

# Mapping CWP Curriculum to Statutory Guidance

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## Relationships Education, Relationships and Sex Education (RSE) and Health Education

Suggested outcomes: <i>Pupils should know</i>		CWP lesson
<b>RELATIONSHIPS EDUCATION</b>		
<b>Families and people who care for me</b>		
1a	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> </ul>	<b>Reception lesson 3</b> <b>Year 1 lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 2</b>
1b	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Year 1 lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 2</b>
1c	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Year 1 lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 3</b> <b>Additional Lesson Respect &amp; Equality</b>
1d	<ul style="list-style-type: none"> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> </ul>	<b>Year 1 lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 2 &amp; 3</b>
1e	<ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>	<b>Year 6 lesson 3</b>
1f	<ul style="list-style-type: none"> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<b>Year 1 lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 2</b> <b>Additional Lesson FGM</b>
<b>Caring friendships</b>		
2a	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	<b>Reception lesson 1 &amp; 3</b> <b>Year 6 lesson 2</b>
2b	<ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>	<b>Year 4 lesson 3</b> <b>Year 6 lesson 2</b>
2c	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	<b>Reception lesson 1</b> <b>Year 4 lesson 3</b> <b>Year 6 lesson 2</b> <b>Additional Lesson Respect &amp; Equality</b>
2d	<ul style="list-style-type: none"> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>	<b>Reception lesson 2</b> <b>Year 4 lesson 3</b>
2e	<ul style="list-style-type: none"> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	<b>Year 1 lesson 3</b> <b>Year 3 lesson 2</b> <b>Year 4 lesson 3</b> <b>Additional Lesson Respect &amp; Equality</b>

<b>Respectful relationships</b>		
3a	<ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	<b>Reception lesson 3</b> <b>Year 1 lesson 1</b> <b>Year 2 lesson 1 &amp; 2</b> <b>Year 3 lesson 1</b> <b>Year 4 lesson 3</b> <b>Additional Lesson Respect &amp; Equality</b>
3b	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 4 lesson 3</b> <b>Year 6 lesson 2</b> <b>Additional Lesson Respect &amp; Equality</b>
3c	<ul style="list-style-type: none"> <li>the conventions of courtesy and manners.</li> </ul>	<b>Embedded through use of groundrules and circle time</b>
3d	<ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 4 lesson 3</b> <b>Year 6 lesson 2</b> <b>Additional Lesson Respect &amp; Equality</b>
3e	<ul style="list-style-type: none"> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>	<b>Year 1 Lesson 1</b> <b>Year 4 lesson 3</b> <b>Embedded through group agreement</b>
3f	<ul style="list-style-type: none"> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 4 lesson 3</b>
3g	<ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<b>Year 2 Lesson 1</b> <b>Additional Lesson Respect &amp; Equality</b>
3h	<ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<b>Year 4 lesson 3</b> <b>Year 6 lesson 2</b>
<b>Online Relationships</b>		
4a	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	<b>Year 6 lesson 4</b>
4b	<ul style="list-style-type: none"> <li>that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>	<b>Year 4 lesson 3</b> <b>Year 6 lesson 4</b>
4c	<ul style="list-style-type: none"> <li>rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	<b>Year 6 lesson 4</b>
4d	<ul style="list-style-type: none"> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	<b>Year 4 lesson 3</b> <b>Year 6 lesson 4</b>
4e	<ul style="list-style-type: none"> <li>how information and data is shared and used online.</li> </ul>	<b>Year 6 lesson 4</b>
<b>Being safe</b>		
5a	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 6 lesson 2 &amp; 4</b>
5b	<ul style="list-style-type: none"> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 6 lesson 2 &amp; 4</b> <b>Additional Lesson FGM</b>

