



Bell Lane Primary School

Mapping Document for DfE statutory guidance on Relationships and Health Education - Primary

Suggested Key

Black – Covered currently

Blue – Covered but needs developing

Red – Not adequately covered

DFE Guidance

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671412/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)

[Altius Teaching School - Outstanding school based teacher training](#)

| Theme | Suggested objectives - DfE guidance on Relationships and Health Education | EYFS and KS1 - Current Curriculum coverage | KS2 - Current Curriculum coverage | Other curriculum links and ethos e.g. SMSC / British Values / Pupil voice / PE / STEM etc |
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| Families and people who care for me | <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. | <ul style="list-style-type: none"> • Year 1 Relationships Piece 1 Families – identifying members of a family and understand there a lots of different types of families. • Year 1 Relationships Piece 4 People who help us – I know who can help me in my school community. • Year 2 Relationships Piece 1 – identify different members of my family. Understand relationships with each of them. Know why it is important to share and cooperate. • Year 2 Relationships Piece 2 Keeping Safe – understand there are lots of forms of physical contact within a family. Some are acceptable, some are not. | <ul style="list-style-type: none"> • Year 3 Celebrating Differences Piece 1 Families – everyone's families are different and important to them. • Year 3 Celebrating Differences Piece 2 Family conflict – understand that differences and conflicts sometimes happen among family members. • Year 3 Relationships Piece 1 Family Roles and responsibilities – identifying the roles and responsibilities of each member of my family. Reflect on the expectations for males and females. • Year 4 Relationships Piece 2 Love and Loss – identify someone I love. Express why they are special to me. • Year 4 Relationships Piece 3 Memories – tell you about someone I now that I no longer see. • Year 4 Relationships Piece 4 Girlfriends and Boyfriends – I understand what | |

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| | <ul style="list-style-type: none"> • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | | <p>having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older (marriage discussed here).</p> <ul style="list-style-type: none"> • Year 4 Relationships Piece 6 Celebrating Relationships with people and animals – know how to show love and appreciation to the people and animals who are special to me. • Year 6 Relationships Piece 3 Love and Loss – understand that there are different stages of grief and that there are different types of loss that cause people to grieve. | |
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| <p>Caring friendships</p> | <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • how to recognise who to trust and who not to trust, how to | <ul style="list-style-type: none"> • Year 1 Celebrating Differences Piece 4 What do I do about bullying? – I know some people who I could talk to if I was feeling unhappy or being bullied. • Year 1 Celebrating Differences Piece 5 Making New Friends – I know how to make new friends. • Year 1 Relationships Piece 2 Making Friends – I can identify what being a good friend means to me. • Year 1 Relationships Piece 4 People who help us – I know who can help me in my school community. • Year 1 Relationships Piece 5 Being my own best friend – I can recognise my qualities as a person and a friend. • Year 2 Relationships Piece 3 Friends and Conflict – I can identify some of the things that cause conflict with my friends. • Year 2 Relationships Piece 4 Secrets – I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. • Year 2 Relationships Piece 5 Trust and Appreciation – I | <ul style="list-style-type: none"> • Year 3 Relationships Piece 2 Friendships – I can identify and put into practice some of the skills of friendship eg. Taking turns, being a good listener. • Year 3 Relationships Piece 6 Celebrating my web of relationships – I know how to express my appreciation to my friends and family. • Year 4 Healthy Me Piece 1 My friends and Me – I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. • Year 4 Healthy Me Piece 5 Healthy Friendships – I can recognise when people are putting me under pressure and can explain ways to resist this when I want. • Year 4 Relationships Piece 1 Jealousy – I can recognise situations which can cause jealousy in relationships. • Year 4 Relationships Piece 4 Getting on and falling out – I can recognise how friendships change, know how to make new friends | <ul style="list-style-type: none"> • Circle times |
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| | <p>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.</p> | <p>recognise and appreciate people who can help me in my family, my school and my community.</p> <ul style="list-style-type: none"> • Year 2 Relationships Piece 6 Celebrating my special relationships – I can express my appreciation for the people in my special relationships. | <p>and how to manage when I fall out with my friends.</p> <ul style="list-style-type: none"> • Year 4 Relationships Piece 6 Celebrating my relationships with people and animals – I know how to show love and appreciation to the people and animals who are special to me. • Year 5 Relationships Piece 1 Recognising Me – I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. • Year 6 Celebrating Differences Piece 3 Power Struggle – I can explain some of the ways in which one person or a group can have power over another. • Year 6 Relationships Piece 4 Power and Control – I can recognise when people are trying to gain power or control. | |
| Respectful relationships | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Year 1 Being Me Piece 5 Consequences – I can recognise the choices I make and understand the consequences. • Year 1 Celebrating Differences Piece 1 the | <ul style="list-style-type: none"> • Year 3 Being Me Piece 4 Rewards and Consequences – I understand that my actions affect myself and others and I care about other people's feelings. | <ul style="list-style-type: none"> • The Bell Lane Way • Assemblies using school values – respect, kindness, honesty, tolerance, resilience, perseverance, being reflective. • Circle times |

