



RSHE Curriculum

- > This curriculum framework is a guideline to be adapted, differentiated and tailored to suit the needs, ability and learning preferences of each student. Areas from previous or future topics may need to be covered at different times for certain students. A flexible approach is needed and all teaching must be age and developmentally appropriate. A unique pathway may need to be identified, covering some topics from earlier years and some from future years in order to meet the needs of an individual.
- > The way that you teach and organise your lessons will depend on the needs of your group and the topics can be selected and arranged to meet these needs effectively. Parents should be kept informed throughout the year so that they can support at home and reinforce the key messages.
- Each phase should teach RSHE at the same time on the same day each week so that students can join a different group if this would be more appropriate for their needs / level of understanding, for example some children begin to go through puberty aged 8.
- > The lessons should be taught in a dynamic way, incorporating a range of activities in each session, for example: Role play: practicing saying 'no!' in an assertive way and acting out 'safe and unsafe' interactions and evaluating them as a group in terms of body language, appropriate proximity, eye gaze (e.g not staring at private areas of the other persons body), social and cooperative games, interactive powerpoints, using a range of engaging resources.





- Themes that will run throughout a students' school life and underpin everything we do at Portfield School:
 - Safeguarding: Knowing who is the DSL and who the DDSLs are. How can I report something that has happened /
 is happening / something I am worried about. Staff being alert to disclosures, changes in behaviours, topics of
 discussion etc.
 - PFA Outcomes underpin the curriculum with an emphasis on independent living, carrying out personal care
 routines, future plans and employment, healthy living, making choices and having a voice and being active
 members of the community.
 - The multidisciplinary team comprising therapists, teachers and teaching assistants work closely together to ensure a holistic approach.
 - Supporting students to make sense of their experience(s) and find ways to manage their emotions and feelings by creating an environment of safety, connection and compassion at all times
 - Teaching consent through everything we do.
 - Reinforcing public and private areas and touch.
 - Awareness of safe and unsafe people.
 - An emphasis on having a voice and supporting students to develop their ability to use it to make meaningful choices their lives.
 - A trauma informed curriculum, following the 5 principles of trauma informed care: Safety, choice, collaboration, trustworthiness and empowerment.
 - Promoting a culture of tolerance and respect, where diversity is celebrated and challenging all forms of
 discrimination. [2010 Equality Act, The Protected Characteristics are: age, disability, gender reassignment,
 marriage and civil partnership, pregnancy and maternity, race religion or belief, sex and sexual orientation].





Each class follows the same sequence of half termly themes with differentiated content:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my body	Relationships	Feelings and	Keeping safe	People who can	Lifecycles
		attitudes		help me:	





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stepping Stones	Relationships:	Relationships:	Myself:	Myself:	My body:	My body:
4-5	Positive	Positive	Expressing likes	Expressing likes	Identifying and	Identifying and
	interactions,	interactions,	and dislikes,	and dislikes,	naming body	naming body
Early Years	initiating	initiating	Showing a	Showing a	parts, consent	parts, consent
Curriculum is	interactions,	interactions, turn	preference,	preference,	and saying 'no'.	and saying 'no'.
topic based and	turn taking,	taking, parallel	making choices,	making choices,	Positive touch,	Positive touch,
includes	parallel play,	play, sharing toys /	Emotions (incl.	Emotions (incl.	self-regulation	self-regulation
elements of	sharing toys /	resources/ space,	zones of	zones of	and self-	and self-
continuous	resources/	who is in my family,	regulation)	regulation)	regulating	regulating
	space, who is in	who is in my class,	What do I need	What do I need	activities.	activities.
provision	my family, who	who is important to	to feel happy	to feel happy	Healthy living	Healthy living
	is in my class,	me. Consent within	and calm? (self-	and calm? (self-	incl. exercise	incl. exercise an
The RSHE	who is important	relationships.	regulation)	regulation)	and fun with	fun with food.
themes will run	to me. Consent				food.	Personal care
throughout the	within				Personal care	routines.
school year but	relationships.	Staying safe (road			routines.	
there will be		safety, water				
oarticular focus		safety).	My class	My class	Staying Healthy	Staying Healthy
on certain areas	Staying safe		routines,	routines,	Trying new	Trying new
n set terms.	(road safety,		developing	developing	foods.	foods.
	water safety).		independence	independence		

