

Relationships Education, Sex Relationships Education and Health Education Cross curricular overview.

Appendix A

	Heartsmart/additional PHSE lessons.	Science links to SRE and well-being	PE links to well-being
F2	<ul style="list-style-type: none"> • Learning rules and routines of school linked to school values. • Making new friends/ friendship and inclusion. • Feelings and emotion • Diversity and inclusion, being themselves; truthful and honest • All about me. I am special/ I am loved • Teamwork; taking turns, understanding right, wrong and fair, use of kind actions and words and to say sorry • Families are important and different. • Transition to year one thoughts, feelings, emotions. • Special things and people. • People who help us. 	<ul style="list-style-type: none"> • Senses; practically • Healthy food/brushing of teeth • Developing independent skills; dressing washing • Healthy lifestyle choices 	Start to develop basic fundamental skills such as running, catching, jumping. Safely use space and equipment following instructions.

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	Thankful for our homes, families and school,		
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	including the people in them.		
Year 1	<ul style="list-style-type: none"> Feelings Healthy choices/taking care of me/teeth Appropriate and inappropriate touch Saving moneyappreciation of what is bought Online safety People who take care of us Behaviour; effecting others Being themselves Secrets Talents and abilities Likes, dislikes and choices Memories, moving home, favourite toy, loss of someone/pet Prepare moving to a new class (H27). 	<ul style="list-style-type: none"> Identify, name, draw and label the basic human body parts, including genital parts. Say what part of the body is associated with each sense. (H25) Basic needs of animals and humans (food, water, air). (L2) Risk in every day situations and what actions to take to minimise harm (H29). How to keep safe at home; electricity and fire safety (H30). Ways to keep safe in familiar/unfamiliar environments i.e. beach, park, swimming pool, street (H32). Link to R15 adults they don't know. 	Consolidate and develop additional fundamental skills. Applying skills appropriately. Why is it important to be active? Making positive choices for learning.
Year 2	<ul style="list-style-type: none"> Feelings Families; diversity-two mums, two dads Healthy food, exercise 	<ul style="list-style-type: none"> Offspring that grow into adults. Identify how humans resemble parents. Notice that animals, including humans, have offspring which grow into adults. (H26) 	Mastery of fundamental skills. Improved decision making. Warming up and how the heart works. Working effectively as part of a team.

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	<ul style="list-style-type: none">● Uniqueness- same and differences● Thankfulness and kindness-manners● Community-every day heroes● Online/playground safety● Dealing with hurt-forgiveness, disappointment● Bullying● Sun safety● Prepare moving to a new class (H27).	<ul style="list-style-type: none">● Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (L2)● Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (L2)● House hold products can be harmful if not used correctly (H31).● About things that people can put into their body or on their skin and how these can affect how people feel (H37).	
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Year 3	<ul style="list-style-type: none"> • Emergency aid • Secrets • Healthy food • Personal information-keeping safe • Stereotypes • Photo distortion-self image • Appropriate and inappropriate touch • Allergies and medication • Feelings-grateful. Kindness, shame, managing change • People make spending decisions based on needs, priorities and wants (L20)s, 	<ul style="list-style-type: none"> • Identify how plants and humans resemble parents in many ways. • The difference from a baby to now. • They get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	Developing variations of different skills and applying on new contexts. Understand how the body changes when active. Developing greater resilience.
	<ul style="list-style-type: none"> • Strategies to manage transitions between classes and key stage (H36). 		
Year 4	Appearance	Puberty; change in me!	

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	<ul style="list-style-type: none"> • Cleanliness-bacteria olice, • Community • heroesambulance nline • Safe use of devices-o • safety • Friendships • Trolling/cyber • bullying • Smoking • Puberty-changing meo • Feelings • Different ways to • kee track of money • (L21). Strategies to s • manage transitions • between classes and • key stage (H36). 	<ul style="list-style-type: none"> • knowledge on puberty Science lessons providing lesson to check the dep • Use Lil-lets teen DVD lesson (look at Heartsmart showering daily, cle • digestive system in hurtess Heartsmart lesson). • e in me. BO, spots, oily hair, • om/watch?v=iQ2e0KH5Wrl • nctions of the basic parts of 	<p>Improved stamina, strength and general physical fitness.</p> <p>Self-reflection and improving. What is respect in PE and sport?</p> <p>Knowledge of links between nutrition and exercise.</p>
Year 5	<ul style="list-style-type: none"> • Age ratings-films, ga nes, • Youtube • Health-sleep 	<ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals, as well as humans- from embryo DNA, seed of both parents. • Revisit puberty growing up. Girls; Menstrual cycle, why girls have periods. Boys; wet dreams and 	<p>Ability to transfer skills to new games and sports. The links between physical activity and mental well-being. What does equality look like in PE and sport?</p>
	Different pressured	erections. Lil-lets teen DVD Boys; Intro, Chapter 1,	

