



Introducing The PSHE Hub from Connex Academy

This guide is designed to provide you with an overview of Connex Academy's PSHE Hub curriculum resources, including how they cover all of the statutory Relationships and Health Education requirements for primary schools in England.



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What is The PSHE Hub?

Personal, Social, Health & Economic (PSHE) education is a longestablished and vital component of every pupil's education and personal development journey. The PSHE Hub, provided by Connex Academy, offers comprehensive and engaging PSHE content drawing on best practice and effective learning strategies.

The PSHE Hub brings together the very best lesson content, animation, interactive media, storybooks, and teaching resources, that tackle relevant real-life challenges through academically robust schemes of work. Our resources give pupils the opportunity to develop essential life skills and build resilience, with plenty of space for discussion and reflection in order to deepen understanding.

Our materials have also been designed to meet the current statutory curriculum requirements for both Relationships and Health Education as part of a broad and balanced PSHE programme in primary schools.

The PSHE Hub learning resources are separated into the following age-groups:

- Reception and Key Stage 1
- Lower Key Stage 2 Years 3 and 4
- Upper Key Stage 2 Years 5 and 6







What is PSHE education?

Although PSHE as a subject is non-statutory, it is a well embedded part of the school curriculum which complements other subjects taught as part of the national curriculum and covers a broad range of essential topics that help children to keep themselves safe, happy and healthy. It is the subject where schools will deliver learning on topics such as emotional wellbeing, bullying, economic education, drug education, puberty and the importance of physical activity and a healthy diet.

Whilst it is crucial for schools to tailor their PSHE programme to meet local and school level needs, they are also expected to equip pupils with a solid understanding of risk, along with the knowledge, skills and attributes necessary to make informed decisions. Teaching PSHE effectively helps to prepare children for the many opportunities, challenges, and decisions that they will encounter throughout their lives. It enables schools to fulfil many statutory duties including those around safeguarding and the personal development of children.

Since 2020, PSHE has also included the statutory elements of the basic school curriculum for Relationships, Sex and Health Education (RSHE).





What is statutory Relationships, Sex & Health Education (RSHE)?

Since 2020, Relationships Education, Sex Education and Health Education (RSHE) have been a statutory part of the school curriculum in England, although the requirements differ depending upon the phase of school pupils are in. Relationships Education is statutory in primary schools, whilst both Relationships and Sex Education (RSE) is compulsory for secondary schools. Primary schools can also elect to deliver additional sex education content as part of PSHE if they wish. Health Education is statutory for both primary and secondary school pupils.

More information on the current statutory RSHE requirements can be found in the DfE guidance document **here**. Given that these topics have traditionally been part of the PSHE curriculum, this in essence means that the vast majority of PSHE is now a statutory requirement.

The PSHE Hub covers all of the DfE Relationships and Health Education curriculum requirements for primary schools and also includes many other non-statutory PSHE topics to support schools in ensuring that pupils receive a well-rounded and comprehensive education. If any updates or changes are made to the statutory RSHE guidance document, then our resources and mapping information will also be updated to ensure that they continue to meet these requirements and remain relevant to schools.



Within this guide you will find mapping information that has been produced to support you in recognising where each of the current statutory Relationships and Health Education curriculum requirements for primary schools are covered across The PSHE Hub lessons and resources. This will assist schools in evidencing how they are discharging these statutory duties.

Connex Academy also provides a wide range of professional development opportunities, with many that link to individual lessons and resources within the PSHE Hub to support effective delivery. Available CPD sessions are indicated within relevant parts of the lesson series alongside the learning resources.















INTRODUCING Dog, Duck & Cat

Aimed at children from early years to year 4 the Dog, Duck and Cat (DDC) characters are used, in story form, to help adults in school educate children about a range of different subjects. The classroom resources include an electronic storybook for you to read, or a story video for you to play, lesson plans that are written ready to deliver, and interactive activities for the children to take part in. All the resources needed are provided. The range of subjects we cover are:

- Emotional Wellbeing (EWB)
- Life Online
- Equality and diversity
- Bullying online and offline
- Practical decision making skills
- Personal safety
- Health and wellbeing
- Accident prevention

Take the Learning Home

All electronic story books and videos are also provided for Parents and Carers, so learning can move from the classroom to the front room seamlessly.



INTRODUCING Ant and Us

Aimed at children in years 5 & 6 Ant and Us is a little different to DDC. We use 'Ant Asks' questions, in the form of animations, to direct children to carry out research as part of a series of lessons on a particular subject. They can then answer Ants question, but also they learn the information for themselves. Again we have meticulously prepared lesson plans and interactive activities for the children to take part in, with of course all resources provided.

As the children are a little older, we go into more depth and there is plenty of classroom discussion encouraged so they can really express what they feel and make us aware if they are worried or concerned about anything.





The topics we focus on are:

1.What is emotional wellbeing (EWB) and resilience?
2.Why do people take risks?
3.How can being online not be safe?
4.What is consent?
5.What are human relationships and families like?
6.What is equality?
7.The Wrap Up – amalgamating topics 1 through 6
8.How do humans stay healthy and well?

