

# 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 long-established 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.

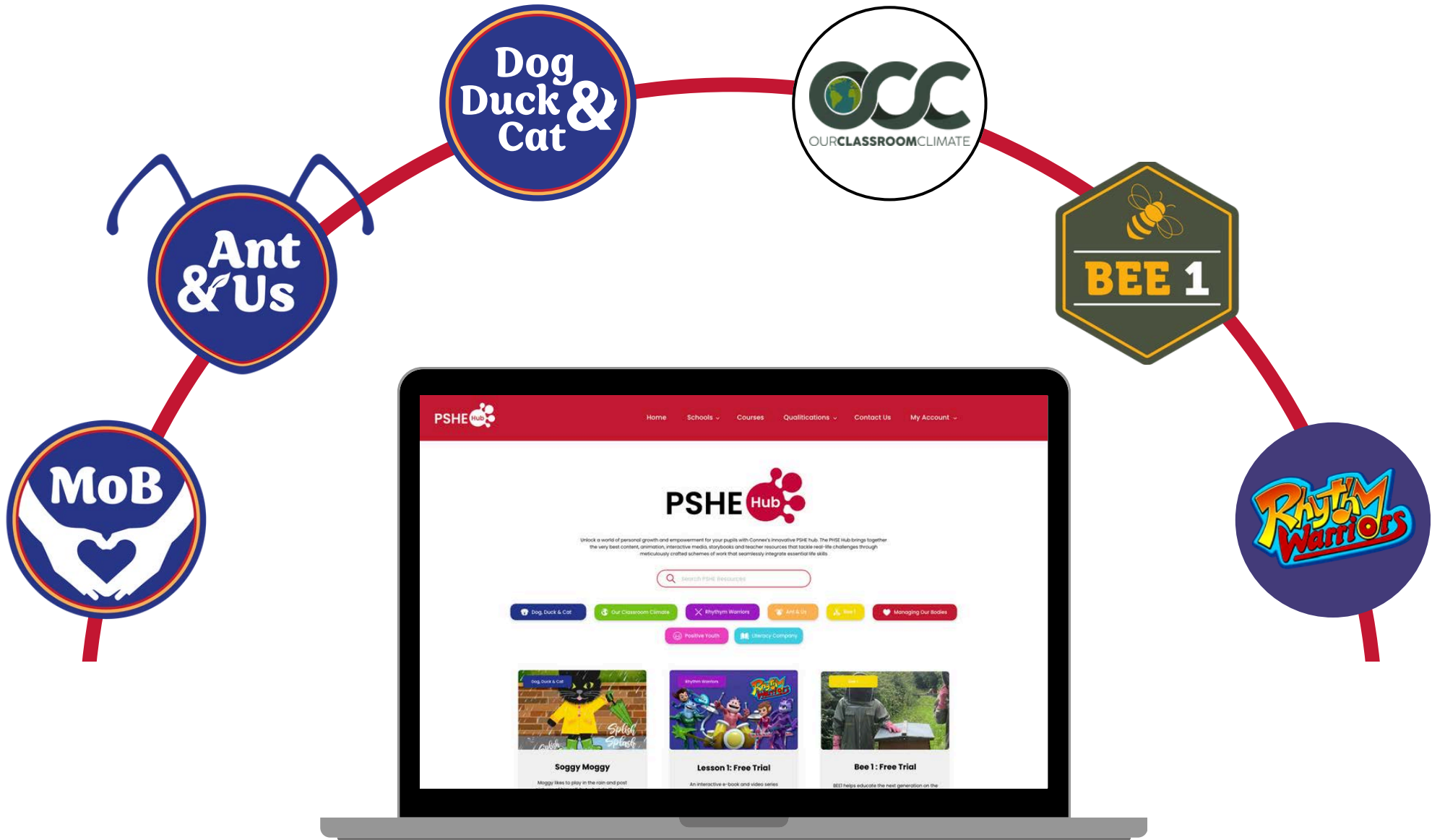
More information on the current statutory RSHE requirements can be found in the DfE guidance document [here](#). Given that these topics have traditionally been part of the PSHE curriculum, this in essence means that the vast majority of PSHE is now a statutory requirement.

