



Whole School PSHE Long term plan  
Upper Key Stage 2 PSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>British Values</b>	<i>Mutual Respect and Tolerance Rule of Law</i>	<i>Individual Liberty Mutual Respect and Tolerance Rule of Law</i>	<i>Individual Liberty Mutual Respect and Tolerance Rule of Law</i>	<i>Individual Liberty Rule of Law</i>	<i>Individual Liberty</i>	<i>Individual Liberty Mutual Respect and Tolerance Rule of Law Democracy</i>
	<p><b>Theme – Respect</b> <i>Working together as a team to show respect for everyone.</i></p>	<p><b>Theme – Anti-Bullying</b> <i>Respecting others, being honest with each other and working as a team to help prevent ALL forms of bullying.</i></p>	<p><b>Theme – Online Safety</b> Respecting ourselves and each other when playing and working online and looking out for our friends online.</p>	<p><b>Theme – Community</b> <i>Working together as a team to keep each other safe.</i></p>	<p><b>Theme – Personal Development and Emotional Well-Being</b> <i>Believing in ourselves; having the passion and determination to be the best we can be.</i></p>	<p><b>Theme - Diversity</b> <i>Working together as a team to show respect for others and celebrate our diversity.</i></p> <p><b>Theme – Personal Development</b> <i>Believing in ourselves; having the passion and determination to be the best we can be.</i></p>
<b>UKS2 A</b>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>R1 – To recognise that there are different types of relationships (e.g friendships, family relationships, romantic relationships, online relationships, acquaintances)</li> <li>R2 – That people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</li> <li>R3 – About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li> <li>R4 – That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</li> <li>R5 – That people who love and care for each other can be in a committed relationship (e.g marriage), living together, but may also live apart</li> <li>R7 – To recognise and respect that there are different types of family structure (including single parents,</li> </ul>	<p><b>What is bullying and why are friends important?</b></p> <ul style="list-style-type: none"> <li>R10 – About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>R11 – What constitutes a positive, healthy friendship (e.g mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li> <li>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li> <li>R13 – The importance of seeking support if feeling lonely or excluded</li> <li>R14 – That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</li> </ul>	<p><b>Online Safety and Online Relationships</b></p> <ul style="list-style-type: none"> <li>H42 - About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> <li>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share and who to tell.</li> <li>R12 – To recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</li> <li>R23 – About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact how to report concerns</li> <li>R24 – How to respond safely and appropriately to adults they may encounter (in all contexts including online)</li> <li>L16 – About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and</li> </ul>	<p><b>Keeping safe in the community</b></p> <ul style="list-style-type: none"> <li>H37 – Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</li> <li>H43 – About what is meant by first aid; basic techniques for dealing with common injuries – choking; eye injuries; headaches and head injury; what to do if someone is unresponsive.</li> <li>H44 – How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> <li>H45 – Understanding that they have the right to protect their body from inappropriate and</li> </ul>	<p><b>Keeping healthy</b></p> <ul style="list-style-type: none"> <li>H8 - About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</li> <li>H9 – That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</li> <li>H10 – How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</li> <li>H12 – About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</li> </ul>	<p><b>Similarities and differences</b></p> <ul style="list-style-type: none"> <li>H26 – That for some people gender identity does not correspond with their biological sex</li> <li>To know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)</li> <li>To appreciate the range of national, regional, religious, ethnic identities in the UK</li> <li>L9 – About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> <li>L10 – About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> </ul>