All the resources are created using the Protective Behaviours (PBs) model as the underpinning theoretical structure and outside subject matter expertise is utilised where needed to ensure all resources are fit for purpose.





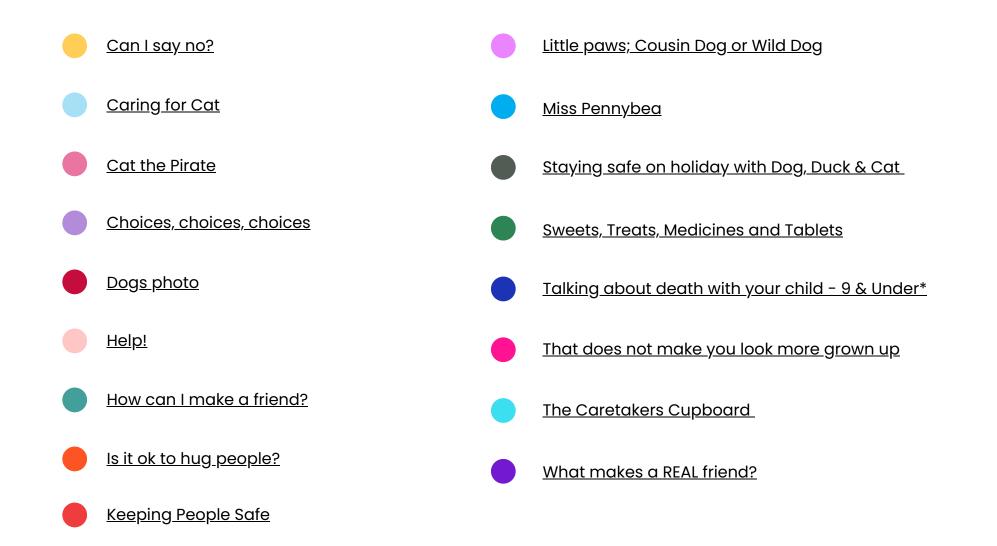
Statutory Relationships Education

Reception & Key Stage 1

11

Themes and Resources for Reception & KS1

Click each story name to visit the story details on our website



Click each story name (where underlined)	<u>Talking about</u>	<u>Can I say no?</u>				<u>Cat the Pirate</u>	<u>Miss Pennybea</u>	Choices, choices, choices	<u>Dogs Photo</u>	<u>ls it ok to hug</u> people?
to visit the story details on our website 75	<u>death with your</u> <u>child*</u>	LI -	u.	L2	L3	u	u.	u	u	L2
Relationships Education : Families and peop	le who care fo	rme								
 I that families are important for children growing up because they can give love, security and stability. 	٠	•					•			
1.2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.		•	•	•	۰	٠	•			
1.3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.			•	•				•		
1.4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.				٠			•			
1.5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.										
1.6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.									٠	•

Click each story name (where underlined)	<u>Sweets,</u> Medicines a	<u>Treats,</u> nd Tablets	<u>How can i</u> make a <u>friend</u>	<u>What mak</u> frier	es a REAL hd?	<u>Caring f</u>	for Cat	<u>Can I</u> say no?	<u>That does not i</u> <u>more gro</u>	nake you look wn up!	Choices, choices, choices	Little Paw Dog or W	s; Cousin /ild Dog	<u>Miss Pennybea</u>		<u>Dogs</u> Photo	<u>Is it ok to hug</u> people?
to visit the story details on our website	u	L2	LI	u	L2	L1	L2	ш	u	L2	u.	u.	L2	L2	L3	u	u.
Relationships Education : Caring Friendship	S																
 2.1 how important friendships are in making us feel happy and secure, and how people choose and make friends 2.2 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. 2.3 that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	•	•	•	•	•	•	•		•	•	•			•	•	•	•
 2.4 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 2.5 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed. 	•	•		•	•	•	•	•		•		•	•	•		•	•



ck each story name (where underlined)	<u>How can l</u> make a friend	What makes	a REAL friend?			<u>Can I say</u> <u>no?</u>	That does not make you look more grown up:	Choices, choices, choices	<u>Little Paws;</u> or Wil		ŀ	<u>Miss Pennybe</u>	a	<u>Dogs Photo</u>	<u>ls it ok to hug</u> <u>people?</u>
visit the story details on our website	u	u.	L3		L2	L1	L2	u	ш	L2	u	L2	L3	u	u
elationships Education : Respectful Relatio	nships	-			•										
3.1 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	٠			۰	•			•	٠	٠		•			•
3.2 practical steps they can take in a range of different contexts to improve or support respectful relationships	۰					•	•	•		٠	•	•	•	•	•
3.3 the conventions of courtesy and manners.							٠					٠			•
3.4 the importance of self-respect and how this links to their own happiness.															
3.5 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	•			•		•	•	•	•	•		•		•	•
3.6 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.		•	•												
3.7 what a stereotype is, and how stereotypes can be unfair, negative or destructive.															
3.8 the importance of permission- seeking and giving in relationships with friends, peers and adults.	۲	۲				•								•	٠