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




# Themes and Resources for Reception & KS1

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

-  [Can I say no?](#)
-  [Caring for Cat](#)
-  [Cat the Pirate](#)
-  [Choices, choices, choices](#)
-  [Dogs photo](#)
-  [Help!](#)
-  [How can I make a friend?](#)
-  [Is it ok to hug people?](#)
-  [Keeping People Safe](#)
-  [Little paws; Cousin Dog or Wild Dog](#)
-  [Miss Pennybea](#)
-  [Staying safe on holiday with Dog, Duck & Cat](#)
-  [Sweets, Treats, Medicines and Tablets](#)
-  [Talking about death with your child - 9 & Under\\*](#)
-  [That does not make you look more grown up](#)
-  [The Caretakers Cupboard](#)
-  [What makes a REAL friend?](#)






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

<a href="#"><u>Talking about death with your child*</u></a>	<a href="#"><u>Can I say no?</u></a>	<a href="#"><u>Caring for Cat</u></a>			<a href="#"><u>Cat the Pirate</u></a>	<a href="#"><u>Miss Pennybea</u></a>	<a href="#"><u>Choices, choices, choices</u></a>	<a href="#"><u>Dogs Photo</u></a>	<a href="#"><u>Is it ok to hug people?</u></a>
L1	L1	L1	L2	L3	L1	L1	L1	L1	L2

**Relationships Education : Families and people who care for me**

<p><b>1.1</b> that families are important for children growing up because they can give love, security and stability.</p> <p><b>1.2</b> 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.</p> <p><b>1.3</b> 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.</p> <p><b>1.4</b> 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.</p> <p><b>1.5</b> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p><b>1.6</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	●	●	●	●	●	■	●	■	■	■
	■	●	●	●	●	●	●	■	■	■
	■	■	●	●	●	■	■	●	■	■
	■	■	■	■	●	■	■	■	■	■
	■	■	●	■	●	■	■	■	●	●

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


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

Sweets, Treats, Medicines and Tablets		How can I make a friend?	What makes a REAL friend?		Caring for Cat		Can I say no?	That does not make you look more grown up!		Choices, choices, choices	Little Paws; Cousin Dog or Wild Dog		Miss Pennybea		Dogs Photo	Is it ok to hug people?
L1	L2	L1	L1	L2	L1	L2	L1	L1	L2	L1	L1	L2	L2	L3	L1	L1

## Relationships Education : Caring Friendships

<p><b>2.1</b> how important friendships are in making us feel happy and secure, and how people choose and make friends</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>2.2</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>2.3</b> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>2.4</b> 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>2.5</b> 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.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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


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

<u>How can I make a friend</u>	<u>What makes a REAL friend?</u>		<u>Caring for Cat</u>		<u>Can I say no?</u>	<u>That does not make me a nice person</u>	<u>Choices, Choices, Choices</u>	<u>Little Paws; Cousin Dog or Wild Dog</u>			<u>Miss Pennybee</u>			<u>Dogs Photo</u>	<u>Is it ok to hug people?</u>
L1	L1	L3	L1	L2	L1	L2	L1	L1	L2	L1	L2	L3	L1	L1	

**Relationships Education : Respectful Relationships**

<p><b>3.1</b> 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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>3.2</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>3.3</b> the conventions of courtesy and manners.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>3.4</b> the importance of self-respect and how this links to their own happiness.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>3.5</b> 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.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>3.6</b> 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.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>3.7</b> what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>3.8</b> the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

<u>How can I make a friend</u>	<u>What makes a REAL friend?</u>		<u>Caring for Cat</u>		<u>Can I say, no?</u>	<u>That does not make you look more grown up!</u>		<u>Choices, choices, choices</u>	<u>Little Paws; Cousin Dog or Wild Dog</u>		<u>Dog's photo</u>	
L1	L1	L3	L1	L2	L1	L1	L2	L1	L1	L2	L1	L2

### Relationships Education : Online Relationships

<p><b>4.1</b> that people sometimes behave differently online, including by pretending to be someone they are not.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>4.2</b> 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>4.3</b> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>4.4</b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>4.5</b> how information and data is shared and used online.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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



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



<a href="#">Staying safe on holiday with dogs, cats and car</a>		<a href="#">Keeping people safe</a>		<a href="#">The Caretakers Cupboard</a>		<a href="#">Sweets, Treats, Medicines and Tablets</a>		<a href="#">Cat the Pirate</a>	<a href="#">How can I make a friend?</a>	<a href="#">What makes a REAL friend?</a>		<a href="#">Caring for Cat</a>		<a href="#">Can I say no?</a>	<a href="#">Choices, Emotions, Feelings</a>	<a href="#">That does not make...</a>	<a href="#">Little Paws; Cousin Dog or Wild Dog</a>		<a href="#">Miss Pennybea</a>			<a href="#">Dog's Photo</a>		<a href="#">Is it ok to hug people?</a>	<a href="#">Help!</a>			
L1	L2	L1	L2	L1	L2	L1	L2	L1	L1	L1	L2	L1	L2	L1	L1	L2	L1	L2	L1	L2	L3	L1	L2	L1	L1	L2	L3	L4

### 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

Reception & Key Stage 1



# Themes and Resources for Reception & KS1

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
<u>Talking about death with your child*</u>	<u>What makes a REAL friend?</u>	<u>Help!</u>		<u>Caring for Cat</u>		<u>Can I say no?</u>	<u>That does not make you ...</u>	<u>Choices, choices, choices</u>	<u>Miss Pennybea</u>			<u>Dog's Photo</u>	<u>Is it ok to hug people?</u>
L3		L2	L5	L1	L2	L1	L2	L1	L1	L2	L3	L1	L1

**Health Education : Mental wellbeing**

<p><b>1.1</b> that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p><b>1.2</b> 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.</p> <p><b>1.3</b> 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.</p> <p><b>1.4</b> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p><b>1.5</b> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p><b>1.6</b> simple self-care techniques, including the impact of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p><b>1.7</b> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p><b>1.8</b> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p><b>1.9</b> 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).</p> <p><b>1.10</b> 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</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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L = Lesson (e.g. L1 = Lesson 1)




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

<a href="#"><u>Talking about death with your child*</u></a>	<a href="#"><u>What makes a REAL friend?</u></a>	<a href="#"><u>Help!</u></a>				<a href="#"><u>Caring for Cat</u></a>		<a href="#"><u>Can I say no?</u></a>	<a href="#"><u>That does not make you ...</u></a>	<a href="#"><u>Choices, Choices, Choices</u></a>	<a href="#"><u>Miss Pennybee</u></a>			<a href="#"><u>Dog's Photo</u></a>	
L1	L1	L2	L3	L4	L1	L2	L1	L2	L1	L1	L2	L3	L1	L2	

### Health Education : Internet safety and harms

<p><b>2.1</b> that for most people the internet is an integral part of life and has many benefits.</p> <p><b>2.2</b> 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</p> <p><b>2.3</b> 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</p> <p><b>2.4</b> why social media, some computer games and online gaming, for example, are age restricted.</p> <p><b>2.5</b> 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.</p> <p><b>2.6</b> how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted</p> <p><b>2.7</b> where and how to report concerns and get support with issues online</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Talking about death with your child*	What makes a REAL friend?	Help!					Caring for Cat	Can I say no?	That does not make you ...	Choices, Choices, Choices	Miss Pennybee			Dog's Photo	
L1	L1	L2	L3	L4	L5	L2	L1	L1	L1	L1	L2	L3	L1	L2	


### Health Education : Physical health and fitness

3.1 the characteristics and mental and physical benefits of an active lifestyle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 the risks associated with an inactive lifestyle (including obesity).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 how and when to seek support including which adults to speak to in school if they are worried about their health	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Health Education : Healthy eating

