

































<p>MTP RSHE Autumn Humankind</p>		<p>Vocabulary</p>	<p>Core Text Resources</p>	<p>Objectives</p>		
 <p>KS1</p> <p>1st Half Term Families & people who care for us</p>	<p>Do all families look the same?</p>	<p>Identify Different roles Features of family life Different families Unique Asking for help</p>	 <p>We are Family</p>	<p>Children know to identify the people who love and care for them and what they do to help them feel cared for. Talk about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</p>	<p>Children know about different types of families including those that may be different to their own. To identify common features of family life.</p> 	<p>Children can recognise the ways in which we are all unique. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p>
<p>KS1</p> <p>2nd Half Term Caring & Friendships</p>	<p>Which Mr Man would you choose to be your friend?</p>	<p>Positive friendships Resolve arguments Listening to others</p>	 <p>Mr Men</p>	<p>Children know about how people make friends and what makes a good friendship.</p> 	<p>Children know simple strategies to resolve arguments between friends positively.</p>	<p>Children know how to listen to other people and play and work co-operatively.</p>
 <p>LKS2</p> <p>1st Half Term Families and people who care for us.</p>	<p>What makes a family?</p>	<p>Positive family life Caring relationships Different families Respectful Healthy families</p> 	<p>All about families</p> 	<p>Children know that a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p>	<p>Children are able to recognise and respect that there are different types of family structure (including single parents, same sex parents, step parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p>	<p>Children can recognise other shared characteristics of healthy family life including commitment, care, spending time together; being there for each other in times of difficulty.</p>
 <p>LKS2</p> <p>2nd Half Term Mental Wellbeing</p>	<p>How can we influence people's happiness?</p>	 <p>Strategies Mental health Wellbeing Asking for help</p>	<p><u>The Promise by Nicola Davies.</u></p> 	<p>Children have successfully learn strategies and behaviours that support mental health.</p> 	<p>Children know 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.</p>	<p>Children can recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</p>

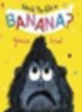
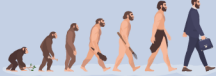







MTP RSHE Autumn Humankind	Engages with Debate	Vocabulary	Core Text Resources	Objectives		
 <p>USK2</p> <p>1st Half Term Families & People who care about us</p>	<p>What does marriage mean to different people?</p>	<p>Attraction Gender identity Sexual orientation Personal identity Different relationships Marriage Committed relationship Forced marriage</p> 	<p><u>NSPCC</u> https://www.barnardos.</p>	<p>Children know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different – LGBT.</p> <p>Know about personal identity; what contributes to who we are (e.g.. Ethnicity, family, gender including gender identity, faith, culture, hobbies, likes/dislikes).</p>	<p>Children can recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>That 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.</p> 	<p>Children know 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.</p> <p>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.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p>
 <p>UKS2</p> <p>2nd Half Term Respectful Relations</p>	<p>Is blue for boys?</p> 	<p>Discrimination Communities Stereotypes Respectful Traditions, beliefs and lifestyle</p>	<p>“The Island,” by Armin Greder.</p> 	<p>Children can:</p> <p>Understand discrimination: what it means and how to challenge it.</p> <p>Value the different contributions that people and groups make to the community.</p>	<p>Children can:</p> <p>Understand diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>Recognise stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<p>Children can listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> 









MTP RSHE Spring Inventions	Engages with Debate	Vocabulary	Core Text Resources	Objectives		
 <p>KS1 1st & 2nd Half Term Mental Wellbeing</p>	<p>What colour are you today?</p>	<p>Feelings Others feelings Managing feelings Change and loss Talking to an adult Asking for help Managing techniques Hurtful behaviour Bullying</p>	<p>Lucy's Blue hair day Video</p> 	<p>Children understand about different feelings that humans can experience. About ways of sharing feelings; a range of words to describe feelings. How to recognise what others may be feeling. To recognise that not everyone feels the same at the same time, or feels the same about the same things. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p>	<p>Children know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. The importance of telling a trusted adult. How to manage when finding things difficult. About how to recognise when they or someone else feels lonely and what to do. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online. About how people may feel if they experience hurtful behaviour or bullying.</p>	<p>Children can recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying. How to recognise and name feelings. How feelings can affect people's bodies and how they behave.</p>
<p>LKS2 1st Half Term Physical Health & Fitness</p>	<p>Is being strong the same as being healthy?</p>	<p>Regular exercise Healthy lifestyle Asking for help Inactive lifestyle risks</p>		<p>Children know how regular (daily/ weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile). Children know how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p>	<p>Children can recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p>	<p>Children know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p>
 <p>LKS2 2nd Half Term Caring and Friendships</p>	<p>Can you invent the perfect friend?</p>	<p>Healthy friendships Online/offline</p>	 <p>The Adventures of Beekle</p>	<p>Children know what constitutes a positive healthy friendship (eg mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties)</p>	<p>Children know that the same principles apply to online friendships as to face to face relationships.</p>	












<p>MTP RSHE Spring Inventions</p>		<p>Vocabulary</p>	<p>Core Text Resources</p>	<p>Objectives</p>		
---	--	-------------------	--------------------------------	-------------------	--	--








<p>UKS2 1st Half Term</p> <p>Health & Prevention</p>	<p>How can we protect ourselves?</p>	<p>Sun exposure Sun safety Hazards Keeping safe in unfamiliar places Healthy lifestyle Healthy diet Predict, assess and manage risk Making informed decisions</p>		<p>Children understand about the benefits of sun exposure and risks of over exposure; how to keep safe from sun damage and sun/ heat stroke and reduce the risk of skin cancer.</p> <p>About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p> 	<p>Children know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>About the elements of a balanced, healthy lifestyle.</p> <p>About choices that support a healthy lifestyle, and recognise what might influence these.</p>	<p>Children understand about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. (Link to science curriculum.)</p> <p>How to predict, assess and manage risk in different situations.</p> <p>How to make informed decisions about health.</p>
--	--	---	---	---	--	---


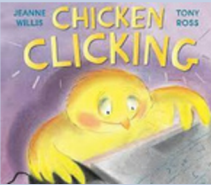





 <p>UKS2 2nd Half Term</p> <p>Caring Friendships</p>	<p>Will we always have the same friends?</p>	<p>Changing friendships Peer pressure Online/offline Emotions, challenges and change</p>	 <p><u>The Hueys in the new sweater</u></p>	<p>Children understand how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> 	<p>Children know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effects of online action on others.</p> 	<p>Children understand problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools. (Revisit with respect to friendships).</p>
--	--	--	--	---	---	---




MTP RSHE Summer Legacy	Engages with Debate	Vocabulary	Core Text Resources	Objectives		
<p>KS1 1st Half Term Healthy Eating</p>	<p>How many ways can we keep ourselves safe?</p>	<p>Healthy eating Physical activity Food and hygiene</p>	<p>Would you like a Banana? </p>	<p>Children know about foods that support good health and the risks of eating too much sugar.</p>	<p>Children know about how physical activity helps us to stay healthy; and ways to be physically active every day.</p>	<p>Link to Humankind science: Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. </p>
<p>KS1 2nd Half Term Health & Prevention</p>	<p>How many ways can we keep ourselves safe?</p>	<p>Sun safety Sleep Dental care Hygiene Medication Safety at home Unfamiliar environments</p>	<p></p>	<p>Children understand how to keep safe in the sun and protect skin from sun damage.</p> <p>Why sleep is important and different ways to rest and relax.</p> <p>About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</p> <p>Simple hygiene routines that can stop germs from spreading. </p>	<p>Children understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p> <p>About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</p> <p>That household products (including medicines) can be harmful if not used correctly.</p>	<p>Children know about the people whose job it is to help keep us safe. Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. About things that people can put in to their body or on their skin; how these can affect how people feel. </p>
<p> LKS2 1st Half Term Health & Prevention</p>	<p>What keeps us healthy?</p>	<p>Healthy lifestyle Sleep Dental care Hygiene Infection Medications</p>	<p></p>	<p>Children understand 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 the ability to learn.</p> <p>How to maintain good oral hygiene, why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (eg sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking.) </p>	<p>Children know what good physical health means; how to recognise early signs of physical illness.</p> <p>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. </p>	<p>Children understand about the importance of taking medicines correctly and using household products safely (eg following instructions carefully).</p> <p>How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p>







