



# Bourton-on-the-Water Wellbeing Intent Document

(Personal, Social, Health, Economic and Relationships and Sex Education)

Our Wellbeing Curriculum incorporates our CARE statement, which are areas of learning we believe should be taught, discussed and explored all the time; as well as the statutory PSHE and RSE Curriculum.

To ensure children are building on previous knowledge, curriculum statements are taught via the following programmes and resources: **myHappymind**, **Yasmine and Tom**, and **GHLL**. Where there are statements covered by multiple lessons, teachers are able to select those they deem suitable for the children in their class.

# We... CARE

*Challenge, Amaze, Respect, Enjoy*

## **Ground Rules**

Each class will develop and discuss ground rules that will be used at the beginning of all lessons.

The below are ones that should be made clear across the school, but you may find you have ones you wish to add for your class.

Younger children:

- Only one person speaks at a time
- We listen to the person speaking
- You do not have to speak

Older children:

- No judgement
- No assumptions
- Listen respectfully to one another
- Only one person speaks at a time
- We Respect the values and ideas of others
- You do not have to share your thoughts and ideas
- No personal questions (put any in the question box/basket)

# Relationships Curriculum

| Unit and statements   | Where to find a lesson |  |  |   |
|---|------------------------|--|--|---|
| <b>Families and people who care for me</b>  | mHm modules            | mHm relationship modules   | Yasmine & Tom  | GHLL  |
| That <b>families are important</b> for children growing up because they can give love, security and stability.  | Appreciate             | Year 1 and 2: My Family and Me   | <a href="#">Y1: Lesson 3 - Different Families</a>                        |   |
| The <b>characteristics of healthy family life</b> , 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. | Appreciate             | Year 1 and 2: My Family and Me<br>Year 3 and 4: Families in the Wider World<br>Year 3 and 4: Getting along with our Families | <a href="#">Y3: Lesson 4 - Families and Getting on with Our Families</a> | <a href="#">Y5/6: Understanding Dementia (3 Lessons – adapted resources on drive)</a>           |
| That others' <b>families</b> , either in school or wider world, sometimes <b>look different from their family</b> but that they should respect those differences and know that other children's families are also characterised by love and care.   |                        | Year 1 and 2: My Family and Me<br>Year 3 and 4: Families in the Wider World<br>Year 3 and 4: Getting along with our Families |  | <a href="#">Y1: And Tango Makes Three</a><br><br><a href="#">Y4: Adoption</a>                   |
| That <b>stable, caring relationships</b> which may be different types are at the heart of happy families, and are important for children's security as they grow up.  | Appreciate<br>Relate   | Year 1 and 2: My Family and Me   |  |   |
| How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  | Relate                 | Year 3 and 4: Getting along with our Families  |  |   |
| That <b>marriage</b> represents a formal and legally recognised commitment of two people to each other which is intended to be life-long.   |                        |  | <a href="#">Y6: Lesson 13 - Marriage</a>                                 | <a href="#">Y2: What is Marriage?</a><br><br><a href="#">Y6: Marriage in Different Families</a> |

