

| Year 1 - MTP - PSHE - Health and Wellbeing |   |                |  |  |   |
|--|---|----------------|--|--|---|
| Term                                       | Topic   | Prior learning | In this unit of work, students will learn...   | Lesson overview/teacher notes/resources  | Vocab   |
|  | Put in this row, any lessons which are carrying over from last term   |                |  |  |   |
| Summer                                     | <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"> <li>to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>how they are the same and different to others</li> <li>about different kinds of feelings</li> <li>how to recognise feelings in themselves and others</li> <li>how feelings can affect how people behave</li> </ul> <p>I would include the pants rule here (inform parents via Dojo when this is happening)</p>  | <p><a href="#">PSHE Association - Mental health and wellbeing</a></p> <p><a href="#">Medway Public Health Directorate - Primary RSE Lessons</a></p> <p><a href="#">1 decision - Feelings and emotions</a></p> <p><a href="#">NSPCC Pants Rule</a></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"> <li>how rules can help to keep us safe</li> <li>why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>basic rules for keeping safe online</li> <li>whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>  | <p><a href="#">ThinkuKnow: Jessie and friends</a></p> <p><a href="#">1 decision - computer safety/hazard watch</a></p> <p><a href="#">BBFC: Watch out! Helping to make good viewing choices</a></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"> <li>what it means to be healthy and why it is important</li> <li>ways to take care of themselves on a daily basis</li> <li>about basic hygiene routines, e.g. hand washing</li> <li>about healthy and unhealthy foods, including sugar intake</li> <li>about physical activity and how it keeps people healthy</li> <li>about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>how to keep safe in the sun</li> </ul> | <p><a href="#">PSHE Association - Health education: food, choices, physical activity and balanced lifestyles</a></p> <p><a href="#">1 decision - keeping/staying healthy</a></p> <p><a href="#">PSHE association - dental health</a></p> <p><a href="#">Lifebuoy 'soaper heroes'</a></p> |   |

|                                      |   |           |  |
|--------------------------------------|---|-----------|--|
|                                      | Assessment -<br>(I can)   |           |  |
| Growing and changing                 | I can recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings<br>I can say something what makes me special and unique, what I am good at or proud of, and how these help me feel good about myself.  |           |  |
| Physical health and mental wellbeing | I can describe some ways to keep healthy and explain why it is important.<br>I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun.<br>I can describe how to follow simple hygiene and dental health routines. |           |  |
| Keeping safe                         | I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help.  |           |  |
| Working towards                      | Expected  | Exceeding |  |
|                                      |   |           |  |

| Year 2 - MTP - PSHE - Health and Wellbeing |   |                |   |  |  |
|--|---|----------------|---|--|--|
| Term                                       | Topic   | Prior learning | In this unit of work, students will learn...  | Lesson overview/teacher notes/resources  | Vocab  |
|  | Put in this row, any lessons which are carrying over from last term   |                |   |  |  |
| Summer                                     | <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"> <li>about the human life cycle and how people grow from young to old</li> <li>how our needs and bodies change as we grow up</li> <li>to identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)</li> <li>about change as people grow up, including new opportunities and responsibilities</li> <li>preparing to move to a new class and setting goals for next year</li> </ul>   | <a href="#">Medway Public Health - Primary RSE lessons</a>   | <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>Penis</p> <p>Testicles</p> <p>Vagina</p> <p>Breasts</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"> <li>how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>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</li> <li>how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>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</li> <li>how to respond if there is an accident and someone is hurt</li> <li>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</li> </ul> | <p><a href="#">1 decision - keeping/staying safe</a></p> <p><a href="#">PSHE association - drugs and alcohol education</a></p>   | <p>Physical health</p> <p>Mental health</p> <p>Sleep</p> <p>Dental health</p> <p>Medicine</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"> <li>about routines and habits for maintaining good physical and mental health</li> <li>why sleep and rest are important for growing and keeping healthy</li> <li>that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>about food and drink that affect dental health</li> <li>how to describe and share a range of feelings</li> <li>ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>how to manage big feelings including those associated with change,</li> </ul>  | <p><a href="#">PSHE association - Health Education: food choices, physical activity and balanced lifestyles</a></p> <p><a href="#">PSHE Association: Sleep Factor</a></p> <p><a href="#">1 Decision - Feelings and emotions</a></p> <p><a href="#">PSHE association - dental</a></p> | <p>Vaccination</p> <p>Big feelings</p> <p>Body parts</p> <p>Risk</p> <p>Safety</p> <p>Emergency</p> <p>Goals</p>   |