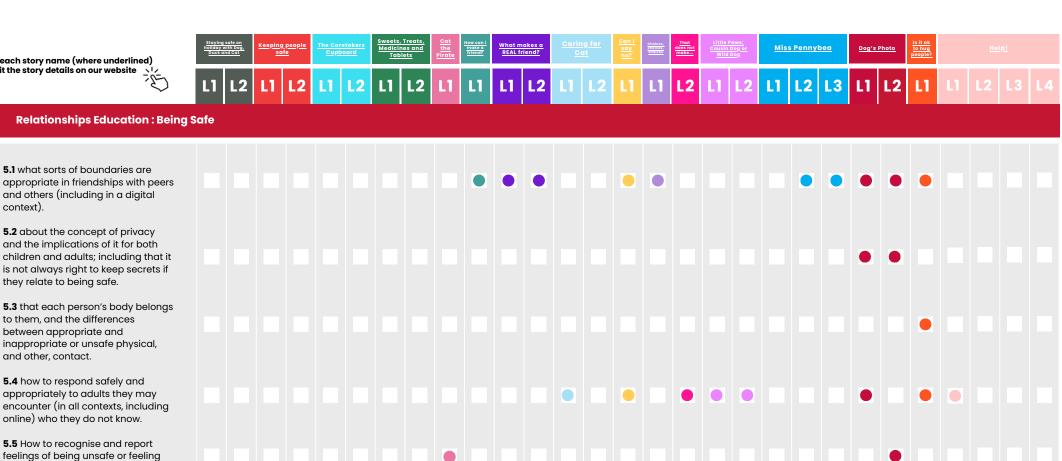


Click each story name (where underlined)	How can i make a <u>Friend?</u> What makes a REAL friend?		<u>Caring for Cat</u>		Can I say, <u>no?</u> <u>grown upl</u>		<u>Choices, choices,</u> <u>choices</u> <u>Wild Dog</u>		<u>Dog's photo</u>				
to visit the story details on our website $-\frac{1}{2}$	LI -	u.	L3	u.	L2	u.	u.	L2	u.	ш	L2	u	L2
Relationships Education : Online Relatio	onships												
4.1 that people sometimes behave differently online, including by pretending to be someone they are not.													•
4.2 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.												•	•
4.3 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.													•
4.4 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.													•
4.5 how information and data is shared and used online.													•



Click each story name (wnere unserved) to visit the story details on our website

context).



5.6 how to ask for advice or help for self and for others, and to keep trying until they are heard

bad about any adult

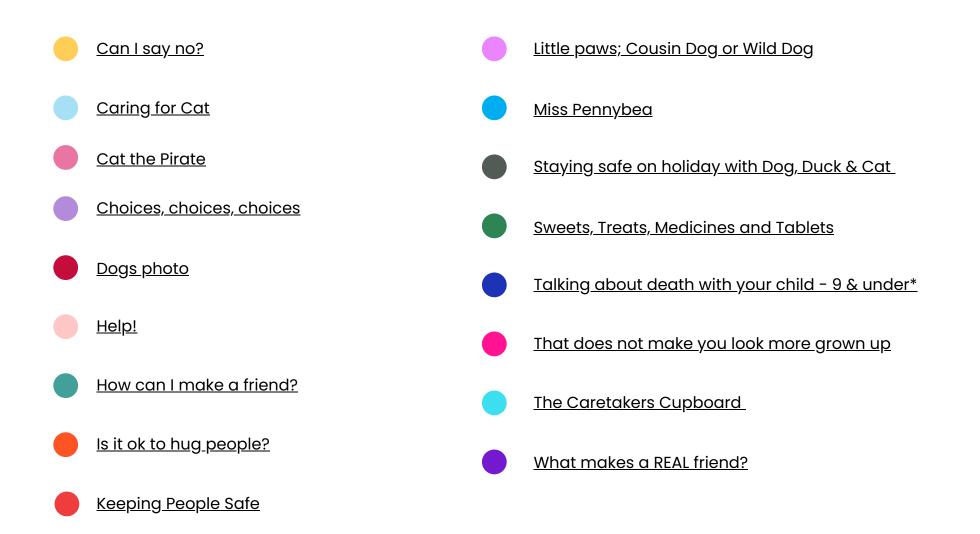
5.7 how to report concerns or abuse, and the vocabulary and confidence needed to do so

5.8 where to get advice from e.g. family, school and/or other sources.

Statutory Health Education

Reception & Key Stage 1

Themes and Resources for Reception & KS1



Click each story nam to visit the story deta

each story name (where underlined)	<u>Talking</u> about	What makes a REAL friend?					<u>Can I say</u> <u>no?</u>	<u>That does not</u> <u>make you</u>	<u>Choices,</u> choices, choices	Þ	<u>liss Pennybe</u>	<u>a</u>	<u>Dog's</u> Photo	Is it ok to hug people?
it the story details on our website 5	<u>death</u> <u>with your</u> <u>child*</u>	L3	L2	L5	u	L2	u	L2	u	L1	L2	L3	u	L1
Health Education : Mental wellbeing														
 1.1 that mental wellbeing is a normal part of daily life, in the same way as physical health. 										•		•		
1.2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	•						•			•	٠	٠	٠	•
1.3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	•								•	•	•	•	•	•
1.4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	٠							٠		•	•	•		
1.5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.														
1.6 simple self-care techniques, including the impact of rest, time spent with friends and family and the benefits of hobbies and interests.										•		•		
1.7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.												٠		
1.8 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.		٠												
1.9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).										۲	۲	٠		
1.10 it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed,														
especially if accessed early enough											L =	Lessor	n (e.g. L	1 = Lesso

