

KS1 Growing Up



Lesson 1: Our Bodies

PSHE Association Objectives

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H26. about growing and changing from young to old and how people's needs change

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

Health Objectives

Relationships Objectives

Respectful Relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults

Being Safe: 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

Lesson 2: Is It OK?

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R22. about how to treat themselves and others with respect; how to be polite and courteous

Mental Wellbeing: 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

Mental Wellbeing: 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

Caring Friendships: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

Caring Friendships: 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

Respectful Relationships: 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

Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships

Respectful Relationships: the importance of self-respect and how this links to their own happiness


Respectful Relationships: 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

Respectful Relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults

Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

			<p>Being Safe: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>Being Safe: how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Being Safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 3: Pink and Blue</p>	<p>H22. to recognise the ways in which we are all unique</p> <p>R23. to recognise the ways in which they are the same and different to others</p>	<p>Mental Wellbeing: 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</p>	<p>Respectful Relationships: 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</p> <p>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Respectful Relationships: 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</p> <p>Respectful Relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>
<p>Lesson 4: Your Family, My Family</p>	<p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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)</p>	<p>Families and People Who Care for Me: that families are important for children growing up because they can give love, security and stability</p> <p>Families and People Who Care for Me: 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</p> <p>Families and People Who Care for Me: 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</p> <p>Families and People Who Care for Me: 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</p>

			<p>Families and People Who Care for Me: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>Respectful Relationships: 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</p> <p>Being Safe: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>Being Safe: how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 5: Getting Older</p>	<p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p>	<p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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</p> <p>Changing Adolescent Body: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>	<p>Families and People Who Care for Me: 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</p> <p>Families and People Who Care for Me: that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>Respectful Relationships: 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</p>
<p>Lesson 6: Changes</p>	<p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H27. about preparing to move to a new class/year group</p>	<p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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)</p>	<p>Families and People Who Care for Me: 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</p> <p>Caring Friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>

LKS2 Growing Up			
	PSHE Association Objectives	Health Objectives	Relationships Objectives
 <p>Lesson 1: Human Reproduction</p> <p>Parents and carers can choose to withdraw their child from this lesson, as it covers non-statutory Sex Education objectives.</p>	<p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p>	<p>Changing Adolescent Body: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>	<p>Being Safe: where to get advice, for example family, school or other sources</p>
<p>Lesson 2: Changes in Boys</p>	<p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>	<p>Changing Adolescent Body: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>	<p>Being Safe: where to get advice, for example family, school or other sources</p>
<p>Lesson 3: Changes in Girls</p>	<p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>	<p>Changing Adolescent Body: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>Changing Adolescent Body: about menstrual wellbeing including the key facts about the menstrual cycle</p>	<p>Being Safe: where to get advice, for example family, school or other sources</p>

	<p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>		
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 4: Changing Emotions</p>	<p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>	<p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Changing Adolescent Body: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>	<p>Being Safe: where to get advice, for example family, school or other sources</p>
<p>Lesson 5: Relationships and Families</p>	<p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p>		<p>Families and People Who Care for Me: that families are important for children growing up because they can give love, security and stability</p> <p>Families and People Who Care for Me: 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</p> <p>Families and People Who Care for Me: 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</p> <p>Families and People Who Care for Me: 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</p>

	<p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>		<p>Families and People Who Care for Me: that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>Respectful Relationships: 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</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 6: Where Do I Come From?</p> <p>Parents and carers can choose to withdraw their child from this lesson, as it covers non-statutory Sex Education objectives.</p>	<p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p>		

UKS2 Growing Up



Lesson 1: Changing Bodies

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H34. about where to get more information, help and advice about growing and changing, especially about puberty

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

Mental Wellbeing: 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

Mental Wellbeing: 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

Changing Adolescent Body: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

Being Safe: 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

Being Safe: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

Being Safe: where to get advice, for example family, school or other sources

Lesson 2: Changing Emotions

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

Mental Wellbeing: 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

Mental Wellbeing: 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

Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

Changing Adolescent Body: key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

Respectful Relationships: 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

Being Safe: where to get advice, for example family, school or other sources

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 3: Just the Way You Are</p>	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Internet Safety and Harms: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p>	<p>Respectful Relationships: 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</p> <p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>Respectful Relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>Online Relationships: that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>Online Relationships: how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>
<p>Lesson 4: Relationships</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p>	<p>Mental Wellbeing: 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</p>	<p>Families and People Who Care for Me: 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</p> <p>Families and People Who Care for Me: 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</p> <p>Families and People Who Care for Me: that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>Respectful Relationships: 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</p> <p>Respectful Relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>

