

RSE Policy - Curriculum Map

and Assessment Methods

Academy Specific Information

This appendix must be completed by each academy

It should be maintained and reviewed in line with the overarching RSE Policy.

Academy:	St Saviour's C of E Academy
RSE Lead:	Rhiannon Hayes-Leek

CURRICULUM MAP

Year	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing	
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing
Year 1	Roles of different people; families; feeling cared for RSE1: Different types of families; everyone's family may be different.	RSE1: Privacy; staying safe; seeking permission RSE1: Expressing needs and boundaries; communicating assertively and respectfully.	How behaviour affects others; being polite and respectful RSE1: Understanding how respectful behaviour helps people feel safe and included.	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online; looking after use; online safety	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	RSE1: What makes them unique and special feelings; managing when things go wrong RSE1: Correct names for body parts, including genitalia; knowing who to talk to if something feels wrong.
Year 2	Making friends; feeling lonely and getting help RSE1: Different family structures and relationships; managing loneliness and seeking support.	Managing secrets; resisting pressure and getting help RSE1: Understanding hurtful behaviour RSE1: Communicating effectively and managing different feelings such as loneliness, disappointment and loneliness.	Recognising things in common and differences; playing and working cooperatively; sharing opinions RSE1: Communicating effectively and managing different feelings such as loneliness, disappointment and loneliness.	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information RSE1: Online privacy and personal data; location settings; rights and responsibilities when sharing information online.	What money is; needs and wants; looking after money RSE1: Online financial harms, including gaming, video-game monetisation, scams and fraud.	Why sleep is important; medicines and keeping healthy; managing feelings and asking for help RSE1: Change, loss and bereavement; people may experience and express grief differently.	Growing older; naming body parts; moving class or year; managing things that go wrong RSE1: Correct names for body parts, including genitalia; seeking help if worried.
Year 3	What makes a family; features of family life RSE1: Healthy relationships and inclusion; communicating needs and boundaries.	Personal boundaries; safely responding to others; the impact of hurtful behaviour RSE1: Assertive communication; resisting pressure and expressing needs safely.	RSE1: Respectful behaviour; the importance of self respect; courtesy and being polite RSE1: Managing difficult feelings within friendships and relationships.	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online RSE1: Privacy, personal data and location settings; rights and responsibilities when sharing information online.	Different jobs and skills; job stereotypes; setting personal goals RSE1: Financial harms linked to gaming and online activity; recognising scams and fraud.	Health choices and habits; what affects feelings; expressing feelings RSE1: Change, loss and bereavement; recognising a range of feelings.	Personal strengths and achievements; managing and recovering from setbacks RSE1: Correct terminology for body parts, including genitalia, as part of body safety and safeguarding.
Year 4	Positive friendships; including online RSE1: Communicating effectively in friendships; expressing needs and boundaries.	Responding to hurtful behaviour; managing confidentiality; RSE1: Managing pressure; resisting pressure to share information or images online.	Respecting differences and similarities; discussing differences sensitively RSE1: Respecting different family structures and experiences; challenging prejudice.	What makes a community; shared responsibilities	How data is shared and used RSE1: Privacy, consent and personal data online; location settings; critically evaluating content.	Making decisions about money; using and keeping money safe RSE1: Online financial harms, including scams, fraud, gaming and video-game monetisation.	Maintaining a balanced lifestyle; oral hygiene and dental care RSE1: Change, loss and bereavement; recognising different experiences of grief.	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty RSE1: Correct terminology for body parts, including genitalia; body safety and safeguarding.
Year 5	Managing friendships and peer influence RSE1: Healthy relationships; communication; boundaries; managing conflict and difficult feelings.	Physical contact and feeling safe RSE1: Resisting pressure and communicating boundaries; including pressure to share information or images online.	Responding respectfully to a wide range of people; RSE1: Challenging prejudice and discrimination RSE1: Challenging prejudice and harmful stereotypes; promoting respectful relationships.	Protecting the environment; compassion towards others	How information online is targeted; different media types; their role and impact RSE1: Privacy, consent and personal data online; location settings; critically evaluating content; with online content. Consider age-appropriate teaching about image sharing/online sexual content where relevant.	Identifying job interests and aspirations; what influences career choices; career choices; workplace stereotypes RSE1: Scams, fraud and other financial exploitation; recognising online financial harms.	Healthy sleep habits; sun safety; medicines, vaccinations, and allergies RSE1: Tipping and stereotype addiction; change, loss and bereavement.	Personal identity; recognising individuality and different qualities; mental wellbeing RSE1: Recommended upper-SS2 Sex Education can include human reproduction, pregnancy and birth, alongside puberty. Primary Sex Education remains non-statutory and parents retain the right to withdraw.
Year 6	Attraction to others; romantic relationships; civil partnerships and marriage RSE1: Healthy relationships include	RSE1: Privacy; staying safe; seeking permission RSE1: Expressing needs and boundaries; communicating assertively and respectfully.	Expressing opinions and respecting others' points of view, including discussing topical issues RSE1: Consent and boundaries; assertive communication; resisting pressure to share information or images online.	Valuing diversity; challenging discrimination and stereotypes RSE1: Respect for different families and relationships; challenging	Evaluating media sources; sharing things online RSE1: Privacy, consent and personal data; location settings; resisting pressure to	Influences and attitudes to money; money and financial risks RSE1: Financial exploitation and online financial harms.	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.	Human reproduction and birth; increasing independence; managing transition RSE1: Recommended upper-SS2 Sex Education can include human
	communication, mutual respect, boundaries, managing conflict and ending relationships safely.	pressure in relationships and online.	challenging prejudice and harmful stereotypes.	discrimination.	share information or images. Consider age-appropriate teaching about image sharing/online sexual content where relevant.	including scams and fraud.	NEW RSE1: Tipping and stereotype addiction; change, loss and bereavement.	reproduction, pregnancy and birth. Primary Sex Education is non-statutory and parents retain the right to withdraw.
								RSE1: Fire and travel safety, including roads, railways and water; recognising risk and knowing how to seek help.

ASSESSMENT METHODS

St Saviours Academy uses a range of tools to assess pupil's understanding both at the start of a topic and as assessment for learning throughout each session. At the beginning of a unit teachers use a short activity to establish what pupils already know, understand or believe. E.g. Mind map, True/false or agree/disagree statements, "What do I already know?" sheet, Anonymous question box, Draw/write what they know, Retrieval questions from previous learning.

Teachers regularly assess for learning during lessons through targeted questioning, think-pair-share, mini-whiteboards, retrieval questions, scenario questions, "What would you do if...?" among many other tools.

Teachers also use observation as a tool particularly for skills that are difficult to capture through written work. For communication, listening, respect for others, ability to explain ideas, decision-making and problem-solving.