PEIC-D / SAPP, Intensive Interaction, Identi-play, Tac Pac, Turn Taking, Sharing, Playing Alongside / Cooperatively





Avon / Stour	Me and My	Relationships:	Feelings:	Keeping Safe	People who help	Life cycles:
6-8	body:	How can I be a	What makes me	and looking after	me:	How do different
	How has my	good friend,	feel good / bad?	myself:	Who are my	animals look
	body changed,	celebrating	How do I know	Keeping healthy	safe people –	after their
	why is it	diversity and	how other	(diet, exercise,	who can I talk to	babies?
	changing, why	difference	people are	wellbeing)	if I feel anxious /	Pregnancy.
	are we all	(including different	feeling? How	Consent,	unhappy? Who	Sequencing
	different?	types of family),	can I cope with	keeping secrets	helps me in the	bodies from
	Identifying and	positive and	strong feelings?		community:	baby to elderly
	labelling all body	negative			dentist, doctor,	person. What
	parts ensuring	behaviours in			shop keeper,	happens to
	correct names	friendships (incl.			hair cuts etc (incl	peoples bodies
	uses: vulva,	bullying) repairing			social stories	as they get
	vagina, penis,	relationships /			about these	older?
	scrotum, testes	miscommunications			visits)	
	etc					
	Personal care					
	routines.					
Shell Bay 7-9	Me and my	Relationships:	Feelings and	Keeping Safe:	People who help	Lifecycles:
	body:	What are the	attitudes:	Safe and unsafe	me:	Why does having
	How has my	important	What makes me	people ('tricky'	Who can I talk	a baby need a
	body changed	relationships in my	feel good / bad?	people Who	to if I want help /	male and a
	already and	life right now? How	How do I know	could I approach	advice? Who	female? What
	how will it	can I be a good	how other	in the	are my safe	are eggs &
	change as I get	friend and how do I	people are	community if I	adults?	sperm? How do
	older?	know whether	feeling? How	was in trouble),	Emergency	different animals
	Identifying and	someone is being a	can I cope with	Safe and unsafe	services and	look after their
	labelling all body	good friend to me?	strong feelings?	conversations	their roles.	babies?





	parts ensuring	Bullying. What is	How do I feel	(who can you		Pregnancy and
	correct names	love, how can we	about growing	talk to about		birth.
	uses: vulva,	show love? Same	up and	what? Ensure		Sequencing
	vagina, penis,	sex relationships	changing.	they know who		ages: What
	scrotum, testes	30x relationships	Identifying	the		happens when
	etc		emotions and	safeguarding		people get older?
	Personal care		reasons behind	leads are)		people get older:
	routines.		them in self and	Introducing		
	routines.			1		
C: II 17.0		D 1 1 .	others.	online safety	D 1 1 1 1	1 : 6
Studland 7-9	Me and my	Relationships:	Feelings and	Keeping Safe:	People who help	Lifecycles:
	body:	What are the	attitudes:	Safe and unsafe	me:	Why does
	How has my	important	What makes me	people ('tricky'	Who can I talk	having a baby
	body changed	relationships in my	feel good / bad?	people. Who	to if I want help /	need a male and
	already and	life right now? How	How do I know	could I approach	advice? Who	a female? What
	how will it	can I be a good	how other	in the	are my safe	are eggs &
	change as I get	friend and how do I	people are	community if I	adults?	sperm? How do
	older?	know whether	feeling? How	was in trouble),	Emergency	different animals
	Identifying and	someone is being a	can I cope with	Safe and unsafe	services and	look after their
	labelling all body	good friend to me?	strong feelings?	conversations	their roles.	babies?
	parts ensuring	Bullying. What is	How do I feel	(who can you		Pregnancy and
	correct names	love, how can we	about growing	talk to about		birth.
	uses: vulva,	show love? Same	up and	what? Ensure		Sequencing
	vagina, penis,	sex relationships	changing?	they know who		ages: What
	scrotum, testes	·	Identifying	the		happens when
	etc		emotions and	safeguarding		people get older?
	Personal care		reasons behind	leads are)		
	routines.		them in self and	Introducing		
			others.	online safety		





