



Curriculum Guidance: PSHE

Curriculum guidance for years 1 to 6 including learning objectives and whole school curriculum map.

Intent:

To deliver a fully inclusive PSHE curriculum, that will maximise the outcomes for every child and lead them to:

- **Healthy relationships**
- **Digital resilience**
- **Aspiration**

Implementation

PSHE is taught through a range of headings (these being the same across both key stages) using a mixture of subject centered curriculum design and student centred curriculum design. Some areas of PSHE need subjects to be covered in a specific way: e.g. nurses delivering puberty lessons, lessons about managing risks in everyday life and facts about internet use and safety.

Other areas of PSHE are taught in a more student centred curriculum design, in which children investigate their own feelings and responses to relationships, wellbeing and their interaction with the world around them.

Impact

When the children leave the school, we want them to have a positive attitude about themselves and a good understanding of how their physical and mental wellbeing impacts on their ability to have positive relationships in the wider community which and raises their aspirations for their own future.

Staff will:

- Teach 1 hour of dedicated PSHE lessons per week.
- Be aware of any sensitive issues that may affect individual pupils
- Ensure children are aware of class rules regarding confidentiality
- Report any disclosures made during lessons as soon as possible
- Use resources provided, adapting to their class/pupils needs

Learning Intentions

Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
Respecting ourselves and others	Families and friendships	Safe relationships	Belonging to a community	Media literacy and digital resilience	Money and Work	Physical health and mental wellbeing	Growing and changing	Keeping Safe
To understand respect	To recognise the importance of friendships	To recognise safe behaviour	To understand lifestyles	To recognise safe behaviour To understand respect	To recognise the importance of aspiration	To understand the importance of wellbeing	To understand human change	To recognise safe behaviour

NOTE: The topic of each half termly title is in bold above the learning intention.

The learning intention will be the same for the duration of each topic but the success criteria will change each lesson.

Please do not feel that you have to use each of the learning intentions on the planning proforma during every topic.

PSHE Association: Programme Builders for PSHE Education Key Stages 1-2

Year 1

Autumn Term 1: Relationships		Resources
Learning Intentions	Success Criteria	
	That children know...	
Respecting ourselves and others To understand respect	<ul style="list-style-type: none"> what kind and unkind behaviour means in and out school 	1Dec Bullying <i>This module has enough ideas/resources for 2 lessons.</i> Everybody is Unique lesson <i>Really nice activity about the meaning of respecting everyone.</i>
	<ul style="list-style-type: none"> how kind and unkind behaviour can make people feel 	
	<ul style="list-style-type: none"> about what respect means 	
	<ul style="list-style-type: none"> about class rules, being polite to others, sharing and taking turns 	
Families and Friendships To recognise the importance of families	<ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers 	BBC Our Family Videos <i>Series of videos that look at different family structures and how they all demonstrate the same love and care for each other.</i> Barnardo's primary PSHE resources See Lesson 1
	<ul style="list-style-type: none"> what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. 	
	<ul style="list-style-type: none"> about the importance of telling someone — and how to tell them — if they are worried about something in their family 	
Autumn Term 2: Safe relationships		Resources
Learning Intentions	Success Criteria	
	That children know...	
Safe Relationships	<ul style="list-style-type: none"> about what it means to keep something private, including parts of the body that are private 	

To recognise safe relationships:	<ul style="list-style-type: none"> to identify different types of touch and how they make people feel (e.g. hugs tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe 	PANTS NSPCC lesson Healthy Relationships Lesson 1-3
	<ul style="list-style-type: none"> when it is important to ask for permission to touch others how to ask for and give/not give permission 	
Spring Term 1: Living in the wider world		Resources
Learning Intentions	Success criteria	
	That children know...	
Belonging to a community To understand lifestyles	<ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling 	looking after each other in different ways starter story 1Decision caring for people animals and other living things This can be used over a number of lessons. Recycling resources for Ks1 This can be used for a number of sessions.
Media literacy and digital resilience To recognise safe behaviour To understand respect	<ul style="list-style-type: none"> how and why people use the internet the benefits of using the internet and digital devices how people find things out and communicate safely with others online 	Digiduck stories internet use and safety BBC resources about internet use (what is the internet?) BBC resources Digital Literacy
Spring Term 2: Living in the wider world		Resources
Learning Intentions	Success Criteria	
	That children know...	
Money and Work	<ul style="list-style-type: none"> that everyone has different strengths, in and out of school 	PSHE Year 1 Spring 2 Week 1 (1).notebook PSHE word bank Year 1 Week 1.docx

To recognise the importance of aspiration		Year 1 PSHE Spring 2 Week 1.pdf
	<ul style="list-style-type: none"> about how different strengths and interests are needed to do different jobs 	PSHE Year 1 Spring 2 Week 2.notebook Year 1 PSHE Week 2 Spring 2.docx
	<ul style="list-style-type: none"> about people whose job it is to help us in our school community 	PSHE Year 1 Spring 2 Week 3.notebook
	<ul style="list-style-type: none"> about people whose job it is to help us in our local community 	PSHE Year 1 Spring 2 Week 4.notebook Bilston volunteers.pub
	<ul style="list-style-type: none"> about different jobs and the work people do 	
Summer Term 1: Health and wellbeing		
Learning Intentions	Success Criteria	Resources
	That children know...	
Physical health and mental wellbeing To understand the importance of well being	Lesson 1 <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 	1Decision Washing Hands All of the information about germs is on these slides. I would advise using them to inform your lesson but create your own slides and add some interesting activities so your class are not sitting for long periods. (disclosing gel, glitter germs on hands to see how germs spread etc) No recording needed: 30 minute session
	Lesson 2 <ul style="list-style-type: none"> about physical activity and how it keeps people healthy 	Keeping fit.pptx Practical lesson with PPT for information and 5min keep fit video No recording needed 30 min session
	Lesson 3 <ul style="list-style-type: none"> about healthy and unhealthy foods, including sugar intake 	1Decision Healthy Eating As above; adapt and use the information to create an interactive lesson. Differentiation: HA healthy and unhealthy meal plate MA-LA Healthy meal plate: use paper plates and photographs of healthy/unhealthy foods HA+ could write a menu for their family tea.
	Lesson 4	Digital 5 a day