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	<ul style="list-style-type: none">• scenarios, unrealistic images Budget-money Feeling lonely,• anger/strategies• Helping others- charity,• research, donating, raise awareness• Online safety• Dealing with conflict• Bullying• Menstrual cycle• Alcohol use• The ways that money can impact people's feelings and emotions (L24). That there are a broad range• of jobs/careers and people can often have more than job title/career in their life (L26).• What might influence decisions about a job or career (L28).• Some jobs are paid more and might influence and choose to do voluntary work which is unpaid (L29).	2 and 5. Girls Intro, Chapter 1,2,3 and 4.	
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	<ul style="list-style-type: none"> Strategies to manage transitions between classes and key stages (H36). 		
Year 6	<ul style="list-style-type: none"> Secrets Commitment/marriage-LG BTQ+ link Healthy food-food groups, plan healthy meal Money, value-each of us are incredibly valuable no matter what is spent on us Illness Respecting all our differences Grateful of generations before them-equality, war heroes Friendships. Conflicts and disputes-forgiveness Social media Body language and online pretence Bullying Vaccinations prevent illness 	<ul style="list-style-type: none"> Changes as humans develop to old age- body changes, learn about the opposite gender (re puberty and periods). Lil-lets DVD watch all chapters separately. Come together following week to answer questions from anonymous question box. Identify and name the main parts of the human circulatory system, and describe the function the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. Recognise that living things produce offspring the same kind, but normally offspring vary and are not identical to their parents. 	<p>Responsibility and different roles within a team/lesson. Role of physical activity in leading a healthy life style. Awareness of others and communicating.</p>

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	<ul style="list-style-type: none">• Legal/illegal substances		
	<ul style="list-style-type: none">• Out of comfort zonetransition, loss, separation, divorce, bereavement, risk- danger/hazards• Adolescence-brain remodelling, feelings		

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	<ul style="list-style-type: none">● Risks associated with money (won, lost and stolen) and how to keep it safe (L22).● The risk of gambling and the impact on health and well being and future aspirations (L23).● Some of the skills that will help them in their future careers (L30).● Identify the type of job they may like to do when older (L31).● Recognise a variety of routes into careers (college, apprenticeship, university) (L32).● Recognise reasons for rules and laws; consequences of not adhering to rules and laws (L1) British values.● Strategies to manage transitions between		
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	classes and key stages (H36).		
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SRE links

Additional lessons to cover PHSE learning opportunities.

SRE subjects and skills are also taught at appropriate opportunities at an age-appropriate level, such as through; topics, assemblies, stories, RE, values and right respecting. The teaching of First Aid skills is taught to all pupils at a level appropriate for their age.

Appendix B

[Link to PSHE Curriculum Concepts and Milestones](#)

Appendix C

Figure 4: Percentage of conceptions leading to legal abortion by age of woman at conception, 1996, 2006 and 2016

