

5 KEYS TO HAPPINESS SETS - LINKS TO RSHE OBJECTIVES

This document shows the ‘Relationships Education and Health Education’ objectives and how they are linked to the 5 Keys to Happiness half-termly sets.

There are 13 areas of the ‘Relationships Education and Health Education’ guidance and these are as follows:

Physical Health and Mental Wellbeing		Relationships Education	
MW	Mental Wellbeing	FPC	Families and People who care for me
ISH	Internet Safety and Harms (not included in these sets)	CF	Caring friendships
PHF	Physical Health and Fitness	RR	Respectful Relationships
HE	Healthy Eating	OR	Online Relationships (not included in these sets)
DAT	Drugs, alcohol and tobacco (not included in these sets)	BS	Being Safe
HP	Health and Prevention		
BFA	Basic First Aid		
CAB	Changing Adolescent Body (not included in these sets)		

We do not cover ISH, DAT, CAB, OR, BS and a few individual objectives - suggestions of how to cover these areas are made in the columns next to the objectives.

Mental Wellbeing (MW) DFE training Module		
By the end of primary school, pupils should know:		FOCUS TERM
MW 1	that mental wellbeing is a normal part of daily life, in the same way as physical health.	<i>Intro Set Look Inside Move Outside Share More Be Curious Be Kind</i>
MW 2	Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	<i>Look Inside</i>
MW 3	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	<i>Intro Set Look Inside</i>
MW 4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	<i>Look Inside</i>
MW 5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	<i>Move Outside Be Kind</i>
MW 6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	<i>Intro Set Look Inside Share More Be Curious Be Kind</i>
MW 7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	<i>Look Inside Be Curious</i>
MW 8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	<u>School to use own Scheme</u>
MW 9	where and how to seek support (including recognising the triggers for seeking support), including whom 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).	<i>Intro Set Look Inside</i>

MW 10	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	<i>Look Inside</i>
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Internet Safety and Harms (ISH) DFE training Module		
By the end of primary school, pupils should know:		IDEAS FOR SCHOOL TO COVER
ISH 1	that for most people the internet is an integral part of life and has many benefits.	See below.
ISH 2	about the benefits of rationing 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.	COVERED IN: <i>Move Outside</i>
ISH 3	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Follow school e-safety policy/S.O.W
ISH 4	why social media, some computer games and online gaming, for example, are age restricted.	Guidance for schools on preventing and responding to bullying (including cyberbullying) - DFE
ISH 5	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	Teaching online safety in school - DFE
ISH 6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Safer Internet Day BBC Safer Internet Day
ISH 7	where and how to report concerns and get support with issues online.	Guidance for People Working with Young People

Physical Health and Fitness (PHF) DFE training Module	
By the end of primary school, pupils should know:	FOCUS TERM

PHF 1	the characteristics and mental and physical benefits of an active lifestyle.	<i>Move Outside</i>
PHF 2	the importance of building regular exercise 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, vigorous exercise.	<i>Intro Set Move Outside</i>
PHF 3	the risks associated with an inactive lifestyle (including obesity).	<i>Move Outside</i>
PHF 4	how and when to seek support including which adults to speak to in school if they are worried about their health.	<i>Move Outside</i>

Healthy Eating (HE) DFE training Module		
By the end of primary school, pupils should know:		FOCUS TERM
HE 1	what constitutes a healthy diet (including understanding calories and other nutritional content).	<i>Be Kind</i>
HE 2	the principles of planning and preparing a range of healthy meals.	<i>Be Kind</i>
HE 3	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).	<i>Be Kind</i>

Drugs, alcohol and tobacco (DAT) DFE training Module		
By the end of primary school: Pupils should know		IDEAS FOR SCHOOL TO COVER
DAT 1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	<i>Part of a Health Week with Be Kind Focus term.</i> PSHE Association Drug and Alcohol Education (free sample) NHS Scotland Substance Misuse Primary Lesson Plans - can be adapted for UK curriculum

