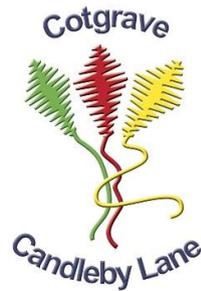


# Cotgrave Candleby Lane School



## Relationships, Sex and Health Education 2023 - 2026

# Contents

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of RSHE
7. British Values
8. Children's Rights
9. EYFS
10. SEND
11. Roles and Responsibilities
12. Right to withdraw
13. Training
14. Monitoring arrangements
15. Managing difficult questions
16. Confidentiality and Child Protection
17. Links with other policies
18. Appendices
  - Appendix 1: Whole school curriculum maps
  - Appendix 2: By the end of primary school, pupils should know
  - Appendix 3: Parent form: withdrawal from sex education within RSHE

## 1. Aims

RSHE will build on our children's values-based experience of learning by explicitly teaching them about different relationships, their changing bodies and how to keep healthy. At CCLS, we believe that RSHE will be a positive addition to the accepting, positive ethos that already exists.

RSHE will complement the PSHE teaching already happening across the school and include British Values (democracy, rule of law, mutual respect, individual liberty and tolerance of those with different faiths and beliefs) within the quality-first teaching.

Our values at CCLS are core to our teaching and learning. Respect, confidence, creativity, responsibility, perseverance, aspiration, pride and enjoyment are at the heart of everything we do and RSHE will give the children an increased opportunity to develop the school values.

Pupils need the knowledge that will enable them to make informed decisions about their well-being, health and relationships. They also need to build their self-efficacy, whereby they believe in their own capabilities and execute decisions in order to navigate different situations. The children will be provided with experiences where they can put their knowledge into practice as they develop the capacity to make sound decision when facing risks, challenges and complex contexts. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

### **At CCLS, our aims of RSHE are:**

- To provide a safe-space where sensitive discussions can take place
- To give children a voice and an opportunity to share their ideas and worries
- To give children the opportunity to discuss their own emotions and responses to real life situations.
- To develop children's understanding about physical and emotional development.
- To help children develop feelings of self-respect, confidence and empathy.
- To help children develop positive relationships with others with mutual respect.
- To teach children the correct vocabulary to describe themselves and their bodies.
- To prepare children for puberty, giving them an understanding of sexual development and the importance of health and hygiene.
- To help children to challenge unwelcome, or unfriendly communication including on and offline.
- To build children's awareness of responsible use of technology.
- To ensure that children know how to protect themselves and ask for help and support where needed.
- To provide all children with access to the RSHE curriculum, including those with SEND.

## 2. Statutory Requirements

As a Primary School, we must provide Relationships Education and Health Education to all pupils from September 2020. Due to the worldwide COVID-19 pandemic, the teaching of Relationships Education and Health Education has become statutory from the Summer Term 2021.

Although Sex Education is not compulsory in Primary schools, the DfE continues to recommend that all Primary Schools should have a sex education programme that is tailored to the age and maturity of the pupils.

As part of the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

Whilst as a school we are aware of the need to be mindful of and respectful toward a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and to understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

### 3. Policy Development

This policy has been formulated in consultation with the whole school community. The process involved the following steps:

1. Review – the lead member of staff pulled together all relevant information including relevant national and local guidance and access to relevant training.
2. Staff consultation – all school staff were given the opportunity to look through the information gathered by the lead and provide their feedback and recommendations.
3. Using the feedback and recommendations from staff, the draft policy and curriculum were written.
4. DfE guidance, along with the draft policy and curriculum were shared with governing body for feedback and any further recommendations.
5. Amend draft policy and curriculum in light of feedback.
6. Parents/stakeholder consultation – all parents and carers were provided with a copy of the draft policy and curriculum and invited to provide feedback. Parents/carers were invited to attend a consultation meeting about the policy.
7. Pupil consultation – staff members held discussions with the children to identify starting points and to discover exactly what the children want from the curriculum.
8. Amend draft policy and curriculum in light of feedback from parents and pupils.
9. Governor review – once appropriate amendments were made to the policy and curriculum, the policy was shared with the Governing Body and approved.
10. It has been reviewed by the senior leadership team and the governors in September 23 where no significant changes were made to the original policy.

### 4. Definitions (as referenced in the DfE statutory guidance Relationships Education, RSE and Health Education)

#### **Relationships Education**

The focus of CCLS's Relationships curriculum is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, relationships with others and online relationships.

The five key areas are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

#### **Health Education**

The aim of physical health and wellbeing is to give the children the information they need to make positive decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is problematic to themselves and others. It should also signpost them to appropriate sources of help. Physical health and wellbeing are interlinked, and it is important that children understand that good physical health contributes to good mental wellbeing, and vice versa. We promote children's self-control and their ability to self-regulate, as well as developing

strategies for doing so. We aim to enable them to become confident in their ability to achieve, and to persevere even when they encounter setbacks or when their goals are distant. We aim to enable them to respond calmly and rationally to setbacks and challenges.

The seven key areas of learning are:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

### Sex Education

The aim of our sex education objectives is to give the children relevant information so that they are well-informed. At CCLS, we define sex education as objectives linked to sexual intercourse, pregnancy and contraception.

These are the sex education objectives that will be covered at CCLS:

Sex Education	
Sex Education (Primary)	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>- To identify the links between love, committed relationships and contraception.</li> <li>- To know what sexual intercourse is and how it can be part of an intimate relationship between consenting adults.</li> <li>- To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.</li> <li>- To know that pregnancy can be prevented with contraception.</li> </ul>

## 5. Curriculum

Our curriculum is set out as per Appendix 1 and will be adapted as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

For more information about our RSHE curriculum, see Appendix 1.

## 6. Delivery of RSHE

At CCLS, RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. The curriculum subject is called Healthy Bodies and Healthy Minds (HBHM).

The children will be taught some of the biological aspects within the Science curriculum. The children will receive their sex education through HBHM. The children will be taught in whole-class groups with opportunities for discussion and questions in single-sex groups, if and when appropriate.

The children are taught in their year groups by teachers and support staff. We believe that, due to the sensitive nature of some of the topics, the children benefit from remaining in their classroom with familiar adults.

If visitors are invited in to share expertise with the children, the school will ask to see materials that the visitors will use, as well as a lesson plan in advance to ensure that it meets the full range of children's needs.

## 7. British Values

At CCLS, the active promotion of fundamental British Values are lived through our school curriculum and culture. They flow through the school as reflected in our school values. We value our place within the community of Cotgrave, the region of Nottinghamshire, the nation of Britain and as part of a global family.

We consistently promote the values of tolerance, mutual respect, democracy, individual liberty, the rule of law and personal rights and freedoms. We recognise the multi-cultural, multi-faith nature of the United Kingdom and understand the crucial role our school plays in promoting these values. We aim to broaden the pupils' experience of living in a culturally diverse society and all members of our school community are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

At CCLS, we enable students to distinguish right from wrong and to respect the civil and criminal law of England. We actively provide opportunities (such as local elections or national debates) to explore learning around fundamental British Values. We aim to equip our pupils to leave CCLS as responsible and compassionate citizens, who treat others with respect and tolerance, regardless of faith, race or culture.

## 8. Children's Rights

At CCLS, we link our learning to the United Nation's Convention on the Rights of the Child. Whilst learning about the curriculum, we will be promoting the Rights of the Child to ensure our children understand their rights.

