

# Relationships Education, Relationships and Sex Education (RSE) and Health Education

*Links to The PATHS<sup>®</sup> Programme for Schools (UK  
Version)*



**PATHS<sup>™</sup>**

The PATHS<sup>™</sup> Programme for Schools (UK Version)  
Promoting Alternative Thinking Strategies

## **Links between *The PATHS® Programme for Schools (UK Version)* and Statutory changes to the National Curriculum: Relationships Education, Relationships and Sex Education (RSE) and Health Education**

The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. The changes will come into effect from September 2020.

The following document demonstrates how *The PATHS® Programme for Schools (UK Version)* meets the requirements of relationships and health education, as laid out in the statutory guidance (2019).

### **Relationships Education**

**The following areas will become statutory:**

1. Families and the People Who care for me
2. Caring friendships
3. Respectful Relationships
4. Online Relationships
5. Being Safe

### **Physical Health and Mental Wellbeing**

**The following areas will become statutory:**

1. Mental Wellbeing
2. Internet safety and harms
3. Physical health and fitness
4. Healthy eating
5. Drugs, alcohol and tobacco
6. Health and Prevention
7. Basic first aid
8. Changing adolescent body



## Relationships Education

Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
<b>1. Families and the People Who care for me</b>	1.1. That families are important for children growing up because they can give love, security and stability.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	1.2. 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.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	1.3. 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.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	1.4. 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.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
	<p>1.5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>	<p><b>Required objectives not explicitly covered by the PATHS programme</b>  <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.</p>
	<p>1.6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p><b>Required objectives not explicitly covered by the PATHS programme</b>  <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.</p>
<p><b>2. Caring friendships</b></p>	<p>2.1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p><b>Rec/Year 1</b>          -To learn the importance of letting others join in with play (<i>Unit 5: Lesson 22</i>).          - To introduce children to having more than one friend (<i>Unit 5: Lesson 22</i>)          -To help children understand the prosocial behaviours associated with friendship (<i>Unit 2: Lesson 8</i>).          -To use a story to teach children that it is possible to have more than one friend (<i>Unit 5: Lesson 8</i>).</p> <p><b>Year 2</b>          -To introduce the concept of friendship. (<i>Unit 6: Lesson 23</i>)          -To encourage positive social interaction skills. (<i>Unit 6: Lesson 25</i>)</p>



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>-To help children learn friendship-making skills. <i>(Unit 5: Lesson 22)</i></li> <li>-To discuss issues in making friendships. <i>(Unit 5: Lesson 22)</i></li> <li>- To encourage positive social interaction skills <i>(Unit 5: Lesson 22)</i></li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>-To emphasise communication skills during peer interactions. <i>(Unit 2: Lesson 13)</i></li> <li>-To reintroduce the concept of 'Friend'. <i>(Unit 2: Lesson 17)</i></li> <li>-To discuss the concept of 'Best Friend'. <i>(Unit 2: Lesson 17)</i></li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>-To practise and reinforce open-ended questions and other conversational skills <i>(Unit 4: Lesson 21)</i></li> <li>-To promote and reinforce skills in friendship formation <i>(Unit 4: Lesson 21)</i></li> <li>- To introduce effective steps for making new friends <i>(Unit 4: Lesson 21)</i></li> <li>-To discuss obstacles to friendship formation <i>(Unit 4: Lesson 21)</i></li> <li>-To role-play effective strategies for entering groups and initiating conversation <i>(Unit 4: Lesson 22)</i></li> </ul>
	2.2. The characteristics of friendships, including	<p><b>Rec/Year 1</b></p> <ul style="list-style-type: none"> <li>-To learn that playing</li> </ul>



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
	<p>mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>	<p>together, sharing and helping each other are aspects of friendship (<i>Unit 2: Lesson 8</i>)</p> <ul style="list-style-type: none"> <li>-To encourage children to support and respect each other (<i>Unit 2: Lesson 9</i>).</li> <li>-To relate the concept of sharing and caring about others (<i>Unit 5: Lesson 21</i>)</li> <li>- To learn how to give compliments that reflect quality friendship or behavioural skill (<i>Unit 5: Lesson 23</i>)</li> <li>-To understand that sharing is an important part of friendship. (<i>Unit 5: Lesson 21</i>)</li> <li>- To teach children the core behaviours essential for building and maintaining friendship (<i>Unit 5: Lessons 20-24</i>)</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>-To introduce the concept of fairness in peer relations. (<i>Unit 7: Lesson 35</i>)</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>-To discuss the idea of 'listening to others' as an important part of getting along with others (<i>Unit 5: Lesson 18</i>)</li> <li>-To introduce the concept of fairness in peer relations. (<i>Unit 5: Lesson 19</i>)</li> <li>- To introduce the concepts of Greedy, Selfish and Generous (<i>Unit 7: Lesson 14</i>)</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>-To introduce the children</li> </ul>