	<ul style="list-style-type: none"> Balancing indoor, outdoor and screen based play 	<p>The above is a website that advocates connect, be active, get creative, give to others and be mindful. Although aimed at ks2, the headings and information could be used to create an exciting and interactive lesson with children exploring activities related to all 5 headings to experience the positive side of spending less time on digital devices.</p> <p>No recording needed: class display of children at stations</p>
	<p>Lesson 5</p> <ul style="list-style-type: none"> about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors 	<p>People who help us- health.pptx A PP to base a lesson on. Discussion on different people mentioned with questions. Some medical equipment (tongue depressors, stethoscope, thermometers, optician's eye chart) to provide healthcare 'stations' would provide opportunities for children to experience aspects of healthcare. Possible ambulance/school nurse/optician visitor? HA: Choose and write about 1/2 helpers they have learned about MA: Choose 1 helper picture: list how they help us stay healthy LA: Choose 1-2 helpers and talk about how they help us stay healthy</p>
	<p>Lesson 6</p> <ul style="list-style-type: none"> how to keep safe in the sun 	<p>Year 1 Sun Safety.ppt PP with activities. NOTE: parental permission needed for children to put sun cream on themselves. No recording needed: 30 minute lesson</p>
<p>Growing and changing</p> <p>To understand human change</p>	<p>Lesson 7</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 they are the same and different to others 	<p>KS1-Citizenship-Same-and-Different1(1).doc</p> <p>Lesson plan with video link</p> <p>Discussion only: possible display opportunity</p>

	<p>Lesson 8</p> <ul style="list-style-type: none"> • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave • how to manage and whom to tell when finding things difficult, or when things go wrong 	<p>1Decision Feelings and Emotions Year 1</p> <p>All of the information about feelings is on these slides, although it does tend to focus on jealousy. I would advise using them to inform your lesson but create your own slides and add some interesting activities and group work about a range of emotions, so that your class are not sitting for long periods. Main teaching point; tell a trusted adult.</p>
Summer Term 2: Health and well being		
Learning Intentions	Success Criteria	Resources
	That children know...	
<p>Keeping safe</p> <p>To recognise safe behaviour</p>	<ul style="list-style-type: none"> • how rules can help to keep us safe 	Rules quiz
	<ul style="list-style-type: none"> • why some things have age restrictions, e.g. TV and film, games, toys or play areas 	
	<ul style="list-style-type: none"> • basic rules for keeping safe online 	
	<ul style="list-style-type: none"> • whom to tell if they see something online that makes them feel unhappy, worried, or scared 	

Year 2

Autumn Term 1: Relationships		
Learning Intentions	Success Criteria	Resources
	That children know...	
<p>Respecting ourselves and others</p>	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people 	Friendship
	<ul style="list-style-type: none"> • how friends can have both similarities and differences 	Bernardo's primary pupil pack

To understand respect	<ul style="list-style-type: none"> • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	See page 17 - 19
Families and Friendships To recognise the importance of friendships	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honest • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else 	1Decision Friendships <i>There is enough material in this resource for 2 lessons.</i> From Bully To Friend BBC <i>'From bully to friend' BBC clip that looks at children who bully their friend</i> What Makes a Good Friend <i>What makes a good friend</i> 1Decision Relationships <i>See Body language lesson</i>
Autumn Term 2: Relationships		Resources
Learning Intentions	Success Criteria	
That children know...		
Safe relationships To recognise safe behaviour	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe 	Jessie and friends Playing games online videos for lessons 1Decision Bullying <i>There is enough material for a couple of lessons.</i> <i>Some nice videos to build a lesson on.</i> Anti-bullying project ideas for a class Anti bullying lesson ideas

	<ul style="list-style-type: none"> how to ask for help if they feel unsafe or worried and what vocabulary to use 	Anti Bullying Powerpoint <i>You will probably want to edit this: it was from Anti-Bullying Week 2020 – you can also use current Anti bullying resources.</i>
Spring Term 1: Living in the wider world		
Learning Intentions	Success Criteria	Resources
	That children know...	
Belonging to a community To understand lifestyles	<ul style="list-style-type: none"> about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups 	BBC responsibilities My Responsibilities
	<ul style="list-style-type: none"> about different rights and responsibilities that they have in school and the wider community 	My responsibilities role play cards
	<ul style="list-style-type: none"> about how a community can help people from different groups to feel included 	Year 2 Diversity and Community
	<ul style="list-style-type: none"> to recognise that they are all equal, and ways in which they are the same and different to others in their community 	A number of lesson plans; resources not included. What is a community video (US) BBC What is Fair?
Media literacy and digital resilience To recognise safe behaviour To understand respect	<ul style="list-style-type: none"> the ways in which people can access the internet e.g. phones, tablets, computers 	1Decision Computing topics BBC Useful videos
	<ul style="list-style-type: none"> to recognise the purpose and value of the internet in everyday life 	Use the above videos to raise discussions about recognising the pros and cons of the internet.
	<ul style="list-style-type: none"> to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos 	
	<ul style="list-style-type: none"> that information online might not always be true 	
Spring Term 2: Living in the wider world		