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| | <p>or have different preferences or beliefs.</p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness • 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. • 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. | <p>Same as... - I can identify similarities between people in my class.</p> <ul style="list-style-type: none"> • Year 1 Celebrating Differences Piece 2 Different From... - I can identify differences between people in my class. • Year 1 Celebrating Differences Piece 3 What is 'bullying'? - I can tell you what bullying is. • Year 1 Celebrating Differences Piece 4 What do I do about bullying? - I know some people who I could talk to if I was feeling unhappy or being bullied. • Year 1 Celebrating Differences Piece 6 Celebrating Differences; Celebrating Me - I can tell you some ways I am different from my friends. • Year 1 Dreams and Goals Piece 3 Achieving together - I understand how to work well with a partner. • Year 1 Relationships Piece 3 Greetings - I know appropriate ways of physical contact to greet my friends and know which ways I prefer. • Year 1 Relationships Piece 6 Celebrating my special | <ul style="list-style-type: none"> • Year 3 Celebrating Differences Piece 3 Witness and feelings - I know what it means to be a witness to bullying. • Year 3 Celebrating Differences Piece 4 Witness and solutions - I know that witnesses can make the situation better or worse by what they do. • Year 3 Celebrating Differences Piece 5 Words that harm - I recognise that some words are used in hurtful ways. • Year 3 Celebrating Differences Piece 6 Celebrating Differences: Compliments - I can tell you about a time when my words affected someone's feelings and what the consequences were. • Year 3 Relationships Piece 4 Being a Global Citizen 1 - I can explain how some of the actions and work of people around the world help and influence my life. • Year 3 Relationships Piece 5 Being a Global Citizen 2 - I understand how my needs and rights are shared by children around the world and can identify | <ul style="list-style-type: none"> • Behaviour policy and expectations of communicating with others. • Wellbeing Weeks • Mental Health Week |
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| | <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. | <p>relationships – I can tell you why I appreciate someone who is special to me.</p> <ul style="list-style-type: none"> • Year 2 Celebrating Differences Piece 1 Boys and Girls – I am starting to understand that sometimes people make assumptions about boys and girls (similarities). • Year 2 Celebrating Differences Piece 2 Boys and Girls – I am starting to understand that sometimes people make assumptions about boys and girls (differences). • Year 2 Celebrating Differences Piece 3 Why does bullying happen? – I understand that bullying is sometimes about differences. • Year 2 Celebrating Differences Piece 4 Standing up for myself and others – I can recognise what is right and wrong and know how to look after myself. • Year 2 Celebrating Differences Piece 5 Gender Diversity – I understand that it is OK to be difference from other people and to be friends with them. | <p>how our lives may be different.</p> <ul style="list-style-type: none"> • Year 3 Relationships Piece 6 Celebrating my Web of Relationships – I know how to express my appreciation to my friends and family. • Year 4 Being Me Piece 1 Becoming a Class 'Team' – I know my attitudes and actions make a difference to the class team. • Year 4 Being Me Piece 4 Rewards and Consequences – I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. • Year 4 Celebrating Differences Piece 1 Judging by Appearances – I understand that sometimes we make assumptions based on what people look like. • Year 4 Celebrating Differences Piece 2 Understanding Influences – I understand what influences me to make assumptions based on how people look. • Year 4 Celebrating Differences Piece 3 Understanding Bullying – I | |
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| | | <ul style="list-style-type: none"> • Year 2 Celebrating Differences Piece 6 Celebrating Differences and Still Being Friends – I can tell you some ways I am different from my friends. • Year 2 Dreams and Goals Piece 3 Learning with Others – I can recognise who I work well with and who it is more difficult for me to work with. • Year 2 Relationships Piece 2 Keeping Safe: Exploring Physical Contact – I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. • Year 2 Relationships Piece 4 Secrets – I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. • Year 2 Relationships Piece 5 Trust and Appreciations – I recognise and appreciate people who can help me in my family, my school and my community. • Year 2 Relationships Piece 6 Celebrating my special relationships – I can | <p>know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.</p> <ul style="list-style-type: none"> • Year 4 Celebrating Differences Piece 4 Problem Solving – I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. • Year 4 Celebrating Differences Piece 6 How We Look – I can tell you a time when my friends' impression of someone changed when I got to know them. • Year 4 Healthy Me Piece 2 Group Dynamics – I understand there are people who take on the roles of leaders or followers in a group and I know the role I take on in different situations. • Year 4 Relationships Piece 6 Celebrating my Relationships with people and animals – I know how to show love and appreciation to the people and animals who are special to me. • Year 5 Being Me Piece 5 Our Learning Charter – I understand how an | |
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| | | <p>express my appreciation for the people in my special relationships.</p> | <p>individual's behaviour can impact on a group.</p> <ul style="list-style-type: none">• Year 5 Celebrating Differences Piece 1 Different Cultures – I understand that cultural differences sometimes cause conflict.• Year 5 Celebrating Differences Piece 2 Racism – I understand what racism is.• Year 5 Celebrating Differences Piece 3 Rumours and Name-Calling – I understand how rumour-spreading and name-calling can be bullying behaviours.• Year 5 Celebrating Differences Piece 4 Types of Bullying – I can explain the difference between direct and indirect types of bullying.• Year 5 Celebrating Differences Piece 6 Celebrating Difference Across the World – I can understand a difference culture from my own.• Year 6 Being Me Piece 2 Being a Global Citizen 2 – I understand that my actions affect other people locally and globally. | |
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| | | | <ul style="list-style-type: none">• Year 6 Being Me Piece 5 Our Learning Charter – I understand how an individual's behaviour can impact on a group.• Year 6 Celebrating Differences Piece 2 Understanding Differences – I understand how being different could affect someone's life.• Year 6 Celebrating Differences Piece 3 Power Struggles – I can explain some of the ways in which one person or a group can have power over another.• Year 6 Celebrating Differences Piece 4 Why Bully – I know some of the reasons why people use bullying behaviours.• Year 6 Celebrating Differences Piece 5 Celebrating Differences – I can give examples of people with disabilities who lead amazing lives.• Year 6 Celebrating Differences Piece 6 Celebrating Differences – I can explain ways in which difference can be a source of conflict and a cause for celebrating.• Year 6 Relationships Piece 4 Power and Control – I | |
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| | | | can recognise when people are trying to gain power or control. | |
| Online relationships | <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. | • | <ul style="list-style-type: none"> • Year 3 Relationships Piece 3 Keeping Myself Safe Online – I know and can use some strategies for keeping myself safe online. • Year 5 Relationships Piece 2 Safety with Online Communities – I understand that belonging to an online community can have positive and negative consequences. • Year 5 Relationships Piece 3 Being in an Online Community – I understand there are rights and responsibilities in an online community or social network. • Year 5 Relationships Piece 4 Online Gaming – I know there are rights and responsibilities when playing a game online. • Year 5 Relationships Piece 5 My Relationship with Technology: Screen Time – I can recognise when I am spending too much time using devices (screen time). | <ul style="list-style-type: none"> • External companies: Online safety workshops – all year groups. • Votes for Schools: some weeks cover this • Online Safety Week |