## 9. EYFS provision

Personal, Social and Emotional Development is at the core of EYFS at Cotgrave Candleby Lane. It underpins learning throughout the whole curriculum. At CCLS, practitioners understand that PSED doesn't happen in isolation and children need to be provided with positive feedback and staff who model appropriate behaviours.

PSED is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into early learning goals, for PSED these are:

Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

## 10. SEND

Children with SEND will follow the same education programme as all other children. RSHE must be accessible for all pupils. High-quality teaching will be scaffolded and personalised when appropriate.

As always, careful consideration will be given by the adults delivering the learning. In some cases, the content or delivery will be adapted if deemed appropriate and necessary. Teachers and/or Teaching Assistants will work with small groups and individual pupils where required. For some children with SEND, there may be a need to tailor content and teaching to meet the specific needs of children at different developmental stages, for example, in the language that is used to teach specific content.

## 11. Roles and Responsibilities

### **The Governing Body**

The Governing Body will approve the RSHE policy and hold the Head Teacher to account for its implementation.

### **The Head Teacher**

The Head Teacher has overall responsibility for the policy and its implementation, for liaising with the Governing Body, parents/carers, outside agencies and in identifying a lead teacher/s (PSHE/RSHE subject leaders) who will work closely with colleagues in related curriculum areas.

### **The Lead Teacher (PSHE/RSHE subject leaders)**

The lead teacher will take responsibility for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners.
- Implementing the policy and monitoring and assessment of its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Manage all aspects of the RSHE programme, developing curriculum materials where appropriate.
- Monitor and quality assure the programme to ensure continuity and progression within the curriculum.
- To ensure that this subject is fully represented at appropriate curriculum and pastoral meetings.

### **8.2 The Staff Members**

Staff are responsible for:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSHE. If a child is excused from sex education, it is the class teacher's responsibility to ensure that the child receives appropriate, purposeful education during the period of withdrawal.

All members of staff are responsible for maintaining the ethos of openness at all times in school.

### **8.3 The Children**

Children are expected to engage fully in RSHE and treat others with respect and sensitivity at all times.

## 12. Right to Withdraw

We are committed to ensuring that the education provided to children in RSHE is appropriate to the age of children and compliant with the requirements of the Equality Act 2010.

We recognise, in accordance with the statutory guidance, that parents have the right to request for their children to be withdrawn from some or all of the sex education delivered as part of the statutory RSHE but not from Relationships or Health Education.

Parents/carers wishing to exercise this right will need complete the form (Appendix 4). Parents/carers will then be contacted by the class teacher.

Staff will make reasonable adjustments and provide suitable work for the children whose parents exercise the right to withdraw their child.

### 13. Training

RSHE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

### 14. Monitoring Arrangements

To ensure the RSHE programme is effective, the following strategies will be used to quality assure the programme of study:

- Pupil voice - interviews with children, children to self-review.
- Whole class discussions.
- The lead teacher/s to monitor the work, as documented in class floor books.
- Discussions with teaching staff and parents.

## 15. Managing Difficult Questions

It is inevitable that controversial issues may occur as part of RSHE. As the issues arise, they will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will consider any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small-group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and children made aware of the law as it relates to these issues. Children must be made aware that information cannot be held confidentially. Children will be offered sensitive and appropriate support.

Staff are aware that unanswered questions may lead children to access information on the internet, which in turn, could lead to inappropriate sources of information. Staff will endeavour to answer all questions, in consideration with developmental maturity.

If a staff member feels that a question is not appropriate to answer, they will seek the guidance of SLT and/or the lead teacher/s, preferably before the children leave for the end of the day.

Children's parents/carers will be informed of the topic area if the school feel unable to answer a question.

## 16. Confidentiality and Child Protection

As RSHE will allow for open discussion, it may lead to disclosures from pupils. All staff are familiar and adhere to CCLS's child protection procedures. Children's disclosures will be followed up with the child concerned and referred to the designated safeguarding lead. Staff will deal with these disclosures in line with the child protection policy.

## 17. Links with Other Policies

This policy will be reviewed by the RSHE/PHSE subjects leaders and the Head Teacher annually. At every review, the policy will be approved by the Governing Body.

The RSHE policy has clear links with other school policies aimed at promoting children's spiritual, moral, social, health and cultural development including:

- Safeguarding policy
- Whistleblowing policy
- Peer on Peer Abuse policy
- Behaviour policy
- Anti-bullying policy
- SEND policy
- Equal Opportunities policy
- Health and Safety policy
- Online Safety policy
- Data protection policy

# 18. Appendices

## Appendix 1 – Curriculum subject maps

### CCLS Healthy Bodies and Minds Curriculum Map Foundation 1

#### PHSE/RSE Curriculum Map



#### British Values

##### Protected Characteristics

- The statements in **green** reflect where protected characteristics are taught.
- The statements in **bold** are from the RSE and Health Education statutory guidance.
- The statements in **bold green** show where protected characteristics and RSE and Health Education are taught.
- The statements in **red** reflect when parents and carers have the option to remove their child from this teaching.

F1	Autumn Term Relationships		Spring Term Living in the Wider World		Summer Term Health and Wellbeing	
Enquiry Question	'What makes me, me?'		Look up, look down, what is all around?		Do all pictures tell a story?	
KKPD Strands	Families and close positive relationships Friendships		Communities Shared responsibilities		Healthy lifestyles Mental health	
Foundation 1	Linked focuses:		Linked focuses:		Linked focuses:	
	 SMSC Social	 British Values Tolerance	 SMSC Cultural	 British Values Mutual Respect & Tolerance	 SMSC Social and cultural	 British Values Individual Liberty & Democracy
	<ul style="list-style-type: none"> <li>• PSHEN.24 know who is special in their lives</li> <li>• PSHEN.25 know who their close friends are</li> <li>• PSHEN.26 know the people that make up their family</li> <li>• PSHEN.27 know how to play with one or more other children, extending and elaborating play ideas</li> <li>• <b>PSHEN.28 know how to develop friendships with other children. (Race, religion and disability)</b></li> <li>• PSHEN.29 know how to seek out others to share experiences</li> <li>• PSHEN.30 know friends might feel and think different things, and that is ok</li> </ul>		<ul style="list-style-type: none"> <li>• PSHEN.37 know how to follow simple rules, without adult reminders</li> <li>• PSHEN.38 know they have responsibilities in Nursery</li> <li>• <b>PSHEN.39 know that there are differences between people, such as skin colour, types of hair, gender, special needs and disabilities and so on</b></li> </ul>		<ul style="list-style-type: none"> <li>• SHEN.1 know how to make healthy food choices during snack time</li> <li>• PSHEN.2 know there are healthy and unhealthy foods</li> <li>• PSHEN.3 know how to join in with whole group physical activities</li> <li>• PSHEN.4 know when we may sleep, e.g. nap time, bedtime</li> <li>• PSHEN.5 know how to look after our teeth</li> <li>• PSHEN.6 know when they need to go to the toilet</li> <li>• PSHEN.7 Know how to hand wash</li> <li>• PSHEN.8 know to wear a hat when it is sunny</li> <li>• PSHEN.9 know how to recognise their feelings using gestures and simple words, like "happy", "sad", "angry" or "worried"</li> <li>• PSHEN.10 know when you may need help</li> <li>• PSHEN.11 know what makes you happy</li> </ul>	
	KKPDs					

