
Christian Values	Courage – Children develop courage by using age-appropriate vocabulary during RSE lessons.			

	<p>Fairness: Through RSE, children are given various opportunities for healthy debate. This subject promotes respect for people with protected characteristics.</p> <p>Kindness: This value has a central place in all interpersonal relationships and children are able to sensibly compare their own lives with others, showing compassion.</p> <p>Koinonia: When learning about the importance of treating others with respect and kindness, children develop a growing appreciation of the British Values in our democratic society.</p> <p>Responsibility: Children develop the discipline for seeking wisdom.</p> <p>Thankfulness: Children show thankfulness for the natural world and the wonder of creation.</p> <p>Truthfulness: This value is important in all trusting relationships.</p>
<p>Spiritual Development</p>	<p>At Church Hill C of E Junior School, we seek to provide Relationships and Sex Education (RSE) and Personal, Social, Health Education (PSHE), which will enable all pupils to flourish and let their light shine. This light can symbolise a growing sense of self-realisation and their positive relationships. Through RSE, children have an opportunity to shape their concept of themselves as a unique human being as well as growing empathy, concern and compassion for how to treat others. Learners reflect on how their values and principals affect their relationship with others, developing spiritually. Children develop skills of listening, empathy, discussions about feelings, relationship with families and friends. This subject is essential when nurturing a positive sense of self and their connections to others as well as an appreciation for the beauty of relationships and love.</p>

Christopher Winter Project Scheme - Key Vocabulary overview
Relationships and Sex Education

Year group	Lesson 1		Lesson 2		Lesson 3	Lesson 4	Additional lesson
Years 1/2	Differences (link to BV) Friends Gender stereotypes Male/female		Lifecycle Newborn Newborn animals		Unhappy/unsafe Families Body parts Sexual differences		
Year 3	Penis Testicles Vulva Vagina Uterus		Unwanted touch Personal space (PANTS)		Family Support		
Year 4	Penis Testicles Vulva Vagina Uterus	Body parts Human lifecycle Puberty Breasts Womb	Reproduction Puberty Hormones Sperm Girlfriend/boyfriend Period/bleeding/egg Breasts Pubic hair		Relationships including online Friends Jealousy Embarrassment		
Year 5	Puberty Emotional/physical changes Penis Testicles Vulva	Vagina Uterus Ovaries Egg/sperm Gender/biological sex	Reproductive organs Penis Vagina Uterus Ovaries Egg/sperm Menstrual products	Testicles Vulva Foreskin Semen Erection Ejaculation Period Wet dreams	Hygiene Stress Mood swings Tampon Bra Sanitary towel		Respect Equality

Year 6	Puberty Reproduction Navel Penis Scrotum Egg Menstruation Period Sperm	Pubic hair Nipples Ovaries Uterus Testicles Vagina Clitoris Vulva Wet dream	Healthy/unhealthy relationships Touch	Family Conception Pregnancy Womb Fallopian tubes Cells Umbilical cord	Penis Sperm Vagina Sexual intercourse Pregnancy Fertilised egg	Relationships, including online	Female Genital Mutilatio n (FGM) Recap vocab. from L1 Childline
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Substantive and Disciplinary knowledge collated from: Relationships Education, Relationships and Sex Education (RSE) and Health Education, DFE June 2019.

N.B. In regards to the knowledge and skills required for 'making relationship'; for example, falling out with friends, managing emotions, being physically active (social skills), please refer to the Curriculum Map for PSHE. Many of the RSE objectives can be met via PSHE - see the Curriculum Map for PSHE.