			Growth mindset.			
Sandbanks 9-11	Me and my	Relationships:	Feelings and	Keeping Safe:	People who help	Lifecycles:
	body:	Who are my	attitudes:	Public and	me:	Sequencing from
	What is puberty	important people	Emotions (incl.	private – where	Parents, class	pregnancy to old
	– what happens	(photos of key	zones of	can I be naked	staff, shop	age. Sequencing
	and when?	family, friends, care	regulation)	Where is it ok for	keepers, police,	pictures of
	Periods,	worker etc).	What do I need	me to be naked /	doctor, dentist,	themselves from
	erections, pubic	Positive interaction,	to feel happy	touch myself?	hair dresser etc	baby to present
	hair,	initiating	and calm? (self-	Positive and	with social	day.
	Identifying and	interaction.	regulation)	negative touch.	stories around	
	labelling all body	Appropriate	Identifying basic	Consent and	the visits etc to	
	parts ensuring	behaviour within	emotions in self	saying 'no!'	lessen anxiety	
	correct names	these relationships	and others with	Who can help	for when they	
	uses: vulva,	e.g. I can hug and	visual support.	me with personal	are necessary.	
	vagina, penis,	kiss mum, I cannot	What do I do if I	care?		
	scrotum, testes	hug and kiss my	have sexual			
	etc.	teacher.	feelings – when			
	Where is it ok for	Public and private.	and where can I			
	me to be naked	Different families.	masturbate?			
	/ touch myself?					
	Changing					
	sanitary towels					
	etc.					
	Personal care					
	routines.					
Chesil 9-11	Me and my	Relationships:	Feelings and	Keeping Safe:	People who help	Lifecycles:
	body:	Who are my	Attitudes:		me:	Human
		important people				reproduction.





What is puberty	(photos of key	What kinds of	How can I look	Who can I talk to	What is sex (at a
– what happens	family, friends, care	feelings come	after my body	if I need help or	developmentally
and when?	worker etc).	with puberty?	now I am going	advicer?	appropriate
Identifying and	Positive interaction,	What are sexual	through	Where can I find	level), what is
labelling all body	initiating	feelings?	puberty?	information	sexual
parts ensuring	interaction.	What is	How can girls	about puberty	intercourse?
correct names	Appropriate	masturbation?	manage	and sex?	How do sperm
uses: vulva,	behaviour within	Is it normal?	periods?	How can I find	reach the egg to
vagina, penis,	these relationships	How can I cope	Safe and unsafe	reliable	make a baby?
scrotum, testes	e.g. I can hug and	with these	people.	information	How does the
etc.	kiss mum, I cannot	different feelings	How to stay safe	about these	baby develop?
Changing	hug and kiss my	and mood	online.	things safely on	What does a
sanitary towels	teacher.	swings?		the internet?	new baby need
etc.	Public and private.	How can I say			to keep it happy
Personal care	Different families.	'no' to someone			and healthy?
routines.	Bullying. What is	without hurting			
	love, how can we	their feelings?			
	show love? Same	What do families			
	sex relationships	from other			
		cultures and			
		religions think			
		about growing			
		up? Can I			
		believe			
		everything I see			
		in the media			
		about bodies			





