

Year 1 - MTP - PSHE - Health and Wellbeing - Spring				
Term	Topic	In this unit of work, students will learn...	Lesson overview/teacher notes/resources	Vocab
Spring	<p>Growing and changing</p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave 	<p>PSHE Association - Mental health and wellbeing</p> <p>Medway Public Health Directorate - Primary RSE Lessons</p> <p>1 decision - Feelings and emotions</p> <p>NSPCC Pants Rule</p>	<p>Healthy</p> <p>Unhealthy</p> <p>Hygiene</p> <p>Physical activity</p> <p>Likes</p> <p>Dislikes</p> <p>Feelings</p> <p>Rules</p> <p>Age restrictions</p> <p>Unique</p> <p>PANTS</p> <p>Private parts</p>
	<p>Keeping safe</p> <p>Keeping safe How rules and age restrictions help us; keeping safe online</p> <p>PoS Refs: H28, H34</p>	<ul style="list-style-type: none"> how rules can help to keep us safe why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<p>ThinkuKnow: Jessie and friends</p> <p>1 decision - computer safety/hazard watch</p> <p>BBFC: Watch out! Helping to make good viewing choices</p>	<p>Penis</p> <p>Testicles</p> <p>Vagina</p> <p>Breasts</p>
	<p>Physical health and mental wellbeing</p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>PoS Refs: H1, H2, H3, H5, H8, H9, H10</p>	<ul style="list-style-type: none"> what it means to be healthy and why it is important ways to take care of themselves on a daily basis about basic hygiene routines, e.g. hand washing about healthy and unhealthy foods, including sugar intake about physical activity and how it keeps people healthy about different types of play, including balancing indoor, outdoor and screen-based play about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors how to keep safe in the sun 	<p>PSHE Association - Health education: food, choices, physical activity and balanced lifestyles</p> <p>1 decision - keeping/staying healthy</p> <p>PSHE association - dental health</p> <p>Lifebuoy 'soaper heroes'</p>	

Year 2 - MTP - PSHE - Health and Wellbeing - Spring				
Term	Topic	In this unit of work, students will learn...	Lesson overview/teacher notes/resources	New Vocab
Spring	<p>Growing and changing</p> <p>Growing older; naming body parts; moving class or year</p> <p>PoS Refs: H20, H25, H26, H27</p>	<ul style="list-style-type: none"> about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year 	<p>Medway Public Health - Primary RSE lessons</p>	<p>Physical health</p> <p>Mental health</p> <p>Sleep</p> <p>Dental health</p> <p>Medicine</p> <p>Vaccination</p> <p>Big feelings</p> <p>Body parts</p> <p>Risk</p> <p>Safety</p> <p>Emergency</p> <p>Goals</p>
	<p>Keeping safe</p> <p>Safety in different environments; risk and safety at home; emergencies</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p>	<ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say Why somethings have age restrictions e.g. TV and film, games, toys or play areas (carried over from Y1 last year) 	<p>1 decision - Keeping/staying safe</p> <p>PSHE association - drugs and alcohol education</p> <p>PSHE association - Keeping safe at home</p> <p>PSHE association - Keeping Safe; Sun safety</p>	
	<p>Physical health and Mental wellbeing</p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p>	<ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health (DT) how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others how to manage big feelings including those associated with change, loss and bereavement when and how to ask for help, and how to help others, with their feelings About different types of play, including balancing indoor, outdoor and screen-based play (carried over from Y1 last year) 	<p>PSHE association - Health Education: food choices, physical activity and balanced lifestyles</p> <p>PSHE Association: Sleep Factor</p> <p>1 Decision - Keeping/staying healthy</p> <p>1 Decision - Feelings and emotions</p> <p>PSHE association - dental</p>	

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Year 3 - MTP - PSHE - Health and Wellbeing - Spring				
Term	Topic	In this unit of work, students will learn...	Lesson overview/teacher notes Resources	New Vocab
Spring	<p>Growing and changing</p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>	<ul style="list-style-type: none"> that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	<p>Premier League Primary Stars: KS2 PSHE Self esteem: inclusion</p> <p>PSHE Association - personal identity</p>	<p>Habits</p> <p>Balanced diet</p> <p>Strengths</p> <p>Interests</p> <p>Identity</p> <p>Setbacks</p> <p>Personal safety</p>
	<p>Keeping safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	<ul style="list-style-type: none"> how to identify typical hazards at home and in school the importance of following safety rules from parents and other adults about fire safety at home including the need for smoke alarms how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say (Carried over from Y2) 	<p>kss-year3-ko.pdf (1decision.co.uk)</p> <p>PSHE Association and GambleAware KS2 lesson 1 - Exploring Risks</p> <p>PSHE Association - Drug and Alcohol Education (Year 3/4)</p> <p>Environmental Agency - canal and river safety / flood alert</p> <p>PSHE Association - Firework safety</p>	
	<p>Physical health and Mental wellbeing</p> <p>Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) about the choices that people make in daily life that could affect their health what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental -*and physical health about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings 	<p>PSHE association - Health Education: food choices, physical activity and balanced lifestyles</p> <p>1 Decision - Feelings and emotions</p> <p>PSHE Association - Mental Health and Wellbeing</p>	

