

Subject: PSHE	Year group: KS2 Year 3 Year 4 Y3 and Y4	Topic: Health Education (Health and Wellbeing)	Initiation & activation activities:
Children will know: what is meant by a healthy lifestyle, how to maintain physical, mental and emotional health and wellbeing, how to manage risks to physical and emotional health and wellbeing, ways of keeping physically and emotionally safe, about managing change, including puberty, transition and loss, how to make informed choices about health and wellbeing and to recognise sources of help with this, how to respond in an emergency, to identify different influences on health and wellbeing 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships 1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect diversity and equality and how to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. the part that money plays in people's lives 8. a basic understanding of enterprise		Vocabulary: Positive negative nutrition obesity active inactive vaccinations immunisations medicines hygiene oral hygiene personal hygiene internal external genitalia puberty reproductive organs menstruation menstrual cycle menstrual wellbeing erections wet dreams legal drugs cigarettes, e-cigarettes/vaping, alcohol	See Question-based model for questions to initiate discussions
Programme of Study: Relationships Education Health Education (Health and Wellbeing) Economic wellbeing and careers Education GW General wellbeing wo Wellbeing online PHF Physical health and fitness HE Healthy eating DATV Drugs, alcohol, tobacco and vaping HPP Health protection and prevention PS Personal safety BFA Basic first aid DB Developing bodies Pupils should have the opportunity to learn: Mental Health and wellbeing 9. the importance of taking care of mental health and wellbeing, as well as physical health GW2 10. how to identify, name and describe a wide range of emotions; how emotions range in intensity and can change over time GW3 GW4 GW5 11. about everyday behaviours that help maintain wellbeing (e.g. rest, quality sleep, physical activity, time outdoors and in nature, activities and hobbies, balanced diet, involvement in community groups, doing things for others, time with family and friends) GW1 12. how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses GW5 13. how to direct attention and manage distractions to support mental health and wellbeing GW1 14. self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations GW1 15. that when someone practises self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively GW1 16. how to manage emotional responses to events outside of their control (e.g. climate change or distressing events) GW5			

17. that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad GW3 GW6 CF3
18. if unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to do important things, such as learning or playing), this can be a sign of a mental health difficulty, and there is support available to help people manage this GW10
19. about change, loss and grief, including bereavement; that people feel, express, and manage grief in different ways; strategies that can help with change, loss and grief GW8
20. about preparing for the opportunities and challenges of moving to a new class or school, including managing thoughts and feelings associated with transition GW8
21. when, why, and how to seek help for their own or others' wellbeing or mental health; who they can speak to at home and in school GW9 GW10

Keeping healthy and well

7. how to maintain good oral hygiene (including correct brushing and cleaning between teeth); why regular visits to the dentist are essential; the impact of lifestyle choices on dental health HPP4
8. about the benefits and risks of sun exposure (including sun damage, heat stroke and skin cancer); how to keep safe and well in the sun and cool during heatwaves HPP2
9. how sleep quality and quantity support a healthy lifestyle; the effects of lack of sleep on the body, feelings, behaviour, and ability to learn, and routines for good quality sleep HPP3
10. why and how to maintain personal hygiene; about bacteria and viruses and ways to limit the spread of infection (e.g. hygiene routines, vaccination, immunisation) HPP5 HPP6
11. the role of adults and medical professionals in supporting children's health; how to recognise early signs of illness and who to talk to if worried about their health HPP1

Physical activity and nutrition

8. what good physical health means; the characteristics of a balanced, healthy lifestyle PHF1
9. the benefits of regular physical activity for mental and physical health; how to build moderate and vigorous exercise into daily/weekly routines PHF1 PHF2
10. about choices that support a healthy lifestyle and what might influence these; risks associated with an inactive lifestyle, such as unhealthy weight gain PHF3
11. the elements of a healthy, balanced diet; foods that should be eaten often or less often, and the benefits of eating a variety of nutritionally rich foods for health and wellbeing HE1
12. about the effects of different food and drink on the body and the effects of eating a less healthy diet, including ultra-processed foods HE4
13. how to develop healthier eating and drinking habits and how to manage influences on their choices HE1 HE2 HE4

14. some benefits of preparing meals at home; how to plan and prepare healthy meals HE3

15. how and when to speak to adults (including in school) if they are worried about their health PHF4

Changing and growing up

2. the external genitalia and internal reproductive organs in males and females DB1 DB2 DB3

3. the emotional and physical changes that occur during puberty in both males and females (e.g. mood swings, wet dreams, periods, body hair); strategies to prepare for and manage these changes DB1

4. that people can develop crushes and be attracted to others romantically; that people may be attracted to someone of the same sex or different sex to them DB1 DB3

5. the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get help and advice for menstrual wellbeing* DB3

* Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before that age will help pupils understand what to expect, before it happens to them or their peers.

Personal safety and first aid

8. about the role of rules and laws in keeping people safe PS1 PS2

9. about hazards that may cause harm or injury in the home e.g. fire risks; how to help keep themselves safe, including around electrical appliances PS1

10. how to predict, assess and manage risk in different situations PS1

11. strategies for keeping safe in familiar and unfamiliar places or when travelling with, or without, an adult (e.g. rail, water, road, cycle and firework safety) PS2

12. what is meant by first aid; basic techniques for dealing with common injuries (e.g. bruises, scalds, burns, bleeds) * BFA2

a. schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person

13. when and how to make a clear and efficient call to the emergency services; that staying safe and reporting incidents are more important than filming them BFA1

Online life and safety

Understanding the internet

10. about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online WO1 WO2

11. about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and consent WO4 WO10
12. how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online, including for commercial purposes; how to make safe, reliable choices about search results or the content they see WO7 WO9 WO10
13. how text and images in the media and online can be manipulated or fabricated; strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation WO7 WO9
14. what AI is (including generative AI) and where it might be encountered in everyday life WO1

Risks, rules and wellbeing online

15. reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing WO5
16. the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users OSA3 WO5
17. about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours and habits on their feelings and wellbeing WO3
18. how AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing WO2
19. how to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing; the risks relating to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing WO3 WO6
20. why and how to use privacy and location settings to protect information OSA4
21. where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online OSA6

Safe and respectful behaviour online

22. similarities and differences between communicating with someone online and offline; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling WO2
23. that the same principles about how to treat others apply in all contexts, including online OSA1
24. how someone's online behaviour can affect other people; the importance of, and how to maintain, positive, kind and respectful communication online, including when anonymous WO4

25. strategies for managing peer influence on their online behaviour; the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online OSA1 WO4
26. about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support OSA2
27. the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet OSA5
28. how to decide what is appropriate to share online and what should not be shared OSA4
29. the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online; when, why, and how to report concerns online WO11

Drug Education

4. the facts, risks and effects of legal drug products common to everyday life (e.g. alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines) DATV1
5. how medicines, when used responsibly, contribute to health; ways to manage common health issues such as allergies and asthma HPP6
6. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others DATV1
7. what can influence people to use or not use drugs (e.g. alcohol, nicotine, cannabis); recognise that drug use can become a habit which is difficult to break DATV1
8. that there are organisations that can support people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know DATV1 GW9

Impact –lesson sequence:

Evaluations and assessments: