|  |  |
| --- | --- |
| **TOPIC AREA** | **RESOURCE LINKS** |
| **Mental Wellbeing: Pupils should know** |  |
| That mental wellbeing is a normal part of daily life, in the same way as physical health.  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.  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.  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  Simple self-care techniques, including the importance of rest, times pent with friends and family and the benefits of hobbies and interests.  Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  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).  It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough | Samaritans: [www.samaritans.org](http://www.samaritans.org)  DEAL is a free resource for teachers and other educational professionals designed to help develop resilience in young people.  DEAL includes lesson plans, activities, hand-outs, DEAL digital resources, teachers’ notes and staff training materials can all be accessed and downloaded at any time from Samaritans website.  <https://www.sdera.wa.edu.au/resources/primary-resources/challenges-and-choices-primary/>  Downloadable pdf documents on lessons for reception to year 6 on resilience and wellbeing.  Coping with and managing anger  <https://www.bbc.co.uk/bitesize/clips/zgkrkqt>This clip could be used as a stimulus for discussion about emotions. Children could sort 'feelings' words and 'emotions' pictures in response to the clip, grouping similar emotions together. Children could share situations where they have experienced extreme emotions and link emotions to facial expressions. A mind map could be created after watching the clip, either listing emotions or exploring ways to calm down when feeling angry. Children could role-play different emotions after watching the clipThis clip could be used as a stimulus for discussion about emotions. Children could sort 'feelings' words and 'emotions' pictures in response to the clip, grouping similar emotions together. Children could share situations where they have experienced extreme emotions and link emotions to facial expressions. A mind map could be created after watching the clip, either listing emotions or exploring ways to calm down when feeling angry. Children could role-play different emotions after watching the clip  This clip could be used as a stimulus for discussion about emotions. Children could sort 'feelings' words and 'emotions' pictures in response to the clip, grouping similar emotions together. Children could share situations where they have experienced extreme emotions and link emotions to facial expressions. A mind map could be created after watching the clip, either listing emotions or exploring ways to calm down when feeling angry. Children could role-play different emotions after watching the clip.This clip could be used as a stimulus for discussion about emotions. Children could sort 'feelings' words and 'emotions' pictures in response to the clip, grouping similar emotions together. Children could share situations where they have experienced extreme emotions and link emotions to facial expressions. A mind map could be created after watching the clip, either listing emotions or exploring ways to calm down when feeling angry. Children could role-play different emotions after watching the clip. Spread a little kindness: classroom activities <https://www.mentallyhealthyschools.org.uk/resources/>  Six short classroom activities focused on developing empathy and kindness.  <https://www.cumbria.gov.uk/ph5to19/mentalhealth.asp>  PH 5-19 Activities for school: Our website has a variety of resources that could be used with a whole class.  ‘Balance Wheel’, ‘Is my Bucket to full,’ ‘Worried Toolkit’, ‘Glitter Jar’, ‘Happy Box’  ‘Ninja Stress balls’, ‘Calm Down Kit’, ‘Chill Skill Activities’, ‘All about me toolkit’ ‘Mindfulness exercises’, ‘Five stages to problem solving’  BBC Ariana’s story being a bully (KS2)  <https://www.bbc.co.uk/teach/class-clips-video/being-a-bully-arianas-story/zrc6nrd>  Jakes story: Being Bullied’  <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-being-bullied/zdds382>  Being different is beautiful. Animation to share with pupils about celebrating difference KS1 <https://www.youtube.com/watch?v=KJ1ygFknjYo>  <https://www.mentallyhealthyschools.org.uk/resources/>  They have toolkits on a range of emotional health issues that can be delivered in small groups, classes or 1:1  <https://www.mentallyhealthyschools.org.uk/resources/anti-bullying-toolkit/>  <https://www.childrensmentalhealthweek.org.uk/schools-and-youth-groups/>  They have resources from previous years that have supported their campaigns.  ‘Resilience Stories’ assembly ideas  The activities, lesson plans and assembly plans in this toolkit - which meet the learning objectives for the PSHE curriculum - will help children to think about who they are as a person, recognise what they are good at, identify positives things about themselves, learn from their experiences and set goals. There are also activities included to support staff wellbeing too.  [www.place2be.org.uk](http://www.place2be.org.uk)  Spread a little kindness in the classroom  [www.youngminds.org.uk](http://www.youngminds.org.uk)  A letter about how I am feeling  [www.childline.co.uk](http://www.childline.co.uk)  Get through difficult times and bounce forward.  <https://www.place2be.org.uk/media/9938/Primary%20assembly%20guide.pdf> |
|  |  |
| **TOPIC AREA** | **RESOURCE LINKS** | |
| **Internet Safety and Harm: Pupils should know** |  | |
| That for most people the internet is an integral part of life and has many benefits. | <https://www.childnet.com/resources/trust-me>  <https://www.childnet.com/young-people/primary/get-smart> | |
| About the benefits of rationing time spent online, 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. | ‘The Adventures of Smartie the Penguin’ is a collection of three stories, differentiated by age, aimed at children aged 3-7  <https://www.childnet.com/resources/smartie-the-penguin> | |
| How to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. | <https://parentzone.org.uk/digitalwellbeing?utm_source=Parent+Zone+Newsletter&utm_campaign=51069b37a6-EMAIL_CAMPAIGN_2019_11_06_11_48&utm_medium=email&utm_term=0_1ee27d9000-51069b37a6-179358541>  Google’s Digital Wellbeing module is a FREE pack of NEW resources for UK primary schools.  Created by Google and Parent Zone, the resources are designed to help Key Stage 2 pupils (7 to 11-year-olds) learn about how their use of technology can make them feel – and reflect on what a healthy balance looks like. | |
| Why social media, some computer games and online gaming, for example, are age restricted.  How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. | <https://www.saferinternet.org.uk>  <https://www.thinkuknow.co.uk/professionals/>  Think U Know for professionals with a resource library you can search. | |
| What the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. | **Exploring the issue of online hate** These resource packs for 3-11 year olds (primary  <https://www.saferinternet.org.uk/safer-internet-day/sid-2016/education-packss>  Free staff online e-learning <https://www.anti-bullyingalliance.org.uk/all-together-hub/free-cpd-online-training>  <https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying/>  <https://www.bullying.co.uk/advice-for-schools/>  Films and advice for small group work or lessons  <https://www.anti-bullyingalliance.org.uk/anti-bullying-week/school-tools/primary-school-pack>  On the [Anti-Bullying Alliance website](https://www.anti-bullyingalliance.org.uk/) you’ll find a [primary school resource pack](https://www.anti-bullyingalliance.org.uk/anti-bullying-week/school-tools/primary-school-pack)  <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-text-bullying/zvgdt39> | |