MTP RSHE Summer Legacy	Engages with Debate	Vocabulary	Core Text Resources	Objectives		
 <p>LKS2</p> <p>2nd Half Term</p> <p>Respectful Relations</p>	<p>Should we always stand up for what we believe?</p>	<p>Individuality Self-worth Self-respect Online/offline Discuss and debate</p>	 <p><u>Malala's Magic Pencil</u></p> 	<p>Children are able to recognise their individuality and personal qualities.</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p>	<p>Children are able 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.</p>	<p>Children know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>
<p>UKS2</p> <p>1st Half Term</p> <p>Online Relationships</p>	<p>Why do people behave differently online?</p>	<p>Online relationships Face to face relationships Online/offline Report concerns Personal safety Private information Managing requests online Distribution of images Reliable sources</p>		<p>Children know that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online, including when we are anonymous.</p> <p>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.</p>	<p>Children understand 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 or others.</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>	<p>Children know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p> <p>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. Linked to computing curriculum.</p>
 <p>UKS2</p> <p>2nd Half Term</p> <p>Mental Wellbeing</p>	<p>Is grief a negative emotion?</p>	<p>Change and loss Death</p> 	<p><u>The Lonely Tree by Nicholas</u></p> 	<p>Children learn about change and loss.</p>	<p>Children understand how death can affect feelings.</p> 	<p>Children understand ways of expressing and managing grief and bereavement.</p>







MTP RSHE Autumn Conflict	Engages with Debate	Vocabulary	Core Text Resources	Objectives		
KS1 1st Half Term Basic First Aid	When should we dial 999?	Accident Emergency Emergency services First aid	<u>Red Cross</u> 	Children know what to do if there is an accident and someone is hurt.	Children understand how to get help in an emergency (how to dial 999 and what to say). 	Children know about things that people can put in to their body or on their skin; how these can affect how people feel. 
KS1 2nd Half Term Caring Friendships	What does it mean to be sad?	Kind behaviour Lonely Friendship	<u>I'm Sad</u> 	Children know what is kind and unkind behaviour and how this can affect others. 	Children understand how to recognise when they or someone else feels lonely and what to do. 	Children know how to ask for help if a friendship is making them feel unhappy.
 LSK2 1st Half Term Respectful Relationships	How do our actions affect others?	Differences Similarities Bullying Online/offline Consequences Respectful Personal boundaries Consent Traditions, beliefs and lifestyle	<u>The Grizzly Bear who lost his GRRRR!</u> 	Children know the differences and similarities between people and recognise what they have in common with others e.g. physically, in personality or background. The impact of bullying, including offline and online and the consequences of hurtful behaviour.	Children know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online.) About seeking and giving permission (consent) in different situations.	Children know what to do if they are not treated respectfully. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
 LKS2 2nd Half Term Mental Wellbeing	Does everyone feel the same emotions?	Mental health Strategies Manage and respond Intensity Feelings Warning signs Seek support	 A book of feelings	Children understand that mental health, just like physical health, is part of daily life; The importance of taking care of mental health. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.	 Children understand how to recognise that feelings can change over time and range in intensity. To use a varied vocabulary when talking about feelings; about how to express feelings in different ways.	Children can recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.

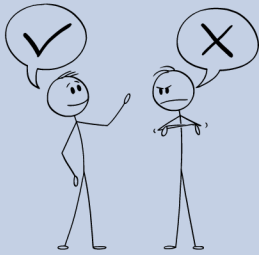



MTP RSHE Autumn Conflict	Engages with Debate	Vocabulary	Core Text Resources	Objectives		
 <p>UKS2 1st Half Term Mental Wellbeing</p>	<p>How can I make a difference?</p>	<p>Strategies Emotions, challenges and change Behaviours to support Mental health Wellbeing Community Bullying Consequences Online/offline Responding to hurtful behaviour Peer pressure</p>	<p><u>The Invisible</u></p> 	<p>Children understand problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p>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 well-being.</p> 	<p>Children understand about the different groups that make up their community; what living in a community means.</p> <p>About the impact of bullying, including offline and online and the consequences of hurtful behaviour.</p>	 <p>Children know strategies to respond to hurtful behaviour experienced or witnessed, off line and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p>
<p>UKS2 1st Half Term Caring Friendships</p>	<p>Why do we make friendships?</p>	<p>Resolve disputes Reconcile differences Friendships Online/offline Asking for help</p>	<p>Holes</p> 	<p>Children know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p>	 <p>Children can recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p>	

<p>MTP RSHE Spring Planet Earth</p>		<p>Vocabulary</p>	<p>Core Text Resource</p>	<p>Objectives</p>		
<p>KS1 1st & 2nd Half Term Online Relationships & Being Safe</p>	<p>Who is a trusted adult?</p>	<p>Permission Adult secrets/happy surprises Behaving differently online Responding safely Resisting pressure Feeling unsafe Asking for help Respecting privacy</p>	<p><u>Chicken Clicking</u></p> 	<p>Children know that there are situations when they should ask for permission and also when their permissions should be sought. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). How to respond safely to adults they don't know. About how to respond if physical contact makes them uncomfortable or unsafe.</p>	<p>Children understand basic techniques for resisting pressure to do something they do not want to do and which may make them unsafe. 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. 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>Children understand that sometimes people may behave differently online, including by pretending to be someone they are not.</p> 
<p>LKS2 1st Half Term Basic First Aid</p>	<p>How do you respond in an emergency?</p>	<p>Emergency Emergency services First aid Common injuries</p>	<p><u>First Aid Champions</u></p> 	<p>Children understand how to respond and react in an emergency situation; how to identify situations that may require the emergency services.</p>	<p>Children know how to contact the emergency services and know what to say on the phone.</p> 	<p>Children know about what is meant by first aid; basic techniques for dealing with common injuries (common injuries might include bruises, scalds, burns, bleeds- cuts/nose bleeds, asthma attacks, allergic reactions, choking, unresponsiveness).</p>
 <p>LKS2 2nd Half Term Caring Friendships</p>	<p>What is a healthy friendship?</p>	<p>Friendship Positive friendships Seeking support Lonely Healthy friendships Inclusion</p>	<p><u>The Invisible Boy</u></p> 	<p>Children know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p>	<p>Children understand the importance of seeking support if feeling lonely or excluded.</p>	<p>Children understand that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p>

MTP RSHE Spring Planet Earth	Engages with Debate	Vocabulary	Core Text Resources	Objectives		
 <p>UKS2</p> <p>1st & 2nd Half Term</p> <p>Online Relationships & Respectful Relations</p>	<p>When should you be respectful?</p>	<p>Responding safely Online/Offline Respectful behaviour online Self-respect Respectful relationships Setbacks and failures Reporting concerns Sharing data Reliable sources Misinformation</p>	 <p>Kensuke's Kingdom</p>	<p>Children know how to respond safely and appropriately to people they may encounter whom they do not know (in all contexts including online)</p> <p>Children understand that their personal behaviour can affect other people.</p> <p>Children can recognise and model respectful behaviour online.</p> <p>Children recognise the importance of self-respect and how this can affect their thoughts and feelings.</p> <p>Children know that everyone should expect to be treated politely and with respect. (including when online and/or anonymous)</p> 	<p>Children know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>Children know why someone may behave differently online, including pretending to be someone they are not.</p> <p>Children learn strategies for recognising risks, harmful content and contact.</p> <p>Children know how to report concerns.</p> <p>Children know what to do if frightened or worried by something seen or read online.</p>	<p>Children know some of the different ways information and data is shared online, including for commercial purposes.</p> <p>Children know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p>Children know how text and images in the media and on social media can be manipulated or invented.</p> <p>Children learn strategies to evaluate the reliability of sources and identify misinformation.</p>

