



# Year 1 PSHE Planning

# Guidance

- Each term, there should be a minimum of 9 lessons. Some topics may only require one lesson whereas others may require several.
- Each topic should begin with a baseline activity which should be followed up/added to at a later time to show learning. This could be an individual/group/whole class activity.
- Work should be recorded in individual PSHE books or in the class journal. This book will follow pupils throughout the school.
- There are links included for each of the topics and some resources have already been saved to the M-Drive under [PSHE-Resources-Y5-Autumn/Spring/Summer](#).
- If you find other resources, please add them to your resource folder as this will help others in the future.
- With regard to SMSC specifically, please include 2 sessions of meditation per term from 'My Heart Room'. 'Sitting still like a frog' (shorter sessions) can be used as starters or even in assemblies. These should be used weekly.
- Please continue to have WonderWalls in your rooms as well as Worry Boxes.
- Finally, there is a page at the end of this document with a list of the many sites that I have found to be useful.

Autumn Term

# Core Theme: Relationships

Key Areas	Big Questions	Topics
Healthy Lifestyles	<i>What can we do to stay healthy?</i>	What helps keep bodies healthy, hygiene routines; feelings, managing feelings
Growing and Changing	<i>How do we grow and change?</i>	Recognising what they are good at, setting goals; correct names for body parts (including external genitalia)
Keeping Safe	<i>What can we do to stay safe?</i>	Keeping safe around household products; how to ask for help if worried about something, who can keep us safe

# Healthy Lifestyles

<b>Topics:</b>	What helps keep bodies healthy, hygiene routines; feelings, managing feelings	<b>Big Question:</b> <i>What can we do to stay healthy?</i>	
<b>The learner will be able to:</b>		<b>Key Questions</b>	<b>Links and Resources</b>
<ul style="list-style-type: none"> <li>Identify how infections (such as coughs and colds) can be spread.</li> <li>Describe some basic personal hygiene routines.</li> <li>Recognise why this is important.</li> <li>Describe simple steps that they can take to prevent germs being passed on (e.g.: hand washing, use of tissues, covering their mouth when they cough).</li> <li>Name feelings they have had, both good and not so good</li> <li>Explain what makes them feel good and what makes them feel not so good</li> <li>Identify where in their bodies they have these feelings</li> <li>Demonstrate how our faces and bodies show these feelings to others</li> <li>Identify some ways to feel better if feeling not so good</li> </ul>		<ul style="list-style-type: none"> <li>What can we do to help keep our bodies healthy and well?</li> <li>What do we keep clean at home/at school?</li> <li>How can germs be passed from one person to another?</li> <li>What can we do to help stop germs and diseases spreading?</li> <li>What are we responsible for?</li> <li>What makes us feel good?</li> <li>What makes us feel not so good?</li> <li>How does it feel in our bodies when we feel... happy, sad, nervous, excited etc?</li> <li>What do people look like when they feel... happy, sad, nervous, excited etc?</li> <li>What can we do when we have feelings that are not so good?</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.educationquizzes.com/ks1/personal-social-and-health-education/hygiene/">https://www.educationquizzes.com/ks1/personal-social-and-health-education/hygiene/</a></li> <li><a href="https://www.bbc.co.uk/bitesize/clips/zq4yggk7">https://www.bbc.co.uk/bitesize/clips/zq4yggk7</a> - hand bacteria</li> <li><a href="https://e-bug.eu/junior_pack_ks1.aspx?cc=eng&amp;ss=2&amp;t=KS1%20Lesson%20Pack">https://e-bug.eu/junior_pack_ks1.aspx?cc=eng&amp;ss=2&amp;t=KS1%20Lesson%20Pack</a></li> <li>- Hygiene</li> <li>- <a href="https://www.teachwire.net/teaching-resources/ks1-pshe#login-box24">https://www.teachwire.net/teaching-resources/ks1-pshe#login-box24</a> – M-Drive</li> <li>- <b>Ten:Ten - KS1 – Module 1</b></li> </ul>

