

14. Appendix 2 – Curriculum map

Relationships Education Families and people who care for me						
	Statutory Guidance Curriculum content:	Families PSHEE POS KS1 Pupils should have the opportunities to learn ...	Families PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
1	That families are important for children growing up safe and happy because they can give love, security and stability.	what a family is and who is in our family	that families should provide love, care, protection, and safety for children as they grow up	- Year 3, Lesson 3 - Year 6, Lesson 3		Respect
2	The characteristics of safe and happy family life, such as 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.	- what a family is and who is in our family - how families show love and care, and different ways they can spend time together and share each other's lives	- that families should provide love, care, protection, and safety for children as they grow up - that families can go through changes (e.g. new siblings, moving home) and experience difficult times, and can support each other through these	- Reception, Lesson 3 - Year 1, Lesson 4 - Year 3, Lesson 3 - Year 6, Lesson 3		- Respect - Responsibility
3	That the families of other children, 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.	that there are different types of family, and that everyone's family is unique and special	how and why families differ (e.g. with or without children, single parents, LGBT+ parents, blended families, adoption and fostering), and that all families should be respected	- Reception, Lesson 3 - Year 1, Lesson 4 - Year 3, Lesson 3 - Year 4, Lesson 4 - Year 6, Lesson 3		Respect
4	That stable, caring relationships, are at the heart of safe and happy families and are important for children's security as they grow up.	how families show love and care, and different ways they can spend time together and share each other's lives	- that families should provide love, care, protection, and safety for children as they grow up - that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships	- Year 1, Lesson 4 - Year 3, Lesson 3 - Year 6, Lesson 3		Respect
5	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		that there are different types of relationships (e.g. friendships, family and romantic relationships); about committed, stable relationships, including marriage and civil partnerships	Year 6, Lesson 3		Respect
6	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	what to do if anything about family life is upsetting or concerning	what to do and who to talk to if someone is worried about their family or feels unsafe	- Year 1, Lesson 4 - Year 3, Lesson 2		Responsibility

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Relationships Education Caring friendships						
	Statutory Guidance Curriculum content:	Friendships / Respecting self and others PSHEE POS KS1 Pupils should have the opportunities to learn ...	Friendships / Respecting self and others / Safe relationships: consent, boundaries and trust / Mental health and wellbeing PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
1	How important friendships are in making us feel happy and secure, and how people choose and make friends.	- what friendship is and what makes a good friend - how people make friends and how to be kind and caring in friendships	- about the importance of friendships; that positive friendships support wellbeing - how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) - that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences - that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded	- Reception, Lesson 1 - Year 4, Lesson 3		- Respect - Responsibility
2	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	- what friendship is and what makes a good friend - how people make friends and how to be kind and caring in friendships - how to share, take turns and include others	- what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate - how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) - strategies for recognising and managing peer influence and the desire for peer approval in friendships	- Reception, Lesson 1 - Year 1, Lesson 1 - Year 4, Lesson 3 - Year 5, Lesson 4		- Respect - Responsibility

14. Appendix 2 – Curriculum map

Relationships Education Caring friendships (continued)						
	Statutory Guidance Curriculum content:	Friendships / Respecting self and others PSHEE POS KS1 Pupils should have the opportunities to learn ...	Friendships / Respecting self and others / Safe relationships: consent, boundaries and trust / Mental health and well being PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
3	That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.		- that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded - that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad	Reception, Lesson 1		- Respect - Responsibility - Resilience
4	The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	what friendship is and what makes a good friend	- what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate - that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded	- Year 1, Lesson 1 - Year 4, Lesson 3 - Year 6, Lesson 2		- Respect - Responsibility
5	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	that friends can argue, and they can also make up	that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships	- Reception, Lesson 2 - Year 4, Lesson 3		- Respect - Responsibility - Resilience
6	How to manage conflict, and that resorting to violence is never right.	simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument	ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise	- Reception, Lesson 2 - Year 4, Lesson 3		- Respect - Responsibility
7	How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	how to ask for help if a friendship is making them feel unhappy	- how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary - how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that	Year 4, Lesson 3		- Respect - Responsibility

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Relationships Education Respectful, kind relationships						
	Statutory Guidance Curriculum content:	Respecting self and others / Friendships / Safe relationships: consent, boundaries and trust / Mental health and wellbeing PSHEE POS KS1 Pupils should have the opportunities to learn ...	Respecting self and others / Friendships / Safe relationships: consent, boundaries and trust / Mental health and wellbeing PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
1	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things	- the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others - about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others	- Reception, Lessons 1 and 2 - Year 2, Lesson 4 - Year 6, Lesson 2		- Respect - Responsibility
2	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.		- what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate - that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences - what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries	- Reception, Lesson 4 - Year 1, Lesson 3 - Year 2, Lesson 4 - Year 3, Lesson 2 - Year 5, Lesson 4 - Year 6, Lesson 2		- Respect - Responsibility

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Relationships Education						
Respectful, kind relationships (continued)						
	Statutory Guidance Curriculum content:	Respecting self and others / Friendships / Safe relationships: consent, boundaries and trust / Mental health and wellbeing PSHEE POS KS1 Pupils should have the opportunities to learn ...	Respecting self and others / Friendships / Safe relationships: consent, boundaries and trust / Mental health and wellbeing PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
3	How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	• how to respectfully express their likes, dislikes and needs, and listen to other people • how to play cooperatively; what they can do if they feel upset or angry with someone • about kind and unkind behaviour; that someone's actions and words can be hurtful • that friends can argue, and they can also make up • simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument • that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses	• how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling • ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise • how to respond to situations where they experience disappointment or frustration with others	• Reception, Lessons 2 and 4 • Year 3, Lesson 2 • Year 4, Lesson 3 • Year 6, Lesson 2		• Respect • Responsibility • Resilience
4	Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.		• how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling • that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences • about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others	• Reception, Lesson 4 • Year 4, Lesson 3 • Year 5, Lesson 4 • Year 6, Lesson 2		• Respect • Responsibility

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Relationships Education Respectful, kind relationships (continued)						
	Statutory Guidance Curriculum content:	Respecting self and others / Friendships / Safe relationships: consent, boundaries and trust / Mental health and wellbeing PSHEE POS KS1 Pupils should have the opportunities to learn ...	Respecting self and others / Friendships / Safe relationships: consent, boundaries and trust / Mental health and wellbeing PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
5	That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	how to respectfully express their likes, dislikes and needs, and listen to other people	- about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect - how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own - about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help	- Year 1, Lesson 1 - Year 2, Lesson 1 - Year 3, Lesson 1 - Year 4, Lessons 3 and 4 - Year 5, Lesson 4		- Respect - Responsibility
6	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	how to play cooperatively; what they can do if they feel upset or angry with someone	- the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others - about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help	- Reception, Lessons 1 and 2 - Year 4, Lesson 3 - Year 5, Lesson 4		- Respect - Responsibility

14. Appendix 2 – Curriculum map

Relationships Education Respectful, kind relationships (continued)						
	Statutory Guidance Curriculum content:	Respecting self and others / Friendships / Safe relationships: consent, boundaries and trust/ Mental health and wellbeing PSHEE POS KS1 Pupils should have the opportunities to learn ...	Respecting self and others / Friendships / Safe relationships: consent, boundaries and trust / Mental health and wellbeing PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
7	The conventions of courtesy and manners.	ways to show politeness and respect	how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own	- Reception, Lesson 4 - Year 2, Lesson 4		- Respect - Responsibility
8	The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging	about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect	- Year 3, Lesson 1 - Year 4, Lesson 4 - Year 5, Lesson 4		- Respect - Responsibility
9	The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	- about kind and unkind behaviour; that someone's actions and words can be hurtful - how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying	about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others	- Year 3, Lesson 1 - Year 5, Lesson 4 - Year 6, Lesson 4		- Respect - Responsibility