MTP RSHE Summer Britain	Engages with Debate	Vocabulary	Core Text Resources	Objectives		
 <p>KS1 1st Half Term</p> <p>Respectful Relations</p>	<p>What if we were all the same?</p>	<p>Similarities Differences Unique Friendship Resolve arguments Opinions Respectful Hurtful behaviour Bullying Online/offline Being special</p>	 <p><u>What if we were all the same!</u></p>	<p>Children can recognise the ways in which we are all unique.</p> <p>To recognise the ways in which they are the same and different to others.</p> <p>About the different groups they belong to.</p> <p>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>About how people may feel if they experience hurtful behaviour or bullying.</p>	<p>Children know about how people make friends and what makes a good friendship.</p> <p>Simple strategies to resolve arguments between friends positively.</p> <p>How to talk about and share their opinions on things that matter to them.</p> <p>What makes them special.</p> <p>To identify what they are good at, what they like and dislike.</p>	<p>Children know about how to treat themselves and others with respect; how to be polite and courteous and how this makes other people feel.</p> <p>That hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p>
 <p>KS1 2nd Half Term</p> <p>Mental Wellbeing</p>	<p>What colour is happiness?</p>	<p>Keeping healthy Feelings Behaviour Feeling good Changes</p>	<p><u>The Colour Monster</u></p> 	<p>Children know about what keeping healthy means; different ways to keep healthy. How to recognise and name feelings.</p> 	<p>Children know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep). About preparing to move to a new class/ year group.</p>	<p>Children know how feelings can affect people's bodies and how they behave. Recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> 

MTP RSHE Summer Britain	Engages with Debate	Vocabulary	Core Text Resources	Objectives		
 <p>LKS2 1st Half Term</p> <p>Being Safe</p>	<p>Should you always keep a secret?</p>	 <p>Adult secrets/happy surprises Breaking confidence Personal boundaries Online/offline</p>	<p><u>No Means No!</u></p> 	<p>Children understand that you should only agree to keep something confidential or secret when it is a surprise that others will find out about (e.g. a birthday surprise).</p> 	<p>Children understand that sometimes it's right to break a confidence or share a secret if it is for someone's safety emotional or physically.</p>	<p>Children know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p>
<p>LKS2 2nd Half Term</p> <p>Online Relationships</p>	<p>Why are there age limits on films and games?</p>	<p>Managing time online Regulations and restrictions Respectful behaviour online Online/offline Social media - positive/negative</p>		<p>Children know the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p> <p>That personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>Children know 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 and online gaming.</p>	<p>Children understand how to recognise ways in which the internet and social media can be used both positively and negatively.</p> <p>Recognise ways in which the internet and social media can be used both positively and negatively.</p> 

MTP RSHE Summer Britain	Engages with Debate	Vocabulary	Core Text Resources	Objectives		
<p>UKS2 1st Half Term</p> <p>Drugs, Alcohol & Tobacco</p>	<p>Are all role models positive?</p>	<p>Risks and effects Legal drugs Illegal drugs Law Gambling Impact on health People's decisions Mixed messages Supporting organisations</p>		<p>Children know about the risks and effects of common legal drugs (eg cigarettes, e- cigarettes/ vaping, alcohol and medicines and their impact on health; recognise that drug use can become a habit that can be difficult to break.</p> <p>About why people choose to use or not use drugs (including nicotine, alcohol and medicines.)</p>	<p>Children recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>About the mixed messages in the media about drugs, including alcohol and smoking/ vaping.</p> <p>People they can talk to if they have concerns.</p>	 <p>Children understand about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</p> <p>About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use</p>
<p>UKS2 2nd Half Term</p> <p>Being Safe</p>	<p>What should I do if I don't feel safe?</p>	<p>Appropriate Inappropriate Contact Unsafe Acceptable Unacceptable</p>	<p><u>Text resources</u></p> 	<p>Children know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> 	<p>Children can recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>	