

	KS1 Growing Up		
Lesson 1: Our Bodies	PSHE Association Objectives	Health Objectives	Relationships Objectives
Lesson 2: Is It OK?	<p><b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p><b>H26.</b> about growing and changing from young to old and how people's needs change</p> <p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>		<p><b>Respectful Relationships:</b> the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p><b>Being Safe:</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>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R16.</b> about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p><b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</p>	<p><b>Mental Wellbeing:</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>Mental Wellbeing:</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>Caring Friendships:</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p><b>Caring Friendships:</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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p><b>Respectful Relationships:</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> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><b>Respectful Relationships:</b> the importance of self-respect and how this links to their own happiness</p> <p><b>Respectful Relationships:</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> <p><b>Respectful Relationships:</b> the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p><b>Being Safe:</b> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>

			<p><b>Being Safe:</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>Being Safe:</b> how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p><b>Being Safe:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p><b>Being Safe:</b> how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
Lesson 3: Pink and Blue	<p><b>H22.</b> to recognise the ways in which we are all unique</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p>	<p><b>Mental Wellbeing:</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>Respectful Relationships:</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> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><b>Respectful Relationships:</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> <p><b>Respectful Relationships:</b> what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>
Lesson 4: Your Family, My Family	<p><b>R3.</b> about different types of families including those that may be different to their own</p> <p><b>R4.</b> to identify common features of family life</p> <p><b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p><b>Mental Wellbeing:</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>Mental Wellbeing:</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>Mental Wellbeing:</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>Families and People Who Care for Me:</b> that families are important for children growing up because they can give love, security and stability</p> <p><b>Families and People Who Care for Me:</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>Families and People Who Care for Me:</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</p> <p><b>Families and People Who Care for Me:</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>Families and People Who Care for Me:</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> <p><b>Respectful Relationships:</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> <p><b>Being Safe:</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>Being Safe:</b> how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p><b>Being Safe:</b> where to get advice, for example family, school or other sources</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
Lesson 5: Getting Older	<p><b>H26.</b> about growing and changing from young to old and how people's needs change</p> <p><b>H27.</b> about preparing to move to a new class/year group</p>	<p><b>Mental Wellbeing:</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>Mental Wellbeing:</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>Changing Adolescent Body:</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>Families and People Who Care for Me:</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>Families and People Who Care for Me:</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>Respectful Relationships:</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>
Lesson 6: Changes	<p><b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p><b>H27.</b> about preparing to move to a new class/year group</p>	<p><b>Mental Wellbeing:</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>Mental Wellbeing:</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>Mental Wellbeing:</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>Families and People Who Care for Me:</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>Caring Friendships:</b> how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><b>Being Safe:</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p><b>Being Safe:</b> where to get advice, for example family, school or other sources</p>