

Relationships Education, Sex Education and Health Education Curriculum Content Map

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and wellbeing					
Health Protection and Prevention	Bullying including Cyber bullying	Wellbeing online	- Medicine Safety (EYFS/KS1) - Drugs, alcohol, tobacco and Vaping (KS2)	Physical health and mental well-being	- Basic First Aid - Personal Safety - Changing bodies
Relationships Education					
- Families and people who care for me - Caring Friendships - Respectful, kind relationships - Online safety and awareness - Being Safe					
Character Education					
Virtues: - Caring - Cooperation - Helpfulness - Courage - Kindness		Virtues: - Cleanliness - Fairness - Friendliness - Service - Patience - Respect		Virtues: - Courtesy - Forgiveness - Determination - Self-discipline - Gratitude - Honesty	

Relationships Education

Families and people who care for me		
Families and people who care for me: content to be covered by the end of primary	Where is this topic covered across our curriculum in EYFS and KS1?	What other opportunities and resources are available at our school to explore this topic, as part of our responsive and continually developing curriculum?
1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	<u>Character Education: Caring (Autumn)</u> - Caring for ourselves. (Year 1) - Caring for others and family. (Year 2) <u>Character Education: Helpfulness (Autumn)</u> - Who helps you? (Reception) - Who do you help? (Year 1) - People who help us. (year 2) <u>English</u> - Writing my address and discussing my family/home. <u>Religious Education</u> - Christmas traditions at my house. (Year 1 and 2) <u>History</u> - My timeline. (Year 1)	- RSE Pack Activity sheet- Who are we like? - RSE Pack Activity sheet- Class Survey. - RSE Pack Activity sheet– Family Tree. - RSE Pack Activity sheet– My Family. - RSE Pack Activity sheets – Love is... - Family tree activities. - Mother's/Father's Day activities. - EYFS 'Stay and Play' sessions. - Photo/memory/all about me activities. - Transition activities. - Writing thank you letters after trips etc. - Role-play activities – act out everyday situations showing support and caring.
	Where is this topic covered across our curriculum in KS2?	
	<u>Character Education: Helpfulness (Autumn)</u> - People who need our help. (year 3) - Helpfulness in your class. (year 4) - Helpfulness in your family. (year 5) - Who would you help? (year 6)	

Caring Friendships		
Caring friendships: content to be covered by the end of primary	Where is this topic covered across our curriculum in EYFS and KS1?	What other opportunities and resources are available at our school to explore this topic, as part of our responsive and continually developing curriculum?
1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right.	<u>Character Education: Caring (Autumn)</u> - Caring for ourselves. (Year 1) - Caring for others and family. (Year 2) <u>Character Education: Cooperation (Autumn)</u> - Many hands make light work; learning about cooperation through stories; working together to achieve a challenging task. (Year 1) - Practising conflict resolution through role play; Encouraging one another. (Year 2) <u>Character Education: Kindness (Autumn)</u> - The Book of Kindness. (Year 1) - The Cup of Kindness. (Year 2) <u>Character Education: Fairness (Spring)</u> - Fair shares for others. (Year 1 and 2) <u>Character Education: Friendliness (Spring)</u> - Practice making a new friend. (Year 1) - Practice introductions and asking questions. (Year 2)	- RSE Pack Activity sheet– Wanted. (EYFS) - RSE Pack Activity sheet– helping hands. - RSE Pack Activity sheet– My friend. - RSE Pack Activity sheet– Friendship Bingo. - RSE Pack Activity sheet– My friend. - RSE Pack Activity sheet– Friendship Bingo. - Buddy systems. - Friendship scenarios. - Collaborative games. - Peer support. - Circle time discussions. - School behaviour and anti-bullying policies. - Access to trusted adult at school. - Emotion cards and feelings charts. - Storybooks about friendship, kindness, empathy and inclusion (PSHE Library in Year 2 for all to access).
	Where is this topic covered across our curriculum in KS2?	
	<u>Character Education: Cooperation (Autumn)</u> Bury the hatchet! Strengths and needs. (Year 3)	