Learning Intent	Success Criteria	Resources
	That children know...	
Money and Work To recognise the importance of aspiration	<ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments 	1DecisionOurWorkingWorld This lesson needs to be picked apart as there is a lot of maths involved. I would disregard the maths slides and simply show the children the coins and notes. https://natwest.mymoneysense.com/teachers/resources-5-8s/ You will need to register for this free site but there are resources that cover all of the objectives
	<ul style="list-style-type: none"> how money can be kept and looked after 	
	<ul style="list-style-type: none"> about getting, keeping and spending money 	
	<ul style="list-style-type: none"> that people are paid money for the job they do 	
	<ul style="list-style-type: none"> how to recognise the difference between needs and wants 	
	<ul style="list-style-type: none"> how people make choices about spending money, including thinking about needs and wants 	
Summer Term 1: Health and wellbeing		Resources
Learning Intentions	Success Criteria	PLEASE BE ADVISED THAT A LETTER NEEDS TO BE SENT TO PARENTS BEFORE TEACHING Lesson 6 SUMMER 1
	That children know...	
Physical health and mental wellbeing To understand the importance of wellbeing	Lesson 1 <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 	BBC Teach Keeping my body healthy Lesson 1 plan Keeping Healthy.docx The above resources can be combined to make 1 lesson. The BBC video covers physical health and sleep. You will need to add information about mental health (sleep, playing offline, keeping active etc) but this can be done as part of the circle time activity at the end. Children could choose between healthy and unhealthy activities HA : write out a healthy routine to follow on a particular day of the week i.e. Saturday MA: children to select healthy/unhealthy activities from pictures and write an explanation of their choice (supported) LA: MA: children to select healthy/unhealthy activities from pictures and discuss their choice

	<p>Lesson 2</p> <ul style="list-style-type: none"> that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies 	<p>Using glitter to see how germs spread ks1-the-immune-system-and-vaccines_.pptx</p> <p>The above ppt is from Twinkl, but is endorsed by the London School of Hygiene and Tropical Medicine. I would suggest using it in conjunction with the activity above, for an interesting lesson in how germs are spread. It would also be advantageous to put the information onto Notebook so that they KS1 PSHE introduction pages can be used.</p> <p>No recording needed: 30 minute lesson. Please advise teacher following this lesson that there might be glitter on everything!</p>
	<p>Lesson 3</p> <ul style="list-style-type: none"> the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health 	<p>1Decision Teeth Cleaning</p> <p>This cannot be missed as poor oral hygiene is 1 of the 3 main concerns listed for our school by Public Health England.</p> <p>All of the information about oral hygiene is on these slides. I would advise using them to inform your lesson but create your own slides and add some interesting activities. There are lots of ideas including using disclosing tablets, modelling using a brush (We have a large set of teeth and brush)</p> <p>Practical lesson: photos for possible display.</p>
	<p>Lesson 4</p> <ul style="list-style-type: none"> how to describe and share a range of feelings including those associated with change, loss and bereavement ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others when and how to ask for help, and how to help others, with their feelings 	<p>1Decision Worry</p> <p>1Decision Worry video</p> <p>This will need to be adapted onto Notebook to include a wider range of emotions, including bereavement (this could be a pet etc if you feel that children are not ready to discuss human bereavement)</p> <p>The tree of trust activity could be completed as a class using post-it notes rather than a writing activity and used as a PSHE display.</p> <p>HA: Complete all sentence stems</p> <p>MA: Complete Something I can do...If someone I know is worried</p> <p>LA-SEND: Discuss with adult what they can do if worried.</p>

Growing and changing To understand human change	Lesson 5 <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 	Year 2 lesson plan Summer 1 Lesson 5 Changes as we grow.docx HA: draw their timeline and write what they could or will be able to do at each stage. MA_ Draw their timeline and write sentences fo what they can do now (EXT what they might be able to do. LA-SEND: Have pictures of 4 stages of life to order. Discuss with adult what they can or might be able to do at each stage.
	Lesson 6 <ul style="list-style-type: none"> to identify and name the main parts of the body including external genitalia (e.g. vulva, penis, testicles) 	PLEASE BE ADVISED THAT A LETTER NEEDS TO BE SENT TO PARENTS BEFORE TEACHING THIS LESSON 8 Brilliant Bodies - KS1.pptx Naming body parts Task 2 - body parts editable.pptx Plenary body.pdf HA-MA-LA: Label body parts. Differentiate by how many labels and how accurate.
Summer Term 2: Health and well being		
Learning Intentions	Success Criteria	Resources
	To know that...	
Keeping Safe To recognise safe behaviour	<ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines 	
	<ul style="list-style-type: none"> how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' 	
	<ul style="list-style-type: none"> 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 	
	<ul style="list-style-type: none"> how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products 	
	<ul style="list-style-type: none"> 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 	

	<ul style="list-style-type: none"> • 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 	
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Year 3

Autumn Term 1: Relationships		Resources
Learning Intentions	Success Criteria	
	That children know...	
Respecting ourselves and others To understand respect	<ul style="list-style-type: none"> • to recognise respectful behaviour e.g. helping or including others, being responsible 	1Decision Looking out for others 1decision Coming home on time <i>Good ideas for discussing respect: importance of earning respect</i> Self esteem You will have to register for free. Resources are free too. I am a special person pt 1 of 2 Respecting others pt 2 of 2 <i>Two lessons on self-respect and respecting others</i>
	<ul style="list-style-type: none"> • how to model respectful behaviour in different situations e.g. at home, at school, online 	
	<ul style="list-style-type: none"> • The importance of self-respect and their right to be treated respectfully by others 	
	<ul style="list-style-type: none"> • what it means to treat others, and be treated, politely 	
	<ul style="list-style-type: none"> • the ways in which people show respect and courtesy in different cultures and in wider society 	
Families and friendships To recognise the importance of friendships	<ul style="list-style-type: none"> • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents 	1Decision Same sex marriage Different Families Lesson 1 only <i>Use lesson 1 only as others deal with family pressures.</i>
	<ul style="list-style-type: none"> • that being part of a family provides support, stability and love 	
	<ul style="list-style-type: none"> • about the positive aspects of being part of a family, such as spending time together and caring for each other 	

