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PSHE Curriculum and Planning document

This curriculum document for PSHE Education has been compiled to integrate the statutory content of the RSHE (Relationship, Sex and Health Education) and goes beyond to integrate this content within a broader and complete PSHE programme. *Documents referred to are listed in Appendix 2.*

Within our PSHE curriculum we have also included many aspects of SMSC education (see Appendix 1). There are many crossovers between these areas of education and whilst many of these have been included in our plans, schools will still need to consider where SMSC and British Values fit within their wider curriculum and everyday school life, vision and ethos.

For clarification, Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. Schools are encouraged to actively promote fundamental British values as an integral part of the SMSC curriculum so that the ethos and teaching in our settings provides an understanding of English civil and criminal law.

Planning for PSHE: Please refer to the policy and use in conjunction with the programme of study to plan content and ensure the ethos is maintained:
https://consortiumacademy.co.uk/suffolk/primary/consortiummat/arenas/websitecontent/web/cmatrelationshipsexandhealtheducationpolicyv2-14.02.2019.pdf

When planned for, and taught well, PSHE education supports pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future as well as helping them to achieve their academic potential.

Learning opportunities should be used flexibly to plan a programme according to pupil's development, readiness and needs and taking into account prior learning, experience and understanding.

As mentioned above, there is extensive overlap between RSHE, PSHE and SMSC and, it is for this reason, that we have chosen not to differentiate between them in this programme of study, rather to group concepts and knowledge into broad and relevant areas. The 'activities/implementation' sections of the document are to enable staff to record their own plans for HOW they will support the acquisition of those concepts and knowledge and to provide space to record the opportunities to draw links between the subjects and integrate teaching where appropriate.

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Intent	Implementation	Impact
As a trust, it is our intent to educate our children to be accepting of diversity and be sensitive to the needs of different groups of people in society. We aim to encourage all children to use the correct and appropriate language and terminology in discussion, developing an understanding and awareness that diversity and difference should be accepted and celebrated. The curriculum has been developed to be respectful, accepting and tolerant of different community and social groups, rather than to promote specific lifestyle choices. We aim to provide high quality learning opportunities which allow the children to demonstrate an understanding of, and a sensitivity to all others regardless of their beliefs and values, so that they can develop meaningful relationships and caring friendships in which they feel safe, cared for and supported. We aim to equip children with the ability to make their own decisions about their lifestyle choices, health and wellbeing and the knowledge they need to keep themselves safe in an ever developing world.	• Open discussions/ forums/ debates • Invite visitors in to school to share their experiences and provide role models • Diversity in resources-books and materials to include different family groups, including representation of LGBT communities • DfE recommended resources • Parent and Child workshops to support SRE, Mental Health and Drug/ Alcohol education • PSHE association resources • Possible community projects • Pre-teaching/ preparation for vulnerable children • Scrapbook of children's responses to topical discussions	

Text in blue within the body of the curriculum identifies items or statements which are repeated.

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Relationships education:

Concepts	Knowledge *By the end of Primary School* *Pupils should know*	KS1 *Pupils learn*	KS2 *Pupils learn*	Activities/ Implementation
Families and people who care for	That families are important for children growing up because they can give love, security and stability	To identify the people who love and care for them and what they do to help them feel cared for	That a feature of positive family life is caring relationships; about the different ways in which people care for one another	
	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	About the roles different people (eg acquaintances, friends and relatives) play in our lives To identify common features of family life	To recognize other shared characteristics of healthy family life including commitment, care, spending time together; being there for each other in times of difficulty	
	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 characterized by love and care	About different types of families including those that may be different to their own To recognise the ways in which we are all unique	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 – LGBT. To recognise and respect 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 About personal identity; what contributes to who we are (eg. Ethnicity, family, gender (including gender identity), faith, culture, hobbies, likes/dislikes)	

	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	*About different types of families including those that may be different to their own*	To recognise that there are different types of relationships (eg friendships, family relationships, romantic relationships, online relationships) *That a feature of positive family life is caring relationships; about the different ways in which people care for one another* To recognise and respect 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*
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong *Marriage in England and Wales is available to both opposite sex and same sex couples*	*To identify common features of family life*	About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong That people who love and care for each other can be in a committed relationship (eg marriage), living together but may also live apart
	How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help and advice from others if needed	That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	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 How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

