



Purpose of Study

Pupils should be equipped with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Aims

The PSHE and RSE curriculum must:

- must provide a curriculum that is broadly based and balanced and which meets the needs of all pupils.
- promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- should make provision for personal, social, health and economic education (PSHEE) drawing on good practice.
- should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.
- should teach children that 'privates are private' while also ensuring children know the correct scientific names for body parts to support their understanding and safeguarding.

Overview

Personal, Social, Health and Economic (PSHEE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHEE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

PSHEE includes the new statutory Relationships and Sex Education (RSE). Relationships Education has been compulsory in primary schools since 2020, so all pupils must take part in these lessons. We have updated our curriculum based on the September 2026 Relationships and Sex Education guidance.

Based on the guidance that has been published, we have made the decision to offer sex education to pupils in Year Six, in line with content about conception and birth, which forms part of the National Curriculum for science. We believe that offering the delivery of these lessons can teach our children more about healthy relationships and can help with safeguarding. When teaching the Year Six content about Sex Education we will always consult parents beforehand. When parents want more information or have concerns, we will offer parents support in talking to their children about sex education and how to link this with what is being taught in school. We will also make parents aware of their right to request withdrawal from Sex Education.

We teach the PSHE education through The Story Project and resources and advice found on the PSHE Association. The lessons we teach reflects modern times, with practical guidance and ideas, assisting schools to provide children with the vital, good quality PSHE lessons they are entitled to, to be safer in an everchanging world.



Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior EYFS Learning	I can name the parts of my body and tell you some ways I look after my body including having a good bedtime routine I can follow the school rules, understanding why they are important. I can express my feelings and consider the feelings of others.	I can name the parts of my body and tell you some ways I look after my body including exercise and healthy and unhealthy food choices	I can see myself as a valuable individual. I can manage my own needs. I can show resilience and perseverance in the face of challenge.	I can express my own feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. I am learning to build constructive and respectful relationships. I am learning to think about the perspectives of others and begin to understand how others might be feeling.	I can tell you who is in my family and why they are important I can tell you what I like to do with my family I can tell you how I show love to my family	I am learning to build constructive and respectful relationships. I am leaning to think about the perspectives of others and beginning to understand how others might be feeling.
Story Project Book	Peace at Last by Jill Murphy	Morris the Mankiest Monster by Giles Andreae and Sarah McIntyre	Look Up by Nathan Bryan	Angry Arthur by Hyawim Oran	My Big Fantastic Family by Adam and Charlotte Guillain	The Friendship Bench by Wendy Meddour and Daniel Egneus
myHappymind unit	Meet your brain	Celebrate	Appreciate	Relate	Engage	

Following The Story Project and myHappymind

Learning Intentions	<u>The Story Project</u> I can tell you some strategies to manage feeling tired. I can tell you what helps me to get a good night's sleep. I can tell you some ways I can help myself when I feel fidgety. I can tell you why permission-seeking and setting boundaries is important. I can say no when something feels wrong or uncomfortable. I can reflect and evaluate on my learning. <u>myHappymind – Meet your brain</u> I know what my brain looks like and it helps us. I know that the brain has 3 parts. I know what Neuroplasticity is. I know how Team H-A-P helps us to be our best self and what happens when it is happy and sad. I know how you can help Team H-A-P. I know about Happy Breathing and how it helps us. I know that our brain can react differently in different situations. <u>Learning Intentions in addition to the Story Project and myHappymind (3 lessons):</u> I understand the pants rule. I know how to make a clear and efficient call to the emergency services if needed. To gain knowledge of how to keep ourselves safe in the sun.	<u>The Story Project</u> I can tell you how some diseases are spread and can be controlled. I can tell you the importance of personal hygiene. I can tell you the importance of brushing my teeth in the morning and evening. I can describe the right choices to make to live a healthy lifestyle e.g. healthy food, rest, exercise, brushing teeth, water. I can tell you the consequences of not making the right choices to live a healthy lifestyle e.g. I will feel unwell, tired, lack of vitamins. I can reflect and evaluate on my learning. <u>myHappymind – Celebrate</u> I know what character is and how it makes us special. I know why it is important to use our strengths. I can identify which strengths I use the most. <u>Learning Intentions in addition to the Story Project and myHappymind (1 lesson):</u> I know about things that go into bodies and onto skin and how they can make people feel.	<u>The Story Project</u> I can tell you what makes me individual I can tell you what my strengths are. I can teach someone else something I am good at. I can tell you some of the effects of spending too much time on devices. I can tell you how to keep safe on the roads. I can reflect evaluate on my learning. <u>myHappymind – Appreciate</u> I know what appreciate means and ways to show it. I can identify who I am grateful for. I know how important showing gratitude is. I know how gratitude makes us feel. I know how to show appreciation to ourselves. I know about gratitude for experiences.	<u>The Story Project</u> I can tell what appropriate and proportionate behaviour means. I can describe the 5-point scale for basic emotions. I can tell you why someone might have an inappropriate reaction and how they can recognise if they need support. I can tell you the importance of giving my brain a rest and some ways I like to relax. I can tell you how I take responsibility for my school environment. Including toilets/ shared spaces. I can reflect evaluate on my learning. <u>myHappymind – Relate</u> I know what relate means. I know how our character strengths and differences can help us relate. I know more about how to relate to people. I know what active listening is. I know how relating to other people helps us to get along with them. I can consider and think about people's opinions.	<u>The Story Project</u> I can tell you about different types of families. I can tell you why all families deserve respect. I can tell you about the people important to me in my family. I can tell you how families can change and some of the emotions related to this. I can tell you how families help each other in times of difficulty. I can reflect evaluate on my learning. <u>myHappymind – Engage</u> I know what Engage means. I can recap which habits we have learnt to help us feel good. We are learning how to set goals. We are learning how to stay focused when things get tough and don't go as planned. We are learning about the importance of believing in ourselves and how this helps us to be our best self. <u>Learning Intentions in addition to the Story Project and myHappymind (1 lesson):</u> To know that there is different places we can keep money and that some are safer than others.	<u>The Story Project</u> I can tell you how people choose and make friends. I can tell you what makes a good friend. I can tell you how my friends make me happy and how I make my friends happy. I can tell you how I make others feel welcome and included. I know what to do if a friend makes me unhappy. I can reflect and evaluate my learning. <u>Learning Intentions in addition to the Story Project and myHappymind (2 lessons):</u> To know where money comes from and making choices when spending money. Learn and investigate the different jobs people do.
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Activities	The Story Project Sleep Superpowers Ask why Mr. Bear was so tired in "Peace at Last." Explain that sleep gives us "superpowers" like energy to play, learn, and be happy. Give each child a pre-cut star or ask them to draw their own. Have them draw or write one "superpower" they have when they get enough sleep (e.g., "I can think clearly," "I am not grumpy"). Glue or tape their creations onto a poster titled "Sleep Superpowers." Discuss the poster, emphasising that sleep is essential for being their best every day. To-Do List Model writing a 'to-do list' - things for Mr Bear to do to help him feel awake. Children could then write a 'To Do' list of activities for Mr Bear. Bedtime routine cards Cut and stick images of their bedtime routines onto a piece of paper to make a timeline. Body Art Ask the children to draw a picture of what it feels like in their bodies when they want to fidget. You could encourage them to draw ants in pants, butterflies in tummies or any other suggestions that they come up with. Discuss how you can help the ants/butterflies/other feelings go away – by using strategies. Yes or No and Boundaries song Explain to the children that they will play a game where they need to decide whether to say yes or no to different situations. Emphasise that it's okay to say no if something feels wrong or uncomfortable. Designate one corner of the room as the "Yes" corner and another as the "No" corner. Call out different situations. If the children think the answer should be "yes," they should move to the "Yes" corner. If they think the answer should be "no," they should move to the "No" corner. After each scenario, briefly discuss why they chose their answer and how it relates to permission and boundaries. Reinforce that it's important to listen to their feelings when deciding to say yes or no. Remind them that saying no is okay when something feels wrong or uncomfortable, and seeking permission is important in showing respect for others. Learn the boundaries song too. Review of Learning: Class Discussion myHappymind – Follow the lesson Powerpoints from their website. Additional Lessons Sun Safety Children to draw pictures of what can protect them from the sun. First Aid Children to learn that they need to ring 999 only in an emergency and tell the children it is really important to know their address for if they need to make this call. Introduce the Talk Pants song https://www.youtube.com/watch?v=-IL07JOGU5g . Tell the children that they are going to hear and learn a song about PANTS. Repeat the song often, so they can sing along. In the PANTS session also read the book Pantosaurus and the power of PANTS.	The Story Project Glitter Handshake Put a small amount of lotion on the hands of one child and sprinkle glitter over it. Have the child shake hands with another child, passing the germs (glitter) from one to the other. Continue the process with other children shaking hands. Let them wash their hands, showing and explaining how important proper handwashing is. Hygiene instruction manual Write a set of instructions to Morris telling him how to keep himself clean. Make sure to include who he should talk to if he is worried about his health. Toothbrushing sequencing sheet Sequence a set of images on 'how to brush your teeth'. Pack a Morris a picnic Ask the children to plan a picnic will help Morris make the most of his day. Explain to the children they need to think about: hydration, energy, keeping him full, something to share, a treat and some veg and fruit. The picnic that goes wrong Tell the class that Morris has planned a day out. He goes to bed late and packs a picnic full of things that don't make him feel good. Ask the children what they think Morris has packed in his picnic e.g. fizzy drinks. Ask the children to give Morris advice. Review of Learning: Class Discussion myHappymind – Follow the lesson Powerpoints from their website. Additional Lesson Sorting activity of what we put inside our body and what we don't.	The Story Project I'm Great Explain to the children that they will draw a picture of themselves. Around the edge of their picture, they should write things that make them unique and special. Create or provide a bank of words to help the children. Strengths Tree Provide each child with a cut-out leaf shape and crayons. Ask the children to think of 3-5 things they are good at and write or draw their strengths on each leaf. Teach a skill Tell the children they are going to teach a friend a new skill e.g. singing, drawing, running etc. Allow children time to practice their skill and then take turns teaching each other. Encourage children to use phrases such as: 'Keep trying!'. Look up, Look out! Discuss with the children how we can see and enjoy interesting things outside, even on very hot or cold days. Take the children into the playground and encourage them to find beauty outside. Stop, Think and Go Show the children the 'Stop, Look, Listen Hedgehogs advert and focus on the 'stop and go' message. Practice the song then role play walking down the street. Review of Learning: Class Discussion myHappymind – Follow the lesson Powerpoints from their website.	The Story Project Is that the Right Reaction? Explain that appropriate means a reaction that makes sense for what is happening. For example, shouting and jumping for joy is fine for a birthday party but not if it is a friend answers a question in class. Children to act out over the top reactions and then act out appropriate reactions to scenarios. From Calm to Boiling Give each child a blank 5 point scale template. Ask them to draw or write what they look like at each stage of anger, from calm (1) to very angry (5). In pairs, children share examples of what makes them feel different levels of anger. Discuss as a class: What helps us move back down the scale? Firework Fuse Ask the children to draw a firework and write things that can make them 'blow their fuse'. Encourage them to think of small things and big things that might upset them. Ask: When do we need to ask for support if we're feeling like this? Calm Down Crew Ask the children to brainstorm and write down as many calming activities as they can think of. Share everyone's ideas. Children to practice some of these ideas. Classroom Helpers Discuss with the children the importance of everyone doing their part in looking after the classroom. Create a weekly chart of responsibility where each child has a role to keep their space tidy. Discuss at the end of the week: How did it work? Review of Learning: Class Discussion myHappymind – Follow the lesson Powerpoints from their website.	The Story Project Family Trees Explain what a 'family tree' is and show a simple example. Children to create their own family tree. Explain that families can look different. Family Recipe Ask: What makes a family happy? Write each of the 'ingredients' on a slip of paper. Explain that they will create a 'recipe' using 5 key ingredients for a happy family. Thank you! Ask the children to think of one person in their family who is important to them and why. Children then create a thank you card for that person. Feelings Circle Arrange the children's in a circle and explain that they will be discussing the emotions Lily-May feels throughout the story. Go through the story and stop at key moments where Lily-May's emotions change. Children to act out the different emotions. Helping Hearts Provide each child with a heart-shaped template. Ask children to fill the heart with ways they can help their family when things are difficult. Create a 'Helping Hearts' display. Review of Learning: Class Discussion myHappymind – Follow the lesson Powerpoints from their website. Additional Lesson Where can we keep money? P4C – Where are different places we can keep money? Teacher to explain which of these places are safe and which are unsafe.	The Story Project Find-a-Friend Fun Ask each child to draw or write 2-3 things they enjoy doing on their whiteboard e.g. playing tag, painting etc. Explain at lunch time they will go on a 'friendship mission' to find someone who enjoys the same thing. After lunch, gather the class and reflect: Who found a match. Friendship Forest Children to create a friendship tree. The trunk represents themselves and the branches will show different things that make a good friend. Happiness Statues Children to create freeze-frames of moments of happiness e.g. playing, sharing, laughing. Ask the children: How do you feel with your friends in these moments? Friendship Pledge As a class brainstorm ways to make people feel included e.g. invite others to play. Write ideas down together as a class. Have each child draw a picture of themselves doing something kind or welcoming. Once drawings are complete invite each child to sign their names on the Friendship Pledge. Feelings Flip Card Give each child a card to create a 'happy/unhappy' flip card. Read situation cards aloud to the children e.g. 'Your friend won't let you join in'. Ask the children to use their flip card to show how that situation will make them feel. Encourage children to discuss what they could do in that situation. Review of Learning: Class Discussion Additional Lesson Different ways to have money P4C- Can the children think of different ways that people get money. Share that this could be through: working, family help, borrowing from banks etc. Explain to children that people save their money up too. Different job roles Have picture cards of different jobs and ask the children if they know what the job role is. Then get the children to put their hands up if they would like any of the jobs and ask them to explain why.	
	Vocabulary	private parts, penis, vagina, permission-seeking, saying no, consent, sleep, tired, sun safety, shade, sun cream, sunhat, brain. Team H-A-P (hippocampus, amygdala, prefrontal cortex) , neuroplasticity, happy breathing.	healthy, hygiene, teeth brushing, germs, hydration, energy, character strengths.	Individual, strengths, skills screen time, awareness, road safety, strengths, self respect, gratitude.	anger, emotions, reaction, relax, appropriate, brain, relates, opinions.	family, family tree, variety, respect, kindness, love, help, belong, listen, care, engage, habits, set goals.	friendship, good friend, sharing, included, welcome, advice, pledge, solution, pocket money, borrow, saving money, banks, jobs, earning money
	Vocabulary	The following vocabulary will be used within the year and taught as part of the RSE curriculum: bottom/buttocks, vulva, penis, nipple, testicle, vagina.					
	Assessment	What should you do if something feels wrong or makes you uncomfortable? A. Keep it a secret forever B. Say “no” and tell a trusted adult C. Laugh even if you feel upset D. Do it anyway so others are happy What is the best thing to do if you are feeling very tired at school? A. Stay up later playing games B. Drink lots of fizzy drinks C. Have a good sleep and rest D. Run around the classroom Why are privates private? What does our brain do?	Design a healthy picnic. Can you explain why it is healthy? What would make the picnic unhealthy? What character strengths do we have?	Pupils can explain what they are great at and explain why they are great at these things. Explain to a friend how you would safely cross a road. What does gratitude mean? A. Being thankful for something B. Feeling angry all the time C. Giving gifts to people	Pupils can discuss different strategies they can use to keep them calm. Pupils will be seen using these strategies when they are not feeling calm. Pupils can explain the definition of a range of emotions.	Pupils can share their family tree with others and use language related to families to explain their own. All families are different. Can you discuss why that statement is true. Pupils are to imagine a family member or a friend is going through a tricky time. They will write down 3 or 4 ways in which they can help that family member. What habits make you feel good?	Pupils will be able to verbally share ways in which they can include others. Pupils will be demonstrating inclusion at times of play. What does inclusion mean? A. Letting everyone join in and feel welcome B. Only playing with your best friend C. Leaving people out of games D. Choosing who is allowed to talk