| Unit and statements  | Where to find a lesson |   |  |   |
|--|------------------------|---|--|---|
| <b>Caring Friendships</b>  | mHm modules            | mHm relationship modules  | Yasmine & Tom  | GHLL  |
| How <b>important friendships are</b> in making us feel happy and secure, and how people choose and make friends  | Appreciate<br>Relate   | Year 1 and 2: Fabulous Friendships<br>Year 3 and 4: Friendships Ups and Downs<br>Year 5 and 6: Friendships On and Offline   |  | <a href="#">EYFS: Being a Good Friend</a>       |
| The <b>characteristics of friendships</b> that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | Relate                 | Year 1 and 2: Fabulous Friendships<br>Year 3 and 4: Friendships Ups and Downs<br>Year 5 and 6: Friendships On and Offline<br>Year 5 and 6: Friendships and Secrets                                |  |   |
| That <b>healthy friendships</b> are positive and welcoming towards others, and do not make others feel lonely or excluded.   | Appreciate<br>Relate   | Year 1 and 2: Fabulous Friendships<br>Year 3 and 4: Friendships Ups and Downs<br>Year 5 and 6: Friendships On and Offline<br>Year 5 and 6: Friendships and Secrets                                |  |   |
| That most friendships have <b>ups and downs</b> , and that these can be often worked through so that the friendship is repaired or even strengthened.  | Relate                 | Year 1 and 2: Fabulous Friendships<br>Year 3 and 4: Friendships Ups and Downs   |  | <a href="#">Y5/6: Restorative Conversations</a> |
| How to <b>manage conflict</b> , and that resorting to violence is never right.   |                        |   |  | <a href="#">GHLL Resource on Peer Mediation</a> |
| How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.   | Relate                 | Year 1 and 2: Fabulous Friendships<br>Year 3 and 4: Friendships Ups and Downs<br>Year 5 and 6: Friendships On and Offline<br>Year 5 and 6: Friendships and Secrets<br>Year 5 and 6: Peer Pressure |  |   |
| That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.   |                        |   | <a href="#">Y5: Lesson 14 - Isolation and Loneliness</a> |   |

| Unit and statements  | Where to find a lesson |   |  |  |
|--|------------------------|---|--|--|
| <b>Respectful Relationships</b>  | mHm modules            | mHm relationship modules  | Yasmine & Tom  | GHLL   |
| The importance of <b>respecting others</b> , even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs. | Relate                 | Year 3 and 4: All About Me<br>Year 5 and 6: Identity and Respect<br>Year 5 and 6: Discrimination and the Law  | <a href="#">Y1: Lesson 1 - Introducing Yasmine and Tom</a>   | <a href="#">Y1: Managing Friendships</a><br><br><a href="#">Y2: Friendship Code</a>  |
| Practical steps they can take in a range of different contexts to improve or support <b>respectful relationships</b> .   | Relate                 | Year 1 and 2: Fabulous Friendships<br>Year 3 and 4: Friendships Ups and Downs<br>Year 5 and 6: Identity and Respect<br>Year 5 and 6: Discrimination and the Law |  | <a href="#">Y4: Understanding Respect</a><br><br><a href="#">Y4: Fixing Friendships</a>  |
| The conventions of courtesy and <b>manners</b> .   | Appreciate<br>Relate   |   | <a href="#">Y1: Lesson 9 - Good Manners</a>  | <a href="#">EYFS: Good and Bad Manners</a>   |
| The importance of <b>self-respect</b> and how this links to their own happiness.   | Celebrate              | Year 3 and 4: All About Me<br>Year 5 and 6: Identity and Respect  | <a href="#">Y3: Lesson 2 - Me, Myself and I</a>  | <a href="#">Y5/6 Dove Self-Esteem Project - Amazing Me</a>   |
| That in school and wider society they can expect to be treated with <b>respect</b> by others, and that in turn they show due respect to others, including those in positions of authority.                                       | Relate                 | Year 5 and 6: Discrimination and the Law  |  | <a href="#">EYFS: Showing Respect</a>  |
| About <b>different types of bullying</b> (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.                                       |                        | Year 5 and 6: Friendships On and Offline  | <a href="#">Y6: Lesson 7 - Identity and Prejudice</a><br><a href="#">Y6: Lesson 8 - Equality and the Law</a> | <a href="#">Y1: What is Bullying?</a><br><br><a href="#">Y3: What can we do about bullying?</a><br><br><a href="#">Y5: What is the Impact of Bullying?</a><br><br><a href="#">Y5/6 Dove Self-Esteem Project - Amazing Me</a> |
| What <b>stereotype</b> is, and how stereotypes can be unfair, negative or destructive.   | Celebrate              | Year 3 and 4: Learning to Love Difference   | <a href="#">Y4: Lesson 4 - Gender Stereotypes and Aspirations</a>  |  |

The importance of **permission-seeking** and giving in relationships with friends, peers and adults.