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| | <ul style="list-style-type: none"> • how information and data is shared and used online. | | <ul style="list-style-type: none"> • Year 5 Relationships Piece 6 Relationships and Technology – I can explain how to stay safe when using technology to communicate with my friends. • Year 6 Relationships piece 5 Being Online: Real or Fake? Safe or Unsafe? – I can judge whether someone online is safe and helpful for me. • Year 6 Relationships Piece 6 Using Technology Responsibly – I can use technology positively and safely to communicate with my friends and family. | |
| Being safe | <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences | <ul style="list-style-type: none"> • Year 1 Healthy Me Piece 5 Road Safety – I know how to keep safe when crossing the road, and about people who can help me stay safe. • Year 1 Relationships Piece 3 Greetings – I can recognise which forms of physical contact are acceptable and unacceptable to me. • Year 1 Relationships Piece 4 People Who Help Us – I know who can help me in my school community. | <ul style="list-style-type: none"> • Year 3 Healthy Me Piece 4 Being Safe – I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. • Year 3 Healthy Me Piece 5 Safe or Unsafe – I can identify when something feels safe or unsafe. • Year 3 Relationships Piece 3 Keeping Myself Safe Online – I know and can use some strategies | <ul style="list-style-type: none"> • NSPCC workshops • Online safety workshop • |

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| | <p>between appropriate and inappropriate or unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> • 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. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. | <ul style="list-style-type: none"> • Year 2 Relationships Piece 2 Keeping Safe: Exploring Physical Contact – I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. • Year 2 Relationships Piece 4 Secrets – I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. • Year 2 Changing Me Piece 5 Assertiveness – I understand that there are different types of touch and can tell you which ones I like and don't like. | <p>for keeping myself safe online.</p> <ul style="list-style-type: none"> • Year 5 Relationships Piece 2 Safety with Online Communities – I understand that belonging to an online community can have positive and negative consequences. • Year 5 Relationships Piece 4 Online Gaming – I can recognise when an online game is becoming unhelpful or unsafe. • Year 5 Relationships Piece 6 Relationships and Technology – I can explain how to stay safe when using technology to communicate with my friends. • Year 6 Relationships Piece 5 Being Online: Real or Fake? Safe or Unsafe? – I can judge whether something online is safe and helpful for me. • Year 6 Relationships Piece 6 Using Technology Responsibly – I can use technology positively and safely to communicate with my friends and family. | |
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Health Education

| Theme | Suggested objectives - DfE guidance on Relationships and Health Education | • EYFS and KS1 - Current Curriculum coverage | • KS2 - Current Curriculum coverage | • Other curriculum links and ethos e.g. SMSC / British Values / Pupil voice / PE / STEM etc |
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| Mental wellbeing | <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. | <ul style="list-style-type: none"> • Year 1 Being Me Piece 5 Consequences – recognise the choices I make and understand the consequences. • Year 1 Celebrating Differences Piece 3 What is Bullying – tell you what bullying is. • Year 1 Celebrating Difference Piece 4 What do I do about bullying? – know some people who I could talk to if I was feeling unhappy or being bullied. • Year 1 Healthy Me Piece 6 Happy, Healthy Me – I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy. • Year 2 Celebrating Differences Piece 3 Why does bullying happen? | <ul style="list-style-type: none"> • Year 3 Celebrating Differences Piece 3 Witness and feelings – know what it means to be a witness to bullying. • Year 3 Celebrating Differences Piece 4 Witness and solutions – know that a witness can make the situation better or worse by what they do. • Year 3 Celebrating Differences Piece 5 words that harm – recognise that some words are used in hurtful ways. • Year 3 Healthy Me Piece 4 Being safe – identify things, people and places that I need to keep safe from. Tell you some strategies for keeping myself safe including who to go to for help. • Year 3 Healthy Me Piece 5 Safe or Unsafe – identify when something feels safe or unsafe. • Year 3 Relationships Piece 6 Celebrating My web of | <ul style="list-style-type: none"> • Mental Health day for year 6 • World Mental Health Day • Children's mental health week • Wellbeing Weeks • Mind Up • Value of the Month |