Click each story name (where underlined). to visit the story details on our website

d) <u>_'</u>	<u>Talking</u> about	What makes a REAL friend?					<u>Caring</u>		<u>Can i say</u> <u>no?</u>	<u>That does not</u> make you	<u>Choices,</u> choices, choices	M	<u>Miss Pennybea</u>		<u>Dog's Photo</u>	
-E	<u>death</u> with your child*	ath your	LI	L2	L3	L4	LI	L2	LI	L2	u	L1	L2	L3	u	L2

Health Education : Internet safety and harms

2.1 that for most people the internet is an integral part of life and has many benefits.

2.2 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

2.3 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private

2.4 why social media, some computer games and online gaming, for example, are age restricted.

2.5 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

2.6 how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted

2.7 where and how to report concerns and get support with issues online

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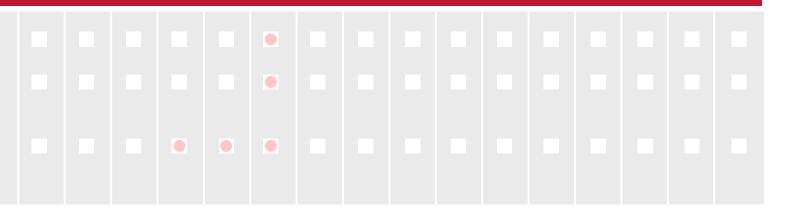
Click each story name (where underlined)	Talking about	What makes a REAL friend?						Caring for Cat	<u>Can i say</u> <u>no?</u>	<u>That does not</u> <u>make you</u>	<u>Choices,</u> choices, choices	M	liss Pennybe	<u>a</u>	<u>Dog's</u>	<u>Photo</u>
to visit the story details on our website	<u>death</u> with your child*	u.	L1	L2	L3	L4	L5	L2	L1	u.	u	u	L2	L3	u	L2
Health Education : Physical health and fitnes	S															
3.1 the characteristics and mental and physical benefits of an active lifestyle.																
3.2 the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.																
3.3 the risks associated with an inactive lifestyle (including obesity).																
3.4 how and when to seek support including which adults to speak to in school if they are worried about their health																

Health Education : Healthy eating

4.1 what constitutes a healthy diet (including understanding calories, and nutritional content).

4.2 the principles of planning and preparing a range of healthy meals.

4.3 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).





Click each story name (where underlined)	<u>What mak</u> <u>frier</u>							<u>The Car</u> <u>Cupb</u>			<u>, Treats,</u> s & Tablets	<u>That does</u> you lool	<u>not make</u> k more	<u>Staying saf</u> with Dog, D	e on holiday uck and Cat	Keeping p	people safe
to visit the story details on our website 5	u	L2	u	L2	L3	L4	L5	u	L2	LI	L2	u	L2	LI	L2	u	L2
Health Education : Drug addiction																	
5.1 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	•	•						•	٠	٠	•	٠	•			•	٠
Health Education : Health and prevention																	
6.1 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.																	
6.2 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.														•	٠		
6.3 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.																	
6.4 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.																	
6.5 about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.																	
6.6 The facts and science relating to allergies, immunisation and vaccination.**																	



Click each story name (where underlined)	<u>What mak</u> <u>frie</u>							retakers board	<u>Sweets</u> Medicines	<u>, Treats,</u> s & Tablets		<u>s not make</u> k more	Staying saf with Dog, D	e on holiday uck and Cat	<u>Keeping p</u>	eople safe
to visit the story details on our website	u	L2	u	L2	L3	L4	u	L2	u	L2	u	L2	LI	L2	u	L2
Health Education : Basic first aid																
 7.1 know how to make a clear and efficient call to emergency services if necessary. 7.2 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 																
Health Education : Changing adolescent bod	у															
 8.1 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 8.2 about menstrual wellbeing including the key facts about the menstrual cycle 	•	:	•	•	:	:	Not	for this	s age r	ange	•	:		•	•	



Statutory Relationships Education

Lower Key Stage 2

Themes and Resources for Lower Key Stage 2





*no formal lessons



each story name (where underlined)	<u>Talking about</u>		<u>ERF Project</u>		<u>You</u>	<u>ı are great as you </u>	are!	<u>Soggy Moggy</u>	<u>What's up</u> <u>Duck</u>	<u>What happe</u>	
t the story details on our website	death with your child*	u	L2	L3	LI -	L2	L3	u.	u	u.	L2
Relationships Education: Families and	people who c	care for me									
1.1 that families are important for children growing up because they can give love, security and stability.	٠						۲				
1.2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.			•	٠				•	٠	•	
1.3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.		٠					•				
1.4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.					٠	•	٠				
1.5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.							•				
1.6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.				٠							

Click each story name (where underlined). to visit the story details on our website

d)،، رايس	What's up Duck Soggy I L1 L2 L3 L4 L1												<u>ERF Pr</u>	<u>oject</u>			<u>You are</u> <u>as you</u>		<u>Moggy's</u> <u>new</u> medicine		pened to e?	What also happened
E)	u	L2	L3	L4	u	L2	u	L2	L3	L4	u	L2	L3	L4	L5	L6/7	u	L2	u	u	L2	u
dships						2																

Relationships Education: Caring Friendships

2.1 how important friendships are in making us feel happy and secure, and how people choose and make friends

2.2 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.

2.3 that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

2.4 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

2.5 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.

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•		•	•			•		•	•	•	•	•		•	•	•	•		
	•			٠	•	•	•	•	•		٠				٠				•
						•	•	•	•		•								
				•															



Click each story name (where underlined)		<u>What's</u>	<u>up Duck</u>		<u>S(</u>	oggy Mog	<u>9.Y</u>							<u>ERF P</u> I	<u>oject</u>			You are as you	<u>e great</u> u are!	What hap m	pened to e?	What also happened	Aunti	ie Duck
to visit the story details on our website	u	L2	L3	L4	u	L2	L3	u	L2	L3	L4	u	L2	L3	L4	L5	L6/7	u	L2	u	L2	u.	u	L2

Relationships Education: Respectful Relationships

3.1 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

3.2 practical steps they can take in a range of different contexts to improve or support respectful relationships

3.3 the conventions of courtesy and manners.

3.4 the importance of self-respect and how this links to their own happiness.

3.5 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

3.6 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

3.7 what a stereotype is, and how stereotypes can be unfair, negative or destructive.

3.8 the importance of permissionseeking and giving in relationships with friends, peers and adults.

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Click each story name (where underlined)		<u>ERF Project</u>			<u>Soggy Moggy</u>		<u>What happ</u>	ened to me?	What also happened
to visit the story details on our website	u	L2	L3	u	L2	L3	u –	L2	u –
Relationships Education : Online Relationship	S								
 4.1 that people sometimes behave differently online, including by pretending to be someone they are not. 4.2 that the same principles apply to online relationships as to face- to-face relationships, including the importance of respect for others online including when we are anonymous. 			•	•	•	•	•	•	•
4.3 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.			٠	•	•	•	•	•	•
4.4 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			•				•	•	•
4.5 how information and data is shared and used online.									٠



Click each story name (where	
underlined) to visit the story $\frac{1}{2}$	
underlined) to visit the story idetails on our website	



Relationships Education: Being safe

5.1 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

5.2 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

5.3 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

5.4 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.

5.5 How to recognise and report feelings of being unsafe or feeling bad about any adult

5.6 how to ask for advice or help for self and for others, and to keep trying until they are heard

5.7 how to report concerns or abuse, and the vocabulary and confidence needed to do so

5.8 where to get advice from e.g. family, school and/or other sources.

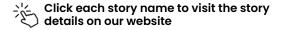
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Statutory Health Education

Lower Key Stage 2

Themes and Resources for Lower Key Stage 2







Click each story name (where underlined)		<u>What's</u>	u <u>p Duck</u>		<u>So</u>	oggy Mog	<u>9.Y.</u>					You are you	g <u>reat as</u> are!	What happe	ened to me?	What also happened	EF	<u>RF Projec</u>	<u>:t</u>	<u>Aunti</u>	e Duck	He	alp!	Talking about death with your child
to visit the story details on our website	ы	L2	L3	L4	u	L2	L3	u	L2	L3	L4	u	L2	u	L2	u	u	L2	L3	u	L2	L2	L5	u
Health Education: Mental Wellbeing																								
1.1 that mental wellbeing is a normal part of daily life, in the same way as physical health.																								
1.2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	•	٠					•		•	•									•					•
1.3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.					•	•	٠													٠	•			•
1.4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.							•									•								•
1.5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.																				•	•			
1.6 simple self-care techniques, including the impact of rest, time spent with friends and family and the benefits of hobbies and interests.																					•			
1.7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.																								
1.8 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.					•	•	•																	
1.9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	•	٠																						
1.10 it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if accessed early enough	٠																							
																		_ /		(a. a. 1	1 _ / -		7)	



Click each story name (where underlined)		<u>Soggy Moggy</u>		<u>What happe</u>	ened to me?	<u>What also happened</u>	
to visit the story details on our website	u	L2	L3	u	L2	u	L2
Health Education : Internet safety and harms		_	_				
2.1 that for most people the internet is an integral part of life and has many benefits.						•	
2.2 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	•	•	•				
2.3 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	•	•	•	•	•	•	
2.4 why social media, some computer games and online gaming, for example, are age restricted.							
2.5 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	•	•	•	•	•	•	•
2.6 how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted					•	•	
2.7 where and how to report concerns and get support with issues online	•	•	•	•	٠	٠	



Click each story name (where underlined)	<u>Auntie Duck</u>		<u>Moggy's new medicine</u>										
	u	L2	u	u	L2	L3	L4	L5					
Health Education : Physical health and fitness													
3.1 the characteristics and mental and physical benefits of an active lifestyle.	•	•											
3.2 the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	•	•											
3.3 the risks associated with an inactive lifestyle (including obesity).													
3.4 how and when to seek support including which adults to speak to in school if they are worried about their health	•	٠	•										
Health Education : Healthy eating													
4.1 what constitutes a healthy diet (including understanding calories, and nutritional content).													
4.2 the principles of planning and preparing a range of healthy meals.													
4.3 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).													