			and			
			relationships?			
Southbourne 9-	Me and my	Relationships:	Feelings and	Keeping Safe:	People who help	Lifecycles:
11	body:	Who are my	attitudes:	Public and	me:	Sequencing
	What is puberty	important people	Emotions (incl.	private – where	parents, class	pictures from
	– what happens	(photos of key	zones of	can I be naked	staff, shop	pregnancy to old
	and when?	family, friends, care	regulation)	Where is it ok for	keepers, police,	age (baby,
	Identifying and	worker etc).	What do I need	me to be naked /	doctor, dentist,	toddler, child,
	labelling all body	Positive interaction,	to feel happy	touch myself?	hair dresser etc	prepubescent,
	parts ensuring	initiating	and calm? (self-	Positive and	with social	teenager, young
	correct names	interaction.	regulation)	negative touch.	stories around	adult, middle
	uses: vulva,	Appropriate	Selecting and	Consent and	the visits etc to	aged person,
	vagina, penis,	behaviour within	engaging with	saying 'no!'	lessen anxiety	elderly person).
	scrotum, testes	these relationships	self regulating	Who can help	for when they	Sequencing
	etc.	e.g. I can hug and	activities.	me with personal	are necessary.	pictures of
	Changing	kiss mum, I cannot	Identifying basic	care?		themselves from
	sanitary towels	hug and kiss my	emotions in self			baby to present
	etc.	teacher.	and others with			day.
	Personal care	Public and private.	visual support.			
	routines.	Different families.	Colourful			
			semantics: The			
			man feels happy			
			etc.			





Secondary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Durdle Door	Me and my body:	Relationships:	Feelings and	Keeping safe:	People who can	Lifecycles: What
	How has my	What makes a	attitudes:	Consolidating	help me: Who	is sex (basic
	body changed	relationship	Identifying more	Safe and unsafe	are my safe	terms and legal
	and how will it	happy/	complex	people ('tricky'	people I can talk	age) Sperm,
	continue to	unhappy? How	emotions in self	people. Who	to if I have a	eggs, how do
	change.	can I cope with	and others,	could I approach	problem at home	sperm reach the
	Hormones, what	changing	Understanding	in the community	and at school? If	egg to make a
	are they and how	relationships with	the impact of the	if I was in	I have pain /	baby? How do
	do they affect	my family and	way I act on the	trouble), Safe	change in an	families with
	the body. Body	friends? What	feelings of	and unsafe	intimate area	same-sex
	positivity,	can I do about	others. Identity,	conversations	what do I do and	parents have
	celebrating	family /	LGBTQ+	(who can you	who can I talk to?	babies? How
	diversity and	friendship	Tolerance and	talk to about	Where can I find	does the baby
	challenging	breakup? What	inclusivity.	what? What are	information	develop? How is
	stereotypes	qualities should l		appropriate /	about puberty	the baby born?
	portrayed in the	look for in a	Growth mindset.	inappropriate	and sex safely?	What does a
	media, Puberty,	partner?	What things are	conversations in		new baby need
	menstruation,	Different types of	important for me	different		to keep it happy
	erections, bodily	relationship	to feel safe and	contexts) Ensure	Police and the	and healthy
	fluids,	including same	happy and enjoy	they know who	law: how do they	
	masturbation	sex and	my life? How can	the safeguarding	help me stay	
	Reinforce public,	appropriate	I look after my	leads are)	safe. What are	
	private and	behaviour within	mental health?	Introducing	the implications	
	consent Consent	the context of		online safety	of different	
	and appropriate				behaviours in the	