KKPDs				<ul style="list-style-type: none"> <li>PSHEN.12 know likes and dislikes</li> <li>PSHEN.13 know who can help</li> </ul>		
	<b>Safe Relationships</b>		<b>Media Literacy &amp; Digital Resilience</b>		<b>Ourselves, Growing and Changing</b>	
	Linked focuses:		Linked focuses:		Linked focuses:	
	 SMSC	 British Values	 SMSC	 British Values	 SMSC	 British Values
	Social	Rule of law	Social	Rule of Law	Cultural	Mutual Respect
	<ul style="list-style-type: none"> <li>PSHEN.33 know that some things are private, e.g. toileting</li> <li>PSHEN.34 know that their key worker will listen to worries, and act on them</li> </ul>		<ul style="list-style-type: none"> <li>See CN.4 of computing KKPDs.</li> </ul>		<ul style="list-style-type: none"> <li>PSHEN.14 knows their own name</li> <li>PSHEN.15 knows how to talk about themselves, sharing feelings and experiences with a familiar adult</li> <li>PSHEN.16 know how to show confidence in new social situations, e.g. coming into Nursery.</li> <li>PSHEN.17 know and develop appropriate ways of being assertive</li> <li>PSHEN.18 know simple parts of the body, through song and rhyme, e.g. head, shoulders, knees and toes</li> </ul>	
	<b>Respecting self and others Managing hurtful behaviour and bullying</b>		<b>Economic well-being: Money Economic well-being: Aspirations, work and career</b>		<b>Keeping Safe Drugs, alcohol and tobacco</b>	
	Linked focuses:		Linked focuses:		Linked focuses:	
	 SMSC	 British Values	 SMSC	 British Values	 SMSC	 British Values
	Moral	Mutual Respect	Cultural	Individual liberty Mutual Respect	Moral	Rule of Law
<ul style="list-style-type: none"> <li>PSHEN.27 know how to play with one or more other children, extending and elaborating play ideas</li> <li>PSHEN.31 know to look for a supportive adult for help in resolving conflict with peers</li> <li>PSHEN.32 know actions have consequences</li> <li>PSHEN.35 know how to cooperate with familiar people, e.g. turn taking</li> <li>PSHEN.36 know how others might be feeling.</li> </ul>		<ul style="list-style-type: none"> <li>PSHEN.40 know how to use money to buy objects, in imaginative play</li> <li>PSHEN.41 know and explore, through play, that people have jobs</li> </ul>		<ul style="list-style-type: none"> <li>PSHEN.19 know adults should help to keep us safe</li> <li>PSHEN.20 know there are somethings we should not touch (e.g. a hot iron)</li> <li>PSHEN.21 know that we cross the road with a familiar adult</li> <li>PSHEN.22 know some strangers are safe and others are not, e.g. policeman, unknown adult</li> <li>PSHEN.23 know not to put unknown objects in their mouth</li> </ul>		

KKPDs

<b>Curriculum End Points for F1:</b>	<p><b><u>Children should be able to:</u></b></p> <ul style="list-style-type: none"> <li>Recall the knowledge specified within the KCPDs for Nursery</li> <li>Explain how adults help keep us safe and that some strangers are safe and some not</li> <li>Identify simple parts of the body</li> <li>Understand that it is important to eat healthy foods and why we go to sleep</li> <li>Name things that make them happy and sad</li> <li>Identify some things that are dangerous e.g. fire, cars, medicines</li> <li>Recognise that everyone is different</li> </ul>
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## CCLS Healthy Bodies and Minds Curriculum Map Foundation 2

PHSE/RSE Curriculum Map



### British Values

#### Protected Characteristics

- The statements in **green** reflect where protected characteristics are taught.
- The statements in **bold** are from the RSE and Health Education statutory guidance.
- The statements in **bold green** show where protected characteristics and RSE and Health Education are taught.
- The statements in **red** reflect when parents and carers have the option to remove their child from this teaching.

F2	Autumn Term Relationships		Spring Term Living in the Wider World		Summer Term Health and Wellbeing	
<b>Enquiry Question</b>	How do our lives change?		Where will your travels take you?		Where can we see art in our lives?	
<b>KCPD Strands</b>	Families and close positive relationships Friendships		Communities Shared responsibilities		Healthy lifestyles Mental health	
<b>Foundation 2</b>	Linked focuses:		Linked focuses:		Linked focuses:	
	SMSC 	British Values 	SMSC 	British Values 	SMSC 	British Values 
	Social	Tolerance	Social and cultural	Mutual Respect & Tolerance	Social and cultural	Individual Liberty

KKPDs	<ul style="list-style-type: none"> <li>PSHER.26 know how to recreate what they have learnt about social interactions with close adults, in their play and relationships with others <ul style="list-style-type: none"> <li>PSHER.27 know that all families are not the same (marriage &amp; civil partnerships, sexual orientation, race, sex, religion).</li> </ul> </li> <li>PSHER.28 know how to be a good friend and demonstrate this through play</li> <li>PSHER.29 know how to build constructive and respectful relationships</li> <li>PSHER.30 know how to support their friend if they are feeling unhappy</li> <li>PSHER.31 know how to show empathy and concerns to people who are special to them, e.g. may offer a child a toy they like.</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.39 know how to follow simple rules and understand why they are important.</li> <li>PSHER.40 know they are part of a community</li> <li>PSHER.41 know how to ask questions about differences between people, such as skin colour, types of hair, gender, special needs and disabilities and so on</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.1 know the importance of healthy food choices</li> <li>PSHER.2 know how to make some simple healthy food choices</li> <li>PSHER.3 know that moving our bodies can keep us healthy</li> <li>PSHER.4 know when and why we have bedtime_</li> <li>PSHER.5 know the importance of brushing our teeth</li> <li>PSHER.6 know how to manage their own needs, e.g. toileting_</li> <li>PSHER.7 know how to hand wash and explain the importance of this</li> <li>PSHER.8 know that different clothes protect us from the weather_</li> <li>PSHER.9 know and see themselves as a valuable individual_</li> <li>PSHER.10 know the name of a range of feelings_</li> <li>PSHER.11 know how to seek adult support and articulate their wants and needs_</li> <li>PSHER.12 know what makes you happy when feeling sad_</li> <li>PSHER.13 know how different situations make us feel_</li> <li>PSHER.14 know how my friend is feeling_</li> <li>PSHER.15 know to return to a familiar adult to gain emotional support and practical help in different situations_</li> </ul>			
	<b>Safe Relationships</b>		<b>Media Literacy &amp; Digital Resilience</b>		<b>Ourselves, Growing and Changing</b>	
	Linked focuses:		Linked focuses:		Linked focuses:	
	SMSC 		SMSC 		SMSC 	
British Values 		British Values 		British Values 		
Social		Social		Cultural		
Rule of law		Rule of Law		Mutual Respect		
KKPDs	<ul style="list-style-type: none"> <li>PSHEN.33 know that some things are private on their own body</li> <li><b>PSHER.33 know that some things are private on their own body and are covered by underwear.</b></li> <li>PSHEN.34 know to speak to someone if feeling worried or unsafe</li> <li>PSHER.35 know that an adult should be present when on the internet</li> </ul>	<ul style="list-style-type: none"> <li>See computing KKPD CR.5</li> </ul>	<ul style="list-style-type: none"> <li>PSHER.16 know what they can do well and what they are getting better at</li> <li>PSHER.17 know how to show resilience and perseverance in the face of challenge</li> <li>PSHER.18 know the names of different body parts we can see, representing these in drawings and painting</li> <li><b>PSHER.19 know that people may look similar or different due to their specific features, e.g. hair, size and shape of nose (race, age, disability, sex).</b></li> </ul>			