CONNEX EDUCATION ACADEMY 

Click each story name (where underlined)	<u>Not Again!</u>						<u>Moggy's new medicine</u>
to visit the story details on our website	u.	u	L2	L3	L4	L5	u
Health Education : Drug Education							
5.1 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	•						
Health Education:Health and prevention							
6.1 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.							•
6.2 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.							
6.3 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.							
6.4 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.							
6.5 about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.							
6.6 The facts and science relating to allergies, immunisation and vaccination.**							
Health Education (physical health and mento	ıl wellbeing) : Basic I	First Aid					
7.1 know how to make a clear and efficient call to emergency services if necessary.							
7.2 concepts of basic first-aid, for example dealing with common injuries, including head injuries.							
						/	

CONNEX EDUCATION ACADEMY

Click each story name (where underlined)						<u>Year 4 Pube</u>	<u>rty Package</u>	<u>Moggy's new medicine</u>
Click each story name (where underlined). to visit the story details on our website	n	L2	L3	L4	L5	u	L2	L2
Health Education : Changing adolescent body	/							
8.1 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.						•	•	
8.2 about menstrual wellbeing including the key facts about the menstrual cycle								





Statutory Relationships Education

Upper Key Stage 2

Themes and Resources for **Upper Key Stage 2**

Click each story name (where underlined) to visit the story details on our website



What is Emotional Wellbeing (EWB) and resilience

1.1: What is Emotional Wellbeing 1.2: EWB Coping Strategies 1.3: Building Resilience 1.4: A Resilience Toolkit



Why do people take risks

2.1: Safety & Risk 2.2: Risky decisions 2.3: Why do we take risks? 2.4: Stop, Feel, Think, Do



How can being online not be safe?

3.1: How can being online not be safe?

3.2: Sharing information and what that could mean

3.3: Connecting Online

3.4: Respect Online and Offline

What is consent

4.1: Consent Part 1 4.2: Consent Part 2

What are human families and relationships like

5.1: Feeling safe in relationships 5.2: What is a family? 5.3: Good Friends? 5.4: Friendship Dilemmas



What is equality

6.1: What is equality? 6.2: What is racism?

6.3: Intro to Peer Pressure and Influence

6.4: P is for Pressure! 6.5: I is for Influence!



The Wrap Up

7.1: Consolidating Knowledge

Ant & Aaron explain- How can humans stay healthy and well

8.1: Ant and Aaron explain...

8.2: Ant and Aaron explain...

8.3: Ant and Aaron explain...

8.4: Ant and Aaron explain...

8.5: Ant and Aaron explain...

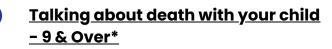
The Decca Team Alcohol and Drug **Education Programme**