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|  |  | <p>loss and bereavement</p> <ul style="list-style-type: none"> <li>when and how to ask for help, and how to help others, with their feelings</li> </ul> | <p><a href="#">health</a></p> <p><a href="#">PSHE association - drug and alcohol education</a></p> <p><a href="#">Winston's Wish - Loss and bereavement</a></p> <p><a href="#">Lifebuoy 'soaper heroes'</a></p> |
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|                                      | <p>Assessment -<br/>(I can)</p>   |          |           |  |  |
|--------------------------------------|---|----------|-----------|--|--|
| Growing and changing                 | <p>I can identify external body parts, how people's bodies and needs change as they grow from young to old.</p> <p>I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss.</p>  |          |           |  |  |
| Keeping safe                         | <p>I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun.</p> <p>I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help.</p> <p>I can say how to get help in emergency situations and follow instructions to keep safe.</p>   |          |           |  |  |
| Physical health and mental wellbeing | <p>I can describe some ways to keep healthy and explain why it is important.</p> <p>I can recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings</p> <p>I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline.</p> <p>I can suggest ways to manage when finding something difficult.</p> <p>I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this.</p> |          |           |  |  |
| Working towards                      | <table border="1"> <thead> <tr> <th>Expected</th> <th>Exceeding</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table>  | Expected | Exceeding |  |  |
| Expected                             | Exceeding   |          |           |  |  |
|                                      |   |          |           |  |  |

| Year 3 - MTP - PSHE - Health and Wellbeing |   |                |  |  |  |
|--|---|----------------|--|--|--|
| Term                                       | Topic   | Prior learning | In this unit of work, students will learn...   | Lesson overview/teacher notes/resources  | Vocab  |
|  | Put in this row, any lessons which are carrying over from last term   |                |  |  |  |
| Summer                                     | <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"> <li>that everyone is an individual and has unique and valuable contributions to make</li> <li>to recognise how strengths and interests form part of a person's identity</li> <li>how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> <li>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</li> </ul> | <p><a href="#">Premier League Primary Stars: KS2 PSHE Self esteem: inclusion</a></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>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"> <li>how to identify typical hazards at home and in school</li> <li>how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>about fire safety at home including the need for smoke alarms</li> <li>the importance of following safety rules from parents and other adults</li> <li>how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>   | <p><a href="#">PSHE Association and GambleAware: KS2 Lesson 1 - exploring risk</a></p> <p><a href="#">1 Decision: Keeping/staying safe</a></p> <p><a href="#">PSHE Association - Drug and Alcohol education</a></p> <p><a href="#">Environmental Agency - Canal and River safety/flood alert</a></p> | <p>Private parts</p> <p>Penis</p> <p>Testicles</p> <p>Vagina</p> <p>Breasts</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>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"> <li>about the choices that people make in daily life that could affect their health</li> <li>to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> <li>what can help people to make healthy choices and what might negatively influence them</li> <li>about habits and that sometimes they can be maintained, changed or stopped</li> <li>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> </ul>  | <p><a href="#">PSHE association - Health Education: food choices, physical activity and balanced lifestyles</a></p> <p><a href="#">1 Decision - Feelings and emotions</a></p> <p><a href="#">PSHE Association - Mental Health and</a></p>  | <p>Body parts</p> <p>Risk</p> <p>Safety</p> <p>Emergency</p> <p>Goals</p> <p>Habits</p> <p>Balanced diet</p> <p>Strengths</p> <p>Interests</p>   |

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|  |  | <ul style="list-style-type: none"> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• about the things that affect feelings both positively and negatively</li> <li>• strategies to identify and talk about their feelings</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul> | <a href="#">Wellbeing</a> | Setbacks<br>Hazards<br>Personal safety |
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|                                      | Assessment - (I can) |           |  |
| Growing and changing                 |                      |           |  |
| Keeping safe                         |                      |           |  |
| Physical health and mental wellbeing |                      |           |  |
| Working towards                      | Expected             | Exceeding |  |
|                                      |                      |           |  |

| Year 4 - MTP - PSHE - Health and Wellbeing |   |                |   |   |   |
|--|---|----------------|---|---|---|
| Term                                       | Topic   | Prior learning | In this unit of work, students will learn...  | Lesson overview/teacher notes/resources   | Vocab   |
|  | Put in this row, any lessons which are carrying over from last term   |                |   |   |   |
| Summer                                     | <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"> <li>how to identify external genitalia and reproductive organs</li> <li>about the physical and emotional changes during puberty</li> <li>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>strategies to manage the changes during puberty including menstruation</li> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty</li> </ul>   | <p><a href="#">Medway Public Health - Primary RSE lessons</a></p> <p><a href="#">1 decision growing and changing</a></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>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"> <li>the importance of taking medicines correctly and using household products safely</li> <li>to recognise what is meant by a 'drug'</li> <li>that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>to identify some of the risks associated with drugs common to everyday life</li> <li>that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice</li> </ul> | <p><a href="#">PSHE Association - Drug and Alcohol education</a></p>  | <p>PANTS</p> <p>Private parts</p> <p>Penis</p> <p>Testicles</p> <p>Vagina</p> <p>Breasts</p> <p>Physical health</p> <p>Mental health</p> <p>Sleep</p> <p>Dental health</p> <p>Medicine</p> <p>Vaccination</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"> <li>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>what good physical health means and how to recognise early signs of physical illness</li> <li>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>   | <p><a href="#">PSHE association - Health Education: food choices, physical activity and balanced lifestyles</a></p> <p><a href="#">1 Decision - keeping/staying healthy</a></p> <p><a href="#">PSHE Association - Dental Health</a></p> | <p>Big feelings</p> <p>Body parts</p> <p>Risk</p> <p>Safety</p> <p>Emergency</p> <p>Goals</p> <p>Habits</p> <p>Balanced diet</p> <p>Strengths</p> <p>Interests</p> <p>Setbacks</p> <p>Hazards</p>             |

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|  |  |  |  |  | <b>Personal safety</b><br>Oral hygiene<br>Physical illness<br>Personal hygiene<br>Drug<br>Side effects |
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|--------------------------------------|----------------------|-----------|--|
|                                      | Assessment - (I can) |           |  |
| Growing and changing                 |                      |           |  |
| Keeping safe                         |                      |           |  |
| Physical health and mental wellbeing |                      |           |  |
| Working towards                      | Expected             | Exceeding |  |
|                                      |                      |           |  |



| Year 5 - MTP - PSHE - Health and Wellbeing |   |                |  |  |  |
|--|---|----------------|--|--|--|
| Term                                       | Topic   | Prior learning | In this unit of work, students will learn...   | Lesson overview/teacher notes/resources  | Vocab  |
|  | Put in this row, any lessons which are carrying over from last term   |                |  |  |  |
| Summer                                     | <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"> <li>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>that for some people their gender identity does not correspond with their biological sex</li> <li>how to recognise, respect and express their individuality and personal qualities ways to boost their mood and improve emotional wellbeing</li> <li>about the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul>  | <p><a href="#">PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</a></p> <p><a href="#">Premier League Primary Stars - Selfesteem/Resilience</a></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>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"> <li>to identify when situations are becoming risky, unsafe or an emergency</li> <li>to identify occasions where they can help take responsibility for their own safety</li> <li>to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>how to deal with common injuries using basic first aid techniques</li> <li>how to respond in an emergency, including when and how to contact different emergency services</li> <li>that female genital mutilation (FGM) is against British law<sup>1</sup></li> <li>what to do and whom to tell if they think they or someone they know might be at risk of FGM</li> </ul> | <p><a href="#">St John Ambulance: 'First Aid Training in School' lesson plans, KS2</a></p> <p><a href="#">Environment Agency - Canal and river safety / Flood alert</a></p> <p><a href="#">PSHE Association and GambleAware -Lesson 1 Exploring risk</a></p> <p><a href="#">PSHE Association - Keeping safe: FGM</a></p> | <p>Private parts</p> <p>Penis</p> <p>Testicles</p> <p>Vagina</p> <p>Breasts</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>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"> <li>how sleep contributes to a healthy lifestyle</li> <li>healthy sleep strategies and how to maintain them</li> <li>about the benefits of being outdoors and in the sun for physical and mental health</li> <li>how to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>how medicines can contribute to health and how allergies can be managed</li> <li>that some diseases can be prevented by vaccinations and</li> </ul>   | <p><a href="#">PSHE Association and Department of Children's Sleep Medicine at Evelina London Children's Hospital- The sleep Factor</a></p> <p><a href="#">PSHE Association - Drug</a></p>   | <p>Safety</p> <p>Emergency</p> <p>Goals</p> <p>Habits</p> <p>Balanced diet</p> <p>Strengths</p> <p>Interests</p> <p>Setbacks</p> <p>Hazards</p>  |

