

Relationships, Sex and Health Education RSHE - Curriculum Mapping

Vision: To live as safely and healthily as possible physically and mentally. To be self aware, be able to regulate and make good choices. To be as independent as possible in the world.

Skill	Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6	Branch 7	Branch 8	Branch 9	Branch 10
Feelings, behaviours and morals	Seeks physical and emotional comfort from trusted adults	Shows a range of emotions such as pleasure, fear and excitement Responds emotionally to other people's emotions	Uses self-calming techniques e.g.: chewy, sucking thumb, sensory activities Repeats actions they anticipate will result in a response from another Is able to give an object to an adult when an activity has finished	Interacts with new people appropriately when supported by a familiar adult.	Can be encouraged to try new activities using a now and next approach Can be distracted by a new activity when distressed the majority of the time Communicates activities or experiences that they do not like through avoidance	Can wait for short periods in order to have needs met Begins to understand some boundaries in familiar routines Begins to learn that some things are theirs Is compliant in requests when taking part in motivating activities	Is aware that some actions can hurt or harm others Can express their own feelings such as sad, happy, scared and worried Responds to the feelings and wishes of others Shows understanding and cooperates with some boundaries and routines Understand that some things are shared and some belong to someone else	Growing ability to distract self when upset Picks up on the behaviour/mood of other people and respond appropriately Has an understanding of the reasons for some feelings. Can inhibit their own behaviours e.g. Stop themselves from doing something they shouldn't	Discusses the emotions of characters in stories Can usually adapt behaviour to different events, social situations and changes in routine Aware of behavioural expectations in the setting Beginning to negotiate and solve problems without aggression e.g. when someone has taken toy Can give reasons for their feelings	Asks for help Recognise how their behaviour affects other people Knows own likes/dislikes and how to make real informed choices Describe feelings to others and has strategies for managing feelings Recognises the difference between right and wrong, fair and unfair
Self-care and independence	Expresses discomfort, hunger and thirst Opens mouth when prompted to help with feeding and drinking Tolerates being dressed Tolerates nappy changing	Anticipates food routines with interest Starts to show engagement with feeding and drinking Assists with dressing by allowing body movements Tolerates face being washed	Moves a spoon towards mouth and sucks it Grasps finger foods and brings them to mouth Holds own bottle or cup Able to communicate their choice of food from a selection Removes shoes and socks when unfastened Pushes arms through sleeves Cooperates with nappy changing Tolerates gum stimulation and teeth cleaning	Grasps a loaded spoon and brings it to mouth Can hold a cup independently and tip towards their mouth Can pull off simple items of clothing that require a single action (socks, hat, scarf etc) Opens and closes Velcro fastenings Pushes legs through trousers Engages with teeth brushing Engages with washing and drying hands	Communicates need for food or drink when hungry or thirsty Scoops food using a spoon to feed self Holds cup with two hands, drinking with minimal spilling Willing to try new food textures and tastes Pulls down zips on clothing Pulls an item of clothing over head Sits on a toilet and uses occasionally Starting to complete aspects of hand washing routine with adult support	Pierces food with a fork Holds two pieces of cutlery while eating Drinks well, without spilling Follows hygiene routines with support Helps to put items of clothing on the correct body parts Unfastens large buttons Puts on a coat Shows some awareness of bladder and bowel urges During hand washing, rubs hands together with soap and puts under a tap to rinse Starting to put toothbrush into mouth independently Attempts to wash face with support Clearly communicates wet or soiled nappy or pants	With some support, cuts soft foods with a knife Uses one piece of cutlery to push food on to a spoon or fork Eats from a bowl or plate with minimal mess Assists in laying table With prompting, attempts to turn clothes the right way round Does up the zip on a coat. Can fasten large buttons Can put on loose items of clothing independently Clearly communicates their need for the toilet Can turn taps on and off independently Can clean teeth effectively with adult supervision	Cuts soft foods with a knife Uses a knife and fork in combination Follows hygiene routines without support Can spread with a knife with some support Consistently put clothes on the right way round Can use more complex fastenings – hooks, small buttons and drawstrings Gains more bladder and bowel control and can toilet by themselves Can wash and dry hands independently most of the time Remembers to wash hands before a meal the majority of the time Starts to clean teeth independently	Uses a sawing action to cut harder foods, uses a knife to spread successfully Pours a drink from a jug confidently with no spilling Is aware of good hygiene around food preparation and meals Puts on more complex clothing items e.g. swim costume, leggings, gloves Regularly uses the toilet during the day, but may still need reminding to go Consistently washes hands after using the toilet without adult prompt Attempts to brush top and bottom teeth Washes and dries own face adequately	Understands importance of maintaining personal hygiene Knows rules for keeping safe Knows the names for the main parts of the body
Relationships and others	Can be comforted by close contact with familiar adults Turns attention towards familiar or preferred adults Shows enjoyment of physical play with adults	Responds when talked to. Recognises main carer, responds to close contact with familiar or preferred adult Shows pleasure at being tickled and other physical interactions Shows an awareness of their reflection when looking in a mirror	Engages with social games and songs Tries to find a familiar adult when distressed or frightened for reassurance Initiates social interaction and uses a range of strategies to maintain the attention of an adult Repeats an action which is positively received by others	Shared attention Interacts with new people appropriately when supported by an adult Begins to engage in pretend play. Builds relationships with special peers.	Copies a range of actions displayed by adults Plays alongside others, sometimes sharing resources Acts out a simple routine in pretend play for example doll play Happily shares new experiences with a	Plays cooperatively with a familiar adult. E.g. rolling a ball back and forth Interacts with new people appropriately with some prompting from an adult Demonstrates sense of self as an individual. E.g. wants to do things	Shows affection and concern for people who are special to them Seeks out others to share experiences Takes part in a turn taking game with adults for a sustained period Takes part in pretend	Initiates play, offering cues to peers to join them Interacts with new people appropriately, following simple social rules Shows awareness of when help is required by others and	Attends to an adult led activity they enjoy for more than ten minutes Can take on a variety of roles during imaginative play Initiates conversations, attends to and takes	Starts to form a mutual friendship with another child To identify and respect the differences and similarities between people To listen to other