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		to the ideas of cooperation, role-taking and problem-solving ( <i>Unit 2: Lesson 17</i> )
	<p><b>2.3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</b></p>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-To provide children with an opportunity to experience positive feelings associated with sharing. (<i>Unit 5: Lesson 20</i>)</li> <li>- To help children understand that sharing is an important part of friendship (<i>Unit 5: Lesson 21</i>)</li> <li>- To show that that caring for our friends can result in feeling generous. (<i>Unit 5: Lesson 21</i>)</li> <li>-To help children understand other people's feelings. (<i>All Units: See Emotion Sharing Sessions</i>)</li> <li>-To encourage children to consider the feelings of others. (<i>Unit 6: Lesson 27</i>)</li> <li>-Children will not feel jealous or fearful that a friend no longer likes them because he/she is playing with someone else (<i>Unit 5: Lesson 22</i>)</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>- To focus on important concept in peer relations including rejection, teasing and belonging (<i>Unit 10</i>)</li> <li>-To introduce the concepts of Belonging, Included, Rejected and Excluded (<i>Unit 10: Lesson 42</i>)</li> <li>-To discuss the problem of teasing and its possible repercussions. (<i>Unit 10: Lesson 43</i>)</li> </ul>



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p>-To discuss problem-solving as an alternative to bullying to accomplish goals. (Unit 10: Lesson 43)</p> <p>-To help children overcome anxieties in relating to others. (Unit 10: Lesson 44)</p> <p>- To generate solutions for making up with friends (Unit 7: Lesson 33)</p> <p><b>Year 4</b></p> <p>- To define and discuss gossip and rumours and how it affects friendships. (Unit 2: Lesson 15)</p> <p>-To encourage children not to gossip. (Unit 2: Lesson 15)</p> <p>-To discuss the concepts of the Fair Play poster (taking turns, following rules, refraining from teasing and boasting). (Unit 2: Lesson 13)</p>
	<p>2.4. That most friendships have ups and downs, and that these can often be worked through so that friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	<p><b>Reception/Year 1</b></p> <p>-To teach children adaptive solutions to solving typical peer conflicts (Unit 7: Lesson 27)</p> <p><b>Year 2</b></p> <p>-To emphasise the importance of communication in solving peer conflicts (Unit 7: Lesson 36)</p> <p>-To discuss the importance of taking another's point of view (Unit 7: Lesson 36)</p> <p>- To discuss the importance of sharing and negotiation in solving conflicts. (Unit 7: Lesson 36)</p>





Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>- To introduce the concept that all friends have some problems (<i>Unit 7: Lesson 32</i>)</li> <li>- To understand the dynamics of friendship including expectations, the idea that friendships can change, making up after conflicts and apologising (<i>Unit 5</i>)</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>-To introduce the concept that friends sometimes have problems in their relationships. (<i>Unit 2: Lesson 20</i>)</li> <li>-To consider different ways of making up after conflict has occurred in a friendship (<i>Unit 2: Lesson 20</i>)</li> <li>-To practise/role-play alternative behavioural plans for making up. (<i>Unit 2: Lesson 20</i>)</li> </ul>
	<p><b>2.5. 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.</b></p>	<p><b>Reception/Year 1</b></p> <ul style="list-style-type: none"> <li>-To teach children adaptive solutions to solving typical peer problems. (<i>Unit 7: Lesson 27</i>)</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>-To reinforce the importance of communication in solving conflicts (<i>Unit 7: Lesson 37</i>)</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>-To utilise both empathic skills and problem-solving skills to solve painful issues in peer relations (<i>Unit 10</i>)</li> </ul>



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p>-To generate and practise solutions for making up with friends. (Unit 7: Lesson 33)</p> <p>-To help pupils learn how to manage conflict in friendships (Unit 7)</p> <p>- To emphasise the importance of using communication to prevent and solve peer conflicts (Unit 5: Lesson 18)</p> <p>-To help children better understand feelings resulting from perceptions of social evaluations by others and needs for attachments to others. (Unit 10: Lesson 42)</p> <p>-To allow children to evaluate difficult social situations. (Unit 9: Lesson 38)</p> <p><b>Year 4</b></p> <p>-To promote more effective conflict resolution. (Unit 2: Lesson 13)</p> <p>-To discuss and practise ways of resolving conflicts that arise when rules are broken during children's games. (Unit 2: Lesson 13)</p> <p>- To explore peer relations and social pressure (Unit 3: Lesson 22)</p> <p>- To define and discuss peer pressure and how the power of friendships may encourage harmful actions (Unit 3)</p> <p>- To discuss peer pressure and the importance of independent decision-making (Unit 3: Lesson 23)</p> <p>-To explore peer</p>