				11 11 1	••	
	/ inappropriate	these		How can I look	community	
	touch.	relationships.		after my body	(possible Safer	
	Personal care	How to initiate a		now I am going	Schools Officer	
	routines.	conversation incl.		through puberty?	visit if	
		topics of		How can girls	appropriate).	
		conversation,		manage periods.		
		proximity, eye				
		gaze, signs the				
		person might				
		want to end the				
		conversation.				
Knoll	Me and my body:	Relationships:	Feelings and	Keeping safe:	People who can	Lifecycles: What
	How has my	What makes a	attitudes:	Safe and unsafe	help me: Who	is sex (basic
	body changed	relationship	Identifying more	people ('tricky'	are my safe	terms and legal
	and how will it	happy/	complex	people. Who	people I can talk	age) Sperm,
	continue to	unhappy? How	emotions in self	could I approach	to if I have a	eggs, how do
	change.	can I cope with	and others,	in the community	problem at home	sperm reach the
	Hormones, what	changing	Understanding	if I was in	and at school? If	egg to make a
	are they and how	relationships with	the impact of the	trouble), Safe	I have pain /	baby? How do
	do they affect	my family and	way I act on the	and unsafe	change in an	families with
	the body. Body	friends? What	feelings of	conversations	intimate area	same-sex
	positivity,	can I do about	others. Identity,	(who can you	what do I do and	parents have
	celebrating	family /	LGBTQ+	talk to about	who can I talk to?	babies? How
	diversity and	friendship	Tolerance and	what? What are	Where can I find	does the baby
	challenging	breakup? What	inclusivity.	appropriate /	information	develop? How is
	stereotypes	qualities should l		inappropriate		the baby born?





	portrayed in the media, Puberty, menstruation, erections, bodily fluids, masturbation Reinforce public, private and consent. Personal care routines.	look for in a partner? Different types of relationship including same sex and appropriate behaviour within the context of these relationships. How to initiate a conversation incl. topics of conversation, proximity, eye gaze, signs the person might	Growth mindset. What things are important for me to feel safe and happy and enjoy my life? How can I look after my mental health?	conversations in different contexts) Ensure they know who the safeguarding leads are) Introducing online safety How can I look after my body now I am going through puberty? How can girls manage periods.	about puberty and sex safely? Police and the law: how do they help me stay safe. What are the implications of different behaviours in the community (possible Safer Schools Officer visit if appropriate).	What does a new baby need to keep it happy and healthy
Alum Chine	Me and my body:	-	Feelings and	Keeping safe and	People who can	Lifecycles: What
, want online	Male and female masturbation, being private and where to go to get help if you	Respect and trust. What is homophobia, what effect does	attitudes: What is the best way to challenge bullying and prejudice. 2010	looking after my sexual health: Online safety Danger of 'fake mates' and other	help me / sources of help and advice: How can young people cope with	is sex - building on the knowledge that the students have already
	are worried	it have on people	Equality act and	exploitative	family break-up,	gained





	about	and what can I	protected	situations. What	divorce and	previously.
	masturbation.	do if I or a friend	characteristics.	is the most	bereavement	Check
	Personal self-	experiences it?	Loneliness and	effective way to	and who can	understanding
	care and health	What is most	feelings.	resist pressure	provide support?	and address
	awareness:	important to me	Crushes.	from friends or	What are my	misconceptions.
	keeping clean.	in my		partner to do	rights as a young	Does conception
		relationships with	Growth mindset.	things I don't	person to	always occur or
	Menopause	friends, family	What things are	want to do?	information,	can it be
		and partner?	important for me	Social media.	sexual health	prevented?
	Personal care	What are the	to feel safe and	Self-examination,	services and	How do families
	routines.	causes of conflict	happy and enjoy	privacy and	confidentiality?	with same-sex
		in yourng	my life? How can	getting help for		parents have
		people's	l look after my	any worries or	Police and the	babies? How
		relationships with	mental health?	concerns.	law: how do they	does the baby
		friends, family			help me stay	develop? How is
		and peers and			safe. What are	the baby born?
		how can we deal			the implications	How do you take
		with it? What			of different	care of a baby,
		communication			behaviours in the	what do they
		skills would help			community	need –
		me in			(possible Safer	developing
		relationships?			Schools Officer	awareness of the
					visit if	responsibility of
					appropriate).	parenthood.
Lulworth	Me and my body:	Relationships:	Feelings and	Keeping safe and	People who can	Lifecycles:
	Male and female	Respect and	attitudes:	looking after my	help me:	Addressing
	masturbation,	trust.	Identifying	sexual health:	Revisiting Who	misconceptions
	being private		emotions in	Online safety	are my safe	and attitudes





