



Year 6

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: Health and Wellbeing

Key Areas	Big Questions	Topics
Healthy Lifestyles	<i>What can we do to stay healthy?</i>	Images in the media and reality; how this can affect how people feel; risks and effects of drugs, alcohol etc.; balanced diet, choices, food, influences
Growing and Changing	<i>How do we grow and change?</i>	Recognising what they are good at; setting goals; aspirations; changes at puberty (recap Y5); human reproduction; roles and responsibilities of parents; conflicting emotions, managing feelings; coping with change and transition
Keeping Safe	<i>What can we do to stay safe?</i>	Independence; increased responsibility; keeping safe; who is responsible for their health and safety; where to get help and advice; influences on behaviour; resisting pressure; rights to protect their body and speaking out;

Healthy Lifestyles

Topics:	Images in the media and reality; how this can affect how people feel; risks and effects of drugs, alcohol etc.; balanced diet, choices, food, influences	Big Question: <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"> ● Explain how and why images in the media are digitally enhance, altered or adapted ● Describe how this can influence someone’s view about a place, a person, people (couple or group) or themselves ● Describe how this can affect how someone feels about themselves or their own life ● Describe why this is not always helpful or conducive to wellbeing ● Explain the reasons why someone might choose to use a drug ● Explain there are laws about which substances are available to anyone, that some can only be purchased and should only be used by adults, that some only doctors can supply and that some are illegal for anyone to own or give to someone else ● Explain the possible effects and risks of different drugs ● Explain that there are risks related to the use of any drug (including side effects of medicines) and that drugs can affect people differently ● Explain that risk of using the drug depends on i) what it is (or what someone thinks it is), ii) the person using it, iii) the situation (when, where they are, who they are with) ● Describe or demonstrate how to manage risks related to drug use in different familiar situations including managing pressure from others assertively ● Identify the potential wider impact of drug misuse use on families and communities (see Additional Guidance below) ● Identify reliable, trustworthy sources of information where to get help and advice, for themselves or someone else ● Explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing – physical, mental and emotional ● Analyse the positive and negative influences on choices related to health ● Describe the influence of media advertising / celebrity culture on health and lifestyle choices ● Explain how people might approach making an informed decision in relation to health and wellbeing ● Explain how their choices might have positive, neutral or negative consequence ● Describe the benefits of a balanced lifestyle ● Explain a balanced diet contributes to a person’s general health and wellbeing ● Explain the variety of ways people might be influenced in their choices about food and drink (e.g. advertising, religion, culture, location, availability, cost, health) ● Evaluate why someone might choose one type of meal over another (e.g. home-cooked and takeaway) and how either can affect health ● Explain how people can make informed decisions about what to eat or drink in different situations and justify the approach taken 		<ul style="list-style-type: none"> ● What types of images in the media are changed or altered? ● Do we only see one type of image (of a particular person, group of people, place)? ● How can we tell what is true? ● What can different images make people think or feel? ● Can someone be sure a drug is safe? ● What are the effects of drugs on health and wellbeing? ● How can someone assess risk with drug use? ● Where/from whom can we find accurate, reliable information? ● What / who influences someone’s choices related to their health? ● How might the media’s portrayal of lifestyles influence someone’s choices about health? ● Do these influences always have everyone’s best interests in mind? ● How can someone make decisions for themselves when they are surrounded by different influences? ● What sorts of decisions benefit health and wellbeing in the long term? ● How does a balanced diet contribute to a person’s health and wellbeing? ● How do people make decisions about what to eat and drink? ● What helps them decide? ● Why do people choose one type of food over another? 	<p>https://mediasmart.uk.com/body-image-9-11/ - Media influences</p> <p>http://www.nottinghamschools.org.uk/media/1169972/ks2-jed-ted-lessonplansr.pdf - Drugs and alcohol</p> <p>https://www.foodafactoflife.org.uk/7-11-years/</p> <p>http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year6/lt_6_Unit_3.pdf</p>

Growing and Changing

Topics:	Recognising what they are good at; setting goals; aspirations; changes at puberty (<i>recap Y5</i>); human reproduction; roles and responsibilities of parents; conflicting emotions, managing feelings; coping with change and transition	Big Question: <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"> ● Describe achievements in their own and how other's lives ● Describe different ways of celebrating achievements and analyse which might help to motivate ● Describe how setting high aspirations can help motivate people to achieve and give some examples ● Explain different ways to approach a challenge or goal and evaluate which would be the most successful ● Identify their personal goals and describe aspirations for secondary school or beyond ● Describe how to manage physical changes of puberty ● Explain how to manage some of the emotional changes associated with puberty ● Explain what pregnancy means, how long it lasts and where it occurs ● Recognise the different responsibilities of parents and carers and how having a baby changes their life ● Use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions and how these change over time ● Describe situations where someone may experience conflicting emotions (such as at times of change or if we feel 'torn' about what to do about something) ● Explain the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome ● Describe positive strategies for managing feelings ● Identify that if someone experiences feelings that are not so good (most or all of the time) - help, advice and support is available ● Identify where they and others can ask for help and support with their feelings ● Describe different examples of change that occur in life and how these can cause conflicting feelings and emotions ● Explain when / why change might include feelings of loss ● Explain the process of grieving, how it can feel and how grief is expressed ● Identify practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school) ● Describe what help people to cope with the feelings associated with loss, change and transition ● Identify appropriate places to ask for help and support for different aspects of change 		<ul style="list-style-type: none"> ● What aspirations do we have? ● What are our goals for secondary school and how will we achieve them? ● What are our long-term goals? ● Which will be the most effective way for us to achieve our goals? ● How can people feel about their changing bodies during puberty? ● How can people manage these changes? ● What is involved in growing up? ● What does it mean to be grown up? ● Why or when might a couple decide to have a baby? ● What roles and responsibilities to parents have? ● How can we describe the emotions and how they change? ● What can help us manage feelings? ● What can someone do when they experience strong, challenging or conflicting emotions? ● When should someone seek help about how they are feeling? ● How might someone feel if someone important to them stops being their friend, being close to them, goes away or dies? ● What sorts of things might help someone with their feelings during times like these? ● Where can people get help, advice or support? 	<p>https://www.elsa-support.co.uk/wp-content/uploads/Going-for-goals-years-5-and-6.pdf</p> <p>Journey in Love/Ten:Ten</p> <p>https://www.tes.com/teaching-resource/emotions-powerpoint-ks2-pshe-seal-6344136 - M-Drive</p> <p>https://www.bbc.co.uk/bitesize/clips/zd2w2hv - Video</p> <p>https://www.educationworld.com/a_lesson/lesson-plan-managing-feelings.shtml</p> <p>- Ten:Ten - UKS2 – Module 1</p>

Keeping Safe

Topics:	Independence; increased responsibility; keeping safe; who is responsible for their health and safety; where to get help and advice; influences on behaviour; resisting pressure; rights to protect their body and speaking out;	Big Question: <i>What can we do to stay safe?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> Explain how increased freedom as they get older means potentially having more risks to negotiate (including whilst travelling: road, rail, water safety and online) Explain the difference between a risk, a danger and a hazard in different situations Recognise their personal responsibility to self and others when managing risk, danger and hazard Evaluate the level of risk in different situations by predicting possible consequences and their likelihood Recognise that risk can depend on who is there, where it is and what it is Suggest how risk can be reduced or managed in relation to keeping safe, including asking for help or advice describe the roles that people in school, the wider community, online have to help people stay healthy and safe Explain how their responsibility to keep themselves and others safe is changing as they become more independent Recognise they are not yet solely responsible for this and that adults they know well and trust are responsible Explain their responsibility to report things that mean they or others may not be safe Explain what will happen if they do seek help Give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust <ul style="list-style-type: none"> Identify where pressure including positive and negative influences on behaviour and attitudes come from Give examples of how the media influences opinions and attitudes Recognise how the need for peer approval can put pressure on us to do what others say or do Recognise that peers' acceptance or approval rarely depends on this Describe and demonstrate strategies that can help to resist influences or pressure to behave in a way that might affect them negatively Recognise when someone might need to seek further help or advice Identify how to access appropriate help, advice and support <ul style="list-style-type: none"> Explain that everyone has a right to look after and protect their own body Identify what the letters 'FGM' stand for and that it is also known by other words (e.g. 'cutting') Recognise that FGM physical abuse and to do this to someone is a serious crime (is illegal) Know what FGM physically entails and that myths can be told about it which are not true Identify the risks that FGM can have on a person's present and future health Explain the importance of speaking out about FGM Identify how someone can get help or advice (for themselves or another person) Recognise the importance of telling a trusted adult quickly if they think this might happen 		<ul style="list-style-type: none"> How might someone become more responsible for their own safety as they get older? What is a risk, a danger or a hazard? What sorts of behaviours might include risk? How can we learn to manage influences and risks and make our own decisions? Whose responsibility is our health and safety? What is our role? What does a trusted adult mean? Where do we find help in person? Online? On the phone? Via text? Other? <ul style="list-style-type: none"> Where does pressure come from? How do people try to persuade others to do things? What should we do we are ever under pressure to do something we feel uncertain about? Who/what can help us when we feel under pressure to do something risky? <ul style="list-style-type: none"> How can we help protect and look after our bodies? What should we do if we, or someone we know, is at risk of their body being hurt or harmed? 	<p>http://www.solgrid.org.uk/wellbeing/wp-content/uploads/sites/23/2016/05/Happy-and-Safe-Relationships-May-2016.pdf - staying safe</p> <p>https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</p> <p>https://www.london.gov.uk/what-we-do/health/healthy-schools-london/awards/sites/default/files/Y6%20keeping%20safe%20out%20and%20about.pdf – managing risk</p> <p>https://www.egfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/MHWP/North%20Somerset%20Council%20document.pdf – protecting their bodies</p> <p>https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/peer-pressure/back-me-up - peer pressure</p> <p>- Ten:Ten - UKS2 – Module 2</p>

Spring Term

Core Theme: Relationships

Key Areas	Big Questions	Topics
Feelings and emotions	How do we feel?	Feelings, empathy, recognising others' feelings; confidentiality and when to break a confidence; managing dares;
Healthy Relationships	What makes happy, healthy relationships?	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy; committed; loving relationships; marriage; personal boundaries and the right to privacy
Valuing difference	How are we the same/different?	Listening to others; raising concerns and challenge; what makes people the same or different; recognising and challenging stereotypes; discrimination and bullying

Feelings and emotions

Topics:	Feelings, empathy, recognising others' feelings; confidentiality and when to break a confidence; managing dares;	Big Question: <i>How do we feel?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Describe ways of recognising a range of feelings in others • Explain the benefits (to self and others) of recognising/responding appropriately to our own and others' feelings • Demonstrate language and strategies to use if not sure how others may be feeling • Explain ways we can respond positively to others' feelings • Empathise with others who are experiencing difficult or challenging feelings • Evaluate all the reasons they can identify for keeping something confidential or secret • Explain why keeping a secret might compromise personal safety or the safety of others • Explain people's right to share a secret or break a confidence they feel confused or uncomfortable keeping • Suggest ways to identify whether someone should or should not agree to break a confidence or share a secret • Identify whom to talk to for support and guidance, in school, outside school, online or by phone • Describe the difference between 'challenges' that can be useful and 'dares' that are dangerous to self / others • Identify 'dares' that are sometimes made to look or sound like something else • Explain or demonstrate strategies that can be used to manage 'dares' • Explain the shared responsibility if someone is put under pressure to do something harmful or dangerous and something goes wrong • Identify people to talk to or where go to for help and advice 		<ul style="list-style-type: none"> • How do we know how other people are feeling or what mood they are in? • How can we be sensitive to other people's moods and feelings? • Can we 'put ourselves in their shoes'? • How can we learn to manage other people's moods and feelings? • What might stop someone from wanting to tell someone else a secret? • Can a secret put someone at risk? • Is telling a secret the same as telling tales? • If a secret that might mean someone was hurt or unsafe, was kept, could it put them at further risk? • When should a confidence be broken? • Are all dares dangerous? • Do someone have to do something just because everyone else is? • What 'exit strategies' can get someone out of a risky situation without losing face? 	<p> https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships https://www.teachitprimary.co.uk/resources/y3/getting-on-and-falling-out/would-you-dare-discussion-activity/19739 </p> <p> - Ten:Ten - UKS2 – Module 2 </p>

Healthy Relationships

Topics:	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy; committed; loving relationships; marriage; personal boundaries and the right to privacy	Big Question: <i>What makes happy, healthy relationships?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Describe different kinds of loving relationships • Identify the qualities that enable these relationships to flourish • Explain the expectations and responsibilities of being in a loving relationship - the essential constituents of a positive, healthy relationship • Explain what this means in an emotional and physical sense • Describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy • Explain how relationships can change (as we grow up or as circumstances change) • Explain why sometimes relationships may change or end • Recap what makes a healthy relationship • Explain that everyone has the right to feel safe and happy within a relationship • Suggest some signs that a relationship is not healthy • Explain that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends • Identify strategies to use if they feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship • Give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else • Explain that there are things that someone might be happy to share with everyone, things they will want to share with their close friends or family only and things they will prefer to keep to themselves (keep private) • Explain why the need for privacy changes as they get older (grow from child to teenager) • Describe how someone can work out what is ok to share and what is best to keep private • Explain how, that just because something is shared with only one person (such as, a friend) it cannot be guaranteed this will not be shared further, and how this might happen (such as, on social media) • Explain what to do if something that should have been kept private is shared more widely • Explain that although we have a right to privacy, some things should never be kept secret or private and when this might be 		<ul style="list-style-type: none"> • What are the qualities of a loving relationship? • What do we expect from a healthy relationship? • What skills does each person in the relationship need? • Why might a relationship change or end? • How do people show they value each other in a relationship? • Where can people get advice or ask for help if they are worried this is not the case? • Is it possible to share everything? • When must people be careful about sharing? • What should someone do if something private is shared and it should not have been? 	<p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>https://www.pshe-association.org.uk/system/files/Direspect%20Nobody%20Discussion%20Guide%20-12%20year%20olds.pdf – M-Drive</p>

Valuing difference

Topics:	Listening to others; raising concerns and challenge; what makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Big Question: <i>How are we the same/different?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Demonstrate strategies that can be used to challenge viewpoints or raise concerns in a positive and non-threatening manner • Explain why we have a responsibility to care about and protect other people’s feelings in order for a relationship to be healthy and positive • Give reasons for how this skill can help to develop mutual respect in a relationship • Identify a wide range of factors that contribute to someone’s identity • Explain the difference between sex, gender identity and sexual orientation and that these are just one factor of a person’s identity • Describe how images and language can be used to either perpetuate stereotypes or challenge stereotypes • Explain why we should be careful when we hear people say ‘us’ ‘them’ ‘those types of people’ or label groups of people usually using a term that is demeaning or abusive • Explain that everyone is equal no matter their identity • Explain or demonstrate ways we can value others who are similar or different from us • Explain what is meant by prejudice and discrimination and how this can manifest • Describe the potential consequences of discrimination • Explain the importance of taking care over the type and use of language in relation to discrimination • Explain their responsibility to do something if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied • Identify sources of support and how to access them in school, locally, by phone or online • Suggest ways we can be more inclusive and why we should work towards this 		<ul style="list-style-type: none"> • What body language and tone of voice should we use when wanting our concerns and opinions listened to without causing conflict? • What helps someone to manage when someone disagrees with them? • How do the media, advertisements and popular culture reinforce stereotypes? • How might stereotypical attitudes impact on relationships? • How can people challenge stereotypes, at school or at home? • How can we show that we value and respect different lifestyles? • What is prejudice and discrimination? • What are our individual responsibilities in this? • How can the words that we use show that we are inclusive? 	<p>http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year6/lt_6_Unit_2.pdf</p> <p>https://www.equalityhumanrights.com/en/primary-education-resources</p>

Summer Term

Core Theme: Living in the Wider World

Key Areas	Big Questions	Topics
Rights and Responsibilities	What are your rights and responsibilities?	Cultural practices and British law; being part of a community; groups that support communities; being critical of what is in the media and what they forward to others;
Environment	How can we look after our world?	How resources are allocated, effect of this on individuals, communities and environment, fair trade; about different kinds of responsibilities (home, school, community and the environment)
Money	What can you do with money?	Enterprise; setting up an enterprise (CROSS YEAR-GROUP PROJECT with Y3); possible careers

Rights and responsibilities

Topics:	Cultural practices and British law; being part of a community; groups that support communities; being critical of what is in the media and what they forward to others;	Big Question: <i>What are your rights and responsibilities?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Give examples of rules and laws that protect us and keep us safe • Identify who helps to uphold rules and laws in our local community / wider community • Explain how the democratic process works in Britain (voting system, political parties, Parliament) • Explain how laws can be changed democratically at a national level <ul style="list-style-type: none"> • Explain what is meant by being part of a community in relation to the school, local and wider community • Explain what we mean by the terms voluntary, community and pressure group • Give examples of voluntary or community groups that support health and wellbeing, including in relation to the environment • Identify reasons people form or join pressure groups and why they are needed • Evaluate ways in which pressure groups gain support to address the needs of the community and the environment • Identify how this can lead to social change • • consider how some of our views and choices are influenced by the way in which the media present information to us (e.g. advertising, reviews, reality TV, gossip etc) <ul style="list-style-type: none"> • Evaluate the different ways this happens (including via the wider media and social media) • Identify some potential dangers of accepting information ‘at face value’ • Explain how the media can appear to reinforce stereotypes in society (such as about gender, disability, young people, older people) • Explain steps people can take to challenge some of the ways in which information is presented • Explain the importance of not forwarding false or misleading information to others 		<ul style="list-style-type: none"> • Why do we need rules / laws in society? • What if we don’t agree with the rules / laws, do we have to follow them? • Who makes the rules / laws for society? • What can people do to influence or change these rules / laws? • What is a community? • What different types of communities are there? • Who supports different communities and how? • How do they approach doing this? • Which approaches do we think are the most effective? • What changes have different groups influenced? <ul style="list-style-type: none"> • Is what the media show us true? • How does the media influence people’s views? • Why and how should we question media representations? 	<p>https://www.beaumont.croydon.sch.uk/wp-content/uploads/2017/01/British-Values-Primary-Lessons.pdf –</p> <p>M-Drive</p> <p>https://www.tes.com/teaching-resource/belonging-to-a-community-6144555 – M-Drive</p> <p>https://www.theguardian.com/news/wise-unit-of-work</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</p> <p>https://mediasmart.uk.com/primary-resources/</p> <p>- Ten:Ten - UKS2 – Module 3</p>

Environment

Topics:	How resources are allocated, effect of this on individuals, communities and environment, fair trade; about different kinds of responsibilities (home, school, community and the environment)	Big Question: <i>How can we look after our world?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Explain there are a limited number of resources available for the number of people who need/want them and that this leads to decisions about how resources are allocated • Explain how these decisions are made • Explain how these choices are affected • Describe the different ways that decisions about the allocation of resources affects individuals, communities • Justify their views and opinions of how resources should be allocated • Explain the range of responsibilities, rights and duties are part of our lives now and how these might change in the future • Explain the balance of rights and responsibilities in relation to school, home, communities and/or the environment • Compare individual and group rights and responsibilities and how these can come into conflict • Explain how society (local, national or world-wide) relies on people carrying out their responsibilities • Describe and demonstrate skills to support home, school, local community and environment 		<ul style="list-style-type: none"> • Who decides how and which resources are allocated? • Is this always fair? • Who is affected by the decisions made? • What can people do if they don't agree? • Do people have a duty to be responsible, active citizens? • If so, who will this benefit and when? • What are our community and environmental responsibilities? • Is there any more we could/should do? 	<p>https://www.wwf.org.uk/get-involved/schools/resources#age</p> <p>http://www.primaryresources.co.uk/pshe/pshe4.htm#citizenship</p>

Money

Topics:	Enterprise; setting up an enterprise (CROSS YEAR-GROUP PROJECT with Y3); possible careers	Big Question: <i>What can you do with money?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Give examples of people who are famous entrepreneurs (e.g. Dragon’s Den entrepreneurs, Junior Apprentice series, Victoria Beckham, Richard Branson etc.) • Analyse and evaluate the skills and attributes that make the people they have identified enterprising (personal and in business) • Explain what is meant by ‘positive’ risk in relation to enterprise projects • Evaluate what makes an enterprise successful for the people involved • Describe or demonstrate different ways to develop enterprise skills and attributes • Explore different types of careers • Describe attributes/qualifications needed for different jobs • Evaluate what personal qualities are needed to achieve qualifications/a successful career • Explain what job satisfaction is 		<ul style="list-style-type: none"> • What examples of enterprise do we see in our communities? Nationally? In the media? • What skills and personal attributes do entrepreneurs have? • How can we build our own skills and attributes for enterprise? • What jobs can you do? • Are there women’s jobs and men’s jobs? • What is required to be successful? • Can you be successful without earning lots of money/being famous? 	<p>https://www.twinkl.co.uk/resource/t2-t-023-powerpoint-presentation-ks2-enterprise</p> <p>https://www.tes.com/teaching-resource/enterprise-activity-pack-6449775 – M-Drive</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39</p> <p>https://new.siemens.com/uk/en/company/education/teachers/key-stage-2.html#GirlsinSTEM</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

https://www.nutrition.org.ukxWfMRO-1WJNq2MLK5u5_EonI5licEnuYDwJKfVXD5qcUKyeHp4w6rK7D8nYYHuOvV-bvOpxtKM

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

<https://www.equalityhumanrights.com/en/primary-education-resources>

<https://www.mentallyhealthyschools.org.uk/resources/>

<http://www.primaryresources.co.uk/pshe/pshe.htm>

https://www.egfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/MHWP/NOrth%20Somerset%20Council%20document.pdf

<https://www.childnet.com/teachers-and-professionals>

<https://www.bbc.co.uk/teach/primary/zd7p47h>

<https://www.bbc.co.uk/bitesize/subjects/zmpfb9g> - KS1

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn> – KS2

<https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/>

<https://mediasmart.uk.com/primary-resources/>

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