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p>relationships and taking responsibility for your own behaviour (<i>Unit 3: Lesson 25</i>)</p> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>-To explore alternative ways to deal with teasing besides ignoring or fighting (<i>Unit 4: Lesson 26</i>)</li> <li>-To provide practice using different responses to being teased (<i>Unit 4: Lesson 26</i>)</li> <li>-To explore peer relations and social pressure (<i>Unit 2: Lesson 10</i>)</li> <li>-To define and discuss peer pressure and how the power of friendships may encourage harmful actions (<i>Unit 2: Lesson 10</i>)</li> <li>-To discuss the concept of forgiveness and its relationship to intentionality (<i>Unit 4: Lesson 29</i>)</li> <li>-To discuss the different conditions under which people are more or less likely to forgive another's actions (<i>Unit 4: Lesson 29</i>)</li> <li>-To generalise the use of problem-solving and conflict-resolution skills to real-life situations (<i>Unit 5</i>)</li> <li>-To illustrate how quickly conflicts can escalate (<i>Unit 4: Lesson 24</i>)</li> <li>-To discuss the issue of resolving conflict in order to reach a greater goal. (<i>Unit 4: Lesson 24</i>)</li> <li>- To teach direct and assertive ways to handle conflict. (<i>Unit 4: Lesson 25</i>)</li> <li>- To discuss ways to resolve</li> </ul>



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p>peer conflict (<i>Unit 4: Lesson 25</i>)</p> <ul style="list-style-type: none"> <li>- To discuss criteria for identifying gossip and how one can respond to gossip by others. (<i>Unit 5: Lesson 30</i>)</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>-To discuss peer pressure and the importance of independent decision making (<i>Unit 1: Lesson 6</i>)</li> <li>-To discuss strategies to resist peer pressure (<i>Unit 1: Lesson 6</i>)</li> <li>-To explore peer relations, social pressure and self-identity (<i>Unit 1: Lesson 6</i>)</li> <li>-To discuss the need to rely on others (especially adults) to solve some problems or get advice (<i>Unit 1: Lesson 7</i>)</li> <li>- To encourage pupils to get help from others when they are faced with difficult problems (<i>Unit 1: Lesson 7</i>)</li> <li>-To help pupils identify the people they can turn to when facing difficult problems (<i>Unit 1: Lesson 7</i>)</li> <li>-To understand that conflict is a natural part of living (<i>Unit 3: Lesson 15</i>)</li> <li>-To understand the concept of escalation and de-escalation of conflict (<i>Unit 3: Lesson 15</i>)</li> <li>-To understand that conflicts can be okay, negative or violent (<i>Unit 3: Lesson 15</i>)</li> <li>- To recognise that a person who encourages you to resolve your conflicts is a</li> </ul>



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p>better friend than one who encourages you to escalate them (<i>Unit 3: Lesson 16</i>)</p> <ul style="list-style-type: none"> <li>- To be introduced to the conflict resolution process and the concept of apologising (<i>Unit 3: Lesson 16</i>)</li> <li>-To understand the factors that can escalate conflict, including put downs, negative tone of voice and body language (<i>Unit 3: Lesson 16</i>)</li> <li>-To discuss the components of an 'I' Statement to discuss the concept and process related to interpersonal conflict (<i>Unit 3: Lesson 17</i>)</li> <li>-To understand the importance of negotiating win-win solutions to conflicts. (<i>Unit 3: Lesson 17</i>)</li> <li>-To discuss and learn a specific procedure for resolving conflict (<i>Unit 3: Lesson 18</i>)</li> <li>-To explore the role and skills related to being an effective listener during conflict situations (<i>Unit 3: Lesson 20</i>)</li> </ul>
<p><b>3. Respectful relationships</b></p>	<p>3.1. 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</p>	<p><b>Reception/Year 1</b></p> <ul style="list-style-type: none"> <li>-To help promote a sense of community between children (<i>Unit 1: Lesson 1</i>)</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>-To help children take the perspective of others (<i>Unit 7: Lesson 36</i>)</li> </ul> <p><b>Year 3</b></p>



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p>-To foster tolerance for what we don't like or hate (Unit 6: Lesson 27)</p> <p><b>Year 4</b></p> <p>-To emphasise that everyone is different and that is what makes us special (Unit 2: Lesson 16)</p> <p>-To have the children identify characteristics in themselves that make them unique individuals. (Unit 2: Lesson 16)</p> <p>-To have the class discuss and identify differences among themselves (Unit 2: Lesson 16)</p> <p>-To discuss finding our unique potentials. (Unit 2: Lesson 16)</p> <p>-To introduce children to the concept of individual differences (Unit 2: Lesson 16)</p> <p>-To discuss issues of fair and equal treatment of others. (Unit 4: Lesson 27)</p> <p><b>Year 5</b></p> <p>-To identify differences between their own feelings, reactions and points of view and others' (Unit 5)</p> <p>-To discuss the idea of unique potential</p> <p>-To facilitate discussion around possible feelings that children may have about 'being different (Unit 5: Lesson 31)</p> <p>-To discuss the importance of the fair and equal treatment of others (Unit 5: Lesson 33)</p>