	<p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p>		
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 5: Let's Talk About Sex</p> <p>Parents and carers can choose to withdraw their child from this lesson, as it covers non-statutory Sex Education objectives.</p>	<p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>	<p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p>	<p>Families and People Who Care for Me: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>Caring Friendships: 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</p> <p>Respectful Relationships: 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</p> <p>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Respectful Relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>Being Safe: how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>
<p>Lesson 6: Human Reproduction</p> <p>Parents and carers can choose to withdraw their child from this lesson, as it covers non-statutory Sex Education objectives.</p>	<p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p>	<p>Mental Wellbeing: 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</p>	<p>Families and People Who Care for Me: 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</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>

KS1 It's My Body



Lesson 1: My Body, My Business

PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>H10. about the people who help us to stay physically healthy</p>	<p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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)</p>	<p>Families and People Who Care for Me: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>Caring Friendships: 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</p> <p>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Respectful Relationships: 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</p> <p>Respectful Relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Being Safe: 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</p> <p>Being Safe: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>Being Safe: how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Being Safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 2: Active and Asleep</p>	<p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Internet Safety and Harms: 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</p> <p>Physical Health and Fitness: the characteristics and mental and physical benefits of an active lifestyle</p> <p>Physical Health and Fitness: the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>Physical Health and Fitness: the risks associated with an inactive lifestyle (including obesity)</p> <p>Health and Prevention: the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p>	<p>Being Safe: where to get advice, for example family, school or other sources</p>
<p>Lesson 3: Happy, Healthy Food</p>	<p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p>	<p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Healthy Eating: what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>Healthy Eating: the principles of planning and preparing a range of healthy meals</p> <p>Healthy Eating: the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>	<p>Being Safe: where to get advice, for example family, school or other sources</p>

		<p>Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p>	
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 4: Clean as a Whistle</p>	<p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p>	<p>Healthy Eating: the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p>	<p>Being Safe: where to get advice, for example family, school or other sources</p>
<p>Lesson 5: Can I Eat It?</p>	<p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>Physical Health and Fitness: how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Drugs, Alcohol and Tobacco: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>	<p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>
<p>Lesson 6: I Can Choose</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>	<p>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Respectful Relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Being Safe: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>

Mental Wellbeing: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

Mental Wellbeing: 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)

Internet Safety and Harms: 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

Health and Prevention: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

Health and Prevention: the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

LKS2 It's My Body



Lesson 1: My Body, My Choice

PSHE Association Objectives

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

R18. 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

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

Health Objectives

Mental Wellbeing: 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

Mental Wellbeing: 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

Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

Relationships Objectives

Families and People Who Care for Me: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring Friendships: 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

Respectful Relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults

Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

Being Safe: 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

Being Safe: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

Being Safe: how to recognise and report feelings of being unsafe or feeling bad about any adult

Being Safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so

Lesson 2: Fit As a Fiddle

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

Physical Health and Fitness: the characteristics and mental and physical benefits of an active lifestyle

Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard

Being Safe: where to get advice, for example family, school or other sources

	<p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H11. 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)</p>	<p>Physical Health and Fitness: the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>Physical Health and Fitness: the risks associated with an inactive lifestyle (including obesity)</p> <p>Physical Health and Fitness: how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Healthy Eating: what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>Healthy Eating: the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>Drugs, Alcohol and Tobacco: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>Health and Prevention: the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p>	
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 3: Good Night, Good Day</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H8. 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</p>	<p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Health and Prevention: the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p>	

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 4: Cough, Splutter, Sneeze!</p>	<p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>Physical Health and Fitness: how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Health and Prevention: how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>Health and Prevention: the facts and science relating to allergies, immunisation and vaccination</p>	<p>Respectful Relationships: 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</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>
<p>Lesson 5: Drugs: Healing or Harmful?</p>	<p>H38. how to predict, assess and manage risk in different situations</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p>	<p>Physical Health and Fitness: how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Drugs, Alcohol and Tobacco: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>	<p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p style="text-align: center;">Lesson 6: Choices Everywhere</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H11. 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)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	<p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Physical Health and Fitness: how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Healthy Eating: the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>Health and Prevention: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p>	<p>Caring Friendships: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>