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Relationships Education Respectful, kind relationships (continued)						
	Statutory Guidance Curriculum content:	Respecting self and others / Friendships / Safe relationships: consent, boundaries and trust/ Mental health and wellbeing PSHEE POS KS1 Pupils should have the opportunities to learn ...	Respecting self and others / Friendships / Safe relationships: consent, boundaries and trust / Mental health and wellbeing PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
10	What a stereotype is, and how stereotypes can be unfair, negative or destructive.	what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging	- what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes - about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help	- Year 2, Lesson 1 - Year 4, Lesson 4		- Respect - Responsibility
11	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	- how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so - what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult - to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know - what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard	how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard	- Year 1, Lesson 4 - Year 2, Lesson 4 - Year 3, Lesson 2 - Year 3, Lesson 3 - Year 6, Lesson 4		Responsibility

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Relationships Education Online safety and awareness						
	Statutory Guidance Curriculum content:	Online life and safety PSHEE POS KS1 Pupils should have the opportunities to learn ...	Online life and safety / Safe relationships: consent, boundaries and trust PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
1	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	- how the internet and digital devices can be used to safely and respectfully communicate with others - that it is important to be kind online; that people's feelings can be hurt by unkindness online	- that the same principles about how to treat others apply in all contexts, including online - strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online	- Year 3, Lesson 4 - Year 6, Lesson 4	- 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'. - Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.	- Respect - Responsibility
2	How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.	that sometimes people may behave differently online, including by pretending to be someone they're not or saying things that aren't true	- about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support - different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult	- Year 3, Lesson 4 - Year 6, Lesson 4		Responsibility
3	That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.	how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices	the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users	- Year 3, Lesson 4 - Year 6, Lesson 4		Responsibility

14. Appendix 2 – Curriculum map

Relationships Education Online safety and awareness (continued)						
	Statutory Guidance Curriculum content:	Online life and safety PSHEE POS KS1 Pupils should have the opportunities to learn ...	Online life and safety / Safe relationships: consent, boundaries and trust PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
4	The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.	basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people	- why and how to use privacy and location settings to protect information - how to decide what is appropriate to share online and what should not be shared	- Year 1, Lesson 4 - Year 3, Lesson 3 - Year 6, Lesson 3	- 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'. - Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.	Responsibility
5	Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people	the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet	- Year 3, Lesson 4 - Year 6, Lesson 4		Responsibility
6	That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.		where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online	- Year 3, Lesson 4 - Year 6, Lesson 4		Responsibility

14. Appendix 2 – Curriculum map

Relationships Education Being safe						
	Statutory Guidance Curriculum content:	Safe relationships: consent, boundaries and trust / Personal safety and first aid PSHEE POS KS1 Pupils should have the opportunities to learn ...	Safe relationships: consent, boundaries and trust PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
1	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	when to ask for permission and when others should ask for theirs, e.g. during play or when negotiating shared space, toys and resources; how to give or not give permission clearly and respectfully	- about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults - what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries	- Reception, Lessons 2 and 4 - Year 2, Lesson 4 - Year 3, Lessons 2 and 4 - Year 6, Lesson 4	- 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'. - Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.	- Respect - Responsibility
2	The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	- that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC - about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe	- the difference between public and private; why something might be private, and when children and adults have a right to privacy - about keeping something confidential or secret, when this should not be agreed to, and when it is right to break a confidence or share a secret; who and how to tell about secrets that make them feel uncomfortable, worried or unsafe	- Year 1, Lessons 2 and 3 - Year 2, Lessons 3 and 4 - Year 3, Lesson 4 - Year 6, Lesson 4		Responsibility
3	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC	- about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults - how to identify acceptable / appropriate physical contact, and how to tell if physical contact is inappropriate (e.g. contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe); how to respond to inappropriate or unwanted physical contact, including who to tell	- Reception, Lesson 4 - Year 1, Lessons 2 and 3 - Year 2, Lesson 4 - Year 3, Lessons 2 and 4 - Year 6, Lesson 2		- Respect - Responsibility

14. Appendix 2 – Curriculum map

Relationships Education Being safe (continued)						
	Statutory Guidance Curriculum content:	Safe relationships: consent, boundaries and trust / Personal safety and first aid PSHEE POS KS1 Pupils should have the opportunities to learn ...	Safe relationships: consent, boundaries and trust PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
4	How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	• basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe • to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know • about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency	• different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult	• Year 3, Lessons 2, 3 and 4 • Year 6, Lesson 4	• 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'. • Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.	• Responsibility • Resilience
5	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	• basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe • what is meant by a 'trusted adult' (i.e., someone they know who makes them feel safe, listened to and cared for); how to ask for help from a trusted adult • to distinguish between trusted adults who are familiar to them, adults they recognise in the community, and adults they don't know	• how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that • that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse • how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard	• Year 3, Lessons 2 and 4 • Year 6, Lesson 4		• Responsibility

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Relationships Education Being safe (continued)						
	Statutory Guidance Curriculum content:	Safe relationships: consent, boundaries and trust / Personal safety and first aid PSHEE POS KS1 Pupils should have the opportunities to learn ...	Safe relationships: consent, boundaries and trust PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
6	How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	- basic strategies for resisting pressure to do something they don't want to do, that makes them uncomfortable, or that might be unsafe - about the importance of not keeping adults' secrets (only happy surprises), and of telling a trusted adult about any secrets that make them feel uncomfortable, worried, embarrassed, or unsafe - what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard	- different ways to respond safely and appropriately to adults who are known or unknown to them, in a range of contexts; who to talk to if feeling uneasy about, or unsafe around, any adult - that some relationships can be harmful, dangerous or abusive; how to recognise signs that a relationship may be harmful, dangerous or abusive, and how to report abuse - how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard	- Year 1, Lessons 3 and 4 - Year 3, Lessons 2, 3 and 4 - Year 6, Lesson 4	- 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'. - Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.	- Responsibility - Resilience
7	How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	- what to do if they feel unsafe or worried for themselves or others; who and how to ask for help; the importance of keeping trying until they are heard - about the people whose job it is to help keep children safe and how to get help from an adult if there is an accident or emergency	how to identify trusted adults, and other sources of support and advice, in different contexts; the vocabulary and skills needed to seek help if they are concerned about their own or others' safety or if they feel worried, upset or frightened about something, including violence or harm; how to keep trying until they are heard	- Year 1, Lessons 3 and 4 - Year 3, Lessons 2 and 3 - Year 6, Lesson 4		- Responsibility - Resilience

14. Appendix 2 – Curriculum map

Health Education General wellbeing						
	Statutory Guidance Curriculum content:	Mental health and wellbeing / Respecting self and others PSHEE POS KS1 Pupils should have the opportunities to learn ...	Mental health and wellbeing / Friendships / Respecting self and others / Drug education PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
1	The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	- about things that can help people feel good (e.g. playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep) - simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies	- about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) - how to direct attention and manage distractions to support mental health and wellbeing - self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations - that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively - the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others		- PE, KS1 & KS2 - Science, Year 2, Animals including humans: 'describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene'. - Science, Year 6, Animals including humans: 'recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function'.	Responsibility
2	The importance of promoting general wellbeing and physical health.	that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well	the importance of taking care of mental health and wellbeing, as well as physical health			Responsibility
3	The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	- how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly - about preparing to move to a new class or year group and how to manage feelings during times of change	- how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time - that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad	Embodied throughout the resource		Resilience

14. Appendix 2 – Curriculum map

Health Education General wellbeing (continued)						
	Statutory Guidance Curriculum content:	Mental health and wellbeing / Respecting self and others PSHEE POS KS1 Pupils should have the opportunities to learn ...	Mental health and wellbeing / Friendships / Respecting self and others / Drug education PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
4	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	- how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly - that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well	how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time	Embodied throughout the resource		Responsibility
5	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	- how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger and sadness; that feelings can be felt more, or less, strongly - that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses - simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feelings; that the brain can get better at remembering how to use these strategies	- how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time - how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses - how to manage emotional responses to events outside of their control (e.g. climate change or distressing events)			- Respect - Responsibility

14. Appendix 2 – Curriculum map

Health Education General wellbeing (continued)						
	Statutory Guidance Curriculum content:	Mental health and wellbeing / Respecting self and others PSHEE POS KS1 Pupils should have the opportunities to learn ...	Mental health and wellbeing / Friendships / Respecting self and others / Drug education PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
6	That isolation and loneliness can affect children, and the benefits of seeking support.		- that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad - that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded			Responsibility
7	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying	about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others	- Year 3, Lesson 1 - Year 4, Lesson 4 - Year 6, Lesson 4	- 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'. - Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.	- Respect - Responsibility
8	That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	- about different kinds of change and loss (including death); how change and loss can affect people and who can help - about preparing to move to a new class or year group and how to manage feelings during times of change	- about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief - about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition			Resilience

14. Appendix 2 – Curriculum map

Health Education General wellbeing (continued)						
	Statutory Guidance Curriculum content:	Mental health and wellbeing / Respecting self and others PSHEE POS KS1 Pupils should have the opportunities to learn ...	Mental health and wellbeing / Friendships / Respecting self and others / Drug education PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
9	Where and how to seek support (including recognising the triggers for seeking support), including who 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).	who they can talk to if finding things difficult, or needing help with feelings (including adults in school) and how to ask for help	- when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school - that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know	- Year 1, Lesson 4 - Year 3, Lesson 3 - Year 6, Lesson 3	- 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'. - Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.	- Responsibility - Resilience
10	That it is common to experience mental health problems, and early support can help.		- if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this - when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school			- Respect - Resilience

14. Appendix 2 – Curriculum map

Health Education Wellbeing online						
	Statutory Guidance Curriculum content:	Online life and safety PSHEE POS KS1 Pupils should have the opportunities to learn ...	Online life and safety / Respecting self and others PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
1	That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	different ways people use the internet in everyday life	- about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online - what AI is (including generative AI) and where it might be encountered in everyday life	- Year 3, Lesson 4 - Year 6, Lesson 4	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'.	- Respect - Responsibility
2	Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	how the internet and digital devices can be used to safely and respectfully communicate with others	- about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online - how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing - similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling		Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.	- Respect - Responsibility

14. Appendix 2 – Curriculum map

Health Education Wellbeing online (continued)						
	Statutory Guidance Curriculum content:	Online life and safety PSHEE POS KS1 Pupils should have the opportunities to learn ...	Online life and safety / Respecting self and others PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
3	The benefits of limiting 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.	how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices	- about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing - how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing		- 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'. - Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.	Responsibility
4	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	how the internet and digital devices can be used to safely and respectfully communicate with others	- about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent - how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous - strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online	- Year 3, Lesson 4 - Year 6, Lesson 4		- Respect - Responsibility

14. Appendix 2 – Curriculum map

Health Education Wellbeing online (continued)						
	Statutory Guidance Curriculum content:	Online life and safety PSHEE POS KS1 Pupils should have the opportunities to learn ...	Online life and safety / Respecting self and others PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
5	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	how rules and age restrictions help protect children's wellbeing online; why it's important to limit time on, and take breaks from, digital devices	- reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing - the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users	- Year 3, Lesson 4 - Year 6, Lesson 4	- 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'. - Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.	Responsibility
6	The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	some benefits and risks of watching videos or playing games online	how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing			Responsibility
7	How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	- that not everything on the internet is true or real - some benefits and risks of watching videos or playing games online	- how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see - how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation	Year 6, Lesson 4		Responsibility

14. Appendix 2 – Curriculum map

Health Education Wellbeing online (continued)						
	Statutory Guidance Curriculum content:	Online life and safety PSHEE POS KS1 Pupils should have the opportunities to learn ...	Online life and safety / Respecting self and others PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
8	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others	- Year 3, Lesson 4 - Year 6, Lesson 4	- 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'. - Computing, KS2: 'use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact'.	Responsibility
9	How to understand the information they find online, including from search engines, and know how information is selected and targeted.		- how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see - how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation			Responsibility
10	That they have rights in relation to sharing personal data, privacy and consent.	basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people	- about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent - how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see	- Year 3, Lesson 4 - Year 6, Lesson 4		Responsibility
11	Where and how to report concerns and get support with issues online.	how to tell a trusted adult if they have worries about something online	the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online	- Year 3, Lesson 4 - Year 6, Lesson 4		Responsibility

14. Appendix 2 – Curriculum map

Health Education Physical health and fitness						
	Statutory Guidance Curriculum content:	Physical activity and nutrition / Keeping healthy and well PSHEE POS KS1 Pupils should have the opportunities to learn ...	Physical activity and nutrition PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
1	The characteristics and mental and physical benefits of an active lifestyle.	what being healthy means and how physical activity helps people to stay healthy	- what good physical health means; the characteristics of a balanced, healthy lifestyle - the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines			Responsibility
2	The importance of building regular physical activity 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, moderate and / or vigorous exercise.	ways to be physically active every day	the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines		- Walk to school week, Park away day, Footsteps training and Bikeability - Science, Year 2, Animals including humans: 'describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene'. - Science, Year 6, Animals including humans: 'recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function'. - PE, KS1 & KS2	- Responsibility - Resilience
3	The risks associated with an inactive lifestyle (including obesity).		about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain			- Responsibility - Resilience
4	How and when to seek support including which adults to speak to in school if they are worried about their health.	- people who help us stay healthy and who can help if feeling unwell or hurt - who to talk to if they are worried about their health	how and when to speak to adults (including in school) if they are worried about their health			Responsibility

14. Appendix 2 – Curriculum map

Health Education Healthy eating						
	Statutory Guidance Curriculum content:	Physical activity and nutrition PSHEE POS KS1 Pupils should have the opportunities to learn ...	Physical activity and nutrition PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
1	What constitutes a healthy diet (including understanding calories and other nutritional content).	- that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk - that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink	- the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing - how to develop healthier eating and drinking habits and how to manage influences on their choices		- Science, Year 2, Animals including humans: 'describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene'. - 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'. - Science, Year 6, Animals including humans: 'recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function'. - DT, Cooking and nutrition, KS1: 'use the basic principles of a healthy and varied diet to prepare dishes'. - DT, Cooking and nutrition, KS2: 'understand and apply the principles of a healthy and varied diet'.	Responsibility
2	Understanding the importance of a healthy relationship with food.	- that there are different types of food and drink, with different tastes and textures, and people enjoy different foods - that people often share food together, e.g. during mealtimes or special occasions - when and how children can make choices about what they eat and drink and who can help them make healthier choices	how to develop healthier eating and drinking habits and how to manage influences on their choices			Responsibility

14. Appendix 2 – Curriculum map

Health Education Healthy eating (continued)						
	Statutory Guidance Curriculum content:	Physical activity and nutrition PSHEE POS KS1 Pupils should have the opportunities to learn ...	Physical activity and nutrition PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
3	The principles of planning and preparing a range of healthy meals.	that people often share food together, e.g. during mealtimes or special occasions	some benefits of preparing meals at home; how to plan and prepare healthy meals		- DT, Cooking and nutrition, KS1: 'use the basic principles of a healthy and varied diet to prepare dishes'. - DT, Cooking and nutrition, KS2: 'understand and apply the principles of a healthy and varied diet'.	Responsibility
4	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).	- that food and drink come from different sources (e.g. eggs from chickens, fruit from trees/plants) and how some foods can be changed (e.g. grains into bread) before they are eaten or drunk - that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if worried about what they eat and drink	- about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods - how to develop healthier eating and drinking habits and how to manage influences on their choices		- 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> - Science, Year 6, Animals including humans: 'recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function'.	Responsibility

14. Appendix 2 – Curriculum map

Health Education Drugs, alcohol, tobacco and vaping						
	Statutory Guidance Curriculum content:	Drug education PSHEE POS KS1 Pupils should have the opportunities to learn ...	Drug education PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
1	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	- that some things that go into or onto bodies can be harmful and how we might know if something is harmful - to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk	- the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) - to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others - what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break - that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know		Science, Year 6, Animals including humans: 'recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function'.	- Responsibility - Resilience

14. Appendix 2 – Curriculum map

Health Education						
Health protection and prevention						
	Statutory Guidance Curriculum content:	Keeping healthy and well / Drug education PSHEE POS KS1 Pupils should have the opportunities to learn ...	Keeping healthy and well / Drug education PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
1	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	people who help us stay healthy and who can help if feeling unwell or hurt	the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health			Responsibility
2	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	how to keep safe and well in the sun and protect skin from sun damage	about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves		Science, Year 3, Light: 'recognise that light from the sun can be dangerous and that there are ways to protect their eyes'.	Responsibility
3	The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom . The impact of poor sleep on weight, mood and ability to learn.	why sleep is important; bedtime routines and ways to rest and relax	how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep			Responsibility

14. Appendix 2 – Curriculum map

Health Education Health protection and prevention (continued)						
	Statutory Guidance Curriculum content:	Keeping healthy and well / Drug education PSHEE POS KS1 Pupils should have the opportunities to learn ...	Keeping healthy and well / Drug education PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
4	About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.	how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health	how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health		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>	Responsibility
5	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	simple hygiene routines that can stop germs from spreading	why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation)		- Science, Year 2, Animals including humans: 'describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene'. - Science, Year 5, Animals including humans: 'describe the changes as humans develop to old age'. <i>(Non-statutory: 'They should learn about the changes experienced during puberty.')'</i> - 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'.	Responsibility
6	The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	that medicines can help people to stay healthy or feel better if they are unwell	- why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) - how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma		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'.	Responsibility

14. Appendix 2 – Curriculum map

Health Education Personal safety						
	Statutory Guidance Curriculum content:	Personal safety and first aid PSHEE POS KS1 Pupils should have the opportunities to learn ...	Personal safety and first aid PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
1	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	- what rules are, some basic safety rules and how different rules can help to keep people safe in different situations - how to recognise potentially harmful or hazardous situations in everyday life, including at home	- about the role of rules and laws in keeping people safe - about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances - how to predict, assess and manage risk in different situations			Responsibility
2	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	- ways to keep safe when out and about, e.g. near railways, on the street and in busy places - how to cross the road safely with adult support - how to keep safe around water, using the water safety code	- about the role of rules and laws in keeping people safe - strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety)		- Walk to school week, Park away day, Footsteps training and Bikeability - PE, Swimming and water safety: 'perform safe self-rescue in different water-based situations'.	Responsibility

Health Education Basic first aid						
	Statutory Guidance Curriculum content:	Personal safety and first aid PSHEE POS KS1 Pupils should have the opportunities to learn ...	Personal safety and first aid PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
1	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	how to dial 999 in an emergency (including from a locked mobile phone), and what to say	when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them			- Respect - Responsibility - Resilience
2	Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.		what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) *			- Respect - Responsibility - Resilience

* schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.

