

# PSHE Medium Term Plan 2024/2025

Subject Lead: Suzy Crossley



**PSHE**  
Association

PSHE is at the heart of Owston Park Primary Academy's curriculum - it drives everything we do, supports the school's ethos and the wellbeing and happiness of pupils. Our PSHE curriculum gives children the best educational experience we possibly can in order to help them take the next step of their lives with confidence. We find a balance between offering the best academic teaching and learning whilst also developing the whole child. It is taught with aspiration and educational rigour as well as providing the best opportunity for children to explore and to develop the skills that will allow them to thrive in a complex world and prepare them for life in modern Britain.

We have a spiral curriculum where learning starts in foundation stage. For example, we start teaching children about relationships as soon as they first set foot in school, as they learn to share the toys, to take turns and make new friends. They start with age-appropriate skills and these grow and develop as the children do. Each year pupils revisit the PSHE topics, recapping and consolidating their learning, so that each year they move on step by step.

We have broken down our PSHE curriculum into core themes: Autumn (relationships), Spring (living in the wider world) and Summer (health and wellbeing). Although the medium term plan organises content under different headings from those used in the content grids of the Department for Education's statutory guidance on Relationships Education, RSE and Health education, each grid covers all of the statutory requirements for their phase, within a comprehensive PSHE education programme. The PSHE programme of study has been planned to coincide with both the life skills programme and Gooseberry Planet at Owston Park Primary Academy. Some aspects of the mandatory PSHE curriculum, not found in this plan, are covered through the Life Skills and Gooseberry Planet programmes as well as PSHE focused weeks taking place across the academic year (e.g. careers week).

# YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Lesson overviews/teacher notes/resources
1	<b>Families and friendships</b> <u>Assessment questions:</u> What is a family? What does it mean to feel cared for?	<ul style="list-style-type: none"> <li>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>the role these different people play in children's lives and how they care for them</li> <li>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul>	Medway Public Health Directorate - Primary  RSE Lessons (KS1), Lesson 1, 'My <u>special</u> people'  Metro charity KS1 Love and respectful relationships  FPA – Growing up with Yasmine and Tom
	<b>Respecting ourselves and others</b> <u>Assessment questions:</u> How our behaviour does affects others? How can we be polite and respectful?	<ul style="list-style-type: none"> <li>what kind and unkind behaviour mean in and out school</li> <li>how kind and unkind behaviour can make people feel #about what respect means</li> <li>about class rules, being polite to others, sharing and taking turns</li> </ul>	(5-7), Different families (£)
	<b>Belonging to a community</b> <u>Assessment questions:</u> What are rules? How do we care for others' needs? How can we look after the environment?	<ul style="list-style-type: none"> <li>about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>that different people have different needs</li> <li>how we care for people, animals and other living things in different ways</li> <li>how they can look after the environment, e.g. recycling</li> </ul>	1 decision (5-8)-Being responsible (£)  Alzheimer's Society -Creating a dementia-friendly generation (KS1)  <u>Experian - Values, Money and Me (KS1)</u>

### Physical health and mental well-being

#### Assessment questions:

How can we keep healthy? (food and exercise; hygiene routines)

How do we keep safe from the sun?

- what it means to be healthy and why it is important
- ways to take care of themselves on a daily basis
- about basic hygiene routines, e.g. hand washing
- about healthy and unhealthy foods, including sugar intake
- about physical activity and how it keeps people healthy
- about different types of play, including balancing indoor, outdoor and screen-based play
- about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors
- how to keep safe in the sun

[FPA – Growing up with Yasmine and Tom \(57\), Keeping clean and taking care of myself \(£\)](#)

[PSHE Association - Dental Health](#)

### Growing and changing

#### Assessment questions:

What makes me special?

What are feelings?

How can I manage my feelings?

- to recognise what makes them special and unique including their likes, dislikes and what they are good at
- how to manage and whom to tell when finding things difficult, or when things go wrong
- how they are the same and different to others
- about different kinds of feelings
- how to recognise feelings in themselves and others
- how feelings can affect how people behave

PSHE Association – Mental health and wellbeing lessons (KS1)

Medway Public Health Directorate - Primary

[RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle'](#)

[1 decision \(5-8\)-Feelings and emotions \(£\)](#)

## YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Lesson overviews/teacher notes/resources
1	<b>Families and friendships</b> <u>Assessment questions:</u> How can I be a good friend? What does it mean to feel lonely? How would I get help if I felt lonely?	<ul style="list-style-type: none"> <li>strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>about what causes arguments between friends</li> <li>how to positively resolve arguments between friends</li> <li>how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>	<a href="#">(5-7), Friendships and feelings (F)</a>
	<b>Respecting ourselves and others</b> <u>Assessment questions:</u> What do I have in common with others and what are our differences? How do I play and work cooperatively?	<ul style="list-style-type: none"> <li>about the things they have in common with their friends, classmates, and other people</li> <li>how friends can have both similarities and differences</li> <li>how to play and work cooperatively in different groups and situations</li> <li>how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul>	PSHE Association – Inclusion, belonging and addressing extremism, (KS1),  <a href="#">‘Sameness and difference’</a>
2	<b>Belonging to a community</b> <u>Assessment questions:</u> What does it mean to belong? What is the same and different in people in Skellow?	<ul style="list-style-type: none"> <li>about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>about different rights and responsibilities that they have in school and the wider community</li> <li>about how a community can help people from different groups to feel included</li> <li>to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> </ul>	PSHE Association – Inclusion, belonging and addressing extremism, (KS1),  <a href="#">‘Sameness and difference’</a>

3	<p><b>Physical health and Mental wellbeing</b>  <u>Assessment questions:</u>          Why sleep is important?          How do I keep healthy?          How do I manage feelings and ask for help?</p>	<ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul>	<p>1 decision (5-8) -Keeping/staying healthy (£)</p> <p>PSHE Association – Mental health and wellbeing <a href="#">lessons (KS1)</a></p> <p><a href="#">1 decision (5-8) -Feelings &amp; emotions (£)</a></p> <p>FPA – Growing up with Yasmine and Tom (5-7),</p> <p><a href="#">Keeping safe (£)</a></p> <p><a href="#">PSHE Association - Dental Health</a></p> <p><a href="#">PSHE Association – Drug and Alcohol Education (Year 1-2)</a></p>
	<p><b>Growing and changing</b>  <u>Assessment questions:</u>          How do we grow from young to old?          What are the names of my body parts?</p>	<ul style="list-style-type: none"> <li>• about the human life cycle and how people grow from young to old</li> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external genitalia e.g. vulva, vagina, penis, testicles.</li> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• preparing to move to a new class and setting goals for next year</li> </ul>	<p>Medway Public Health Directorate - Primary RSE</p> <p>Lessons (KS1), Lesson 3, <a href="#">‘Everybody’s body’</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (5-7), Naming body parts (£)</a></p>

## YEAR 3 – MEDIUM TERM PLAN

Term	Topic	In this unit of work, students learn...	Lesson overviews/teacher notes/ resources
1	<b>Families and friendships</b> <u>Assessment questions:</u> What makes a family? What is family life?	<ul style="list-style-type: none"> <li>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>that being part of a family provides support, stability and love, about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>to identify if/when something in a family might make someone upset or worried</li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	<a href="#">Coram Life Education – The Adoptables’ Schools Toolkit</a>  <a href="#">FPA – Growing up with Yasmine and Tom</a>
	<b>Respecting ourselves and others</b> <u>Assessment questions:</u> What is respectful behaviour and self-respect? How can I be polite?	<ul style="list-style-type: none"> <li>how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> <li>the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<a href="#">Premier League Primary Stars-KS2</a>  <a href="#">Behaviour/relationships Do the right thing</a>  <a href="#">Alzheimer’s Society -Creating a dementiafriendly generation (KS2)</a>
2	<b>Belonging to a community</b> <u>Assessment questions:</u> What are rules and laws and why do we have them? What are my rights, freedoms and responsibilities?	<ul style="list-style-type: none"> <li>the reasons for rules and laws in wider society</li> <li>the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>what human rights are and how they protect people</li> <li>to identify basic examples of human rights including the rights of children</li> <li>about how they have and also responsibilities</li> <li>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>	