9.1: Alcohol

9.2: Cannabis

9.3: Tobacco

9.4: Safety



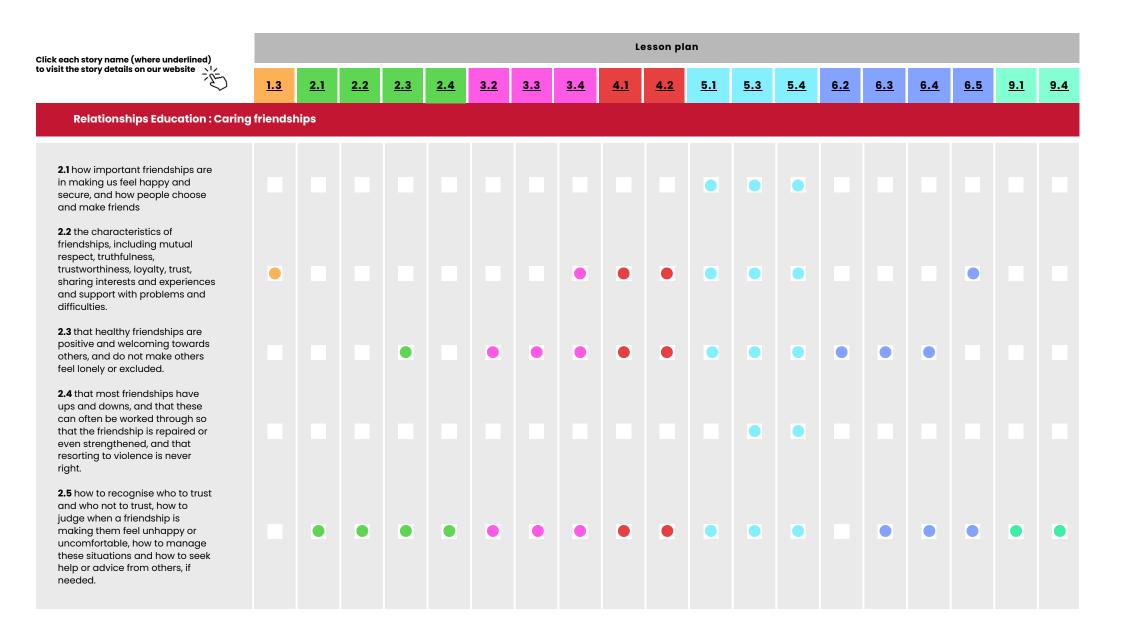
Puberty Package

Year 5 Puberty Package Year 6 Puberty Package

Click each story name (where underlined).		Lesson plan		
Click each story name (where underlined)	<u>5.1: Feeling safe</u> in relationships	<u>5.2: What is</u> <u>a family?</u>	<u>6.5: What is</u> <u>racism?</u>	<u>Talking about death with your child*</u>
Relationships Education: Families and people	who care for me			
1.1 that families are important for children growing up because they can give love, security and stability.				•
1.2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives		۲		
1.3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.		۰	۰	
1.4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	•	•		
1.5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		•		
1.6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.				

*no formal lessons







Click each story name (where underlined)								n plan											<u>Puberty</u> package
to visit the story details on our website 1.1 1.2 1.3	<u>1.4</u> <u>2.1</u>	<u>2.2</u> <u>2.3</u>	<u>2.4</u>	<u>3.2</u> 3	. <u>3</u> <u>3.4</u>	<u>4</u> <u>4</u>	<u>1.1 4.2</u>	<u>5.1</u>	<u>5.2</u> 5	<u>3 5.4</u>	<u>6.1</u>	<u>6.2</u>	<u>6.4</u>	<u>6.5</u>	<u>9.1</u>	<u>9.2</u>	<u>9.3</u>	<u>9.4</u>	<u>Year 5</u> (part 2)

Relationships Education : Respectful relationships

3.1 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

3.2 practical steps they can take in a range of different contexts to improve or support respectful relationships

3.3 the conventions of courtesy and manners.

3.4 the importance of selfrespect and how this links to their own happiness.

3.5 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

3.6 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

3.7 what a stereotype is, and how stereotypes can be unfair, negative or destructive.

3.8 the importance of permission-seeking and giving in relationships with friends, peers and adults.

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Click each story name (where underlined) to visit the story details on our website			Lesson plan		
to visit the story details on our website	<u>3.1</u>	<u>3.2</u>	<u>3.3</u>	<u>3.4</u>	<u>6.4</u>
Relationships Education : Online Re	lationships				
4.1 that people sometimes behave differently online, including by pretending to be someone they are not.	•	•	•		
4.2 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	•	•		•	
4.3 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	•	•	•		•
4.4 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	•	•			
4.5 how information and data is shared and used online.		•			





Relationships Education : Being safe

5.1 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

5.2 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

5.3 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

5.4 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.

5.5 How to recognise and report feelings of being unsafe or feeling bad about any adult

5.6 how to ask for advice or help for self and for others, and to keep trying until they are heard

5.7 how to report concerns or abuse, and the vocabulary and confidence needed to do so

5.8 where to get advice from e.g. family, school and/or other sources.

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										•									•		
•		•																			

L = Lesson (e.g. L1 = Lesson 1)



Statutory Health Education

Upper Key Stage 2

Themes and Resources for **Upper Key Stage 2**

Click each story name (where underlined) to visit the story details on our website



What is Emotional Wellbeing (EWB) and resilience

1.1: What is Emotional Wellbeing 1.2: EWB Coping Strategies 1.3: Building Resilience 1.4: A Resilience Toolkit



Why do people take risks

2.1: Safety & Risk 2.2: Risky decisions 2.3: Why do we take risks? 2.4: Stop, Feel, Think, Do



How can being online not be safe

3.1: How can being online not be safe?

3.2: Sharing information and what that could mean

3.3: Connecting Online

3.4: Respect Online and Offline

What is consent

4.1: Consent Part 1 4.2: Consent Part 2

What are human families and relationships like

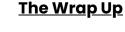
5.1: Feeling safe in relationships 5.2: What is a family? 5.3: Good Friends? 5.4: Friendship Dilemmas



What is equality

6.1: What is equality? 6.2: What is racism? 6.3: Intro to Peer Pressure and Influence

6.4: P is for Pressure! 6.5: I is for Influence!



7.1: Consolidating Knowledge

<u>A&U explain- How can humans stay</u> healthy and well

8.1: Ant and Aaron explain...

8.2: Ant and Aaron explain...

8.3: Ant and Aaron explain...

8.4: Ant and Aaron explain...

8.5: Ant and Aaron explain...

The Decca Team alcohol and Drug **Education Programme**

9.1: Alcohol

9.2: Cannabis

9.3: Tobacco 9.4: Safety

Talking about death with your child - 9 & Over*

Puberty Package Year 5 Puberty Package Year 6 Puberty Package

<u>5.1 5.3 5.4</u>

3.3 3.4

<u>8.5</u>

<u>9.4</u>

<u>8.2</u>

about death with your child*

Health Education: Mental Wellbeing

<u>1.1 1.2</u>

<u>1.3</u> <u>1.4</u>

1.1 that mental wellbeing is a normal part of daily life, in the same way as physical health.

