



<u>Half Term/ Key Question:</u>	<u>Topic:</u>	<u>Link to PSHE Association Programme of Study</u>	<u>In this unit of work, pupils learn...</u>	<u>Quality Assured resources to support planning:</u>
<p><b>Autumn 1&amp;2</b></p> <p><b>How can we keep healthy as we grow?</b></p>	<p>Health and wellbeing</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <p>PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10</p>	<p><u>Healthy lifestyles</u></p> <p>H1. how to make informed decisions about health                      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                      H5. about what good physical health means; how to recognise early signs of physical illness                      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.                      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                      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                      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)                      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                      H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online                      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>	<ul style="list-style-type: none"> <li>• how mental and physical health are linked</li> <li>• how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>• how to make choices that support a healthy, balanced lifestyle including:                             <ul style="list-style-type: none"> <li>» how to plan a healthy meal</li> <li>» how to stay physically active</li> <li>» how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>» how to benefit from and stay safe in the sun</li> <li>» how and why to balance time spent online with other activities</li> </ul> </li> <li>» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>» how to manage the influence of friends and family on health choices</li> <li>• that habits can be healthy or unhealthy; strategies to help change or</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints">https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints</a></p> <p><a href="https://riseabove.org.uk/article/sleep-challenge-featuring-roman-kemp/">https://riseabove.org.uk/article/sleep-challenge-featuring-roman-kemp/</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources</a></p>

		<p><u>Mental health</u></p> <p><b>H15.</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p><b>H16.</b> 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><b>H21.</b> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p><b>H22.</b> 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><u>Keeping safe</u></p> <p><b>H40.</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><u>Drugs, alcohol and tobacco</u></p> <p><b>H46.</b> 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><u>Friendships</u></p> <p><b>R10.</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p>	<p>break an unhealthy habit or take up a new healthy one</p> <ul style="list-style-type: none"> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul>	<p><a href="https://www.pshe-association.org.uk/content/drug-and-alcohol-education">https://www.pshe-association.org.uk/content/drug-and-alcohol-education</a></p> <p>PSHE Drug and Alcohol Pack</p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/dental-health-%E2%80%94-home-learning-lessons-keeping">https://www.pshe-association.org.uk/curriculum-and-resources/resources/dental-health-%E2%80%94-home-learning-lessons-keeping</a></p>
<p><b>Spring 1&amp;2</b></p> <p><b>How can the media</b></p>	<p>Living the wider world</p> <p>Media literacy and digital resilience;</p>	<p><u>Drugs, alcohol and tobacco</u></p> <p><b>H49.</b> about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p><u>Respecting self and others</u></p> <p><b>R34.</b> how to discuss and debate topical issues, respect other people's point of</p>	<ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions</li> <li>• that not everything should be shared online or social media and that there</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-">https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-</a></p>

<p><b>influence people?</b></p>	<p>influences and decision-making; online safety</p> <p>PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>	<p>view and constructively challenge those they disagree with</p> <p><u>Media literacy &amp; digital resilience</u></p> <p><b>L11.</b> recognise ways in which the internet and social media can be used both positively and negatively</p> <p><b>L12.</b> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p><b>L13.</b> about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p><b>L14.</b> about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p><b>L15.</b> recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p><b>L16.</b> 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><u>Economic wellbeing: Money</u></p> <p><b>L23.</b> about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>	<p>are rules about this, including the distribution of images</p> <ul style="list-style-type: none"> <li>• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/news-wise-news-literacy-project-and-resources">addressing-extremism-%E2%80%94-ks1-2</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/news-wise-news-literacy-project-and-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/news-wise-news-literacy-project-and-resources</a> Lessons 3, 5 and 6</p> <p><a href="https://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans">https://www.cbbfc.co.uk/grown-ups/free-pshe-primary-school-lesson-plans</a> 'Let's watch a film! Making choices about what to watch'</p> <p><a href="https://www.childnet.com/resources/trust-me?mc_cid=455b2ae4c5&amp;mc_eid=c306408d2b">https://www.childnet.com/resources/trust-me?mc_cid=455b2ae4c5&amp;mc_eid=c306408d2b</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington">https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</a></p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources</a></p>
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<p><b>Summer 1&amp;2</b></p> <p><b>What will change as we become more independent?</b></p> <p><b>How do friendships change as we grow?</b></p>	<p><b>Relationships</b></p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<p><u>Mental health</u></p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><u>Ourselves, growing and changing</u></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</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p><u>Families and close positive relationships</u></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>	<ul style="list-style-type: none"> <li>that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>how puberty relates to growing from childhood to adulthood</li> <li>about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>that there are ways to prevent a baby being made<sup>2</sup></li> </ul>	<a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/midway-public-health-directorate-relationships-and">https://www.pshe-association.org.uk/curriculum-and-resources/resources/midway-public-health-directorate-relationships-and</a>  <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0">https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0</a>  <a href="https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships">https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships</a>  <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</a>  <a href="https://campaignresources.phe.gov.uk/schools/topics/rise-">https://campaignresources.phe.gov.uk/schools/topics/rise-</a>

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

Friendships

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

- how growing up and becoming more independent comes with increased opportunities and responsibilities
- how friendships may change as they grow and how to manage this
- how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

[above/overview?WT.mc\\_id=RiseAboveforSchools\\_PSHEA\\_EdComs\\_Resource\\_listing\\_Sep17#transition-to-secondary-school](https://www.pshea.org.uk/curriculum-and-resources/resources/city-sea-rethink-periods-ks2-3-lesson-plans)

[https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc\\_id=RiseAboveforSchools\\_PSHEA\\_EdComs\\_Resource\\_listing\\_Sep17](https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17)

<https://bettyeducation.com/our-resources/>

<https://www.pshea.org.uk/curriculum-and-resources/resources/city-sea-rethink-periods-ks2-3-lesson-plans>

**Lessons from Journey In Love Scheme - The wonder of God's love in creating new life.**

Physical, Social, Emotional, Intellectual and Spiritual lessons to be covered.