

## 14. Appendix 2 – Curriculum map

| Relationships Education<br>Families and people who care for me |   |                     |                     |   |  |                        |   |
|--|---|---------------------|---------------------|---|--|------------------------|---|
|  | Statutory Guidance<br>By the end of primary school<br>pupils should know  | PSHEE<br>POS<br>KS1 | PSHEE<br>POS<br>KS2 | Christopher Winter Project  | Other Resources  | Cross-curricular Links | School<br>Values  |
| 1a   | that families are important for children growing up because they can give love, security and stability.   | R2                  | R6                  | <ul style="list-style-type: none"> <li>Reception, Lesson 3</li> <li>Year 1, Lesson 3</li> <li>Year 3, Lesson 3</li> <li>Year 6, Lesson 2</li> </ul>                     | <ul style="list-style-type: none"> <li>Cambridgeshire PPDP, Relationships &amp; Sex Education, Year 2 / Year 4 / Year 6</li> <li>Twinkl, TEAM, Year 1</li> <li>Twinkl, Growing Up, Year 4 / Year 6</li> <li>Twinkl, VIPs, Year 2 / Year 4 / Year 6</li> <li><a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/</a></li> </ul> |                        | <ul style="list-style-type: none"> <li>Respect</li> </ul>                                 |
| 1b   | the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. | R1<br>R4            | R8                  | <ul style="list-style-type: none"> <li>Year 1, Lesson 3</li> <li>Year 3, Lesson 3</li> <li>Year 6, Lesson 2</li> </ul>  |  |                        | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul>         |
| 1c   | that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.  | H22<br>R3           | R2<br>R7            | <ul style="list-style-type: none"> <li>Year 1, Lesson 3</li> <li>Year 3, Lesson 3</li> <li>Year 6, Lesson 3</li> <li>Additional lesson, Respect and equality</li> </ul> |  |                        | <ul style="list-style-type: none"> <li>Respect</li> </ul>                                 |
| 1d   | that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.  | R3                  | R1<br>R6<br>R7      | <ul style="list-style-type: none"> <li>Year 1, Lesson 3</li> <li>Year 3, Lesson 3</li> <li>Year 6, Lesson 2 &amp; 3</li> </ul>  |  |                        | <ul style="list-style-type: none"> <li>Respect</li> </ul>                                 |
| 1e   | that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. <i>(See footnote for guidance.)</i>   | R4                  | R3<br>R5            | <ul style="list-style-type: none"> <li>Year 6, Lesson 3</li> </ul>  |  |                        | <ul style="list-style-type: none"> <li>Respect</li> </ul>                                 |
| 1f   | how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  | R5<br>R21           | R4<br>R9            | <ul style="list-style-type: none"> <li>Year 1, Lesson 3</li> <li>Year 3, Lesson 3</li> <li>Year 6, Lesson 2</li> </ul>  |  |                        | <ul style="list-style-type: none"> <li>Responsibility</li> <li>Resourcefulness</li> </ul> |

*(Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.)*

## 14. Appendix 2 – Curriculum map

| Relationships Education<br>Caring friendships |   |                     |                     |  |   |                        |   |
|---|---|---------------------|---------------------|--|---|------------------------|---|
|   | Statutory Guidance<br>By the end of primary school<br>pupils should know  | PSHEE<br>POS<br>KS1 | PSHEE<br>POS<br>KS2 | Christopher Winter Project   | Other Resources   | Cross-curricular Links | School<br>Values  |
| 2a  | how important friendships are in making us feel happy and secure, and how people choose and make friends.   | R6                  | R10                 | <ul style="list-style-type: none"> <li>Reception, Lesson 1 &amp; 3</li> <li>Year 6, Lesson 2</li> </ul>  | <ul style="list-style-type: none"> <li>Cambridgeshire PPDP, Beginning &amp; Belonging, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Cambridgeshire PPDP, Working Together, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Cambridgeshire PPDP, Family &amp; Friends, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Cambridgeshire PPDP, Anti-bullying, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Cambridgeshire PPDP, Personal Safety, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Cambridgeshire PPDP, Managing Change, Years 1 &amp; 2 / Years 5 &amp; 6</li> <li>Cambridgeshire PPDP, Drug Education, Years 3 &amp; 4</li> <li>Twinkl, VIPs, Year 2 / Year 4 / Year 6</li> <li><a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/</a></li> </ul> |                        | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul> |
| 2b  | the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.                          | R6                  | R11                 | <ul style="list-style-type: none"> <li>Year 4, Lesson 3</li> <li>Year 6, Lesson 2</li> </ul>   |   |                        | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul> |
| 2c  | that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.   | R7<br>R21           | R13<br>R14          | <ul style="list-style-type: none"> <li>Reception, Lesson 1</li> <li>Year 4, Lesson 3</li> <li>Year 6, Lesson 2</li> <li>Additional lesson, Respect and equality</li> </ul> |   |                        | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul> |
| 2d  | that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  | R8                  | R16<br>R17          | <ul style="list-style-type: none"> <li>Reception, Lesson 2</li> <li>Year 4, Lesson 3</li> </ul>  |   |                        | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul> |
| 2e  | how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. | R9                  | R18                 | <ul style="list-style-type: none"> <li>Year 1, Lesson 3</li> <li>Year 3, Lesson 2</li> <li>Year 4, Lesson 3</li> <li>Additional lesson, Respect and equality</li> </ul>    |   |                        | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul> |