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Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends	About how people make friends and what makes a good friendship About what is kind and unkind behaviour and how this can affect others	About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effects of online action on others	
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	*About how people make friends and what makes a good friendship*	What constitutes a positive healthy friendship (eg 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	
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	About how to recognise when they or someone else feels lonely and what to do	The importance of seeking support if feeling lonely or excluded That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them	
	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	Simple strategies to resolve arguments between friends positively How to listen to other people and play and work co-operatively	How friendships can change over time, about making new friends and the benefits of having different types of friends That friendships have up and downs; strategies to resolve disputes and reconcile differences positively and safely	
	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.	How to ask for help is a friendship is making them feel unhappy	To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	

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Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs	*To recognise the ways in which we are all unique* To recognise the ways in which they are the same and different to others About the different groups they belong to	About respecting the differences and similarities between people and recognising what they have in common with others eg physically, in personality or background To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own About the different groups that make up their community; what living in a community means	
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	*About how people make friends and what makes a good friendship* *Simple strategies to resolve arguments between friends positively* How to talk about and share their opinions on things that matter to them	*To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own* How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	
	The conventions of courtesy and manners	About how to treat themselves and others with respect; how to be polite and courteous and how this makes other people feel.	*To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own*	
	The importance of self-respect and how this links to their own happiness	To recognise what makes them special To identify what they are good at, what they like and dislike *About how to treat themselves and others with respect; how to be polite and courteous*	To recognise their individuality and personal qualities To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking To recognise 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	

	That in school and in wider society they should 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	*About how to treat themselves and others with respect; how to be polite and courteous* *To recognise the ways in which we are all unique*	*To recognise 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.* What to do if they are not treated respectfully.	
	About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of by-standers (primarily reporting bullying to an adult) and how to get help	That bodies and feelings can be hurt by words and actions; that people can say hurtful things online About how people may feel if they experience hurtful behaviour or bullying 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	About the impact of bullying, including offline and online. And the consequences of hurtful behaviour Strategies to respond to hurtful behaviour experienced or witnessed, off line and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	
	What a stereotype is, and how stereotypes can be unfair, negative or destructive	*About the different groups they belong to* and how there are not limits and shouldn't be assumptions based on these groupings or any shared characteristics.	About discrimination: what it means and how to challenge it To value the different contributions that people and groups make to the community About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	
	The importance of permission-seeking and giving in relationships with friends, peers and adults	How to respond safely to adults they don't know About knowing there are situations when they should ask for permission and also when their permissions should be sought	About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) About seeking and giving permission (consent) in different situations	

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Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not	That sometimes people may behave differently online, including by pretending to be someone they are not	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	
	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	*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*	How to respond safely and appropriately to people they may encounter (in all contexts including online) whom they do not know That personal behaviour can affect other people; to recognise and model respectful behaviour online *To recognise 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*	
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	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	*How to respond safely and appropriately to people they may encounter (in all contexts including online) whom they do not know* Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	*How to respond safely to people they don't know*	*How to respond safely and appropriately to people they may encounter (in all contexts including online) whom they do not know* To recognise what it means to 'know someone online' and how this differs from knowing someone face to face; risks of communicating online with others not known face to face	
	How information and data is used and shared online	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	About some of the different ways information and data is shared online, including for commercial purposes About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	

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Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	*About knowing there are situations when they should ask for permission and also when their permissions should be sought*	*About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)*	
	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	To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	About keeping something confidential or secret when this should (eg 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	
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	*To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private* About how to respond if physical contact makes them uncomfortable or unsafe	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 Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact	
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	*That sometimes people may behave differently online, including by pretending to be someone they are not* *How to respond safely to adults they don't know* Basic techniques for resisting pressure to do something they do not want to do and which may make them unsafe	*How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know*	
	How to recognise and report feelings of being unsafe or feeling bad about any adult	*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*	*Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)*	

	How to ask for advice or help for themselves or others, and to keep trying until they are heard	*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*	*Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)*	
	How to report concerns or abuse, and the vocabulary and confidence needed to do so	*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*	*Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)* *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*	
	Where to get advice eg family, school and/or other sources	*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*	*Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)*	

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Health education:

Concepts	Knowledge *Pupils should know*	KS1 *Pupils learn*	KS2 *Pupils learn*	Activities/ Implementation
Mental Wellbeing	That mental wellbeing is a normal part of daily life, in the same way as physical health	About what keeping healthy means; different ways to keep healthy	That mental health, just like physical health, is part of daily life; the importance of taking care of mental health	
	That there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	About different feelings that humans can experience How to recognise and name feelings How feelings can affect people's bodies and how they behave How to recognise what others may be feeling	How to recognise that feelings can change over time and range in intensity	
	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	To recognise that not everyone feels the same at the same time, or feels the same about the same things About ways of sharing feelings; a range of words to describe feelings	A varied vocabulary to use when talking about feelings; about how to express feelings in different ways	
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	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 To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	
	The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness	About things that help people feel good (eg playing outside, doing things they enjoy, spending time with family, getting enough sleep)	About strategies and behaviours that 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	

	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	*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* About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better How to manage when finding things difficult	*About strategies and behaviours that 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* About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement	
	Isolation and loneliness can affect children and that it is very important to discuss their feelings with an adult and seek support	*How to manage when finding things difficult* About preparing to move to a new class/ year group *About how to recognise when they or someone else feels lonely and what to do*	Problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools *The importance of seeking support if feeling lonely or excluded*	
	That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing	*That bodies and feelings can be hurt by words and actions; that people can say hurtful things online* *About how people may feel if they experience hurtful behaviour or bullying*	*About the impact of bullying, including offline and online. And the consequences of hurtful behaviour*	
	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)	*To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it* *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*	*To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others* *Strategies to respond to hurtful behaviour experienced or witnessed, off line and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support*	

	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	*How to manage when finding things difficult*	To recognise 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	

Internet safety and harms	That for most people the internet is an integral part of life and has many benefits	About how the internet and digital devices can be used safely to find things out and communicate with others About the role of the internet in everyday life	Recognise ways in which the internet and social media can be used both positively and negatively	
	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 physical and mental wellbeing	About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	
	How to consider the effect of their online actions on others and how to recognise and display respectful behaviour online and the importance of keeping personal information private	*That bodies and feelings can be hurt by words and actions; that people can say hurtful things online* *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*	*That personal behaviour can affect other people; to recognise and model respectful behaviour online* *Recognise ways in which the internet and social media can be used both positively and negatively* Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images	
	Why social media, some computer games and online gaming, for example, are age restricted	About rules and age restrictions that keep us safe	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 and online gaming 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	

	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	*Basic rules to keep safe online, including by 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*	*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 and online gaming* *Strategies to respond to hurtful behaviour experienced or witnessed, off line and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support* *Recognise ways in which the internet and social media can be used both positively and negatively*	
	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	That not all information seen online is true	How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results *About some of the different ways information and data is shared online, including for commercial purposes* *About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information* About 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	

| | Where and how to report concerns and get support with issues online | *Basic rules to keep safe online, including by 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* | 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 or others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact | |

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Physical Health and Fitness	The characteristics and mental and physical benefits of an active lifestyle	*About what keeping healthy means; different ways to keep healthy* *CQ Science milestone 1: Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.*	How regular (daily/ weekly) exercise benefits mental and physical health (eg walking or cycling to school, daily active mile); recognising opportunities to be physically active and some of the risks associated with an inactive lifestyle *CQ Science milestone 3: Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.*	
	The importance of building regular exercise in to 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	About how physical activity helps us to stay healthy; and ways to be physically active everyday	*How regular (daily/ weekly) exercise benefits mental and physical health (eg walking or cycling to school, daily active mile); recognising opportunities to be physically active and some of the risks associated with an inactive lifestyle*	
	The risks associated with an inactive lifestyle (including obesity)	*About how physical activity helps us to stay healthy; and ways to be physically active everyday*	*How regular (daily/ weekly) exercise benefits mental and physical health (eg walking or cycling to school, daily active mile); recognising opportunities to be physically active and some of the risks associated with an inactive lifestyle* How to recognise that habits can have both positive and negative effects on a healthy lifestyle	
	How and when to seek support including which adults to speak to in school if they are worried about their health	About the people who help us to stay physically healthy	How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	

