

## 14. Appendix 2 – Curriculum map

Relationships Education Families and people who care for me							
	Statutory Guidance By the end of primary school pupils should know	PSHEE POS KS1	PSHEE POS KS2	Christopher Winter Project	Other Resources	Cross-curricular Links	School 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 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 R3	R2 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 R6 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 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 R21	R4 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 Caring friendships							
	Statutory Guidance By the end of primary school pupils should know	PSHEE POS KS1	PSHEE POS KS2	Christopher Winter Project	Other Resources	Cross-curricular Links	School 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 R21	R13 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 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 By the end of primary school pupils should know	PSHEE POS KS1	PSHEE POS 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 R23 R24 R25 L4 L6	H25 R32 R33 L6 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 R8	R33 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 H23 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 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 R11 R12	R19 R20 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 L7 L8 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 R16 R17	R22 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 By the end of primary school pupils should know	PSHEE POS KS1	PSHEE 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 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 R24 R30 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 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 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 By the end of primary school pupils should know	PSHEE POS KS1	PSHEE 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 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 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 R15 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 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>

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Health Education Mental wellbeing								
	Statutory Guidance By the end of primary school pupils should know	PSHEE POS KS1	PSHEE POS 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 H12 H13 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 H16	H18 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 H19	H20 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 H20 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 H27 R7	H24 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 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 R12	H21 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 Internet safety and harms							
	Statutory Guidance By the end of primary school pupils should know	PSHEE POS KS1	PSHEE POS 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 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 R12	R30 L11 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 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 R20 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 L13 L14 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 By the end of primary school pupils should know	PSHEE POS KS1	PSHEE 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 H26	H30 H31 H32 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 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 By the end of primary school pupils should know	PSHEE POS KS1	PSHEE POS 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 By the end of primary school pupils should know	PSHEE POS KS1	PSHEE 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 By the end of primary school pupils should know	PSHEE POS KS1	PSHEE 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 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 Healthy eating							
	Statutory Guidance By the end of primary school pupils should know	PSHEE POS KS1	PSHEE 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 H3	H1 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 H3 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 Drugs, alcohol and tobacco							
	Statutory Guidance By the end of primary school pupils should know	PSHEE POS KS1	PSHEE 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 H47 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 Health and prevention							
	Statutory Guidance By the end of primary school pupils should know	PSHEE POS KS1	PSHEE POS 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 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 Basic first aid							
	Statutory Guidance By the end of primary school pupils should know	PSHEE POS KS1	PSHEE 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 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 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>