	<ul style="list-style-type: none"> about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty 	<i>Both of the above resources can be used over a number of lessons</i>
	<ul style="list-style-type: none"> to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	
Autumn Term 2: Relationships		
Learning Intentions	Success Criteria	Resources
	That children know...	
Safe relationships To recognise safe behaviour	<ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online 	
	<ul style="list-style-type: none"> basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision 	1Decision Sharing Images <i>See Image sharing slides</i>
	<ul style="list-style-type: none"> that bullying and hurtful behaviour is unacceptable in any situation 	<i>Both of these resources can be stretched out over more than 1 lesson</i>
	<ul style="list-style-type: none"> about the effects and consequences of bullying for the people involved 	
	<ul style="list-style-type: none"> about bullying online, and the similarities and differences to face-to-face bullying 	
	<ul style="list-style-type: none"> what to do and whom to tell if they see or experience bullying or hurtful behaviour 	
Spring Term 1: Living in the wider world		Resources
Learning Intentions	Success Criteria	
	That children know...	
	<ul style="list-style-type: none"> about how resources are allocated and the effect this has on individuals, communities and the environment 	1Decision Looking after our world

Belonging to a community To understand lifestyles	<ul style="list-style-type: none"> the importance of protecting the environment and how everyday actions can either support or damage it 	Could be used over a number of lessons BBC videos Protecting the environment WWF teacher resources Climate Challenge The above resource could link in to the recent COP26. Greta Thunberg etc: Dreamcatcher looking after our world
	<ul style="list-style-type: none"> how to show compassion for the environment, animals and other living things 	
	<ul style="list-style-type: none"> about the way that money is spent and how it affects the environment 	
	<ul style="list-style-type: none"> to express their own opinions about their responsibility towards the environment 	
Media literacy and digital resilience To recognise safe behaviour To understand respect	<ul style="list-style-type: none"> how the internet can be used positively for leisure, for school and for work 	https://www.bbc.co.uk/bitesize/topics/zv63d2p 4 lessons covering these subjects : Stem learning KS2 Digital literacy A range of resources: You will have to register for free. 1Decision Online bullying Resource for more than 1 lesson.
	<ul style="list-style-type: none"> to recognise that images and information online can be altered or adapted and the reasons for why this happens 	
	<ul style="list-style-type: none"> strategies to recognise whether something they see online is true or accurate 	
	<ul style="list-style-type: none"> to evaluate whether a game is suitable to play or a website is appropriate for their age-group 	
	<ul style="list-style-type: none"> to make safe, reliable choices from search results 	
<ul style="list-style-type: none"> how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 		
Spring Term 2: Living in the wider world		
Learning Intentions	Success Criteria	Resources
	That children know...	
Money and Work	<ul style="list-style-type: none"> about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime 	Different jobs lesson plan

To recognise the importance of aspiration	<ul style="list-style-type: none"> about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM 	<p>A nice activity that introduce the children to the work of work.</p> <p>Challenging Stereotypes lesson ideas</p> <p>https://www.equalityhumanrights.com/en/lesson-activity-ideas</p> <p>The above site has lesson plans and resources that cover a range of objectives</p> <p>1DecisionWorking in our world</p> <p>This resource could be adapted to suit different activities</p>
	<ul style="list-style-type: none"> about some of the skills needed to do a job, such as teamwork and decision-making 	
	<ul style="list-style-type: none"> to recognise their interests, skills and achievements and how these might link to future jobs 	
	<ul style="list-style-type: none"> how to set goals that they would like to achieve this year e.g. learn a new hobby 	
Summer Term 1: Health and wellbeing		
Learning Intentions	Success Criteria	Resources
	That children know...	
Physical health and mental wellbeing	<p>Lesson 1</p> <ul style="list-style-type: none"> about the choices that people make in daily life that could affect their health and what can help them make those choices 	<p>1Decision Healthy Living</p> <p>Begin lesson by looking at a range of healthy/unhealthy foods (bring range of foods in rather than pictures). No baseline activity.</p>

<p>To understand the importance of wellbeing</p>	<ul style="list-style-type: none"> to identify healthy and unhealthy choices and the positive and negative effect of making these choices. (e.g. in relation to food, exercise, sleep) 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 	<p>For slide 5 give children information about where sugar, salt and fats come from. Slide 6: use NHS Foodscanner app installed on I-pads, to find sugar content in 5 snacks. Condense facts from slides 9-14 and briefly discuss salt and fats. Watch video 1Decision Healthy Eating video and discuss. Why do we eat unhealthy foods? Discussion, including how to make healthier choices until they become regular habits. Ignore balanced diet. (been covered Spring 2 in science) Move to 'What other things do we need to do to stay healthy? What might stop us making healthy choices? How to change unhealthy habits (parental/friends support) HA: Identify healthy/unhealthy choices and record on a table MA: Mind-map healthy/unhealthy choices LA - SEND: Choose from healthy/unhealthy choices pictures and discuss</p>
	<p>Lesson 2</p> <ul style="list-style-type: none"> that regular exercise such as walking or cycling has positive benefits for their mental and physical health 	<p>Activity Record.docx Joe Wicks why we need exercise PPT</p> <p>No recording needed: Practical activity at end</p>
	<p>Lesson 3</p> <ul style="list-style-type: none"> about the things that affect feelings both positively and negatively 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 	<p>BBC Teach Feelings Y3-4 L1 PPT Everyday feelings.PPTX Yr-3-4-Lesson-1-Everyday-Feelings.pdf Yr-3-4-Lesson-1-Everyday-Feelings-Resources.pdf</p> <p>Lesson plan. Slides will need to be adapted as they are mainly for teachers but all of the information, resources plus a video are included. You will need to add information about the different ways people express their feelings. HA: Children complete part 1 and 2 of 'Feeling good draw and write' activity. MA: Describe what they like to do to feel good and how it helps them, writing simple sentences. LA-SEND: Choose from given activities that help people feel good and explain why they think it works.</p>