UKS2 It's My Body



Lesson 1: Your Body Is Your Own

PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <p>R18. 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</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>	<p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Internet Safety and Harms: 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</p>	<p>Families and People Who Care for Me: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>Caring Friendships: 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</p> <p>Respectful Relationships: 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</p> <p>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>Respectful Relationships: 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</p> <p>Online Relationships: 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</p> <p>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Being Safe: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p>

			<p>Being Safe: 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</p> <p>Being Safe: how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Being Safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 2: Exercise Right, Sleep Tight</p>	<p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. 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</p>	<p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Physical Health and Fitness: the characteristics and mental and physical benefits of an active lifestyle</p> <p>Physical Health and Fitness: the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>Physical Health and Fitness: the risks associated with an inactive lifestyle (including obesity)</p> <p>Health and Prevention: the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p>	<p>Being Safe: where to get advice, for example family, school or other sources</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p style="text-align: center;">Lesson 3: Taking Care of Our Bodies</p>	<p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. 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)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Internet Safety and Harms: 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</p> <p>Physical Health and Fitness: the characteristics and mental and physical benefits of an active lifestyle</p> <p>Physical Health and Fitness: the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>Physical Health and Fitness: how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Healthy Eating: what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>Healthy Eating: the principles of planning and preparing a range of healthy meals</p> <p>Healthy Eating: the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>Health and Prevention: the facts and science relating to allergies, immunisation and vaccination</p> <p>Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>Health and Prevention: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p>	<p>Being Safe: where to get advice, for example family, school or other sources</p>

		<p>Health and Prevention: the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>Health and Prevention: how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p>	
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 4: Harmful Substances</p>	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	<p>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Physical Health and Fitness: how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Healthy Eating: the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>Drugs, Alcohol and Tobacco: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>	<p>Caring Friendships: 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</p> <p>Respectful Relationships: 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</p> <p>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Being Safe: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 5: How We Think and Feel About Our Bodies</p>	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>Internet Safety and Harms: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p>	<p>Respectful Relationships: 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</p> <p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>Respectful Relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>
<p>Lesson 6: Healthy Choices</p>	<p>H1. how to make informed decisions about health</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>Internet Safety and Harms: 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</p> <p>Physical Health and Fitness: the characteristics and mental and physical benefits of an active lifestyle</p> <p>Physical Health and Fitness: how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Healthy Eating: what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>Healthy Eating: the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>Health and Prevention: how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p>	<p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>Respectful Relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>

Health and Prevention: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

Health and Prevention: the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist

Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

Drugs, Alcohol and Tobacco: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

KS1 Safety First



Lesson 1: Keeping Safe

PSHE Association Objectives

- H28.** about rules and age restrictions that keep us safe
- H29.** to recognise risk in simple everyday situations and what action to take to minimise harm
- H33.** about the people whose job it is to help keep us safe
- R19.** basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

Health Objectives

Mental Wellbeing: 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

Relationships Objectives

- Caring Friendships:** 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
- Online Relationships:** the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- Online Relationships:** how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- Being Safe:** what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- Being Safe:** how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- Being Safe:** how to recognise and report feelings of being unsafe or feeling bad about any adult
- Being Safe:** how to ask for advice or help for themselves or others, and to keep trying until they are heard
- Being Safe:** where to get advice, for example family, school or other sources

Lesson 2: Staying Safe at Home

- H28.** about rules and age restrictions that keep us safe
- H29.** to recognise risk in simple everyday situations and what action to take to minimise harm
- H30.** about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- H31.** that household products (including medicines) can be harmful if not used correctly

- Internet Safety and Harms:** why social media, some computer games and online gaming, for example, are age restricted
- Drugs, Alcohol and Tobacco:** the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

- Being Safe:** how to ask for advice or help for themselves or others, and to keep trying until they are heard
- Being Safe:** where to get advice, for example family, school or other sources