		<ul style="list-style-type: none">• about some of the different ways people express feelings e.g. words, actions, body language• to recognise how feelings can change overtime and become more or less powerful• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies (carried over from Y2)		
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Year 4 - MTP - PSHE - Health and Wellbeing - Spring				
Term	Topic	In this unit of work, students will learn...	Lesson overview/teacher notes/resources	New Vocab
Spring	<p>Growing and changing</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> how to identify external genitalia and reproductive organs about the physical and emotional changes during puberty key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams strategies to manage the changes during puberty including menstruation the importance of personal hygiene routines during puberty including washing regularly and using deodorant how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty 	<p>Medway Public Health - Primary RSE lessons</p> <p>1 decision growing and changing</p>	<p>Oral hygiene</p> <p>Physical illness</p> <p>Personal hygiene</p> <p>Drug</p> <p>Side effects</p> <p>Lifestyle</p> <p>Wellbeing</p> <p>Loneliness</p> <p>Harmful</p> <p>Self-care</p>
	<p>Keeping safe</p> <p>Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H10, H38, H40, H46</p>	<ul style="list-style-type: none"> the importance of taking medicines correctly and using household products safely to recognise what is meant by a 'drug' that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects to identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break · how to ask for help or advice 	<p>PSHE Association - Drug and Alcohol education</p> <p>PSHE Association - Keeping safe at home</p>	<p>Limited</p> <p>Benefit</p> <p>Physical/emotional change</p> <p>Privacy</p> <p>Marriage</p> <p>Love</p> <p>Target</p> <p>Achievement</p>
	<p>Physical health and Mental wellbeing</p> <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H2, H5, H11</p>	<ul style="list-style-type: none"> to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary how to maintain oral hygiene and dental health, including how to brush and floss correctly the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health <ul style="list-style-type: none"> about the choices that people make in daily life that could affect their health what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that affect feelings both positively and negatively 	<p>PSHE association - Health Education: food choices, physical activity and balanced lifestyles</p> <p>1 Decision - keeping/staying healthy</p> <p>PSHE Association - Dental Health</p>	<p>Hygiene</p> <p>Medicines</p> <p>Nutrition</p> <p>Menstruation</p> <p>Puberty</p> <p>Menstrual cycle</p> <p>Sanitary towel</p> <p>Tampon</p> <p>Periods</p> <p>Pubic hair</p> <p>Cycle</p> <p>Protection</p> <p>Hair</p> <p>Armpit/underarm</p> <p>Deodorant</p> <p>Bra</p> <p>Sweat</p>

		<ul style="list-style-type: none">• strategies to identify and talk about their feelings• about some of the different ways people express feelings e.g. words, actions, body language• to recognise how feelings can change overtime and become more or less powerful (Carried over from Y3)		
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Year 5 - MTP - PSHE - Health and Wellbeing - Spring				
Term	Topic	In this unit of work, students will learn...	Lesson overview/teacher notes/resources	New Vocab
Spring	<p>Growing and changing</p> <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>PoS Refs: H16, H25, H26, H27</p>	<ul style="list-style-type: none"> about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes that for some people their gender identity does not correspond with their biological sex how to recognise, respect and express their individuality and personal qualities ways to boost their mood and improve emotional wellbeing about the link between participating in interests, hobbies and community groups and mental wellbeing 	<p>PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</p> <p>Premier League Primary Stars - Selfesteem/Resilience</p> <p>PSHE Association - Personal Identity</p>	<p>Lifestyle</p> <p>Outdoors</p> <p>Sun safety</p> <p>Illness</p> <p>Cleanliness</p> <p>Virus</p> <p>Allergies</p> <p>Personal identity</p> <p>Gender</p> <p>Respect</p> <p>Express</p> <p>Well-being</p>
	<p>Keeping safe</p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>PoS Refs: H38, H43, H44, H45</p>	<ul style="list-style-type: none"> to identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour how to deal with common injuries using basic first aid techniques how to respond in an emergency, including when and how to contact different emergency services that female genital mutilation (FGM) is against British law¹ what to do and whom to tell if they think they or someone they know might be at risk of FGM 	<p>St John Ambulance: 'First Aid Training in School' lesson plans, KS2</p> <p>Environment Agency - Canal and river safety / Flood alert</p> <p>PSHE Association and GambleAware -Lesson 1 Exploring risk</p> <p>PSHE Association - Keeping safe: FGM</p> <p>PSHE Association - Firework Safety</p>	<p>Unsafe</p> <p>Emergency</p> <p>Risk</p> <p>Injuries</p> <p>Responsibility</p> <p>FGM</p>
	<p>Physical health and Mental wellbeing</p> <p>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>PoS Refs: H8, H9, H10, H12</p>	<ul style="list-style-type: none"> how sleep contributes to a healthy lifestyle healthy sleep strategies and how to maintain them about the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke how medicines can contribute to health and how allergies can be managed that some diseases can be prevented by vaccinations and immunisations that bacteria and viruses can affect health how they can prevent the spread of bacteria and viruses with everyday hygiene routines to recognise the shared responsibility of keeping a clean environment 	<p>PSHE Association and Department of Children's Sleep Medicine at Evelina London Children's Hospital- The sleep Factor</p> <p>PSHE Association - Sleep Factor</p>	