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|  |  |  | immunisations <ul style="list-style-type: none"> <li>• that bacteria and viruses can affect health</li> <li>• how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• to recognise the shared responsibility of keeping a clean environment</li> </ul> | <a href="#">and Alcohol Education (Year 5-6)</a><br><br><a href="#">Lifebuoy - 'Soaper Heroes' lesson plans</a> | Personal safety<br>Oral hygiene<br>Physical illness<br>Personal hygiene<br>Drug<br>Side effects |
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|                                      |                      |           |  |
|--------------------------------------|----------------------|-----------|--|
|                                      | Assessment - (I can) |           |  |
| Growing and changing                 |                      |           |  |
| Keeping safe                         |                      |           |  |
| Physical health and mental wellbeing |                      |           |  |
| Working towards                      | Expected             | Exceeding |  |
|                                      |                      |           |  |

| Year 6 - MTP - PSHE - Health and Wellbeing |  |                |  |   |   |
|--|--|----------------|--|---|---|
| Term                                       | Topic  | Prior learning | In this unit of work, students will learn...   | Lesson overview/teacher notes/resources   | Vocab   |
|  | Put in this row, any lessons which are carrying over from last term  |                |  |   |   |
| Summer                                     | <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"> <li>to recognise some of the changes as they grow up e.g. increasing independence</li> <li>about what being more independent might be like, including how it may feel</li> <li>about the transition to secondary school and how this may affect their feelings</li> <li>about how relationships may change as they grow up or move to secondary school</li> <li>practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>identify the links between love, committed relationships and conception</li> <li>what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>that pregnancy can be prevented with contraception<sup>2</sup></li> <li>about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul> | <p><a href="#">Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 2 Puberty: Change and becoming independent</a></p> <p><a href="#">Lesson 4 How a baby is made</a></p> <p><a href="#">Every Mind Matters KS2- Transition to secondary school</a></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>Penis</p> <p>Testicles</p> <p>Vagina</p> <p>Breasts</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>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"> <li>how to protect personal information online</li> <li>to identify potential risks of personal information being misused</li> <li>strategies for dealing with requests for personal information or images of themselves</li> <li>to identify types of images that are appropriate to share with others and those which might not be appropriate</li> <li>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</li> </ul>   | <p><a href="#">1 decision - Computer safety (£)</a></p> <p><a href="#">BBFC KS2 lessons Let's watch a film! Making choices about what to watch</a></p> <p><a href="#">Childnet Trust me-Y5/6 Lesson 2 Online contact</a></p>                                  | <p>Body parts</p> <p>Risk</p> <p>Safety</p> <p>Emergency</p> <p>Goals</p> <p>Habits</p> <p>Balanced diet</p> <p>Strengths</p> <p>Interests</p> <p>Setbacks</p> <p>Hazards</p>   |

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|  |  | <ul style="list-style-type: none"> <li>• what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</li> <li>• how to report the misuse of personal information or sharing of upsetting content/images online</li> <li>• about the different age rating systems for social media, T.V, films, games and online gaming</li> <li>• why age restrictions are important and how they help people make safe decisions about what to watch, use or play</li> <li>• about the risks and effects of different drugs</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> <li>• to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</li> <li>• about the organisations where people can get help and support concerning drug use</li> <li>• how to ask for help if they have concerns about drug use</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> </ul> | <p><a href="#">Google and Parent zone Be Internet Legends</a></p> <p><a href="#">PSHE Association - Drug and Alcohol Education (Year 5-6)</a></p> <p><a href="#">City of London Police - Cyber Detectives</a></p>  | <p>Personal safety<br/>Oral hygiene<br/>Physical illness<br/>Personal hygiene<br/>Drug<br/>Side effects</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"> <li>• that mental health is just as important as physical health and that both need looking after</li> <li>• to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</li> <li>• how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• positive strategies for managing feelings</li> <li>• that there are situations when someone may experience mixed or conflicting feelings</li> <li>• how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> <li>• to recognise that if someone experiences feelings that are not so good (most or all of the time) - help and support is available</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> </ul>  | <p><a href="#">PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</a></p> <p><a href="#">Every Mind Matters KS2 Social media</a></p> <p><a href="#">Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3 Managing feelings about the news</a></p> <p><a href="#">Winston's Wish - Loss and bereavement</a></p> |   |

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|  |  | <ul style="list-style-type: none"> <li>• the importance of asking for support from a trusted adult</li> <li>• about the changes that may occur in life including death, and how these can cause conflicting feelings</li> <li>• that changes can mean people experience feelings of loss or grief</li> <li>• about the process of grieving and how grief can be expressed</li> <li>• about strategies that can help someone cope with the feelings associated with change or loss</li> <li>• to identify how to ask for help and support with loss, grief or other aspects of change</li> <li>• how balancing time online with other activities helps to maintain their health and wellbeing</li> <li>• strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>• what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul> |  |  |
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|                                      | Assessment - (I can) |           |  |
| Growing and changing                 |                      |           |  |
| Keeping safe                         |                      |           |  |
| Physical health and mental wellbeing |                      |           |  |
| Working towards                      | Expected             | Exceeding |  |
|                                      |                      |           |  |