

**Relationships and Health Education curriculum map  
William Austin Infant School's Adaptation to Christopher Winter Project.**

<u>Year group</u>	<u>Term</u>	<u>Topic theme</u>	<u>Activities</u>	<u>Resources</u>
<b>Reception</b>	Summer	To consider the routines and patterns of a typical day.  <u>Learning Outcomes:</u> Understand some areas in which the children can look after themselves e.g. dressing and undressing	Sequencing pictures of how to get ready for a typical school day, for example; waking up, brushing their teeth, eating breakfast, getting dressed etc..	Glove puppet  Sequencing pictures of daily routines
<b>Reception</b>	Summer	To understand why hygiene is important.  <u>Learning Outcomes:</u> Explain why it is important to keep clean. Understand some basic hygiene routines.	Children to examine the keeping clean objects and pictures and decide together what they are used for.	Keeping clean objects/resources: Glove puppet Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush  Keeping Clean pictures
<b>Reception</b>	Summer	To recognise that all families are different.  <u>Learning Outcomes:</u> Identify different members of the family. Understand how members of a family can help each other.	Read 'The Great Book of Families' by Mary Hoffman / Ros Asquith.  Each child to have a piece of paper and a pencil and ask them to draw a picture of their own family members and discuss how they look after and care for them.	'The Great Book of Families' by Mary Hoffman / Ros Asquith  Paper and pencil
<b>Year 1</b>	Summer	To understand some basic hygiene principles.  <u>Learning Outcomes:</u> Know how to keep clean and look after oneself.	Class discussion about keeping clean and importance of good hygiene  In small groups at tables, give each group a Keeping Clean picture. Ask the groups to discuss what the object in the picture is, how it helps people to keep clean, when is it used and would they need help to use it?	Story bag of objects (wash cloth / toothbrush / hair brush / clothes from lost property e.g. jumper / child figure)  Keeping clean pictures  PowerPoint on good hygiene
<b>Year 1</b>	Summer	To introduce the concept of growing and changing.  <u>Learning Outcomes:</u> Understand that babies become children and then adults. Know the differences between boy and girl babies.	In small groups at tables, give each group a set of Lifecycle picture cards and Lifecycle word cards. Ask the group to sequence the pictures in a line to order from a baby to old age (baby, toddler, child...)  Show newborn baby pictures	Clothed newborn baby pictures  NSPCC Pants Rule  Story bag with objects  Life cycle pictures worksheet & cards
<b>Year 1</b>	Summer	To explore different types of families and who to ask for help.  <u>Learning Outcomes:</u> Know there are different types of families. Know which people we can ask for help.	Read the 'Family Book' by Todd Parr.  Have a class discussion about the different types of families and how they help and care for them, and who they can ask for help from.	Story bag  (Skipping rope / Character)  Read the 'Family Book' by Todd Parr

<p><b>Year 2</b></p>	<p>Summer</p>	<p>To introduce the concept of male and female and gender stereotypes.</p> <p>To identify differences between males and females.</p> <p><u>Learning Outcomes:</u> Understand that some people have fixed ideas about what boys and girls can do.</p>	<p>Whole class sorting activity using the Venn diagram on the PowerPoint slide (labelled as; BOY, GIRL and BOTH).</p> <p>One by one invite the children to select an object from the PowerPoint slide of objects and clothing, pictures of different jobs - a teacher, firefighter, doctor etc ... and place it in the BOY, GIRL or BOTH spaces.</p>	<p>2 large hoops</p> <p>Word cards</p> <p>Male / Female</p> <p>Mix of clothes for both genders</p> <p>Pictures of different jobs, teacher, police, firefighters, doctor</p>
<p><b>Year 2</b></p>	<p>Summer</p>	<p>To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p><u>Learning Outcomes:</u> Describe some differences between male and female animals.</p>	<p>Whole class discussion about naming and finding the differences between male and female animals.</p> <p>For example: a male horse is called a stallion and a female horse is called a mare and a baby horse is called a foal. Discuss how some animals feed their offspring as part of the life cycle.</p>	<p>Pictures of male and female animals (horse, sheep, duck, chicken, cow)</p>
<p><b>Year 2</b></p>	<p>Summer</p>	<p>Describe the difference between male and female.</p> <p><u>Learning Outcomes:</u> Describe the physical differences between males and females. Name the male and female body parts.</p>	<p>Explain that a female is a girl and male is a boy.</p> <p>Children to individually name and label the male and female body parts on the body parts worksheet.</p>	<p>Body parts worksheet</p> <p>Clothed baby pictures.</p>