

KEWAIGUE Relationships and Sex Education (RSE) Framework

RECEPTION – BLOCK 2

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
Friends and Helping Others	<p>Children begin to understand the value of friendships.</p> <p>Children understand how to co-operate, share and help others.</p>	<p><i>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.</i></p> <p><i>I understand positive things about friendships and relationships but when something worries or upsets me, I know who I should talk to.</i></p> <p><i>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.</i></p>	<p><u>RSHP: Friends and Friendship Activity Plan</u></p>
Playing Together, Being Kind	<p>Children begin to understand the value of getting along and playing with others.</p> <p>Children recognise the importance of kindness and can give examples of how to show kindness toward others.</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><i>I understand that people can feel alone and can be misunderstood and left out by others.</i></p> <p><i>I am learning how to give appropriate support.</i></p>	<p><u>RSHP: Playing Together, Being Kind Activity Plan</u></p>

Personal Space and Privacy	<p><i>Children understand when they might need privacy.</i></p> <p><i>Children are beginning to understand about personal space.</i></p> <p><i>Children can identify whether or not they feel safe or unsafe in different situations.</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 aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.</i></p>	<p><u>RSHP: Personal Space and Privacy Activity Plan</u></p>
When I Feel Sad or Upset	<p><i>Children have an understanding of their feelings/emotions.</i></p> <p><i>Children understand the concept of trust and consider who they trust.</i></p> <p><i>Children know that if they are sad or upset they can talk to an adult they trust.</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><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><u>RSHP: When I Feel Sad or Upset Activity Plan</u></p> <p><u>When I Feel Sad or Upset Activity Prop</u></p>
Looking After Plants and Animals	<p><i>Children develop their understanding of how plants and young animals grow and develop.</i></p> <p><i>Children understand the concept of life cycle.</i></p> <p><i>Children understand that all living things need to be nurtured and cared for.</i></p>	<p><i>I am learning about where living things come from and about how they grow, develop and are nurtured.</i></p>	<p><u>RSHP: Looking After Plants and Animals Activity Pack</u></p>
Looking After a Baby	<p><i>Children are aware of the needs of a baby.</i></p> <p><i>Children understand where living things come from.</i></p>	<p><i>I am learning about where living things come from and about how they grow, develop and are nurtured.</i></p> <p><i>I am able to show an awareness of the tasks required to look after a baby.</i></p>	<p><u>RSHP: Looking After a Baby Activity Plan</u></p>