Growing and changing To understand human change	Lesson 4 <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) 	Year 3 lesson 4 Self Esteem Please read through the guidance. There is a PPT and a film included in the folder. HA (I) MA (GP) Complete the biography sheet LA-SEND (GP) Complete simplified version of biography sheet.
	Lesson 5 <ul style="list-style-type: none"> 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 	Year 3 Lesson 5 Resilience Please read through the guidance. There is a PPT and a film included in the folder but the activities need to be thought about as they are very similar to the previous lesson. HA: Write about a time when they have had to show resilience in something. MA: Choose from a range of scenarios and discuss why they might need resilience. LA-SEND: Show a picture of someone struggling to do something. (making friends, catching a ball etc) How might they succeed?
Summer Term 2: Health and well being		Resources
Learning Intentions	Success Criteria	
	That children know...	
Keeping Safe To recognise safe behaviour	<ul style="list-style-type: none"> how to identify typical hazards at home and in school 	
	<ul style="list-style-type: none"> how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen 	
	<ul style="list-style-type: none"> about fire safety at home including the need for smoke alarms 	

	<ul style="list-style-type: none"> the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	
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Year 4

Autumn Term 1: Relationships		Resources
Learning Intentions	Success Criteria	
	That children know...	
Respecting ourselves and others To understand respect	<ul style="list-style-type: none"> to recognise differences between people such as gender, race, faith 	https://plprimarystars.com/resources/inclusion
	<ul style="list-style-type: none"> to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations 	<i>You will need to register for this site but it is free and so are the lesson plans and resources</i>
	<ul style="list-style-type: none"> about the importance of respecting the differences and similarities between people 	1Decision British Values
	<ul style="list-style-type: none"> a vocabulary to sensitively discuss difference and include everyone 	<i>See the British Values lesson</i> 1Decision Breaking Down Barriers <i>See Breaking Down Barriers lesson</i>
Families and friendships To recognise the importance of friendships	<ul style="list-style-type: none"> about the features of positive healthy friendships such as mutual respect, trust and sharing interests 	Friendships lessons
	<ul style="list-style-type: none"> strategies to build positive friendships 	<i>Although titled Year 3, suitable for Year 4.</i>
	<ul style="list-style-type: none"> how to seek support with relationships if they feel lonely or exclude 	1Decision Making Friends Online
	<ul style="list-style-type: none"> how to communicate respectfully with friends when using digital devices 	<i>This resources can continue to be used over a number of lessons, into Autumn 2</i>

	<ul style="list-style-type: none"> • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online 	
Autumn Term 2: Relationships		
Learning Intentions	Success Criteria	Resources
	That children know...	
Safe relationships To recognise safe behaviour	<ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online 	1Decision Peer Pressure 1Decision Water Safety (<i>appropriate as there are lots of pools around Bilston</i>) <i>These highlighted objectives are linked to the Positive Friendships theme in Autumn 1 and can be taught separately or as part of that unit.</i>
	<ul style="list-style-type: none"> • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares 	
	<ul style="list-style-type: none"> • when it is right to keep or break a confidence or share a secret 	
	<ul style="list-style-type: none"> • how to recognise risks online such as harmful content or contact 	
	<ul style="list-style-type: none"> • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 	
Spring Term 1: Living in the wider world		
Learning Intentions	Success Criteria	Resources
	That children know...	

Belonging to a community To understand lifestyles	<ul style="list-style-type: none"> the meaning and benefits of living in a community 	I Belong Teacher resource Good set of lesson ideas: set for Year 3 but easily adapted for Year 4. Young Citizens Excellent site: you will need to join but it is free this academic year. Lots of resources and lesson plans
	<ul style="list-style-type: none"> to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community 	
	<ul style="list-style-type: none"> about the individuals and groups that help the local community, including through volunteering and work 	
	<ul style="list-style-type: none"> how to show compassion towards others in need and the shared responsibilities of caring for them 	
Media literacy and digital resilience To recognise safe behaviour To understand respect	<ul style="list-style-type: none"> that everything shared online has a digital footprint 	https://www.stem.org.uk/resources/community/collection/362373/ks2-digital-literacy https://digital-literacy.org.uk/ This site covers objectives through Year 3-5 lesson plans
	<ul style="list-style-type: none"> that organisations can use personal information to encourage people to buy things 	
	<ul style="list-style-type: none"> to recognise what online adverts look like to compare content shared for factual purposes and for advertising 	
	<ul style="list-style-type: none"> why people might choose to buy or not buy something online e.g. from seeing an advert 	
	<ul style="list-style-type: none"> that search results are ordered based on the popularity of the website and that this can affect what information people access 	
Spring Term 2: Living in the wider world		
Learning Intentions	Success Criteria	Resources
	That children know...	
Money and Work	<ul style="list-style-type: none"> how people make different spending decisions based on their budget, values and needs 	https://natwest.mymoneysense.com/teachers/resources-8-12s/ Good resources that cover lots of objectives
	<ul style="list-style-type: none"> how to keep track of money and why it is important to know how much is being spent 	