7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	• Team Building Skills: The Human Knot. (Year 4) • Understanding Aesop's Tale: The Bundle of Sticks. (Year 5) • Coaching younger children: Hula-hoop help. (Year 6) <u>Character Education: Friendliness (Spring)</u> • What do our friends need from us? (Year 3) • Flexible friends. (Year 4) • What are my friends interested in? (Year 5) • Developing friendships that last. (Year 6)	
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Respectful, kind relationships		
Respectful, kind relationships: content to be covered by the end of primary	Where is this topic covered across our curriculum in EYFS and KS1?	What other opportunities and resources are available at our school to explore this topic, as part of our responsive and continually developing curriculum?
1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	<u>Character Education: Respect (Spring)</u> • How does the ugly duckling feel? Making the ugly duckling feel welcome. (Year 1) • Classroom and playground rules that help us show respect. (Year 2) <u>Character Education: Courtesy (Summer)</u> • Courtesy at the lunch table/in the playground. (Year 1) • Aesop's fable; courtesy in the classroom. (Year 2)	• RSE Pack- Change Places If...activity. • Anti-bullying week resources. (online) • Stonewall resources cover LGBT relationships. (online) • Changing relationships scenarios. • RSE Pack Activity sheet– Who does what? • RSE Pack Activity sheet– Sexuality (card match).

3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to	Where is this topic covered across our curriculum in KS2? <u>Character Education: Respect (Spring)</u> • Showing respect whilst out and about/at home. (Year 3) • Powerful respect. (Year 4) • Tricky discussion questions; similarities and differences. (Year 5) • Human Rights. (Year 6) <u>Character Education: Courtesy (Summer)</u> • Courtesy to others: school visitors. (Year 3) • Courtesy on school trips; courtesy to our neighbours. (Year 4) • A courteous debate. (Year 5) • The Knightly Virtues. (Year 6)	• RSE Pack - Attitudes and Values (discuss statements). • Role-play activities – practise greeting others, listening, taking turns, disagreeing respectfully. • Kindness challenges – encourage pupils to carry out small acts of kindness around school. • Peer collaboration – paired and group activities to promote cooperation, inclusion and respect for different opinions. • Celebrating differences - explore different cultures, families, abilities, interests and backgrounds in an inclusive way. • Conflict-resolution activities. • Class agreements – work together to create expectations for treating others with kindness and respect. • Assemblies and themed weeks (e.g. Anti-bullying Week). • School trips – representing our school/showing and practising respect and courtesy in real-life scenarios.
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get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		
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Online safety and awareness		
Online safety and awareness: content to be covered by the end of primary	Where is this topic covered across our curriculum in EYFS and KS1?	What other opportunities and resources are available at our school to explore this topic, as part of our responsive and continually developing curriculum?
1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report	<u>Computing/E-Safety lessons</u> See Project Evolve lessons. Project Evolve prepares the children for the digital world across 8 different strands: 1. Self-image and online identity 2. Online Relationships 3. Online Bullying 4. Copyright and Ownership 5. Online Reputation 6. Managing Online information 7. Health, well-being and lifestyle 8. Privacy and Security Within each strand there is a set of progressive objectives covered. The objectives often overlap into the PSHE and Computing curriculum and are taught from Years EYFS-Y6.	• Safer Internet Day – whole-school focus on positive, safe and responsible digital experiences. • Responsive visits from Digital PCSO to discuss current issues related to online safety. • Read <i>Chicken Clicking</i> (A picture book about online safety x3 copies in school). • NSPCC resources (online).
	Where is this topic covered across our curriculum in KS2?	
	<u>Computing/E-Safety lessons</u>	

this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	See Project Evolve lessons. Project Evolve prepares the children for the digital world across 8 different strands: 1. Self-image and online identity 2. Online Relationships 3. Online Bullying 4. Copyright and Ownership 5. Online Reputation 6. Managing Online information 7. Health, well-being and lifestyle 8. Privacy and Security Within each strand there is a set of progressive objectives covered. The objectives often overlap into the PSHE and Computing curriculum and are taught from Years EYFS-Y6. <u>Character Education: Self-discipline (Summer)</u> • Can you wait? (Year 4) • Knowing the limits. (Year 5) • E-safety: Cyber-bullying; E-safety: Being smart online. (Year 6)	
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Being Safe		
Being safe: content to be covered by the end of primary	Where is this topic covered across our curriculum in EYFS and KS1?	What other opportunities and resources are available at our school to explore this topic, as part of our responsive and continually developing curriculum?
1. What sorts of boundaries are appropriate in friendships with peers and others	<u>Character Education: Helpfulness (Autumn)</u> • Who helps you? (Reception)	• NSPCC - The Underwear Rule.