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>-To understand the importance of respect (<i>Unit 4B: Lesson 21</i>)</li> <li>-To know the meaning of respect and disrespect (<i>Unit 4B: Lesson 21</i>)</li> <li>-To understand the importance of self-respect and respecting others (<i>Unit 4B: Lesson 21</i>)</li> <li>-To understand the importance of respecting differences in others (<i>Unit 4B: Lesson 21</i>)</li> <li>-To enable pupils to value and celebrate cultural difference and diversity. (<i>Unit 4B: Lesson 23</i>)</li> <li>-To understand the importance of respecting the similarities and differences between people regardless of the music they listen to, food they eat, clothes they wear etc. (<i>Unit 4B</i>)</li> <li>-To develop a sense of empathy and respect for the people who create their clothes (<i>Unit 4B: Lesson 24</i>)</li> <li>- To understand the importance of respecting people from around the world (<i>Unit 4B</i>)</li> <li>-To understand the importance of respect within the community and to recognise examples of respect (<i>Unit 4B: Lesson 22</i>)</li> </ul>
	<p><b>3.2. Practical steps they can take in a range of different contexts to</b></p>	<p><b>Reception/Year 1</b></p> <ul style="list-style-type: none"> <li>-To teach children adaptive solutions to solving typical</li> </ul>



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
	improve or support respectful relationships.	<p>peer problems. (<i>Unit 7: Lesson 27</i>)</p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>-To discuss alternative solutions to the problem ‘deciding who goes first’. (<i>Unit 5: Lesson 19</i>)</li> <li>- To practise problem-solving skills in the context of friendship (<i>Unit 5</i>)</li> <li>- To emphasise ways of being a good winner or a good loser (<i>Unit 5- Lesson 24</i>)</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>-To practise specific strategies to resist peer pressure (<i>Unit 3</i>)</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>- To promote and reinforce skills in group formation and teamwork (<i>Unit 4: Lesson 23</i>)</li> <li>- To introduce the ‘I feel’ process for direct communication (<i>Unit 4: Lesson 25</i>)</li> </ul>
	3.3. The conventions of courtesy and manners.	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>-To provide practice in paying attention to others.</li> <li>-To teach simple manners. (<i>Unit 7: Lesson 31</i>)</li> <li>-To orient children towards becoming attentive listeners (<i>Unit 1: Lesson 1</i>)</li> <li>-To promote cooperation in the classroom. (<i>Unit 8: Lesson 38</i>)</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>-To help children internalise the importance of having rules and</li> </ul>





Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p>structure within a group. <i>(Unit 1: Lesson 1)</i></p> <ul style="list-style-type: none"> <li>-To orient children towards becoming attentive listeners. <i>(Unit 1: Lesson 1)</i></li> <li>-To teach children how to compliment and encourage them to do it. <i>(Unit 1: Lesson 2)</i></li> <li>-To discuss ways of responding when one is complimented. <i>(Unit 1: Lesson 2)</i></li> <li>-To review simple manners. <i>(Unit 5: Lesson 20)</i></li> <li>-To introduce the idea that things turn out better for people when they use good manners. <i>(Unit 5: Lesson 20)</i></li> <li>-To demonstrate the concept of polite and rude manners. <i>(Unit 5: Lesson 20)</i></li> <li>-To identify whether specific behaviours are good or bad manners. <i>(Unit 5: Lesson 20)</i></li> <li>-To encourage the use of good manners. <i>(Unit 5: Lesson 20)</i></li> <li>-To identify whether specific behaviours are good or bad manners. <i>(Unit 5: Lesson 20)</i></li> <li>-To demonstrate that some words can have different meanings and connotations <i>(Unit 5: Lesson 20)</i></li> <li>-To emphasise the importance of tone of voice, facial expressions and body language <i>(Unit 5: Lesson 20)</i></li> </ul> <p><b>Year 4</b></p>



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p>-To practise good listening skills in a co-operative small-group structures (Unit 1: Lesson 5)</p>
	<p>3.4. The importance of self-respect and how this links to their own happiness.</p>	<p><b>Year 5</b>            -To portray how self-concept affects one's behaviour and friendships (Unit 4: Lesson 27)            - To discuss how positive and negative self-talk impacts on one's feelings and behaviours (Unit 4: Lesson 27)</p> <p><b>Year 6</b>            -To know the importance of self-respect. (Unit 4B: Lesson 21)</p>
	<p>3.5. 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</p>	<p><b>Year 4</b>            -To encourage responsible behaviour (Unit 4: Lesson 26)</p> <p><b>Year 5</b>            -To understand the importance of honouring other people and important events (Unit 5: Lesson 37)            -To understand the concept of 'authority' and being an 'authority figure' (Unit 5: Lesson 35)            - To have pupils explore the responsibilities and difficulty of being an authority figure (Unit 5: Lesson 35)            - To explore short and long-term consequences of different attitudes towards authority (Unit 5: Lesson 35)            -To increase awareness</p>