| Unit and statements   | Where to find a lesson |  |  |   |
|---|------------------------|--|--|---|
| <b>Online Relationships</b>   | mHm modules            | mHm relationship modules   | Yasmine & Tom  | GHLL  |
| That people should be <b>respectful in online interactions</b> , and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous.   |                        | Year 5 and 6: Online Safety – Images<br>Year 5 and 6: Friendships On and Offline   |  |   |
| The rules and principles for <b>keeping safe online</b> , how to recognise risks, harmful content and contact, and how to report them.  |                        | Year 1 and 2: Keeping Safe<br>Year 3 and 4: Keeping Safe<br>Year 5 and 6: Friendships On and Offline<br>Year 5 and 6: Online Safety - Images | <a href="#">Y1 - Lesson 5 - Keeping Safe</a>   |   |
| How to critically consider their <b>online relationships</b> and sources of information including awareness of the risks associated with people they have never met. How to recognise harmful content or harmful contact, and how to report this. |                        | Year 5 and 6: Friendships On and Offline   | <a href="#">Y4: Lesson 4 - Is it Risky?</a><br><br><a href="#">Y5: Lesson 2 - On and Offline Friendships</a> |   |
| That there is a <b>minimum age</b> for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.  |                        |  |  |   |
| The importance of exercising caution about sharing any information about themselves online. Understanding the importance of <b>privacy and location settings</b> to protect information online.   |                        |  |  | <a href="#">Y5: Privacy and Security - Digital Matters</a><br>*teachers to sign up to Digital Matters to access lesson. |
| <b>Online risks</b> , including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.                       |                        | Year 5 and 6: Online Safety - Images   | <a href="#">Y5: Lesson 3 - Keeping Safe, Online Images</a>   |   |
| That the internet contains a lot of content that can be inappropriate and upsetting for children, and <b>where to go for advice and support</b> when they feel worried or concerned about something they have seen or engaged with online.        |                        |  | <a href="#">Y3: Lesson 6 - People who can help us on and offline</a><br>*re-visit again in Y4                |   |

| Unit and statements  | Where to find a lesson |  |  |   |
|--|------------------------|--|--|---|
| <b>Being Safe</b>  | mHm modules            | mHm relationship modules   | Yasmine & Tom  | GHLL  |
| What sorts of <b>boundaries</b> are appropriate in friendships with peers and others (including online).   |                        | Year 5 and 6: Online Safety - Images   | <a href="#">Y1: Lesson 2 - Friendships and Feelings</a>  | <a href="#">Y5/6: Understanding Consent</a>                               |
| The <b>concept of privacy</b> and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.                                     |                        | Year 5 and 6: Friendships and Secrets<br>Year 5 and 6: Online Safety - Images                    | <a href="#">Y1: Lesson 4 - My Brilliant Body</a><br><br><a href="#">Y2: Lesson 2 - Naming Body Parts, External and Private</a>                 |   |
| That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.  |                        |  | <a href="#">Y3: Lesson 5 - My Personal and Private Body Parts and Keeping Safe</a><br><br><a href="#">Y5: Lesson 6 - Safe and Unsafe Touch</a> | <a href="#">PANTS resources for schools and teachers   NSPCC Learning</a> |
| How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know.  |                        |  | <a href="#">Y1: Lesson 5 - Keeping Safe</a>  | <a href="#">GHLL: Keeping Myself Safe</a>                                 |
| How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.  |                        |  | <a href="#">Y3: Lesson 3 - What Makes a Good Friend?</a>   |   |
| <b>How to report abuse</b> , concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult the vocabulary and confidence needed to do so. |                        | Year 1 and 2: Keeping Safe<br>Year 3 and 4: Keeping Safe   | <a href="#">Y3: Lesson 6 - People who can help us on and offline</a>   |   |
| <b>How to ask for advice</b> or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and other sources.                                       |                        | Year 1 and 2: Keeping Safe<br>Year 3 and 4: Keeping Safe<br>Year 5 and 6: Online Safety - Images | <a href="#">Y5: Lesson 13 - Getting Help</a><br><br><a href="#">Y6: Lesson 12 - Asking for Help</a>  |   |