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| Relationships Education  |   |                                      |                                |  |  |                        |  |
|--------------------------|---|--------------------------------------|--------------------------------|--|--|------------------------|--|
| Respectful relationships |   |                                      |                                |  |  |                        |  |
|                          | Statutory Guidance<br>By the end of primary school<br>pupils should know  | PSHEE<br>POS<br>KS1                  | PSHEE<br>POS<br>KS2            | Christopher Winter Project   | Other Resources  | Cross-curricular Links | School Values  |
| 3a                       | the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. | H22<br>R23<br>R24<br>R25<br>L4<br>L6 | H25<br>R32<br>R33<br>L6<br>L10 | <ul style="list-style-type: none"> <li>Reception, Lesson 3</li> <li>Year 1, Lesson 1</li> <li>Year 2, Lesson 1 &amp; 2</li> <li>Year 3, Lesson 1</li> <li>Year 4, Lesson 3</li> <li>Additional lesson, Respect and equality</li> </ul> | <ul style="list-style-type: none"> <li>Cambridgeshire PPDP, My Emotions, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Cambridgeshire PPDP, Diversity &amp; Communities, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Cambridgeshire PPDP, Rights, Rules &amp; Responsibilities, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> </ul>   |                        | <ul style="list-style-type: none"> <li>Respect</li> </ul>                          |
| 3b                       | practical steps they can take in a range of different contexts to improve or support respectful relationships.  | R6<br>R8                             | R33<br>R34                     | <ul style="list-style-type: none"> <li>Year 3, Lesson 2</li> <li>Year 4, Lesson 3</li> <li>Year 6, Lesson 2</li> <li>Additional lesson, Respect and equality</li> </ul>  | <ul style="list-style-type: none"> <li>Cambridgeshire PPDP, Anti-bullying, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Cambridgeshire PPDP, Personal Safety Years 3 &amp; 4</li> <li>Twinkl, It's My Body, Year 3 / Year 5</li> <li>Twinkl, Britain, Year 5</li> <li>Twinkl, Growing Up, Year 2</li> <li><a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/</a></li> </ul> |                        | <ul style="list-style-type: none"> <li>Respect</li> <li>Resourcefulness</li> </ul> |
| 3c                       | the conventions of courtesy and manners.  | R22                                  | R33                            | <ul style="list-style-type: none"> <li>Embedded through use of ground rules and circle time</li> </ul>   |  |                        | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul>  |
| 3d                       | the importance of self-respect and how this links to their own happiness.   | H21<br>H23<br>R22                    | R31                            | <ul style="list-style-type: none"> <li>Year 3, Lesson 2</li> <li>Year 4, Lesson 3</li> <li>Year 6, Lesson 2</li> <li>Additional lesson, Respect and equality</li> </ul>  |  |                        | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul>  |
| 3e                       | that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.                             | R22<br>H22                           | R31                            | <ul style="list-style-type: none"> <li>Year 1, Lesson 1</li> <li>Year 4, Lesson 3</li> <li>Embedded through use of ground rules</li> </ul>   |  |                        | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul>  |
| 3f                       | about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.                                       | R10<br>R11<br>R12                    | R19<br>R20<br>R28              | <ul style="list-style-type: none"> <li>Year 3, Lesson 2</li> <li>Year 4, Lesson 3</li> </ul>   | <ul style="list-style-type: none"> <li>Cambridgeshire PPDP, Anti-bullying, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Twinkl, TEAM, Year 1 / Year 3 / Year 5</li> <li>Twinkl, VIPs, Year 2 / Year 4</li> <li>Twinkl, Safety First, Year 4 / Year 6</li> <li><a href="https://campaignresources.phe.gov.uk/schools">https://campaignresources.phe.gov.uk/schools</a></li> </ul>   |                        | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul>  |
| 3g                       | what a stereotype is, and how stereotypes can be unfair, negative or destructive.   | L4                                   | R21<br>L7<br>L8<br>L9          | <ul style="list-style-type: none"> <li>Year 2, Lesson 1</li> <li>Additional lesson, Respect and equality</li> </ul>  |  |                        | <ul style="list-style-type: none"> <li>Respect</li> </ul>                          |
| 3h                       | the importance of permission-seeking and giving in relationships with friends, peers and adults.  | R15<br>R16<br>R17                    | R22<br>R26                     | <ul style="list-style-type: none"> <li>Year 4, Lesson 3</li> <li>Year 6, Lesson 2</li> </ul>   |  |                        | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul>  |

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| Relationships Education |   |                  |                          |  |  |  |   |
|-------------------------|---|------------------|--------------------------|--|--|--|---|
| Online relationships    |   |                  |                          |  |  |  |   |
|                         | Statutory Guidance<br>By the end of primary school<br>pupils should know  | PSHEE<br>POS KS1 | PSHEE<br>POS KS2         | Christopher Winter Project   | Other Resources  | Cross-curricular Links   | School Values   |
| 4a                      | that people sometimes behave differently online, including by pretending to be someone they are not.  | R14              | R23<br>R12               | <ul style="list-style-type: none"> <li>Year 6, Lesson 4</li> </ul>                           | <ul style="list-style-type: none"> <li>Cambridgeshire PPDP, Digital Lifestyles, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Twinkl, Safety First, Year 4 / Year 6</li> <li><a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/</a></li> </ul> | <ul style="list-style-type: none"> <li>Computing, KS1: 'use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies'.</li> <li>Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.</li> </ul> | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>                  |
| 4b                      | that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. | R12              | R12<br>R24<br>R30<br>R31 | <ul style="list-style-type: none"> <li>Year 4, Lesson 3</li> <li>Year 6, Lesson 4</li> </ul> |  | <ul style="list-style-type: none"> <li>Computing, KS1: 'use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies'.</li> <li>Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.</li> </ul> | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul> |
| 4c                      | the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  | R20              | R24<br>R29               | <ul style="list-style-type: none"> <li>Year 6, Lesson 4</li> </ul>                           |  | <ul style="list-style-type: none"> <li>Computing, KS1: 'use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies'.</li> <li>Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.</li> </ul> | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>                  |
| 4d                      | how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.                     | R15              | R24                      | <ul style="list-style-type: none"> <li>Year 4, Lesson 3</li> <li>Year 6, Lesson 4</li> </ul> |  | <ul style="list-style-type: none"> <li>Computing, KS1: 'use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies'.</li> <li>Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.</li> </ul> | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>                  |
| 4e                      | how information and data is shared and used online.   | H34              | L13<br>L14               | <ul style="list-style-type: none"> <li>Year 6, Lesson 4</li> </ul>                           |  | <ul style="list-style-type: none"> <li>Computing, KS1: 'use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies'.</li> <li>Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.</li> </ul> | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>                  |

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| Relationships Education |   |                   |                  |  |   |  |   |
|-------------------------|---|-------------------|------------------|--|---|--|---|
| Being safe              |   |                   |                  |  |   |  |   |
|                         | Statutory Guidance<br>By the end of primary school<br>pupils should know  | PSHEE<br>POS KS1  | PSHEE<br>POS KS2 | Christopher Winter Project   | Other Resources   | Cross-curricular Links   | School Values   |
| 5a                      | what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).   | R17               | R22              | <ul style="list-style-type: none"> <li>Year 3, Lesson 2</li> <li>Year 6, Lesson 2 &amp; 4</li> </ul>                                   | <ul style="list-style-type: none"> <li>Cambridgeshire PPDP, Beginning &amp; Belonging, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Cambridgeshire PPDP, Relationships &amp; Sex Education / Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Cambridgeshire PPDP, Family &amp; Friends, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Cambridgeshire PPDP, Personal Safety, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Cambridgeshire PPDP, Managing Safety &amp; Risk, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Twinkl, It's My Body, Year 1, Year 3, Year 5</li> <li>Twinkl, Safety First, Year 2 / Year 4</li> <li>Twinkl, Growing Up, Year 2</li> <li>Twinkl, VIPS, Year 2, Year 4, Year 6</li> </ul> <a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/</a> |  | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul>                             |
| 5b                      | about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. | R13<br>R18        | R27              | <ul style="list-style-type: none"> <li>Year 3, Lesson 2</li> <li>Year 6, Lesson 2 &amp; 4</li> </ul>                                   |   |  | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul>                             |
| 5c                      | that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.                                | R13               | H45<br>R25       | <ul style="list-style-type: none"> <li>Year 3, Lesson 2</li> <li>Year 6, Lesson 2</li> </ul>   |   |  | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul>                             |
| 5d                      | how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.   | R14<br>R15<br>R19 | R24              | <ul style="list-style-type: none"> <li>Year 1, Lesson 3</li> <li>Year 3, Lesson 2 &amp; 3</li> <li>Year 6, Lesson 2 &amp; 4</li> </ul> |   | <ul style="list-style-type: none"> <li>Computing, KS1: 'use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies'.</li> <li>Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.</li> </ul> | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>  |
| 5e                      | how to recognise and report feelings of being unsafe or feeling bad about any adult.  | R20               | R29              | <ul style="list-style-type: none"> <li>Year 1, Lesson 3</li> <li>Year 3, Lesson 3</li> <li>Year 6, Lesson 2 &amp; 4</li> </ul>         |   |  | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>  |
| 5f                      | how to ask for advice or help for themselves or others, and to keep trying until they are heard.  | R20               | R29              | <ul style="list-style-type: none"> <li>Year 3, Lesson 2 &amp; 3</li> </ul>   |   |  | <ul style="list-style-type: none"> <li>Responsibility</li> <li>Resourcefulness</li> <li>Resilience</li> </ul> |
| 5g                      | how to report concerns or abuse, and the vocabulary and confidence needed to do so.   | R20               | R29<br>H45       | <ul style="list-style-type: none"> <li>Year 3, Lesson 2 &amp; 3</li> <li>Year 6, Lesson 4</li> </ul>                                   |   |  | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>  |
| 5h                      | where to get advice e.g. family, school and/or other sources.   | R20               | R29              | <ul style="list-style-type: none"> <li>Year 3, Lesson 3</li> <li>Year 6, Lesson 4</li> </ul>   |   |  | <ul style="list-style-type: none"> <li>Responsibility</li> <li>Resourcefulness</li> </ul>                     |

## 14. Appendix 2 – Curriculum map

| Health Education<br>Mental wellbeing |  |                          |                  |   |  |  |  |   |
|--------------------------------------|--|--------------------------|------------------|---|--|--|--|---|
|                                      | Statutory Guidance<br>By the end of primary school<br>pupils should know   | PSHEE POS<br>KS1         | PSHEE POS<br>KS2 | Christopher Winter Project  | Other Resources  | Cross-curricular Links   | School Values  |   |
| 6a                                   | that mental wellbeing is a normal part of daily life, in the same way as physical health.  | H1                       | H15              | <ul style="list-style-type: none"> <li>Year 4, Lesson 2</li> <li>Year 5, Lesson 3</li> </ul>  | <ul style="list-style-type: none"> <li>Place2Be (<a href="https://www.childrensmentalhealthweek.org.uk/">https://www.childrensmentalhealthweek.org.uk/</a>)</li> <li><a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/</a></li> <li><a href="https://campaignresources.phe.gov.uk/schools">https://campaignresources.phe.gov.uk/schools</a></li> </ul> |  |  |   |
| 6b                                   | that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.   | H11<br>H12<br>H13<br>H14 | H17              | <ul style="list-style-type: none"> <li>Reception, Lesson 1 &amp; 2</li> <li>Year 1, Lesson 1 &amp; 3</li> <li>Year 4, Lesson 2</li> <li>Year 5, Lesson 3</li> </ul>   |  |  |  |   |
| 6c                                   | how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.  | H15<br>H16               | H18<br>H19       | <ul style="list-style-type: none"> <li>Reception, Lesson 1 &amp; 2</li> <li>Year 1, Lesson 1 &amp; 3</li> <li>Year 4, Lesson 2</li> <li>Year 5, Lesson 1 &amp; 3</li> <li>Year 6, Lesson 1 (additional activity)</li> </ul> |  |  | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul>  |   |
| 6d                                   | how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.   | H18<br>H19               | H20<br>H21       | <ul style="list-style-type: none"> <li>Year 4, Lesson 2</li> <li>Year 5, Lesson 1 &amp; 3</li> <li>Year 6, Lesson 1 (additional activity)</li> </ul>  |  |  | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul>  |   |
| 6e                                   | the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.   | H17                      | H16              | <ul style="list-style-type: none"> <li>Year 5, Lesson 3</li> <li>Year 6, Lesson 1 (additional activity)</li> </ul>  |  |  | <ul style="list-style-type: none"> <li>PE, KS1 &amp; KS2</li> <li>Science, Year 2, Animals including humans: 'describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene'.</li> <li>Science, Year 6, Animals including humans: 'recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function'.</li> </ul>   |   |
| 6f                                   | simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.   | H18<br>H20<br>H24        | H16              | <ul style="list-style-type: none"> <li>Year 4, Lesson 2</li> <li>Year 5, Lesson 1 &amp; 3</li> <li>Year 6, Lesson 1 (additional activity)</li> </ul>  |  |  | <ul style="list-style-type: none"> <li>Responsibility</li> <li>Resourcefulness</li> </ul>  |   |
| 6g                                   | isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  | H24<br>H27<br>R7         | H24<br>R13       | <ul style="list-style-type: none"> <li>Reception, Lesson 1</li> <li>Year 6, Lesson 1 (additional activity)</li> </ul>   |  |  | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>   |   |
| 6h                                   | that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.   | R10<br>R11               | R19              | <ul style="list-style-type: none"> <li>Year 6, Lesson 4</li> </ul>  |  | <ul style="list-style-type: none"> <li>Cambridgeshire PDP, Anti-bullying, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Twinkl, TEAM, Year 1 / Year 3 / Year 5</li> <li>Twinkl, VIPs, Year 2 / Year 4</li> <li>Twinkl, Safety First Year 4 / Year 6</li> <li><a href="https://campaignresources.phe.gov.uk/schools">https://campaignresources.phe.gov.uk/schools</a></li> </ul> | <ul style="list-style-type: none"> <li>Computing, KS1: 'use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies'.</li> <li>Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.</li> </ul> | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul>         |
| 6i                                   | where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). | H19<br>R12               | H21<br>R20       | <ul style="list-style-type: none"> <li>Year 6, Lesson 1 (additional activity)</li> <li>Year 6, Lesson 4</li> </ul>  |  |  | <ul style="list-style-type: none"> <li>Computing, KS1: 'use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies'.</li> <li>Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.</li> </ul> | <ul style="list-style-type: none"> <li>Responsibility</li> <li>Resourcefulness</li> </ul> |
| 6j                                   | it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.   | H24                      | H22              | <ul style="list-style-type: none"> <li>Year 6, Lesson 1 (additional activity)</li> </ul>  |  |  | <ul style="list-style-type: none"> <li>Responsibility</li> <li>Resourcefulness</li> </ul>  |   |

