

## KEWAIGUE Relationships and Sex Education (RSE) Framework

### RECEPTION – BLOCK 1

*Learning can be planned or take place in spontaneous ‘teachable moments’ when children and educators are playing and chatting, or a particular event happens. Teachable moments can be created too, and so there are suggestions included in the RSHP activity plans about how books, play and other activities can support learning.*

Theme	Learning Intentions	Outcomes	Resources
<b>My Body</b>	<p><i>Children can accurately name and locate a variety of body parts.</i></p> <p><i>Children explain why keeping clean is important.</i></p> <p><i>Children can explain basic hand cleaning and dental care routines.</i></p>	<p><i>I recognise that we have similarities and differences but are all unique.</i></p> <p><i>I am aware of my growing body and I am learning the correct names for its different parts and how they work.</i></p> <p><i>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</i></p>	<p><a href="#"><i>RSHP: My Body Activity Plan</i></a></p>
<b>My Body Belongs To Me</b>	<p><i>Children can name and locate a variety of body parts.</i></p> <p><i>Children begin to understand the notion of bodily autonomy.</i></p>	<p><i>I am learning what I can do to look after my body and who can help me.</i></p> <p><i>I am learning about respect for my body and what behaviour is right and wrong.</i></p> <p><i>I know who I should talk to if I am worried about this.</i></p>	<p><a href="#"><i>RSHP: My Body Belongs To Me Activity Plan</i></a></p>

<b>Unique, Similar and Different</b>	<p><i>Children begin to recognise that people are individual and unique.</i></p> <p><i>Children give examples of similarities and differences in their group.</i></p> <p><i>Children begin to understand that treating someone badly/poorly based on a difference is not okay.</i></p>	<p><i>I recognise that we have similarities and differences but are all unique.</i></p> <p><i>I recognise that each individual has a unique blend of abilities and needs.</i></p> <p><i>I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i></p>	<p><a href="#"><u>RSHP: Unique, Similar and Different Activity Plan</u></a></p>
<b>Our Families</b>	<p><i>Children talk about their own family.</i></p> <p><i>Children are able to describe the role that parents and carers play.</i></p> <p><i>Children discuss different family situations.</i></p>	<p><i>I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.</i></p>	<p><a href="#"><u>RSHP: Our Families Activity Plan</u></a></p>
<b>People Who Help and Look After Me</b>	<p><i>Children understand that different adults – family and professional people – provide care for children.</i></p> <p><i>Children know the jobs of the main professional people who provide care</i></p>	<p><i>I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.</i></p>	<p><a href="#"><u>RSHP: People Who Help and Look After Me Activity Plan</u></a></p> <p><a href="#"><u>RSHP: People Who Help and Look After Me Slides</u></a></p>
<b>Asking Questions/Making Choices/Saying Yes Saying No</b>	<p><i>Children develop an understanding of a range of feelings which they can talk about.</i></p> <p><i>Children are learning about co-operating, sharing and about manners.</i></p>	<p><i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i></p>	<p><a href="#"><u>RSHP: Asking Questions/Making Choices Activity Plan</u></a></p>