3	<p><b>Physical health and mental well-being</b></p> <p><u>Assessment questions:</u> What are health choices and habits? What affects feelings?</p>	<ul style="list-style-type: none"> <li>• about the choices that people make in daily life that could affect their health</li> <li>• to identify healthy and unhealthy choices e.g. in relation to food, exercise, sleep</li> <li>• what can help people to make healthy choices and what might negatively influence them</li> <li>• about habits and that sometimes they can be maintained, changed or stopped</li> <li>• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>• about the things that affect feelings both positively and negatively</li> <li>• strategies to identify and talk about their feelings</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul>	<p>PSHE Association – Mental health and wellbeing lessons (KS2 – Y3/4)</p> <p>1 decision Keeping/staying healthy (£) 1 decision Feelings &amp; emotions (£)</p>
---	--	--	---

3	<p><b>Growing and changing</b></p> <p><u>Assessment questions:</u> What are personal strengths and achievements? How do I manage and reframe setbacks?</p>	<ul style="list-style-type: none"> <li>• that everyone is an individual and has unique and valuable contributions to make</li> <li>• to recognise how strengths and interests form part of a person's identity</li> <li>• how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</li> <li>• to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</li> <li>• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Self-esteem</a></p> <p><a href="#">Premier League Primary Stars KS2 PSHE Inclusion</a></p> <p><a href="#">FPA – Growing up with Yasmine and Tom (7-9), Me, myself and I (£)</a></p>
---	--	---	--

## YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Lesson overviews/teacher notes/resources
1	<b>Families and friendships</b> <u>Assessment questions:</u> What are positive friendships? (including online)	<ul style="list-style-type: none"> <li>about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>strategies to build positive friendships</li> <li>how to seek support with relationships if they feel lonely or excluded</li> <li>how to communicate respectfully with friends when using digital devices</li> <li>how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>what to do or whom to tell if they are worried about any contact online</li> </ul>	<a href="#">NSPCC Share Aware</a> <a href="#">Google and Parent zone Be Internet</a> <a href="#">Legends</a> <a href="#">FPA – Growing up with Yasmine and Tom (7-9), What makes a good friend? (£)</a>
	<b>Respecting ourselves and others</b> <u>Assessment questions:</u> How do we respect differences and similarities, discussing them sensitively?	<ul style="list-style-type: none"> <li>to recognise differences between people such as gender, race, faith</li> <li>to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>about the importance of respecting the differences and similarities between people</li> <li>a vocabulary to sensitively discuss difference and include everyone</li> </ul>	<a href="#">Premier League Primary Stars KS2 PSHE Diversity</a>



2	<p><b>Belonging to a community</b>  <b>Assessment questions:</b>          What makes a community?          What are my shared responsibilities?</p>	<ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<p><a href="#">PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2</a>  <a href="#">Belonging to a community</a></p> <p><a href="#">Compassionate class KS2 RSPCA</a></p> <p><a href="#">Worcester University - Moving and moving home (KS2)</a></p> <p><a href="#">Experian - Values, Money and Me (KS2)</a></p>
3	<p><b>Physical health and Mental wellbeing</b>  <b>Assessment questions:</b>          How do I maintain a balanced lifestyle?          What is oral, hygiene and dental care?</p>	<ul style="list-style-type: none"> <li>• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctors</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<p>1 decision Keeping/staying healthy (£)</p> <p><a href="#">PSHE Association - Dental Health</a></p>
	<p><b>Growing and changing</b>  <b>Assessment questions:</b>          What are physical and emotional changes in puberty?          Can I name external genitalia?          Who can support me with puberty?</p>	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>	<p><a href="#">Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty'</a></p> <p><a href="#">Betty: It's perfectly natural</a></p> <p>1 decision Growing and Changing (£)</p> <p><a href="#">FPA – Growing up with Yasmine and Tom (9-11), Changes at puberty (£)</a></p>

## YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Lesson overviews/teacher notes/resources
1	<b>Families and friendships</b> <u>Assessment questions:</u> How do I manage friendships? What is peer influence?	<ul style="list-style-type: none"> <li>what makes a healthy friendship and how they make people feel included</li> <li>strategies to help someone feel included</li> <li>about peer influence and how it can make people feel or behave</li> <li>the impact of the need for peer approval in different situations, including online</li> <li>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>that it is common for friendships to experience challenges</li> <li>strategies to positively resolve disputes and reconcile differences in friendships</li> <li>that friendships can change over time and the benefits of having new and different types of friends</li> <li>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>when and how to seek support in relation to friendships</li> </ul>	Premier League Primary Stars KS2 PSHE Inclusion  FPA – Growing up with Yasmine and Tom  <a href="#">(9-11), Friendships and pressure (£)</a>
	<b>Respecting ourselves and others</b> <u>Assessment questions:</u> How do I responding respectfully to a wide range of people? What is prejudice and discrimination?	<ul style="list-style-type: none"> <li>to recognise that everyone should be treated equally</li> <li>why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>the impact of discrimination on individuals, groups and wider society</li> <li>ways to safely challenge discrimination</li> <li>how to report discrimination online</li> </ul>	Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing  Premier League Primary Stars KS2 PSHE <a href="#">Developing values</a>

2	<p><b><i>Belonging to a community</i></b>  <i>Assessment questions:</i>  How can I protect the environment?  How can I show compassion towards others?</p>	<ul style="list-style-type: none"> <li>• <i>about how resources are allocated and the effect this has on individuals, communities and the environment</i></li> <li>• <i>the importance of protecting the environment and how everyday actions can either support or damage it</i></li> <li>• <i>how to show compassion for the environment, animals and other living things</i></li> <li>• <i>about the way that money is spent and how it affects the environment</i></li> <li>• <i>to express their own opinions about their responsibility towards the environment</i></li> </ul>	<p><a href="#"><u>Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue</u></a></p> <p><a href="#"><u>Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)</u></a></p> <p><a href="#"><u>1 decision – Being responsible (£)</u></a></p> <p><a href="#"><u>Experian - Values, Money and Me (KS2)</u></a></p>
3	<p><b><i>Physical health and mental wellbeing</i></b>  <i>Assessment questions:</i>  What are healthy sleep habits?  How can I be sun safe?  How can health be managed?</p>	<ul style="list-style-type: none"> <li>• <i>how sleep contributes to a healthy lifestyle</i></li> <li>• <i>healthy sleep strategies and how to maintain them</i></li> <li>• <i>about the benefits of being outdoors and in the sun for physical and mental health</i></li> <li>• <i>how to manage risk in relation to sun exposure, including skin damage and heat stroke</i></li> <li>• <i>how medicines can contribute to health and how allergies can be managed</i></li> <li>• <i>that some diseases can be prevented by vaccinations and immunisations</i></li> <li>• <i>that bacteria and viruses can affect health</i></li> <li>• <i>how they can prevent the spread of bacteria and viruses with everyday hygiene routines</i></li> <li>• <i>to recognise the shared responsibility of keeping a clean environment</i></li> </ul>	<p><a href="#"><u>PSHE Association and Department of Children's Sleep Medicine at Evelina London</u></a></p> <p><a href="#"><u>Children's Hospital– The sleep factor</u></a></p> <p><a href="#"><u>PSHE Association – Drug and Alcohol Education (Year 5-6)</u></a></p>
	<p><b><i>Growing and changing</i></b>  <i>Assessment questions:</i>  What is personal identity?  How can I manage my mental well-being?</p>	<ul style="list-style-type: none"> <li>• <i>about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</i></li> <li>• <i>that for some people their gender identity does not correspond with their biological sex</i></li> <li>• <i>how to recognise, respect and express their individuality and personal qualities</i></li> <li>• <i>ways to boost their mood and improve emotional wellbeing about the link between participating in interests, hobbies and community groups and mental wellbeing</i></li> </ul>	<p><a href="#"><u>Metro charity KS2 Gender</u></a></p> <p><a href="#"><u>PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)</u></a></p> <p><a href="#"><u>Premier League Primary Stars – Selfesteem/Resilience</u></a></p>

## YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	Lesson overviews/teacher notes/resources
1	<b>Families and friendships</b> <u>Assessment questions:</u> What does it mean to be attracted to someone? What are romantic relationships? What does marriage and civil partnerships mean?	<ul style="list-style-type: none"> <li>that people who love each other can be of any gender, ethnicity or faith</li> <li>the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>about the qualities of healthy relationships that help individuals flourish</li> <li>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>that people have the right to choose whom they marry or whether to get married</li> <li>that to force anyone into marriage is illegal</li> <li>how and where to report forced marriage or ask for help if they are worried</li> </ul>	<a href="#">Medway Public Health Directorate Primary</a>  <a href="#">RSE-KS2 Y6 Lesson 3 Positive and healthy relationships</a>
	<b>Respecting ourselves and others</b> <u>Assessment questions:</u> How do I express opinions and respect other points of view?	<ul style="list-style-type: none"> <li>about the link between values and behaviour and how to be a positive role model</li> <li>how to discuss issues respectfully</li> <li>how to listen to and respect other points of view</li> <li>how to constructively challenge points of view they disagree with</li> <li>ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul>	<a href="#">Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing</a>

2	<p><b>Belonging to a community</b></p> <p><u>Assessment questions:</u></p> <p>What does prejudice mean?</p> <p>How can I value diversity?</p> <p>How do I challenge discrimination and stereotypes?</p>	<ul style="list-style-type: none"> <li>• what prejudice means</li> <li>• to differentiate between prejudice and discrimination</li> <li>• how to recognise acts of discrimination</li> <li>• strategies to safely respond to and challenge discrimination</li> <li>• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>• how stereotypes are perpetuated and how to challenge this</li> </ul>	<p><a href="#">Premier League Primary Stars KS2 PSHE Diversity</a></p> <p><a href="#">PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 3 Stereotypes</a></p> <p><a href="#">PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 4 Extremism</a></p> <p><a href="#">Premier League Primary Stars KS2 PSHE Inclusion</a></p>
---	---	--	---

## Physical health and mental wellbeing

### Assessment questions:

What affects mental health?

How can I take care of my mental health?

- that mental health is just as important as physical health and that both need looking after
- to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings
- how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- to recognise that if someone experiences feelings that are not so good (most or all of the time)
- help and support is available
- identify where they and others can ask for help and support with mental wellbeing in and outside school
- the importance of asking for support from a trusted adult
- about the changes that may occur in life including death and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss and grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online

[PSHE Association Mental Health and wellbeing lessons \(KS2 Y5-6\)](#)

[NSPCC Making sense of relationships](#)

[Public Health England Rise Above KS2 Social media](#)

[Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3 Managing feelings about the news](#)

### *Growing and changing*

#### *Assessment questions:*

*What is human reproduction and birth?*

- *to recognise some of the changes as they grow up e.g. increasing independence*
  - *about what being more independent might be like, including how it may feel*
- *about the transition to secondary school and how this may affect their feelings*
- *about how relationships may change as they grow up or move to secondary school*
- *practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school*
- *identify the links between love, committed relationships and conception*
- *what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults*
- *how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb*
- *that pregnancy can be prevented with contraception*
- *about the responsibilities of being a parent or carer and how having a baby changes someone's life*

[Medway Public Health Directorate](#)

[Primary RSE-KS2 Y6 Lesson 2 Puberty: Change and becoming independent](#)

[Lesson 4 How a baby is made](#)

[NSPCC Making sense of relationships - Secondary school and Changing friendship](#)

[Public Health England Rise Above KS2-](#)

[Transition to secondary school](#)

[FPA – Growing up with Yasmine and Tom \(9-11\), Making babies \(£\)](#)