



Phase 1- From the age of 3 the learning supports:

Practitioners should consider learners' developmental appropriateness for learning in each phase

Theme	Relationship and Identity	Sexual Health and Wellbeing	Empowerment Safety and Respect
Mandatory Content	<ul style="list-style-type: none"> ● Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships. ● An awareness of how to communicate wants and needs in relationships, and begin to respect those of others. ● Awareness of how needs relate to rights. ● Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important. ● Developing a sense of themselves, in the context of families, friends and Communities. ● Recognising how people value different things and 	<ul style="list-style-type: none"> ● The use of accurate terminology for all body parts. An awareness of the human life cycle and that reproduction is a part of Life. ● Awareness of how human bodies change as they grow. ● An awareness of the importance of personal self-care and hygiene. ● A recognition that everyone's body is unique and special to them. ● Awareness of the different feelings one can have, recognising other people's feelings and how these may differ from your own. ● Recognising trusted adults who can help them and whom they can talk to and ask questions of, 	<ul style="list-style-type: none"> ● Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from Discrimination. ● Ability to interact with others in a way that is fair. ● Recognising the right to be free from harmful, abusive and bullying behaviour. ● An awareness of how to recognise positive and harmful behaviours, including bullying. ● Ability to share with a trusted adult when faced with harmful behaviours. <p>(Phases 1 and 2 include prerequisite knowledge and skills for understanding the learning on consent at phase 3)</p>

	<p>have different families, friends and communities.</p> <ul style="list-style-type: none"> • Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender. • Recognising learners' rights to be treated fairly, kindly and with respect. 	<p>especially when they feel unhappy or unsafe.</p>	<ul style="list-style-type: none"> • Beginning to recognise that other people have thoughts, feelings and opinions that are different. • An awareness of the need to seek agreement in order to share, for example toys. • An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private. • Ability to communicate if someone is touching them in a way that makes them feel uncomfortable. • Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared. • An awareness that everyone has the right to be safe and no one is allowed to harm anyone else. • Ability to speak up for each other.
Four Purposes			
AoLE Links			
UNCRPD Links			
Special Day Links e.g Show Racism the Red	Pride		Show Racism the Red Card

Card			
Book/Website Links			
Activities			