|  |  |
| --- | --- |
| **TOPIC AREA** | **RESOURCE LINKS** |
| **Physical Health and Fitness: Pupils should know** |  |
| The characteristics and mental and physical benefits of an active lifestyle.  The importance of building regular exercise 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, vigorous exercise.  The risks associated with an inactive lifestyle (including obesity).  How and when to seek support including which adults to speak to in school if they are worried about their health. | <https://www.bbc.co.uk/bitesize/topics/zxtg9j6/resources/1>  Short video clips and classroom ideas  <https://www.a-life.co.uk/information-for-teachers/lesson-plans-and-resources/> |

|  |  |
| --- | --- |
| **TOPIC AREA** | **RESOURCE LINKS** |
| **Healthy Eating: Pupils should know** |  |
| What constitutes a healthy diet (including understanding calories and other nutritional content).  The principles of planning and preparing a range of healthy meals.  The characteristics of a poor diet 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). | <https://campaignresources.phe.gov.uk/schools/topics/our-healthy-year/overview>  <https://campaignresources.phe.gov.uk/schools/topics/healthy-eating/overview>  <https://www.foodafactoflife.org.uk/> |

|  |  |  |
| --- | --- | --- |
| **TOPIC AREA** | | **RESOURCE LINKS** |
| **Drugs Alcohol and Tobacco: Pupils should know** | |  |
| The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | | <http://mentor-adepis.org/lesson-plans/>  KS2 lesson plans  <https://www.sdera.wa.edu.au/programs/challenges-and-choices-resources/>  Drug education pdf documents year 3-6  These are Australian but some very good resources in particular education on caffeine. Sign up for free download or contact your PH Nurse.  <https://www.smarterthansmoking.org.au/for-schools/primary-resources/>  ‘What’s in a cigarette’ ‘Why Smoking is bad for you’ crosswords and word jumbles downloadable pdf documents.  <https://lookoutzone.co.uk/tobacco/>  Website & teaching resource aimed at 7-11 year olds with free games and tobacco information. It has an information area for teachers with lessons and an activity workbook. Also has an information area for parents/carers.  PH 5-19 Teaching resource: email your Public Health Nurse.  <https://www.swindonhealthyschools.org/resources/schemes-of-work/date-scheme-of-work/>  lesson plans from reception –year 6 |
|  | |  |
| **TOPIC AREA** | **RESOURCE LINKS** | |
| **Health and Prevention: Pupils should know** |  | |
| How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.  About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.  The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.  About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  The facts and science relating to immunisation and vaccination | <https://kidshealth.org/en/kids/bodyactivities.html?WT.ac=classroom>  Kids health has videos and activities that cover a whole range of topics about how our body works.  <https://www.sunsafeschools.co.uk/>  <https://campaignresources.phe.gov.uk/schools/resources/sleep-year6-lesson-plan-pack>  <http://sleepforkids.org/index.html>  In this website for kids, you can learn about what happens while we sleep, play fun games, and keep track of your own sleep.  <https://www.teachingideas.co.uk/sites/default/files/posterteeth.pdf>  <https://campaignresources.phe.gov.uk/schools/resources/keeping-our-teeth-healthy-lesson-plans>  <https://www.galleonsupplies.co.uk/SEN-personal-hygiene/>  Lesson plans and activities for teaching all aspects of personal hygiene to pupils with special needs. | |
| <https://e-bug.eu/junior_pack_ks1.aspx?cc=eng&ss=2&t=KS1%20Lesson%20Pack>  Key Stage 1 and 2 resources cover multiple topics including, an introduction to microbes, hand hygiene, respiratory hygiene, food hygiene and antibiotics. Here you will find the lesson plans, worksheets, posters and activities for each topic. | |
| Share good times not flu <https://sharegoodtimesnotflu.co.uk>  <https://sharegoodtimesnotflu.co.uk/SchooltoolkitPage.html>    <https://www.ducksters.com/science/biology/viruses.php> | |
|  |  | |

|  |  |
| --- | --- |
| **TOPIC AREA** | **RESOURCE LINKS** |
| **Basic First Aid: Pupils should know** |  |
| How to make a clear and efficient call to emergency services if necessary.  Concepts of basic first-aid, for example dealing with common injuries, including head injuries. | <http://www.sja.org.uk/sja/schools.aspx>  <https://firstaidlearningforyoungpeople.redcross.org.uk/educator-zone/>  <https://www.redcross.org.uk/get-involved/teaching-resources/introducing-first-aid> |

|  |  |
| --- | --- |
| **TOPIC AREA** | **RESOURCE LINKS** |
| **Changing adolescent body: Pupils should know** |  |
| Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.  About menstrual wellbeing including the key facts about the menstrual cycle. | Betty for schools, free resources once registered for 8-12 year olds.  <https://bettyforschools.co.uk/>  <https://www.always.co.uk/en-gb/puberty-education-programme-always-tampax>  <https://www.lil-lets.com/uk/school-programme>  <https://www.teacherspayteachers.com/>  This website has lots of free resources to help you cover puberty and body changes.  <https://www.dove.com/uk/dove-self-esteem-project.html>  ‘Be real’ body confidence campaign  PH 5-19 Body image resource  <https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview#puberty>  Ask Lara  <https://www.youtube.com/watch?v=n9cLXDYjsoQ&list=PLcvEcrsF_9zLsRG4N1jOvQzix0LIyZZ7K>  An animated series where a group of friends negotiate the physical and emotional changes of puberty. Each film includes a set of questions to answer suitable for ages 9-11years |