## 14. Appendix 2 – Curriculum map

| Health Education<br>Internet safety and harms |   |                     |                          |  |   |  |   |
|---|---|---------------------|--------------------------|--|---|--|---|
|   | Statutory Guidance<br>By the end of primary school<br>pupils should know  | PSHEE<br>POS<br>KS1 | PSHEE<br>POS<br>KS2      | Christopher Winter Project   | Other Resources   | Cross-curricular Links   | School Values   |
| 7a  | that for most people the internet is an integral part of life and has many benefits.  | L7<br>L8            | L11                      | While many of the suggested outcomes are touched on in this resource, we advise that schools continue to use a stand-alone scheme on internet safety such as <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a> | <ul style="list-style-type: none"> <li>Cambridgeshire PDP, Digital Lifestyles, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Cambridgeshire PDP, Enrichment: E-safety, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Twinkl, Online Safety, KS1 / Lower KS2 / Upper KS2</li> <li><a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a></li> <li><a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/</a></li> <li><a href="https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview">https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview</a></li> </ul> | <ul style="list-style-type: none"> <li>Computing, KS1: 'use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies'.</li> <li>Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.</li> </ul> | <ul style="list-style-type: none"> <li>Resourcefulness</li> </ul>                                     |
| 7b  | about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. | H9                  | H13                      |  |   |  | <ul style="list-style-type: none"> <li>Responsibility</li> <li>Reflection</li> </ul>                  |
| 7c  | how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.                                | R10<br>R12          | R30<br>L11<br>L15        |  |   |  | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> <li>Reflection</li> </ul> |
| 7d  | why social media, some computer games and online gaming, for example, are age restricted.   | H28                 | H37<br>L23               |  |   |  | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>                                      |
| 7e  | that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.   | H34                 | H37<br>R20<br>L11        |  |   |  | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>                                      |
| 7f  | how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.   | L9                  | L12<br>L13<br>L14<br>L16 |  |   |  | <ul style="list-style-type: none"> <li>Responsibility</li> <li>Resourcefulness</li> </ul>             |
| 7g  | where and how to report concerns and get support with issues online.  | H34                 | H42                      |  |   |  | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>                                      |