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p>about commemoration and loss (<i>Unit 5: Lesson 37</i>)</p> <ul style="list-style-type: none"> <li>-To focus on and plan ways to honour other people and important events (<i>Unit 5: Lesson 38</i>)</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>-To understand the consequences for the community of respectful and disrespectful behaviours (<i>Unit 4B: Lesson 22</i>)</li> </ul>
	<p><b>3.6. 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.</b></p>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>-To discuss the problem of teasing and its possible repercussions. (<i>Unit 10: Lesson 44</i>)</li> <li>-To define and identify bullying (<i>Unit 10: Lesson 44</i>)</li> <li>- To develop options for what to do if you are being bullied (<i>Unit 10: Lesson 44</i>)</li> <li>-To discuss problem-solving as an alternative to bullying to accomplish goals. (<i>Unit 10: Lesson 44</i>)</li> </ul>
	<p><b>3.7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</b></p>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>-To introduce the concept of discrimination (<i>Unit 5: Lesson 31</i>)</li> <li>- To facilitate discussion about stereotypes and how they might led to unfair treatment or discrimination towards other people (<i>Unit 5: Lesson 32</i>)</li> <li>- To help children become aware of their own stereotypes regarding gender, ethnicity and age. (<i>Unit 5: Lesson 32</i>)</li> </ul>



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
	3.8. The importance of permission-seeking and giving in relationships with friends, peers and adults.	<b>Required objectives not explicitly covered by the PATHS programme</b> <u>N.B</u> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
<b>4. Online relationships</b>	4.1. That people sometimes behave differently online, including by pretending to be someone they are not.	<b>Required objectives not explicitly covered by the PATHS programme</b> <u>N.B</u> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	4.2. 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.	<b>Required objectives not explicitly covered by the PATHS programme</b> <u>N.B</u> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	4.3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	<b>Required objectives not explicitly covered by the PATHS programme</b> <u>N.B</u> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	4.4. How to critically consider their online	<b>Required objectives not explicitly covered by the</b>



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
	friendships and sources of information including awareness of the risks associated with people they have never met.	<b>PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	4.5. How information and data is shared and used online	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
<b>5. Being safe</b>	5.1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	5.2. 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.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	5.3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
	physical, and other, contact.	covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	5.4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	5.5. How to recognise and report feelings of being unsafe or feeling bad about any adult.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	5.6 How to ask for advice or help for themselves or others, and to keep trying until they are heard,	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	5.7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite



Relationships Education (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		could be integrated into existing PATHS lessons as supplementary activities or discussions.
	5.8. where to get advice e.g. family, school and/or other sources	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.



## Physical Health and Mental Wellbeing

Physical Health and Mental Wellbeing (Statutory Components)	Pupils should know:	Links to PATHS curriculum
<b>1. Mental Wellbeing</b>	<p>1.1. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p>	<p><b>Required objectives not explicitly covered by the PATHS programme</b>  <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.</p>
	<p>1.2. 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.</p>	<p><b>Reception/Year 1</b>            -Define the feelings happy, sad, angry, scared (Unit 2: Lessons 6-7 and Unit 3: Lessons 10-13)            -Teach children that all feelings are okay (Unit 2: Lessons 6-7 and Unit 3: Lessons 10-13)            -Define the feelings – excited, tired, frustrated, proud, love, worry, scared, disappointed, jealous, furious, guilty and generous (Unit 7: Lessons 30-33 and Unit 8: Lessons 34-40)            -To help children understand common situations that cause people to feel happy/sad/mad/scared/angry/calm. (Unit 2: Lessons 6-7 and Unit 3: Lessons 10-13)            -To help children understand other people’s feelings. (Unit 2: Lesson 5-7 and Unit 3: Lessons 10-13)            -To illustrate similarities in feelings between different people. (See Emotion Sharing Sessions: Various Units)            -To present common situations that cause people to feel happy, sad, angry, scared, calm/relaxed (Unit 2: Lesson 5-7 and Unit 3: Lessons 10-13)            -To recognise that everyone experiences emotions (Unit 2:</p>





