

PSHE & RSE Curriculum Overview

Sept 2026 – July 2027 Reception – Year 6

Our lessons cover the 3 core themes of **Relationships**, **Health and Wellbeing** and **Living in the Wider World**. And an additional element of **Life Skills**. These are repeated throughout the year and the Key Stages.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS – Personal, Social and Emotional Development	EYFS Link: Manage our own hygiene. Learn about the importance of going to the toilet regularly. Children will understand the importance of washing their hands and how to do this properly. PD: Self-care routines Practising putting on coats, shoes, and zipping independently. Handwashing routines before meals and after outdoor play. EYFS Link: understand classroom rules and expectations Children will learn how classroom rules and expectations work. They will understand why we have rules at school and why it is important to follow them. PD: Conflict resolution support Encouraging children to talk about problems and find solutions. EYFS Link: Zones of Regulation Children will explore their classroom regulation station. Will learn about different emotions and how they are expressed. Children will build strong adult relationships to feel comfortable expressing emotions and regulating their emotions. PD: Emotion recognition activities Using emotion cards or mirrors to identify and name feelings.	EYFS Link: Discuss what family looks like. Children will discuss that all families look different. Children will be able to understand that families can be different from their own. PD: respect for others Circle time where children talk about who lives in their home. Drawing pictures of their families and sharing with the group. Reading stories that show different family structures. EYFS Link: Be tolerant of our differences Children can explain why it is important to be kind to others and celebrate other peoples achievements even though they may differ to our own. PD: respect, empathy, and acceptance of others. Talking about how everyone looks different but is equally valued. Group discussions about kindness and respect EYFS Link: Celebrate our achievements Children discuss what they are proud of achieving. Children will understand that others achievements deserve to be celebrated as well as their own. PD: confidence/self-esteem Displays showing children's work/progress. Encouraging children to talk about something they are proud of.	EYFS Link: Looking after ourselves and things around us Children will learn how we can look after ourselves and keep healthy. Children will discuss what they must do to look after a pet. PD: responsibility and independence. Teaching children to tidy up after activities. Caring for classroom resources Discussing why we look after our belongings. EYFS Link: How do we play in our classroom environment? Children will learn ways in which we can stay safe in our environment and why it is important to look after it. PD: boundaries and responsible behaviour Teaching classroom rules such as walking indoors and using equipment safely. Modelling safe use of scissors and toys. Discussing what to do if something breaks or someone gets hurt. EYFS Link: How can I stay safe? Children will learn ways in which we can stay safe in our environment. Children will learn how to stay safe around animals. PD: responsible decisions. Talking about road safety and stranger awareness. Learning how to behave safely around pets and animals. Walks around the local area to identify safe behaviours.	EYFS Link: Understand the importance of hygiene. Children will discuss the importance of keeping clean, eating healthy, staying active and maintaining oral hygiene. PD: physical wellbeing and independence Demonstrating proper handwashing routines. Discussing why we wash hands before eating and after using the toilet. Activities about brushing teeth and keeping clean. Building relationships: Continuous Provision: Children are regularly reminded of how to maintain and build relationships within our classroom environment. Children are given opportunities for team building, sharing and turn taking within continuous provision. EYFS Link: Discuss how looking after ourselves is important for our mental and physical health. Children will discuss what mental health is and ways in which we can look after our mental health. PD: recognise and manage their emotions Talking about feelings during circle time. Using calm-down areas or quiet corners.	EYFS Link: Staying safe Children will learn how it is important to stay safe around water, to stay safe while playing, staying safe around fireworks. PD: responsibility and awareness of others' safety. Teaching rules for outdoor play equipment. Encouraging children to recognise risky behaviour. Practising safe movement in games and activities. EYFS Link: The importance of team work. (building relationships & Self-regulation) Children will discuss how to work together as a team. Children will discuss how to deal with unkind behaviour and what to do if this happens. PD: forming positive relationships. Group building tasks (e.g., building with blocks together). Team games that require cooperation. Encouraging children to help and support peers.	EYFS Link: Sun Safety and Water Safety. Children will discuss different points of sun safety. Children will discuss how it is important to stay around safe around water. PD: understanding of personal safety and healthy choices. Discussing why we wear hats and sunscreen in sunny weather. Talking about safe behaviour near water. Practising safety routines during outdoor play. EYFS Link: turn taking and sharing Children will listen to one person at a time and take turns in a conversation. PD: positive social interactions. Board games or circle games requiring turn-taking. Sharing toys during free play. Encouraging children to wait patiently and respect others. EYFS Link: I can talk about what makes me happy Children will learn how to discuss feelings and what we can do if we are having a feeling that is not nice. PD: Emotional awareness and confidence in sharing feelings. Circle time discussions about favourite activities or people. Drawing or writing about things that make them feel happy. Encouraging children to express positive emotions.