	Respecting self and others Managing hurtful behaviour and bullying		Economic well-being: Money Economic well-being: Aspirations, work and career		Keeping Safe Drugs, alcohol and tobacco	
	Linked focuses:		Linked focuses:		Linked focuses:	
	SMSC 	British Values 	SMSC 	British Values 	SMSC 	British Values 
	Moral and spiritual	Mutual Respect and democracy	Social and cultural	Mutual Respect	Moral	Rule of Law
KKPDs	<ul style="list-style-type: none"> <li>• PSHER.5 know the importance of brushing our teeth</li> <li>• PSHER.32 know choices may impact on others, e.g. taking a toy from a friend</li> <li>• <b>PSHER.36 know what kind and unkind behaviour is and how this can affect others</b></li> <li>• PSHER.37 know how to express feelings</li> <li>• PSHER.38 know how to respect other people's needs, wants and behaviour.</li> </ul>		<ul style="list-style-type: none"> <li>• PSHER.42 know that money is needed to buy items in a shop</li> <li>• PSHER.43 know and explore, through play, differences in jobs</li> </ul>		<ul style="list-style-type: none"> <li>• PSHER.20 know and understand why adults should help to keep us safe</li> <li>• PSHER.21 know and can name things we should not touch</li> <li>• PSHER.22 know why it is important to be safe near the road</li> <li>• PSHER.23 know what to do if worried or scared</li> <li>• PSHER.24 know not to take any medicines without an adult</li> <li>• PSHER.25 know that smoking is harmful</li> </ul>	
Curriculum End Points for F2:	<p><b><u>Children should be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KKPDs for Reception</li> <li>• Recognise that all families are different</li> <li>• Understand how to wash and brush teeth, exercise and sleep</li> <li>• Name some people who can help you if you are sad or scared</li> <li>• Name common things we can and can't touch and which parts of our body are private</li> <li>• Recognise everyone is part of a community</li> <li>• Understand money can be used to buy things</li> <li>• Name some of the jobs people do</li> </ul>					

# CCLS Healthy Bodies and Minds Curriculum Map **Year 1/Year 2 Cycle A**

## PHSE/RSE Curriculum Map



### British Values

#### Protected Characteristics

- The statements in **green** reflect where protected characteristics are taught.
- The statements in **bold** are from the RSE and Health Education statutory guidance.
- The statements in **bold green** show where protected characteristics and RSE and Health Education are taught.
- The statements in **red** reflect when parents and carers have the option to remove their child from this teaching.

Year 1/ Year 2 Cycle A	Autumn Term Relationships	Spring Term Living in the Wider World	Summer Term Health and Wellbeing			
Enquiry Question	How can a disaster inspire people to change?	How do people choose where to live?	How can I express myself?			
KKPD Strands	Families and close positive relationships Friendships	Communities Shared responsibilities	Healthy lifestyles Mental health			
KKPDs	Linked focuses:		Linked focuses:			
	 SMSC  British Values	 SMSC  British Values	 SMSC  British Values	 SMSC  British Values		
	Social	Tolerance	Social and cultural	Mutual Respect & Tolerance	Social and spiritual	Individual Liberty
	<ul style="list-style-type: none"> <li>• PSHE2.20 know that it is important to tell a trusted adult if something about their family makes them worried or unhappy</li> <li>• PSHE2.21 know common features of family life</li> <li>• PSHE2.22 know simple strategies to resolve arguments between friends positively</li> <li>• PSHE2.23 know how to ask for help if a friendship makes them feel unhappy</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE2.33 know about things they can do to look after the environment</li> <li>• PSHE2.34 know about different roles and responsibilities people have in the community.</li> <li>• PSHE1.33 know what rules are, why they are needed, and why different rules are needed for different situations <b>(1.33: school rules and values is important to teach in both cycle A and cycle B)</b></li> </ul>	<ul style="list-style-type: none"> <li>• PSHE2.1 know about foods that support good health and the risks of eating too much sugar</li> <li>• PSHE2.2 know about the people who help us to stay physically healthy</li> <li>• PSHE2.3 know why sleep is important and different ways to rest and relax</li> <li>• PSHE2.4 know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</li> <li>• PSHE2.5 know different ways to learn and play, recognising the importance of knowing when to take a break from time online or TV</li> <li>• PSHE2.6 know about ways of sharing feelings and a range of words to describe feelings</li> </ul>			

			<ul style="list-style-type: none"> <li>• PSHE2.7 know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</li> <li>• PSHE2.8 know how to recognise how others may be feeling</li> <li>• PSHE2.9 know when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</li> <li>• PSHE2.10 know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</li> </ul>			
KKPDs	<b>Safe Relationships</b>		<b>Media Literacy &amp; Digital Resilience</b>		<b>Ourselves, Growing and Changing</b>	
	Linked focuses:		Linked focuses:		Linked focuses:	
	 SMSC	 British Values	 SMSC	 British Values	 SMSC	 British Values
	Social and moral	Rule of law	Social and moral	Rule of Law	Cultural	Mutual Respect
<ul style="list-style-type: none"> <li>• PSHE2.26 know there are situations when they should ask for permission and also when their permission should be sought</li> <li>• PSHE2.27 know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> <li>• PSHE2.28 know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</li> <li>• PSHE2.29 know that sometimes people may behave differently online, including by pretending to be someone they are not</li> <li>• PSHE1.25 know that some things are private and the importance of respecting privacy; those parts of their body covered by underwear are private</li> </ul> <p><b>(1.25: PANTS message is important to teach in both Cycle A and Cycle B)</b></p>		<ul style="list-style-type: none"> <li>• PSHE2.35 know about the role of the internet in everyday life</li> <li>• PSHE2.36 know that not all information seen online is true</li> </ul>		<p><b>SRE content is taught separately to Y1 and Y2 in this unit.</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• PSHE1.11 know what makes them special</li> <li>• <b>PSHE1.12 know the ways in which we are all unique (all protected characteristics)</b></li> <li>• PSHE1.13 know how to manage when finding things difficult</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• PSHE2.11 know what they are good at, what they like and dislike</li> <li>• PSHE2.12 know how to prepare to move to a new class/year group</li> <li>• PSHE2.13 know the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> </ul> <p>PSHE2.14 know about growing and changing from young to old and how people's needs change</p>		

KKPDs	Respecting self and others Managing hurtful behaviour and bullying		Economic well-being: Money Economic well-being: Aspirations, work and career		Keeping Safe Drugs, alcohol and tobacco	
	Linked focuses:		Linked focuses:		Linked focuses:	
	SMSC 	British Values 	SMSC 	British Values 	SMSC 	British Values 
	Moral	Rule of law Mutual Respect Democracy	Social and cultural	Individual liberty Mutual Respect	Moral	Rule of Law
	<ul style="list-style-type: none"> <li>PSHE2.24 know how people may feel if they experience hurtful behaviour or bullying</li> <li><b>PSHE2.25 know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult (all protected characteristics)</b></li> <li><b>PSHE2.30 know how to treat themselves and others with respect and how to be polite and courteous (all protected characteristics)</b></li> <li>PSHE2.31 know how to talk about and share their opinions on things that matter to them</li> <li>PSHE2.32 know ways in which they are the same and different to others</li> </ul>		<ul style="list-style-type: none"> <li>PSHE2.37 know that people make different choices about how to save and spend money</li> <li>PSHE2.38 know about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> <li>PSHE2.39 know some of the strengths and interests someone might need to do different jobs</li> <li>PSHE2.40 know different jobs that people they know or people who work in the community do</li> </ul>		<ul style="list-style-type: none"> <li>PSHE2.15 know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</li> <li>PSHE2.16 know that household products (including medicines) can be harmful if not used correctly</li> <li>PSHE2.17 know what to do if there is an accident and someone is hurt</li> <li>PSHE2.18 know how to get help in an emergency (how to dial 999 and what to say)</li> <li>PSHE2.19 know about things that people can put into their bodies and on their skin and how these can affect people</li> </ul>	
<b>Curriculum End Points for Year 1:</b>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>Recall the knowledge specified within the KKPDs for Year 1</li> <li>Discuss people who love and care for us and how they do this</li> <li>Understand the harm of the sun on skin and how to stay safe from it</li> <li>Describe ways to make people feel good</li> <li>Identify the dangers of electricity, fire and smoking</li> <li>Understand permission seeking</li> <li>Recognise they are part of many different groups</li> <li>Talk about how computers and the internet can be used to find out things and communicate</li> </ul>					

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## CCLS Healthy Bodies and Minds Curriculum Map **Year 1/Year 2 Cycle B**

PHSE/RSE Curriculum Map



### British Values

#### Protected Characteristics

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- The statements in **red** reflect when parents and carers have the option to remove their child from this teaching.