Physical Health and Mental Wellbeing (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p><b>Lesson 5 and Emotion Sharing Sessions: various units)</b>            - To help children develop skills for coping with emotions (<i>Unit 3: Lesson 11</i>)            To reinforce the concept that all feelings are OK (<i>Unit 3: Lesson 13</i>)</p> <p><b>Year 2</b>            -Introduce the concept of feelings and a paradigm for thinking about emotions (<i>Unit 2: Lesson 5</i>)            -To help children evaluate feelings based on situational cues. (<i>Unit 2: Lesson 5</i>)            -To show that things can happen to make feelings change (<i>Unit 3: Lesson 9</i>)            -To introduce the idea that all feelings are OK and behaviours can be OK or not OK. (<i>Unit 3: Lesson 11</i>)            -Illustrate that we can experience more than one feeling at a time (<i>Unit 2: Lesson 5</i>)            -Explain that feelings frequently have opposites (<i>Unit 3: Lesson 9</i>)            -Understand the feelings scared, afraid and safe (<i>Unit 3: Lesson 9</i>)            -Introduce the concept of fine, excited, tired. (<i>Unit 2: Lesson 7</i>)            Introduce feelings of lonely, private, shy, embarrassed and frustrated (<i>Unit 6: Lesson 23</i>)            -Distinguish between feelings and behaviours (<i>Unit 3: Lesson 11</i>)            -To explore the importance and teach a process for self-control (<i>Unit 5: Lesson 17</i>)            -Discuss control over feelings of anger (<i>Unit 5: Lesson 18</i>)            -Explore how angry feelings can escalate. (<i>Unit 5: Lesson 18</i>)            -Introduce that we can change the way we feel</p>



Physical Health and Mental Wellbeing (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p>- To discuss contrasting feelings (Unit 8: Lesson 40)</p> <p>-To discuss the idea that everyone can have the same kinds of feelings (Unit 2: Lesson 7)</p> <p>-Introduce the feelings excited, fine, tired (Year 2: Lesson 7)</p> <p><b>Year 3</b></p> <p>- To teach that everyone experiences feelings (Unit 2)</p> <p>- To discuss the fact that there are many different feelings and that everyone has feelings. (Unit 2: Lesson 13)</p> <p>-To discuss uncomfortable emotions related to social situations. (Unit 5: Lesson 21)</p> <p>-Understand that all feelings are okay to have (Unit 2: Lesson 6)</p> <p>-Review feeling happy, sad, safe, angry, excited, tired, calm, relaxed, worried and tense (Unit 2)</p> <p>-Advanced concepts in emotional literacy such as intensity of feelings, simultaneity of feelings and how they change (Unit 6: Lesson 27)</p> <p>-To present the problem-solving paradigm to resolve uncomfortable emotions. (Unit 4: Lesson 16)</p> <p>-Discuss the difference between feelings and behaviours (Unit 2: Lesson 6)</p> <p>-To introduce the concept of thinking to control one's behaviour (Unit 3: Lesson 11)</p> <p>- To differentiate feelings of shy and lonely (Unit 5: Lesson 21)</p> <p><b>Year 4</b></p> <p>-To reintroduce the idea that not everyone feels the same way at the same time. (Unit 2: Lesson 11)</p> <p>-To reinforce the importance of</p>



Physical Health and Mental Wellbeing (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p>emotions in children’s lives (<i>Unit 2: Lesson 6</i>)</p> <ul style="list-style-type: none"> <li>- To help children identify, understand and discuss the variety of feelings people experience in their daily lives (<i>Unit 2: Lesson 6</i>)</li> <li>-To reinforce the idea that feelings can feel comfortable or uncomfortable (<i>Unit 2: Lesson 6</i>)</li> <li>-To reinforce the concept that we can’t feel, touch or smell our feelings (<i>Unit 2: Lesson 6</i>)</li> <li>-To discuss the idea that we can have more than one feeling at a time. (<i>Unit 2: Lesson 11</i>)</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>-To help children understand the differences between feelings and behaviours (<i>Unit 1: Lesson 5</i>)</li> <li>-To reinforce the importance of emotions and discuss why it is important to talk about our feelings (<i>Unit 1: Lesson 5</i>)</li> <li>-To reinforce the idea that feelings can be comfortable or uncomfortable (<i>Unit 1: Lesson 5</i>)</li> <li>-To reinforce the idea that we cannot feel, touch or smell our feelings (<i>Unit 1: Lesson 5</i>)</li> <li>-To discuss the idea that we can feel more than one feeling at a time (<i>Unit 1: Lesson 5</i>)</li> <li>-To increase the children’s ability to recognise and interpret similarities and differences between feelings, reactions and points of view of self and others (<i>Unit 1</i>)</li> <li>-To discuss how feelings such as sadness and disappointment can quickly change to anger and then lead to hurtful behaviour (such as blaming taking sides, gossiping) in peer conflicts (<i>Unit 4: Lesson 23</i>)</li> </ul>



Physical Health and Mental Wellbeing (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>-To review the concepts of calming down, recognising and verbalising feelings and using problem solving skills. (Unit 1)</li> </ul>
	<p>1.3. 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.</p>	<p><b>Reception/Year 1</b></p> <ul style="list-style-type: none"> <li>- Recognise facial expressions and body postures associated with a range of feelings (happy sad, angry, scared, excited, tired, frustrated, proud, love, worried, disappointed, jealous, furious, guilty ,generous) (Unit 2-9)</li> <li>- Identify visual representations of a range of feelings (happy sad, angry, scared, excited, tired, frustrated, proud, love, worried, disappointed, jealous, furious, guilty, generous) (Unit 2-9)</li> <li>- identify facial expressions and situational causes of a range of feelings (happy sad, angry, scared, excited, tired, frustrated, proud, love, worried, disappointed, jealous, furious, guilty, generous) (Unit 2-9)</li> <li>-Teach the meaning of the words uncomfortable and comfortable in relation to feelings (Unit 7:Lesson 28)</li> <li>-To help children understand other people's feelings (Unit 2: Lesson 5)</li> <li>- To provide children with an opportunity to share personal experiences about the feelings "happy" and "sad". (Unit 2: Emotion Sharing Session 1)</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>-To label feelings shown on the outside. (Unit 2: Lesson 5)</li> <li>-To guess how people feel from facial expressions, body postures and situational clues. (Unit 2:</li> </ul>



Physical Health and Mental Wellbeing (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p><b>Lesson 5)</b></p> <ul style="list-style-type: none"> <li>-To consider when it is appropriate to communicate one's feelings (Unit 5: Lesson 22)</li> <li>-To practice sharing emotional experiences. (Unit 6: Lesson 29)</li> <li>-To understand that feelings help us to understand what is going on around us (Unit 2: Lesson 6)</li> <li>-To discuss painful emotions related to social situations. (Unit 6; Lesson 26)</li> <li>-Emphasise motivational aspects of emotions (Unit 8: Lesson 39)</li> <li>-Understand feeling vocabulary of self-esteem (Unit 8: Lesson 40)</li> </ul> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>- To increase children's vocabulary of emotions and emotion states (Unit 2)</li> <li>-To review the idea that we can guess how people feel from facial expressions, body postures, tone of voice and other overt clues. (Unit 2: Lesson 9)</li> <li>-To develop awareness of bodily and facial clues which indicate the feeling of anger in oneself and others. (Unit 2: Lesson 7)</li> <li>-To help children recognise anger in themselves and others. (Unit 2: Lesson 7)</li> <li>-Identify physical signs of worry (Unit 2: Lesson 8)</li> <li>-To review feelings associated with concepts of fair and not fair. (Unit 9: Lesson 8)</li> <li>-Discuss how uncomfortable feelings are often difficult to acknowledge (Unit 6)</li> <li>-Help children discuss personal examples of feelings from their own lives (Unit 2: lesson 2)</li> <li>-Distinguish between internal and</li> </ul>



Physical Health and Mental Wellbeing (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p>external cues for emotional states -To introduce the idea of hiding feelings (<i>Unit 2: Lesson 2</i>)</p> <p><b>Year 4</b> -To help children recognise anger in themselves and others (<i>Unit 2: Lesson 7</i>) -To facilitate and increase the use of emotion labels (<i>Unit 2: Lesson 10</i>) -To increase the understanding of emotion concepts (<i>Unit 2: Lesson 6</i>) -To understand why it is important to discuss our feelings (<i>Unit 2: Lesson 6</i>) -To discuss how feelings such as sadness and disappointment can quickly change to anger and lead to hurtful behaviours (<i>Unit 4: Lesson 23</i>) -To increase children's skills in communicating about emotional states (<i>Unit 2</i>) -To increase children's ability to recognise and interpret similarities and differences between feelings, reactions and points of view of self and others (<i>Unit 2</i>) -To improve children's skills in communicating about emotional states (<i>Unit 2</i>) -To help children associate feeling labels and emotional expressions (<i>Unit 2</i>)</p> <p><b>Year 5</b> -To increase children's use of vocabulary of emotions and emotional states (i.e. to increase the use of verbal mediation associated with feeling states) (<i>Unit 1</i>)</p>



Physical Health and Mental Wellbeing (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p>-To facilitate and increase the use of emotion labels (<i>Unit 1: Lesson 5</i>)            -To increase children’s skills in communicating about emotional states (<i>Unit 1: Lesson 7</i>)</p> <p><b>Year 6</b>            -To review the concepts of calming down, recognising and verbalising feelings and using problem solving skills. (<i>Unit 1</i>)</p>
	<p>1.4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p><b>Reception/Year 1</b>            -To learn that sometimes uncomfortable feelings get in the way of making good choices (<i>Unit 4: Lesson 14</i>)</p> <p><b>Year 2</b>            -To discuss appropriate vs inappropriate behaviours in relation to uncomfortable feelings (<i>Unit 8: Lesson 42</i>)</p> <p><b>Year 3</b>            - To discuss appropriate vs inappropriate behaviours in relation to uncomfortable feelings (<i>Unit 5: Lesson 23</i>)</p>
	<p>1.5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p><b>Year 5</b>            -To understand the importance of honouring other people and important events (<i>Unit 5</i>)            -To focus on and plan ways to honour other people and important events (<i>Unit 5: Lesson 38</i>)</p> <p><b>Year 6</b>            -To understand the consequences for the community of respectful and disrespectful behaviours (<i>Unit 4B: Lesson 22</i>)</p>
	<p>1.6. Simple self-care</p>	<p><b>Reception/Year 1</b></p>



