

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

YEAR 1 – BLOCK 3

Theme	Learning Intentions	Outcomes	Resources
Stereotypes	Children begin to understand what is meant by a Stereotype.	<p>I understand that stereotypes about boys and girls exist.</p> <p>I can explain why these are often incorrect.</p> <p>I can challenge stereotypes.</p>	<p>Have two hoops on the floor to represent 'girls' and 'boys'.</p> <p>Give children a selection of items/cards with images on and ask children to put them into the girl or boy hoops.</p> <p>Ask children if it was it easy to do? Were there some that didn't fit in either?</p> <p>Explain sometimes people think of things as being either for boys or girls. We call this a stereotyping.</p> <p>Introduce a third hoop for 'everyone' and ask children if they would move any of the items/cards. Give the children time to discuss and challenge each other.</p> <p>By the end of the activity the children should have all their cards in the 'everyone' zone. Explain that by doing this they have overcome the stereotypes and shown it doesn't matter whether you are a boy or a girl, you can like and do whatever you want.</p>

<p>Appropriate Contact/Physical Greetings</p>	<p>Children begin to understand the difference between acceptable and unacceptable physical contact.</p>	<p>I understand that some types of physical contact are never appropriate.</p> <p>I understand that some types of physical contact are appropriate.</p>	<p>Ask children to draw a person and label with any physical contact that they like (being cuddled, holding hands, being tickled etc).</p> <p>Get children to compare their pictures - similarities and differences. Discuss as a group.</p> <p>Explain that there are some things we like and some we don't and we can say no if someone does something we don't like.</p> <p>There are some types of physical contact that no one likes – ask the children what these might be (hitting, smacking, biting, hair pulling and pushing).</p> <p>Ask them why people don't like these? (it's unkind, it can hurt, it can make people feel bad). Ask the children to decide whether each is:</p> <ul style="list-style-type: none"> • Never acceptable • Sometimes acceptable • Usually acceptable
<p>How To Stay Safe Online</p>	<p>Children know what the internet is and how to use it safely, specifically:</p> <ul style="list-style-type: none"> - Pop ups and in app purchasing - Inappropriate websites for older children - Cyberbullying 	<p>I know when I should talk to a trusted adult about online activity.</p>	<p>Childnet: Smartie the Penguin Part 1</p>

<p>How To Stay Safe Online (pt 2)</p>	<p>Children know what the internet is and how to use it safely, specifically:</p> <ul style="list-style-type: none"> - Upsetting images - Unreliable information - Talking to strangers online 	<p>I know when I should talk to a trusted adult about online activity.</p>	<p>Childnet: Smartie the Penguin Part 2</p>
<p>Being Kind Online</p>	<p>Children will learn about responsible online behaviour.</p>	<p>I know how to be safe online and be a good friend.</p> <p>I know there are consequences to behaviour.</p> <p>I know to ask an adult if I am unsure about something.</p>	<p>Childnet: Digiduck's Big Decision</p> <p>Childnet: Digiduck Resources</p>
<p>Responsible Online Use</p>	<p>Children will learn about the importance of keeping passwords private.</p>	<p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'.</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p>	<p>Childnet: Digiduck and the Magic Castle</p>