5c	<ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<b>Year 3 lesson 2</b> <b>Year 6 lesson 2</b> <b>Additional Lesson FGM</b>
5d	<ul style="list-style-type: none"> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>	<b>Year 1 Lesson 3</b> <b>Year 3 lesson 2 &amp; 3</b> <b>Year 6 lesson 2 &amp; 4</b>
5e	<ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	<b>Year 1 Lesson 3</b> <b>Year 3 lesson 3</b> <b>Year 6 lesson 2 &amp; 4</b> <b>Additional Lesson FGM</b>
5f	<ul style="list-style-type: none"> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	<b>Year 3 lesson 2 &amp; 3</b> <b>Additional Lesson FGM</b>
5g	<ul style="list-style-type: none"> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	<b>Year 3 lesson 2 &amp; 3</b> <b>Year 6 lesson 4</b> <b>Additional Lesson FGM</b>
5h	<ul style="list-style-type: none"> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	<b>Year 3 lesson 3</b> <b>Year 6 lesson 4</b> <b>Additional Lesson FGM</b>
<b>HEALTH EDUCATION</b>		
<b>Mental wellbeing</b>		
6a	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>	<b>Year 4 lesson 2</b> <b>Year 5 lesson 3</b>
6b	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Reception lesson 1 &amp; 2</b> <b>Year 1 lesson 1 &amp; 3</b> <b>Year 4 lesson 2</b> <b>Year 5 lesson 3</b>
6c	<ul style="list-style-type: none"> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	<b>Reception lesson 1 &amp; 2</b> <b>Year 1 lesson 1 &amp; 3</b> <b>Year 4 lesson 2</b> <b>Year 5 lesson 1 &amp; 3</b> <b>Year 6 lesson 1 Additional activity</b>
6d	<ul style="list-style-type: none"> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<b>Year 4 lesson 2</b> <b>Year 5 lesson 1 &amp; 3</b> <b>Year 6 lesson 1 Additional activity</b>
6e	<ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	<b>Year 5 lesson 3</b> <b>Year 6 lesson 1 Additional activity</b>
6f	<ul style="list-style-type: none"> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<b>Year 4 lesson 2</b> <b>Year 5 lesson 1 &amp; 3</b> <b>Year 6 lesson 1 Additional activity</b>
6g	<ul style="list-style-type: none"> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<b>Reception lesson 1</b> <b>Year 6 lesson 1 Additional activity</b>
6h	<ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	<b>Year 6 lesson 4</b>

6i	<ul style="list-style-type: none"><li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</li></ul>	Year 6 lesson 1 Additional Activity Year 6 lesson 4
6j	<ul style="list-style-type: none"><li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li></ul>	Year 6 lesson 1 Additional Activity
Internet safety and harms		
7a	<ul style="list-style-type: none"><li>• that for most people the internet is an integral part of life and has many benefits.</li></ul>	While many of the suggested outcomes are touched on in this resource, we advise that schools continue to use a stand-alone scheme on internet safety such as <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>
7b	<ul style="list-style-type: none"><li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.</li></ul>	
7c	<ul style="list-style-type: none"><li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li></ul>	
7d	<ul style="list-style-type: none"><li>• why social media, some computer games and online gaming, for example, are age restricted.</li></ul>	
7e	<ul style="list-style-type: none"><li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li></ul>	
7f	<ul style="list-style-type: none"><li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li></ul>	
7g	<ul style="list-style-type: none"><li>• where and how to report concerns and get support with issues online.</li></ul>	
Changing adolescent body		
8a	<ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li></ul>	Year 4 lesson 1 & 2 Year 5 lesson 1, 2 & 3 Year 6 lesson 1 Year 6 lesson 1 Additional Activity
8b	<ul style="list-style-type: none"><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>	Year 4 lesson 2 Year 5 lesson 1, 2 & 3 Year 6 lesson 1
Additional Guidance - Menstruation		
9a	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.	Year 4 lesson 2 Year 5 lesson 1, 2 & 3

Non – statutory Sex Education		
10a	<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><b>This resource forms a spiralling curriculum of Relationships and Sex Education. We feel that on the whole the Sex Education element of the resource is in line with the science curriculum. Lessons on puberty form part of statutory Health Education. The exception would be sessions in year 6 which include age appropriate discussions on adult sexuality and how a baby is conceived and born. Parents would need to be given the right to excuse their children from these lessons.</b></p>
National Curriculum Science		
S1	<p><b>Key Stage 1 (age 5-7 years)</b> Year 1 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<p><b>Year 1 Lesson 2</b> <b>Year 2 Lesson 3</b></p>
S2	<p>Year 2 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul>	
S3	<ul style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	
S4	<p><b>Key Stage 2 (age 7-11 years)</b> Year 5 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe the life process of reproduction in some plants and animals</li> </ul>	<b>Year 4 lesson 1 &amp; 2</b>
S5	<ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>	<b>Year 4 lesson 1 &amp; 2</b> <b>Year 6 lesson 3</b>
S6	<p>Year 6 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>	<b>Year 6 lesson 3</b>