

**Isle of Man
Relationships and Sex Education (RSE) Framework**

YEAR 3 – BLOCK 1

Theme	Learning Intentions	Outcomes	Resources
How Human Life Begins – Pregnancy and Birth	<p>Children know the names for parts of their body required to understand conception, pregnancy and birth.</p> <p>Children understand where living things come from.</p>	<p>I am able to describe how human life begins and how a baby is born.</p>	<p>RSHP: How Human Life Begins (activity plan)</p> <p>RSHP: How Human Life Begins (slides)</p>
What Babies Need	<p>Children understand the needs of a baby and how they are cared for.</p>	<p>I am aware of my growing body and I am learning the correct names for its different parts and how they work.</p> <p>I am learning about where living things come from and about how they grow, develop and are nurtured.</p>	<p>RSHP: What Babies Need (activity plan)</p> <p>RSHP: What Babies Need (slides)</p>
Types of Relationships	<p>Children learn about themselves, what makes them unique and the idea of diversity.</p> <p>Children learn about what is meant by the terms heterosexual, gay, lesbian and bisexual.</p> <p>Children learn about sexual orientation in the context of learning about love.</p>	<p>I show respect for others.</p> <p>I understand that the terms heterosexual, gay, lesbian and bisexual can be used to describe who a person is attracted to or falls in love with.</p>	<p>RSHP: Heterosexual, Lesbian, Gay and Bisexual (activity plan)</p> <p>RSHP: Heterosexual, Lesbian, Gay and Bisexual (slides)</p>

<p>Online Relationships</p>	<p>Children explore respect and relationships online.</p>	<p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p>	<p>Childnet: All Fun and Games?</p>
<p>My Senses</p>	<p>Children learn about their senses, about how senses are used when considering if they like or dislike something.</p> <p>Children acknowledge personal space and boundaries.</p> <p>Children understand that feelings and responses are communicated both verbally and nonverbally.</p>	<p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.</p> <p>I am aware of and able to express my feelings and am developing the ability to talk about them.</p> <p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</p>	<p>RSHP: My Senses (activity plan)</p> <p>RSHP: My Senses (slides)</p> <p>RSHP: My Senses (prop)</p>
<p>Conflict Resolution</p>	<p>Children will identify feelings and needs behind conflicts and look at solutions for resolving conflict.</p>	<p>I can recognise different emotions.</p> <p>I understand what conflict is and can think of ways to manage my feelings.</p>	<p>Fairy tales are loaded with conflict.</p> <p>Goldilocks breaks into the bears' house, the Big Bad Wolf destroys the pigs' property, and Cinderella being treated unfairly by her stepmother.</p> <p>Choose a fairy tale to examine, and ask children to think about the conflict in the story:</p> <p>What is the conflict in the story?</p>

			<p>How do the main characters feel about the conflict?</p> <p>What does each of the characters want or need?</p> <p>Ask children to imagine they could convince the characters to work together to solve their problems. List three possible solutions that would benefit everyone.</p> <p>Ask children to think about what they do when someone makes them angry. Come up with ideas to deal with their anger in a healthier way.</p>
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