

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

UKS2 It's My Body		
Twinkl Life Objective	Relationships Objective	Health Objective
 Lesson 1: Your Body is Your Own I know that my body belongs to me and that I have control over what happens to it.	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. 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: 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. 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. General Wellbeing: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 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.

		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 2: Exercise Right, Sleep Tight	I understand why getting enough exercise and enough sleep is important.		General Wellbeing: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 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. Physical Health and Fitness: The characteristics and mental and physical benefits of an active lifestyle. Physical Health and Fitness: The importance of building regular physical activity 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, moderate and/or vigorous physical activity. Physical Health and Fitness: The risks associated with an inactive lifestyle, including obesity. Health Protection and Prevention: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
Lesson 3: Taking Care of Our Bodies	I understand how to take care of my body.		General Wellbeing: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. General Wellbeing: The importance of promoting general wellbeing and physical health. Wellbeing Online: The benefits of limiting 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.

Physical Health and Fitness: The characteristics and mental and physical benefits of an active lifestyle.

Physical Health and Fitness: The importance of building regular physical activity 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, moderate and/or vigorous physical activity.

Physical Health and Fitness: How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating: 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).

Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content).

Healthy Eating: Understanding the importance of a healthy relationship with food.

Healthy Eating: The principles of planning and preparing a range of healthy meals.

Health Protection and Prevention: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

Health Protection and Prevention: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

Health Protection and Prevention: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

Health Protection and Prevention: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.

Health Protection and Prevention: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Health Protection and Prevention: The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Resource	Twinkl Life Objective	Relationships Objective	Health Objective
Lesson 4: Harmful Substances	I understand the harmful effects of using drugs, including alcohol and tobacco.	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: Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 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.	General Wellbeing: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Healthy Eating: 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). Drugs, Alcohol, Tobacco and Vaping: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Lesson 5: How We Think and Feel About Our Bodies	I understand what a positive body image is.	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.	
Lesson 6: Healthy Choices	I can make informed choices in order to look after my physical and mental health.	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 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 benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. General Wellbeing: The importance of promoting general wellbeing and physical health. Wellbeing Online: The benefits of limiting 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.

			Physical Health and Fitness: The characteristics and mental and physical benefits of an active lifestyle. Physical Health and Fitness: The risks associated with an inactive lifestyle, including obesity. Physical Health and Fitness: How and when to seek support including which adults to speak to in school if they are worried about their health. Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content). Healthy Eating: 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). Drugs, Alcohol, Tobacco and Vaping: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. Health Protection and Prevention: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. Health Protection and Prevention: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Health Protection and Prevention: The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. Health Protection and Prevention: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
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