4.1 what constitutes a healthy diet (including understanding calories, and nutritional content).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 the principles of planning and preparing a range of healthy meals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<u>What makes a REAL friend?</u>		<u>Help!</u>					<u>The Caretakers Cupboard</u>		<u>Sweets, Treats, Medicines &amp; Tablets</u>		<u>That does not make you look more...</u>		<u>Staying safe on holiday with Dog, Duck and Cat</u>		<u>Keeping people safe</u>	
L1	L2	L1	L2	L3	L4	L5	L1	L2	L1	L2	L1	L2	L1	L2	L1	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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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**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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 The facts and science relating to allergies, immunisation and vaccination.**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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<u>What makes a REAL friend?</u>		<u>Help!</u>				<u>The Caretakers Cupboard</u>		<u>Sweets, Treats, Medicines &amp; Tablets</u>		<u>That does not make you look more...</u>		<u>Staying safe on holiday with Dog, Duck and Cat</u>		<u>Keeping people safe</u>	
L1	L2	L1	L2	L3	L4	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2

### Health Education : Basic first aid

<p><b>7.1</b> know how to make a clear and efficient call to emergency services if necessary.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>7.2</b> concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Health Education : Changing adolescent body

<p><b>8.1</b> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>8.2</b> about menstrual wellbeing including the key facts about the menstrual cycle</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Not for this age range

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




# Statutory Relationships Education

Lower Key Stage 2




# Themes and Resources for Lower Key Stage 2

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-  [ERF Project](#)
-  [Moggy's new medicine](#)
-  [Soggy Moggy](#)
-  [Talking about death with your child - 9 & under\\*](#)
-  [Help!](#)
-  [Not Again!](#)
-  [Weasel Friends](#)
-  [What happened to me](#)
-  [What also happened](#)
-  [What's up Duck?](#)
-  [Year 4 Puberty Package](#)
-  [You are great as you are!](#)

*\*no formal lessons*



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

Talking about death with your child*	ERF Project			You are great as you are!			Soggy Moggy.	What's up Duck	What happened to me?	
	L1	L2	L3	L1	L2	L3	L1	L1	L1	L2

**Relationships Education: Families and people who care for me**

<p><b>1.1</b> that families are important for children growing up because they can give love, security and stability.</p> <p><b>1.2</b> 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.</p> <p><b>1.3</b> 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.</p> <p><b>1.4</b> 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.</p> <p><b>1.5</b> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p><b>1.6</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	●	□	□	●	□	□	●	□	□	□	□					
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L = Lesson (e.g. L1 = Lesson 1)

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<u>What's up Duck</u>				<u>Soggy Moggy</u>		<u>Weasels Friends</u>				<u>ERF Project</u>						<u>You are great as you are!</u>		<u>Maggy's new medicine</u>		<u>What happened to me?</u>		<u>What also happened</u>
L1	L2	L3	L4	L1	L2	L1	L2	L3	L4	L1	L2	L3	L4	L5	L6/7	L1	L2	L1	L1	L2	L1	

**Relationships Education: Caring Friendships**

<p><b>2.1</b> how important friendships are in making us feel happy and secure, and how people choose and make friends</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<p><b>2.2</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>2.3</b> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<p><b>2.4</b> 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><b>2.5</b> 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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
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<u>What's up Duck</u>				<u>Soggy Moggy</u>			<u>Weasels Friends</u>				<u>ERF Project</u>						<u>You are great as you are!</u>		<u>What happened to me?</u>		<u>What also happens?</u>	<u>Auntie Duck</u>	
L1	L2	L3	L4	L1	L2	L3	L1	L2	L3	L4	L1	L2	L3	L4	L5	L6/7	L1	L2	L1	L2	L1	L1	L2

**Relationships Education: Respectful Relationships**

<b>3.1</b> 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.			●	●				●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>3.2</b> practical steps they can take in a range of different contexts to improve or support respectful relationships		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●					●	●
<b>3.3</b> the conventions of courtesy and manners.			●	●		●	●					●			●	●	●								
<b>3.4</b> the importance of self-respect and how this links to their own happiness.	●							●	●	●	●														
<b>3.5</b> 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.			●					●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>3.6</b> 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.					●	●	●	●	●	●	●	●	●							●	●				
<b>3.7</b> what a stereotype is, and how stereotypes can be unfair, negative or destructive.												●	●		●	●	●	●	●	●	●				
<b>3.8</b> the importance of permission-seeking and giving in relationships with friends, peers and adults.							●	●	●	●	●	●	●	●	●					●	●	●			