Physical Health and Mental Wellbeing (Statutory Components)	Pupils should know:	Links to PATHS curriculum
	<p>techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>	<p>-To present common situations that cause people to feel calm/relaxed <i>(Unit 4: Lesson 19)</i></p> <p><b>Year 2</b> -Provide practice in relaxation <i>(Unit 3: Lesson 16)</i></p> <p><b>Year 3</b> -Review feeling calm, relaxed, worried and tense <i>(Unit 2: Lesson 8)</i></p> <p><b>Year 4</b> -To discuss problems that are out of one's control <i>(Unit 4: Lesson 40)</i> -To encourage alternative coping mechanisms that provide relief from feelings of stress <i>(Unit 4: Lesson 40)</i></p> <p><b>Year 6</b> -To introduce the concept of stress. <i>(Unit 1: Lesson 2)</i> -To discuss a way of calming down and handling stress <i>(Unit 1: Lesson 3)</i> - To review a specific technique for calming down <i>(Unit 1: Lesson 4)</i> - To discuss the effects of stress on behaviour <i>(Unit 1: Lesson 4)</i></p>
	<p>1.7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p><b>Year 2</b> -To introduce the concept of feeling lonely <i>(Unit 6: Lesson 24)</i></p> <p><b>Year 3</b> -To differentiate feelings of shy and lonely <i>(Unit 5: Lesson 21)</i> -To help children overcome anxieties in relating to others <i>(Unit 5: Lesson 21)</i> -Discuss things one can do when feeling shy or lonely and ways to help someone else having these</p>





Physical Health and Mental Wellbeing (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		<p>feelings (<i>Unit 5: Lesson 21</i>)</p> <p><b>Year 6</b> -To provide an opportunity for the children to discuss worries and concerns associated with change. (<i>Unit 5: Lesson 28</i>)</p>
	<p>1.8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing enough.</p>	<p><b>Year 3</b> -To discuss the problem of teasing and its possible repercussions. (<i>Unit 10: Lesson 44</i>) -To define and identify bullying (<i>Unit 10: Lesson 44</i>)</p>
	<p>1.9. 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).</p>	<p><b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.</p>
	<p>1.10. 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</p>	<p><b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.</p>
<p><b>2. Internet safety and harms</b></p>	<p>2.1. That for most people the internet is an integral part of life and has many benefits</p>	<p><b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be</p>



Physical Health and Mental Wellbeing (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		integrated into existing PATHS lessons as supplementary activities or discussions.
	2.2. 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	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	2.3. 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.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	2.4. Why social media, some computer games and online gaming, for example, are age restricted	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	2.5. 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	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	2.6. How to be a discerning consumer of	<b>Required objectives not explicitly covered by the PATHS programme</b>



Physical Health and Mental Wellbeing (Statutory Components)	Pupils should know:	Links to PATHS curriculum
	information online including understanding that information, including that from search engines, is ranked, selected and targeted.	<b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	2.7. Where and how to report concerns and get support with issues online	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
<b>3. Physical health and fitness</b>	3.1. The characteristics and mental and physical benefits of an active lifestyle.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	3.2. 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.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	3.3. The risks associated with an inactive lifestyle (including obesity)..	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.



Physical Health and Mental Wellbeing (Statutory Components)	Pupils should know:	Links to PATHS curriculum
	3.4. How and when to seek support including which adults to speak to in school if they are worried about their health	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
<b>4. Healthy eating</b>	4.1. What constitutes a healthy diet (including understanding calories and other nutritional content).	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	4.2. The principles of planning and preparing a range of healthy meals	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	4.3. 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).	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
<b>5. Drugs, alcohol and tobacco</b>	5.1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities



Physical Health and Mental Wellbeing (Statutory Components)	Pupils should know:	Links to PATHS curriculum
		or discussions.
<b>6. Health and Prevention</b>	6.1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	6.2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	6.3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	6.4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	6.5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b><u>N.B</u></b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.



Physical Health and Mental Wellbeing (Statutory Components)	Pupils should know:	Links to PATHS curriculum
	6.6. The facts and science relating to immunisation and vaccination	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
<b>7. Basic first aid</b>	7.1. How to make a clear and efficient call to emergency services if necessary.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	7.2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
<b>8. Changing adolescent body</b>	8.1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.
	8.2. About menstrual wellbeing including the key facts about the menstrual cycle	<b>Required objectives not explicitly covered by the PATHS programme</b> <b>N.B</b> Although not explicitly covered by the programme, many of the areas opposite could be integrated into existing PATHS lessons as supplementary activities or discussions.