## 14. Appendix 2 – Curriculum map

| Health Education                   |  |                     |                          |   |   |  |   |
|------------------------------------|--|---------------------|--------------------------|---|---|--|---|
| Changing adolescent body           |  |                     |                          |   |   |  |   |
|                                    | Statutory Guidance<br>By the end of primary school<br>pupils should know   | PSHEE<br>POS KS1    | PSHEE<br>POS KS2         | Christopher Winter Project  | Other Resources   | Cross-curricular Links   | School Values   |
| 8a                                 | key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.   | H25<br>H26          | H30<br>H31<br>H32<br>H34 | <ul style="list-style-type: none"> <li>Year 4, Lesson 1 &amp; 2 (physical and emotional changes only to be covered)</li> <li>Year 5, Lesson 1, 2 &amp; 3</li> <li>Year 6, Lesson 1</li> <li>Year 6, Lesson 1 (additional activity)</li> </ul> | <ul style="list-style-type: none"> <li>Cambridgeshire PPDP, Relationships &amp; Sex Education, Year 4 / Year 5</li> <li>Twinkl, Growing Up, Year 4 / Year 6</li> <li>Twinkl Lesson Presentation, Puberty (see Jo Ryan)</li> <li>'Confidence To Deliver Sex And Puberty Education In The Primary Classroom For Upper KS2' Teachers' Resources (Bucks School Nursing Team)</li> </ul>   | <ul style="list-style-type: none"> <li>Science, Year 5, Animals including humans: 'describe the changes as humans develop to old age'. (Non-statutory: 'They should learn about the changes experienced during puberty.')</li> </ul> | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul> |
| 8b                                 | about menstrual wellbeing including the key facts about the menstrual cycle.   |                     | H30<br>H31               | <ul style="list-style-type: none"> <li>Year 5, Lesson 1, 2 &amp; 3</li> <li>Year 6, Lesson 1</li> </ul>   | <ul style="list-style-type: none"> <li>Cambridgeshire PPDP, Relationships &amp; Sex Education, Year 5</li> <li>Twinkl, Growing Up, Year 4</li> <li>Twinkl Lesson Presentation, Puberty (see Jo Ryan)</li> <li>'Confidence To Deliver Sex And Puberty Education In The Primary Classroom For Upper KS2' Teachers' Resources (Bucks School Nursing Team)</li> <li><a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/</a></li> </ul>          | <ul style="list-style-type: none"> <li>Science, Year 5, Animals including humans: 'describe the changes as humans develop to old age'. (Non-statutory: 'They should learn about the changes experienced during puberty.')</li> </ul> | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul> |
| Health Education                   |  |                     |                          |   |   |  |   |
| Additional guidance – menstruation |  |                     |                          |   |   |  |   |
|                                    | Statutory Guidance<br>By the end of primary school<br>pupils should know   | PSHEE<br>POS<br>KS1 | PSHEE<br>POS<br>KS2      | Christopher Winter Project  | Other Resources   | Cross-curricular Links   | School Values   |
| 9a                                 | The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content. <i>Relationships Education, Relationships and Sex Education (RSE) and Health Education, Menstruation, Page 31.</i> |                     | H31                      | <ul style="list-style-type: none"> <li>Year 5, Lesson 1, 2 &amp; 3</li> </ul>   | <ul style="list-style-type: none"> <li>Cambridgeshire PPDP, Relationships &amp; Sex Education, Year 5</li> <li>Twinkl, Growing Up, Year 4 / Year 6</li> <li>Twinkl Lesson Presentation, Puberty (see Jo Ryan)</li> <li>'Confidence To Deliver Sex And Puberty Education In The Primary Classroom For Upper KS2' Teachers' Resources (Bucks School Nursing Team)</li> <li><a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/</a></li> </ul> | <ul style="list-style-type: none"> <li>Science, Year 5, Animals including humans: 'describe the changes as humans develop to old age'. (Non-statutory: 'They should learn about the changes experienced during puberty.')</li> </ul> | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul> |



## 14. Appendix 2 – Curriculum map

| Sex Education               |   |                  |                  |  |   |   |   |
|-----------------------------|---|------------------|------------------|--|---|---|---|
| Non-statutory Sex Education |   |                  |                  |  |   |   |   |
|                             | Statutory Guidance<br>By the end of primary school<br>pupils should know  | PSHEE<br>POS KS1 | PSHEE<br>POS KS2 | Christopher Winter Project   | Other Resources   | Cross-curricular Links  | School Values   |
| 10a                         | <p>It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught in school. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.</p> <p><i>Relationships Education, Relationships and Sex Education (RSE) and Health Education, Sex Education (Primary), Pages 23-24.</i></p> |                  | H33              | <p>This resource forms a spiralling curriculum of Relationships and Sex Education. We feel that on the whole, the Sex Education element of the resource is in line with the Science curriculum. Lessons on puberty form part of statutory Health Education. The exception would be sessions in Year 6 which include age appropriate discussions on adult sexuality and how a baby is born and conceived. Parents would need to be given the right to excuse their children from these lessons.</p> <ul style="list-style-type: none"> <li>Year 6, Lessons 1 &amp; 3</li> </ul> | <ul style="list-style-type: none"> <li>Cambridgeshire PPDP, Relationships &amp; Sex Education, Year 6</li> <li>Twinkl, Growing Up, Year 4 / Year 6</li> <li>'Confidence To Deliver Sex And Puberty Education In The Primary Classroom For Upper KS2' Teachers' Resources (Bucks School Nursing Team)</li> </ul> | <ul style="list-style-type: none"> <li>Science, Year 5, Living things and their habitats: 'describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird'.</li> <li>Science, Year 5, Living things and their habitats: 'describe the life process of reproduction in some plants and animals'.</li> <li>Science, Year 6, Evolution and inheritance: 'recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents'.</li> </ul> | <ul style="list-style-type: none"> <li>Respect</li> <li>Responsibility</li> </ul> |