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 3: Staying Safe Outside</p>	<p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p>	<p>Health and Prevention: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>Basic First Aid: concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	<p>Being Safe: how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>
<p>Lesson 4: Staying Safe Around Strangers</p>	<p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p>	<p>Internet Safety and Harms: 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</p> <p>Internet Safety and Harms: 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</p> <p>Internet Safety and Harms: where and how to report concerns and get support with issues online</p>	<p>Online Relationships: that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Online Relationships: how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Being Safe: how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>Being Safe: how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 5: Safe Secrets and Surprises</p>	<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>Mental Wellbeing: 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</p> <p>Internet Safety and Harms: 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</p> <p>Internet Safety and Harms: where and how to report concerns and get support with issues online</p>	<p>Families and People Who Care for Me: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>Caring Friendships: 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</p> <p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>Respectful Relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Being Safe: 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</p> <p>Being Safe: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>Being Safe: how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>Being Safe: how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Being Safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Being Safe: where to get advice e.g. family, school or other sources</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p style="text-align: center;">Lesson 6: People Who Can Help</p>	<p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>Internet Safety and Harms: where and how to report concerns and get support with issues online</p> <p>Basic First Aid: concepts of basic first-aid, for example dealing with common injuries, including head injuries</p> <p>Basic First Aid: how to make a clear and efficient call to emergency services if necessary</p>	<p>Families and People Who Care for Me: that families are important for children growing up because they can give love, security and stability</p> <p>Respectful Relationships: 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</p> <p>Online Relationships: that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Online Relationships: how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>Being Safe: how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>



LKS2 Safety First

	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 1: New Responsibilities</p>	<p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p>	<p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>Mental Wellbeing: 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)</p> <p>Internet Safety and Harms: why social media, some computer games and online gaming, for example, are age restricted</p>	<p>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Being Safe: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>Being Safe: how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Being Safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>
<p>Lesson 2: Risks, Hazards and Dangers</p>	<p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>	<p>Basic First Aid: how to make a clear and efficient call to emergency services if necessary</p>	<p>Being Safe: how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>
<p>Lesson 3: Under Pressure</p>	<p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R18. 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</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>Mental Wellbeing: 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</p> <p>Internet Safety and Harms: why social media, some computer games and online gaming, for example, are age restricted</p>	<p>Families and People Who Care for Me: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>Caring Friendships: 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</p> <p>Respectful Relationships: 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</p>

			<p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>Respectful Relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>Online Relationships: 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</p> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Online Relationships: how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>Being Safe: how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Being Safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
Lesson 4: Safety When Out and About	<p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>Mental Wellbeing: 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</p>	
Lesson 5: Dangerous Substances	<p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>	<p>Physical Health and Fitness: how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Healthy Eating: the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>	

	<p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>Drugs, Alcohol and Tobacco: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p> <p>Health and Prevention: the facts and science relating to allergies, immunisation and vaccination</p>	
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 6: Injuries and Emergencies</p>	<p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>Basic First Aid: how to make a clear and efficient call to emergency services if necessary</p> <p>Basic First Aid: concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	



UKS2 Safety First

	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 1: You Are Responsible</p>	<p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p>	<p>Internet Safety and Harms: why social media, some computer games and online gaming, for example, are age restricted</p> <p>Internet Safety and Harms: 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</p>	
<p>Lesson 2: What Are the Risks?</p>	<p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p>	<p>Mental Wellbeing: 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</p>	<p>Caring Friendships: 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</p> <p>Respectful Relationships: 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</p> <p>Online Relationships: that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Online Relationships: how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Being Safe: how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
Lesson 3: Making Your Mind Up	<p>H38. how to predict, assess and manage risk in different situations</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>		<p>Caring Friendships: 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</p> <p>Respectful Relationships: 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</p> <p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>Being Safe: how to recognise and report feelings of being unsafe or feeling bad about any adult</p>
Lesson 4: In an Emergency	<p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>Physical Health and Fitness: how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>Basic First Aid: how to make a clear and efficient call to emergency services if necessary</p> <p>Basic First Aid: concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	
Lesson 5: Home - Safe and Sound	<p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p>Drugs, Alcohol and Tobacco: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>	
Lesson 6: Outdoors - Playing It Safe	<p>H38. how to predict, assess and manage risk in different situations</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>		

KS1 Think Positive



Lesson 1: Think Happy, Feel Happy

PSHE Association Objectives

H12. how to recognise and name different feelings

H13. how feelings can affect people's bodies and how they behave

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

Health Objectives

Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health

Mental Wellbeing: 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

Mental Wellbeing: 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

Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

Mental Wellbeing: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

Mental Wellbeing: 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)

Relationships Objectives

Respectful Relationships: the importance of self-respect and how this links to their own happiness