# Health Curriculum

| Unit and statements  | Where to find a lesson |                                     |  |   |
|--|------------------------|-------------------------------------|--|---|
| <p><b>General Wellbeing<br/>(Healthy Me)</b></p>   | <p>mHm<br/>modules</p> | <p>mHm relationship<br/>modules</p> | <p>Yasmine &amp; Tom</p>   | <p>GHLL</p>   |
| <p>The benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness. Simple <b>self-care techniques</b>, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</p> | <p>Meet Your Brain</p> |                                     | <p><a href="#">Y2: Lesson 6 - Keeping Fit</a></p> <p><a href="#">Y3: Lesson 9 - Getting Physical</a></p>   | <p><a href="#">Y1: 5 Ways to Wellbeing</a></p>  |
| <p>The importance of promoting <b>general wellbeing and physical health</b>.</p>   |                        |                                     | <p><a href="#">Y4: Lesson 9 - Feeling Good</a></p> <p><a href="#">Y5: Lesson 11 - Physical Fitness</a></p> <p><a href="#">Y5: Lesson 12 - Feeling Good</a></p> | <p><a href="#">EYFS: Celebrating Me</a></p>   |
| <p>The range and scale of <b>emotions</b> that they might experience in different situations.</p>  | <p>Meet Your Brain</p> |                                     |  |   |
| <p>How to <b>recognise feelings</b> and use oracy skills to talk about their own and others' feelings.</p>   | <p>Meet Your Brain</p> |                                     |  |   |
| <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>  | <p>Meet Your Brain</p> |                                     |  | <p><a href="#">Y2: Ruby's Worry</a></p>   |
| <p>That <b>isolation and loneliness</b> can affect children, and the benefits of seeking support.</p>  |                        |                                     | <p><a href="#">Y5: Lesson 14 - Isolation and Loneliness</a></p>  |   |
| <p>That <b>bullying</b> is (including cyber bullying) has a negative and often lasting impact on mental wellbeing; and how to seek help for themselves or others.</p>  |                        |                                     |  | <p><a href="#">Y1: What is Bullying?</a></p> <p><a href="#">Y3: What Can We Do About Bullying?</a></p> <p><a href="#">Y5: What is the Impact of Bullying?</a></p> |

|  |  |  |  |  |
|--|--|--|--|--|
| <p>That <b>change and loss, including bereavement</b>, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</p>                    |  |  |  | <p><a href="#">Winston's Wish: Lesson 1 Saying Goodbye to a Pet</a></p> <p><a href="#">Winston's Wish: Lesson 2 Ways to Feel Better After a Pet Dies</a></p> |
| <p>Where and how to <b>seek support</b>, including who 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.</p> |  |  | <p><a href="#">Y5: Lesson 13 - Getting Help</a></p> <p><a href="#">Y6: Lesson 12 - Asking for Help</a></p> |  |
| <p>That it is common to experience mental health problems, and early support can help.</p>   |  |  |  | <p><a href="#">Y2: What Makes Me Feel Good?</a></p>  |

| Unit and statements  | Where to find a lesson |                             |   |  |
|--|------------------------|-----------------------------|---|--|
| <b>Wellbeing Online<br/>(Healthy Me)</b>   | mHm<br>modules         | mHm relationship<br>modules | Yasmine & Tom   | GHLL   |
| That for almost everyone the internet is an integral part of life. Pupils should be supported to think about <b>positive and negative aspects of the internet</b> .  |                        |                             |   | Y6: School Beat Officer  |
| Pupils should be supported to discuss how <b>online relationships</b> can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. |                        |                             | <a href="#">Y5: Lesson 2 - On and Offline Friendships</a>   |  |
| The benefits of <b>limiting time spent online</b> , 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.   |                        |                             | <a href="#">Y1: Lesson 6 - Sleeping Well</a><br><br><a href="#">Y5: Lesson 7 - Getting Enough Sleep</a><br>*includes benefits of minimising screen time before bed. | <a href="#">Y5/6 Dove Self-Esteem Project - Amazing Me</a><br><br>Y2: Counting Sleep<br>Y4: Counting Sleep |
| How to consider the impact of <b>their online behaviour</b> on others, and how to recognise and display respectful behaviour online.   |                        |                             | <a href="#">Y5: Lesson 3 - Online Images</a>  |  |
| Why social media, some apps, computer games and online gaming, including gambling sites, are <b>age restricted</b> .   |                        |                             |   |  |
| The <b>risks</b> relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.   |                        |                             | <a href="#">Y4: Lesson 4 - Is it Risky?</a>   |  |
| How to take a critical approach to what they see and read online and make responsible decisions about  |                        |                             | <a href="#">Y4: Lesson 10 - Online Risks</a>  |  |

