

RSE & PSHE



Kapow
Primary™

**Statutory guidance
coverage**

Introduction

This document shows how lessons in Kapow Primary's curriculum give coverage of the [statutory requirements for Relationships Education, Relationships and Sex Education \(RSE\), and Health Education](#) as set out by the Department for Education.

The statutory content must be met by the end of primary school. Schools have flexibility to decide when and how to teach each part of the curriculum. Kapow Primary's scheme is designed as a spiral curriculum, meaning key ideas and concepts are revisited and built upon over time to secure pupils' understanding.

The [RSE & PSHE: Progression of knowledge and skills](#) shows how learning develops from EYFS (Reception) to Year 6. This coverage document complements that by identifying which lessons contribute towards meeting the end-of-primary outcomes – most of which are developed through multiple lessons rather than taught in isolation.

For EYFS (Reception) units, this document also shows which Development Matters statements and Early Learning Goals each unit works towards.

Teaching about equality, diversity and British values

Alongside the statutory requirements for RSE and Health Education, there is also an expectation that schools teach pupils about the protected characteristics and fundamental British values in an age-appropriate way, in line with the Equality Act 2010 and Ofsted's guidance and toolkits.

Learning in primary RSE and PSHE helps to build the foundations for pupils to become inclusive, tolerant and respectful adults who understand fairness, diversity and equality. This coverage document highlights where pupils begin to develop these concepts through their relationships and health learning.

A separate document, [RSE & PSHE: SMSC, Personal development, Protected characteristics and British Values mapping](#), provides further detail on how the curriculum supports pupils' broader spiritual, moral, social and cultural (SMSC) development and understanding of British values and the protected characteristics.

This document was last updated on 05.08.26. Please check [here](#) for the most up to date version.

Development matters across Kapow Primary's units - EYFS (Reception)

Development matters statements: Communication and language Children in reception will be learning to:	<u>Self-regulation:</u> <u>My feelings</u>	<u>Building</u> <u>relationships:</u> <u>Special</u> <u>Relationships</u>	<u>Managing self:</u> <u>Taking on</u> <u>challenges</u>	<u>Self-regulation:</u> <u>Listening and</u> <u>following</u> <u>instructions</u>	<u>Building</u> <u>relationships:</u> <u>My family and</u> <u>friends</u>	<u>Managing self:</u> <u>My wellbeing</u>
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.			✓			
Understand how to listen carefully and why listening is important.				✓		
Listen to and talk about stories to build familiarity and understanding.				✓		
Retell the story, once they have developed a deep familiarity with the text, some as exact repetitions and some in their own words.				✓		

Development matters across Kapow Primary's units - EYFS (Reception)

Development matters statements: Personal, Social and Emotional Development Children in reception will be learning to:	<u>Self-regulation:</u> <u>My feelings</u>	<u>Building relationships:</u> <u>Special Relationships</u>	<u>Managing self:</u> <u>Taking on challenges</u>	<u>Self-regulation:</u> <u>Listening and following instructions</u>	<u>Building relationships:</u> <u>My family and friends</u>	<u>Managing self:</u> <u>My wellbeing</u>
Express their feelings and consider the feelings of others.	✓					
Identify and moderate their own feelings socially and emotionally.	✓		✓		✓	
Build constructive and respectful relationships.		✓	✓	✓	✓	
See themselves as a valuable individual.		✓			✓	
Think about the perspectives of others.		✓		✓	✓	
Show resilience and perseverance in the face of challenge.			✓	✓		
Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, toothbrushing, having a good sleep routine, healthy eating.						✓
Manage their own needs: Personal hygiene.						✓

Development matters across Kapow Primary's units - EYFS (Reception)

Development matters statements: Physical development Children in reception will be learning to:	<u>Self-regulation:</u> <u>My feelings</u>	<u>Building relationships:</u> <u>Special Relationships</u>	<u>Managing self:</u> <u>Taking on challenges</u>	<u>Self-regulation:</u> <u>Listening and following instructions</u>	<u>Building relationships:</u> <u>My family and friends</u>	<u>Managing self:</u> <u>My wellbeing</u>
Progress towards a more fluent style of moving, with developing control and grace.						✓

Development matters statements: Understanding the world Children in reception will be learning to:	<u>Self-regulation:</u> <u>My feelings</u>	<u>Building relationships:</u> <u>Special Relationships</u>	<u>Managing self:</u> <u>Taking on challenges</u>	<u>Self-regulation:</u> <u>Listening and following instructions</u>	<u>Building relationships:</u> <u>My family and friends</u>	<u>Managing self:</u> <u>My wellbeing</u>
Talk about members of their immediate family and community.		✓				
Name and describe people who are familiar to them.		✓				
Recognise that people have different beliefs and celebrate special times in different ways.					✓	