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			D. Never sharing with others		Where is the safest place to keep money?	
Safeguarding Domains	Permission seeking; learning to say no; recognising unsafe or uncomfortable situations (A, B)	Hygiene, illness prevention, healthy routines (F)	Road safety, device safety, dangers of distraction (D,F)			Recognising when friendships feel unkind or unsafe; seeking support (C,E)



Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior EYFS Learning	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	I can tell you some simple strategies that help me when I feel sad Identify and moderate their own feelings socially and emotionally.		I can name the parts of my body	I can tell you the things I love in the world.	I can tell you who is in my family and why they are important
Book	The Girl Who Never Made Mistakes by Mark Pett and Gary Rubenstein	Ravi's Roar by Tom Percival	Chicken Clicking by Jeanne Willis and Tony Ross	Aliens Love Underpants by Claire Freedman and Ben Cort	The Girl At The Front of The Class by Onjali Q. Rauf	Grandad's Camper by Harry Woodgate
myHappymind unit	Meet your brain	Celebrate	Appreciate	Relate	Engage	
National Curriculum Subject Content						
Learning Intentions	<u>The Story Project</u> I can explain why mistakes help my learning. I can tell you how I have learnt from my mistakes. I can tell you how respecting myself and being kind to myself can help me to be happy. I can tell you what the word perseverance means. I can tell you what helps me to preserve. I can make reflections and evaluate my learning. <u>myHappymind- Meet your brain</u> I know what our brain looks like and how it helps us. I know that the brain has 3 parts and how our brain grows. I know what neuroplasticity is. I know how Team H-A-P helps us to be our best self. I know which emotions might impact Team H-A-P I know about how happy breathing helps us. I know our brain reacts differently in different situations. I know how neuroplasticity can help happy breathing. <u>Learning Intentions in addition to the Story Project and myHappymind (3 lessons):</u> I can recap my learning on how to make a clear and efficient call to the emergency services if needed. I know the NSPCC number and be told the services that they offer. I know the PANTS rules and that my body belongs to me.	<u>The Story Project</u> I can explain that it is ok to feel all emotions. I can explain why it is important to reflect on how I manage my emotions. I can tell you what strategies help me to calm down. I can tell you what is fair/unfair, right/ wrong and kind/unkind. I can tell you why it is good that people are different. I can make reflections and evaluate my learning. <u>myHappymind – Celebrate</u> I can investigate which character strengths we use the most. I know why it's important to use character strength. I know how we can grow our strengths. <u>Learning Intentions in addition to the Story Project and myHappymind (4 lessons):</u> I know about medicines, and the people who help someone to stay healthy. I know about keeping safe around medicines and other household products. I know I have choices about saving and spending money as I get older. I know about firework safety.	<u>The Story Project</u> I can tell you the benefits of going online. I can tell you how to recognise the dangers of being online. I can tell you the rules and principles for keeping safe online. I can tell you how to report problems I have online. I can tell you the value of the things that I buy. I can make reflections and evaluate my learning. <u>myHappymind – Appreciate</u> I know what gratitude means and how we can show gratitude. I can discuss who we may be grateful for. I know about the importance of showing gratitude to ourselves. I know how gratitude helps Team H-A-P. I know why it is important to be grateful for experiences.	<u>The Story Project</u> I can say the names of the different parts of the body (including external genitalia) and the differences between boys and girls. Children will be taught this lesson in same gender classes. I can tell you why pants are private. Children will be taught this lesson in same gender classes. I can tell you what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond if I am uncomfortable. Children will be taught this lesson in same gender classes. I can tell you what I can do if I feel unsafe in a variety of situations. I can tell you the difference between secrets and nice surprises and the importance of not keeping any secret that makes me feel uncomfortable or afraid. I can make reflections and evaluate my learning. <u>myHappymind – Relate</u> I know how we can have good relationships with other people. I can explore how our differences can help us. I can explore how to use our strengths to relate to others. I know about other people's reactions. I understand happy breathing can help with our friendships.	<u>The Story Project</u> I can tell you what a refugee is. I can tell you what human rights are. I can tell you how I understand the needs of others. I can tell you how I support others. I can tell you some strategies for deciding if someone is trustworthy. I can make reflections and evaluate my learning. <u>myHappymind- Engage</u> I can explore how we can use everything that you have learnt to feel good and do good. I can explore when we feel good, we do good. I know how to set goals. I know how we can keep focused on our goals when things get tough.	<u>The Story Project</u> I can tell you some of the feelings associated with times of change and loss. I can tell you some strategies I have for dealing with times of change and loss. I can tell you how I could get help if I or someone I care about was struggling with times of change or loss. I can tell you about some of the different relationships I have with people in my family and why they are important. I can tell you how helping others helps make me happy I can make reflections and evaluate my learning.
Activities	<u>The Story Project</u> Mistakes Help Us To Grow Children will practice a spelling mistake that all the children have made. The children will then discuss how mistakes help us to grow. Some children can then draw a watering can and raindrops, plant pots and grass and write the phrase 'mistakes help us grow'. Look how far I've come!	<u>The Story Project</u> Anger Diamond Discuss anger: Start by talking about anger with children. Introduce the 9 words (including anger) that represent varying intensities of the emotion. Diamond 9 activity: Give each group 9 cards with 1 synonym on each. Have them arrange the cards in a diamond shape, with the strongest emotion at	<u>The Story Project</u> The Traveller's Guide to the Internet Ask the children: What are the benefits of being online? 50 years ago, children didn't have the internet to use. Imagine you can tell a child from the past all the good things you can do on the internet. In pairs, children will	<u>The Story Project</u> Same or Different? Prepare the picture cards or written labels of different body parts (including external genitalia). Ask children to work in pairs to sort the body parts into two groups: "Same for everyone" and "Different between boys and girls". Teacher will ensure correct terminology is used. Teacher to	<u>The Story Project</u> Suitcase of Safety Remind children that the girl in the story had to leave her home and come to a new country to be safe. Tell the children what a refugee is. Ask children to imagine they can only pack three things in a small suitcase because they have to leave quickly. Children draw or list the three	<u>The Story Project</u> Memory Pebbles Give children a small paper pebble and explain that they are going to think about a time something changed or they lost something special. Ask children to decorate their pebble with drawings or a few words that represent



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	Encourage the children to start a conversation with their parent or guardian by getting them to think about the things the children used to find difficult or make mistakes with. Explain to children mistakes might be messy, but we learn from him. Children will be given an outline of a person. They will fill the outline with messy lines. Then around the person write mistakes they have made and learnt from. In Her Shoes Have adult sized slip on shoes. Explain that if children want, they can have the chance to be in Beatrice's shoes. Get 'Beatrice' to say a tongue twister. Tell the rest of the children to say things like 'You never make mistakes' and 'You won't mess up, you do everything perfectly'. Explain how that does put more pressure on us and it is important to know we can make mistakes. Perseverance Poem As a class, share write an acrostic poem of the word 'persevere' and place it on a working wall to refer back to. Power of Positive As a class, decide on a team mantra that you will use when things are difficult. Children can work in pairs or by themselves to write their own mantras on a footstep template to promote the idea of keep on going. Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website. Additional Lessons First Aid Recap with children that they need to ring 999 only in an emergency and tell the children it is really important to know their address for if they need to make this call. NSPCC song Children to learn the NSPCC song and then explore the website as a class to see the services / games they offer. PANTS song Remind the children of the pants song. Children to colour in the picture of the pants and write a statement next to the picture such as: Privates are private.	the top and the mildest at the bottom. Reflection Time Tell the class we are going to spend some time reflecting. Ask the class what will help them do this. Ask the children to think about: How has their week been? What do you feel proud of? Encourage children to share with a partner at the end. Calm Down Strategy Circle Children sit in a circle. Explain that you'll pass an imaginary 'calm down ball' around the circle. When a child receives the ball, they share one thing they do to calm down when they feel like roaring. At the end, discuss the different strategies children have mentioned. Sorting Challenge Give pairs of children a list of scenarios. Introduce the six categories: fair, unfair, right, wrong, kind and unkind. Ask the children to work together and discuss each scenario and what category it fits into. All About Me Shields Give each child the template of the shield divided into four sections. Ask them to fill each section with something that makes them different or unique e.g. family traditions, favourite activity etc. Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website. Additional Lessons Medicine As a class create a list of who keeps us healthy e.g. doctors, nurses, parents/guardians, first aiders at school. Then, ask children how do they help us if we feel ill. Discuss that if we are given medicine it is given by an adult. Medicine As a class, work through the 'Staying safe around medicine' powerpoint. Show children what the labels look like on harmful substances and explain to children why it is important to stay away from these products. Spending Money Present children with the following scenario. Ellie has saved her money which has meant she has not been able to go out as much with her friends or buy as many new clothes. Rose gets her money each month and spends it all on clothes and going out. Who would you rather be? Why? Ellie has now paid for herself to go on a luxury holiday and Rose has realised she can't go with her because she has no savings. Who would you like to be? As a class, come up with 5 tips for Rose for saving money. Firework Safety Explain why people celebrate with fireworks. Then, class discussion of the importance of being safe around fireworks.	write and draw the positives of using the internet. False Friend Detectives Introduce the idea of being detectives to find clues about online risks. Read scenarios about Chick's online friend. Encourage children to identify the risk in each scenario. True or False? Online Safety Game Children will discuss if statements about online safety are true or false. Give Chicken Clicking Advice Encourage children to write advice for Chick to stay safe online e.g. always ask permission before going online. My Wish List Ask children to think of 3 things they would like to have. Children will then estimate how much they think each item would cost. Use a digital device to find the actual value. Children will then write the price next to each item. Add up the total of the 3 items. Hours of helping – Explain that instead of money, they can imagine paying for their wish list by helping at home. Highlight that parents may not always be able to afford wish list items, but helping is still valuable. Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website.	further explain, that all bodies are normal and special. Explain to the children why it is important to know the correct names for our body parts. Children will be taught this lesson in same gender classes. Power up with Pantosaurus Watch the PANTS song (NSPCC website) and practice the song. Tell the children to come up with a fun chant- 'My body's mine, I'll say no! If I need help, I'll tell and go!' Children will be taught this lesson in same gender classes. Hug-O-Meter Children will look at the Hug-O-Meter on the board, ranging from No Hugs to Big Squeeze. Explain that different people feel comfortable with different types of hugs in different situations. Ask children to think about what level of hug they'd be comfortable with from the people on the slides. Children will discuss their comfort levels in pairs. Use sentence stems on the slides for support. Children will be taught this lesson in same gender classes. Rate my Safety! Provide children with different scenarios and ask them to rate how comfortable or safe they would feel on a coloured scale. As a class, brainstorm ideas for what children can do if they feel unsafe or uncomfortable. Secret or Surprise? Explain to the class that there's a difference between a secret and a surprise. Give children in groups, a scenario where they have to decide if it is a secret or a surprise. After this, discuss the scenarios as a class and ask: Was it okay to keep a surprise a secret? What if a secret makes you feel uncomfortable? Reinforce the secrets are only okay if they make us feel happy and safe. Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website.	things they would take with them. Yes, No or Not Sure Tell the class that human rights are things everyone in the world should have so they can live safely. Label 3 areas of the room: Yes, this is a human right, No, this is not a human right, Not sure. Read a statement and children will go to the area of the classroom they think is correct. Teacher will explain which statement is a human right and which one isn't. Ask First or No Need? Remind children how Adam waited and respected Layla's space before speaking to her. Explain clearly that consent means asking permission and waiting for a yes before we touch, take or join in with someone else. Give each pair a sheet with two large circles labelled, 'Ask first' and 'No need to ask'. Children will sort statements between the two. Our Class Support Tree Remind children that Adam's small actions helped Layla feel welcome and less alone. The class will have a drawing of a large tree trunk. Each child will have a paper leaf and write down one way they can support someone in their class. Trust Line Mark a long straight line across the floor. Label one end 'Not Safe Yet', the middle 'Not Sure' and the end 'I Trust Them'. Read scenarios from the list. Reinforce with the children that trust is built over time. Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website.	that memory. Encourage children to understand that feelings like sadness, confusion, anger or even relief can all be part of loss and change. The Camper Van of Calm Talk about how Grandad and Grandpa used their camper van as a place for peaceful adventures and happy memories. Give out camper van templates and invite children to draw or write what they'd bring with them for comfort. Encourage personal touches- what would help them feel safe and calm? Who Can Help Map? Each child will have a large piece of paper and will write in the middle 'People who can help me'. The children will brainstorm everyone that can help them at home, at school and in the community. Family Snapshot Frames Ask: 'Who is someone in your life that's really special to you?' Give each child a 'photo frame' template. Draw themselves with someone they have a strong, caring relationship with. Around the frame, they write or draw words to describe the relationship. Our Helpful Hand Chart Ask children to draw round their own hand. On the handprint, ask them to write or draw 3 ways they have helped others recently. Review of Learning: Class Discussion
Vocabulary	grow, perfect, imperfect, reassurance, challenges, perseverance, goals, mantra, obstacles, frustrated, focus, first aid, Team H-A-P (hippocampus, amygdala, prefrontal cortex), neuroplasticity, happy breathing, safe, unsafe, bottom/buttocks, vulva, penis, nipple, testicle, vagina.	emotion, anger, reflect, manage, strategy, fair, unfair, kind, unkind positive choice, character strengths, celebrate, harmful substances, medicine, people that help us, fireworks, safety, money saving.	online, internet, danger, false, risk, online safety, RHC button, report, website, gratitude, grateful, appreciate.	genitals, same, different, privates, safe adult, acceptable, unacceptable, boundaries, comfortable, uncomfortable, unsafe, consent, secret, surprise, permission, relate, friendships, bottom/buttocks, vulva, penis, nipple, testicle, vagina..	refugee, safe, belong, human rights, fair, equal, consent, permission, respect, support, trust, honest, trustworthy, engage, set goals.	loss, memories, strategies, calm, trust, reach out, care, helping out, choice, sexual orientation and marriage/ civil partnership.
Assessments	Why are mistakes helpful? A. They help us learn and improve B. They mean we should give up	Your friend is left out of a game at playtime. What would be the fair and kind thing to do?	What could you do if something online makes you feel worried or unsafe? Teacher checks for:	Which statement is true about secrets and surprises?	What is a refugee? A. Someone who has to leave their home to be safe	What is one thing you can do if you feel upset during a big change? Teacher checks for:



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	C. They show we are bad at learning D. They mean we can never do it What does perseverance mean? A. Giving up quickly B. Keeping trying even when something is hard C. Letting someone else do your work D. Never asking for help Can you explain one way Team H-A-P helps you be your best self?	Why is it important to use our character strengths? A. They help us try our best and help others B. They make us better than everyone else C. They stop us learning new things D. They mean we never make mistakes Pupils are able to verbally say how they are safe around medicines. Pupils are able to verbally explain how they are safe around fireworks.	• Understanding of reporting problems • Knowing to tell a trusted adult • Awareness of online safety strategies Children to write 3 ways in which they are safe online on a whiteboard.	A. A surprise is usually happy and told later, but unsafe secrets should be shared with a trusted adult B. All secrets must always be kept forever C. Surprises and secrets are exactly the same D. You should never tell an adult about a secret Our body belong to us. Pupils will be able to verbally explain what this means.	B. Someone who goes on holiday C. Someone who never moves house D. Someone who only stays in school What do you think children and adults need to live a safe and fair life?	Simple coping strategies (talking, hugging a trusted adult, drawing, deep breathing) Awareness that feelings can be managed safely Ability to express ideas clearly If you or someone you know is struggling, what should you do? A. Tell a trusted adult B. Keep it a secret forever C. Ignore the problem D. Try to handle it completely alone
Safeguarding domains			Online strangers, deception, posting risks, reporting unsafe digital experiences (D,B).	Private parts; acceptable vs unacceptable touch; unsafe secrets; responding assertively (A,B).	Rights, fairness, trust, and understanding safe/unfair treatment (G,E).	



Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior EYFS Learning	Meet Your Brain I am learning how we can grow our brains. I am learning to follow the school rules, understanding why they are important.	I can explain about my emotions and how it feels when I am not getting along with others	I am learning to be grateful for activities and times I feel happy about	I look after my body including exercise and healthy and unhealthy food choices	I am learning to build constructive and respectful relationships.	I am learning to show resilience and perseverance in the face of challenge.
Book	On a Magical Day Doing Nothing by Beatrice Alemagna	Ruby's Worrry by Tom Percival	It's a No-Money Day by Kate Milner	Faruq and the Wiri Wiri by Sophia Payne	The Hundred Dresses by Eleanor Estes	Ossiri and the Bala Mengro by Richard O'Neill
myHappymind unit	Meet your brain	Celebrate	Appreciate	Relate	Engage	