1.2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

1.3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

1.4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

1.5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

1.6 simple self-care techniques, including the impact of rest, time spent with friends and family and the benefits of hobbies and interests.

1.7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

1.8 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

1.9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

2.0 it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if accessed early enough

•	•														
												•			

<u>6.1</u>

<u>6.2</u>

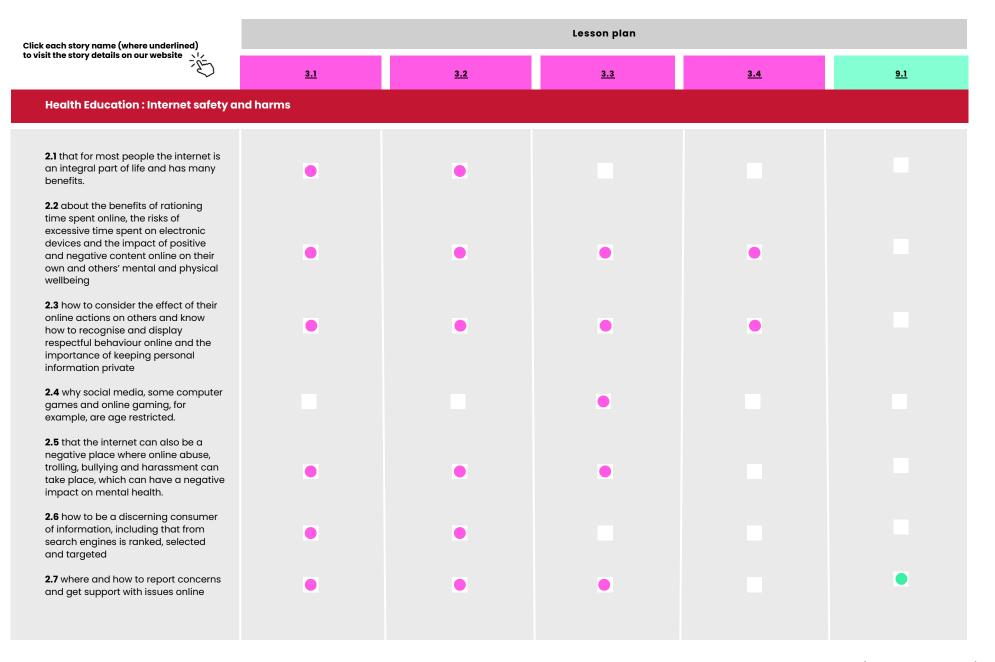
<u>6.3</u> <u>6.4</u>

<u>6.5</u> <u>7.1</u>

L = Lesson (e.g. L1 = Lesson 1) *no f

*no formal lessons







Click each story name (where underlined) to visit the story details on our website				Lesso	on plan			
\sim	<u>1.3</u>	<u>7.1</u>	<u>8.1</u>	<u>8.2</u>	<u>8.3</u>	<u>8.4</u>	<u>8.5</u>	<u>9.1</u>
Health Education: Physical health and fitness								
3.1 the characteristics and mental and physical benefits of an active lifestyle.	•						٠	
3.2 the importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.							٠	
3.3 the risks associated with an inactive lifestyle (including obesity).						•	•	
3.4 how and when to seek support including which adults to speak to in school if they are worried about their health			٠	٠	٠	٠	٠	
Health Education: Healthy eating								
4.1 what constitutes a healthy diet (including understanding calories, and nutritional content).						•		
4.2 the principles of planning and preparing a range of healthy meals.						•		
4.3 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				٠	٠	•		•



Click each story name (where underlined) to visit the story details on our website \12				Lesson plan			
15	<u>8.2</u>	<u>8.3</u>	<u>8.5</u>	<u>9.1</u>	<u>9.2</u>	<u>9.3</u>	<u>9.4</u>
Health Education: Drug Education							
5.1 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.				٠	•	٠	٠
Health Education: Health and prevention							
6.1 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	٠						
6.2 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.			•				
6.3 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	٠						
6.4 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.		۲					
6.5 about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.	٠						
6.6 The facts and science relating to allergies, immunisation and vaccination.**	•						



Click each story name (where underlined) to visit the story details on our website		Lesson plan			<u>Puberty</u>	<u>Package</u>	
	<u>8.1</u>	<u>9.1</u>	<u>9.4</u>	<u>Y5 (pt.1)</u>	<u> Y5 (pt.2)</u>	<u>Y6 recap</u>	<u>¥6</u>
Health Education: Basic first aid							
7.1 know how to make a clear and efficient call to emergency services if necessary.	۲	•	•				
7.2 concepts of basic first-aid, for example dealing with common injuries, including head injuries.	٠		•				
Health Education: Changing adolescent body							
8.1 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				•	٠	•	٠
8.2 about menstrual wellbeing including the key facts about the menstrual cycle				•		•	•







The PSHE Hub resources cover all of the DfE Relationships Education and Health Education curriculum requirements for primary phase schools in England. The current statutory guidance can be found **here**.

If you require further information about The PSHE Hub resources or wish to find out more about Connex Academy's further professional development and qualifications, please contact us at **enquiries@connex-academy.com**

To access the PSHE Hub click here.

To access the Connex Education Academy CPD platform click here.