Year 1/ Year 2 Cycle B	Autumn Term Relationships	Spring Term Living in the Wider World	Summer Term Health and Wellbeing	
Enquiry Question	Are all changes for the better?	What makes Britain great?	What is the point of art?	
KKPD Strands	Families and close positive relationships Friendships	Communities Shared responsibilities	Healthy lifestyles Mental health	
KKPDs	Linked focuses:		Linked focuses:	
	 SMSC	 British Values	 SMSC	 British Values
	Social and cultural	Tolerance	Moral and cultural	Mutual Respect & Tolerance
	<ul style="list-style-type: none"> <li>• PSHE1.19 know about the roles different people play in our lives</li> <li>• PSHE1.20 know the people who love and care for them and what they do to help them feel cared for</li> <li>• <b>PSHE1.21 know about different types of families including those that may be different from their own (age, disability, race, marriage and civil partnership, religion, sex)</b></li> <li>• <b>PSHE1.22 know how people make friends and what makes a good friendship</b></li> </ul>	<ul style="list-style-type: none"> <li>• PSHE1.33 know what rules are, why they are needed, and why different rules are needed for different situations</li> <li>• PSHE1.34 know how people and other living things have different needs; about the responsibilities of caring for them</li> <li>• <b>PSHE1.35 know the ways they are the same as, and different to, other people</b></li> <li>• PSHE1.36 know about different groups they belong to</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE1.1 know what keeping healthy means and different ways to keep healthy</li> <li>• PSHE1.2 know how physical activity helps us stay healthy and ways to be physically active everyday</li> <li>• PSHE1.3 know about dental care and visiting the dentist, how to brush teeth correctly and food and drink that support dental health</li> <li>• PSHE1.4 know simple hygiene routines that can stop germs from spreading</li> <li>• PSHE1.5 know how to keep safe in the sun and protect skin from sun damage</li> </ul>	

	<ul style="list-style-type: none"> <li>PSHE1.23 know how to recognise when they or someone else feels lonely and what to do</li> <li>PSHE2.22 know simple strategies to resolve arguments between friends positively</li> </ul> <p><b>(2.22: Kindness is Key is important to teach in the context of friendship in both Cycle A and Cycle B)</b></p>		<ul style="list-style-type: none"> <li>PSHE1.6 know about different feelings that humans can experience</li> <li>PSHE1.7 know how to recognise and name these feelings</li> <li>PSHE1.8 know how feelings can affect people's bodies and how they behave</li> <li>PSHE1.9 know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</li> <li>PSHE1.10 know that not everyone feels the same at the same time, or feels the same about the same things</li> </ul>			
KKPDS	<b>Safe Relationships</b>		<b>Media Literacy &amp; Digital Resilience</b>		<b>Ourselves, Growing and Changing</b>	
	Linked focuses:		Linked focuses:		Linked focuses:	
	SMSC 	British Values 	SMSC 	British Values 	SMSC 	British Values 
	Social and moral	Rule of law	Social and moral	Rule of Law	Spiritual and cultural	Mutual Respect and individual liberty
<ul style="list-style-type: none"> <li>PSHE1.25 know that some things are private and the importance of respecting privacy; those parts of their body covered by underwear are private</li> <li>PSHE1.26 know how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>PSHE1.27 know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</li> <li>PSHE1.28 know who the safeguarding team is</li> <li>PSHE1.29 know how to respond safely to adults they don't know</li> <li>PSHE1.30 know not to share personal information online</li> </ul>	<ul style="list-style-type: none"> <li>PSHE1.37 know how the internet and digital devices can be used safely to find things out and to communicate with others</li> </ul>	<p>SRE content is taught separately to Y1 and Y2 in this unit.</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>PSHE1.11 know what makes them special</li> <li><b>PSHE1.12 know the ways in which we are all unique (all protected characteristics)</b></li> <li>PSHE1.13 know how to manage when finding things difficult</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>PSHE2.11 know what they are good at, what they like and dislike</li> <li>PSHE2.12 know how to prepare to move to a new class/year group</li> </ul>				

			<ul style="list-style-type: none"> <li>• PSHE2.13 know the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• PSHE2.14 know about growing and changing from young to old and how people's needs change</li> </ul>
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KKPDs	<b>Respecting self and others Managing hurtful behaviour and bullying</b>		<b>Economic well-being: Money Economic well-being: Aspirations, work and career</b>		<b>Keeping Safe Drugs, alcohol and tobacco</b>	
	Linked focuses:		Linked focuses:		Linked focuses:	
	 SMSC	 British Values	 SMSC	 British Values	 SMSC	 British Values
	Moral	Mutual Respect and democracy	Social and cultural	Individual liberty Mutual Respect	Moral	Rule of Law
	<ul style="list-style-type: none"> <li>• PSHE1.24 know that bodies and feelings can be hurt by words and actions and that people can say hurtful things online</li> <li>• PSHE1.31 know how to identify and moderate their own feelings, socially and emotionally</li> <li>• PSHE1.32 know how to listen to others and play and work cooperatively</li> <li>• PSHE2.24 know how people may feel if they experience hurtful behaviour or bullying</li> <li>• PSHE2.25 know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult (all protected characteristics)</li> </ul> <p><b>(2.24 &amp; 2.25: covered in both Cycle A and Cycle B as part of anti-bullying week)</b></p>		<ul style="list-style-type: none"> <li>• PSHE1.38 know that everyone has different strengths</li> <li>• PSHE1.39 know that jobs help people to earn money to pay for things</li> </ul>		<ul style="list-style-type: none"> <li>• PSHE1.14 know about rules and age restrictions that keep us safe</li> <li>• PSHE1.15 know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li> <li>• PSHE1.16 know the risk in simple everyday situations and what action to take to minimise harm</li> <li>• PSHE1.17 know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</li> <li>• PSHE1.18 know about people whose job it is to keep us safe</li> </ul>	

<b>Curriculum End Points:</b>	<p><b><u>Children should be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KCPDs for Year 1</li> <li>• Discuss people who love and care for us and how they do this</li> <li>• Understand the harm of the sun on skin and how to stay safe from it</li> <li>• Describe ways to make people feel good</li> <li>• Identify the dangers of electricity, fire and smoking</li> <li>• Understand permission seeking</li> <li>• Recognise they are part of many different groups</li> <li>• Talk about how computers and the internet can be used to find out things and communicate</li> </ul>
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### CCLS Healthy Bodies and Minds Curriculum Map Year 3

#### PHSE/RSE Curriculum Map



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The statements in **bold green** show where protected characteristics and RSE and Health Education are taught.

