

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

UKS2 Growing Up			
	Twinkl Life Objective	Relationships Objective	Health Objective
 Lesson 1: Changing Bodies	I can describe the changes that people's bodies go through during puberty and how we can look after our changing 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. Being Safe: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	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. 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. Developing Bodies: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.
Lesson 2: Changing Emotions	I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.		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: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 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.
Lesson 3: Just the Way You Are	I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.	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: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	
Resource	Twinkl Life Objective	Relationships Objective	Health Objective
Lesson 4: Relationships	I understand what a loving relationship is and that there are many types of relationships.	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: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 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.	General Wellbeing: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
Lesson 5: Let's Talk About Sex	I understand what a sexual relationship is and who can have a sexual relationship.	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. 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.	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 judge whether what they are feeling and how they are behaving is appropriate and proportionate. Health Protection and Prevention: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

		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. 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.	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: Human Reproduction	I can describe the process of human reproduction, from conception to birth.	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.	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.