England and Wales

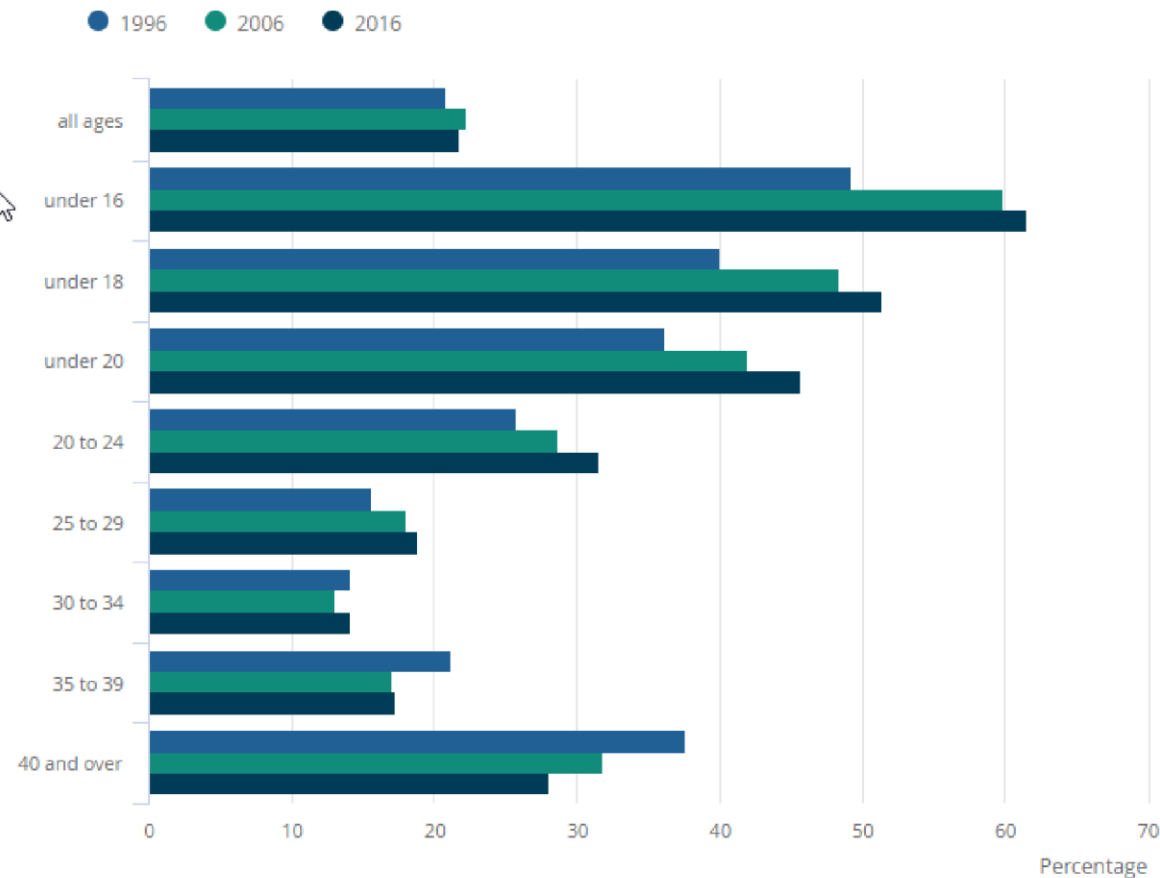


Figure 8: Conception rates for women under 18 years have decreased across all local authorities compared with 1998

Conception rates for women under 18 years by local authority, England and Wales, 1998 and 2018