National Curriculum Subject Content

The Story Project I can explain what nature is and I can tell you how nature benefits my mental wellbeing. I can give examples of the rights of living things and I can explain why it is important to respect the rights of all living things. I can explain the importance of having a balance between online games and other hobbies. I can tell you how I can keep safe when I am outside. I can tell you some strategies I have for managing disappointment. I can make reflections and evaluate my learning. <u>myHappymind- Meet your Brain</u> I know how our brain and mind work together. I know what neuroplasticity is. I know about the team in our brain (Team H-A-P). I know about the role of the amygdala. I know ways in which to train my brain. I know how the brain is structured. I know what neurons are and what neural pathways are. I know that happy breathing helps us look after our brains. <u>Learning Intentions in addition to the Story Project and myHappymind (3 lessons):</u> I can recap our learning from last year about the NSPCC number and PANTS lesson. I can also recap the name for different body parts. Children will be taught this lesson in same gender classes. I can recognise the different types of bullying (including online bullying) and can discuss how it makes people feel.	The Story Project I can explain that everyone experiences worries but I need to get help if these become overwhelming. I can explain where I can get help or advice. I can explain what to do if I can't ask my family or friends for help. I can explain what I could do if it is someone in my family or one of my friends who is making me feel unsafe or unhappy. I can describe some of the physical signs of worry and I can explain what I should do if I am having lots of physical problems. I can describe some simple self-care techniques I can use when I am feeling worried. I can explain how children sometimes feel lonely and what children can do if they feel that way. I can make reflections and evaluate my learning. <u>myHappymind- Celebrate</u> I know what character is. I know where our character comes from. I know what character strengths I have. I know why it is important to use our character strengths. I know how I can use my strengths in different situations. I know how we can grow our strengths. <u>Learning Intentions in addition to the Story Project and myHappymind (2 lessons):</u> I can explain when someone might need first aid. I know what to do if someone is bleeding.	The Story Project I can tell you some of the ways people pay for things and some of the decisions people have to make about spending. I can tell you how money can affect people's emotions. I can tell you some of the reasons people save or spend money. I can tell you what 'borrowed' means and why people might borrow money. I can tell you how to keep money and possessions safe. I can make reflections and evaluate my learning. <u>my Happymind – Appreciate</u> I know what appreciation is. I know how to develop an attitude of gratitude. I know how it feels to give and receive gratitude. I know which hormones get released when we give or receive gratitude. I know how to appreciate myself and others. I know how we can use our character strengths to appreciate ourselves.	The Story Project I can explain how food contributes to a balanced lifestyle. I can tell you some principles of planning and preparing a range of healthy meals. I can make choices about the food I eat and I can tell you what affects the choices I make. I can tell you how drinks contribute to a balanced lifestyle. I can tell you what influences my goals and dreams for the future. I can make reflections and evaluate my learning. <u>myHappymind – Relate</u> I know how to understand and celebrate our differences. I know what 'Stop, Understand and Consider' means and how it can help. I know how to better understand differences. I know how to see things from different perspectives. I know what makes a good friend and how friends can help us solve problems. I know how 'Active Listening' can help us tolerate others.	The Story Project I can tell you the characteristics of a good friend. I can tell you some ways I can manage friendship problems. I can tell you what impact bullying or cyberbullying can have and how someone experiencing bullying can stand up to this or get help. I can tell you how bystanders can help prevent bullying. I can tell you some ways that someone can improve their friendships. I can make reflections and evaluate my learning. <u>myHappymind – Engage</u> I am learning about what activities we engage in. I know strategies to help me feel good. I know how we can feel good and do good. I know what 'Big Dream Goals' are. I know how perseverance and resilience help us. I know how to stay focused on our goals.	The Story Project I can tell you the benefits of community participation on my mental wellbeing. I can tell you how music can benefit my mental wellbeing I can tell you why it is important to not give up when something is hard. I can use a 5-point scale to tell you how hard I am finding my work, and I can tell you some strategies that help me when my work is hard. I can give constructive support and feedback to others. Review of learning. <u>Learning Intentions in addition to the Story Project and myHappymind (4 lessons):</u> I know the definition of a drug and that drugs (including medicines) can be harmful to people. I know about the effects and risks of smoking tobacco and second-hand smoke.
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	I know the definition of the words: racism, sexism, ageism and disablism and can explain what a protected characteristic is.					
Activities	The Story Project Nature True or False Children work in Talk Partners (Think, Pair, Share) to discuss each numbered image on their grid. Discuss: Is the image of something in nature? True or false? How do you know? If it is nature, where might it be found? Rights of Living Things Tree Explain to the children that they will create a "Rights of Living Things Tree". Each leaf represents a right of a living thing. Children to write or draw one right of a living thing on their tree. Perfect Day Ask the children: Imagine your perfect day. What would you do? Model creating a schedule for your perfect day. Children to fill in their schedule sheet for their perfect day. Tell them they should aim for at least one outdoor activity. Adventures Guide Tell the class we are going to create an adventurer's guide to keeping safe to share with children in Year Two. This could be a poster or acted out as an advert. Role-Play Scenarios Children will act out different situations to practice manage disappointment. Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website. Additional Lessons NSPCC / body parts Recap what the NSPCC can do to help children and explore the website together. Recap with the children the NSPCC number. Recap the language we use for our private parts <i>Children will be taught this lesson in same gender classes.</i> Bullying Venn Diagram Children to sort the scenarios into bullying (face to face) and cyber bullying. Discuss how these scenarios would make someone feel. Discuss how we can be kind face to face and online. Protected Characteristics Ask children to match the words racism, sexism, ageism and disablism to their definitions. Share the protected characteristic poster with the class.	The Story Project Different Size Worries The teacher will draw different sizes of worry on the board and ask children to think of things that Ruby could do to help alleviate her worries when they are at different sizes. Give children a chance to think of their own worries and ask them to draw them on a piece of paper (the bigger the worry, the bigger you write it down). Ask children to share some of their worries and the class will come up with suggestions to help alleviate the worries. Class Worry Box The teacher will talk about the purpose of a worry box: Writing or drawing a worry helps a child explain to a trusted adult how they feel. They can share their worries without judgment, providing emotional safety and trust. As a class, create a worry box. Children can then write worries if they have them for the box. Body Map Give children an image of an outline of a body and ask them to draw or write on it the sensations related to worry that they may experience. Emphasise that everyone may feel worries differently. Create Your Own Settle Activity Reflect on some of the breathing activities we have done this year. Children will then have the chance to create their own settle activity. Loneliness Mind Map Model a large mindmap with the word lonely in the middle (or a picture of Ruby when she is lonely). Write around the edge all the things that can help us when we are lonely. Children will then create their own mindmaps. Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website. Additional Lessons When might someone need first aid? Explain to children that when someone falls down they do not always need first aid. If they have no signs of injury and don't feel injured they do not need first aid. Sometimes it may just be a shock and that is different to an injury. As a class, create a mind map of when you do need to get first aid. St John's Ambulance – bleeding Work through the St John's Ambulance presentation about what to do if someone is bleeding. Remind children that they should always try to find an adult first.	The Story Project Need or Want: The Big Decision Children will have a list of items for them to discuss and decide if each one is a want or a need. Once sorted, ask the children to explain why they see each item as need or want. Explain to the children what is essential and what is not. Planning a Positive No-Money Day Explain to the class that a 'no money day' involves appreciating what we already have. Ask each child to plan their own 'no money day' by listing fun free activities they can do and places they could visit. Children will share their ideas. The Marshmallow Money Challenge Try the marshmallow test with your class (details are on the slides). Show the class the video of delayed gratification: Marshmallow Test. Discuss the experiment, asking how the children who waited might have felt compared to those who didn't. Explain that saving money is like the experiment and waiting can lead to great rewards. Children will discuss and think about what they would like to save for. Borrowed Money Decisions Label one side of your room 'Borrow' and one side 'Don't Borrow'. Read aloud each scenario, ask children to walk to the side that matches their decision for each scenario. Children to have a discussion about good and bad reasons for borrowing money. Safe or Risky Give each group a different scenario where someone's money or possessions might be at risk (e.g. sharing a pin number), ask each group to act out the scenario twice. First, showing a risky choice. Then, showing a safe choice. Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website.	The Story Project My Balanced Lifestyle Plan Ask the class what having a balanced lifestyle means and explain that food is just one part of it. Discuss what can help our mental and physical health. Children will then complete sentence starters e.g. To have a balanced diet today, I will... Smart Food Choices Ask the class if they have ever been food shopping when hungry. Explain that when we're in a hurry or hungry, we often make impulsive choices. Discuss why it is better to meal plan ahead. Introduce simple ways to make healthy swaps too. Children will then create a leaflet with tips for planning healthy meal choices. Food Debate: Junk Food Adverts Tell the class that the Government banned junk food adverts on TV before 9PM to help encourage healthier food choices. Children will debate whether they think that is a good idea or not. After, children will discuss what influences our food choices. Drink Detectives Children will see different examples of drink bottles (e.g. water, fruit juice, flavoured water and fizzy drinks). Children will become drink detectives and sort the full range of drinks between 'healthy' and 'unhealthy'. Goal Pathways Children will draw their own river on an A3 piece of paper. They will draw stepping stones across the river. Children will then think of what their dream goal is (e.g. become a scientist or learning an instrument). Children will write their goal on the other side of the river. Children will then break their goal down into smaller steps and write these down on the stepping stones. Explain to children to achieve a goal we have to plan the smaller steps too. Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website.	The Story Project Friendship Sort Give each child two strips of paper. On one strip, write an example of being a good friend and the other write an example of a bad friend. The teacher will collect and redistribute the strips randomly. In pairs, children sort them into 'good friend' and 'bad friend'. Friendship Problem Pairs Children will work in pairs to discuss and solve common friendship problems. At the end of the lesson, children will discuss the possible solutions to each problem. Hot Seat: Stand Up to Bullying Choose a volunteer to sit in a hot seat. The child will role play a character who is experiencing bullying. Ask the rest of the class to give the child advice and ask questions. Bystanders to Heroes Ask the class to think of ways bystanders can help stop bullying. Write children's ideas on the board and share some ideas from the teacher too. Children will then create a poster calling bystanders to action. Tell the children it should have a slogan like: Be a Hero – Stop Bullying! What Helps and What Harms Children will have a list of statements and sort between those that help friendships and those that harm them. Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website.	The Story Project Circle of Belonging Show children a mind map. At the centre is your name and around the name is all the communities you belong to (e.g. family, friends, sports teams etc.) Children will then create their own. Musical Moods Children will listen to three different types of music (e.g. calming, energetic and calm). In pairs, children choose one of the clips and create a short freeze frame or movement sequence which shows its emotional effect. At the end of the lesson, ask children to write down one way music can help their wellbeing. Say it to Stay Strong Teacher to introduce the idea of turning unhelpful thoughts into encouraging ones (e.g. I can't do this yet). Ask children to create mini posters with encouraging phrases or 'Say this, not that' swaps. Children to keep the mini posters on their tables to look at when they need a boost. Problem Solvers The teacher will remind the class that learning is a journey and everyone can improve with perseverance. Discuss how different strategies help us when we face challenges. Introduce the 5-point scale and ask children to think about what they might do at each point. For example, what can you do when something is too hard (a 5)? Each group will work together to brainstorm strategies for both ends of the scale. Some examples might be: When something is too hard: "Can I try again?" "Can I ask for help?" Feedback Fixers Look at the list of 10 examples of unhelpful feedback that are on the slides. The statements are generic and vague. Ask children to discuss the statements and improve them. Review of Learning: Class Discussion Additional Lessons Drugs Explain to the children that some drugs can be harmful and some can help us. Children will sort drugs to their effects (caffeine, painkillers, vaping, cigarettes, alcohol, unfamiliar tablets). Cigarettes and vaping As a class, work through the cigarettes and vaping powerpoint. Explain to the children the support that is available for people that want to quit/ stop.
Vocabulary	nature, environment, mental wellbeing, respect, living things, rights, habitat, balance, screen time, hobby, safety, resilience, trusted adults, Team H-A-P (hippocampus,	worry, emotion, overwhelming, trusted adult, physical signs, self-care, loneliness, anxiety, support, breathe, mindfulness, help-seeking, character, character strengths, first aid, bleeding,	need, want, spend, save, borrow, payment type, emotion, decision, responsible, safe. Risky, budget, delayed gratification, hormones,	balanced lifestyle, healthy meal, cultural food, planning meals, impulsive choices, moderation, SMART goals, emotional influence, relate, differences, perspectives, active listening.	friendship problems, bystander, bullying, cyberbullying, stand up, empathy, safe space, respect, engage, 'Big	community, mental health, support, encouragement, emotional literacy, role model, constructive feedback, belonging, mindfulness, caffeine, painkillers, vaping,



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	amygdala, prefrontal cortex), neuroplasticity, happy breathing, NSPCC, bottom/buttocks, vulva, penis, nipple, testicle, vagina, cyberbullying, bullying, protected characteristics, racism, sexism, ageism, disablism.		gratitude, character strengths, appreciate.		Dream Goals', resilience, perseverance.	cigarettes, alcohol, unfamiliar tablets, harmful drugs, medicine.
Assessments	What things could you do to stay safe when you are outside? Teacher checks for: Staying with trusted adults or friends Being aware of surroundings (roads, strangers, rules) Simple safety strategies (staying visible, telling someone where you are) What does Team H-A-P in our brain help us do? A. Help us think, feel, and make good choices B. Stop our brain from working properly C. Make us forget everything we learn D. Only help us when we are asleep Pupils to be able to verbally explain how bullying impacts others.	What should you do if worries feel too big to manage on your own? A. Keep them to yourself B. Get help from a trusted adult or support service C. Ignore them and hope they go away D. Stop talking to everyone If someone in your family or a friend made you feel unsafe or unhappy, what could you do? Teacher checks for: Understanding that unsafe situations must be reported Naming trusted adults or safe places (teacher, school, childline-type support) Awareness that it is important to speak out even if it feels difficult	Why might someone choose to save their money? A. So they can buy something they want later B. So they never spend any money ever C. So they lose their money D. So they don't need to make choices How might someone feel if they lose money or cannot buy something they want? Teacher checks for: 1. Understanding of emotions linked to money (e.g. disappointed, worried, upset) 2. Awareness that money decisions can affect emotions What does it mean to show appreciation?	Why is it important to eat a balanced diet? What drinks help keep your body healthy as part of a balanced lifestyle, and why?	What is a characteristic of a good friend? If you had a disagreement with a friend, what are some healthy ways you could solve the problem?	How can music help your mental wellbeing? Why is it important to keep trying when something is hard? A. Because it helps you learn and improve B. Because you should never make mistakes C. Because it means you should give up quickly D. Because it makes work easier straight away
Safeguarding domains	Outdoor safety; judging risky scenarios; balancing online/offline experiences (F,D). Body autonomy; healthy relationships (H,A)	Recognising escalating worries; help-seeking; unsafe or worrying relationships at home or school (E,B,G)	Keeping possessions safe; basic financial awareness (F).		Bullying and cyberbullying; bystander action; speaking up; empathy for others (C,B).	



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Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior EYFS Learning	I am learning to identify and moderate my own feelings socially and emotionally.		I am learning to build constructive and respectful relationships.	I am learning to see myself as a valuable individual. I am learning how to be grateful for other people.	I can name the parts of my body and tell you some ways I look after my body. I can see myself as a valuable individual.	I am learning how to be a good friend. I can follow the school rules and understand why they are important. I know what is good about the world and can tell you why it is important to look after my planet.
Book	The Grand Hotel of Feelings by Lidia Brankovic	PenguinPig by Stuart Spendlow	This Moose belongs to Me by Oliver Jeffers	The Proudest Blue by Ibtihaj Muhammad and S.K. Al	The Tunnel by Anthoni Brown	Mama Miti by Donna Jo Napoli
myHappymind unit	Meet your brain	Celebrate	Appreciate	Relate	Engage	

National Curriculum Subject Content

The Story Project I can tell you a range of feelings. I can tell you why it is important to take notice of our emotions. I can describe examples of how people experience more than one feeling at a time. I can explain how my feelings and body might change as I grow up. I can tell you what I could do if my feelings are too big to handle by myself. I can make reflections and evaluate my learning. myHappymind- Meet your Brain I can learn how I can train my mind I am learning how the brain can grow. I know about the different parts of our brain. I am learning more about how Team H-A-P works. I am learning what is real and perceived danger. I am learning what triggers our amygdala and what calms it. I know what neurons and neural pathways are. We are learning how to form habits. We are learning how to look after our brains. We are continuing to develop our happy breathing habits. Learning Intentions in addition to the Story Project and myHappymind (2 lessons): I can recap my knowledge and understanding of the PANTS, NSPCC message. Pupils understand that it may not be possible to have everything they want straight away, if at all, and that I may need to save money for things I want to buy in the future.	The Story Project I can tell you the risks of making friends online. I can tell you why it is important to treat people online like you treat people in person. I can tell you some strategies for managing online bullying. I can tell you how to consider sources of information critically. I can tell you how information and data is shared and used online. I can make reflections and evaluate my learning. myHappymind- Celebrate I know about character strengths and can consider which strengths I use the most. I can identify which character strength we use the most. I am learning how we can use our character strengths in difficult situations. I know strategies for growing my strengths. I know more about neuroplasticity and how it helps us.	The Story Project I can tell you how friends should treat each other. I can politely say 'no' when I don't want to do something. I can explain that friendships have ups and downs. I can tell you some ways I can repair a damaged friendship. I can explain how rules and laws protect me and others. I can make reflections and evaluate my learning. myHappymind- Appreciate I know what appreciation means and the 3 categories of gratitude. I know why gratitude is important. I know how to create a habit of giving gratitude and how to develop an attitude of gratitude. I know what the 'Gratitude Domino Effect' is. I know which hormone gets released when we give or receive gratitude. I know how gratitude can help us face problems. I know how to appreciate ourselves. I know more about how our character strengths can help us to appreciate ourselves. Learning Intentions in addition to the Story Project and myHappymind (1 lesson): I know what puberty is and how it can cause changes in female and male bodies. Children will be taught this lesson in same gender classes.	The Story Project I can tell you about my cultural heritage. I can tell you ways my family and friends support me. I can tell you how I show respect to people who have different beliefs to me. I can tell you about some of the different types of bullying (including online bullying) and I can tell you some strategies to resist this and get help. I can tell you about the impact of bullying on mental wellbeing. I can make reflections and evaluate my learning. myHappymind - Relate I know how to understand and celebrate our differences. I know what 'Stop, Understand and Consider' means and how it can help. I can consider how to better understand differences. I know how we can use our strengths in different ways. I know what makes a good friend. I know how friends help us solve problems. I know why it is important to show gratitude to friends. I know how active listening can help us tolerate others.	The Story Project I can tell you what a dare is and how dares make people feel. I can use a 5-point scale to tell you how risky something is. I can tell you what peer pressure is and how to resist anything that is dangerous, unhealthy, uncomfortable or wrong. I can tell you how taking risks can be a positive thing and how this can build up my resilience. I can tell you what I should do in an emergency situation I can make reflections and evaluate my learning. myHappymind - Engage I know and can discuss what we engage in. I know how we can help ourselves to feel good. I know how we can 'Feel Good' and 'Do Good' I know what 'Big Dream Goals' are. I know why settling goals make us feel good. I know how to stay focused on our goals. I know how we already have the skills of perseverance and resilience. Learning Intentions in addition to the Story Project and myHappymind (1 lesson): I can learn how to recognise when someone is having an asthma attack and how to safely help.	The Story Project I can tell you about safe and unsafe exposure to the sun and how to reduce the risk of sun damage. I can tell you how serving others can improve my own wellbeing. I can tell you what a role model is and who my role models are. I can tell you about something I am passionate about. I can tell you how to show respect for different languages and the benefits of speaking different languages. I can make reflections and evaluate my learning. Learning Intentions in addition to the Story Project and myHappymind (3 lessons): I can learn about the effects and risks of drinking alcohol. I can learn about different patterns of behaviour that are related to drug use.
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Activities	The Story Project Feelings A-Z Children will make a list of all the feelings they can think of. For each feeling, they will describe a time when one of them has felt like this. Use the children's suggestions to make a bank of feelings to display. Emotion Tracking Sheet Explain to the children that during the day, we experience many emotions just like the different rooms in The Grand Hotel of Feelings. Noticing these emotions can help us understand why we do what we do. Children will have an emotion tracking sheet and track the different emotions they have done over the last few hours. Once they have filled in their sheets, ask children to reflect on how noticing their emotions affected their emotions. Drawing Mixed Emotions Ask children to recall a time they felt more than one emotion (e.g. starting a new activity, having a birthday party etc.). Ask the children to draw a picture representing this situation, using different colours or symbols to show different emotions (e.g. a yellow sun for happiness). Ask them to write a short sentence or two describing the situation and the emotions they have felt. Rollercoaster Drawing Ask the children to imagine that their emotions are on a rollercoaster but because they know this is happening, they can do something to slow the rollercoaster down (e.g. they can be kind and gentle with themselves and encourage the rollercoaster to slow down by taking deep breathes and doing a calming activity). Children could then design a rollercoaster of emotions with lots of loops etc and come up with ideas to slow the rollercoaster down after a scary part. Five People I trust Children trace their hand on a piece of paper. For each finger, they can write the name of a person that they trust and can turn to when their feelings are too big to handle themselves. Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website. Additional Lessons NSPCC/ PANTS Recap what the NSPCC can do to help children and explore the website together. Recap with the children the NSPCC number. Recap the PANTS rule and the language we use for our 'private areas'. Children will be taught this lesson in same gender classes. Saving money Discuss with the class, that when we want to make a 'big purchase' we will have to save for it. Discuss with class suggestions different ways in which we can save our money.	The Story Project Friend of Fake? Give children a scenario where someone is making a new friend online. Some will involve safe interactions; others will have risky elements (e.g. someone asking for personal information). Groups will role place the scenarios. Before the end of the lesson, the class will discuss the risks with each scenario. Online Respect Charter As a class, children will create an 'Online Respect Charter', where they will list ways that they can treat people online in the same way they would in person- such as not saying hurtful things. The children will then make a pledge on how they will follow the charter and treat people with the same respect online as they do face-to-face. Strategy Spotlight Children will think of strategies to manage online bullying and write a strategy on a post it note. Invite children to take turns sharing their strategies. 5 W's Poster Explain to the children that the 5 W's- Who, What, Where, When and Why – are essential tools for assessing whether a website is reliable and safe. These questions will guide them in creating a poster or guideline that outlines how to use the 5 W's to check the legitimacy of a website. Write it Right: A Voice for Safety Ask children to write a newspaper article based on the video or to write a letter to the girl encouraging her not to send a photo. Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website	The Story Project Friendship Guide Ask the class if Wilfred should have created rules for Marcel? Was he being a very good friend? Are their basic rules of friendship that should be followed? Either as a class or in groups, come up with some ideas for "how to be a good friend" friendship rule list. Display it in the classroom. Stand Strong: Making your own choices Ask the children to practice how to handle situations where they might feel pressured by a friend. They will work in pairs to act out some scenarios where one person is asked to do something they might not want to. The other person's job is to think about how they can say no politely but firmly and make their own choice. Friendship Highs and Lows: What would you Do? Explain to the class that friendships can have both good times (ups) and challenging times (downs). Children will then read friendship scenarios and identify if it is an up or a down. Children will mindmap possible solutions or positive responses to the challenges. Friendship First Aid Kit Ask the class what causes 'bumps' in friendships and how they feel if it's their fault versus their friends. Split the class into two. Half the class will create a kit from the perspective of a friend who caused the conflict and the other will create their kit from the perspective of the friend who feels wronged. Share first aid kits at the end of the lesson. Law or Rule? Give children different scenarios. Children will work together to sort them between 'rules' (e.g. school rules or home based rules) and 'laws' (e.g. community and national). Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website Puberty Presentation Children will be learning about puberty and the changes that happen on the body. Children will be taught this lesson in same gender classes.	The Story Project Cultural Heritage Interview Before the lesson, ask children to interview a family member (parent, grandparent or older relative), to learn about their cultural heritage. After completing the interviews, children will give a short oral presentation about their findings, explaining key cultural traditions and stories they have discovered. Encourage children to share photographs if they so wish to. My Support Network Paper Chain Ask the class to think about a goal they want to achieve. Lead a discussion on how different people support us in reaching our goal. Children will then get several strips of paper. On their paper they will draw and write who supports them through their goals and create a paper chain. Children can then share with the class who supports them. Agree or Disagree Two children will role play a respectful conversation to the class on a topic where they have opposing views (e.g., best football team). In pairs, the children will then have a go at holding their own respectful conversations on topics where they have opposing views. Stand Strong! Give groups of children scenario cards with different bullying behaviours on them. Ask the groups to read the different scenarios and decide which each one represents (verbal, physical, social exclusion, online). The Weight of Words Ask the children to imagine that negative comments, teasing or exclusion are like heavy stones being put into an invisible backpack that someone has to carry every day. Give each child a sticky note and ask them to write down unkind things that a person being bullied might hear or feel about themselves. Put these notes in the backpack. Then, ask them to write supportive, kind words that will make a person being bullied feel lighter and stronger. Discuss: How does carrying negative words impact someone? Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website	The Story Project Dare to Think Twice Explain that a trend is when something becomes popular on social media, and people join in to feel included. Discuss whether online trends can be good or bad and how they relate to dares. Explain that once something is online it is very difficult to get it off. Children will then create an anti-trend/dare poster. Risk Rating Label five areas of the room with numbers 1-5, where 1 = hardly any risk and 5= very risky. Read out different situations from The Tunnel and ask children to move to the number they think matches the level of risk. Peer Pressure: What would you do? In small groups, children will take turns reading a scenario card aloud. After each scenario the group discusses questions like: How would you feel in that situation? What would you do to resist pressure? Blind Trust Challenge The children will work in pairs and take turns in guiding their partner through an obstacle course. One partner will wear a blindfold whilst the other partner guides them through it. After the game, discuss how taking the risk to trust each other, try something unfamiliar, and work with someone new helped them to build resilience. Fire Escape Plan Discuss with the class how schools prepare for emergencies, such as fire drills. Ask the children to think about their own homes and what they would do in case of a fire. Guide the children through creating their own fire plan escape. Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website Additional Lesson Asthma presentation Work through the St John's Ambulance presentation about asthma.	The Story Project Skin Scientists Apply sunscreen to one half of a banana, newspaper or white fabric. Expose both halves to sunlight (or use a UV torch). After time passes, compare the differences. Which side changed more? Discuss how this shows why protecting skin matters. Wellbeing Jars: Helping Others, Helping Ourselves Ask children to draw and decorate their 'wellbeing jar' with drawings or words about what makes them feel good when they help others. As a class, discuss examples of being an active citizen. Children will then write 3-5 ideas in their jar – ways they could help others this week. Who is a Role Model? Begin with a class discussion: Do role models need to be famous? Can someone be your role model if they are not famous? Children will then think about their role models and write about them. Passion Pledge Remind the class that Mama Mitu was passionate about nature, justice and helping women live empowered lives. Children will then draw a leaf shape and write a short passion pledge on their leaf. Something small they could do this week (e.g. pick up litter, learn more about an issue). Language Map Challenge Give children 5 minutes to list as many languages as they can think of. As a class, create a shared list and cross off duplicates. Locate some of the listed languages on Google Earth. Children to discuss why it is useful to know where languages come from? Additional Lessons Effects of Drinking Alcohol As a class, go through the effects of drinking alcohol powerpoint. True/False Effects of Drug As a class, discuss how drug use can affect the behaviours of people. Discuss addiction and the implications this can have on a person's life. Then, ask the children to independently decide if the statements about drug use are true or false.
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Vocabulary	sadness, anger, anxiety, awareness, worry, depression, guilt, gratitude, love, joy, satisfaction, hope, puberty, Team H-A-P (hippocampus, amygdala, prefrontal cortex), neuroplasticity, happy breathing, NSPCC, PANTS rule, bottom/buttocks, vulva, penis, nipple, testicle, vagina. saving money.	online, friend, fake, risk, stranger, privacy, safety, trust, bullying, cyberbullying, respect, data, scenario, celebrate, character strengths.	friendship, respect, boundaries, empathy, consent, choices, pressure, disagreement, repair, apology, rules, laws, gratitude, appreciate, penis, testicles, foreskin, urethra, scrotum, eggs, ovary, uterus, endometrium, vagina, cervix, fallopian tubes, vulva, puberty, hormones, sweat, hygiene, breasts, menstruation, feminine protection, sanitary towel.	beliefs, teasing, discrimination, heritage, cultural, hijab, pride, identity, courage, self-esteem, relate, 'big dream goals', resilience, perseverance.	dare, pressure, risk, comfort zone, emergency, trust, decision making, confidence, responsibility, risk assessment, first aid, engage, 'feel good, do good', goals, asthma, first aid.	exposure, protect, protection, UV rays, active citizen, role model, inspiration, influence, culture, language, diversity, alcohol, drugs, addiction, medicine, illegal drugs.
Assessments	Why is it helpful to notice your emotions? Which change might happen as you grow older? A. Your emotions may become stronger or more complicated B. You stop having feelings C. Your brain stops learning D. You never need help again Which part of the brain helps us think carefully and make decisions?	What is a possible risk of making friends online? Pupils are able to explain how information and data is shared and used online. Which website is MOST likely to be trustworthy? A. A school or government website B. A website with no author or facts C. A random pop-up advert D. A website full of spelling mistakes and strange links	Pupils will discuss what keeps friendships healthy and be able to explain what a healthy relationship is. Pupils are able to explain what changes will happen in their body as they hit puberty. Pupils will know the scientific language for body parts.	What does cultural heritage mean? How can bullying affect someone's mental wellbeing? A. It can make them feel sad, worried, or lonely B. It always makes people stronger C. It has no effect on feelings D. It only affects adults	How might someone feel if they are pressured into a dare? Ask pupils to brainstorm examples of a positive risk	What actions prevent us from sun damage? Pupils can write a list on their whiteboards. Pupils can verbally explain who a role model to them is and justify.
Safeguarding Domains		Online deception; grooming risk awareness; staying safe online; cyberbullying (D,B).	Rules and laws; boundaries; repairing friendships; saying no safely (C,F). Puberty; legal boundaries; body autonomy; healthy relationships (H,A)	Different types of bullying (inc. online); its impact on identity and wellbeing (C,E).	Peer pressure; resisting unsafe dares; evaluating risk; emergency actions (C,F,B)	Sun safety; health protection (F)