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| | <ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should | <p>– understand that bullying is sometimes about difference.</p> <ul style="list-style-type: none"> • Year 2 Celebrating Differences Piece 4 Standing up for myself and others – recognise what is right and wrong. Know how to look after myself. Know how to get help if I am being bullied. • Year 2 Healthy Me Piece 2 Being Relaxed – show or tell you what relaxed means. Know some things that make me feel relaxed and some that make me feel stressed. | <p>relationships – know how to express my appreciation to my friends and family.</p> <ul style="list-style-type: none"> • Year 4 Being Me Piece 4 Rewards and Consequences – understand that my actions affect myself and others. I care about other people's feelings and try to empathise with them. • Year 4 Celebrating Differences Piece 3 Understanding Bullying – know that sometimes bullying is hard to sport. Know what to do if I think it is going on but I'm not sure. • Year 4 Celebrating Differences Piece 4 Problem solving – tell you why witnesses sometimes join in with bullying and sometimes don't tell. • Year 4 Dreams and Goals Piece 2 Broken Dreams – understand that sometimes hopes and dreams do not come true and that this can hurt. • Year 4 Dreams and Goals Piece 3 Overcoming Disappointment – know that reflecting on positive and happy experiences can help me to counteract disappointment. | |
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| | <p> 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). </p> <ul style="list-style-type: none"> 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 | | <ul style="list-style-type: none"> Year 4 Healthy Me Piece 5 Healthy Friendships – recognise when people are putting me under pressure. Explain ways to resist this when I want. Year 5 Being Me Piece 4 Rewards and Consequences – make choices about my own behaviour because I understand how rewards and consequences feel. Year 5 Celebrating Differences Piece 3 Rumours and Name calling – understand how rumour-spreading and name-calling can be bullying behaviours. Year 5 Celebrating Differences Piece 4 Types of Bullying – explain the difference between direct and indirect types of bullying. Year 5 Healthy Me Piece 4 Body Image – understand how the media, social media and celebrity culture promotes certain body types. Year 5 Healthy Me Piece 5 My relationship with food – describe the different roles food can play in people's lives. Explain how people can develop eating | |
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| | | | <p>problems (disorders) relating to body image pressures.</p> <ul style="list-style-type: none">• Year 5 Healthy Me Piece 6 Healthy Me – know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.• Year 6 Being Me Piece 4 The Learning Charter – make choices about my own behaviour because I understand how rewards and consequences feel. Understand how these relate to my rights and responsibilities.• Year 6 Celebrating Differences Piece 4 Why Bullying – know some of the reasons why people use bullying behaviours.• Year 6 Healthy Me Piece 1 Taking responsibility for my health and well-being – take responsibility for my health and make choices that benefit my health and well-being.• Year 6 Healthy Me Piece 5 Emotional and Mental Health – understand what it means to be emotionally well. Explore people's attitudes towards mental health/illness. | |
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| | | | <ul style="list-style-type: none"> • Year 6 Healthy Me Piece 6 Managing stress and pressure – recognise stress and the triggers that cause this. Understand how stress can cause drug and alcohol misuse. • Year 6 Relationships Piece 1 What is Mental Health? – explaining what mental health is and knowing it is important to take care of our mental health. • Year 6 Relationships Piece 2 My Mental Health – know how to take care of my mental health. • Year 6 Relationships Piece 3 Love and Loss – understand that there are different stages of grief and that there are different types of loss that cause people to grieve. • Year 6 Changing Me Piece 1 My Self Image – aware of my own self-image and how my body image fits into that. • Year 6 Changing Me Piece 5 Real self and ideal self – aware of the importance of a positive self-esteem and what I can do to develop it. | |
| Theme | Suggested objectives - DfE guidance on | EYFS and KS1 - Current Curriculum coverage | • KS2 - Current Curriculum coverage | • Other curriculum links and ethos e.g. SMSC / British |