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<u>ERF Project</u>			<u>Soggy Moggy</u>			<u>What happened to me?</u>		<u>What also happened</u>
L1	L2	L3	L1	L2	L3	L1	L2	L1

**Relationships Education : Online Relationships**

<p><b>4.1</b> that people sometimes behave differently online, including by pretending to be someone they are not.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>4.2</b> 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>4.3</b> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>4.4</b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>4.5</b> how information and data is shared and used online.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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



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What's up Duck				Soggy Moggy			Weasels Friends				ERF Project				You are great as you are!		What happened to me?		What also happened	Maggy's new machine	Auntie Duck		Help!				
L1	L2	L3	L4	L1	L2	L3	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L1	L2	L1	L1	L1	L2	L1	L2	L3	L4	L5

**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

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 [What's up Duck](#)


 [Soggy Moggy](#)

 [Weasels Friends](#)


 [You are great as you are!](#)


 [What happened to me?](#)

 [What also happened](#)


 [Talking about death with your child - 9 & under\\*](#)

 [Moggy's new medicine](#)


 [Year 4 Puberty Package](#)

 [Not Again!](#)

 [Auntie Duck](#)

 [Help!](#)



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<u>What's up Duck</u>				<u>Soggy Moggy</u>			<u>Weasels Friends</u>				<u>You are great as you are!</u>		<u>What happened to me?</u>		<u>What else happens</u>	<u>ERF Project</u>			<u>Auntie Duck</u>		<u>Help!</u>		<u>Talking about grief with your child</u>
L1	L2	L3	L4	L1	L2	L3	L1	L2	L3	L4	L1	L2	L1	L2	L1	L1	L2	L3	L1	L2	L2	L5	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.

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).

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

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


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<u>Soggy Moggy</u>			<u>What happened to me?</u>		<u>What also happened</u>	
L1	L2	L3	L1	L2	L1	L2

**Health Education : Internet safety and harms**

<b>2.1</b> that for most people the internet is an integral part of life and has many benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>2.2</b> 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.3</b> 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>2.4</b> why social media, some computer games and online gaming, for example, are age restricted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.5</b> 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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>2.6</b> how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>2.7</b> where and how to report concerns and get support with issues online	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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<u>Auntie Duck</u>		<u>Moggy's new medicine</u>	<u>Help!</u>				
L1	L2	L1	L1	L2	L3	L4	L5


**Health Education : Physical health and fitness**

<b>3.1</b> the characteristics and mental and physical benefits of an active lifestyle.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>3.2</b> 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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>3.3</b> the risks associated with an inactive lifestyle (including obesity).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>3.4</b> how and when to seek support including which adults to speak to in school if they are worried about their health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Health Education : Healthy eating**

<b>4.1</b> what constitutes a healthy diet (including understanding calories, and nutritional content).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>4.2</b> the principles of planning and preparing a range of healthy meals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>4.3</b> 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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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Not Again!	Help!					Meggy's new medicine
L1	L1	L2	L3	L4	L5	L1

**Health Education : Drug Education**

5.1 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.2 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 The facts and science relating to allergies, immunisation and vaccination.**	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Health Education (physical health and mental wellbeing) : Basic First Aid**

7.1 know how to make a clear and efficient call to emergency services if necessary.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 concepts of basic first-aid, for example dealing with common injuries, including head injuries.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



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

<a href="#">Help!</a>					<a href="#">Year 4 Puberty Package</a>	<a href="#">Moggy's new medicine</a>	
L1	L2	L3	L4	L5	L1	L2	L2

**Health Education : Changing adolescent body**

<p><b>8.1</b> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p><b>8.2</b> about menstrual wellbeing including the key facts about the menstrual cycle</p>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>
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L = Lesson (e.g. L1 = Lesson 1)

# 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

## **Talking about death with your child - 9 & Over\***

## **Puberty Package**

- [Year 5 Puberty Package](#)
- [Year 6 Puberty Package](#)



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

Lesson plan		
<a href="#"><u>5.1: Feeling safe in relationships</u></a>	<a href="#"><u>5.2: What is a family?</u></a>	<a href="#"><u>6.5: What is racism?</u></a>

[Talking about death with your child\\*](#)

**Relationships Education: Families and people who care for me**

<p><b>1.1</b> that families are important for children growing up because they can give love, security and stability.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>1.2</b> 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</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>1.3</b> 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.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>1.4</b> 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.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>1.5</b> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>1.6</b> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*no formal lessons

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

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



Lesson plan

<a href="#"><u>1.3</u></a>	<a href="#"><u>2.1</u></a>	<a href="#"><u>2.2</u></a>	<a href="#"><u>2.3</u></a>	<a href="#"><u>2.4</u></a>	<a href="#"><u>3.2</u></a>	<a href="#"><u>3.3</u></a>	<a href="#"><u>3.4</u></a>	<a href="#"><u>4.1</u></a>	<a href="#"><u>4.2</u></a>	<a href="#"><u>5.1</u></a>	<a href="#"><u>5.3</u></a>	<a href="#"><u>5.4</u></a>	<a href="#"><u>6.2</u></a>	<a href="#"><u>6.3</u></a>	<a href="#"><u>6.4</u></a>	<a href="#"><u>6.5</u></a>	<a href="#"><u>9.1</u></a>	<a href="#"><u>9.4</u></a>
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**Relationships Education : Caring friendships**

<p><b>2.1</b> how important friendships are in making us feel happy and secure, and how people choose and make friends</p>	□	□	□	□	□	□	□	□	□	□	●	●	●	□	□	□	□	□	□
<p><b>2.2</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</p>	●	□	□	□	□	□	□	●	●	●	●	●	□	□	□	□	●	□	□
<p><b>2.3</b> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	□	□	□	●	□	●	●	●	●	●	●	●	●	●	●	□	□	□	□
<p><b>2.4</b> 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.</p>	□	□	□	□	□	□	□	□	□	□	□	●	●	□	□	□	□	□	□
<p><b>2.5</b> 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.</p>	□	●	●	●	●	●	●	●	●	●	●	●	□	●	●	●	●	●	●

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



Lesson plan

Puberty package

<a href="#">1.1</a>	<a href="#">1.2</a>	<a href="#">1.3</a>	<a href="#">1.4</a>	<a href="#">2.1</a>	<a href="#">2.2</a>	<a href="#">2.3</a>	<a href="#">2.4</a>	<a href="#">3.2</a>	<a href="#">3.3</a>	<a href="#">3.4</a>	<a href="#">4.1</a>	<a href="#">4.2</a>	<a href="#">5.1</a>	<a href="#">5.2</a>	<a href="#">5.3</a>	<a href="#">5.4</a>	<a href="#">6.1</a>	<a href="#">6.2</a>	<a href="#">6.3</a>	<a href="#">6.4</a>	<a href="#">6.5</a>	<a href="#">9.1</a>	<a href="#">9.2</a>	<a href="#">9.3</a>	<a href="#">9.4</a>	Year 5 (part 2)
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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 permission-seeking and giving in relationships with friends, peers and adults.


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

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



Lesson plan

3.1

3.2

3.3

3.4

6.4

Relationships Education : Online Relationships

**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.



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

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



Lesson plan																				Puberty package			Talking about death with young children									
1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	5.1	5.2	5.3	5.4	6.1	6.2	6.3	6.4	6.5		7.1	8.1	8.2	8.3	8.4	8.5	9.4	Y5	Y6 recap

### Relationships Education : Being safe

<p><b>5.1</b> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>						●	●	●	●	●		●	●	●			●	●															
<p><b>5.2</b> 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.</p>							●		●						●	●														●			
<p><b>5.3</b> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>													●																●				
<p><b>5.4</b> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.</p>									●																●								
<p><b>5.5</b> How to recognise and report feelings of being unsafe or feeling bad about any adult</p>					●			●	●					●		●		●											●				
<p><b>5.6</b> how to ask for advice or help for self and for others, and to keep trying until they are heard</p>	●	●	●	●			●	●								●	●		●	●	●			●		●	●	●	●	●	●	●	
<p><b>5.7</b> how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>	●	●	●	●	●		●	●	●	●			●	●		●	●	●	●	●	●			●					●				
<p><b>5.8</b> where to get advice from e.g. family, school and/or other sources.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

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

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- 2.2: Risky decisions
- 2.3: Why do we take risks?
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- 3.4: Respect Online and Offline

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- 5.4: Friendship Dilemmas

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

## **The Wrap Up**

- 7.1: Consolidating Knowledge

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- 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



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Lesson plan

Puberty package

Talking about death with your child

<u>1.1</u>	<u>1.2</u>	<u>1.3</u>	<u>1.4</u>	<u>2.1</u>	<u>2.2</u>	<u>2.3</u>	<u>2.4</u>	<u>3.2</u>	<u>3.3</u>	<u>3.4</u>	<u>4.1</u>	<u>4.2</u>	<u>5.1</u>	<u>5.3</u>	<u>5.4</u>	<u>6.1</u>	<u>6.2</u>	<u>6.3</u>	<u>6.4</u>	<u>6.5</u>	<u>7.1</u>	<u>8.2</u>	<u>8.5</u>	<u>9.4</u>	<u>Y6 pt.1</u>	<u>Y6 pt.2</u>	<u>Y6</u>	<u>Y6 recap</u>
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Health Education: Mental Wellbeing

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

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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.

●	●	●	●	●	●	●	●		●	●	●	●	●	●	●			●	●							●	●	●	●	●
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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.

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

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

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

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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.

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

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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).

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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

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L = Lesson (e.g. L1 = Lesson 1) \*no formal lessons

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



Lesson plan

3.1

3.2

3.3

3.4


9.1

Health Education : Internet safety and harms

<p><b>2.1</b> that for most people the internet is an integral part of life and has many benefits.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>2.2</b> 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</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>2.3</b> 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</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>2.4</b> why social media, some computer games and online gaming, for example, are age restricted.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>2.5</b> 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>2.6</b> how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>2.7</b> where and how to report concerns and get support with issues online</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Lesson plan**

<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>
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**Health Education: Physical health and fitness**

<p><b>3.1</b> the characteristics and mental and physical benefits of an active lifestyle.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>3.2</b> 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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>3.3</b> the risks associated with an inactive lifestyle (including obesity).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>3.4</b> how and when to seek support including which adults to speak to in school if they are worried about their health</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Health Education: Healthy eating**

<p><b>4.1</b> what constitutes a healthy diet (including understanding calories, and nutritional content).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>4.2</b> the principles of planning and preparing a range of healthy meals.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>4.3</b> 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).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

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



Lesson plan

8.2

8.3

8.5

9.1

9.2

9.3

9.4

**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.\*\*



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	Lesson plan			Puberty Package			
	<a href="#"><u>8.1</u></a>	<a href="#"><u>9.1</u></a>	<a href="#"><u>9.4</u></a>	<a href="#"><u>Y5 (pt.1)</u></a>	<a href="#"><u>Y5 (pt.2)</u></a>	<a href="#"><u>Y6 recap</u></a>	<a href="#"><u>Y6</u></a>
<b>Health Education: Basic first aid</b>							
<b>7.1</b> know how to make a clear and efficient call to emergency services if necessary.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7.2</b> concepts of basic first-aid, for example dealing with common injuries, including head injuries.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Health Education: Changing adolescent body</b>							
<b>8.1</b> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>8.2</b> about menstrual wellbeing including the key facts about the menstrual cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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



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](mailto:enquiries@connex-academy.com)

To access the PSHE Hub click [here](#).

To access the Connex Education Academy CPD platform click [here](#).