(including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	• Who do you help? (Year 1) • People who help us. (year 2)	• NSPCC – I saw your willy (online). • NSPCC visits to school to talk to children about this topic in assemblies. • Big Talk Primary Cards. • RSE Pack Activity sheet- Public and Private activity. • RSE Pack Activity sheet- Touching Good or Bad. • RSE Pack Activity sheet- Touching Rules. • RSE Pack Activity sheet- Good/Bad touches (sorting cards). • RSE Pack Activity sheet- Types of touches (sorting cards). • Trusted-adult activities – help children identify adults they can approach if they feel worried or unsafe. • Personal boundaries on the playground – e.g. respecting other people's boundaries in games. • Role-play – practise saying “no”.
	Where is this topic covered across our curriculum in KS2?	
	<u>Character Education: Helpfulness (Autumn)</u> • People who need our help. (year 3) • Helpfulness in your class. (year 4) • Helpfulness in your family. (year 5) • Who would you help? (year 6) <u>Character Education: Self-discipline (Summer)</u> • Can you wait? (Year 4) • Knowing the limits. (Year 5) • E-safety: Cyber-bullying; E-safety: Being smart online. (Year 6)	

Sex Education, puberty and changing bodies

Sex Education, puberty and changing bodies		
EYFS & KS1 Objectives	Where is this topic covered across our curriculum in EYFS and KS1?	What other opportunities and resources are available at our school to explore this topic, as part of our responsive and continually developing curriculum in EYFS and KS1?
- That there are male and female animals, which have offspring that grow into adults, as humans do - The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. (where vocabulary should be introduced agreed June 2026 – see vocabulary map) - The importance of and how to maintain personal hygiene	<u>Character Education: Cleanliness (Spring)</u> - Let's wash our hands. (Reception) - Cleanliness and orderliness. (Year 1) - Food hygiene. (Year 2) <u>Science</u> - Identify basic body parts. - Identify areas associated with each sense. - Identify stages of human development. - Identify the basic needs of humans. <u>Art</u> - Portraits and sporty body paintings.	- Clued Up for Growing Up (spiral curriculum resource). - Vocabulary map for sexual body parts, puberty and reproduction (created by Staff June 2026). - RSE Pack Activity sheet– Baby Animals. (EYFS) - RSE Pack Activity sheet– Growing Up. (EYFS) - RSE Pack Activity sheet– Give the baby a name. (EYFS) - RSE Pack Activity sheet- What can we do? - Personal Hygiene activity. - RSE Pack Activity sheet- Growing up. - RSE Pack Activity sheet- Life cycles. - RSE Pack Activity sheet– Naming body parts. - Lesson plan and RSE Pack Activity sheets re. the differences between boys and girls. - RSE Pack Activity sheet- What can I do?
Lower KS2 Objectives	Where is this topic covered across our curriculum in Lower KS2?	What other opportunities and resources are there to explore this topic in Lower KS2?