14. Appendix 2 – Curriculum map

Health Education Developing bodies						
	Statutory Guidance Curriculum content:	Safe relationships: consent, boundaries and trust / Changing and growing up PSHEE POS KS1 Pupils should have the opportunities to learn ...	Safe relationships: consent, boundaries and trust / Changing and growing up PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
1	About growth and other ways, the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	about growing and changing from young to old and how people's needs change	- the external genitalia and internal reproductive organs in males and females - the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes - that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them	- Year 2, Lesson 2 - Year 4, Lessons 1 and 2 - Year 5, Lessons 1, 2 and 3 - Year 6, Lesson 1	Science, Year 2, Animals including humans: notice that animals, including humans, have offspring which grow into adults Science, Year 5, Animals including humans: 'describe the changes as humans develop to old age'. <i>(Non-statutory: 'They should learn about the changes experienced during puberty.')</i>	- Respect - Responsibility
2	The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	- that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries, and who to tell if concerned e.g. Talk PANTS rule from NSPCC - that some parts of the body are private; to be able to name these private parts of the body (e.g. penis, testicles, scrotum, nipples, vulva, vagina)	- about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts - the external genitalia and internal reproductive organs in males and females	- Year 1, Lesson 2 - Year 2, Lesson 3 - Year 3, Lesson 1 - Year 4, Lessons 1 and 2 - Year 5, Lessons 1, 2 and 3 - Year 6, Lesson 1	Science, Year 1, Animals including humans: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	- Respect - Responsibility
3	The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.		- the external genitalia and internal reproductive organs in males and females - that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them - the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing	- Year 4, Lesson 2 - Year 5, Lessons 1, 2 and 3 - Year 6, Lesson 1	Science, Year 5, Animals including humans: 'describe the changes as humans develop to old age'. <i>(Non-statutory: 'They should learn about the changes experienced during puberty.')</i>	- Respect - Responsibility

14. Appendix 2 – Curriculum map

Sex Education						
	Statutory Guidance	PSHEE POS KS1 Pupils should have the opportunities to learn ...	PSHEE POS KS2 Pupils should have the opportunities to learn ...	Christopher Winter Project	Cross-curricular Links	School Values
	Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum. <i>Relationships Education, Relationships and Sex Education (RSE) and Health Education, Sex Education, July 2025, Page 11.</i>		Sex education ** - about the processes of reproduction and birth as part of the human lifecycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for ** While Sex Education is not statutory in primary schools, the Department for Education recommends "that primaries teach Sex Education in years 5 and /or 6, in line with content about conception and birth, which forms part of the national curriculum for science."	- Year 6, Lessons 1 and 3 <i>Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.</i>	- 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'. - Science, Year 5, Living things and their habitats: 'describe the life process of reproduction in some plants and animals'. - 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'.	- Respect - Responsibility

14. Appendix 2 – Curriculum map

Economic wellbeing	
PSHEE POS KS1 Pupils should have the opportunities to learn ...	PSHEE POS KS2 Pupils should have the opportunities to learn ...
• what money is, how people get money, and what it is used for • that money needs to be looked after; different ways of doing this, including keeping money in an account • different ways of paying for things • that money can be saved or spent; that people make different choices about saving and spending money • the difference between needs and wants; that people may not always be able to have the things they want	• that people have different attitudes towards saving and spending money • what influences people's decisions about saving and spending, including individual priorities, needs and wants • how money can affect someone's emotions and wellbeing; how to manage feelings about money, including who to talk to • that what people do with their money can affect others and the environment (e.g. giving to charity, buying fair trade, buying single-use plastics) • different ways to keep track of money; how to keep money safe at home, outside the home or in a bank account • advantages and disadvantages of different ways of paying for things

Careers education: aspiration, learning and work	
PSHEE POS KS1 Pupils should have the opportunities to learn ...	PSHEE POS KS2 Pupils should have the opportunities to learn ...
• that everyone has different strengths and interests; to identify what they enjoy, are good at or feel proud of • that people can earn money to pay for things by having a job • different jobs that people do, including roles and responsibilities people have in their community • some of the strengths and interests someone might need to do different jobs	• to recognise their achievements and personal strengths; how to set targets to help achieve their goals • to identify and build skills that might help them in their future careers e.g. teamwork, communication, negotiation, critical thinking and digital literacy • that there is a broad range of different jobs that people can have; that people often have more than one type of job during their career • that a person's career aspirations should not be limited by stereotypes about particular jobs or career pathways • how different factors (e.g. personal interests, values and aspirations, family connections to certain trades or businesses, strengths and qualities, stereotypical assumptions) might influence people's decisions about a job or career • that people doing different jobs are paid different salaries and money is one factor that may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid • that there are different routes into careers (e.g. college, apprenticeship, university) • about the kind of job that they might like to do when they are older, whilst recognising that they may do a job that does not yet exist, due to societal, environmental and technological changes