and where to go	What is	myself and	Danger of 'fake	people I can talk	towards sex, and
to get help if you	homophobia,	others and some	mates' and other	to if I have a	building on the
are worried	what effect does	of the reasons for	exploitative	problem at home	knowledge that
about	it have on people	these feelings.	situations. What	and at school? If	the students
masturbation.	and what can I	How can I self-	is the most	I have pain /	have already
Personal self-	do if I or a friend	regulate when I	effective way to	change in an	gained
care and health	experiences it?	experience	resist pressure	intimate area	previously.
awareness:	What is most	different	from friends or	what do I do and	Check
keeping clean.	important to me	emotions.	partner to do	who can I talk to?	understanding
	in my		things I don't	Where can I find	and address
Personal care	relationships with	Tolerance and	want to do?	information	misconceptions.
routines.	friends, family	inclusivity:	Social media.	about puberty	Does conception
	and partner?	celebrating	Self-examination,	and sex safely?	always occur or
	What are the	difference (the	privacy and		can it be
	causes of conflict	protected	getting help for	Police and the	prevented?
	in young people's	characteristics).	any worries or	law: how do they	How do families
	relationships with		concerns.	help me stay	with same-sex
	friends, family			safe. What are	parents have
	and peers and			the implications	babies? How
	how can we deal			of different	does the baby
	with it? What			behaviours in the	develop? How is
	communication			community	the baby born?
	skills would help			(possible Safer	How do you take
	me in			Schools Officer	care of a baby,
	relationships?			visit if	what do they
				appropriate).	need –
					developing
					awareness of the





						responsibility of
						parenthood.
McClintock	Me and my body:	Relationships:	Feelings and	Keeping safe:	People who help	Lifecycles:
	Revisiting	Meeting people,	attitudes:	online safety,	me:	
	masturbation,	getting to know	Different	dangers of	What is the full	Safe sex: consent
	labelling all body	and trust each	attitudes	sexting, what to	range of services,	(giving and
	parts in detail,	other, consent,	towards sex,	do if you receive	help and	receiving)
	personal	privacy First	when sex is good	a picture or a	information	contraception,
	hygiene,	dates	and when sex is	request to send a	available to me,	STIs,
	changes in the	Importance of	bad.	picture.	where can I find	Pregnancy, birth
	body, what is	saying 'no' and	Depression and	Coercive	out about them	and parenthood.
	normal/	understanding	anxiety and	relationships –	and how can I	
	abnormal. Self-	when someone	feelings of	how to recognise	make the most of	
	examination,	else says 'no'.	Ioneliness who	them and what	these services?	
	signs you need to	What happens if	can you go to for	to do.	Police and the	
	seek further	I like someone	help and		law: how do they	
	advice (e.g.	but they don't	support. Self-		help me stay	
	lumps bumps,	like me?	regulation: what		safe. What are	
	abnormal		makes me feel		the implications	
	discharge).		calm and happy?		of different	
			What is		behaviours in the	
	Personal care		important for my		community	
	routines.		mental health?		(possible Safer	
					Schools Officer	
					visit if	
					appropriate).	





6th Form: Einstein, Darwin, Tajiri

	These students are at the legal age of consent and will need more information about LGBTQ+, sexual health, fertility / infertility, consent, gender stereotyping, exploitation, violence, discrimination, self-esteem, body image and critically evaluating negative messages from the media, peers and society. Some students may be interested in having intimate relationships / already in relationships and will need to learn about the challenges of long-term commitments and the qualities needed for successful loving relationships.					
	Relationships	Feelings and Attitudes	Influences on behaviour	Keeping safe and looking after my sexual health		
Einstein Darwin Tajiri	-The importance of saying 'no' and understanding / reacting appropriately when someone else says 'no'. - What happens if I like someone but they don't like me? -What are the challenges of long-term commitments and the qualities needed for successful, loving relationships? -Psychological and emotional impact of relationships	-Different attitudes towards sex, when sex is good and when sex is badDepression and anxiety and feeling s of loneliness – who can you go to for help and supportWhat is important for my mental health? -What are realistic and unrealistic standards for body appearance? -Self-esteem and identity – what makes me feel good / bad about myself, how does this affect my behaviour and what can I do to change this?	-Acceptable and unacceptable sexual behaviour in society – what is the law and what is appropriate / inappropriate in different contexts? - What is the impact of the media on self-esteem and epectations about our bodies, sex and relationships? -How can negative messages from our peers, the media and society be challenged?	-Self- examination, signs you need to seek further advice (e.g. lumps, bumps, abnormal discharge)Safe sex Online safety – dangers of sexting, what to do if you		





breaking up, loss, grief and	-What are gender norms and attitudes	-Issues around the use of	receive a
death? What support is	to gender equality in different cultures?	pornography (including	picture or a
available?	-What does transgender mean and	awareness about forms that	request to
-Being assertive when	how can I challenge transphobia?	are illegal).	send a picture.
communication with others.	- Awareness and challenging prejudice		-Keeping
-Listening skills.	regarding the Protected		healthy and
-What is the experience like of	Characteristics : age, disability, gender		healthy
'coming out' about being gay /	reassignment, marriage and civil		lifestyles
lesbian / bisexual to family and	partnership, pregnancy and maternity,		(including
friends?	race religion or belief, sex and sexual		staying
	orientation.		mentally
			healthy).

PFA Outcomes to be underpin the curriculum with an emphasis on independent living, carrying out personal care routines, future plans and employment, healthy living, making choices and having a voice and being active members of their communities.

6th Form: Temple Grandin (higher level of sensory need)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	PEIC-D, Positive interaction, initiating interaction.						
Me and my body	Relationships	Feelings and	Keeping safe	People who can	Lifecycles		
Developing their	Who are my	attitudes	Public and	help me:	Sequencing		
ability to	important people	Emotions (incl.	private – where	parents, class	pictures from		
recognise,	(photos of key	zones of	can I be naked	staff, shop	pregnancy to old		
Identify and label	family, friends,	regulation)	Where is it ok for	keepers, police,	age (baby,		
all body parts	care worker etc).	What do I need	me to be naked /	doctor, dentist,	toddler, child,		
ensuring correct	Appropriate	to feel happy	touch myself?	hair dresser etc	prepubescent,		





names uses:	behaviour within	and calm? (self-	Positive and	with social stories	teenager, young
vulva, vagina,	these	regulation)	negative touch.	around the visits	adult, middle
penis, scrotum,	relationships e.g.	Selecting and	Consent and	etc to lessen	aged person,
testes etc.	I can hug and	engaging with	saying 'no!'	anxiety for when	elderly person).
Developing the	kiss mum, l	self regulating	Who can help	they are	Sequencing
ability to carry	cannot hug and	activities.	me with personal	necessary.	pictures of
out personal	kiss my teacher.	Identifying basic	care?		themselves from
care routines	Public and	emotions in self			baby to present
with as much	private.	and others with	Developing Road		day.
dignity and		visual support.	Safety		How has my
independence as		Colourful	Awareness and		body changed
possible.		semantics: The	Travel Training		and how will it
		man feels happy	skills.		continue to
What are my		etc.	Developing		change as I get
likes / dislikes.		How do I know	water safety		older?
How can I make		how other people	skills.		
choices about		are feeling?			
my life?					