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Year 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior EYFS Learning	I can express my feelings and consider the feelings of others.	I can see myself as a valuable individual. I can name the parts of my body and tell you some ways I look after my body.	I am learning why getting along with others is so important.	I can name the parts of my body and tell you some ways I look after my body.	I can tell you who is in my family and why they are important I can tell you how a new baby can affect a family	I can name the parts of my body and tell you some ways I look after my body. I can tell you who is in my family and why they are important
Book	The Colour Thief by Andrew Fusek Peters and Polly Peters	The Boy who Grew Flowers by Jen Wojtowicz	Ada's Violin by Susan Hood	Pizza Face by Rex Ogle and Dave Valeza	Ritu Weds Chandni by Ameya Narvankar	Mum and Dad Glue by Kes Gray
myHappymind unit	Meet your brain	Celebrate	Appreciate	Relate	Engage	
National Curriculum Subject Content						
	The Story Project I can tell you some ways people can look after their mental health. I can explain why it is better to get support early. I can tell you some of the ways people with mental health problems are supported. I can describe some of the feelings involved with living with and supporting someone with a mental illness. I can tell you why it is important to show respect to all people including people experiencing mental illness. I can make reflections and evaluate my learning. <u>myHappymind- Meet your Brain</u> I am learning all about my brain. I know strategies on how I can train my mind. I know how each part of Team H-A-P works. I know how to calm our Amygdala. I know what neurons and neural pathways are. I know how habits can be formed. I know different ways of how to look after my brain. I know how 'Happy Breathing' can help our brains. I know what happens to our brain when we are feeling stressed. I know all about the role of cortisol and how to manage my cortisol levels.	The Story Project I can explain the term 'body image' and how my opinion of my body can affect my confidence. I can explain how images in the media do not always reflect reality and can affect my body image. I can explain the term self-esteem and know strategies to help boost my self-esteem. I can describe the effect that bullying can have on my mental wellbeing. I can think of ways to make our classroom more inclusive. I can make reflections and evaluate my learning. <u>myHappymind- Celebrate</u> I know about our character strengths and their main types through virtues. I can identify the strengths I use the most. I know why it is important to use our character strengths. I know how to grow my strengths. I know how we can use our strengths in different situations and I know how they help us be at our best. I know how our strengths can help us when we are worried about something. <u>Learning Intentions in addition to the Story Project and myHappymind (3 lessons):</u> I know what to do if someone has a burn injury. I know what to do if someone is choking.	The Story Project I can tell you how I am part of a 'whole world' community and how this can impact my wellbeing. I can tell you some ways I help to protect my world. I can tell you what makes a good team. I can show you some skills that might be useful in a future career (such as teamwork, enterprise or negotiation). I can tell you what self-esteem means and some things that boost my self-esteem. I can make reflections and evaluate my learning. <u>myHappymind – Appreciate</u> I know what appreciation means. I know why gratitude is important and I know how to develop a deeper sense of it. I know what happens when we give and receive gratitude. I am learning what the 'Gratitude Domino Effect' is. I am thinking of 3 things that are important to me to appreciate. We are learning which hormones get released when we give or receive gratitude. We are learning how to create a habit of giving gratitude. We are learning how gratitude can help us to face problems. We are learning how to appreciate ourselves. We are learning about the character links between character strengths and gratitude.	The Story Project I can tell you the basic changes that happen during puberty <i>Children will be taught this lesson in same gender classes.</i> I can tell you how my emotions will change during puberty <i>Children will be taught this lesson in same gender classes.</i> I can explain that all people will experience puberty differently <i>Children will be taught this lesson in same gender classes.</i> I can tell you how to get advice if I am unsure about anything related to puberty <i>Children will be taught this lesson in same gender classes.</i> I can tell you all the positive things about growing up. I can make reflections and evaluate my learning. <u>myHappymind- Relate</u> I know how to understand and celebrate our differences. I know what 'Stop, Understand and Consider' means and how it can help. I know how to better understand differences. I know how we can use our strengths in different ways. I am learning what makes a good friend. I know how friends help us solve problems. I know why it is important to show gratitude to friends. We are learning how 'Active Listening' can help us to relate to others. <u>Learning Intentions in addition to the Story Project and myHappymind (1 lesson):</u> I know what puberty is and how it can cause changes in female and male bodies. <i>Children will be taught this lesson in same gender classes.</i>	The Story Project I can tell you why people choose to get married and some factors that go into that decision. I can tell you about the laws related to marriage and how these may differ in other countries. I can tell you about the different values and customs related to marriage in different countries and I can tell you how I show respect for different types of marriage. I can tell you about traditions that are important to my family. I can tell you about a range of national, regional, religious and ethnic identities in the United Kingdom. I can make reflections and evaluate my learning. <u>myHappymind- Engage</u> I am recapping on all the habits we've learnt so far. I am learning about what we engage in. I am learning how we can feel good and do good. I am learning what 'Big Dream Goals' are. I am learning how our feelings affect our engagement levels. I am learning how perseverance and resilience help us. I am learning how to stay focussed on our goals. I am learning how we already have the skills of perseverance and resilience	The Story Project I can tell you some of the reasons why a married or unmarried couple may choose to separate. I am aware of some of the feelings associated with separation and other times of family change. I can tell you some strategies for dealing with feelings related to separation. I can tell you what an affirmation is and can write one for myself. I can explain how I could help a friend who is experiencing a difficult situation. I can make reflections and evaluate my learning. <u>Learning Intentions in addition to the Story Project and myHappymind (1 lesson):</u> I know strategies to resist pressures from others about whether to use drugs (smoking drugs and alcohol).



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	Learning Intentions in addition to the Story Project and myHappymind (2 lessons): I can recap my learning about the NSPCC and the services they provide as well as the PANTS rules. I know how we can use our phone sensibly.	I know that money can be borrowed but there are risks associated with this.				
Activities	The Story Project Self-Care Bingo Bingo: call out different self-care activities. When students hear an activity that they have done before or think they would like to do, they can mark it on their bingo card. Discuss at the end which self-care activities children would like to do. Support Scenario Matching Explain that different situations may require different types of support. Discuss how knowing the right support option can help someone feel better faster. Children will work in groups reading a set of scenario cards and support option cards. They will match the scenario to the support option card. At the end of the lesson, discuss any differences in opinions and emphasise that there can be multiple ways to get support for each scenario. Support or not? Children will work in pairs reading simple statements and discussing whether each statement is a helpful way to support someone or not. Video If someone doesn't want our help, what can we do? Discuss with the class. Watch the video: How to help someone seek mental health support – Mind. Did the suggestions on the video match the children's suggestions? Discuss. Chain Reaction Give each child one strip of paper. Ask them to write one way to show respect to others on each strip. Children share their respect ideas with the class. Link the strips together to create a paper chain, symbolising the chain reaction of respect. Review of Learning: Class Discussion myHappymind – Follow the lesson Powerpoints from their website. Additional Lessons NSPCC/ PANTS Recap what the NSPCC can do to help children and explore the website together. Recap with the children the NSPCC number. Recap the PANTS rule. How can I use my mobile phone sensibly? Work through the Pol Ed, 'How can we use our phone sensibly?' presentation. Children will then reflect on what is great about having a mobile phone and what can be dangerous about having a mobile phone.	The Story Project Three Things! Ask the class to list three things they like about themselves and three things they are good at. Ask for volunteers to share their examples. Point out that everyone has strengths and that these are part of what makes us unique and special. Body Image and the Media Explain that most brands are aware of how media can affect people's body image therefore they have campaigned for more diversity and showing realistic models. Ask the class to create a list of different types of people they would hope to see in the media. Fill your Cup Have a picture of a cup on the board and explain that this cup represents Rink's self-esteem. Ask children how full of good thoughts and feelings would Rink's cup be at the end of the story? What would these good thoughts and feelings be? As you discuss write the ideas inside the cup until it is full. Ask the class to draw and decorate their own cups and ask them to fill them with their own things that give them good self-esteem. Rink Roleplay Ask children to role play a solution to bullying. Children could use the sentence stems to help them. Dream School Ask the class what they think an inclusive classroom would look like. Ask the class whether someone that was in a wheelchair would be able to learn in their classroom. Someone who was blind or deaf? Ask the class to imagine the school had as much money as possible. They are now the dream engineers and are going to draw or list what the school would be like. Share ideas with each other.	The Story Project Mapping our Community Explain to the children that they will work in groups to explore their local community and the resources available to support wellbeing. Provide each group with a large sheet of paper to create a map of their local area focusing on key buildings such as: schools, GP surgeries, libraries, parks and leisure centres. Children can use ICT tools to help them with their maps. Classroom Bin Audit Begin by asking the children to predict what types of waste are in the classroom bin and whether they think any items are being disposed incorrectly. Identify items that could have been recycled or composted and discuss whether the classroom has adequate facilities. Children will then create a tally chart of the different waste categories and use to track the most common items. Discuss: Has this activity made them more aware of what they throw away? Building Better Teams The children will play teambuilding games to explore teamwork challenges and successes, with the goal of ensuring everyone participates and collaborates. Repeat one of the games to see if they've improved by addressing previous setbacks or challenges. Children will reflect on their teamwork skills. Recycled Orchestra Project Begin by reviewing the four sections on an orchestra: wind, percussion, brass and strings. The children will then create their own orchestra using junk materials found in the school. My Amazing Mirror Each child will make a mirror of their own, focusing on their achievements, interests, skills, and qualities that make them feel proud. Review of Learning: Class Discussion myHappymind – Follow the lesson Powerpoints from their website.	The Story Project Puberty: True or False? Children will read statements about puberty and decide if it is true or false. Explain to the child why each statement is true or false <i>Children will be taught this lesson in same gender classes.</i> Mood Tracking Give children a copy of the emotional images. Ask them to reflect on their past week and place a tally mark next to the emotions they have felt. Bring the class together to discuss how puberty can bring on more intense feelings and sudden emotional shifts (taught in same gender classes). <i>Children will be taught this lesson in same gender classes.</i> Puberty Pathways Give each child a set of character cards with different puberty experiences. Ask children to sort the cards into two groups: "Changes I've heard about" and "Changes I didn't realise happened differently for everyone". Children will discuss what they think before the teacher sorts the cards with the class (taught in same gender classes). <i>Children will be taught this lesson in same gender classes.</i> Puberty Problem-Solvers Give each small group a scenario where someone is unsure about a puberty-related issue. Each group acts out how the person might ask for advice and who they could go to. Discuss as a class. <i>Children will be taught this lesson in same gender classes.</i> My Future Self Ask children to write a letter to their future self. In the letter they should include: What they are excited about growing up. Goals they hope to achieve and advice to themselves. Review of Learning: Class Discussion myHappymind – Follow the lesson Powerpoints from their website. Additional Lesson Puberty Presentation Children will be learning about puberty and the changes that happen on the body. <i>Children will be taught this lesson in same gender classes.</i>	The Story Project Recipe for Marriage Begin by discussing why people choose to get married. Explain that, like a good recipe, a strong marriage needs the right ingredients and the right amounts. Children will write down what ingredients they think a marriage needs to have. True or False? Explain that marriage laws differ around the world, and some may be surprising or different to what we know. Children will then read statements and decide whether they are true or false about marriage in the UK and across the world. The teacher will explain at the end which statements are true and which are false. Wedding Customs Comparisons Provide children with a set of jumbled-up statements about wedding customs and values from India, Nigeria and Sweden. In pairs or small groups, ask children to sort the statements into the correct countries. Mehndi Magic Explain that mehndi designs are often used in Hindu and Muslim weddings to decorate the bride's hands and feet. Share that long lines in mehndi patterns are thought to symbolise a long, happy marriage. Children will trace around their own hand and design their own mehndi pattern. Who are We? Sorting UK identities Recap that the UK is home to many different national, regional, religious and ethnic identities. Give each pair a list of 32 jumbled-up identities. Once sorted, the children will review as a class. Review of Learning: Class Discussion myHappymind – Follow the lesson Powerpoints from their website.	The Story Project Reasons Roundabout In groups, children will go around the room reading different questions about marriage. After the children have read all the questions, gather the class to discuss common themes. Emphasise that separation is about adult decisions and never a child's fault. Freeze the Feeling Explain that when families change, it's normal to experience many emotions. Children will then create freeze frames to represent these different emotions. Be Prepared Ask the class what helps them feel better when they're upset. Children will have an outline of a toolbox and they will fill it with drawings and labels of things that help them feel calm, safe or supported. Allow children to share ideas with each other. Affirmation Match-Up Children will walk around the room and read the different affirmations that are on the walls. Children will then create their own positive affirmation. What would you Say? Sit the class in a circle and explain that you'll be imagining moments where a friend is going through something difficult. Read scenario cards and discuss what different children in the class would do. Finish the session with a reflection: What makes a good friend? Review of Learning: Class Discussion myHappymind – Follow the lesson Powerpoints from their website. Additional Lessons Avoiding Peer Pressure P4C - how can we avoid peer pressure and why do people try to peer pressure others?



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		Review of Learning: Class Discussion myHappyMind – Follow the lesson Powerpoints from their website. Additional Lessons St John's Ambulance- Burn Injury Work through the St John's Ambulance presentation of what to do if someone has a burn injury. Remind children that the first thing to do is see if there is an adult to help. St John's Ambulance – Choking Work through the St John's Ambulance presentation of what to do if someone is choking. Remind children that the first thing to do is see if there is an adult to help. Safe and unsafe ways to borrow money Explain to the children the different ways in which we can borrow money and why we may need to borrow money. Children will then create a mindmap of the different ways in which they can borrow money safely.				
Vocabulary	mental health, mental illness, emotion, self-care, gratitude, trusted adult, stress, recovery, feelings, wellbeing, social media, mobile, fake news, PANTS Rule, NSPCC, Team H-A-P (hippocampus, amygdala, prefrontal cortex), neuroplasticity, happy breathing, cortisol.	stereotype, unique, body image, respect, diversity, media, inclusion, mental wellbeing, character strengths, celebrate, virtues, first aid, burns, injury, choking, borrowing money.	community, wellbeing, connection, global citizen sustainability, teamwork, collaboration, negotiation, enterprise, self-esteem, growth mindset, appreciation, gratitude.	puberty, hormones, growth spurt, mood swing, body odour, menstruation, acne, voice change, reassurance, advice, trusted adult, personal hygiene, relate, gratitude, active listening, puberty, hormones, sweat, hygiene, breasts, menstruation, feminine protection, sanitary towel, oestrogen, progesterone, testosterone.	marriage, tradition, culture, identity, equality, same-sex marriage, respect, law, wedding customs, religious/ethnic/ national identity, 'Big Dream Goals', engage, resilience, perseverance.	separation, feelings, worry, affirmation, emotional resilience, family change, coping strategies, safe adult, wellbeing, peer pressure.
Assessments	Which activity can help support good mental health? A. Talking to someone you trust B. Keeping all worries secret forever C. Never resting or relaxing D. Ignoring difficult feelings Why is it helpful to get support early? Which statement about mental health is TRUE? A. Everyone has mental health, just like physical health B. Only adults have mental health C. Mental health is not important D. People can choose never to have difficult feelings	What does "body image" mean? A. How someone thinks and feels about their body B. A photograph only C. A type of exercise D. A school subject Pupils are able to discuss, why media images sometimes do not reflect real life. Which sentence identifies a personal strength? A. "I am good at encouraging others." B. "I cannot do anything well." C. "Strengths do not matter." D. "Only adults have strengths."	What does being part of a "whole world" community mean? A. We are connected to people and places around the world B. Only our local area matters C. People should only care about themselves D. Communities only exist in schools Which action helps protect the environment? Children create a list on a whiteboard.	Children to be able to make a list of normal changes to the body during puberty. How might emotions change during puberty? What is a positive part of growing up?	Can you explain two reasons why people choose to get married? What are some important things people might think about before getting married? Why do marriage laws differ between countries? Pupils can articulate what traditions are important in their family. What activities help you feel engaged and interested?	Why is it important to talk about feelings during difficult times? How can adults and children support each other during family change? What should you do if you feel worried or upset about changes at home? What are some safe ways to resist pressure from others?
Safeguarding Domains		Body respect; self-esteem; recognising unkind behaviour; celebrating uniqueness (E,A).	Teamwork, resilience and creativity as protective factors; responsibility to community (E,F).	Puberty; legal boundaries; body autonomy; healthy relationships (H,A)	Respecting diverse families; standing up for fairness; safe, respectful relationships (G,C).	Family separation; emotional safety; safe coping strategies; help-seeking (G,E).



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Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prior EYFS Learning	We are learning what goals are. We are learning how to set goals. We are learning what Big Dream Goals are We are learning what to do when goals are tricky	I know what is good about the world and can tell you why it is important to look after my planet. Build constructive and respectful relationships.	I can tell you why I need to drink water at regular intervals in the day. I can tell you why exercise is important and some types of exercise I enjoy See themselves as a valuable individual.	I can name the parts of my body and tell you some ways I look after my body I can tell you who I would talk to if I feel unsafe or worried.	I can name the parts of my body.	I can show resilience and perseverance in the face of challenge.
Book	Aaron Slater, Illustrator by Andrea Beaty	Little People, Big Dreams: Marcus Rashford by Maria Isabel Sánchez Vegara	Little People, Big Dreams: Mary Earps by Maria Isabel Sánchez Vegara	Sunny Side Up by Jennifer L. Holm	Making a Baby by Rachel Greener (parents have the right to withdraw from this unit)	Finding my Voice by Aoife Dooley
myHappymind unit	Meet your Brain	Celebrate	Appreciate	Relate	Engage	

National Curriculum Subject Content

The Story Project I can set myself challenging goals. I can identify what will help me achieve my goal and what will hold me back. I can tell you some strategies to help me overcome things that might hold me back. I can break goals down in smaller manageable steps. I can tell you about a range of careers. I can make reflections and evaluate my learning. <u>myHappymind - Meet your Brain</u> I am learning all about our brain and how it works. I am learning about how our feelings impact our brain. We will be learning about different ways to look after our brains so we can be our best selves. We are learning how to develop healthy habits to look after our mind. <u>Learning Intentions in addition to the Story Project and</u>	The Story Project I can tell you what racism is and how I can stand up to it. I can tell you some strategies to manage difficult situations and how to seek help or advice from others, if needed. I can tell you how I could prevent difficult situations online. I can tell you about people who have stood up for what they believe in. I can tell you how I can stand up for what I believe in. I can make reflections and evaluate my learning. <u>myHappymind - Celebrate</u> I am learning all about what character is. I am learning about our character strengths and how we can use them to be at our best. I am learning about each of the virtues and character strengths.	The Story Project I can tell you what a stereotype is and how stereotypes can be unfair, negative or destructive. I can challenge stereotypes. I can tell you what influences people's career choices. I can tell you the benefits of exercise. I can tell you how I can look after my physical health. I can make reflections and evaluate my learning. <u>myHappymind- Appreciate</u> I am learning about the importance of gratitude. I am learning to be grateful for ourselves, others and experiences. I am learning how to establish	The Story Project I can tell you the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking and how they affect everyone differently. I can tell you some strategies for resisting peer pressure related to drugs, smoking and alcohol and how I would get help if I was worried about myself or someone else taking drugs, smoking or drinking alcohol. I can tell you why consent and permission seeking are important in a relationship. I can express my needs calmly and assertively. I can tell you how to be safe around water. I can make reflections and evaluate my learning.	The Story Project <i>Parents/ guardians have the right to withdraw from this unit if they choose too. We suggest if any parents/ guardians have questions about this unit come and speak to the class teacher and we can provide access to lesson plans and resources.</i> <i>Children will be taught in same gender classes for all the lessons below.</i> I can describe how a baby is made using accurate language. I can explain that reproduction requires maturity and why there is a legal age to have sex. I can tell you what happens between conception and birth. I can tell you about the needs of new born babies and what it is like to be a parent. I can tell you what makes me, me! I can make reflections and evaluate my learning.	The Story Project I can tell you how I feel about the transition to secondary school. I can tell you some of the practical things I can do to help me manage the transition to secondary school. I can tell you some of the strategies that will help me to manage the emotions related to the transition to secondary school. I can tell you my goals for my time at secondary school. I can tell you my goals for beyond secondary school, including my career and other plans. <u>myHappymind - Transition</u> I know what happens in our brain when we experience different emotions. I know how to develop strategies for managing our emotions. We are learning to manage our brains in times of stress. We are learning to use strategies to help us
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	myHappymind (1 lesson): I can tell you about a range of careers.	I am learning about our strengths and which ones we would like to grow.	an 'Attitude of Gratitude' and how it can help us to be the best that we can be. I am learning how to practise sharing gratitude with others. myHappymind-Relate I am learning how to have a good relationship with others. I am learning all about 'Active Listening' and how to use it to build relationships with others. I am learning how understanding our character strengths can help us to get along with and relate to others. We are learning about how goal setting can help us to achieve even more. myHappymind-Engage I can recap on all the strategies that we have learnt to help us feel our best.			when we are feeling worried. We are learning to define our own character. We are learning why gratitude matters.
Activities	The Story Project Goal Getters! Begin by discussing how Aaron Slater worked hard to achieve his goal even when it felt challenging. Children will draw a ladder. At the top they will write a goal (e.g. learn to swim). The children will then write one action they will take on each step of the ladder to help them achieve their goal. They will then share with the class. The Road to My Goal The children will act out the journey of someone trying to achieve a goal (e.g. winning a race). Include scenes where the character encounters 'helpers' (e.g. a kind friend) and 'challenges' (e.g. self-doubt). Affirmation Action Plan Invite the class to brainstorm affirmations they can use to overcome setbacks, writing their ideas down on sticky notes. Collect the sticky notes and display them around the classroom. Step-By-Step Success Children will see a final picture from a drawing tutorial. Ask the children to draw it without instructions. Now give the children instructions. Ask the children: How did breaking the task into smaller steps help you?	The Story Project What Would You Do? Give children different scenario cards where someone has experienced racism. Ask children to discuss positive ways to stand up to racism. Ask children to share their responses. Strategy Charades-Inspired by Marcus Remind the children that Marcus faced many challenges growing up, but he found strategies to help him – like practising football, working hard, and asking for support when needed. Children will work in pairs. One person acts out a strategy and the other person guesses what the strategy is. Spot the Tricky Situation Show the children the scenario cards. In pairs, ask children to decide: What could go wrong if I reacted quickly? What could I do to prevent this becoming difficult? Collect answers and build a class list of 'prevention strategies'. Stand Up, Sit Down Read out different belief-based scenarios from the slides. Children stand	The Story Project Stereotype or Not? Share the definition of 'stereotype' with the class. Give children statement cards and in pairs they will sort the statements between stereotype and not a stereotype. Stereotype-Busting Posters Children will create a poster that will challenge a stereotype by showing people doing things that break experiences. Career Influence Scenarios Provide children with short scenarios of different people thinking about careers (e.g. a child whose parents are doctors, someone who loves animals etc.). In pairs, children discuss What might influence the person's career choice? Why? Exercise Brainstorm	The Story Project Facts, myths or missing information? Remind children that when people talk about smoking, alcohol and drugs, information can sometimes be exaggerated, misunderstood, or left out. Understanding these facts helps people make safer choices. Share the short statements about legal and illegal substances. Children discuss each statement in pairs and decide whether it is: a fact, a myth or missing information. 5 Ways to Help Explain to the children that if they're ever worried about drugs, smoking, or alcohol whether for themselves or someone else- there are people and organisations that can help. Ask the children to trace their own hand on paper. On each finger, ask the children to write one source of help on each finger. Permission or Pressure? Remind children that consent means checking, listening and respecting the answer, and that this matters in all kinds of relationships (including online), not just romantic ones. Read out short everyday scenarios involving permission and boundaries. As a class then discuss the scenarios. Say it Assertively	The Story Project Children will be taught in same gender classes for all the lessons below. Labelling Reproductive Parts Ask the class whether they think the book's illustrations accurately portray human bodies. Discuss why or why not. Show the anatomically correct diagrams on: https://www.bbc.co.uk/bitesize/guides/znxnscw/revision/1 Highlight that bodies come in many shapes and sizes. Guide children through the key parts: penis, testicles, sperm ducts, sperm, vulva, vagina, womb, ovaries, fallopian tubes and eggs. Discuss the role of each part in reproduction. Reinforce that learning about anatomy helps us understand our bodies and use accurate language confidently. Use the book to refer to the other ways people conceive a baby e.g. IVF. How Old is Old Enough? Ask the class why certain activities have age restrictions. Explain that some activities, like driving or voting, require maturity and responsibility. Discuss the legal age for different activities in the UK. Why do we have legal ages? Highlight that these laws exist to protect young people. Give each child a mini whiteboard or piece of paper. Read out the statements about legal age limits. Ask them to discuss with a partner the age they think is correct and write it on their whiteboard. Reveal the correct ages and discuss whether they are surprised by any. Explain that the legal age for sex (16) exists because reproduction and sexual relationships require physical, emotional, and social maturity. Introduce the fact that the brain continues to develop into a person's mid-20s, and ask if that changes their opinions about legal age limits. Reinforce that laws around age are designed to keep young people safe and help them make informed, mature choices. A Baby's Growing Journey Cut out the statements on the resource sheet below and ask children to put them in the correct order. Go through the order and check if children have got it correct and address any misconceptions. Once the order has been confirmed, ask the children what they think the people involved might feel at each stage? A Baby's Needs	The Story Project Rollercoaster of Feelings Watch the rollercoaster video and explain that starting secondary school can feel like an emotional ride — exciting, scary, bumpy, and thrilling all at once. Give each child paper to draw their own "rollercoaster track" outline (a simple wavy line across the page). Ask them to label different parts of the rollercoaster with moments they're looking forward to (high points), worried about (low dips), or unsure about (twists and loops). In pairs, children take turns describing their rollercoaster out loud, explaining what each part represents. Encourage them to use feeling words (e.g. proud, nervous, excited, confused, curious). Ready, Set, Go! Ask children: "If starting secondary school was like setting off on a road trip, what would you need in your car to feel prepared?". Watch the road trip video. Give each child a blank piece of paper and ask them to draw a car — any style they like — then design what's inside it.



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Which drawing do you prefer? Link this experience to achieving goals, emphasising the importance of manageable steps to succeed.

Careers Charades

Put unique job titles in a container. Split the class into two teams and decide who goes first. A player from the first team will pick a job title out of the container and will give clues of what the job is. The other team will guess. Discuss: Which jobs were easiest to guess? Which one was the hardest? Why?

Review of Learning: Class Discussion

myHappymind – Follow the lesson Powerpoints from their website.

Additional Lesson

Careers

Children will use the laptops to investigate different types of jobs based on their interests. At the end of the lesson, discuss different job roles that children have found out about.

up if they think the person is standing up for what they believe in, and sit down if not. After each scenario, ask: Why is this an example of standing up for what you believe in (or not)?

Standing Up in Action

Read the short scenario cards, where someone might need to stand up for what they believe (e.g. seeing a classmate being treated unfairly). The children will now have different scenario cards and discuss what they can do to stand up to bullying.

Review of Learning: Class Discussion

myHappymind – Follow the lesson Powerpoints from their website.

Remind children that exercise can help the body and mind in lots of different ways. Children will brainstorm and list all the benefits they can think of on a piece of paper before a class discussion.

My Health Toolkit

Explain that everyone has a 'physical health toolkit' – the things their body needs to stay well (e.g. sleep). Children will create their own toolkit and draw 6 things they need to stay healthy.

Review of Learning: Class Discussion

myHappymind – Follow the lesson Powerpoints from their website.

Explain that in the book Sunny, characters sometimes use jokes instead of saying what they really need. Being assertive helps others understand and respect boundaries. Share scenarios. In pairs, children decide: What is the need? How could it be expressed calmly and assertively? How might this help the situation?

Safe or Risky?

Children to discuss ways to stay safe around water and the dangers of water too.

Review of Learning: Class Discussion

Ask children what they think a newborn baby needs and how they would look after a baby. Any children who have baby siblings might want to share their experiences. Make sure you cover the fact that babies need sleep, warmth, comfort, love, safety, milk either from breastfeeding or a bottle, stimulus and interaction. Give children a picture of an outline of a baby and ask them to write or draw around the edge of the baby the physical things the baby needs and inside the outline of the baby, they can write or draw the emotional things the baby needs.

Two Truths and a Lie

Ask each child to come up with two true statements and one false statement about themselves. The statements should be related to their traits, things they are interested in or their background.

Once everyone is ready, invite each child to share their three statements in any order. The rest of the class will guess which statement is the lie. After revealing the truth, discuss how each person is unique and share why they chose their statements.

Inside the car, they add or label five practical things they'd pack for the journey (e.g. timetable = sat nav, water bottle = fuel, friend's contact = in-car phone, map of the school, pencil case = toolkit).

In pairs, they 'test drive' their cars by explaining what they've packed and why. Invite a few children to present their cars and most useful or imaginative items to the class. You could create a wall display with the designs: "Our Road Trip to Secondary!"

Calm Code Charades

Explain that strategies for handling emotions are like our "calm codes" – quick tools to use when we're overwhelmed.

In small groups, children choose one calming strategy from the Settle toolkit and act it out silently (e.g. counting to 10, breathing exercises, asking a friend for help).

The class guesses what strategy is being shown. After each one, discuss how and when that strategy might help.

Ask children to rate which strategies they think would work best for them.

Finish by inviting each child to write their personal calm code on a sticky note for a shared class wall.

Mission Secondary: PAWS Goals

Ask children to imagine they're on a mission to have a brilliant time at secondary school – not just in the first year, but all the way through.

Give each child a "Mission Card" (a sheet split into 4 boxes labelled: Personal, Academic, Wellbeing, Social). In each box, they write two goals: one short-term (by the end of Year 7) and one long-term (by the time they leave secondary). Encourage them to think of practical, achievable goals – e.g. join a lunchtime club, get better at French, make two new friends, build confidence speaking up.

In pairs, children share their Mission Cards and talk about which goals matter most to them and how they'll work towards them.

Careers Catch!

Give each child a blank card or sticky note and ask them to write down one job or career they find interesting. Remind the children we did this in Autumn 1, do they still have the same interests? Want the same career?



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						In groups of 4–5, children take turns tossing a soft ball or beanbag around the group. When they catch the ball, they read out their card and explain why that job appeals to them. After all group members have shared, ask them to discuss what skills or qualities might be needed for those jobs. Invite each group to share one career that sparked the most discussion or surprised them. myHappymind – Follow the lesson Powerpoints from their website.
Vocabulary	challenge, goals, setbacks, strategies, obstacles, successes, career, skillset, strengths, mindset, aspirations, motivation, mindset, growth, Team H-A-P (hippocampus, amygdala, prefrontal cortex), neuroplasticity, happy breathing, cortisol, interests.	racism, discrimination, stereotype, equality, injustice, courage, resilience, determination, activism, bystander, online abuse, belief, celebrate, character strengths, virtues.	stereotype, assumption, role model, influence, exercise, wellbeing, physical/mental health, skills, appreciate, 'attitude of gratitude'.	consent, boundaries, respect, peer pressure, influence, resist, addiction, dependence, risk, informed decision, passive aggressive, dosage, emergency.	reproduction, penis, testicles, sperm ducts, sperm, vulva, vagina, womb, ovaries, fallopian tubes, eggs, conception, legal age, birth, consent, IVF, pregnancy.	transition, careers, CV, strategies, goals, routines, independence, responsibility, gratitude, character strengths.
Assessments	What obstacles or challenges could hold someone back from reaching a goal? Why is perseverance important when working towards a goal? Pupils can articulate what their dream career would be and be able to justify their reasonings.	What does racism mean? Why is racism harmful to individuals and communities? How can privacy settings help keep people safe online? Why should we be careful about who we talk to online?	Pupils are able to express how stereotypes can be harmful. They can write different examples on a whiteboard and share with the class. How can interests and hobbies help someone choose a career? How can stereotypes affect career choices?	How can harmful substances affect the body and brain? Why might substances affect people differently? Pupils can hold a discussion and share ideas about how to avoid peer pressure.	What does reproduction mean? Why do humans need maturity before becoming parents?	Why is it normal to experience different emotions about change? How can talking about worries help during transitions?
Safeguarding Domains	Resilience; overcoming challenges; positive self-identity (E)	Racism and unfair treatment; standing up safely; knowing when and how to seek help (C,B,E)	Stereotypes; aspirations; physical activity and health as protective factors (E, F)	Consent; resisting peer pressure; vaping/alcohol; water safety; safe decision-making (A,F,B,H)	Puberty; reproduction; legal boundaries; body autonomy; healthy relationships (H, A)	Transition safety; managing emotion; understanding risk in secondary school contexts (E, B, H).
Subsequent KS3 Learning	Relationship Education is compulsory for all primary school pupils, and Relationships and Sex Education (RSE) is compulsory for all secondary school pupils. Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary: Mental wellbeing Pupils should know: - how to talk about their emotions accurately and sensitively, using appropriate vocabulary - that happiness is linked to being connected to others - how to recognise the early signs of mental wellbeing concerns - common types of mental ill health (e.g. anxiety and depression) - how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health - the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness Internet safety and harms Pupils should know: - the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online					



- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

Physical health and fitness

Pupils should know:

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
- about the science relating to blood, organ and stem cell donation

Healthy eating

Pupils should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

Health and prevention

Pupils should know:

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- (late secondary) the benefits of regular self-examination and screening
- the facts and science relating to immunisation and vaccination
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

Basic first aid

Pupils should know:

- basic treatment for common injuries
- life-saving skills, including how to administer CPR [\[footnote 2\]](#)
- the purpose of defibrillators and when one might be needed

Changing adolescent body

Pupils should know:

- key facts about puberty, the changing adolescent body and menstrual wellbeing
- the main changes which take place in males and females, and the implications for emotional and physical health