| | Relationships and Health Education | | | Values / Pupil voice / PE / STEM etc |
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| Internet safety and harms | <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying | | <ul style="list-style-type: none"> • Year 3 Relationships Piece 3 Keeping Myself Safe Online – I know and can use some strategies for keeping myself safe online. • Year 5 Healthy Me Piece 4 Body Image – I understand how the media, social media and celebrity culture promotes certain body types. • Year 5 Relationships Piece 2 Safety with Online Communities – I understand that belonging to an online community can have positive and negative consequences. • Year 5 Relationships Piece 3 Being in an Online Community – I understand there are rights and responsibilities in an online community or social network. • Year 5 Relationships Piece 4 Online Gaming – I know there are rights and responsibilities when playing a game online. • Year 5 Relationships Piece 5 My Relationship with Technology: Screen Time – I can recognise when I am | <ul style="list-style-type: none"> • Online safety workshops • Fake News workshop • Circle Time • Internet safety day • Votes for Schools: some weeks this is the topic of discussion |

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| | <p>and harassment can take place, which can have a negative impact on mental health.</p> <ul style="list-style-type: none"> • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. | | <p>spending too much time using devices (screen time).</p> <ul style="list-style-type: none"> • Year 5 Relationships Piece 6 Relationships and Technology – I can explain how to stay safe when using technology to communicate with my friends. • Year 6 Relationships piece 5 Being Online: Real or Fake? Safe or Unsafe? – I can judge whether someone online is safe and helpful for me. • Year 6 Relationships Piece 6 Using Technology Responsibly – I can use technology positively and safely to communicate with my friends and family. | |
| <p>Physical health and fitness</p> | <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • 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. | <ul style="list-style-type: none"> • Year 1 Healthy Me Piece 1 Being Healthy – I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. • Year 2 Healthy Me Piece 1 Being Healthy – I know what I need to keep my body healthy. • Year 2 Science What do I need to stay alive? – describing the | <ul style="list-style-type: none"> • Year 3 Healthy Me Piece 1 Being Fit and Healthy – I understand how exercise affects my body and know why my heart and lungs are such important organs. • Year 3 Healthy Me Piece 6 My Amazing Body – I understand how complex my body is and how important it is to take care of. • Year 5 Healthy Me Piece 6 Healthy Me – I know what makes a healthy lifestyle including healthy eating | <ul style="list-style-type: none"> • Healthy Living Week • Assemblies • Circle Time • Wellbeing Week |

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| | <ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. | importance of exercise and diet for humans. | <p>and the choices I need to make to be healthy and happy.</p> <ul style="list-style-type: none"> Year 6 Healthy Me Piece 1 Taking Responsibility for my Health and Well-Being – I can take responsibility for my health and make choices that benefit my health and well-being. Year 6 Healthy Me Piece 6 Managing Stress and Pressure – I can recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse. I can use different strategies to manage stress and pressure. Year 6 Science How does food and water move around our body and keep us alive? – Recognise the impact of diet, exercise, drugs and lifestyle on the way our body functions. | |
| Healthy eating | <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. | <ul style="list-style-type: none"> Year 1 Healthy Me Piece 1 Being Healthy – I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. Year 1 Healthy Me Piece 2 Healthy Choices – I know how | <ul style="list-style-type: none"> Year 3 Healthy Me Piece 2 Being Fit and Healthy – I know that the amount of calories fat and sugar I put into my body will affect my health. Year 5 Healthy Me Piece 5 My Relationships with Food – I can describe the different roles food can play in people's lives and | <ul style="list-style-type: none"> Healthy Living Week |