Health and Prevention (HP) DFE training Module		
By the end of primary school, pupils should know:		FOCUS TERM
HP 1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	<i>Be Kind</i>
HP 2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	<i>Be Kind</i>
HP 3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	<i>Be Kind</i>
HP 4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	<i>Be Kind</i>
HP 5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	<i>Be Kind</i>
HP 6	the facts and science relating to immunisation and vaccination	<i>Be Kind</i>

Basic First Aid (BFA) DFE training Module		
By the end of primary school, pupils should know:		IDEAS FOR SCHOOL TO COVER
BFA 1	how to make a clear and efficient call to emergency services if necessary.	St John's ambulance - Specifically KS2 plans
BFA 2	concepts of basic first-aid, for example dealing with common injuries, including head injuries.	<i>Part of a Health Week with Be Kind Focus term.</i>

Changing Adolescent Body (CAB) DFE training Module

By the end of primary school, pupils should know:		IDEAS FOR SCHOOL TO COVER
CAB 1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	<i>The School Nurse could help plan/deliver lessons.</i>
CAB 2	about menstrual wellbeing including the key facts about the menstrual cycle.	Puberty Toolkit - Amaze <i>Could be completed in a Health Week during the Be Kind focus term.</i>

Families and People who care for me (FPC) DFE training Module		
By the end of primary school, pupils should know:		FOCUS TERM
FPC 1	that families are important for children growing up because they can give love, security and stability.	<i>Share More</i>
FPC 2	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	<i>Share More</i>
FPC 3	that others' families, 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.	<i>Share More</i>
FPC 4	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	<i>Share More</i>
FPC 5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	<i>Share More</i>
FPC 6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	<i>Share More</i>

Caring friendships (CF) DFE training Module		
By the end of primary school, pupils should know:		FOCUS TERM
CF 1	how important friendships are in making us feel happy and secure, and how people choose and make friends.	Share More
CF 2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Share More
CF 3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Share More
CF 4	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Share More
CF 5	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Share More

Respectful Relationships (RR) DFE training Module		
By the end of primary school, pupils should know:		FOCUS TERM
RR 1	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (needs more of a focus in year B)	Share More Be Curious
RR 2	practical steps they can take in a range of different contexts to improve or support respectful relationships.	Intro Set Share More Be Kind
RR 3	the conventions of courtesy and manners.	Share More

RR 4	the importance of self-respect and how this links to their own happiness.	<i>Intro Set Be Kind</i>
RR 5	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	<i>Share More</i>
RR 6	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Anti bullying week Stand Up to Bullying KS1 - Oak National Bullying KS2 - Oak National
RR 7	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	<i>Be Curious</i>
RR 8	the importance of permission-seeking and giving in relationships with friends, peers and adults.	<i>Share More</i>

Online Relationships (OR) [DFE training Module](#)

By the end of primary school, pupils should know:		IDEAS FOR SCHOOL TO COVER
OR 1	that people sometimes behave differently online, including by pretending to be someone they are not.	<i>See ISH above for ideas.</i> Online Safety KS1 - Oak National
OR 2	that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	
OR 3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	
OR 4	how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.	
OR 5	how information and data is shared and used online.	

Being Safe (BS) DFE training Module		IDEAS FOR SCHOOL TO COVER
By the end of primary school, pupils should know:		
BS 1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	<i>Health Week with Be Kind Focus term.</i> NSPCC Speak Out Stay safe plans NSPCC - the pants rule Privacy Lesson KS1 - Oak National
BS 2	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	
BS 3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	
BS 4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	
BS 5	how to recognise and report feelings of being unsafe or feeling bad about any adult.	
BS 6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	COVERED IN: <i>Look Inside</i> <i>Share More</i> <i>Be Kind</i>
BS 7	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	NSPCC Speak Out Stay safe plans
BS 8	where to get advice e.g. family, school and/or other sources.	COVERED IN: <i>Look Inside</i> <i>Be Curious</i>