Lesson 2: It's Your Choice

H1. about what keeping healthy means; different ways to keep healthy

H13. how feelings can affect people's bodies and how they behave

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health

Mental Wellbeing: 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

Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

Caring Friendships: 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

Respectful Relationships: 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

	<p>H23. to identify what they are good at, what they like and dislike</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p>	<p>Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Internet Safety and Harms: 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</p> <p>Internet Safety and Harms: 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</p> <p>Physical Health and Fitness: the characteristics and mental and physical benefits of an active lifestyle</p> <p>Healthy Eating: what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>Health and Prevention: the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p>	<p>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>Online Relationships: 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</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 3: Go-Getters</p>	<p>H11. about different feelings that humans can experience</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Mental Wellbeing: 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</p>	<p>Respectful Relationships: 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</p> <p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 4: Let It Out</p>	<p>H11. about different feelings that humans can experience</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H24. how to manage when finding things difficult</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Mental Wellbeing: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>Mental Wellbeing: 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)</p> <p>Mental Wellbeing: 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</p>	<p>Families and People Who Care for Me: 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</p> <p>Caring Friendships: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>Caring Friendships: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>Caring Friendships: 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</p> <p>Respectful Relationships: 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</p> <p>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>
<p>Lesson 5: Be Thankful</p>	<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>	<p>Families and People Who Care for Me: that families are important for children growing up because they can give love, security and stability</p> <p>Families and People Who Care for Me: 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</p> <p>Caring Friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 6: Be Mindful</p>	<p>H13. how feelings can affect people's bodies and how they behave</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p>	<p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>	<p>Caring Friendships: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p>

LKS2 Think Positive



Lesson 1: Happy Minds, Happy People

PSHE Association Objectives

- H3.** about choices that support a healthy lifestyle, and recognise what might influence these
- H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16.** about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- H22.** to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

Health Objectives

- Mental Wellbeing:** that mental wellbeing is a normal part of daily life, in the same way as physical health
- Mental Wellbeing:** the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Mental Wellbeing:** simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- Mental Wellbeing:** 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
- Mental Wellbeing:** 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
- Physical Health and Fitness:** the characteristics and mental and physical benefits of an active lifestyle
- Healthy Eating:** what constitutes a healthy diet (including understanding calories and other nutritional content)

Relationships Objectives

- Families and People Who Care for Me:** that families are important for children growing up because they can give love, security and stability
- Caring Friendships:** how important friendships are in making us feel happy and secure, and how people choose and make friends
- Respectful Relationships:** the importance of self-respect and how this links to their own happiness

Lesson 2: Thoughts and Feelings

- H3.** about choices that support a healthy lifestyle, and recognise what might influence these
- H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

- Mental Wellbeing:** that mental wellbeing is a normal part of daily life, in the same way as physical health
- Mental Wellbeing:** 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
- Mental Wellbeing:** how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

- Respectful Relationships:** the importance of self-respect and how this links to their own happiness

	<p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p>	<p>Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Physical Health and Fitness: the characteristics and mental and physical benefits of an active lifestyle</p>	
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 3: Changes</p>	<p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>	<p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Mental Wellbeing: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>Mental Wellbeing: 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)</p>	<p>Families and People Who Care for Me: 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</p> <p>Caring Friendships: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>
<p>Lesson 4: Keep Calm and Relax</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>	

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 5: You're the Boss</p>	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Mental Wellbeing: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>Mental Wellbeing: 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)</p> <p>Mental Wellbeing: 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</p> <p>Physical Health and Fitness: the characteristics and mental and physical benefits of an active lifestyle</p>	<p>Families and People Who Care for Me: 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</p> <p>Caring Friendships: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>
<p>Lesson 6: Always Learning</p>	<p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>	<p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p>

UKS2 Think Positive



Lesson 1: The Cognitive Triangle

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health

Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

Mental Wellbeing: 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

Mental Wellbeing: 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

Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

Respectful Relationships: the importance of self-respect and how this links to their own happiness

Lesson 2: Thoughts Are Not Facts

H2. about the elements of a balanced, healthy lifestyle

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health

Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

Mental Wellbeing: 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

Mental Wellbeing: 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

Respectful Relationships: the importance of self-respect and how this links to their own happiness

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 3: Face Your Feelings</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Mental Wellbeing: 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)</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p>	
<p>Lesson 4: Choices and Consequences</p>	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Internet Safety and Harms: 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</p> <p>Physical Health and Fitness: the characteristics and mental and physical benefits of an active lifestyle</p> <p>Healthy Eating: what constitutes a healthy diet (including understanding calories and other nutritional content)</p>	<p>Caring Friendships: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Online Relationships: 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</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 5: Being Present</p>	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>	<p>Physical Health and Fitness: the characteristics and mental and physical benefits of an active lifestyle</p> <p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>	<p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p>
<p>Lesson 6: Yes I Can!</p>	<p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: 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</p> <p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>	<p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p>