To recognise the importance of aspiration	<ul style="list-style-type: none"> about different ways to pay for things such as cash, cards, e-payment and the reasons for using them 	https://www.bankofengland.co.uk/education/education-resources/money-and-me Really good resources that covers lots of objectives: complete with lesson plans, videos and resource
	<ul style="list-style-type: none"> that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	
Summer Term 1: Health and wellbeing		Resources
Learning Intentions	Success Criteria	
	That children know...	
Physical health and mental wellbeing To understand the importance of wellbeing	Lesson 1 <ul style="list-style-type: none"> to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally 	Year 4 Lesson 1 Summer Term Healthy living.docx The above is a tailored lesson plan with video link HA-MA: Children to make a poster based on all 4 aspects of healthy living LA: Use the aspect of healthy living they have studied, to create a poster SEND: Create a poster including Key words: Sleep, exercise, water, balanced diet
	Lesson 2 <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 	Common illnesses Lesson 2 Sumer Term 1 PowerPoint.ppt HA: Choose 3 common children's' illnesses, the symptoms and the correct care for each one. Record on a mind-map. MA: Choose 3 common illnesses from today's lesson. Write the symptoms on a mind-map. LA-SEND: Choose 1 common children's illness and record what they know on a mind-map.

	<p>Lesson 3</p> <ul style="list-style-type: none"> • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist • the effects of different foods, drinks and substances on dental health 	<p>This cannot be missed as poor oral hygiene is 1 of the 3 main concerns listed for our school by Public Health England.</p> <p>How to care for teeth Video for children aged 7+</p> <p>Dental hygiene. lesson plan Oral Hygiene Prevention of Infection.pptx QUIZ Oral Health Teacher answers.docx QUIZ Oral Health.docx Brushing teeth tutorial.url</p> <p>The above are all resources for 1 lesson. Practical lesson: no recording needed</p>
<p>Growing and changing</p> <p>To understand human change</p>	<p>Lesson 4</p> <ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs 	<p>Medway Year 4 and 5.pdf</p> <p>Lesson plan 1 only, with resource sheets. Needs slides making. Vocabulary: penis, scrotum/testicles, vulva, vagina, urethra.</p>
	<p>Lesson 5</p> <ul style="list-style-type: none"> • key facts about the menstrual cycle and menstrual wellbeing, • about the physical and emotional changes during puberty • 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 • erections and wet dreams 	<p>1Decision Puberty lesson slides</p> <p>1Decision puberty video</p> <p>This lesson is to be taught as a whole class. A boy's puberty lesson will be taught by the school nurse later on in the term.</p>
Summer Term 2: Health and well being		
Learning intentions	Success Criteria	Resources
	That children know...	

Keeping Safe To recognise safe behaviour	<ul style="list-style-type: none"> the importance of taking medicines correctly and using household products safely 	
	<ul style="list-style-type: none"> to recognise what is meant by a 'drug' 	
	<ul style="list-style-type: none"> that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing 	
	<ul style="list-style-type: none"> 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 	
	<ul style="list-style-type: none"> that for some people using drugs can become a habit which is difficult to break how to ask for help or advice 	

Year 5

Autumn Term 1: Relationships		Resources
Learning Intentions	Success Criteria	
	That children know...	
Respecting Ourselves and Others To understand respect	<ul style="list-style-type: none"> to recognise that everyone should be treated equally 	The Respect Programme Stereotypes, Discrimination, Identity lessons <i>You will need to register with this site but the lesson plans and resources are free.</i> 1Decision Inclusion and acceptance
	<ul style="list-style-type: none"> why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own 	
	<ul style="list-style-type: none"> what discrimination means and different types of discrimination e.g. racism, sexism, homophobia 	

	<ul style="list-style-type: none"> to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment 	<i>There should be enough in this presentation for 2 lessons</i>
Families and friendship: To recognise the importance of friendships	<ul style="list-style-type: none"> what makes a healthy friendship and how they make people feel included strategies to help someone feel included 	Peer Pressure lessons and activities
	<ul style="list-style-type: none"> about peer influence and how it can make people feel or behave 	<i>There are some good ideas here. It's an American site so some resources will need to be adapted (use of vernacular etc)</i>
	<ul style="list-style-type: none"> the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication 	BBC Friendship Struggles
	<ul style="list-style-type: none"> that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships 	<i>Really good video showing how friendships can be a challenge</i>
	<ul style="list-style-type: none"> that friendships can change over time and the benefits of having new and different types of friends 	PSHE pptx Friendships <i>From the PSHE Association. Although designated for home learning, this can easily be adapted.</i>
	<ul style="list-style-type: none"> how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable when and how to seek support in relation to friendship 	
Autumn Term 2: Relationships		
Learning Intentions	Success Criteria	Resources
	That children know...	
Safe relationships: To recognise safe behaviour	<ul style="list-style-type: none"> to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and not give permission for physical contact 	1Decision Relationships <i>As this module includes information about different relationships, how relationships change over time and</i>
	<ul style="list-style-type: none"> how it feels in a person's mind and body when they are uncomfortable 	