Year 1	Relationships TEAM NC Link: Understand basic concepts of respect and kindness. Know how to be safe with others and identify trusted adults 1.what kind and unkind behaviour mean in and out of school • how kind and unkind behaviour can make people feel 2. What does respect mean? 3.class rules, being polite/ sharing/ taking turns 4.examples of rules in different situations e.g rules at home, rules outside 5. What makes a good friend? 6. Keeping money safe: coin/note recognition, consequences of lost or stolen money	Health and Wellbeing NC Link: Understand simple health needs (healthy eating, activity, hygiene). 1.what it means to be healthy and why it is important 2.ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing/scrubbing nails 3. about healthy and unhealthy foods, including sugar intake 4. about physical activity and how it keeps people healthy 5. a healthy balance of indoor, outdoor and screen-based play 6.Hygiene: brushing teeth & washing hair	Living in the Wider World NC Link: Respect differences and diversity in communities Diverse Britain 1. My School: what rules are, why they are needed, and why different rules are needed for different situations 2. My community: different groups they belong to; the different roles and responsibilities people have in their community 3. My neighbourhood: how people and other living things have different needs; the responsibilities of caring for them; how to help look after their environment 4. My country & British people: how to talk about and share their opinions on things that matter to them; to recognise the ways they are the same as, and different to others 5. What makes me proud of Britain: what does feeling proud mean? Living in a multi-cultural, diverse place is special. Celebrate successful people in Britain. 6.Painting and decorating: prepare surfaces/select tools	Relationships NC Link: Recognise different types of relationships (families, friends) 1. about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role they play and how they care for them 2. what it means to be a family and how families are different, e.g. single parents, same-sex parents, step – parents, raised by grandparents, living in different households and foster families etc. 3. identify different features of a family 4. about the importance of telling someone if they are worried about something in their family and how to tell them 5.ways to help your family feel proud of you 6.Caring for yourself: shoe laces/personal hygiene	Health and Wellbeing NC Link: Identify feelings and basic emotional responses. It's my body 1.about situations when someone's body or feelings might be hurt and whom to go to for help 2.about what it means to keep something private, including parts of the body that are private (eg penis, vagina) 3.to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) 4.how to respond if being touched makes them feel uncomfortable or unsafe (eg rough play/hugs) 5. when it is important to ask for permission to touch others • how to ask for and give/not give permission (eg can I give you a hug?) 6.Stranger Danger	Living in the Wider World NC Link: Respect differences and diversity in communities 1.to recognise what makes them special and unique including their likes, dislikes and what they are good at 2. how to manage their feelings and whom to tell when finding things difficult, or when things go wrong 3. how they are the same and different to others 4. different kinds of jobs and interests 5. What do I want to be when I grow up? 6. ROAD SAFETY: to walk safely on a pavement. When and where is it safe to cross the road?
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T1 Relationships links	https://www.youtube.com/watch?v=ReMq3KX8F94 What makes a good friend? (Lesson 5) https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me-and-other-interesting-questions/zjbft39 Stories about rules and responsibility (Lesson 4) https://www.bbc.co.uk/teach/supermovers/ks1-pshe-right-and-wrong-with-naomi-wilkinson/zvmcpg8 Videos about decision and right and wrong (Lesson 1) https://www.youtube.com/watch?v=GOzrAK4gOSo Sesame Street RESPECT (Lesson 2) https://www.teacherspayteachers.com/Product/Social-Story-I-Will-Follow-School-Rules-1775455?st=dd-49c63df5902473483ee351180d3fbd Social Story on School Rules (Lesson 3) NEW
T2 Health links	https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview healthy eating https://www.foodafactoflife.org.uk/ healthy eating https://www.youtube.com/watch?v=-cJOq85K3Qc washing hands https://www.youtube.com/watch?v=l6XGE-Xuq3M hygiene and healthy living (fast forward 3 mins)
T3 Diverse links	https://www.bbc.co.uk/teach/school-radio/assemblies-ks2-diversity-difference-prejudice/z3f6qfr what is diversity video clip https://www.parklaneschool.co.uk/serve_file/914961 Living in my neighbourhood activity https://pshe-association.org.uk/resource/environment-agency-caring-for-environment looking after the environment https://pshe-association.org.uk/resource/inclusion-belonging-addressing-extremism-ks1-2 sameness and difference (lesson 1 only) https://www.schoolwellbeing.co.uk/pages/anti-racism-resources being the same and different (Y1 only)
T4 Relationships links	https://www.youtube.com/watch?v=cTqC4U_98Xo Our Family: A film about family diversity https://www.youtube.com/watch?v=JGOyqhzVuYA What is in your family? A film from Team Angelica & Stonewall https://www.amnesty.org.uk/blogs/classroom-community/here-we-are-bite-size-activity Celebrate friends and family https://www.youtube.com/watch?v=HivYTgis2QI And Tango makes Three book by Justin Richardson and Peter Parnell read out loud https://www.tes.com/teaching-resource/different-families-6427761 different families - lesson plan using 'And Tango makes Three' https://www.stonewall.org.uk/resources/love-hearts-poster families poster
T5 Health and Well-being links	https://www.youtube.com/watch?v=-lL07JOGU5o PANTS video link https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-children-guide-english.pdf PANTS Poster https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule Guidance for teachers https://learning.nspcc.org.uk/media/1387/underwear-rule-resources-lesson-plan.pdf PANTS Lesson plan https://www.cfchildren.org/wp-content/uploads/resources/activities/teaching-touching-activity.pdf How to teach about wanted and unwanted touch https://www.youtube.com/watch?v=2Y3JHm524E4 My Body, Belongs To Me: From My Head, To My Toes by Pro Familia read aloud https://www.twinkl.co.uk/resource/t-s-3688-what-are-private-parts-social-stories private parts social story https://www.twinkl.co.uk/resource/my-body-belongs-to-me-powerpoint-t-tp-7589 my body belongs to me story
T6 Living in the wider world links	https://www.amnesty.org.uk/blogs/classroom-community/self-portrait-bite-size-activity I am special activity https://youngminds.org.uk/resources/school-resources/how-many-positives-activity-sheet/ positives about myself (Depends on the child, as some resources could be considered more age appropriate for older children) https://www.amnesty.org.uk/blogs/classroom-community/feeling-faces-bite-size-activity our own thoughts and feelings activity https://youngminds.org.uk/resources/school-resources/beano-resilience-lesson-plans/ emotional resilience https://uniquevoice.org/theoffice2/wp-content/uploads/2017/07/KS1-Resource-Lesson-Plan-I-am-proud.pdf I am proud of me – lesson plans http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year2/yr_2_Unit_1.pdf wonderful me! – lesson plans https://youngminds.org.uk/find-help/feelings-and-symptoms/anger/ dealing with anger (Depends on the child, as some resources could be considered more age appropriate for older children) https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39 videos about different jobs