|   |  |  |  |  |
|---|--|--|--|--|
| which content, including content on social media and apps, is appropriate for them.   |  |  |  |  |
| That <b>abuse, bullying and harassment</b> can take place online and that this can impact wellbeing. How to seek support from trusted adults.                 |  |  |  | <a href="#">Y1: What is Bullying?</a><br><a href="#">Y3: What Can We Do About Bullying?</a><br><a href="#">Y5: What is the Impact of Bullying?</a> |
| How to understand the information they find online, including from search engines, and know how information is selected and targeted. (taught via IT lessons) |  |  |  |  |
| That they have rights in relation to sharing personal data, privacy and consent. (taught via IT lessons)  |  |  |  |  |
| Where and how to report concerns and get support with issues online.  |  |  | <a href="#">Y3: Lesson 6 - People who can help us on and offline</a> |  |

| Unit and statements   | Where to find a lesson |                          |   |  |
|---|------------------------|--------------------------|---|--|
| <b>Physical Health &amp; Fitness</b>  | mHm modules            | mHm relationship modules | Yasmine & Tom   | GHLL   |
| The characteristics and mental and physical benefits of an active lifestyle.  |                        |                          | <a href="#">Y2: Lesson 6 - Keeping Fit</a>  | <a href="#">Y5/6 Dove Self-Esteem Project - Amazing Me</a> |
| The importance of building <b>regular physical activity</b> 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, moderate and/or vigorous physical activity. |                        |                          | <a href="#">Y3: Lesson 9 - Getting Physical</a><br><a href="#">Y5: Lesson 11 - Physical Fitness</a> |  |
| The risks associated with an inactive lifestyle, including obesity. <b>(taught via PE Lessons)</b>  |                        |                          |   |  |
| How and when to seek support including which adults to speak to in school if they are worried about their health.   |                        |                          | <a href="#">Y5: Lesson 13 - Getting Help</a>  |  |

| Unit and statements   | Where to find a lesson                             |   |   |   |
|---|--|---|---|---|
| <p style="text-align: center;"><b>Drugs, Alcohol,<br/>Tobacco &amp; Vaping</b></p>  | <p style="text-align: center;">mHm<br/>modules</p> | <p style="text-align: center;">mHm relationship<br/>modules</p> | <p style="text-align: center;">Yasmine &amp; Tom</p>  | <p style="text-align: center;">GHLL</p>   |
| <p>The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</p> |  |   | <p><a href="#">Y6: Lesson 9 - Dangers of Smoking</a></p> <p><a href="#">Y6: Lesson 10 - The Effects of Alcohol</a></p> <p><a href="#">Y6: Lesson 11 - Legal and Illegal Drugs</a></p> | <p><a href="#">EYFS: Household substances</a></p> <p><a href="#">Y1: Different Types of Medicines</a><br/><a href="#">Y1: All About Medicines</a></p> <p><a href="#">Y2: Illness and Our Emotions</a></p> <p><a href="#">Y3: What Are Drugs?</a><br/><a href="#">Y3: Medicine and Household Substances Safety</a></p> <p><a href="#">Y4: Smoking and Vaping</a></p> <p><a href="#">Y6: Vaping</a></p> |