Early learning goals across Kapow Primary's units - EYFS (Reception)

Early learning goals Communication and language Children at the expected level of development will:	<u>Self-regulation:</u> <u>My feelings</u>	<u>Building relationships:</u> <u>Special Relationships</u>	<u>Managing self:</u> <u>Taking on challenges</u>	<u>Self-regulation:</u> <u>Listening and following instructions</u>	<u>Building relationships:</u> <u>My family and friends</u>	<u>Managing self:</u> <u>My wellbeing</u>
Listening, Attention and Understanding: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.			✓			
Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.			✓			
Listening and Attention: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.				✓		
Listening, Attention and Understanding: Make comments about what they have heard and ask questions to clarify their understanding.				✓		

Early learning goals across Kapow Primary's units - EYFS (Reception)

Early learning goals Personal, social and emotional development Children at the expected level of development will:	<u>Self-regulation:</u> <u>My feelings</u>	<u>Building relationships:</u> <u>Special Relationships</u>	<u>Managing self:</u> <u>Taking on challenges</u>	<u>Self-regulation:</u> <u>Listening and following instructions</u>	<u>Building relationships:</u> <u>My family and friends</u>	<u>Managing self:</u> <u>My wellbeing</u>
Building Relationships: Form positive attachments to adults and friendships with peers.					✓	
Building Relationships: Show sensitivity to their own and to others' needs.				✓	✓	
Building Relationships: Work and play cooperatively and take turns with others.		✓	✓		✓	
Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly.			✓	✓	✓	✓
Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.			✓	✓		✓
Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.						✓
Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	✓		✓			
Self-regulation: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.				✓		✓

Early learning goals across Kapow Primary's units - EYFS (Reception)

Early learning goals Physical development Children at the expected level of development will:	<u>Self-regulation:</u> <u>My feelings</u>	<u>Building relationships:</u> <u>Special Relationships</u>	<u>Managing self:</u> <u>Taking on challenges</u>	<u>Self-regulation:</u> <u>Listening and following instructions</u>	<u>Building relationships:</u> <u>My family and friends</u>	<u>Managing self:</u> <u>My wellbeing</u>
Gross Motor Skills: Demonstrate strength, balance and coordination when playing.					✓	✓

Early learning goals Understanding the world Children at the expected level of development will:	<u>Self-regulation:</u> <u>My feelings</u>	<u>Building relationships:</u> <u>Special Relationships</u>	<u>Managing self:</u> <u>Taking on challenges</u>	<u>Self-regulation:</u> <u>Listening and following instructions</u>	<u>Building relationships:</u> <u>My family and friends</u>	<u>Managing self:</u> <u>My wellbeing</u>
People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.		✓				

Curriculum content:		Unit: Connecting with others						Other lessons which support this curriculum content
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
That families are important for children growing up safe and happy because they can provide love, security and stability.	Families and people who care for me	✓②		✓③		✓②③		Year 1: Staying safe: Lesson 6
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.		✓②		✓③		✓②③	✓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.		✓②	✓②			✓①	✓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.		✓②③				✓③		
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other, which is intended to be lifelong.						✓②		
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.		✓③				✓③	✓③⑥	

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: Connecting with others						Other lessons which support this curriculum content
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
How important friendships are in making us feel happy and secure, and how people choose and make friends.	Caring friendships	✓④		✓④	✓③ ④	✓④		Year 6 Staying Safe: Lesson 5
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.		✓④ ⑤	✓③	✓④	✓③ ④	✓④	✓③ ④⑤	Year 6 Staying Safe: Lesson 5
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.					✓③ ④		✓⑤	
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.		✓④ ⑤		✓④	✓③ ④	✓④ ⑤	✓③ ④	
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.		✓⑤ ⑥	✓③	✓⑤	✓④	✓⑤	✓③ ⑥	
How to manage conflict, and that resorting to violence is never right.			✓③	✓⑤	✓④	✓⑤ ⑥	✓③ ⑤⑥	
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.			✓⑤		✓④	✓④ ⑤	✓③ ⑤⑥	Year 6 Staying Safe: Lesson 5