The statements in **red** reflect when parents and carers have the option to remove their child from this teaching.

The statement about FGM has been moved from Keeping Safe to Safe Relationships as we feel it sits within this strand where private body parts and permission are discussed. This KCPD is optional as it requires knowledge of what FGM is. If schools choose to teach this KCPD they must make this explicit to parents and carers and offer the opportunity for children to be removed from this aspect of teaching.

Year 3	Autumn Term Relationships	Spring Term Living in the Wider World	Summer Term Health and Wellbeing
Enquiry Question	Is the past always set in stone?	What lies beneath?	How does art teach us about the past?
KCPD Strands	Families and close positive relationships Friendships	Communities Shared responsibilities	Healthy lifestyles Mental health
Year 3	Linked focuses:	Linked focuses:	Linked focuses:

KKPDs	 SMSC	 British Values	 SMSC	 British Values	 SMSC	 British Values
	Social	Tolerance and democracy	Cultural and moral	Mutual Respect & Rule of law	Social and cultural	Individual Liberty
	<ul style="list-style-type: none"> <li>• PSHE3.13 know there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (sex, sexual orientation and gender reassignment)</li> <li>• PSHE3.14 know that marriage and civil partnership are a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (marriage and civil partnership)</li> <li>• PSHE3.15 know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</li> <li>• PSHE3.16 know the importance of friendships and how to build positive friendships and how positive friendships support wellbeing</li> <li>• PSHE3.17 know the importance of seeking support if feeling lonely or excluded</li> <li>• PSHE3.18 know what it means to ‘know someone online’ and how this differs from face to face and risks of communicating online with others not known face-to-face</li> </ul>		<ul style="list-style-type: none"> <li>• PSHE3.23 know reasons for rules and laws; consequences of not adhering to rules and laws</li> <li>• PSHE3.24 know about the different groups that make up their community; what living in a community means</li> </ul>		<ul style="list-style-type: none"> <li>• PSHE3.1 know how to make informed decisions about health</li> <li>• PSHE3.2 know the elements of a balanced, healthy lifestyle</li> <li>• PSHE3.3 know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</li> <li>• PSHE3.4 know every day things can effect feelings and the importance of expressing feelings</li> <li>• PSHE3.5 know that mental health, just like physical health, is part of daily life and the importance of taking care of mental health</li> </ul>	
	<b>Safe Relationships</b>		<b>Media Literacy &amp; Digital Resilience</b>		<b>Ourselves, Growing and Changing</b>	
	Linked focuses:		Linked focuses:		Linked focuses:	

KKPDs	SMSC 	British Values 	SMSC 	British Values 	SMSC 	British Values 
	Social and moral	Rule of law	Social and moral	Rule of Law	Spiritual and cultural	Mutual Respect
	<ul style="list-style-type: none"> <li>• <b>PSHE3.20 know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</b></li> <li>• PSHE3.21 know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</li> <li>• <b>PSHE3.22 know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</b></li> </ul>	<ul style="list-style-type: none"> <li>• PSHE3.25 know ways in which the internet and social media can be used both positively and negatively</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE3.6 know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (all protected characteristics)</li> <li>• PSHE3.7 know how to manage setbacks/ perceived failures and how to re-frame unhelpful thinking</li> <li>• PSHE3.8 know that some for people gender identity does not correspond with biological sex (sex and gender reassignment)</li> </ul>			

	Respecting self and others Managing hurtful behaviour and bullying		Economic well-being: Money Economic well-being: Aspirations, work and career		Keeping Safe Drugs, alcohol and tobacco	
KKPDs	Linked focuses:		Linked focuses:		Linked focuses:	
	SMSC 	British Values 	SMSC 	British Values 	SMSC 	British Values 
	Moral	Rule of law Mutual Respect	Social and spiritual	Individual liberty Mutual Respect	Moral	Rule of Law
	<ul style="list-style-type: none"> <li>PSHE3.19 know about the impact of bullying both online and offline, and the consequences of hurtful behaviour</li> </ul>		<ul style="list-style-type: none"> <li>PSHE3.26 know about the different ways to pay for things and the choices people have about this</li> <li>PSHE3.27 know that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</li> <li>PSHE3.28 know positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>PSHE3.29 know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</li> </ul>		<ul style="list-style-type: none"> <li>PSHE3.9 know reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</li> <li>PSHE3.10 know the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</li> <li>PSHE3.11 know how to predict, assess and manage risk in different situations</li> <li>PSHE3.12 know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</li> </ul>	
	Curriculum End Points for Year 3:		<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>Recall the knowledge specified within the KKPDs for Year 3</li> <li>Discuss different types of relationships</li> <li>Describe what germs do and how to minimise harm</li> <li>Identify effects and impacts of common legal drugs e.g. smoking, alcohol</li> <li>Understand different forms of consent</li> </ul>			

- Understand how the internet and social media can be used positively and negatively
- Describe the sorts of skills people need to do different jobs

## CCLS Healthy Bodies and Minds Curriculum Map Year 4

### PHSE/RSE Curriculum Map



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- The statements in **red** reflect when parents and carers have the option to remove their child from this teaching.
- The statement about FGM has been moved from Keeping Safe to Safe Relationships as we feel it sits within this strand where private body parts and permission are discussed. This KKP is optional as it requires knowledge of what FGM is. If schools choose to teach this KKP they must make this explicit to parents and carers and offer the opportunity for children to be removed from this aspect of teaching.

Year 4	Autumn Term Relationships		Spring Term Living in the Wider World		Summer Term Health and Wellbeing	
Enquiry Question	What does it take to build an empire?		What is the purpose of a journey?		How has the past influenced the present?	
KKPD Strands	Families and close positive relationships Friendships		Communities Shared responsibilities		Healthy lifestyles Mental health	
Year 4	Linked focuses:		Linked focuses:		Linked focuses:	
KKPDs	 SMSC	 British Values	 SMSC	 British Values	 SMSC	 British Values
	Social and moral	Rule of law, Individual liberty and democracy	Cultural and moral	Rule of law and tolerance	Social and spiritual	Mutual respect
	PSHE4.12 to know people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart (marriage and civil partnership)		<ul style="list-style-type: none"> <li>• PSHE4.21 know the different contributions that people and groups make to the community</li> <li>• PSHE4.20 know there are human rights which are there to protect everyone</li> </ul>		<ul style="list-style-type: none"> <li>• PSHE4.1 know about choices that support a healthy lifestyle, and recognise what might influence these</li> </ul>	