		<ul style="list-style-type: none">• what good physical health means and how to recognise early signs of physical illness• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary (Carried over from Year 4)	<p>PSHE Association - Drug and Alcohol Education (Year 5-6)</p> <p>Lifebuoy - 'Soaper Heroes' lesson plans</p> <p>PSHE Association - Keeping safe: Sun safety</p>	
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Year 6 - MTP - PSHE - Health and Wellbeing - Spring				
Term	Topic	In this unit of work, students will learn...	Lesson overview/teacher notes/resources	Vocab
Spring	<p>Growing and changing</p> <p>Growing and changing Human reproduction and birth; increasing independence; managing transitions</p> <p>PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> to recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb that pregnancy can be prevented with contraception² about the responsibilities of being a parent or carer and how having a baby changes someone's life 	<p>Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 2 Puberty: Change and becoming independent Lesson 4 How a baby is made</p> <p>Every Mind Matters KS2- Transition to secondary school</p> <p>City to Sea - Rethink Periods</p> <p>NSPCC Talk relationships</p>	<p>Gestation period Pregnancy Sperm Ovum Fertilisation Egg Substance misuse medicine Alcohol Drugs Tobacco Aspiration Reproduction Birth Feelings Mental health Conflict Support Changes Bereavement Balance Online Independence Changes Secondary Routines Intercourse Online Images Appropriate Text Share Restrictions Laws Drugs Organisation Media</p>
	<p>Keeping safe</p> <p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>PoS Refs: H37, H42, H46, H47, H48, H49, H50</p>	<ul style="list-style-type: none"> how to protect personal information online to identify potential risks of personal information being misused strategies for dealing with requests for personal information or images of themselves to identify types of images that are appropriate to share with others and those which might not be appropriate that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be what to do if they take, share or come across an image which may upset, hurt or embarrass them or others how to report the misuse of personal information or sharing of upsetting content/images online about the different age rating systems for social media, T.V, films, games and online gaming why age restrictions are important and how they help people make safe decisions about what to watch, use or play 	<p>1 decision - Computer safety (£)</p> <p>BBFC KS2 lessons Let's watch a film! Making choices about what to watch</p> <p>Childnet Trust me-Y5/6 Lesson 2 Online contact</p> <p>Google and Parent zone Be Internet Legends</p> <p>PSHE Association - Drug and Alcohol Education (Year 5-6)</p> <p>City of London Police - Cyber Detectives</p> <p>PSHE Association - firework</p>	

		<ul style="list-style-type: none"> • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM (carried over from Y5) 	<p>safety</p> <p>Internet Matters - Digital Matters</p>	
	<p>Physical health and Mental wellbeing</p> <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p>	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) - help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with 	<p>PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</p> <p>Every Mind Matters KS2 Social Media, sleep and physical and mental wellbeing</p> <p>Guardian foundation and National Literacy Trust NewsWise- KS2 Lesson 3 Managing feelings about the news</p> <p>Winston's Wish - Loss and bereavement</p> <p>Internet Matters: Digital matters</p>	

		<p>change or loss</p> <ul style="list-style-type: none">• to identify how to ask for help and support with loss, grief or other aspects of change• how balancing time online with other activities helps to maintain their health and wellbeing• strategies to manage time spent online and foster positive habits e.g. switching phone off at night• what to do and whom to tell if they are frightened or worried about something they have seen online <ul style="list-style-type: none">• how sleep contributes to a healthy lifestyle• healthy sleep strategies and how to maintain them (Carried over from Y5)		
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