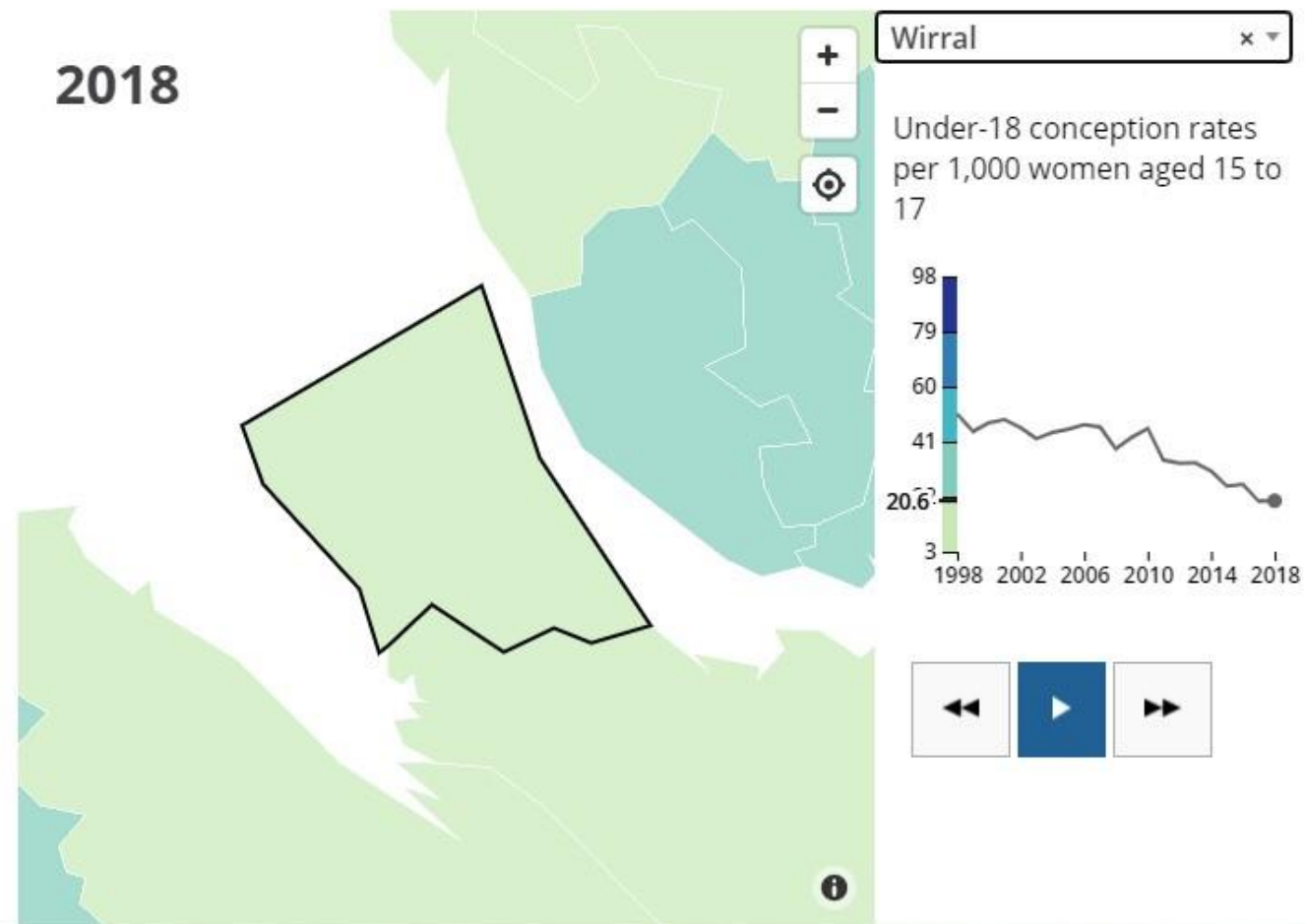


Figure 1: The number of abortions increased while the number of conceptions and births continued decreasing in 2018

Number of conceptions, births and abortions for all women, England and Wales, 1969 to 2018