	<ul style="list-style-type: none"> that it is never someone's fault if they have experienced unacceptable contact how to respond to unwanted or unacceptable physical contact 	<p><i>appropriate touch, it can be taught over a number of sessions.</i></p> <p>Appropriate Touch page 23</p>
	<ul style="list-style-type: none"> that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact 	<p><i>Use resource from Page 23 onwards</i></p>
Spring Term 1: Living in the wider world		
Learning Intentions	Success Criteria	Resources
	That children know...	
Belonging to a community: To understand lifestyles	<ul style="list-style-type: none"> the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken 	<p>1Decision British Values</p> <p>The above can be used for more than 1 lesson.</p>
	<ul style="list-style-type: none"> what human rights are and how they protect people to identify basic examples of human rights including the rights of children 	<p>BBC Rules, Rights and Responsibilities</p> <p>Range of lesson ideas and videos</p>
	<ul style="list-style-type: none"> about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	
Media literacy and Digital resilience: To recognise safe behaviour To understand respect	<ul style="list-style-type: none"> to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise 	<p>BBC Bite size computing</p> <p>Lots of lesson ideas and videos</p>
	<ul style="list-style-type: none"> basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased 	<p>https://digital-literacy.org.uk/</p> <p>Lots of resources about media use</p>
	<ul style="list-style-type: none"> that some media and online content promote stereotypes 	<p>1Decision resources</p>
	<ul style="list-style-type: none"> how to assess which search results are more reliable than others to recognise unsafe or suspicious content online 	

	<ul style="list-style-type: none"> • how devices store and share information 	
Spring Term 2: Living in the wider world		Resources
Learning Intentions	Success Criteria	
	That children know...	
Money and work: To recognise the importance of aspiration	<ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career 	https://www.equalityhumanrights.com/en/lesson-activity-ideas
	<ul style="list-style-type: none"> • how or why someone might choose a certain career • about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values 	Great lessons and resources from the Equality and Human Rights Commission. 5 lessons covering the majority of these objectives
	<ul style="list-style-type: none"> • the importance of diversity and inclusion to promote people’s career opportunities • about stereotyping in the workplace, its impact and how to challenge it 	https://www.worldskillsuk.org/careers-advice/role-model-resources/role-model-resources2/
	<ul style="list-style-type: none"> • that there is a variety of routes into work e.g. college, apprenticeships, university, training 	Role model resources: young people talk about their route into work; generally apprenticeships: wide of jobs discussed including: carpenter, automotive refinisher, chef, mechanic etc NOTE: Although the WorldskillUK site is for KS3, the role model resources, including the videos and presentations, are appropriate for KS2. https://talk.economistfoundation.org/projects/future-work/resources/ This resource has a range of lesson plans about work in the future, including how past and present stereotypes are still being perpetuated today. You will need to register for free to use the resources.

Summer Term 1: Health and wellbeing		Resources
Learning Intentions	Success Criteria	
	That children know...	
Physical health and Mental wellbeing: To understand the importance of wellbeing	Lesson 1 <ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them 	Every Mind Matters Sleep Year 6.pptx Although for Year 6, this ppt is suitable for Year 5 and includes activities and a video to watch in 2 parts. Please read teacher notes attached to each slide.
	Lesson 2 <ul style="list-style-type: none"> • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations 	vaccinations ks2 lesson plan KS2Vaccinations ppt The Story of Edward Jenner.ppt These resources can be used to teach about vaccinations and immunisations. A starter activity could include information about how medicines help us control a range of common illnesses, including allergies.
	Lesson 3 <ul style="list-style-type: none"> • 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 	Bacteria and viruses TES.pptx Plenary---poster-template.pdf Task 1 - match up.docx Task 2 - Info sheet.docx Task 3 - Clip questions.docx Task 4 - Going viral editable.docx
Growing and changing: To understand human change	Lesson 4 <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 	What-is-Identity Presentation FINAL.pptx FBF_LP1-What-Is-Identity_FINAL.pdf LP1_Identity-Tree-worksheet_final.pdf When teaching this lesson, please look carefully at the success criteria and ensure that these areas are included in what is essentially a discussion based lesson.

	Lesson 5 <ul style="list-style-type: none"> ways to boost their mood and improve emotional wellbeing about the link between participating in interests, hobbies and community groups and mental wellbeing 	My self-care diary worksheet Year 6.pdf Self-care activities.pptx
Summer Term 2: Health and well being		Resources
Learning intentions	Success Criteria	
	That children know...	
Keeping safe: To recognise safe behaviour	<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 	
	<ul style="list-style-type: none"> to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour 	
	<ul style="list-style-type: none"> 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 	

Year 6

Autumn Term 1: Relationships		Resources
Learning Intentions	Success Criteria	
	That children know...	
Respecting ourselves and others: To understand respect	<ul style="list-style-type: none"> about the link between values and behaviour and how to be a positive role model 	The Respect programme- Alternative perspectives, Respect and dealing with conflict
	<ul style="list-style-type: none"> how to discuss issues respectfully how to listen to and respect other points of view 	<i>You will need to register with this site but the lesson plans and resources are free. They can be used over a number of sessions.</i>
	<ul style="list-style-type: none"> how to constructively challenge points of view they disagree with 	