<p>same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <ul style="list-style-type: none"> <li>• R8 – To recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in terms of difficulty</li> <li>• R9 – How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> </ul>	<ul style="list-style-type: none"> <li>• R19 – About the impact of bullying, including offline and online, and the consequences of hurtful behaviour</li> <li>• R20 – Strategies to respond to hurtful behaviour experienced or witness, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> </ul>	<p>identify misinformation; the importance of being careful what they forward to others</p>	<p>unwanted contact; understanding that actions such as female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p> <ul style="list-style-type: none"> <li>• L2 – To recognise there are human rights that are there to protect everyone and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> </ul>	<ul style="list-style-type: none"> <li>• H14 – How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</li> <li>• H15 – That mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>• Reflect on how rest, time with others, hobbies and interests, rationing time online, help to maintain and increase their wellbeing (learn about a range of self-care strategies)</li> </ul>	<ul style="list-style-type: none"> <li>• R21 – About discrimination: what it means and how to challenge it</li> </ul> <p><b><u>Ourselves, growing and changing</u></b></p> <ul style="list-style-type: none"> <li>• H30 – To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>• H31 – About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing)</li> <li>• H32 – About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>• H33 – About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for</li> <li>• H34 – About where to get more information, help and advice about growing and changing, especially about puberty</li> </ul>
<b>Discuss and debate</b>					
<p><b>PSHE – ‘Everyone has to get married at some point in their life’ – agree or disagree?</b></p>	<p><b>Art – ‘Surrealism is not art’ – agree or disagree?</b></p>	<p><b>History – Do we need a government?</b></p>	<p><b>Geography – Is climate change important?</b></p>	<p><b>History – Do all crimes require a punishment?</b></p>	<p><b>Geography – Are map skills essential now that we have sat navs?</b></p>
<b>Keeping Children Safe – Five Finger Tell, Trusted Adults, PANTS rule – Once per half term</b>					
<b>Well-being</b>					
<b>Key Vocabulary</b>					
<p><b><u>Respecting myself, my friends and my family</u></b> relationships, respect, acquaintances, familial relationships, romantic relationships, online relationships, familial structure, same-sex, single parents, step parents, blended families, foster parents, security, stability, commitment, marriage, civil partnership, arranged marriage, unhealthy relationships</p>	<p><b><u>What is bullying and why are friends important?</u></b> bullying, anti-bullying, positive friendships, negative friendships, healthy and unhealthy relationships, mutual respect, truthfulness, loyalty, generosity, face-to-face relationships, excluded, included, trolling, harassment, prejudice</p>	<p><b><u>Online Safety and Online Relationships</u></b> internet, passwords, age restrictions, safety, personal information, trusted adults, harmful content, communication, appropriate, inappropriate, image requests, manipulation, fake news, media, reliable and unreliable sources</p>	<p><b><u>Keeping Safe in the Community</u></b> regulations, age restrictions, first aid, common injuries, emergency situations, emergency services, inappropriate contact, FGM, human rights</p>	<p><b><u>Keeping Healthy</u></b> physical health, mental health, informed choices, inactive lifestyle, physically active, quality sleep, routines, bacteria, viruses, hygiene routines, personal hygiene, medicines, vaccinations, immunisations, allergies, sun exposure, overexposure, sun damage,</p>	<p><b><u>Similarities and differences</u></b> gender identity, cultural, ethnic, racial and religious diversity, sexual orientation, protected characteristics, stereotypes, prejudice, discrimination</p> <p><b><u>Ourselves, growing and changing</u></b> human reproduction, puberty, menstrual cycle, menstrual wellbeing, personal hygiene, hygiene routines</p>
<b>Prior Learning</b>					
<p><b><u>Respecting myself, my friends and my family</u></b></p>	<p><b><u>What is bullying and why are friends important?</u></b></p>	<p><b><u>Online Safety and Online Relationships</u></b></p>	<p><b><u>Keeping Safe in the Community</u></b></p> <ul style="list-style-type: none"> <li>• Recognising reasons for laws and rules</li> </ul>	<p><b><u>Keeping Healthy</u></b></p> <ul style="list-style-type: none"> <li>• The importance of sleep</li> </ul>	<p><b><u>Similarities and differences</u></b></p>

