The Nightingale Federation Curriculum Map for RSE

Year R

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
How feelings are expressed, words to describe feelings and simple strategies for managing feelings.	Basic personal hygiene.	Celebrating similarities and differences.	Likes, dislikes and making choices.	Personal privacy. The right to keep some things private. Respecting other people's privacy.	Special people, what makes them special and how special people care for one another.

Year 1 (Year 1/2 A)

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Recognising how others show feelings and how to respond.	Naming the main parts of the body, including external genitalia using scientific terms.	Listening to other people, playing and working cooperatively. Resolving simple arguments through negotiation.	Celebrating similarities and differences between people.	The right to be protected from diseases, and the responsibility to protect others.	The people who look after us. Who to go if you are worried, and how to attract their attention.

Year 2 (Year 1/2 B

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Recognising and celebrating strengths and achievements. Setting simple but challenging goals.	Growing and changing throughout life.	Understanding that bullying is wrong and unacceptable.	Different families. Understanding there has never been and will never be another them.	Judging what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond.	The difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

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Year 3 (Year 3/4 A)

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Identify personal strengths and set aspirational goals, understanding how this builds high self-esteem.	How their body may change as they grow and develop.	The attributes of positive, healthy relationships.	Challenging gender stereotypes.	The right to protect their body from unwanted touch.	The differences between secrets and surprises, knowing when it is right to break confidence and share a secret.

Year 4 (Year 3/4 B

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Recognising a wide range of emotions. Responding to their own, and other people's emotions.	Anticipate body changes, understanding that some are related to puberty,	Acceptable and unacceptable physical behaviours and how to respond.	That differences and similarities between people arise from a number of factors including family types and personal identity.	That marriage is a commitment freely entered into.	Knowing when to ask for help to manage a situation, and how skills to ask for help.

Year 5 (Year 5/6 B)

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
How emotions may change as they approach, and move through puberty.	Anticipate how their body may change as they approach, and move through puberty.	Healthy relationships, including the skills to manage and maintain healthy relationships.	Correct terms to describe gender and sexual orientation	Strategies for keeping safe online; knowing personal information can be shared easily.	How to manage accidental exposure to upsetting online material, including who to talk to about this.

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Year 6 (Year 5/6 A)

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
That images in the media, including online do not always reflect reality, and can affect how people feel about themselves.	That sexual intercourse can lead to reproduction. The scientific terms to describe the male and female sexual organs.	The nature and consequences of discrimination, including the use of prejudice-based language.	That some cultural practices are against British law.	That some infections can be shared during sexual intercourse, and that a condom can help to prevent this.	Knowing when, who and how to ask for help independently or with support.