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| | <ul style="list-style-type: none"> 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). | <p>to make healthy lifestyle choices.</p> <ul style="list-style-type: none"> Year 2 Healthy Me Piece 1 Being Healthy – I know what I need to keep my body healthy. Year 2 Healthy Me Piece 4 Healthy Eating – I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. Year 2 Healthy Me Piece 5 Healthy Eating – I can make some healthy snacks and explain why they are good for my body. | <p>can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <ul style="list-style-type: none"> Year 5 Healthy Me Piece 6 Healthy Me – I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. | |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | <ul style="list-style-type: none"> Year 1 Healthy Me Piece 3 Clean and Healthy – know that all household products including medicines can be harmful if not used properly. Year 1 Healthy Me Piece 4 Medicine safety – understand that medicines can help me if I feel poorly. Know how to use them safely. Year 2 Healthy Me Piece 3 Medicine Safety – understand how medicines work in my | <ul style="list-style-type: none"> Year 3 Healthy Me Piece 3 What do I know about drugs? – tell you my knowledge and attitude towards drugs. Year 4 Healthy Me Piece 3 Smoking – understand the facts about smoking and its effects on health. Understand some of the reasons some people start to smoke. Year 4 Healthy Me Piece 4 Alcohol – understand the facts about alcohol and its effects on health, particularly the liver. | <ul style="list-style-type: none"> External Agency: workshop (Year 6) |

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| | | <p>body and how important it is to use them safely.</p> | <p>Understand some of the reasons some people drink alcohol.</p> <ul style="list-style-type: none"> • Year 5 Healthy Me Piece 1 Smoking – know the health risks of smoking. Tell you how tobacco affects the lungs, liver and heart. • Year 5 Healthy Me Piece 2 Alcohol – know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. • Year 6 Healthy Me Piece 2 Drugs – know about different types of drugs and their uses and their effects on the body particularly the liver and heart. | |
| <p>Health and prevention</p> | <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, | <ul style="list-style-type: none"> • Year 1 Healthy Me Piece 1 Being Healthy – I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. • Year 1 Healthy Me Piece 3 Clean and healthy – I know how to keep myself clean and healthy, and understand how germs cause disease/illness. I know that all household products including medicines can be | <ul style="list-style-type: none"> • Year 3 Healthy Me Being Safe – I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. • Year 3 Healthy Me My Amazing Body – I understand how complex my body is and how important it is to take care of it. • Year 3 Science Why do we need light and how are shadows made? – | <ul style="list-style-type: none"> • Assemblies • Healthy Living Week |

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| | <p>mood and ability to learn.</p> <ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. • the facts and science relating to immunisation and vaccination | <p>harmful if not used properly.</p> <ul style="list-style-type: none"> • Year 2 Healthy Me Being Healthy – I know what I need to keep my body healthy. • Year 2 Science What do I need to stay alive? – Identify the different food groups and identify eating the right amounts of different types of food and hygiene. | <p>Recognise that light from the sun can be dangerous and that there are ways to protect your eyes.</p> <ul style="list-style-type: none"> • Year 4 Science How does our digestive system work and what do our teeth do? – Identify the different types of teeth in humans and their simple functions. • Year 6 Healthy Me Taking Responsibility for my Health and Well-Being – I can take responsibility for my health and make choices that benefit my health and well-being. • Year 6 Science How does food and water move around our body and keep use alive – Recognise the impact of diet, exercise, drugs and lifestyle on the way our body functions. | |
| Basic first aid | <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. | • | <ul style="list-style-type: none"> • Year 5 Healthy Me Piece 3 Emergency Aid – know and can put into practice basic emergency aid procedures (including recovery position). Know how to get help in emergency situations. | <ul style="list-style-type: none"> • Red Cross first aid workshops for Year 6. |
| Changing adolescent body | <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from | <ul style="list-style-type: none"> • Year 1 Changing Me Piece 1 Life Cycles – I am starting to understand the life | <ul style="list-style-type: none"> • Year 3 Changing Me Piece 3 Outside Body Changes – I understand that boys' and girls' bodies need to | |