• The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. (where vocabulary should be introduced agreed June 2026 – see vocabulary map) • How boys’ and girls’ bodies change as they approach and move through puberty. • The process of growing from young to old and how people’s needs change.	<u>Character Education: Cleanliness (Spring)</u> • Looking after your teeth; cleaning our teeth. (Year 3) • Clean words. (Year 4) <u>Science</u> • Identify types of food and nutrition. • Identify the function of the skeleton and muscles. • Identify functions of the basic parts of the digestive system. • Identify different types of teeth and their function. <u>English</u> • Discussions about reproduction through class reads; <i>Charlotte’s Web</i> and <i>Tiger, Tiger</i>. (Year 4)	• Clued Up for Growing Up (spiral curriculum resource). • Vocabulary map for sexual body parts, puberty and reproduction (created by Staff June 2026). • RSE Pack Activity sheet- Bring me sunshine. • RSE Pack - Through the door activity. • Lesson plan and RSE Pack Activity sheets re. changing body parts. • RSE Pack Activity sheet- Birth fact file. • RSE Pack Activity sheet- Life Cycles. • RSE Pack Activity sheet– sort the changes.
Upper KS2 Objectives	Where is this topic covered across our curriculum in Upper KS2?	What other opportunities and resources are available at our school to explore this topic, as part of our responsive and continually developing in Upper KS2?
• Clued Up for Growing Up (spiral curriculum resource) • changes in the body related to puberty, such as periods and voice breaking. • when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these • how a baby is conceived and born (year 6)	<u>Character Education: Cleanliness (Spring)</u> • No smoking. (Year 5) • Clean up your act. (Year 6) <u>Science</u> • Describe changes as humans develop from birth to old age. • Growth and change/foetal development. (Year 5)	• Clued Up for Growing Up (spiral curriculum resource). • Vocabulary map for sexual body parts, puberty and reproduction (created by Staff June 2026). • Operation Ouch! Video. (Year 6) • See Sex Education pack for lessons and numerous resources linked to the plans. <i>Other extra RSE Pack Activity sheets include:</i> • RSE Pack Activity sheet- Changes at puberty. • Conception and pregnancy quiz.

		• RSE Pack Activity sheet- Big words, little words (word search). • RSE Pack Activity sheet-How does a baby start? (order the steps). • RSE Pack Conception (matching activity). • RSE Pack Activity sheet– Check out the changes, Girls! • RSE Pack - The problem with girls... (discussion activity). • RSE Pack Activity sheet– Check out the changes, Boys!
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Health and wellbeing

General wellbeing		
General wellbeing: content to be covered by the end of primary	Where is this topic covered across our curriculum in EYFS, KS1 and KS2?	What other opportunities and resources are available at our school to explore this topic, as part of our responsive and continually developing curriculum?
1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support.	PE - Physical fitness, healthy lifestyles, teamwork and mental wellbeing. (all classes) Science - Animals Including humans - Understand that exercise makes the heart work harder and is an essential part of a healthy lifestyle. (Year 2) Science - Animals Including humans - Become a team of personal trainers for clients in need of expert health, dietary and training advice. Develop specialised knowledge, skills and understanding in nutrition, muscles, bones and joints and conduct your own research. (Year 3)	- Healthy Minds programme delivered annually by Mini First Aid High Peak. (Year 5) - Feelings check-ins. - Feelings and emotions cards/charts. - Mindfulness and relaxation activities. - Outdoor and nature activities (all classes have circa 6 half-day Forest School sessions each year). - Physical activity – encourage exercise and movement breaks (e.g. Daily Mile/BBC Supermovers). - Calm boxes/sensory resources. - Storybooks about emotions and resilience (See PSHE Library in Year 2). - Worry boxes. - Books on the topic of bereavement (See PSHE Library).

7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.		
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Wellbeing online

Wellbeing online: content to be covered by the end of primary	Where is this topic covered across our curriculum in EYFS, KS1 and KS2?	What other opportunities and resources are available at our school to explore this topic, as part of our responsive and continually developing curriculum?
1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	See Project Evolve lessons. Project Evolve prepares the children for the digital world across 8 different strands: 1. Self-image and online identity 2. Online Relationships 3. Online Bullying 4. Copyright and Ownership 5. Online Reputation 6. Managing Online information 7. Health, well-being and lifestyle 8. Privacy and Security Within each strand there is a set of progressive objectives covered. The objectives often overlap into the PSHE and Computing curriculum and are taught from Years EYFS-Y6.	• Safer Internet Day – whole-school focus on positive, safe and responsible digital experiences. • Access to digital PCSO.