## 14. Appendix 2 – Curriculum map

| Health Education            |  |                  |                  |                            |   |  |   |
|-----------------------------|--|------------------|------------------|----------------------------|---|--|---|
| Physical health and fitness |  |                  |                  |                            |   |  |   |
|                             | Statutory Guidance<br>By the end of primary school<br>pupils should know   | PSHEE<br>POS KS1 | PSHEE<br>POS KS2 | Christopher Winter Project | Other Resources   | Cross-curricular Links   | School Values   |
| 11a                         | the characteristics and mental and physical benefits of an active lifestyle.   | H1               | H7               |                            | <ul style="list-style-type: none"> <li>Cambridgeshire PPDP, Healthy Lifestyles, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li><a href="https://www.nhs.uk/change4life/activities">https://www.nhs.uk/change4life/activities</a></li> <li><a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/</a></li> <li><a href="https://campaignresources.phe.gov.uk/schools">https://campaignresources.phe.gov.uk/schools</a></li> </ul> |  | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>                          |
| 11b                         | the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. | H3               | H7               |                            |   | <ul style="list-style-type: none"> <li>Walk to school week, Park away day, Footsteps training and Bikeability</li> <li>Science, Year 2, Animals including humans: 'describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene'.</li> <li>Science, Year 6, Animals including humans: 'recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function'.</li> <li>PE, KS1 &amp; KS2</li> </ul> | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>                          |
| 11c                         | the risks associated with an inactive lifestyle (including obesity).   | H3               | H4<br>H7         |                            |   |  | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>                          |
| 11d                         | how and when to seek support including which adults to speak to in school if they are worried about their health.  | H10              | H14              |                            |   |  | <ul style="list-style-type: none"> <li>Responsibility</li> <li>Resourcefulness</li> </ul> |

## 14. Appendix 2 – Curriculum map

| Health Education<br>Healthy eating |  |                  |                  |                            |  |  |   |
|------------------------------------|--|------------------|------------------|----------------------------|--|--|---|
|                                    | Statutory Guidance<br>By the end of primary school<br>pupils should know   | PSHEE<br>POS KS1 | PSHEE<br>POS KS2 | Christopher Winter Project | Other Resources  | Cross-curricular Links   | School Values   |
| 12a                                | what constitutes a healthy diet (including understanding calories and other nutritional content).  | H2<br>H3         | H1<br>H6         |                            | <ul style="list-style-type: none"> <li>Cambridgeshire PPDP, Healthy Lifestyles, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Twinkl, It's My Body, Year 1 / Year 3 / Year 5 <a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/</a></li> </ul> | <ul style="list-style-type: none"> <li>Science, Year 2, Animals including humans: 'describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene'.</li> <li>Science, Year 3, Animals including humans: 'identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat'.</li> <li>Science, Year 6, Animals including humans: 'recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function'.</li> <li>DT, Cooking and nutrition, KS1: 'use the basic principles of a healthy and varied diet to prepare dishes'.</li> <li>DT, Cooking and nutrition, KS2: 'understand and apply the principles of a healthy and varied diet'.</li> </ul> | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>                          |
| 12b                                | the principles of planning and preparing a range of healthy meals.   | H2               | H6               |                            |  | <ul style="list-style-type: none"> <li>DT, Cooking and nutrition, KS1: 'use the basic principles of a healthy and varied diet to prepare dishes'.</li> <li>DT, Cooking and nutrition, KS2: 'understand and apply the principles of a healthy and varied diet'.</li> </ul>  | <ul style="list-style-type: none"> <li>Responsibility</li> <li>Resourcefulness</li> </ul> |
| 12c                                | the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | H2               | H2<br>H3<br>H6   |                            |  | <ul style="list-style-type: none"> <li>Science, Year 4, Animals including humans: 'identify the different types of teeth in humans and their simple functions'. (<i>Non-statutory: 'finding out what damages teeth and how to look after them.'</i>)</li> <li>Science, Year 6, Animals including humans: 'recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function'.</li> </ul>  | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>                          |

## 14. Appendix 2 – Curriculum map

| Health Education<br>Drugs, alcohol and tobacco |  |                  |                   |                            |  |  |  |
|--|--|------------------|-------------------|----------------------------|--|--|--|
|  | Statutory Guidance<br>By the end of primary school<br>pupils should know   | PSHEE<br>POS KS1 | PSHEE<br>POS KS2  | Christopher Winter Project | Other Resources  | Cross-curricular Links   | School Values  |
| 13a  | the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | H37              | H46<br>H47<br>H48 |                            | <ul style="list-style-type: none"> <li>Cambridgeshire PPDP, Drug Education, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Twinkl, It's My Body, Year 1 / Year 3 / Year 5</li> <li>PSHE Association, Drug and alcohol education, Years 1-2 / Years 3-4 / Years 5-6</li> <li><a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/</a></li> </ul> | <ul style="list-style-type: none"> <li>Science, Year 6, Animals including humans: 'recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function'.</li> </ul> | <ul style="list-style-type: none"> <li>Responsibility</li> </ul> |