	<ul style="list-style-type: none"> ways to participate effectively in discussions online and manage conflict or disagreements 	
Families and friendship: To recognise the importance of friendships	<ul style="list-style-type: none"> what it means to be attracted to someone and different kinds of loving relationships 	Healthy relationships (use lesson 3) Love-marriage and civil partnerships Love marriage and civil partnerships mapping resource 1Decision Same sex marriage <i>More than 1 lesson here.</i>
	<ul style="list-style-type: none"> that people who love each other can be of any gender, ethnicity or faith the difference between gender identity and sexual orientation and everyone's right to be loved 	
	<ul style="list-style-type: none"> about the qualities of healthy relationships that help individuals flourish ways in which couples show their love and commitment to one another, including those who are not married or who live apart 	
	<ul style="list-style-type: none"> what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults 	
	<ul style="list-style-type: none"> that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal how and where to report forced marriage or ask for help if they are worried 	
Autumn Term 2: Relationships		
Learning Intentions	Success Criteria	Resources
	That children know...	
Safe relationships: To recognise safe behaviour	<ul style="list-style-type: none"> to compare the features of a healthy and unhealthy friendship 	Peer Pressure Taking Risks video 1Decision Peer Pressure Taking risks lesson 1Decision Peer Pressure Water Safety lesson Peer Pressure water safety video
	<ul style="list-style-type: none"> about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong 	
	<ul style="list-style-type: none"> strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares' 	

	<ul style="list-style-type: none"> • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online 	Online Risks and challenges PPT Peer Pressure and consent
	<ul style="list-style-type: none"> • what consent means and how to seek and give/not give permission in different situations 	
Spring Term 1: Living in the wider world		Resources
Learning Intentions	Success Criteria	
	That children know...	
Belonging to a community: To understand lifestyles	<ul style="list-style-type: none"> • what prejudice means • to differentiate between prejudice and discrimination 	Challenging stereotypes lesson resource 1Decision A world without Judgement These resources can be used over more than 1 lesson. Challenging prejudice and stereotypes
	<ul style="list-style-type: none"> • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination 	
	<ul style="list-style-type: none"> • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups 	
	<ul style="list-style-type: none"> • how stereotypes are perpetuated and how to challenge this 	
Media literacy and Digital resilience: To recognise safe behaviour To understand respect	<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating 	1Decision image sharing BBC evaluating online content BBC bite size Digital Literacy Lots of videos about digital literacy https://www.childnet.com/resources/digital-resilience
	<ul style="list-style-type: none"> • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered 	
	<ul style="list-style-type: none"> • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use 	

	<ul style="list-style-type: none"> the reasons why some media and online content is not appropriate for children how online content can be designed to manipulate people's emotions and encourage them to read or share things 	
	<ul style="list-style-type: none"> about sharing things online, including rules and laws relating to this how to recognise what is appropriate to share online how to report inappropriate online content or contact 	
Spring Term 2: Living in the wider world		
Learning Intentions	Success Criteria	Resources
	That children know...	
Money and work: To recognise the importance of aspiration	<ul style="list-style-type: none"> about the role that money plays in people's lives, attitudes towards it and what influences decisions about money 	Year 6 please follow the Year 5 Spring 2 curriculum. This is about the children's future world All resources are there, including some lesson plans.
	<ul style="list-style-type: none"> about value for money and how to judge if something is value for money 	
	<ul style="list-style-type: none"> how companies encourage customers to buy things and why it is important to be a critical consumer 	
	<ul style="list-style-type: none"> how having or not having money can impact on a person's emotions, health and wellbeing 	
	<ul style="list-style-type: none"> about common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk how to get help if they are concerned about gambling or other financial risks 	
Summer Term 1: Health and wellbeing		
Learning Intentions	Success Criteria	Resources
	That children know...	

<p>Physical health and Mental wellbeing:</p> <p>To understand the importance of wellbeing</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 	<p>Physical and mental wellbeing Y6.pptx How does each area affect mental wellbeing SEND support Y6.pdf Wellbeing fact sheet Y6.pdf Wellbeing jigsaw sheet Y6.pdf Excellent resource that include 2 short videos and SEND resources. Please read teacher notes attached to the slides</p>
	<ul style="list-style-type: none"> • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings 	<p>Mental Health lessons & resources Y5-6.pdf Y5-6 L1 PPT.pptx This resource begins a series of 3 lessons from the PSHE Association about Mental Health. Please read the guides before delivering these lessons.</p>
	<ul style="list-style-type: none"> • 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 	<p>Y5-6 L2 PPT.pptx Mental Health lessons & resources Y5-6.pdf As above: this is lesson 2 of the PSHE Association’s lessons on mental health</p>
	<ul style="list-style-type: none"> • 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 	
	<ul style="list-style-type: none"> • 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 change or loss • to identify how to ask for help and support with loss, grief or other aspects of change 	<p>Mental Health lessons & resources Y5-6.pdf Y5-6 L3 PPT.pptx As above: this is lesson 3 of the PSHE Association’s lessons on mental health</p>

	<ul style="list-style-type: none"> • 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 	Project Evolve online lesson plan and resource Excellent online resource that covers all of the success criteria.
Growing and changing: To understand human change Year 6 only: move to Summer 2	Lesson 1 <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. practicing the bus route to secondary school 	These lessons are designed as a series of short activities to use in the lead up to transition.
	<ul style="list-style-type: none"> • identify the links between love, committed relationships and conception • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • about the responsibilities of being a parent or carer and how having a baby changes someone's life 	
Summer Term 2: Health and well being		
Learning Intentions	Success Criteria	Resources
	That children know...	
Keeping safe: To recognise safe behaviour	Lesson 2 <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 	

	<ul style="list-style-type: none"> • 	
	<p>Lesson 3</p> <ul style="list-style-type: none"> • 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 	Project Evolve lesson plan image sharing
	<ul style="list-style-type: none"> • 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 	Project Evolve lesson plan Age restrictions As the children should have already experienced lessons about this subject during Spring Term 1, this lesson could be shortened.
	<p>Lesson 4</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 	
	<ul style="list-style-type: none"> • 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 	

¹ Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools information sheet](#) for further information

² Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education. (PSHE Association Programme Builders for PSHE Education KEY Stages 1-2)