Year 2	T1 Relationships VIPS (TWINKL PPT) NC Link: Understand basic concepts of respect and kindness. Know how to be safe with others and identify trusted adults 1. how to be a good friend, e.g. kindness, listening, honesty 2. about different ways that people meet and make friends • strategies for positive play e.g. joining in, including others, etc. 3. about what causes arguments between friends • how to positively resolve arguments 4. to not tolerate bullying or unkind behaviour including controlling behaviour 5. how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 6. Know who to call in an emergency: Basic first aid/caring for others	T2 Health and Wellbeing NC Link: Recognise personal safety including online awareness and hygiene. <u>Safety First</u> 1. recognise risk in everyday situations, e.g. road, water and rail safety 2. how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel 3. to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger 4. how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 5. fire safety/household products and their safe use 6. how to help keep themselves safe at home in relation to electrical appliances & safety	T3 Living in the Wider World NC Link: Understand roles and responsibilities at school and in the community. Respect differences and diversity in communities. <u>One World</u> 1. about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups 2. about different rights and responsibilities that they have in school and the wider community • 3. about how a community can help people from different groups to feel included 4. to recognise equality, which ways they are the same and different to others in their community 5. Children's rights; what do all children need? Explain why human rights are a good thing; reflect on situations where human rights are not met. 6. Travelling on a bus; explore different careers	T4 Relationships NC Link: Recognise different types of relationships (families, friends) trusted adults <u>Digital Wellbeing</u> 1. the ways in which people can access the internet e.g. phones, tablets, computers 2. to recognise the purpose and value of the internet in everyday life 3. to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos 4. that information online might not always be true 5. Staying safe online, speaking to a trusted adult 6. Online Safety	T5 Living in the Wider World NC Link: Learn about money and basic financial understanding through contextual learning. <u>Money Matters</u> 1. what is money and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments 2. how money can be kept and looked after; why should money be looked after? 3. earning/getting money, keeping and spending money • that people are paid money for the job they do 4. how to recognise the difference between needs and wants • comparing themselves with others 5. how people make choices about spending money, including thinking about needs and wants 6. Money Sense: saving money	T6 Health and Wellbeing (TWINKL edited PPT) NC Link: Identify feelings and basic emotional responses. Understand simple health needs (healthy eating, activity). 1. about the human life cycle and how people grow from young to old (not reproduction, simple life cycle: baby/toddler/child/teen etc) 2. How our needs and bodies change as we grow up • to identify and name the main parts of the body alongside keeping private parts private: NSPCC PANTS (penis/vagina/breasts/buttocks) 3. about change as people grow up, including new opportunities and responsibilities • 4. Is it ok? (touching of others eg hug, high-5) 5. preparing to move to a new class and setting goals for next year 6. Personal Hygiene: brushing nails and hair
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T2 Safety links	https://www.bbc.co.uk/bitesize/clips/zp642hv why do we take medicine? https://www.tes.com/teaching-resource/safety-with-medicines-6054567 being safe with medicine lesson plan https://mli.org/youth-education/education-resources/lower-primary/water-safety-passport-1 water safety https://www.think.gov.uk/key_stage/ks1/ road safety Year 2 School Fire Safety Education (youtube.com) fire safety in the home video (12 mins) NEW https://www.safe4me.co.uk/portfolio/clever-never-goes/ stranger danger https://firstaidforlife.org.uk/first-aid-courses/first-aid-for-children-school/free-teaching-resources/ first aid for children resources https://hwb.gov.wales/storage/3ba6798-71e6-464f-8db7-30ba21e84f84/999%20or%20not.pdf call 999 or not? Lesson plan
T3 One world links	https://www.amnesty.org.uk/blogs/classroom-community/we-all-sleep-under-same-stars-collection-illustrated-poems-written-eleven how are we the same?  READ ALOUD: All People are Beautiful By Vincent Kelly - YouTube Kids after 4 mins there are activities to design your own character and flag stop video at 4 mins 30 NEW ALL ABOUT RESPECT! (song for kids about showing respect) - YouTube Kids song about RESPECT NEW https://www.youtube.com/watch?v=G_GPlMFxzwE communities https://www.amnesty.org.uk/blogs/classroom-community/9-films-about-childrens-rights videos about Children's Rights https://www.youtube.com/watch?v=6F7ie1Z07aM Rights and responsibilities NEW https://www.bbc.co.uk/bitesize/articles/z78nhcw Rights and responsibilities NEW
T4 Digital wellbeing links	https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/staying-safe-online/ Staying safe online https://www.bbc.co.uk/bitesize/articles/zgwnsbk what is the internet? https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/e-safety-mini-topic/e-safety-mini-topic-ks1/ E- safety lessons and resources https://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety/e-safety-classroom-materials comprehensive list of online safety resources https://www.thinkuknow.co.uk/8_10/stay-safe/ E safety
T5 Money matters links	https://natwest.mymoneysense.com/teachers/resources-5-8s/ Resources and lesson plans https://www.bbc.co.uk/teach/supermovers/ks1-maths-money/zht4nrd video about money Money Sense KS1 Wyndcliffe Primary School a series of powerpoints and activities to learn about the value of money NEW https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2 spending money - wants and needs https://www.valuesmoneyandme.co.uk/teachers/charity-job-week-ks1 raising money for charity
T6 My body links	https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/ Guidance for teachers https://learning.nspcc.org.uk/media/1387/underwear-rule-resources-lesson-plan.pdf PANTS Lesson plan (also in Y1) https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ PANTS song (also in Y1) Growing - BBC Bitesize Foundation Personal Development and Mutual Understanding (youtube.com) short video about growing and changing NEW https://www.stmichaelsaylsham.co.uk/wp-content/uploads/2021/05/y1_lesson_2.pdf labelling private body parts lesson idea https://www.youtube.com/watch?v=uJS7PZaJgw&list=PLtW1pinZx1FPRijJ5h88qJPhFmYlnNbI&index=5 consent and safe touch