					number of adults Engages another person to help achieve a goal e.g. To get an object that is out of reach Shows an interest in the activities of others	independently Briefly takes part in turn taking activities with another child with adult support Can show a caring nature towards other children Can select and use activities and resources with help Cooperates with the responsibility of carrying out small jobs Imitates the actions of other children at play	play that involves other children Engages in self led play for up to 20 minutes Expresses own preferences and interests	sometimes tries to assist Keeps play going by responding to what others are saying or doing Plays imaginatively with small world toys Shows confidence in asking adults for help. Can play in a group, extending and elaborating play ideas	account of what others say Compromises during play activities Will work as part of a group or class, taking turns Can describe self in positive terms and talk about abilities Can resolve a conflict with the support of an adult	people, and play and work cooperatively Develop relationships through work and play e.g. sharing equipment Takes steps to resolve conflicts with other children
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Skill	NC KS1 (MLD)	NC KS2 (MLD)	NC KS3 (Formal/ Enhanced if appropriate)	14 + Moving on Curriculum (Applefields KS4)	MOZ	Link to accreditation / Enrichment
PSHE/ RSHE and wellbeing	<p>Self-Awareness</p> <ol style="list-style-type: none"> Things we are good at Kind and unkind behaviours Playing and working together People who are special to us Getting on with others <p>Self-Care, Support and Safety</p> <ol style="list-style-type: none"> Taking care of ourselves Keeping safe Trust Keeping safe online Public and Private <p>Managing Feelings</p> <ol style="list-style-type: none"> Identifying and expressing feelings Managing strong feelings <p>Changing and Growing</p> <ol style="list-style-type: none"> Baby to adult Changes at puberty Dealing with touch Different types of relationships <p>Healthy Lifestyles</p> <ol style="list-style-type: none"> Healthy Eating Taking care of physical health Keeping well <p>The World I Live In</p> <ol style="list-style-type: none"> Respecting differences between people Jobs people do Rules and laws Taking care of the environment Belonging to a community <p>(*Topics are taught taking into account developmental stages and understanding of the students)</p>		<p>Self-Awareness</p> <ol style="list-style-type: none"> Personal strengths Skills for learning Prejudice and discrimination Managing pressure <p>Self-Care, Support and Safety</p> <ol style="list-style-type: none"> Feeling unwell Feeling frightened/worried Accidents and risk Keeping safe online Emergency situations Public and private Gambling <p>Managing Feelings</p> <ol style="list-style-type: none"> Self-esteem and unkind comments Strong feelings Romantic feelings and sexual attraction Expectations of relationships <p>Changing and Growing</p> <ol style="list-style-type: none"> Puberty Friendship Healthy and unhealthy relationship behaviour Intimate relationships, consent and contraception Long-term relationships/parenthood <p>Healthy Lifestyles</p> <ol style="list-style-type: none"> Elements of a healthy lifestyles Mental wellbeing Physical activity Healthy eating Body image Medicinal drugs Drugs, alcohol & tobacco <p>The World I Live In</p> <ol style="list-style-type: none"> Diversity/rights and responsibilities 	As KS1/2 and KS3 as appropriate	As KS1/2 and KS3 as appropriate	Pet Therapy Intensive Interaction I-Muse Joseph Trust Music Mindfulness Yoga Duke of Edinburgh

		<ul style="list-style-type: none">2. Managing online information3. Taking care of the environment4. Preparing for adulthood5. Managing Finances <p>(*Topics are taught taking into account developmental stages and understanding of the students)</p>			
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