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: Connecting with others						Other lessons which support this curriculum content
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
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.	Respectful, kind relationships	✓⑤ ✓⑥	✓④				✓① ②③ ⑤	
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.		✓⑤	✓④	✓②		✓③ ④⑤ ⑥	✓① ③	Year 2 Growing up: Lesson 3 and 5 Year 4 Growing up: Lesson 1 Year 5 Growing up: Lesson 6 Year 6 Staying Safe: Lesson 5
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.		✓⑤ ✓⑥	✓③ ④	✓⑤		✓③ ⑤⑥	✓① ②③ ④⑤ ⑥	Year 4 Growing up: Lesson 1 Year 5 Growing up: Lesson 6
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.						✓⑥	✓① ⑤	Year 6 Staying Safe: Lesson 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	✓①		✓②	✓② ③④ ⑥	✓① ②③ ④⑤ ⑥	

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: Connecting with others						Other lessons which support this curriculum content
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	Respectful, kind relationships	✓⑤	✓③		✓②	✓⑤ ⑥	✓①③ ⑤⑥	
The conventions of courtesy and manners.		✓⑥	✓③			✓⑤ ⑥	✓①② ③④⑤ ⑥	
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.		✓①		✓①	✓①	✓①	✓①③	Year 4 My healthy self: Lesson 5
The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.			✓⑥	✓⑥	✓⑤		✓⑤	Year 3 My healthy self: Lesson 6
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.					✓⑥		✓④	
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		✓③	✓⑤ ⑥			✓③ ⑤⑥	✓④⑥	Year 4 Staying safe: Lesson 3

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: The online world						Other lessons which support this curriculum content
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
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.	Online safety and awareness	✓③	✓⑤	✓② ④		✓③ ④⑤	✓④	Year 2 Connecting with others - Lesson 6 Year 6 Connecting with others - Lessons 1-5 Year 6 Staying Safe: Lesson 5
How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.			✓① ②③ ④⑤ ⑥	✓⑤ ⑥		✓ ①② ③④ ⑤⑥		
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.							✓① ③	
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.			✓② ③④ ⑤⑥	✓⑤			✓④ ⑤	

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: The online world						Other lessons which support this curriculum content
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
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.	Online safety and awareness		✓②				✓⑤	
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.		✓⑤⑥	✓①② ③④⑤ ⑥	✓⑤⑥			✓④	

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: The online world						Other lessons which support this curriculum content
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
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.	Wellbeing online	①②④	①	①	①	①②③ ④⑤⑥	⑥	
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.		②		①				
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			①	③	⑥	Year 3 My healthy self - Lesson 2
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.		③		②③④			④⑤	Year 2 Connecting with others - Lesson 6
Why social media, some apps, computer games and online gaming, including gambling sites, are age-restricted.				⑥	②		①②③	

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: The online world						Other lessons which support this curriculum content
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	Wellbeing online					④⑥	②	
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.			⑤⑥		③④⑤ ⑥	③④⑤ ⑥	①②③ ⑥	
That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.				④⑥			④	
How to understand the information they find online, including from search engines, and know how information is selected and targeted.					①	②③		
That they have rights in relation to sharing personal data, privacy and consent.			⑤					
Where and how to report concerns and get support with issues online.		⑤⑥	② ④⑥	④⑤⑥	②③④ ⑤⑥	③④⑤ ⑥	④	

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: My healthy self						Other lessons which support this curriculum content
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
The benefits of physical activity, time out doors, 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.	General wellbeing	✓ ③④ ⑤	✓ ①⑥	✓ ③④ ⑤	✓ ②⑥	✓ ②③	✓ ③④	
The importance of promoting general wellbeing and physical health.		✓ ①② ③④⑤ ⑥	✓ ①② ③④⑤ ⑥	✓ ①② ③④⑤ ⑥	✓ ①② ③④⑤ ⑥	✓ ①② ③④⑤ ⑥	✓ ①② ③④⑤ ⑥	Year 1 Health protection - Lesson 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.		✓ ①② ③④⑤ ⑥		✓ ①② ⑤	✓ ④⑤	✓ ④⑤ ⑥	✓ ④⑤ ⑥	Year 1 Staying safe - Lesson 5 Year 4 Growing up - Lesson 3 Year 5 Growing up Lesson 1 , Lesson 3 , Lesson 4
How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.		✓ ①② ③④⑤ ⑥		✓ ①② ③⑤	✓ ⑤	✓ ④⑤ ⑥	✓ ④⑤ ⑥	Year 4 Growing up - Lesson 3 Year 5 Growing up Lesson 3 , Lesson 4
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.		✓ ②③				✓ ⑤	✓ ④	Year 4 Growing up - Lesson 3 Year 5 Growing up Lesson 3 , Lesson 4

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: My healthy self						Other lessons which support this curriculum content
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
That isolation and loneliness can affect children, and the benefits of seeking support.	General wellbeing				✓④⑥	✓⑥		
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.				✓⑥			✓⑥	Year 3 - The online world - Lesson 4 and 6
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.						✓⑥		
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).		✓⑥		✓⑥	✓④	✓⑥	✓⑥	Year 2 Connecting with others - Lesson 5 and 6 Year 4 Growing up - Lesson 6 Year 5 Growing up Lesson 3 , Lesson 4
That it is common to experience mental health problems, and early support can help.						✓⑥	✓⑥	

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: My healthy self						Other lessons which support this curriculum content
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
The characteristics and mental and physical benefits of an active lifestyle.	Physical health and fitness		✓①⑥	✓③	✓②③	✓②③	✓③	
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.			✓①⑥		✓②③	✓②③		
The risks associated with an inactive lifestyle, including obesity.							✓③	
How and when to seek support including which adults to speak to in school if they are worried about their health.			✓⑥	✓⑥	✓④	✓⑥	✓⑥	Year 2 Growing up - Lesson 6

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: My healthy self						Other lessons which support this curriculum content
		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
What constitutes a healthy diet (including understanding calories and other nutritional content).	Healthy eating		✓③④⑥		✓①	✓①	✓②	
Understanding the importance of a healthy relationship with food.			✓④⑥			✓①	✓②	
The principles of planning and preparing a range of healthy meals.					✓①	✓①	✓②	
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).			✓④⑤⑥		✓①		✓③	

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: Staying safe						Other lessons which support this curriculum content
		<u>Year 1</u>	<u>Year 2</u>	Year 3	<u>Year 4</u>	Year 5	<u>Year 6</u>	
What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources, etc.	Being safe		✓②		✓②		✓⑤	Year 2 Connecting with others - Lesson 4 Year 6 Connecting with others - Lesson 3 and 5
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.			✓②		✓①②			Year 4 Connecting with others - Lesson 3
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.			✓①②		✓①②			Year 4 Growing up - Lesson 1
How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.			✓②⑤		✓②⑤ ⑥		✓②⑥	Year 3 The online world Lesson 6
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.			✓②		✓①		✓⑤	Year 5 Connecting with others - Lesson 3 and 4
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.		✓⑥	✓②		②		✓①② ⑤	Year 2 Connecting with others - Lesson 4 Year 5 Connecting with others - Lesson 3 Year 1 Staying safe - Lesson 6
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.		✓⑥	✓②③ ④⑤⑥		✓②③ ④⑥		✓①②	Year 2 Connecting with other - Lesson 5 Year 5 Connecting with others - Lesson 3 Year 1 Staying safe - Lesson 6

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: Staying safe						Other lessons which support this curriculum content
		<u>Year 1</u>	<u>Year 2</u>	Year 3	<u>Year 4</u>	Year 5	<u>Year 6</u>	
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.	Drugs, alcohol, tobacco and vaping	✓①②	✓③		✓⑤		✓⑥	

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: Staying safe						Other lessons which support this curriculum content
		<u>Year 1</u>	<u>Year 2</u>	Year 3	<u>Year 4</u>	Year 5	<u>Year 6</u>	
About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	Personal safety	✓①② ③	✓③④ ⑥		✓⑥		✓①②	
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.		✓④	✓③⑥		✓③④ ⑥		✓③④	

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: Health protection						Other lessons which support this curriculum content
		<u>Year 1</u>	Year 2	<u>Year 3</u>	Year 4	Year 5	Year 6	
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Health protection and prevention			✓				
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		②		✓				
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.								Year 2 My healthy self Lesson 2 and 6
About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.		③						Year 2 My healthy self Lesson 5 and 6 Year 6 My healthy self Lesson 1
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		①		✓				
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.		③		✓				

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: Health protection						Other lessons which support this curriculum content
		<u>Year 1</u>	Year 2	<u>Year 3</u>	Year 4	Year 5	Year 6	
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Basic first aid			✓				Year 4 Staying safe Lesson 3 and 4 Year 6 Staying safe Lessons 1-4
Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.		⑤		✓				

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.

Curriculum content:		Unit: Growing up						Other lessons which support this curriculum content
		Year 1	<u>Year 2</u>	Year 3	<u>Year 4</u>	<u>Year 5</u>	Year 6	
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	Developing bodies		✓①②		✓②③ ④⑤⑥	✓①② ③④⑤		
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.			✓④⑤		✓④	✓①②		
The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.					✓④	✓⑤		

Please note: The mapping on this page shows lessons and units that support pupils' understanding of part or all of this end of primary statement. No single lesson is intended to provide full coverage of the statement on its own; understanding is built progressively across the curriculum.