Year 3	T1 Relationships TEAM NC Link: Develop friendships with empathy and respect. Understand how to recognise and manage conflict. Explore online interactions and behaviour. 1.about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision 2. • that bullying and hurtful behaviour is unacceptable in any situation; about the effects and consequences for the people involved 3. about bullying online, and the similarities and differences to face-to-face bullying 4. how the internet can be used positively for leisure, for school and for work; strategies to recognise whether something they see online is true or accurate 5. altered or adapted images and the reasons for why this happens • to evaluate whether a game is suitable to play, or a website is appropriate for their age-group 6.Money Sense: difference between need and want/importance of saving	T2 Health and Wellbeing NC Link: Understand mental health and coping strategies. Increase awareness of physical health and its impact. <u>Think Positive</u> 1.what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits 2.what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health 3.things that affect feelings both positively and negatively • strategies to identify and talk about their feelings 4.about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful 5. Speaking to trusted adults, how to ask advice and how to seek help 6.Self Care: Recognising emotions; how to manage them	T3 Living in the Wider World NC Link: Explore belonging to community groups. Understand rights and responsibilities as members of community. <u>Diverse Britain</u> 1.to recognise respectful behaviours e.g. helping or including others, being responsible 2.how to model respectful behaviour in different situations e.g. at home, at school, online 3.the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely 3.the ways in which people show respect and courtesy in different cultures and in wider society 4.the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken 5.what human rights are and how they protect people • to identify basic examples of human rights including the rights of children 6.ROAD SAFETY: following a bus timetable	T4 Relationships NC Link: Develop friendships with empathy and respect. Understand how to recognise and manage conflict. Explore online interactions and behaviour. <u>Be Yourself</u> 1. that everyone is an individual and has unique and valuable contributions to make 2. to recognise how strengths and interests form part of a person's identity; how to identify their own personal strengths and interests and what they're proud of (in school, out of school) 3. to recognise common challenges to self - worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 4. What is appropriate to share with friends, classmates, family and wider social groups including online 5. about what privacy and personal boundaries are, including online 6.Personal hygiene: washing hair/ clothes/using deodorant	T5 Health and Wellbeing NC Link: Increase awareness of physical health and its impact. Learn about risks and safety in wider contexts (including digital safety) <u>It's my body</u> 1.to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary 2. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact 3. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn 4. about the elements of a balanced, healthy lifestyle; choices and influences that might support this 5. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) 6.Caring for the local environment	T6 Living in the Wider World NC Link: Explore belonging to community groups. Understand rights and responsibilities as members of community. 1.the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children 2.about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 3. about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime 4.about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM 5. about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby 6.How to take care of the garden
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T1 Relationships links	How to keep our personal information private - BBC Bitesize slides about online safety NEW What's Cyberbullying? - YouTube Kids how to deal with cyberbullying? short video NEW KS1 Peer Pressure Thinking Cards (teacher made) - Twinkl NEW Teaching children tolerance TheSchoolRun scroll down for the tolerance game only NEW https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying types of bullying https://mediasmart.uk.com/body-image-9-11/?utm_medium=website&utm_source=edcoms&utm_campaign=Sept2016_PSHE_edcoms&utm_content=resources body image and altering https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew Online Safety https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching Sharing information https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/online-gaming online safety when online gaming
T2 Think Positive links	https://positivepsychology.com/positive-body-image positive body images https://www.healthforkids.co.uk/staying-healthy/moving-about being active https://www.healthforkids.co.uk/staying-healthy/building-your-character-resilience mental resilience https://www.healthforkids.co.uk/feelings feelings https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-be-active/zfndjihv exercise and mental health https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans mental wellbeing lesson plans https://campaignresources.phe.gov.uk/schools/resources/dealing-with-change-lesson-plan-pack dealing with change https://www.puffinschools.co.uk/resources/ks2-resource-pack-charlie-changes-into-a-chicken-mental-health mental health lesson plans
T3 Diverse Britain links	http://downloads.bbc.co.uk/schoolradio/assemblies/frameworks/british_values_mutual_respect.pdf British values and respect https://www.youtube.com/watch?v=KxnxObAylSA respecting myself and others https://www.mentallyhealthyschools.org.uk/resources/expect-respect/ expect respect – lesson plans and resources https://www.youtube.com/watch?v=zZJm1GGCemg respecting myself and others https://www.educateandcelebrate.org/product/ks2-dt/ building self-respect https://www.childline.org.uk/info-advice/your-feelings/feelings-emotions/building-confidence-self-esteem building self-esteem and confidence
T4 Be Yourself links	https://www.redcross.org.uk/get-involved/teaching-resources/identity-and-belonging identity and belonging https://www.childline.org.uk/info-advice/bullying-abuse-safety/getting-help/asking-adult-help/ asking an adult for help https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382 growth mind-set and wellbeing https://www.artisfoundation.org.uk/teaching-resources/ feeling proud workshop https://www.childline.org.uk/info-advice/you-your-body/my-body/how-you-look/#your-identity what is identity? - do not use the videos file:///sps-dc1/EISNet%20Users\$/Staff/JBrad/Downloads/Part-1-1-am-unique-Activity-plan.pdf we are unique, you will need a set of self portraits NEW https://learning.nspcc.org.uk/research-resources/schools/pants-teaching?_ga=2.145804532.1743114417.1593506855-1597469168.1585737376 PANTS school resources
T5 Its my body links	https://www.healthforkids.co.uk/staying-healthy/looking-after-my-teeth/ oral hygiene https://www.a-life.co.uk/information-for-teachers/lesson-plans-and-resources/ healthy living https://www.childline.org.uk/info-advice/you-your-body/my-body/staying-healthy/ staying healthy https://www.healthforkids.co.uk/staying-healthy/building-your-character-resilience/ mental resilience https://www.healthforkids.co.uk/feelings/ feelings https://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-and-your-mental-health/about-physical-activity/ exercise and mental health https://www.bbcchildreninneed.co.uk/resources/new-joe-wicks-top-tips-why-we-need-to-exercise-powerpoint/ why we need to exercise https://www.kidscape.org.uk/media/135151/help-with-friendships-ks2-lesson-plan-2.pdf online friendships lesson plan https://www.bbc.co.uk/teach/class-clips-video/life-stories-friendship-struggles/zbpvcqt friendship struggles video
T6 Wider world links	https://www.amnesty.org.uk/education-resources-childrens-human-rights Children's Rights https://www.amnesty.org.uk/files/activity_4.pdf Rights and responsibilities https://www.thecommunicationtrust.org.uk/media/101109/primary_speaking_and_listening_activity_-_rights_and_responsibilities_final.pdf responsibilities https://www.bbc.co.uk/programmes/p06jtfjs British values – The Rule of Law https://www.childline.org.uk/info-advice/school-college-and-work/life-issues-planning/jobs-work/ advice and Q&A about getting a job https://www.childline.org.uk/info-advice/school-college-and-work/life-issues-planning/your-future/ feeling worried about your future https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39 different careers

Year 4	T1 Relationships VIPS NC Link: Develop friendships with empathy and respect. Understand how to recognise and manage conflict. Explore online interactions and behaviour. 1. features of positive healthy friendships: mutual respect, trust and sharing interests • strategies to build positive friendships and seek support if they feel lonely 2. communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face; the risks in this communication 3. to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience this. 4. recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage associated pressures and break confidence 5. how people may behave differently online including pretending to be someone they are not • how to seek help if worried or uncomfortable online 6. Mental Health: Positive and Negative impacts	T2 Health and Wellbeing NC Link: Increase awareness of physical health and its impact. Learn about risks and safety in wider contexts. <u>Safety First</u> 1. the importance of taking medicines correctly and using household products safely. 2. to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • 3. to identify some of the effects related to different common drugs and that all drugs, including medicines, may have side effects 4. to identify the risks associated with drugs common to everyday life • that some people form a habit which is difficult to break 5. ask for help or advice 6. Dangers with water/staying safe	T3 Living in the Wider World NC Link: Explore belonging to community groups. Understand rights and responsibilities as members of community. <u>One Community</u> 1. the meaning and benefits of living in a community 2. to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community 3. about the individuals and groups that help the local community, including through volunteering and work • 4. how to show compassion towards others in need and the shared responsibilities of caring for them 5. Planning and research to support in the local community 6. Using tools safely: saw, hammer, tape measure, screw driver	T4 Relationships NC Link: Explore online interactions and behaviour. <u>Digital Wellbeing</u> 1. everything shared online has a digital footprint 2. that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like 3. to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert 4. that search results are ordered based on the popularity of the website and that this can affect what information people access 5. negative emotions that being online can make you feel: stressed, tired, anxious and can give you headaches 6. Online Safety: platforms and age restrictions	T5 Living in the Wider World NC Link: Develop basic financial awareness and decision-making. <u>Money Matters</u> 1. how people make different spending decisions based on their budget, values and needs 2. how to keep track of money and why it is important to know how much is being spent 3. about different ways to pay for things such as cash, cards, e-payment and the reasons for using them 4. that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 5. What can I buy with X money? 6. Money Matters: ways of paying for goods	T6 Health and Wellbeing NC Link: Understand mental health and coping strategies. Increase awareness of physical health and its impact. <u>Growing and Changing</u> 1. Physical changes during puberty 2. emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing 3. strategies to manage the changes during puberty including menstruation • 4. the importance of personal hygiene routines during puberty including washing regularly and using deodorant • 5. how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty 6. Safety in the home: hazards/sorting washing/cleaning products
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T1 Relationships links	https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt friendship struggles https://www.childline.org.uk/info-advice/friends-relationships-sex/friends how to make friends https://www.bbc.co.uk/newsround/44074704 staying safe online https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/peer-pressure/ peer pressure https://www.nationalbullyinghelpline.co.uk/kids.html national bullying helpline https://www.nationalbullyinghelpline.co.uk/help-guides.html#someone bullying online https://www.kidscape.org.uk/advice/advice-for-young-people/friendships-and-frenemies/ banter and bullying https://www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-cyberbullying/ cyberbullying https://www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-cyberbullying/online-safety-settings/ online safety settings https://www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-cyberbullying/think-before-you-post/ think before you post
T2 Health links	https://www.tes.com/teaching-resource/safety-with-medicines-6054567 being safe with medicine lesson plan https://www.youtube.com/watch?v=9OK6_OdWxTA Medicine safety video https://www.healthforkids.co.uk/staying-healthy/avoiding-smoking smoking facts for children https://www.childline.org.uk/info-advice/you-your-body/drugs-alcohol-smoking/drugs info and advice on drug taking https://www.oldtown.calderdale.sch.uk/lesson-2-to-know-that-medicines-including-househol/ Being safe around medicines ppt Vaping posters - Kent family (kentcht.nhs.uk) vaping the facts
T3 Community links	https://www.redcross.org.uk/get-involved/teaching-resources/identity-and-belonging identity and belonging https://www.coramlifeeducation.org.uk/belonging belonging and being a citizen https://www.bbc.co.uk/bitesize/articles/z7w4bdm differences and similarities https://www.bbc.co.uk/bitesize/topics/zyg2xbk/articles/z9dpr9q what is diversity? https://gravesham.foodbank.org.uk/ Gravesham food bank https://mosquefinder.co.uk/gravesend-muslim-cultural-centre.html Gravesend Mosque https://www.gurunanakdarbar.org/ Gravesend Gurdwara https://stgeorgesgravesend.org/history/ St George's Church https://www.nhs.uk/Services/hospitals/overview/DefaultView.aspx?id=46259 Gravesham community Hospital
T4 Digital links	https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/feeling-good-on-social-media/ feeling good on social media https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/taking-care-your-digital-footprint/ taking care of your digital footprint https://www.internetmatters.org/resources/online-gaming-advice/online-gaming-the-risks/ safety when on-line gaming https://www.bbc.com/ownit internet safety https://vimeo.com/showcase/9590956 3 videos showing children who are feeling negative emotions after being online https://www.childnet.com/resources/teaching-about-digital-wellbeing-send/ lessons to support videos above
T5 Money links	https://natwest.mymoneysense.com/teachers/resources-8-12s/ money resources and lesson plans https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2 spending needs and wants https://www.valuesmoneyandme.co.uk/teachers/a-fair-days-pay-ks2 how do we get money? https://www.bbc.co.uk/bitesize/topics/z8yv4wx how does money work?
T6 Growing links	https://pshe-association.org.uk/resource/changing-and-growing-up-ks2 puberty lesson plans https://bettyforschools.co.uk/resources/8-11-year-olds menstrual health resources and lesson plans https://www.heygirls.co.uk/education/schools menstrual health https://www.tes.com/news/so-youve-been-asked-teach-pupils-about-periods-heres-why-its-important-and-how-do-it-well teacher info for talking about menstruation Health Growth and Change - BBC Bitesize health growth and change slides/quiz NEW PERSONAL HYGIENE - YouTube Kids personal hygiene/good and bad germs 5 minute video NEW

Year 5	T1 Relationships TEAM NC Link: Navigate complex friendships and peer influences. Understand values needed for respectful relationships. <u>Friendships</u> 1.what makes a healthy friendship and how they make people feel included- about peer influence and how it can make people feel or behave • 2. the impact of the need for peer approval in different situations, including online 3.strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences 4.friendships can change over time and the benefits of having new and different types of friends 5.how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support 6.Money Matters: using bank accounts	T2 Health & Wellbeing NC Link: Learn about risks and safety in wider contexts (including digital safety). <u>ONLINE SAFETY UNIT</u> 1.positive healthy Friendships: mutual respect, trust, sharing interests 2. strategies to build positive friendships 3. seek support if they feel lonely or excluded 4. how to communicate respectfully with friends when using digital devices 5. how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know 6. what to do or whom to tell if they are worried about any contact online	T3 Living in the Wider World NC Link: Understand broader social, economic and community roles. <u>Diverse Britain</u> 1.to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own 2.what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify, online bullying and discrimination of groups or individuals e.g. trolling and harassment 3.the impact of discrimination on individuals, groups and wider society 4.ways to safely challenge discrimination • how to report discrimination online 5. importance of Equality in regards to respect and kind or unkind behaviour. It should be highlighted that differences are sometimes the reasons for unkindness (race, ethnicity, gender) <u>Fire Safety: signs of fire/sources of fire in the home</u>	T4 Relationships NC Link: Navigate complex friendships and peer influences. Understand values needed for respectful relationships. Discuss consent, boundaries and personal space in age-appropriate ways (linked to statutory Relationships Education requirements). <u>Be Yourself</u> 1.to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • self-respect can affect thoughts and feelings about themselves; 2.everyday things that affect feelings and the importance of expressing feelings • about change and loss, including death, and how these can affect feelings; 3.to recognise that feelings can change over time and range in intensity • everyday things that affect feelings • about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking 4.about choices that support a healthy lifestyle, and recognise what might influence these • how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this 5. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking 6.Occupations involving CARE: dentist, doctor, nurse, care assistant, paramedic, pharmacist, age concern	T5 Health and Wellbeing NC Link: Understand mental wellbeing more deeply (how to seek help/support). Recognise the importance of sleep, nutrition, exercise and healthy habits. Learn age-appropriate information about body changes, puberty and personal care (statutory Health Education). <u>It's my body</u> 1.to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations eg hugging/rough play • how to ask for, give and not give permission for physical contact 2.how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact 3.how to respond to unwanted or unacceptable physical contact 4.that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about 5.whom to tell if they are concerned about unwanted physical contact 6. Qualities of a good parent: meeting basic needs Y5 Science Puberty Unit	T6 Living in the Wider World NC Link: Develop career aspirations and future planning skills. Understand broader social, economic and community roles. <u>Personal Identity</u> 1.about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • A positive representation of identities should be given and children should have role models who share these characteristics 2. how to recognise, respect and express their individuality and personal qualities 3. ways to boost their mood and improve emotional wellbeing 4. about the link between participating in interests, hobbies and community groups and mental wellbeing 5 and 6. Make £5 grow: work as a team/business enterprise: Summer fundraising stalls?