| Health Education<br>Health and prevention |  |                     |                  |                            |   |  |  |
|---|--|---------------------|------------------|----------------------------|---|--|--|
|   | Statutory Guidance<br>By the end of primary school<br>pupils should know   | PSHEE<br>POS<br>KS1 | PSHEE POS<br>KS2 | Christopher Winter Project | Other Resources   | Cross-curricular Links   | School Values  |
| 14a                                       | how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.                             |                     | H5               |                            | <ul style="list-style-type: none"> <li>Cambridgeshire PPDP, Healthy Lifestyles, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Cambridgeshire PPDP, Drug Education, Years 1 &amp; 2 / Years 3 &amp; 4 / Years 5 &amp; 6</li> <li>Cambridgeshire PPDP, Managing Safety &amp; Risk, Years 1 &amp; 2 / Years 5 &amp; 6</li> <li>Twinkl, It's My Body, Year 1 / Year 3 / Year 5</li> <li>PSHE Association, The Sleep Factor, KS1 / KS2</li> <li><a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/</a></li> <li><a href="https://soltansunready.com/for-schools">https://soltansunready.com/for-schools</a></li> <li><a href="https://www.cancerresearchuk.org/about-cancer/causes-of-cancer/sun-uv-and-cancer/how-does-the-sun-and-uv-cause-cancer">https://www.cancerresearchuk.org/about-cancer/causes-of-cancer/sun-uv-and-cancer/how-does-the-sun-and-uv-cause-cancer</a></li> <li><a href="https://campaignresources.phe.gov.uk/schools">https://campaignresources.phe.gov.uk/schools</a></li> </ul> |  | <ul style="list-style-type: none"> <li>Responsibility</li> </ul> |
| 14b                                       | about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.                            | H8                  | H12              |                            |   | <ul style="list-style-type: none"> <li>Science, Year 3, Light: 'recognise that light from the sun can be dangerous and that there are ways to protect their eyes'.</li> </ul>  | <ul style="list-style-type: none"> <li>Responsibility</li> </ul> |
| 14c                                       | the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. | H4                  | H8               |                            |   |  | <ul style="list-style-type: none"> <li>Responsibility</li> </ul> |
| 14d                                       | about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.             | H7                  | H11              |                            |   | <ul style="list-style-type: none"> <li>Science, Year 4, Animals including humans: 'identify the different types of teeth in humans and their simple functions'. (Non-statutory: 'finding out what damages teeth and how to look after them.')</li> </ul>   | <ul style="list-style-type: none"> <li>Responsibility</li> </ul> |
| 14e                                       | about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.      | H5                  | H9<br>H40        |                            |   | <ul style="list-style-type: none"> <li>Science, Year 2, Animals including humans: 'describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene'.</li> <li>Science, Year 5, Animals including humans: 'describe the changes as humans develop to old age'. (Non-statutory: 'They should learn about the changes experienced during puberty.')</li> <li>Science, Year 6, Living things and their habitats: 'describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals'.</li> </ul> | <ul style="list-style-type: none"> <li>Responsibility</li> </ul> |
| 14f                                       | the facts and science relating to immunisation and vaccination.  | H6                  | H10              |                            |   | <ul style="list-style-type: none"> <li>Science, Year 6, Living things and their habitats: 'describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals'.</li> </ul>  | <ul style="list-style-type: none"> <li>Responsibility</li> </ul> |

## 14. Appendix 2 – Curriculum map

| Health Education<br>Basic first aid |   |                  |                  |                            |   |                        |   |
|-------------------------------------|---|------------------|------------------|----------------------------|---|------------------------|---|
|                                     | Statutory Guidance<br>By the end of primary school<br>pupils should know                        | PSHEE<br>POS KS1 | PSHEE<br>POS KS2 | Christopher Winter Project | Other Resources   | Cross-curricular Links | School Values   |
| 15a                                 | how to make a clear and efficient call to emergency services if necessary.                      | H35<br>H36       | H44              |                            | <ul style="list-style-type: none"> <li>British Red Cross</li> <li>Cambridgeshire PPDP, Managing Risk, Years 1 &amp; 2 / Years 3 &amp; 4</li> <li><a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/</a></li> </ul>   |                        | <ul style="list-style-type: none"> <li>Responsibility</li> <li>Resourcefulness</li> </ul> |
| 15b                                 | concepts of basic first-aid, for example dealing with common injuries, including head injuries. | H35<br>H37       | H43              |                            | <ul style="list-style-type: none"> <li>British Red Cross</li> <li>St John's Ambulance</li> <li>Cambridgeshire PPDP, Managing Risk, Years 5 &amp; 6</li> <li>Twinkl, Safety First, Year 2 / Year 6</li> <li><a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/curriculum-and-learning/pshe/curriculum-ks1-2/</a></li> </ul> |                        | <ul style="list-style-type: none"> <li>Responsibility</li> </ul>                          |