# Growing and Changing

<b>Topics:</b>	Recognising what they are good at, setting goals; correct names for body parts (including external genitalia)	<b>Big Question:</b> <i>What can we do to stay healthy?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> <li>Identify what they are good at.</li> <li>Explain what they are learning / getting better at.</li> <li>Identify what they need help with</li> <li>Set simple targets.</li> <li>Identify ways of celebrating achievements and how this feels</li> </ul> <ul style="list-style-type: none"> <li>Identify physical similarities between boys and girls.</li> <li>Compare physical differences between boys and girls.</li> <li>Recognise and use the correct names for main parts of the body including external genitalia.</li> </ul>		<ul style="list-style-type: none"> <li>What can I do for myself?</li> <li>What am I good at? How do I know?</li> <li>How does it feel to be good at something?</li> <li>What am I getting better at?</li> <li>What would I like to be able to do?</li> <li>What do I need help with?</li> </ul> <ul style="list-style-type: none"> <li>What parts of our bodies can we see?</li> <li>What are the names of all the different parts of our bodies?</li> <li>How are people's bodies similar?</li> <li>How are people's bodies different?</li> </ul> <ul style="list-style-type: none"> <li><b>Ten:Ten - KS1 – Module 1</b></li> </ul>	<p><a href="https://www.tes.com/teaching-resource/i-can-set-a-goal-6229380">https://www.tes.com/teaching-resource/i-can-set-a-goal-6229380</a> - PowerPoint</p> <p><a href="https://www.youtube.com/watch?v=KcJD8J2U9IQ">https://www.youtube.com/watch?v=KcJD8J2U9IQ</a> – BBC Video on basic body parts.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zsjsbk7">https://www.bbc.co.uk/bitesize/clips/zsjsbk7</a> - Body parts</p> <p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and">Medway Public Health Lesson 3 'Everybody's Body' - https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</a></p> <p><a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/</a> - PANTS</p>

# Keeping Safe

<b>Topics:</b>	Keeping safe around household products; <a href="#">how to ask for help if worried about something, who can keep us safe</a>	<b>Big Question:</b> <i>What can we do to stay safe?</i>	
<b>The learner will be able to:</b>		<b>Key Questions</b>	<b>Links and Resources</b>
<ul style="list-style-type: none"> <li>Identify what goes on to and into people’s bodies and how this can make people feel.</li> <li>Recognise that household products (including medicines) can be harmful if not used correctly</li> <li>Describe ways of keeping safe around household products (including medicines)</li> <li>Identify people we can trust to tell us to put things onto and into our bodies</li> <li>Identify the people who look after them in school and outside of school (immediate family or wider family networks)</li> </ul> <ul style="list-style-type: none"> <li>Explain what they can do if they feel nervous about something being safe or unsafe (including saying ‘no’, ‘I’ll ask’, ‘I’ll tell’)</li> <li>Identify whom they can go to if they are worried about something</li> <li>Demonstrate ways they can attract the attention of people who care for them and make sure they are listened to</li> <li>Recognise that it is very important to tell someone if they are worried about something</li> </ul>		<ul style="list-style-type: none"> <li>What goes into and on to bodies?</li> <li>How does it make people feel?</li> <li>Which things are safe, not so safe or dangerous?</li> <li>When should we say ‘no’, ‘don’t do that’, ‘I need to ask’ or ‘I’ll tell’?</li> <li>How can we keep safe?</li> </ul> <ul style="list-style-type: none"> <li>Who looks after us?</li> <li>Who helps us to keep safe?</li> <li>Who and what can help us when we feel worried or unsafe?</li> <li>What do we need to do if we feel unsafe?</li> <li>Who can we ask for help?</li> </ul>	<p><a href="https://www.tes.com/teaching-resource/safe-or-unsafe-6338928">https://www.tes.com/teaching-resource/safe-or-unsafe-6338928</a> - safe or unsafe PowerPoint</p> <p><a href="https://www.tes.com/teaching-resource/who-can-keep-us-safe-6104628">https://www.tes.com/teaching-resource/who-can-keep-us-safe-6104628</a> - PowerPoint</p> <p>- <b>Ten:Ten - KS1 – Module 2</b></p>

Spring Term



# Core Theme: Relationships

Key Areas	Big Questions	Topics
Feelings and emotions	How do we feel?	Behaviour; bodies and feelings can be hurt; teasing, bullying
Healthy Relationships	What makes happy, healthy relationships?	Special people, caring; touch, acceptable and unacceptable
Valuing difference	How are we the same/different?	Respecting similarities and differences in others; sharing views and ideas

# Feelings and emotions

<b>Topics:</b>	Behaviour; <b>bodies and feelings can be hurt</b> ; <b>teasing, bullying</b>	<b>Big Question:</b> <i>How do we feel?</i>	
<b>The learner will be able to:</b>		<b>Key Questions</b>	<b>Links and Resources</b>
<ul style="list-style-type: none"> <li>• Give examples of when something was fair or unfair and say why</li> <li>• Give examples of acts of kindness</li> <li>• Reflect on the impact of kind/unkind actions</li> <li>• Explain what is meant by right and wrong (in terms of their own behaviour)</li> <li>• Recognise how someone’s behaviour can affect others in different situations, at home or at school</li> <li>• Identify what they can do if they (or others) experience unhelpful behaviour</li>   <li>• Recognise that both bodies and feelings can be hurt</li> <li>• Describe occasions when someone might hurt themselves physically (falling in the playground/spraining an ankle etc.) and how this can make them feel</li> <li>• Describe occasions when someone’s feelings have been hurt and how this can make them feel</li> <li>• Identify people they can go to if they are feeling uncomfortable or hurt (physically or emotionally)</li>   <li>• Identify what might be happening is someone is being teased or bullied</li> <li>• Describe feelings that people may have if they are being teased or bullied</li> <li>• Recognise that it is never acceptable to behave hurtfully or bully</li> <li>• Identify whom to go to, what to say/how to tell if they are being teased or bullied</li>   <li>• Identify the rules in school if they experience or see teasing, bullying or any hurtful behaviour</li> </ul>		<ul style="list-style-type: none"> <li>• When people talk about ‘behaviour’ what do they mean?</li> <li>• When have we been kind to someone and how did it make them/us feel?</li> <li>• How does it feel to do the right thing?</li> <li>• How does it feel to do the wrong thing?</li>   <li>• Can someone’s feelings be hurt as well as their body?</li> <li>• When might this happen?</li> <li>• How might someone behave if their feelings get hurt?</li> <li>• Who can people ask for help if their feelings are hurt?</li> <li>• Who can people ask for help if they are physically hurt?</li> <li>• How can someone make sure they are listened to if they are feeling hurt?</li>   <li>• What does being a good friend look like?</li> <li>• What is teasing?</li> <li>• What is bullying?</li> <li>• How can it feel for a person if they are being teased or bullied?</li> <li>• What should we do if someone tries to make us bully or tease someone else?</li> <li>• What should we do if we are being teased or bullied, or see someone else being teased or bullied?</li>   <li>• Who can help us in and out of school?</li> </ul>	<p> <a href="https://www.bbc.co.uk/teach/class-clips-video/am-i-always-responsible-for-my-actions-with-classroom-discussion/zfxtscw">https://www.bbc.co.uk/teach/class-clips-video/am-i-always-responsible-for-my-actions-with-classroom-discussion/zfxtscw</a> - video         </p> <p> <a href="http://www.primaryresources.co.uk/pshe/pshe.htm">http://www.primaryresources.co.uk/pshe/pshe.htm</a> - M-Drive         </p> <p> <a href="http://the-classroom.org.uk/lessons-and-resources/by-subject/pshe/schools-out-pshe-lessons/ks1-pshe-what-is-bullying-what-should-we-do-about-it/">http://the-classroom.org.uk/lessons-and-resources/by-subject/pshe/schools-out-pshe-lessons/ks1-pshe-what-is-bullying-what-should-we-do-about-it/</a> </p> <p> <b>- Ten:Ten - KS1 – Module 2</b> </p>

# Healthy Relationships

<b>Topics:</b>	Special people, <b>caring; touch, acceptable and unacceptable</b>	<b>Big Question:</b> <i>What makes happy, healthy relationships?</i>	
<b>The learner will be able to:</b>		<b>Key Questions</b>	<b>Links and Resources</b>
<ul style="list-style-type: none"> <li>• Give examples of surprises that are nice to keep secret (until everyone finds out about them)</li> <li>• Explain that no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt</li> <li>• Identify whom they can go to in school if they are worried about a surprise or a secret</li> <li>• Explain that they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them feel uncertain, uncomfortable or worried</li>   <li>• Describe or demonstrate how to listen to others</li> <li>• Give examples of, or demonstrate, how to work and play cooperatively</li> <li>• Give reasons why it is important work and play well together</li> <li>• Describe or demonstrate strategies they can use to resolve simple arguments or disagreements</li> <li>• Describe occasions when they have been offered/given support and feedback in and how it helped them</li> <li>• Identify ways to offer support to others in class time and on the playground</li> <li>• Suggest good and not so good ways to let others know when we don't want support</li>   <li>• Explain what a friend is</li> <li>• Describe what makes a good friend</li> <li>• Give examples of things that a good friend would do</li> <li>• Demonstrate how good friends would act</li> </ul>		<ul style="list-style-type: none"> <li>• Do we have to keep promises and secrets if someone says so?</li> <li>• When should we tell someone else?</li> <li>• Who can we tell if we feel uncertain, uncomfortable or worried?</li> <li>• What could we say and do to attract the attention of an adult when we want to tell them something?</li> <li>• What can we say to help us explain?</li>   <li>• How can someone say 'no' if they are asked to keep a secret they feel unsure about?</li>   <li>• How can people tell that we are listening to them?</li> <li>• What helps a group to work cooperatively?</li> <li>• Do people always see things the same way?</li> <li>• What are some ways we can stop arguments starting with our friends?</li> <li>• Who gives us support and encouragement at home or at school? How does it feel?</li>   <li>• When have we given others encouragement or support?</li>   <li>• What is a friend?</li> <li>• What does a good friend look/sound/behave like?</li> <li>• What can we get from a good friend?</li> <li>• How can we be a good friend?</li> </ul>	<p> <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and-my-body">https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and-my-body</a> (Lesson 3) special people (Lesson 1)         </p> <p> <a href="https://learning.nspcc.org.uk/research-resources/schools/pants-teaching">https://learning.nspcc.org.uk/research-resources/schools/pants-teaching</a> </p> <p> <a href="http://www.greetingcardassociation.org.uk/resources/for-schools/key-stage-1-lets-be-friends-lesson-plan">http://www.greetingcardassociation.org.uk/resources/for-schools/key-stage-1-lets-be-friends-lesson-plan</a> </p> <p style="text-align: center;"> <b>- Ten:Ten - KS1 – Module 2</b> </p>

# Valuing difference

<b>Topics:</b>	Respecting similarities and differences in others; <a href="#">sharing views and ideas</a>	<b>Big Question:</b> <i>How are we the same/different?</i>	
<b>The learner will be able to:</b>		<b>Key Questions</b>	<b>Links and Resources</b>
<ul style="list-style-type: none"> <li>• Identify similarities between themselves and others</li> <li>• Identify differences between themselves and others</li> <li>• Describe basic differences and similarities between class members</li> <li>• Recognise that we all have things in common with other people, even if we think we are very different</li> <li>• Recognise that everyone is equal</li> <li>• <a href="#">Listen to the ideas and thoughts of others</a></li> <li>• <a href="#">Discuss things that matter to them</a></li> <li>• <a href="#">Take turns when giving opinions and views</a></li> <li>• <a href="#">Participate in discussions with peers in pairs, small groups or the whole class</a></li> </ul>		<ul style="list-style-type: none"> <li>• How are we similar to others?</li> <li>• How are we different to others?</li> <li>• In which ways are we all equal?</li> <li>• <a href="#">Why should we let others know of our ideas and thoughts?</a></li> <li>• <a href="#">Why is it important to listen to the ideas and thoughts of others?</a></li> <li>• <a href="#">What if these are different to ours?</a></li> </ul>	<p><a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2">https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z3mmn39/resources/1">https://www.bbc.co.uk/bitesize/topics/z3mmn39/resources/1</a> - same and different video</p> <p><a href="http://the-classroom.org.uk/lessons-and-resources/by-key-stage/ks1-citizenship-difference-and-what-makes-us-special/">http://the-classroom.org.uk/lessons-and-resources/by-key-stage/ks1-citizenship-difference-and-what-makes-us-special/</a> Super cute video!!</p> <p>- <b>Ten:Ten - KS1 – Module 2</b></p>

Summer Term

# Core Theme: Living in the Wider World

Key Areas	Big Questions	Topics
Rights and Responsibilities	What are your rights and responsibilities?	Group and class rules; everybody is unique in some ways and the same in others
Environment	How can we look after our world?	Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 2).
Money	What can you do with money?	Where money comes from; how to use money -saving and spending money.

# Rights and responsibilities

<b>Topics:</b>	Group and class rules; <b>everybody is unique in some ways and the same in others</b>	<b>Big Question:</b> <i>What are your rights and responsibilities?</i>	
<b>The learner will be able to:</b>		<b>Key Questions</b>	<b>Links and Resources</b>
<ul style="list-style-type: none"> <li>• Describe how they would like their classroom to be</li> <li>• Explain who or what they are responsible for in their classroom</li> <li>• Explain what ‘rules’ mean and how they help all of us</li> <li>• Give suggestions for what could be included in class rules and explain why they are important</li> <li>• Explain why it is important for them to carry out classroom responsibilities and what happens responsibilities are not carried out</li> <li>• Identify when this might be more difficult or challenging and what to do in these situations</li> </ul> <ul style="list-style-type: none"> <li>• Explain (in simple terms) that being ‘unique’ means that there is only one of something, and not one thing exactly the same exists anywhere in the world</li> <li>• Recognise that this means every single person is special and valuable just as they are</li> <li>• Recognise they are unique – there is no-one exactly like them</li> <li>• Identify things they think are unique or special about themselves</li> </ul> <ul style="list-style-type: none"> <li>• Recognise some of the things they have in common in others, including physical similarities</li> <li>• Recognise that there are other similarities between people that are not immediately obvious (e.g.: the same birthday month)</li> <li>• Identify common likes / dislikes between themselves and others</li> <li>• Explain what they share in common with someone else, even if, at first they thought they were only differences</li> </ul>		<ul style="list-style-type: none"> <li>• What jobs/responsibilities does our teacher have in the classroom?</li> <li>• How can we help our teacher?</li> <li>• What are our jobs/responsibilities in the classroom?</li> <li>• How can we help each other?</li> <li>• What are rules and why do we have them?</li> </ul> <ul style="list-style-type: none"> <li>• What does it mean if we say something is ‘unique’?</li> <li>• Is every person unique?</li> <li>• In which ways are you are unique?</li> <li>• What is special about everybody?</li> </ul> <ul style="list-style-type: none"> <li>• Who looks similar to me?</li> <li>• Who likes the same things as me?</li> <li>• In what ways are the children in our class the same?</li> </ul>	<p>Grain of sand video on M-Drive</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z46hf4j">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-makes-me-me/z46hf4j</a> - Video</p> <p><a href="https://www.tes.com/teaching-resource/i-feel-good-about-our-similarities-differences-6289401">https://www.tes.com/teaching-resource/i-feel-good-about-our-similarities-differences-6289401</a> – M-Drive</p> <p><b>- Ten:Ten - KS1 – Module 3</b></p>

# Environment

<b>Topics:</b>	Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 2)	<b>Big Question:</b> <i>How can we look after our world?</i>	
<b>The learner will be able to:</b>		<b>Key Questions</b>	<b>Links and Resources</b>
<ul style="list-style-type: none"><li>• Identify what the local environment is like</li><li>• Describe what makes the local environment pleasant / not so pleasant</li><li>• Identify what can harm different environments</li><li>• Suggest some ways people can care for the environment</li><li>• Identify what they can do / not do to help care for the environment</li></ul>		<ul style="list-style-type: none"><li>• What is around us? Our home? Our school?</li><li>• Who or what lives in our local environment?</li><li>• What do we like/dislike about our environment?</li><li>• What damages our environment?</li><li>• What could be done to environment?</li><li>• What can we do?</li></ul>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zdyycdm/resources/1">https://www.bbc.co.uk/bitesize/topics/zdyycdm/resources/1</a></p> <p><a href="https://ypte.org.uk/lesson-plans/browse">https://ypte.org.uk/lesson-plans/browse</a></p>



# Money

<b>Topics:</b>	Where money comes from; <a href="#">how to use money - saving and spending money</a>	<b>Big Question:</b> <i>What can you do with money?</i>	
<b>The learner will be able to:</b>		<b>Key Questions</b>	<b>Links and Resources</b>
<ul style="list-style-type: none"><li>• Recognise what money looks like</li><li>• Identify how money is obtained (won, borrowed, found, earned, presents)</li><li>• Give some examples of some of the ways that money can be used (saved as well as spent)</li><li>• Identify what might make someone want to spend or save their money</li><li>• Explain where money can be stored to keep it safe</li></ul>		<ul style="list-style-type: none"><li>• Have we ever received money and where did it come from?</li><li>• What did we do with our money?</li><li>• Where do other people get money from?</li><li>• Where can we safely keep our money when we are at home/out and about?</li><li>• Why do people save money?</li></ul>	<p><a href="https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2">https://www.valuesmoneyandme.co.uk/teachers/i-want-it-ks2</a></p> <p><a href="https://www.iow.gov.uk/azservice/documents/2562-LessonsMoneySafe5-11webv4-1.pdf">https://www.iow.gov.uk/azservice/documents/2562-LessonsMoneySafe5-11webv4-1.pdf</a> – M-Drive</p>

Debates, topical issues - Newsround, WonderWalls

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://www.sexeducationforum.org.uk/resources/whole-school-approach-rse-audit-tool>

<http://www.anxietyuk.org.uk/>

<https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic>

<https://www.foodafactoflife.org.uk/>

<https://plprimarystars.com/for-schools>

[http://www.nicurriculum.org.uk/docs/key\\_stages\\_1\\_and\\_2/areas\\_of\\_learning/pdmu/livinglearningtogether/year6/lt\\_6\\_Unit\\_3.pdf](http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year6/lt_6_Unit_3.pdf)

[https://www.nutrition.org.ukxWfMRO-1WJNq2MLK5u5\\_EonI5licEnuYDwJKfVXD5qcUKyeHp4w6rK7D8nYYHuOvV-bvOpxtKM](https://www.nutrition.org.ukxWfMRO-1WJNq2MLK5u5_EonI5licEnuYDwJKfVXD5qcUKyeHp4w6rK7D8nYYHuOvV-bvOpxtKM)

<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-1-actions-and-consequences>

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