9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.		
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Physical health and fitness		
Physical health and fitness: content to be covered by the end of primary	Where is this topic covered across our curriculum in EYFS, KS1 and KS2?	What other opportunities and resources are available at our school to explore this topic, as part of our responsive and continually developing curriculum?
1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.	PE - Physical fitness, healthy lifestyles, teamwork and mental wellbeing. (all classes) Science - Animals Including humans - Understand that exercise makes the heart work harder and is an essential part of a healthy lifestyle. (Year 2) - Animals Including humans - Become a team of personal trainers for clients in need of expert health, dietary and training advice. Develop specialised knowledge, skills and understanding in nutrition, muscles, bones and joints and conduct your own research. (Year 3)	- Daily physical activity/movement breaks – e.g. Daily mile, Supermovers. - Outdoor learning. - Fitness Challenges. - Sports competitions. - Intra competitions. - Sports Clubs. - Sports Day. - Sports Council activities. - Playground Leaders.

Healthy eating		
Healthy eating: content to be covered by the end of primary	Where is this topic covered across our curriculum in EYFS and KS1?	What other opportunities and resources are available at our school to explore this topic, as part of our responsive and continually developing curriculum?
1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	<u>PSED</u> • Oral hygiene. (EYFS) <u>Science</u> • Find out about healthy lunch box foods before designing and sharing your own snack. (Year 2) • Animals Including humans - Become a team of personal trainers for clients in need of expert health, dietary and training advice. Develop specialised knowledge, skills and understanding in nutrition, muscles, bones and joints and conduct your own research. (Year 3) • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Year 6) • Describe the ways in which nutrients and water are transported within animals, including humans. (Year 6)	• Cooking activities e.g. breadmaking in Year 2 and Year 3. • Food tasting e.g. Greek food tasting in Year 4.

Drugs, alcohol, tobacco and vaping

Drugs, alcohol, tobacco and vaping: content to be covered by the end of primary	Where is this topic covered across our curriculum in KS2?	What other opportunities and resources are available at our school to explore this topic, as part of our responsive and continually developing curriculum?
1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	<u>Drugs Education lessons</u> <u>Science</u> • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Year 6) • Describe the ways in which nutrients and water are transported within animals, including humans. (Year 6)	• Healthy Schools RSE Pack Activity sheets and lesson plans. (on school server) • Diet, drugs and lifestyle - White Rose Science lesson plans in Year 6).

Health protection and prevention		
Health protection and prevention: content to be covered by the end of primary	Where is this topic covered across our curriculum in EYFS, KS1 and KS2?	What other opportunities and resources are available at our school to explore this topic, as part of our responsive and continually developing curriculum?
1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	<u>PSED</u> • Oral hygiene (EYFS). <u>Character Education</u> • Cleanliness Virtue (covered through school). <u>Science</u> • Animals including humans topic in Science e.g. in Year 6, pupils learn about the ways in which nutrients are transported around the body.	• Sun Safety resources here: Sun Safety Resources for Primary Schools Sun Safe Schools. • DCC Sleep Resource including lesson plan (on Server). • Public Health Resource – Sleep for primary aged children (on Server). • Discussions around vaccinations (at time children with consent are given their vaccinations).

Personal safety		
Personal safety: content to be covered by the end of primary	Where is this topic covered across our curriculum in EYFS and KS1?	What other opportunities and resources are available at our school to explore this topic, as part of our responsive and continually developing curriculum?
1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	<u>History</u> • Fire safety lessons during History topic 'the Great Fire of London'. (Year 2) <u>PE</u> • Water Safety as part of swimming lessons. (Year 5)	• Fire and emergency drills – help pupils understand emergency procedures and why they are important. • Safe use of equipment – discuss playground, PE, science, cooking and technology safety. • Road and travel safety – explore safe walking, cycling, crossing roads etc. • Bikeability. (Year 6) • Water Safety Assemblies/Visitor from New Mills Swimming Pool. • Preparing for school trips – discuss safety procedures. • Rail safety discussions when travelling to Manchester on train for Year 6 school trip.

Basic first aid	
Basic first aid: content to be covered by the end of primary	Where and when is Basic first aid covered in school?

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	Basic first aid is delivered by Mini First Aid High Peak on an annual basis to Nursery, Reception, Year 1, Year 3 and Year 5.
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