| Unit and statements   | Where to find a lesson |                          |   |  |
|---|------------------------|--------------------------|---|--|
| <b>Healthy Eating</b>   | mHm modules            | mHm relationship modules | Yasmine & Tom                                 | GHLL   |
| What constitutes a <b>healthy diet</b> (including understanding calories and other nutritional content).  |                        |                          | <a href="#">Y2: Lesson 4 - Healthy Eating</a> | <a href="#">Healthy Eating Links and Resources</a> |
| Understanding the importance of a <b>healthy relationship with food</b> .   |                        |                          | <a href="#">Y3: Lesson 8 - Hidden Sugar</a>   |  |
| The principles of <b>planning and preparing</b> a range of healthy meals.   |                        |                          |   |  |
| The characteristics of a <b>poor diet</b> 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). |                        |                          |   |  |

| Unit and statements   | Where to find a lesson |                          |  |  |
|---|------------------------|--------------------------|--|--|
| <b>Health Protection &amp; Prevention</b>   | mHm modules            | mHm relationship modules | Yasmine & Tom  | GHLL                                       |
| How to recognise early signs of <b>physical illness</b> , such as weight loss, or unexplained changes to the body.  |                        |                          |  | <a href="#">EYFS: Keeping Myself Well</a>  |
| About safe and unsafe <b>exposure to the sun</b> , and how to reduce the risk of sun damage, including skin cancer.   |                        |                          | <a href="#">Y1: Lesson 8 - Safety in the Sun</a><br><a href="#">Y3: Lesson 7 - Being Safe in the Sun</a><br><a href="#">Y5: Lesson 9 - Safety in the Sun</a>   |  |
| The importance of sufficient <b>good quality sleep</b> for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. |                        |                          | <a href="#">Y1: Lesson 6 - Sleeping Well</a><br><a href="#">Y5: Lesson 7 - Getting Enough Sleep</a>  |  |
| About <b>dental health</b> and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.  |                        |                          | <a href="#">Y4: Lesson 8 - Oral Hygiene</a><br><a href="#">Y5: Lesson 10 - Oral Hygiene</a>  | <a href="#">EYFS: Visiting the Dentist</a> |
| About <b>personal hygiene and germs</b> including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  |                        |                          | <a href="#">Y1: Lesson 7 - Keeping Clean</a><br><a href="#">Y2: Lesson 1 - Keeping Clean and Taking Care of Myself</a><br><a href="#">Y4: Lesson 3 - Body Care</a><br><a href="#">Y4: Lesson 6 - Germs</a><br><a href="#">Y5: Lesson 8 - Keeping Clean</a> | <a href="#">EYFS: Washing Our Hands</a>    |
| The facts and scientific evidence relating to <b>vaccination and immunisation</b> . The introduction of topics relating   |                        |                          | <a href="#">Y5: Lesson 15 - Immunisation and Vaccinations</a>  | <a href="#">EYFS: Vaccinations</a>         |

to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

| Unit and statements   | Where to find a lesson |                          |   |  |
|---|------------------------|--------------------------|---|--|
| <b>Personal Safety</b>  | mHm modules            | mHm relationship modules | Yasmine & Tom                               | GHLL                                       |
| About <b>hazards</b> (including fire risks) that may cause harm, injury or risk and ways to reduce risks                                  |                        |                          |   | <a href="#">EYFS: Household Substances</a> |
| How to <b>recognise risk and keep safe</b> around roads, railways, including level crossings, and water, including the water safety code. |                        |                          | <a href="#">Y1: Lesson 5 - Keeping Safe</a> |  |

| Unit and statements   | Where to find a lesson |                          |   |   |
|---|------------------------|--------------------------|---|---|
| <b>Basic First Aid</b>  | mHm modules            | mHm relationship modules | Yasmine & Tom                             | GHLL  |
| How to make a clear and efficient call to <b>emergency services</b> if necessary, including the importance of reporting incidents rather than filming them. |                        |                          | <a href="#">Y6: Lesson 14 - First Aid</a> |   |
| Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.  |                        |                          |   | <a href="#">GHLL: Signposting First Aid Resources</a> |

| Unit and statements   | Where to find a lesson |                          |  |   |
|---|------------------------|--------------------------|--|---|
| <b>Developing Bodies</b>  | mHm modules            | mHm relationship modules | Yasmine & Tom  | GHLL  |
| About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.  |                        |                          | <a href="#">Y5: Lesson 1 - Introducing Yasmine and Tom</a> | <a href="#">EYFS: Growing Up</a>  |
| The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.                        |                        |                          | <a href="#">Y6: Lesson 1 - Changes at Puberty</a>          |   |
| The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. |                        |                          | <a href="#">Y6: Lesson 2 - Periods (menstruation)</a>      | <a href="#">Year 4: Understanding Menstruation and the Menstrual Cycle</a><br><br><a href="#">Y5: Managing Emotional as well as Physical Changes in Puberty</a><br><br><a href="#">Y5: Keeping Clean During Puberty</a> |

Additional lessons from 'Yasmine and Tom' to be taught in Y6:

[Y6: Lesson 3 - Wet Dreams and Masturbation](#)

[Y6: Lesson 4 - Making Babies \(Sexual Intercourse\)](#)

[Y6: Lesson 5 - Making Babies \(Assisted Fertility and Multiple Births\)](#)

[Y6: Lesson 6 - Making Babies \(Pregnancy and Birth\)](#)

Additional areas of learning to be covered:

| Unit and statements   | Where to find a lesson  |
|---|---|
| <p data-bbox="470 351 739 391" style="text-align: center;"><b>Money and Work</b></p> <p data-bbox="145 430 1064 470" style="text-align: center;"><b>(to be taught at the same time you teach money in maths)</b></p> <ul data-bbox="190 510 918 734" style="list-style-type: none"><li>- Know what money is and the different forms it comes in.</li><li>- Know how we get, keep, spend and save money.</li><li>- Recognise the difference between want and need.</li><li>- understand what tax is.</li><li>- understand what debt is.</li><li>- understand how to protect our money.</li></ul> | <p data-bbox="1086 351 1433 391"><a href="#">Natwest Money: Ages 8-12</a></p> <p data-bbox="1086 406 1512 446"><a href="#">Bank of England: Money and Me</a></p> <p data-bbox="1086 470 1814 510"><a href="#">Money matters   KS1 Citizenship   Primary- BBC Bitesize</a></p> <p data-bbox="1086 526 1814 566"><a href="#">Money Matters   KS2 Citizenship   Primary- BBC Bitesize</a></p> <p data-bbox="1086 582 1904 622"><a href="#">Tax Facts: tax education for young people aged 8 – 17- YouTube</a></p> <p data-bbox="1086 638 1892 678"><a href="#">Jobs and contributing   KS2 Citizenship   Primary- BBC Bitesize</a></p> |

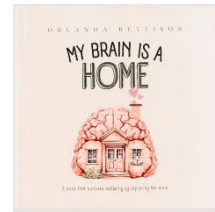
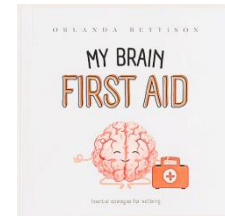
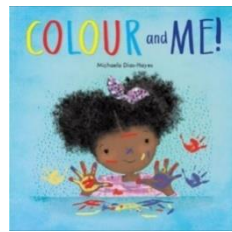
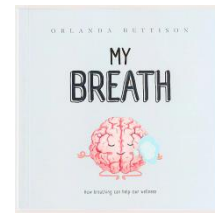
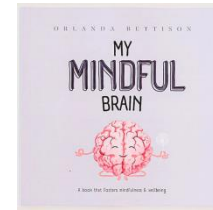
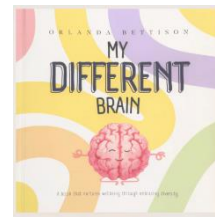
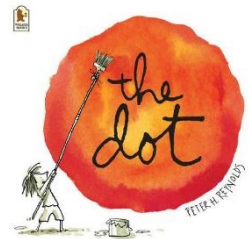
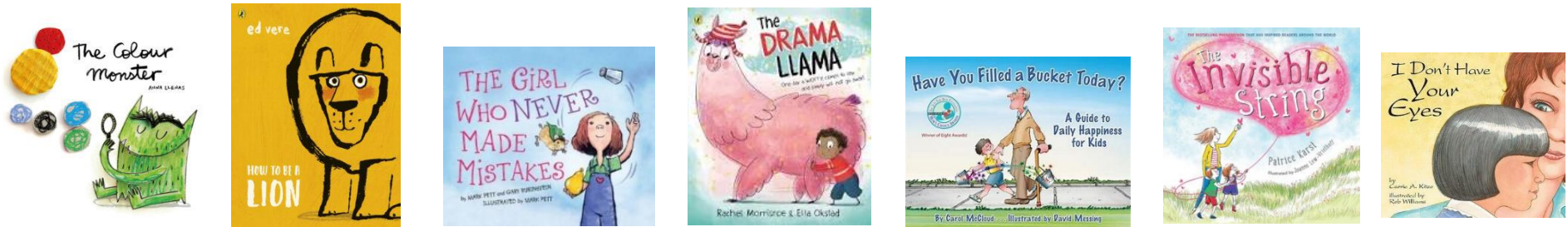
Additional resources to support teaching and learning:

<http://www.always.co.uk/>

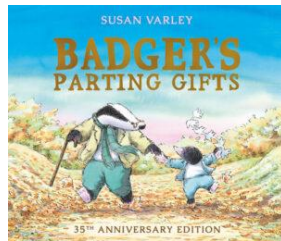
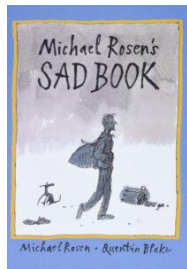
['Operation Ouch' - what happens to your body during puberty?](#)

# Books

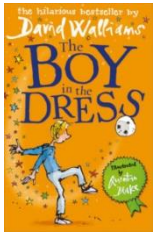
## Feelings and Emotions



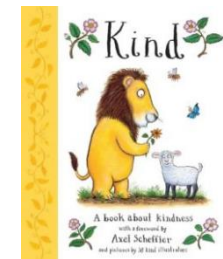
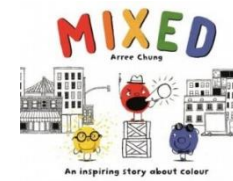
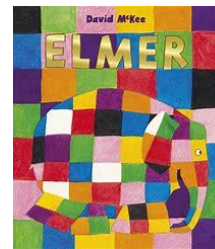
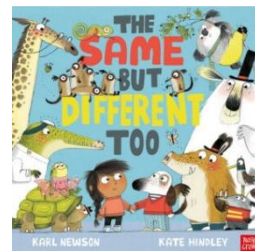
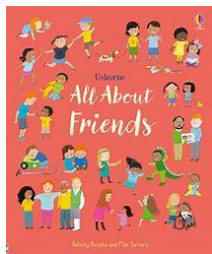
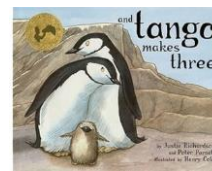
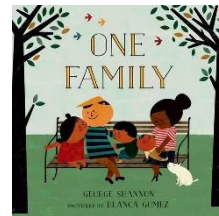
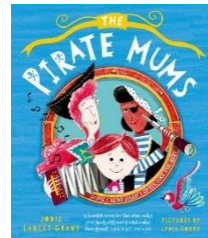
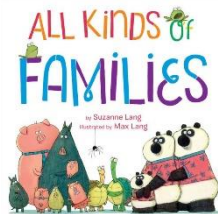
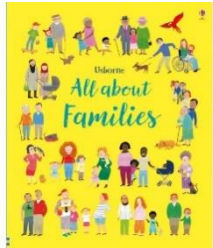
## Grief



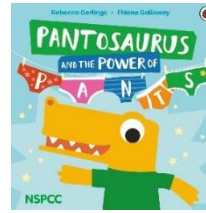
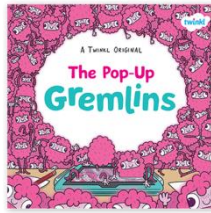
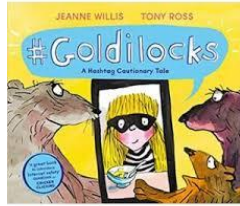
## Stereotypes



## Relationships



## Safety



## Money