KKPDs	<p>PSHE4.13 know that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>PSHE4.14 know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>PSHE4.15 know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p>				<ul style="list-style-type: none"> <li>• PSHE4.2 know how to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>• PSHE4.3 know about what good physical health means; how to recognise early signs of physical illness</li> <li>• PSHE4.4 know that feelings can change over time in range and intensity</li> <li>• PSHE4.5 know strategies and behaviours to support mental health - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</li> </ul>	
	<b>Safe Relationships</b>		<b>Media Literacy &amp; Digital Resilience</b>		<b>Ourselves, Growing and Changing</b>	
	Linked focuses:		Linked focuses:		Linked focuses:	
	SMSC 	British Values 	SMSC 	British Values 	SMSC 	British Values 
	Social and moral	Rule of law and mutual respect	Social and moral	Rule of Law	Spiritual and social	Individual liberty
KKPDs	<ul style="list-style-type: none"> <li>• PSHE4.16 know about seeking and giving permission (consent) in different situations</li> <li>• PSHE4.17 know different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>• PSHE4.18 know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</li> </ul>		<ul style="list-style-type: none"> <li>• PSHE4.22 know about some of the different ways information and data is shared and used online, including for commercial purposes</li> <li>• PSHE4.23 know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</li> </ul>		<ul style="list-style-type: none"> <li>• PSHE4.6 know their personal strengths, skills, achievements and interests and how these contribute to a sense-worth</li> <li>• PSHE4.7 know the external genitalia and internal reproductive organs in males and females and how puberty relates to human reproduction (sex and gender reassignment).</li> <li>• PSHE4.8 know about physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the</li> </ul>	

				menstrual cycle and menstrual wellbeing, erections and wet dreams)
	<b>Respecting self and others Managing hurtful behaviour and bullying</b>	<b>Economic well-being: Money Economic well-being: Aspirations, work and career</b>		<b>Keeping Safe Drugs, alcohol and tobacco</b>
	Linked focuses:	Linked focuses:		Linked focuses:
	SMSC 	SMSC 	British Values 	British Values 
	Moral	Cultural	Individual liberty Mutual Respect	Moral and social Rule of Law
	<ul style="list-style-type: none"> <li>PSHE4.19 know that personal behaviour can affect other people; to recognise and model respectful behaviour online</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.24 know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</li> <li>PSHE4.25 know that people make spending decisions based on priorities, needs</li> <li>PSHE4.26 know about stereotypes in the workplace and that a person's career aspirations should not be limited by them (all protected characteristics)</li> <li>PSHE4.27 know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) (all protected characteristics)</li> </ul>	<ul style="list-style-type: none"> <li>PSHE4.9 know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</li> <li>PSHE4.10 know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li> <li>PSHE4.11 know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> </ul>	

<b>Curriculum End Points for Year 4:</b>	<p><b><u>Children should be able to:</u></b></p> <ul style="list-style-type: none"> <li>Recall the knowledge specified within the KKPDs for Year 4</li> <li>Explain the importance of commitment in a relationship</li> <li>Identify several things that influence what people eat</li> <li>Describe changes during puberty and function of reproductive organs</li> <li>Explain the different contributions that people and groups make to the community</li> <li>Name some ways information can be shared and used and basic ways to assess information</li> <li>Understand some ways spending decisions affect others</li> <li>Discuss assumptions and stereotypes related to jobs</li> </ul>
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### CCLS Healthy Bodies and Minds Curriculum Map Year 5

#### PHSE/RSE Curriculum Map



- The statements in **green** reflect where protected characteristics are taught.
- The statements in **bold** are from the RSE and Health Education statutory guidance.
- The statements in **bold green** show where protected characteristics and RSE and Health Education are taught.
- The statements in **red** reflect when parents and carers have the option to remove their child from this teaching.
- The statement about FGM has been moved from Keeping Safe to Safe Relationships as we feel it sits within this strand where private body parts and permission are discussed. This KKPD is optional as it requires knowledge of what FGM is. If schools choose to teach this KKPD they must make this explicit to parents and carers and offer the opportunity for children to be removed from this aspect of teaching.

Year 5	Autumn Term Relationships		Spring Term Living in the Wider World		Summer Term Health and Wellbeing	
<b>Enquiry Question</b>	How can we leave our mark on the universe?		Is human need greater than others?		How can art represent life?	
<b>KKPD Strands</b>	Families and close positive relationships Friendships		Communities Shared responsibilities		Healthy lifestyles Mental health	
<b>Year 5</b>	Linked focuses:		Linked focuses:		Linked focuses:	
	SMSC 	British Values 	SMSC 	British Values 	SMSC 	British Values 
	Social and cultural	Tolerance and mutual Respect	Moral and spiritual	Rule of law and Tolerance	Social	Individual Liberty

**KKPDs**

- **PSHE5.14 know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different (sex, sexual orientation and gender reassignment)**
- **PSHE5.15 know that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability (sex, sexual orientation, age, race, ethnicity and gender reassignment)**
- **PSHE5.16 know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships**
- **PSHE5.17 know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely**

- **PSHE5.22 know about the relationship between rights and responsibilities**
- **PSHE5.23 know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others**
- **PSHE5.24 know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities (all protected characteristics)**

- **PSHE5.1 know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay**
- **PSHE5.2 know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle**
- **PSHE5.3 know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn**
- **PSHE5.4 know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed**
- **PSHE5.5 know a varied vocabulary when talking about feelings and how to express them in different ways**
- **PSHE5.6 know strategies to respond to feelings, including intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations**
- **PSHE5.7 know that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (disability)**

KKPDs						
	Safe Relationships		Media Literacy & Digital Resilience		Ourselves, Growing and Changing	
	Linked focuses:		Linked focuses:		Linked focuses:	
	SMSC 	British Values 	SMSC 	British Values 	SMSC 	British Values 
	Moral	Rule of Law	Social and moral	Rule of law	Moral and spiritual	Individual Liberty
	<ul style="list-style-type: none"> <li>PSHE5.19 know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> </ul>		<ul style="list-style-type: none"> <li>PSHE5.25 know things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</li> <li>PSHE5.26 know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</li> </ul>		<ul style="list-style-type: none"> <li>PSHE5.8 know their individuality and personal qualities</li> <li>PSHE5.9 know the importance of personal hygiene during puberty, the importance of keeping clean and how to maintain personal hygiene</li> </ul>	

KKPDs	Respecting self and others Managing hurtful behaviour and bullying		Economic well-being: Money Economic well-being: Aspirations, work and career		Keeping Safe Drugs, alcohol and tobacco	
	Linked focuses:		Linked focuses:		Linked focuses:	
	SMSC 	British Values 	SMSC 	British Values 	SMSC 	British Values 
	Spiritual	Tolerance	Cultural and social	Individual Liberty and democracy	Moral and social	Individual Liberty
		<ul style="list-style-type: none"> <li>• PSHE5.18 know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> <li>• PSHE5.20 know the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</li> <li>• PSHE5.21 know how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (race and religion)</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE5.27 know different ways to keep track of money</li> <li>• PSHE5.28 know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> <li>• PSHE5.29 know some of the skills that will help them in their future careers (e.g. teamwork, communication and negotiation)</li> <li>• PSHE5.30 know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE5.10 know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> <li>• PSHE5.11 know about basic first aid and dealing with common injuries</li> <li>• PSHE5.12 know why people choose to use or not use drugs (including nicotine, alcohol and medicines)</li> <li>• PSHE5.13 know about the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> </ul>		

<b>Curriculum End Points for Year 5:</b>	<p><b><u>Children should be able to:</u></b></p> <ul style="list-style-type: none"> <li>Recall the knowledge specified within the KCPDs for Year 5</li> <li>Explain the features of positive relationships and some common ways to reconcile disputes</li> <li>Explain that some people are attracted to the same sex and that sex and gender are different to this</li> <li>Identify that some groups of people are unfairly treated and that this is wrong.</li> <li>Discuss side effects of a lack of sleep on the body/mind/ behaviour</li> <li>Manage feelings appropriately and understand that anyone can experience mental ill health</li> <li>Talk about the importance of hygiene in puberty</li> <li>Talk about the pressure to take illegal drugs</li> <li>Identify things that are appropriate/not to be shared on social media</li> <li>Identify a range of risks around money e.g. gambling</li> </ul>
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### CCLS Healthy Bodies and Minds Curriculum Map Year 6

#### PHSE/RSE Curriculum Map



- The statements in **green** reflect where protected characteristics are taught.
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- The statements in **red** reflect when parents and carers have the option to remove their child from this teaching.
- The statement about FGM has been moved from Keeping Safe to Safe Relationships as we feel it sits within this strand where private body parts and permission are discussed. This KCPD is optional as it requires knowledge of what FGM is. If schools choose to teach this KCPD they must make this explicit to parents and carers and offer the opportunity for children to be removed from this aspect of teaching.

Year 6	Autumn Term Relationships		Spring Term Living in the Wider World		Summer Term Health and Wellbeing	
Enquiry Question	What if my voice isn't heard?		How can we make a difference to our world?		How can I leave a legacy?	
KCPD Strands	Families and close positive relationships Friendships		Communities Shared responsibilities		Healthy lifestyles Mental health	
Year 6	Linked focuses:		Linked focuses:		Linked focuses:	
	SMSC 	British Values 	SMSC 	British Values 	SMSC 	British Values 

	Social	Mutual Respect	Cultural and social	Tolerance and mutual respect	Social and spiritual	Individual Liberty
KKPDs	<ul style="list-style-type: none"> <li>● PSHE6.14 know other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficult</li> <li>● PSHE6.15 know if family relationships make them feel unhappy or unsafe and how to seek advice</li> <li>● PSHE6.16 to know how friendships can change over time about making new friends and the benefits of having different types of friends</li> <li>● PSHE6.17 know that if a friendship (online or offline) makes them feel unsafe, how to ask for support if necessary</li> </ul>		<ul style="list-style-type: none"> <li>● PSHE6.23 know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</li> <li>● PSHE6.24 know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (all protected characteristics)</li> <li>● PSHE6.25 know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced (all protected characteristics)</li> </ul>		<ul style="list-style-type: none"> <li>● PSHE6.1 to know how and when to seek support, including which safe adults to speak to in and outside school if they are worried about their health</li> <li>● PSHE6.2 know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</li> <li>● PSHE6.3 know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</li> <li>● PSHE6.4 know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</li> <li>● PSHE6.5 know problem-solving strategies for dealing with emotions, challenges and change, including transition to new school</li> <li>● PSHE6.6 know the warning signs about mental health and wellbeing and how to seek support for themselves and others</li> <li>● PSHE6.7 know about change and loss including death and how they can express and manage grief and bereavement</li> </ul>	
KKPDs	Safe Relationships		Media Literacy & Digital Resilience		Ourselves, Growing and Changing	
	Linked focuses:		Linked focuses:		Linked focuses:	
	SMSC 	British Values 	SMSC 	British Values 	SMSC 	British Values 

	Moral	Rule of Law	Social	Individual liberty	Moral and social	Individual Liberty
	<ul style="list-style-type: none"> <li>• <b>PSHE6.19 know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</b></li> <li>• <b>PSHE6.20 know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</b></li> </ul>		<ul style="list-style-type: none"> <li>• PSHE6.26 know how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</li> </ul>		<ul style="list-style-type: none"> <li>• PSHE6.8 know about strategies to manage transitions between classes and key stages</li> <li>• PSHE6.9 know about the new opportunities and responsibilities that increasing independence may bring</li> <li>• <b>PSHE6.10 know about the process of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</b></li> <li>• PSHE6.11 know where to get more information, help and advice about growing, changing, especially about puberty</li> </ul>	

	Respecting self and others Managing hurtful behaviour and bullying	Keeping Safe Drugs, alcohol and tobacco	Economic well-being: Money Economic well-being: Aspirations, work and career	
KKPDs	Linked focuses:		Linked focuses:	
	SMSC 	British Values 	SMSC 	British Values 
	Spiritual	Tolerance and democracy	Moral and social	Tolerance and mutual respect
	<ul style="list-style-type: none"> <li>● PSHE6.18 know about discrimination, what it means and how to challenge it (all protected characteristics)</li> <li>● PSHE6.21 know about respecting the differences and similarities between people and recognising what they have in common with others (e.g. physically, in personality or background) (all protected characteristics)</li> <li>● PSHE6.22 know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</li> </ul>	<ul style="list-style-type: none"> <li>● PSHE6.12 know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> <li>● PSHE6.13 know about the organisations that can support people concerning alcohol, tobacco, nicotine or other drug use; people they can talk to if they have concerns</li> </ul>	<ul style="list-style-type: none"> <li>● PSHE6.27 know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</li> <li>● PSHE6.28 know the ways that money can impact on people's feelings and emotions</li> <li>● PSHE6.29 know the kind of job that they might like to do when they are older</li> <li>● PSHE6.30 know a variety of routes into careers (e.g. college, apprenticeship, university)</li> </ul>	
	Curriculum End Points for Year 6:	<p><b><u>Children should be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Recall the knowledge specified within the KKPDs for Year 6</li> <li>● Discuss how relationships can change over time</li> <li>● Understand the term 'discrimination' and give an example.</li> <li>● Describe how/when to get support with health issues, mental and/or physical</li> <li>● Anticipate things that make cause frustration or anger and ways to deal with them</li> <li>● Talk about the process of reproduction and birth</li> <li>● Describe stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> <li>● Identify a wide range of routes into careers and the + and – of different jobs</li> </ul>		

*Appendix 2 – ‘By the end of Primary School, children should know’*

DfE (2019). *Relationships Education, Relationships and Sex Education (RSHE) and Health Education*, p. 20-22, p. 23, p. 32-35

Relationships Education	
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>➤ That families are important for children growing up because they can give love, security and stability.</li> <li>➤ The characteristics of healthy family life, commitment to each other, including times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>➤ That other’s 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.</li> <li>➤ 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.</li> <li>➤ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>➤ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>➤ How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>➤ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>➤ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>➤ The conventions of courtesy and manners.</li> <li>➤ The importance of self-respect and how this links to their own happiness.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>➤ The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>

Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>➤ That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>➤ 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.</li> <li>➤ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>➤ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>➤ How information and data is shared and used online.</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>➤ What sort of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>➤ 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.</li> <li>➤ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>➤ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>➤ How to recognise and report feelings or being unsafe or feeling bad about any adult.</li> <li>➤ How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>➤ How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>➤ Where to get advice e.g. family, school and/or other sources.</li> </ul>

These are the sex education objectives that will be covered at CCLS:

Sex Education	
Sex Education (Primary)	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>- To identify the links between love, committed relationships and contraception.</li> <li>- To know what sexual intercourse is and how it can be part of an intimate relationship between consenting adults.</li> <li>- To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.</li> <li>- To know that pregnancy can be prevented with contraception.</li> </ul>

Health Education	
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>➤ That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>➤ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>➤ 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.</li> <li>➤ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>➤ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>➤ Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>➤ Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>➤ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>➤ 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).</li> <li>➤ 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.</li> </ul>
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>➤ That for most people the internet is an integral part of life and has many benefits.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>➤ 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.</li> <li>➤ How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>➤ Where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>➤ The characteristics and mental and physical benefits of an active lifestyles.</li> <li>➤ 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.</li> <li>➤ The risks associated with an inactive lifestyles (including obesity)</li> <li>➤ How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<p>Pupils should know</p>

	<ul style="list-style-type: none"> <li>➤ What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>➤ The principles of planning and preparing a range of healthy meals.</li> <li>➤ 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).</li> </ul>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>➤ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>➤ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>➤ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>➤ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>➤ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>➤ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>➤ The facts and Science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>➤ How to make a clear and efficient call to emergency services if necessary.</li> <li>➤ Concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>➤ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>➤ About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