	<ul style="list-style-type: none"> <li>Identifying features of positive family life</li> <li>Recognising and respecting that there are different types of family structure</li> <li>Recognising different types of relationship – family, friends, online</li> </ul>	<ul style="list-style-type: none"> <li>What constitutes a positive healthy friendship</li> <li>Recognising if a friendship is making them feel unsafe or sad</li> <li>The impact of bullying</li> </ul>	<ul style="list-style-type: none"> <li>The role of the internet in everyday life</li> <li>The importance of keeping personal information private</li> <li>Strategies for keeping safe online</li> </ul>	<ul style="list-style-type: none"> <li>Learning about emergency services</li> <li>Basic first aid techniques</li> <li>How to contact 999</li> </ul>	<ul style="list-style-type: none"> <li>That mental health, just like physical health is part of daily life</li> <li>How regular exercise benefits mental and physical health</li> </ul>	<ul style="list-style-type: none"> <li>About personal identity; what contributes to who we are</li> <li>Recognising their individuality and personal qualities</li> <li>Respecting similarities and differences between people</li> </ul>
<b>Greater Depth Challenge</b>						
	<b>Prepare a presentation about the difference between marriage and civil partnership.</b>	<b>Use an iPad and photograph any areas of the school that you or others don't feel safe in. How could you develop these areas into safe areas?</b>	<b>Design an app to help younger children understand the importance of protecting your personal information.</b>	<b>Create a video about how to respond in an emergency situation, including how to contact emergency services.</b>	<b>Make an information leaflet informing others about the importance of sleep.</b>	<b>Research famous people who faced discrimination in their lives and explain to your class how they challenged it.</b>
<b>Experiences</b>						
	<ul style="list-style-type: none"> <li>Macmillan coffee morning</li> <li>Black History Month</li> <li>World Mental Health Day</li> </ul>	<ul style="list-style-type: none"> <li>Anti-bullying week</li> <li>Armistice Day</li> <li>Road Safety Week (Beep Beep Day)</li> </ul>	<ul style="list-style-type: none"> <li>Safer Internet Day</li> </ul>	<ul style="list-style-type: none"> <li>Mental Health Awareness Day</li> </ul>	<ul style="list-style-type: none"> <li>Child Safety Week</li> <li>Healthy Eating Week</li> <li>Mental Health Awareness Week</li> </ul>	<ul style="list-style-type: none"> <li>Transition Week</li> <li>High School Transition</li> </ul>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<i>British Values: Mutual Respect and Tolerance Individual Liberty</i>	<i>British Values: Individual Liberty Mutual Respect and Tolerance Rule of Law</i>	<i>British Values: Individual Liberty Mutual Respect and Tolerance Rule of Law</i>	<i>British Values: Individual Liberty Rule of Law</i>	<i>British Values: Individual Liberty</i>	<i>British Values: Individual Liberty Democracy</i>
	<p style="text-align: center;"><b>Theme – Respect</b> <i>Working together as a team to show respect for everyone.</i></p> 	<p style="text-align: center;"><b>Theme – Anti-Bullying</b> <i>Respecting others, being honest with each other and working as a team to help prevent ALL forms of bullying.</i></p> 	<p style="text-align: center;"><b>Theme – Online Safety</b> <i>Respecting ourselves and each other when playing and working online and looking out for our friends online.</i></p> 	<p style="text-align: center;"><b>Theme – Community</b> <i>Working together as a team to keep each other safe.</i></p> 	<p style="text-align: center;"><b>Theme – Personal Development and Emotional Well-Being</b> <i>Believing in ourselves; having the passion and determination to be the best we can be.</i></p> 	<p style="text-align: center;"><b>Theme – Personal Development and Emotional Well-Being</b> <i>Believing in ourselves; having the passion and determination to be the best we can be</i></p> 
<b>UKS2 B</b>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>R22 – About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</li> <li>R25 – Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>R27 – About keeping something confidential or secret, when this should (e.g a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</li> <li>R28 – How to recognise pressure from others to do something unsafe or that</li> </ul>	<p><b>What is bullying and why are friends important?