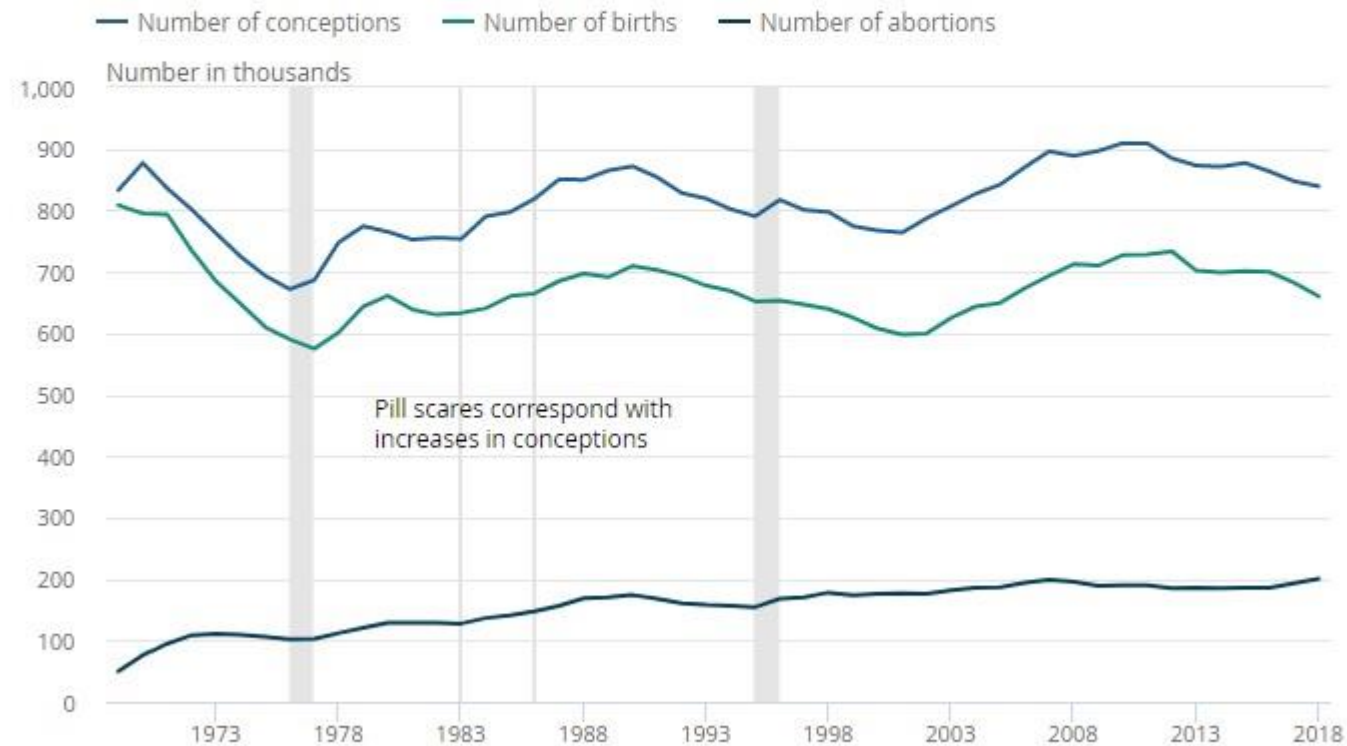


Figure 3: The continued decrease in conception rates for women under 18 years is the longest since records began

Conceptions per 1,000 women aged 15 to 17 years, 1969 to 2018, England and Wales



Figure 4: The percentage of conceptions leading to abortion was the highest since records began

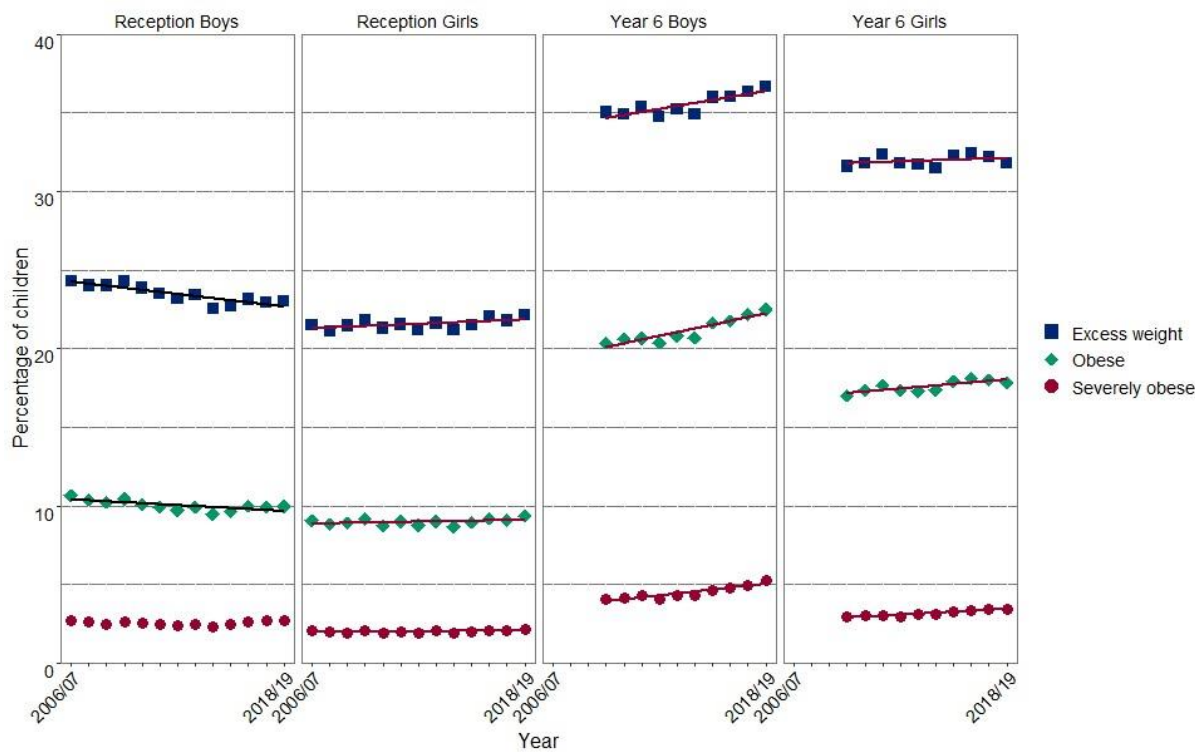
**Percentage of conceptions leading to a legal abortion, 1990 to 2018,
England and Wales**



Appendix D

Prevalence of obesity, severe obesity, and excess weight by school year and sex.

Appendix D



Significant upward linear trends are indicated with a red line and downward linear trends are indicated with a black line

Prevalence of obesity, severe obesity, and excess weight by school year and sex