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| | <p>age 9 through to age 11, including physical and emotional changes.</p> <ul style="list-style-type: none"> • about menstrual wellbeing including the key facts about the menstrual cycle. | <p>cycles of animals and humans.</p> <ul style="list-style-type: none"> • Year 1 Changing Me Piece 2 Changing Me – I can tell you some things about me that have changed and some things about me that have stayed the same. • Year 1 Changing Me Piece 3 My Changing Body – I can tell you how my body has changed since I was a baby. • Year 1 Changing Me Piece 4 Boys' and Girls' Bodies – I can identify the parts of the body that makes boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, and anus. • Year 2 Changing Me Piece 2 Growing from Young to Old – I can tell you about the natural process of growing from young to old and understand that this is not in my control. • Year 2 Changing Me Piece 3 The Changing | <p>change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process.</p> <ul style="list-style-type: none"> • Year 3 Changing Me Piece 4 Inside Body Changes – I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. <p>JISAW Lessons Moved to Year 6:</p> <ul style="list-style-type: none"> • Year 4 Changing Me Piece 3 Girls and Puberty – I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. • Year 5 Changing Me Piece 2 Puberty for Girls – I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. | |
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| | | <p>Me – I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <ul style="list-style-type: none"> Year 2 Changing Me Piece 4 Boys' and Girls' Bodies – I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. | <ul style="list-style-type: none"> Year 5 Changing Me Piece 3 Puberty for Boys – I can describe how boys' and girls' bodies change during puberty. Year 6 Changing Me Piece 2 Puberty – I can explain how boys' and girls' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. | |
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Additional guidance

| Theme | Guidance notes | Curriculum Coverage |
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| Menstruation | <p>The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.</p> | <ul style="list-style-type: none"> Year 4 Changing Me Piece 3 Girls and Puberty – I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Year 5 Changing Me Piece 2 Puberty for Girls – I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. Year 6 Changing Me Piece 2 Puberty – I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. |

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| | | <ul style="list-style-type: none"> • Children are shown different menstrual products during these sessions. They are told who they can speak to about when they start their periods and where the products are kept in school. |
| Non – statutory Sex Education | <p>The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught</p> | <p><i>NB: The changing adolescent body is included in statutory Health Education (see above). In your school, sex education may only consist of lessons in year 6 that go beyond the science curriculum coverage of conception.</i></p> <ul style="list-style-type: none"> • Year 5 Changing Me Piece 4 Conception – I understand that sexual intercourse can lead to conception and that is how babies are usually made. • Year 6 Changing Me Piece 3 Babies: Conception to Birth – I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. |
| Statutory Science curriculum | <p>Key Stage 1 (age 5-7 years) Year 1 pupils should be taught to:</p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Year 2 pupils should be taught to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Key Stage 2 (age 7-11 years) Year 5 pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the life process of reproduction in some plants and animals • describe the changes as humans develop to old age <p>Year 6 pupils should be taught to:</p> | <ul style="list-style-type: none"> • Year 1 Changing Me Piece 4 Boys' and Girls' Bodies – I can identify the parts of the body that makes boys different from girls and can use the correct names for these: penis, testicles, vagina, vulva and anus. • Year 1 Science Topic Spring 2 What Do My Senses Do? – I can identify, name and label the basic parts of the human body and say which part of the body is associated with each sense. • Year 2 Changing Me Piece 1 Life Cycles in Nature – I can recognise cycles of life in nature. • Year 2 Science Topic Spring 1 How Do Plants and Animals Adapt to their Environment? – I can explain that animals, including humans, have offspring which grow into adults. • Year 2 Science Topic Summer 2 What Do I Need to Stay Alive? – I can describe the importance of exercise and diet for humans. I can identify the different food groups and identify eating the right amounts of different types of food and hygiene. |

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| | <ul style="list-style-type: none">• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents | <ul style="list-style-type: none">• Year 5 Science Topic Spring 2 How are Life Cycles of Creatures Different? – I can describe the life processes of reproduction in some plants and animals.• Year 5 Science Topic Summer 1 What Happens to Us As we Get Older? – I can describe the changes as humans develop from birth to old age.• Year 6 Science Topic Summer 2 How do Living Things Adapt to their Environment? – I can recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents. |
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