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T1 Relationships links	https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/peer-pressure/ peer pressure https://www.childline.org.uk/info-advice/your-feelings/feelings-emotions/being-assertive/ being assertive https://healthyschoolscp.org.uk/wp-content/uploads/2020/06/ks2-lesson-plan-2-changing-friendships.pdf changing friendships lesson plan https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-peer-pressure?collection=lifebabble-help-me-out peer pressure https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-jealousy?collection=lifebabble-help-me-out jealousy
T2 Online Safety links	https://www.pshe-association.org.uk/curriculum-and-resources/resources/media-smart-ks2-body-image-and-advertising body image and advertising https://mediasmart.uk.com/body-image-9-11 body image lesson plan https://mediasmart.uk.com/primary-resources media and digital literacy https://www.digizen.org/digicentral/digital-values.aspx digital values https://www.digizen.org/digicentral/roleplay-scenarios.aspx digital citizens scenarios https://www.outofyourhands.com/resources/?wpv-category=online-safety&wpv_filter_submit=Submit good digital citizens https://www.iste.org/explore/In-the-classroom/9-lessons-to-boost-media-literacy?articleid=844 fact checking and evaluating media https://www.easybib.com/guides/evaluating-fake-news-resources evaluating fake news https://factcheckingday.com/lesson-plan fact checking online
T3 Diverse Britain links	https://www.bbc.co.uk/newsround#more-stories-3 Racism and its impact https://www.bbc.co.uk/newsround/53170200 gay footballers talk about their experiences https://www.bbc.co.uk/cbbc/watch/being-yourself?collection=lifebabble-guide-to-friendship being yourself with your friends https://www.bbc.co.uk/bitesize/topics/zyg2xbk/articles/z8yjd3#zfnq7yc Discrimination short video and slides to discuss NEW https://respectme.org.uk/wp-content/uploads/2017/11/Learning_Resource-respectmeans.pdf Respect me lesson plan and video link (scroll down for link) NEW
T4 Relationships links	https://barclayslifeskills.com/help-others/lessons/exploring-personal-strengths-for-employment-lesson/ personal strength lesson plan https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/health-and-wellbeing/lesson-4-my-superpowers/ personal strengths lesson file:///sps-dc1/EISNet%20Users\$/Staff/JBroad/Downloads/Strengths-activity-outline%20(1).pdf personal strengths https://www.youtube.com/watch?v=pdjaxS4ME2A self-respect and self-esteem video https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-british-values-mutual-respect/zp8yhcv mutual respect video https://www.youtube.com/watch?v=ghk-nDJB3Tk how to disagree respectfully video https://theresponsivecounselor.com/2020/01/respect-lesson-and-activities.html respect lesson ideas https://biglifejournal.com/blogs/blog/help-kids-overcome-fear-failure-dealing-with-failure-lesson-ideas dealing with failure lesson ideas https://www.redcross.org.uk/get-involved/teaching-resources/wellbeing-activities-managing-stress managing change and pressure/stress https://mentallyhealthyschools.org.uk/resources/understanding-stress-youngminds-beano/ understanding and coping with stress
T5 Its my body links	https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/peer-pressure peer pressure info ok but do not watch the video https://learning.nspcc.org.uk/media/1407/ks3-lesson-plan-6-consent.pdf lesson plan on consent pdf ok but KS3 video not appropriate https://www.egfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/MHWP/North%20Somerset%20Council%20document.pdf lesson plans on consent pdf ideas good but not the case study https://learning.nspcc.org.uk/research-resources/schools/pants-teaching#5-11 privacy great PANTS lesson 9-11 resource https://d4iqe7beda780.cloudfront.net/resources/static/main/pdf/edem9189_lesson_plans.pdf lesson plans using role play: body boundaries/consent/body language NEW
T6 Wider world links	https://www.redcross.org.uk/get-involved/teaching-resources/identity-and-belonging identity https://www.youtube.com/watch?v=eRzRAh2M2A0 Identity ('pop'n'olly' resource) video and activity ideas teacher to watch first https://www.bbc.co.uk/sport/av/boxing/34943912 Nicola Adams gender equality https://plprimarystars.com/resources/self-esteem self-esteem (you will need to register, it is free!) https://youngminds.org.uk/resources/school-resources/ mental health and wellbeing https://www.bbc.co.uk/cbbc/collections/lifebabble-guide-to-staying-healthy staying healthy and mentally healthy (lots of choice, scroll down) https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382 30 minute video lesson about personal resilience/growth mind set/tips for self-care https://www.place2be.org.uk/our-services/services-in-schools/mental-health-resources-for-schools/ mental health wellbeing activities https://pshe-association.org.uk/resource/personal-identity-ks2-lesson-pack personal identity lesson plan https://www.youtube.com/watch?v=om3INBWfoxY strong sense of identity video

Year 6	T1 Relationships VIPS NC Link: Navigate complex friendships and peer influences. Understand values needed for respectful relationships. Discuss consent, boundaries and personal space in age-appropriate ways. (linked to statutory Relationships Education requirements). 1. different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith 2. about the qualities of healthy relationships that help individuals flourish, how to identify unhealthy relationships 3. ways in which couples show their love and commitment to one another, including those who are not married or who live apart • same sex marriage and opposite sex marriage; what marriage and civil partnership mean; that people have the right to choose whom they marry or whether to get married • that forced marriage is illegal 4. about the shared responsibility if someone is put under pressure to do something dangerous 5. strategies to respond to pressure from friends including online; how to recognise and respond to pressure from others; what consent means and how to seek and give/not give permission 6. Making a clear call to emergency services. Importance of not making hoax calls. Provide 2 different types of first aid	T2 Health and Wellbeing NC Link: Learn about risks and safety in wider contexts (including digital safety). Navigate complex friendships and peer influences. <u>Safety First</u> 1. how to protect personal information online and to identify potential risks of personal information being misused; strategies for dealing with requests for personal information or images of themselves 2. to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, and what the impact of this might be • what to do if they come across an image which may upset, hurt or embarrass them or others 3. how to report the misuse of personal information or sharing of upsetting content/images on social media, • why age restrictions are important; 4. about the risks and effects of different drugs and the organisations that help and support concerning drug use • laws relating to drugs common to everyday life and illegal drugs 5. to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs ROAD SAFETY: On your bike: pedalling/speed/controlling braking. Is your bike safe?	