

This resource shows where the **RSHE** Objectives are covered within Twinkl Life's PSHE and Citizenship scheme of work.

KS1 Growing Up			
 Lesson 1: Our Bodies	Twinkl Life Objective	Relationships Objective	Health Objective
	I can name the main parts of boys' and girls' bodies.	Being Safe: The concept of privacy and its implications for both children and adults, including that it is not always right to keep secrets if they relate to being safe.	Developing Bodies: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. Developing Bodies: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
 Lesson 2: Is It OK?	I understand how to respect my own and other people's bodies.	Caring Friendships: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Respectful, Kind Relationships: Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Respectful, Kind Relationships: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. Respectful, Kind Relationships: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Being Safe: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. Being Safe: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. Being Safe: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	General Wellbeing: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. General Wellbeing: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

		Being Safe: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. Being Safe: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	
Resource	Twinkl Life Objective	Relationships Objective	Health Objective
Lesson 3: Pink and Blue	I understand that we are all different and different people like different things.	Respectful, Kind Relationships: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Respectful, Kind Relationships: Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Respectful, Kind Relationships: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	
Lesson 4: Your Family, My Family	I can talk about my family and others' families.	Families and People Who Care for Me: That families are important for children growing up safe and happy because they can provide love, security and stability. Families and People Who Care for Me: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Families and People Who Care for Me: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. Families and People Who Care for Me: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Respectful, Kind Relationships: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Respectful, Kind Relationships: Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Being Safe: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. Being Safe: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	General Wellbeing: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. General Wellbeing: Where and how to seek support (including recognising the triggers for seeking support), including who 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).
Lesson 5: Getting Older	I can describe how I will change as I get older.	Families and People Who Care for Me: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Developing Bodies: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

Resource	Twinkl Life Objective	Relationships Objective	Health Objective
Lesson 6: Changes	I can describe things that might change in a person's life and how it might make them feel.	Caring Friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends. Being Safe: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	General Wellbeing: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. General Wellbeing: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. General Wellbeing: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. General Wellbeing: Where and how to seek support (including recognising the triggers for seeking support), including who 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).