</b></p> <ul style="list-style-type: none"> <li>R10 – About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>R15 - Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</li> <li>R16 – How friendships can change over time, about making new friends and the benefits of having different types of friends</li> <li>R17 – That friendships have ups and downs; strategies to resolve</li> </ul>	<p><b>Online Safety and Online Relationships</b></p> <ul style="list-style-type: none"> <li>R30 – That personal behaviour can affect other people; to recognise and model respectful behaviour online (digital citizenship)</li> <li>L11 – Recognise ways in which the internet and social media can be used both positively and negatively</li> <li>L12 – How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</li> <li>L13 - About some of the different ways information and data is shared and used online, including for commercial purposes – internet cookies, echo chambers.</li> </ul>	<p><b>Keeping safe in the community</b></p> <ul style="list-style-type: none"> <li>H40 – About the importance of taking medicines correctly and using household products safely (e.g following instructions carefully)</li> <li>H35 – About the new opportunities and responsibilities that increasing independence may bring</li> <li>H46 – About the risks and effects of legal drugs common to everyday life (e.g cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</li> <li>H47 – 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</li> </ul>	<p><b>Keeping Emotionally Healthy</b></p> <ul style="list-style-type: none"> <li>H15 – That mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>H16 – About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</li> </ul>	<p><b>Keeping Physically Healthy</b></p> <ul style="list-style-type: none"> <li>H3 – About choices that support a healthy lifestyle and recognise what might influence these; the risks associated with an inactive lifestyle</li> <li>H4 – How to recognise that habits can have positive and negative effects on a healthy lifestyle</li> <li>H5 – About what good physical health means; how to recognise early signs of physical illness</li> <li>H6 – About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with</li> </ul>

<p>makes them feel uncomfortable and strategies for managing this</p> <ul style="list-style-type: none"> <li>• R29 – Where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</li> <li>• R31- To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</li> </ul>	<p>disputes and reconcile differences positively and safely</p> <ul style="list-style-type: none"> <li>• R18 – To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</li> <li>• R19 – About the impact of bullying, including offline and online, and the consequences of hurtful behaviour</li> <li>• R20 – Strategies to respond to hurtful behaviour experienced or witness, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> </ul>	<ul style="list-style-type: none"> <li>• L14 – About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</li> <li>• L15 – Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</li> <li>• Recognise the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• H48 - About why people choose to use or not use drugs (including nicotine, alcohol and medicines)</li> <li>• H50 – About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</li> <li>• H43 – About what is meant by first aid; basic techniques for dealing with common injuries – bandages and dressings; medication and antiseptic cream; burns and scalds;</li> </ul>	<ul style="list-style-type: none"> <li>• H19 – A varied vocabulary to use when talking about feelings; about how to express feelings in different ways</li> <li>• H20 – Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</li> <li>• H21 – To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</li> <li>• H22 – To recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult</li> <li>• H23 – About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement; the impact of life events</li> <li>• Identify the difference between boredom, isolation and loneliness and strategies to reduce loneliness.</li> </ul>	<p>not eating a healthy diet including obesity and tooth decay</p> <ul style="list-style-type: none"> <li>• H11 – How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</li> <li>• H14 – How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</li> </ul> <p><b><u>Ourselves, growing and changing</u></b></p> <ul style="list-style-type: none"> <li>• H30 – To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>• H31 – About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing)</li> <li>• H32 – About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>• H33 – About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for</li> <li>• H34 – About where to get more information, help and advice about growing and changing, especially about puberty</li> </ul>
<b>Discuss and Debate</b>					
<p><b>History – The Ancient Egyptians lived without money. Could we manage without money?</b></p>	<p><b>PSHE – Is there such a thing as an innocent bystander when seeing someone being bullied?</b></p>	<p><b>Science – Are animals or humans more important?</b></p>	<p><b>PSHE – Are you or your parents most responsible for your safety?</b></p>	<p><b>History – Which ancient civilisation had the biggest impact on modern life?</b></p>	<p><b>Art – Is it acceptable to create artwork in public places?</b></p>