Healthy Eating	What constitutes a healthy diet (including understanding calories and other nutritional content)	About foods that support good health and the risks of eating too much sugar *About how physical activity helps us to stay healthy; and ways to be physically active everyday* *CQ Science milestone 1: Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.*	How to make informed decisions about health About what constitutes a heathy 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 *CQ Science milestone 2: Identify that animals, including humans, need the right types and amounts of nutrition,that they cannot make their own food and they get nutrition from what they eat.*	
	The principles of planning and preparing a range of healthy meals	*About foods that support good health and the risks of eating too much sugar*	*About what constitutes a heathy 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*	
	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health)	*About foods that support good health and the risks of eating too much sugar*	About the elements of a balanced, healthy lifestyle About choices that support a healthy lifestyle, and recognise what might influence these *About what constitutes a heathy 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*	

| Drugs, Alcohol and Tobacco | The facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug-taking | About things that people can put in to their body or on their skin; how these can affect how people feel | About the risks and effects of legal drugs common to everyday life (eg cigarettes, e-cigarettes/ vaping, alcohol and medicines and their impact on health; recognise that drug use can become a habit that can be difficult to break
To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
About why people choose to use or not use drugs (including nicotine, alcohol and medicines)
About the mixed messages in the media about drugs, including alcohol and smoking/ vaping
About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns
CQ Science milestone 3: Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. | |

Health and Prevention	How to recognise early signs of physical illness, such as weight-loss or unexplained changes to the body	n/a	About what good physical health means; how to recognise early signs of physical illness	
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	How to keep safe in the sun and protect skin from sun damage	About the benefits of sun exposure and risks of over exposure; how to keep safe from sun damage and sun/ heat stroke and reduce the risk of skin cancer	
	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	About why sleep is important and different ways to rest and relax	About 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 the ability to learn	
	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	How to maintain good oral hygiene (include correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (eg sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing	Simple hygiene routines that can stop germs from spreading	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 About the importance of taking medicines correctly and using household products safely (eg following instructions carefully)	
	The facts and science relating to allergies, immunization and vaccination	That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	

	About recognising risk in simple everyday situations and what actions to take to minimize harm	About how to keep safe at home (including around electrical appliances) and fire safety (eg not playing with matches and lighters) That household products (including medicines) can be harmful if not used correctly About the people whose job it is to help keep us safe Ways to keep safe in familiar and unfamiliar environments (eg beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely	About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe 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 How to predict, assess and manage risk in different situations	

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Basic First Aid	How to make a clear and efficient call to emergency services if necessary	About what to do if there is an accident and someone is hurt How to get help in an emergency (how to dial 999 and what to say)	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	
	Concepts of basic first aid, for example dealing with common injuries, including head injuries	*About what to do if there is an accident and someone is hurt* *About things that people can put in to their body or on their skin; how these can affect how people feel*	About what is meant by first aid; basic techniques for dealing with common injuries (common injuries might include bruises, scalds, burns, bleeds- cuts/nose bleeds, asthma attacks, allergic reactions, choking, unresponsiveness)	

Changing Adolescent Body	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	To name the main parts of the body including external genitalia (eg vulva, vagina, penis, testicles) About growing and changing from young to old and how people's needs change *Linked to CQ Science milestone 1: Identify, name,(draw) and label the basic parts of the human body…* *Notice that animals, including humans, have offspring which grow into adults.*	To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) About how hygiene routines change during a time of puberty, the importance of keeping clean and how to maintain personal hygiene About where to get more information, help and advice about growing and changing, especially about puberty *CQ Science milestone 3: Describe the changes as humans develop to old age.*	
	About menstrual wellbeing including the key facts about the menstrual cycle	n/a	*To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction* *About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)*	

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As part of the Science curriculum, the Trust teaches some sex and relationships education through other subject areas (for example, science and PE) Years 5 and 6 will have a particular emphasis on specific sex education as outlined below.

Concepts	Knowledge *By the end of Primary School Pupils should know*	KS1 *Pupils learn*	KS2 *Pupils learn*	Activities/ Implementation
Sex Education			About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born	