T3 Living in the Wider World NC Link: Develop career aspirations and future planning skills. Understand broader social, economic and community roles. <u>One World</u> 1. to differentiate between prejudice and discrimination 2. how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups 3. how stereotypes are perpetuated and how to challenge this 4. Is everything you see in the media true? Are all images true? Is all news true? Why are images and stories altered? 5. How does social media impact our wellbeing? Is social media real life? Fundraising/volunteering. Local charities - would you give a day's wages to a charity?	T4 Relationships NC Link: Learn about risks and safety in wider contexts (including digital safety). Navigate complex friendships and peer influences. <u>Digital Wellbeing</u> 1. the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked how to recognise when images might have been altered 2. why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use and some content is not appropriate for children 3. how online content can be designed to manipulate people's emotions and encourage them to read or share things 4. about sharing things online, including rules and laws relating to this including images and pictures of themselves and others 5. how to report inappropriate online content or contact • who are trusted adults; how can I approach them? 6. How to keep safe online	T5 Living in the Wider World NC Link: Learn about financial awareness and decision-making in a more complex context. <u>Money Matters</u> 1. the role that money plays in people's lives, attitudes towards it and what influences decisions about money 2. about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer 3. how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling 4. how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks 5. Money Matters: different jobs that earn money. Choices you make about work and money affect our life. 6. What is debt?	T6 Health and Wellbeing USE SAVED TWINKL UNIT – IT HAS BEEN EDITED FOR SINGLEWELL CHILDREN NC Link: Understand mental wellbeing more deeply. (how to seek help/support). Recognise the importance of sleep, nutrition, exercise and healthy habits. Learn age-appropriate information about body changes, puberty and personal care (statutory Health Education). <u>Puberty & Me</u> 1. What is puberty? Physical changes to my appearance. Hormonal changes to my body. Wet dreams, erection, attraction. Becoming an adult; how to care for myself. 2. Changing emotions – puberty and hormones; mood swings; helplines, attraction. 3. Just the way you are: positive body imaging; What is retouching? How social media tries to influence us. 4. Relationships: same-sex, adopted, gay, lesbian, heterosexual, civil partnerships/marriage; what makes a loving relationship? attraction, commitment, consensual. 5. Human reproduction: same-sex, heterosexual, sperm, fertilisation, conception, embryo, uterus, vagina, foetus, labour 6. Planning a safe journey to my secondary school? Are there different options? Consider time for different routes. Transition from Primary School to Secondary School (short BBC series)
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T1 Relationships links	https://uniquevoice.org/theoffice2/wp-content/uploads/2020/11/Healthy-Relationships-Resource-FINAL.pdf set of lesson plans and film about healthy/unhealthy relationships (need to join vimeo) https://www.tes.com/teaching-resource/positive-relationships-year-6-pshe-2020-curriculum-12364855 positive relationships https://www.bbc.co.uk/bitesize/guides/zhydpg8/revision/1 family life explained https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/peer-pressure/ peer pressure: bullying/drink/smoke/sending nudes (have a look at the web page first to see what you want to discuss) https://respectme.org.uk/wp-content/uploads/2017/11/Learning_Resource-respectmeans.pdf Respect me lesson plan and video link (scroll down for link) NEW
T2 Safety First links	https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching sharing images online https://www.thinkuknow.co.uk/professionals/resources/play-like-share sexual exploitation online https://www.talktofrank.com/get-help/dealing-with-peer-pressure dealing with peer pressure and drugs https://www.azoomee.com/blog/e-safety-lesson-2-things-spread-quickly-online sharing online/speed it travels video and lesson plan NEW https://drive.google.com/file/d/1J-RtaPMiznWUfRKMh9L_6IJwJ2visInZ/view video and lesson idea 1: protecting yourself online NEW https://drive.google.com/file/d/1yezWNTYUHUHbZKU7sLLV5qplFjCpBk/view video and lesson idea 2: what should Alfie do? NEW https://drive.google.com/file/d/1fuBibXWCQe-MyapGx-esSkgnm37kSU8X/view video and lesson idea 3: who can you turn to NEW
T3 One World links	https://www.educateagainsthate.com/resources/reliable-news/ fake news? https://theguardianfoundation.org/programmes/newswise/schools/unit-of-work/lesson-3-managing-feelings-about-the-news (scroll down) how news affects us personally https://www.schoolwellbeing.co.uk/pages/anti-racism-resources Year 1,3,4 6 identify society and equality lessons https://plprimarystars.com/resources/rainbow-laces gender stereotypes in media and sport https://educateagainsthate.com/resources/since-9-11-primary-resources/ stereotypes, diversity and discrimination (series of lesson plans) https://campaignresources.phe.gov.uk/schools/resources/social-media-year6-lesson-plan-pack digital wellbeing and the impact of social media video and powerpoint resource
T4 Digital Wellbeing	https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-your-digital-rights?collection=lifhabble-help-me-out digital rights https://www.iste.org/explore/In-the-classroom/9-lessons-to-boost-media-literacy?articleid=844 fact checking and evaluating media https://educateagainsthate.com/resources/hammersmith-fulham-primary-resources stereotyping in the media https://educateagainsthate.com/resources/trust-childnet-resource persuasive information online
T5 Money Matters links	https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/online-gaming gaming and in-app purchases https://natwest.mymoneysense.com/teachers/resources-8-12s/topic-4-what-are-the-links-between-jobs-and-money how do I earn money? https://natwest.mymoneysense.com/teachers/resources-8-12s/topic-5-how-can-i-plan-a-simple-budget budgeting https://www.valuesmoneyandme.co.uk/teachers/do-you-need-it-ks2 needs vs wants https://natwest.mymoneysense.com/teachers/resources-8-12s/topic-8-what-affects-my-choices-about-money what affects spending decisions? https://natwest.mymoneysense.com/teachers/resources-8-12s/topic-9-how-does-money-affect-my-feelings debt and its impact
T6 Health and Well-being links	PSHE KS2: L8R Youngers 2 - BBC Teach short series about managing the transition from primary to secondary (watch first to know where to slot this in) See pre planned unit for Term 6 in the staff shared area  > This PC > Staff Shared Work\$ (\\SPS-DC1) (T:) > Curriculum Folders > PSHE-RSE > PSHE WHOLE SCHOOL overview working doc > Year 6 > Y6 Term 6 - Health and Relationships