<b>Keeping Children Safe – Five Finger Tell, Trusted Adults, PANTS rule – Once per half term</b>					

<b>Well-being</b>					
<b>Key Vocabulary</b>					
<b>Respecting myself, my friends and my family</b> privacy, physical contact, personal boundaries, confidential, secret, surprise, peer pressure, self-respect, courteous	<b>What is bullying and why are friends important?</b> bullying, anti-bullying, peer influence, peer approval, disputes, reconciliation, harassment, trolling, excluding, including	<b>Online Safety and Online Relationships</b> internet, passwords, age restrictions, safety, personal information, trusted adults, reliability of sources, reliable choices from search results, data, information ranking, image distribution, responsibility	<b>Keeping safe in the community</b> medicines, household products, household appliances, legal drugs, illegal drugs, habits, cigarettes, vaping, nicotine, tobacco, hazards, risks	<b>Keeping Emotionally Healthy</b> mental health, physical health, feelings, emotions, conflicting feelings, intense feelings, mental ill-health, grief, bereavement, false emotions, multiple emotions, indifference	<b>Keeping Physically Healthy</b> balance, healthy lifestyle, physical health, informed choices, balanced diet, nutrition, food groups, oral hygiene, flossing, sugar consumption <b>Ourselves, growing and changing</b> human reproduction, puberty, menstrual cycle, menstrual wellbeing, personal hygiene, hygiene routines
<b>Prior Learning</b>					
<b>Respecting myself, my friends and my family</b> <ul style="list-style-type: none"> <li>• NSPCC PANTS Rule</li> <li>• About privacy and personal boundaries</li> <li>• About keeping something confidential or secret</li> <li>• Recognising the importance of self-respect</li> </ul>	<b>What is bullying and why are friends important?</b> <ul style="list-style-type: none"> <li>• How friendships can change over time</li> <li>• That friendships have ups and downs</li> <li>• The impact of bullying</li> </ul>	<b>Online Safety and Online Relationships</b> <ul style="list-style-type: none"> <li>• The importance of keeping personal information private</li> <li>• How to respond to adults they may encounter whom they do not know</li> <li>• The role of the internet in everyday life</li> <li>• Reasons for following and complying with regulations and age restrictions</li> </ul>	<b>Keeping safe in the community</b> <ul style="list-style-type: none"> <li>• About the importance of taking medicines correctly and using household products safely</li> <li>• Road safety</li> <li>• Keeping safe in familiar and unfamiliar places</li> </ul>	<b>Keeping Emotionally Healthy</b> <ul style="list-style-type: none"> <li>• Strategies and behaviours that support good mental health</li> <li>• Recognising that feelings can change over time and range in intensity</li> <li>• Problem-solving strategies for dealing with emotions, challenges and change</li> <li>• That mental health is part of daily life</li> </ul>	<b>Keeping Physically Healthy</b> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet</li> <li>• The concept of a balanced, healthy lifestyle</li> <li>• That bacteria and viruses can affect health</li> <li>• How to make informed choices about health</li> </ul>
<b>Greater Depth Challenges</b>					
<b>Explain self-respect in your own words. How can you help others to understand this?</b>	<b>Create an advice page for people who might be struggling with friendships. Can you help them resolve disputes and reconcile any differences or difficulties they may be having?</b>	<b>Create a video to explain to younger children what is appropriate and inappropriate to share online.</b>	<b>Create an information leaflet about how to use household products and appliances safely.</b>	<b>Explain how mental health and physical health are equally important.</b>	<b>Explain how habits can be both good and bad.</b>
<b>Experiences</b>					
<ul style="list-style-type: none"> <li>• Macmillan coffee morning</li> <li>• Black History Month</li> <li>• World Mental Health Day</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-bullying week</li> <li>• Armistice Day</li> <li>• Road Safety Week (Beep Beep Day)</li> </ul>	<ul style="list-style-type: none"> <li>• Safer Internet Day</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health Awareness Day</li> </ul>	<ul style="list-style-type: none"> <li>• Child Safety Week</li> <li>• Healthy Eating Week</li> <li>• Mental Health Awareness Week</li> </ul>	<ul style="list-style-type: none"> <li>• Transition Week</li> </ul>

