



## Purpose of Study

Pupils should be equipped with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

## Aims

### The PSHE and RSE curriculum must:

- must provide a curriculum that is broadly based and balanced and which meets the needs of all pupils.
- promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- should make provision for personal, social, health and economic education (PSHE) drawing on good practice.
- should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

## Overview

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

PSHE includes the compulsory subjects of relationships and health education. Sex and relationship education is best taught as part of a comprehensive PSHE curriculum. The revised You, Me PSHE resource (from the Islington framework) reflects modern times, with practical guidance and ideas, assisting schools to provide children with the vital, good quality PSHE lessons they are entitled to, to be safer in an everchanging world.



## Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Prior EYFS Learning</b>	Establish their sense of self. Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Become more outgoing with unfamiliar people, in the safe context of their setting.	Safely explore emotions beyond their normal range through play and stories. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key adult.	Play with increasing confidence on their own and with other children. Notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities. See themselves as a valuable individual. Follow the school rules, understanding why they are important.	Think about the perspectives of others and begin to understand how others might be feeling.	Feel strong enough to express a range of emotions. Be increasingly able to talk about and manage their emotions. Are talking about their feelings in more elaborated ways: "I'm sad because...". Identify and moderate their own feelings socially and emotionally. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	
<b>Topic</b>	<b>Physical health and wellbeing: Fun times</b>	<b>Keeping safe and managing risk: Feeling safe</b>	<b>Identity, society and equality: Me and others</b>	<b>Drug, alcohol and tobacco education: What do we put into bodies?</b>	<b>Mental health and emotional wellbeing: Feelings</b>	<b>Careers, financial capability and economic wellbeing: My money</b>
<b>Following the Islington Framework: You, Me PSHE</b>						
<b>Learning Intentions</b>	Learn the NSPCC PANTS rule. Pupils learn about food that is associated with special times, in different cultures. Learn and take part in active playground games from around the world. Learn about sun-safety.	Learn about safety in familiar situations. Learn about personal safety. Learn about people who help keep them safe outside the home.	Learn about what makes themselves and others special. Learn about roles and responsibilities at home and school. Learn and investigate how to be co-operative with others.	Learn about what can go into our bodies and how it can make people feel. Part 1. Learn about what can go into our bodies and how it can make people feel. Part 2.	Learn about different types of feelings. Learn about managing different feelings. Learn about change or loss and how this can feel.	Pupils learn about where money comes from and making choices when spending money. Pupils learn about saving money and how to keep it safe. Learn and investigate the different jobs people do.
<b>Activities</b>	Teacher will explain that some parts of the body are private and should not be touched by another person (where bodies are covered by underwear). The children will look at the NSPCC PANTS. Pupils will label an enlarged outline of the teddy or the actual teddy with tick and x where is appropriate to be touched (including the ears and feet). Children will also be taught about Childline and be taught their number. Pupils will talk, draw and write about a special day they have experienced – Where? Who? What? Food/drink? Pupils will then compare their responses with a partner. Pupils to look at pictures of different types of foods – categorise into occasional / everyday foods and discuss why? Explain this might be to do with the amount of sugar or fat in the food or drink, the cost of the food or drink or that it takes a long time to make or prepare. Children to draw pictures of what can protect them from the sun.	Teacher to explain that secrets can be nice surprises (safe secrets) but some are not-so-nice and may even be unsafe. The teacher will pin up labels across the classroom 'not-so-good secrets' (picture of thumb down) / 'not sure' (picture of thumb horizontal) / 'good secrets' (picture of thumb up). Read aloud different examples of secrets. Pupils move to the label they think the secret matches to. Children will have a group a pictures of different places (car, playground, park, road, at home). Pupils will talk about why might they need help there? Who would help them? What would they say or do? This will generate a list of people pupils can ask for help in the community, including the police, that can be displayed. A community visitor will come to the class about their role.	Pupils draw portraits of their friend, ensuring they draw something that shows a special feature, something that makes them special or unique. Pupils have scenarios with different dilemmas related to taking responsibility for things in everyday life. Pupils talk about what they think / feel in the situation and what they would do. Pupils write a sentence to explain what each character could do to resolve the situation in a positive way. Teacher will explain that most friendships have ups and downs and these can often be worked through to strengthen the friendship.	Pupils look at pictures of different substances found around home and school and identify whether they are good or not so good (harmful) to bodies. Pupils identify things from a list that feel nice on the body or not nice on the body. Children to discuss that some things are harmful; too much of others can be harmful or not feel so good (e.g. sunlight); people can feel differently about some things (e.g. being licked by a dog) and some can feel different at different times (e.g. clothes feeling too hot).	Teacher will ask the children how they would feel in different situations. Teacher will use the pupils' vocabulary, label different corners of the room with different feelings. Pupils will be given different situations one by one and go to that word. Children to notice that we would all feel different emotions in that situation. Children will have a list of a range of emotions. Children to order what they think is the biggest and smallest feeling and order. Children to discuss different ways to deal with these big feelings. Children will consider things they have lost e.g. toy, moving house etc. Children will then read Tibble and Grandpa (about grief and loss) and consider ways in which to make Grandpa feel better.	Children will brainstorm different jobs people do to earn money. Teacher will read a story about someone saving money, for example Kitty Bicycle by Andrew Lunness. Then, children discuss what they would want to save for. Children to explore picture cards of different jobs. Discuss whether both men and women can do all these jobs.
<b>Vocabulary</b>	Private parts, special foods, occasional, festivals, everyday foods, celebrate, favourite, active, like, dislike, sun safety, tips, shade, sun cream, sunhat.	Real and imaginary dangers, secrets, good and bad touches, private parts, trusted adult.	Similar and different, something special about me is _____, roles, responsibility, co-operative, behaviour, helpful and unhelpful behaviour.	Medicine, substance, drugs body, safe.	Emotions, feelings, happy, excited, sad, angry, frustrated, afraid, surprised, nervous, big feelings, overjoyed, infuriated, terrified, disgusted, miserable, loss, grief	presents, pocket money, borrow, benefits, saving money, banks, jobs, earning money



# Girlington Primary School PSHE Education and RSE Curriculum

Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Prior EYFS Learning</b>	Establish their sense of self.	Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. Play with increasing confidence on their own and with other children. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Build constructive and respectful relationships.	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Think about the perspectives of others and begin to understand how others might be feeling.	Safely explore emotions beyond their normal range through play and stories. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.	Think about the perspectives of others and begin to understand how others might be feeling.
<b>Topic</b>	Mental health and emotional wellbeing: friendship.	Physical health and wellbeing: What keeps me healthy? Safety In the home including fire safety.	Relationships and health education: Boys and girls, families.	Relationships and health education: Boys and girls, families. Part 2	Drug, alcohol and tobacco education: Medicines and me.	Keeping safe and managing risk: Indoors and outdoors.
<b>National Curriculum Subject Content</b>						
<b>Learning Intentions</b>	<p>NSPCC and PANTS lesson. The children will learn the NSPCC number and be reminded that they learnt about this last year. Recap with the children about privates and good/bad touches.</p> <p>Pupils learn about the importance of special people in their lives.</p> <p>Pupils learn about making friends and who can help them with friendships (online and offline).</p> <p>Pupils learn about solving problems that might arise with friendships (online and offline). Pupils learn about eating well.</p> <p>Pupils learn about the importance of physical activity, sleep and rest.</p> <p>Pupils learn about how germs are spread, how we can prevent them spreading and people who help us to stay healthy and well.</p>	<p>Pupils learn about eating well.</p> <p>Pupils learn about the importance of physical activity, sleep and rest.</p> <p>Pupils learn about how germs are spread, how we can prevent them spreading and people who help us to stay healthy and well.</p> <p>Pupils learn about keeping safe in the home, including fire safety.</p>	<p>Pupils learn to understand and respect the differences and similarities between people.</p> <p>Pupils learn about the biological differences between male and female animals and their role in the life cycle.</p> <p>Pupils learn about the biological differences between male and female children.</p>	<p>Pupils learn about growing from young to old and that they are growing and changing.</p> <p>Pupils learn that everyone needs to be cared for and ways in which they care for others.</p> <p>Pupils learn about different types of family and how their home-life is special.</p>	<p>Pupils learn about why medicines are taken.</p> <p>Pupils learn about where medicines come from.</p> <p>Pupils learn about keeping themselves safe around medicines.</p> <p>Pupils have a lesson focusing on asthma teaching that medicines can be used to manage and treat medical conditions such as asthma, and follow instructions for their use that it is important to follow.</p>	<p>Pupils learn about keeping safe online, including the benefits of going online.</p> <p>Pupils learn about keeping safe outside.</p> <p>Pupils learn about road safety.</p>
<b>Activities</b>	<p>The pupils will learn the NSPCC number and recap terms good and bad touches. The children will complete the NSPCC lesson where they decorate their own 'pants'.</p> <p>Pupils will make a grid with the list of their special people on one side and what they do that makes them special on the other. Children will complete the sentence starter: A good friend is _____. Pupils will then rank the statements in order of what is most important in a friendship.</p> <p>Pupils will make up some simple statements/ questions that children can use to help people make friends- 'magic words for making friends'.</p> <p>Children will discuss the sorts of things that can cause friendships to break. They will learn that friendships often have ups and downs. Children to think of ideas about what can make friendships stronger.</p>	<p>Children are to look at the Eatwell guide and discuss the food that they eat often / eat rarely. They will then create a healthy meal plan.</p> <p>Children are to look at the being active cards. Using these they will select activities a child might do to keep active at different times of the day. Children will then discuss what activities children can do to be active for 60 minutes a day.</p> <p>Children will be taught about the hygiene routines we use daily. In groups pupils will put a small amount of glitter on their fingers (germs) and then try to wash off. Teachers will remind children that vaccinations also help us.</p>	<p>The children will have picture cards. Children will sort into piles of 'boys' and 'girls' and 'both'. The children will then discuss if they all agree.</p> <p>Teacher will have a set of farmyard animals. Children pick one species. The teacher will pass around the male, female and young. Ask how we would know if that animal is a male or female.</p> <p>As a group, children will use a giant Venn diagram labelled 'male', 'female' and 'both'. Children will sort the statements. Teachers will reinforce that we cannot always tell who is male or female by looking at clothes.</p>	<p>The teacher will discuss the human life cycle. Pupils will complete the timeline worksheet (using baby, now, teenager and adult). Pupils will be taught that everyone needs to be cared for at stages of the human life cycle. Pupils will be given a range of objects relating to caring for someone else. Children to discuss: who might use the object? Why do they need it? How is it used?</p> <p>Teacher will discuss how families are different. Children will be read a story about families, such as: Tell me again about the day I was born by Jamie Lee Curtis.</p>	<p>Pupils will use a writing frame to describe a time when they needed to take some medicine.</p> <p>Pupils match different symptoms (for example: medicine prescribed by the doctor or nurse, medicine given by mum or dad, something else. Pupils will be given scenario cards. They will decide using these where a medicine safety rule has been broken, what might happen and what the person can do.</p> <p>Pupils will be taught about asthma and the medicine needed. Children will make a leaflet about this.</p>	<p>The teacher will discuss what to do in an emergency and what to do if the adult needs help or is not available (dial 999). The teacher will discuss and look at the London Fire Brigade presentation. Pupils will watch a film clip from the Jessie and Friends series (about online safety). Children will discuss: What is happening? What are the benefits? What are the risks? Children will be taught how to cross the road safely and the importance of road safety.</p>
<b>Vocabulary</b>	friendship, special people, ups and downs.	healthy, Eatwell guide, food groups, rainbow plate, active, hygiene, germs, vaccinations.	fact and opinion, male, female, species, penis, privates, teats, udders, horns.	life cycle, timeline, baby, now, teenager, adult, different families, caring.	medicine, drugs, prescription, asthma.	emergency, emergency services, fire safety, online safety, road safety



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Prior EYFS Learning</b>	Think about the perspectives of others and begin to understand how others might be feeling.	Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Think about the perspectives of others and begin to understand how others might be feeling. Build constructive and respectful relationships.	See themselves as a valuable individual. Manage their own needs. Show resilience and perseverance in the face of a challenge.	Develop their sense of responsibility and membership of a community. Notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities, and so on.		Establish their sense of self. Show resilience and perseverance in the face of a challenge.
<b>Topic</b>	Drug, alcohol and tobacco education: Tobacco is a drug	Keeping safe and managing risk: Bullying – See it, say it, stop it	Mental health and emotional wellbeing: Strengths and challenges	Identity, society and equality: Celebrating difference	Careers, financial capability and economic wellbeing: Saving, spending and budgeting	Physical health and wellbeing: What helps me choose?
<b>National Curriculum Subject Content</b>						
	Children will recap their learning from last year about the NSPCC number and PANTS lesson. Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people. Pupils learn about the effects and risks of smoking tobacco and second-hand smoke. Pupils learn about the help available for people to remain smoke free or stop smoking.	Pupils learn to recognise bullying (including online) and how it can make people feel. Pupils learn about different types of bullying and how to respond to incidents of bullying. Pupils learn about what to do if they witness bullying.	Pupils learn about celebrating achievements and setting personal goals. Pupils learn about dealing with put-downs. Pupils learn about positive ways to deal with setbacks.	Pupils learn about valuing the similarities and differences between themselves and others. Pupils learn about what is meant by community. Pupils learn about belonging to groups.	Pupils learn about what influences people's choices about spending and saving money. Pupils learn about how people can keep track of their money. Pupils learn about the world of work.	Pupils learn about making healthy choices about food and drinks. Pupils learn about how branding can affect what foods people choose to buy. Pupils learn about keeping active and some of the challenges of this.
<b>Activities</b>	Pupils will use a Venn diagram labelled harmful and not harmful to categorise different drugs. Teacher will discuss that whether a drug is helpful or harmful will depend on how it is used. Pupils draw on a body outline where smoke enters the body and affects the outside of the body and label some of the effects smoking has on the body. Pupils will read a case study about a person who wants to stop smoking. Children to respond to questions about why the character wants to stop smoking and why it may be difficult.	Children will have a list of friendship (falling out with a friend) and bullying scenarios. Pupils decide and record whether or not each is bullying. Pupils to discuss what is wrong with these types of behaviours. Pupils will investigate the words: racism, sexism, ageism and disablism. Pupils will have a bullying scenario card and a falling out with a friend scenario. Children to explain a good way to deal with both scenarios. Children to learn what the term bystander means. The children will respond to the question, 'If you were a bystander and saw bullying what would you do?' The children will share their responses and discuss why it is important for the bystander to tell an adult.	Pupils draw an illustrate a timeline of their achievements. For example: learning to read. They will then share with the class. The teacher will explain what the term 'put-down' means. Teacher will explain that a way of dealing with this is to give yourself a put-up or a boost. Pupils give examples of put-downs then swap with another pair who change them to put-ups. The teacher will explain the term 'set backs'. Pupils will have a case study of somebody who is dealing with a set-back. They will problem solve about how to make the person feel better.	Introduce a photograph of a child different to themselves or from a different place. Pupils record what else they think about the character and their life. Pupils to write how this person is similar and different. Pupils to look at different communities. They will then write about the benefits of these community groups. Discuss what happens when a member of a group does something different or does not agree with the others. Pupils consider: how does it feel for the person and how does it feel for the group? This can be explored through making a conscience corridor.	Children to explore how companies persuade the consumer to buy products (e.g. sale, 3 for 2). Children will learn about budgeting and then complete the budgeting worksheet, attempting to keep track of their 'money'. Children will read case studies of a range of jobs. Children will investigate name of job, responsibilities, if it is paid/ volunteering work and skills needed.	Pupils are given cards with situations and scenarios when they might have snacks. Pupils will discuss and explore what to say/ do to make their healthy choice. Pupils will be shown three different types of the same food product- different cost, brand and packaging. They will then discuss which one is best and which brand they think is best 'value for money'. Children will speak about different activities they do when being active. They will read the Chief Medical Officers' guidelines, and look at the wider benefits of being physically active.
<b>Vocabulary</b>	helpful, harmful, drug, cigarette, lungs, inhalation.	bullying, falling out with friends, 'See it. Say it. Stop it', racism, sexism, ageism, disablism, bystander.	achievements, put-downs, put-ups, boost, set-back, catastrophising worries, maximum effort, never give up.	unique, community, connections, belonging.	influences, consumer, persuade, budgeting, spend, save, donate, full-time, part-time, volunteering	healthy and unhealthy choices, brand/ branding, physically active.



## Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Prior EYFS Learning</b>	Develop their sense of responsibility and membership of a community.	Think about the perspectives of others and begin to understand how others might be feeling.	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disability, and so on.	Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with a key person.	Establish their sense of self. Develop their sense of responsibility and membership of a community.	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
<b>Topic</b>	Identity, society and equality: Democracy	Drug, alcohol and tobacco education: Making choices	Physical health and wellbeing: What is important to me?	Keeping safe and managing risk: Playing safe	Physical health and wellbeing: In the media	Identity society and equality: Stereotypes, discrimination and prejudice. Relationships and health education: Growing up and changing
<b>National Curriculum Subject Content</b>						
	The children will recap knowledge and understanding of the PANTS, NSPCC message. Children will be told about Childline and the services they offer. Pupils will learn about Britain as a democratic society. Pupils will learn about how laws are made. Pupils will learn about the local council.	Pupils will learn that there are drugs (and other medicines) that are common in everyday life, and why people choose to use them. Pupils will learn about the effects and risks of drinking alcohol. Pupils will learn about different patterns of behaviour that are related to drug use.	Pupils will learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons). Pupils will learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality). This links to the DT, healthy picnic snack topic. Pupils will learn about the importance of getting enough sleep.	Pupils will learn how to be safe in their computer gaming habits. Pupils will learn about keeping safe near roads, rail, water building sites and around fireworks. Pupils will learn about what to do in an emergency and basic emergency first-aid procedures.	Pupils will learn that the messages given on food adverts can be misleading (linking to the work they did in Year 3). Pupils will learn about role models.	Pupils will learn about stereotyping, including gender stereotyping. Pupils will learn about prejudice and discrimination and how this can make people feel. Pupils will learn about puberty. They will learn about how this period of time can change our emotions and physical changes (periods, voice changing, sweating).
<b>Activities</b>	Some pupils will be given roles as Members of Parliament (MPs) from different political parties. All the children will read manifestos from each party and have a pretend ballot. Pupils will be given a local or national issue. The children will brainstorm how they think they can influence laws surrounding the issue (e.g. protest). They will then discuss, what would society be like with no laws? Pupils will be taught the role of local government and consider the range of services that the council provide (e.g. education, housing, health). Pupils will be given cards with services on. They will discuss and debate which they would choose to spend the most money on.	Pupils brainstorm ideas about why a person might choose to use drugs such as caffeine, alcohol, tobacco and nicotine products in different situations. Pupils will then consider what the person could do instead of using the drug (e.g. talk to a friend, do something creative). Pupils will pace different cards with situations where people are drinking alcohol on a risk continuum to show which situations are most risky. Pupils will have cards describing different people's behaviour around drug use (alcohol, smoking or caffeine). Pupils will match these cards to the type of behaviour being described 'never', 'occasionally', 'habit', 'addicted'	Pupils will be introduced to a fictional character. They will be told that the character doesn't eat eggs. The children will debate why this is the case and learn that the character is allergic. Children will make a list of other reasons why someone may have a particular diet. Pupils will be taught about ethical farming, fair trade and seasonality. The children will then make a list of the advantages and disadvantages of each type of farming for the producer (farmer), consumer (buyer) and animal/produce. Pupils will be educated about the importance of sleep towards mood, weight and wellbeing. Children will then create a simple guide to sleeping well.	In groups, pupils will be given a selection of images of computer games plus a set of different age ratings (classifications). Each group will try to match the game to the age rating. They will then be shown the age ratings for the games and discuss why games and films might have age restrictions. Pupils will be given a selection of scenarios with children doing different activities (including dares or peer pressure to behave in an unsafe way). Pupils will then rank the activities on a diamond, as to which is the most risky and justify why. Pupils will find out about and practice some simple first aid procedures and role-play how to call the emergency services if required.	Children to look at food packaging. Pupils will then sort between healthy and unhealthy and learn about the traffic light system regarding food packaging. Pupils to have pictures of celebrities and decide if they are positive or negative role models. Children to look at aspects of a role model.	Pupils to draw a picture of a boy and a girl before any input. They are taught about the term 'stereotyping' and then discuss 'breaking the stereotype'. For example, a woman being a soldier. The children then draw two pictures, breaking the stereotype. Children are taught about protected characteristics and learn the terms prejudice and discrimination. The children then hold a class discussion around protected characteristics. Pupils will have a presentation from their class teacher about puberty. This will be taught in single sex classes. The children will be able to ask questions at the end.
<b>Vocabulary</b>	society, Members of Parliament (MPs), voting, political party, Labour, Conservative, Green party, Liberal Democrats, manifestos, ballot, laws.	Drugs, addiction, nicotine, caffeine, alcohol.	Allergies, diet, intolerance, Halal, Kosher, seasonality, fair trade, ethical farming, sleep deprivation, wellbeing.	age restrictions, classifications, pressures and consequences, first aid, emergency services.	healthy choices, eat well plate, balance, nutrition, role models.	stereotyping, protected characteristics, age, disability sex, marriage and civil partnership, race, pregnancy and maternity, religion or belief, gender reassignment.



# Girlington Primary School PSHE Education and RSE Curriculum

Year 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Prior EYFS Learning</b>	Manage their own needs. Think about the perspective of others and begin to understand how others might be feeling.	Manage their own needs. Think about the perspective of others and begin to understand how others might be feeling.	Manage their own needs. Think about the perspective of others and begin to understand how others might be feeling	Establish their sense of self. See themselves as a valuable adult. Identify and moderate their own feelings socially and emotionally. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Think about the perspectives of others and begin to understand how others might be feeling.	
<b>Topic</b>	<b>Relationships and health education: Growing up and changing</b>	<b>Relationships and health education: Growing up and changing</b>	<b>Keeping safe and managing risk: Making safer choices</b>	<b>Mental health and emotional wellbeing: Dealing with feelings</b>	<b>Drug, alcohol and tobacco education: Different influences</b>	<b>Careers, financial capability and economic wellbeing: Borrowing and earning money</b>
<b>National Curriculum Subject Content</b>						
	Pupils are to recap their learning about the NSPCC PANTS lesson. Children to brainstorm about the services ChildLine and NSPCC offer. Pupils learn about the way we grow and change throughout the human lifecycle. Pupils learn about the physical changes associated with puberty. Pupils learn about the menstruation and wet dreams. Pupils learn about the impact of puberty in physical hygiene and strategies for managing this.	Pupils learn how puberty affects emotions and behaviour and strategies for dealing with this. Pupils to answer each other's questions about puberty with confidence, to seek support advice when they need it.	Pupils learn about keeping safe online. Pupils learn how to keep safe when communicating with other people online. Pupils learn that violence within relationships is not acceptable. Pupils learn about problems that can occur when someone goes missing from home.	Pupils learn about a wide range of emotions and feeling and how these are experienced in the body. Pupils learn about times of change and how this can make people feel. Pupils learn about the feelings associated with loss, grief and bereavement.	Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis. Pupils learn about different influences on drug use- alcohol, tobacco and nicotine products. Pupils learn strategies to resist pressure from others about whether to use drugs- smoking drugs and alcohol.	Pupils learn that money can be borrowed but there are risks associated with this. Pupils learn about enterprise. Pupils learn what influences people's decisions about careers.
<b>Activities</b>	Pupils will recap their knowledge of PANTS. Discussion of the services the NSPCC and Childline provide.  The children will have same sex presentation about the changes in males (1 <sup>st</sup> lesson) and then the females (2 <sup>nd</sup> lesson) led by the teacher.	Pupils to listen to strategies for dealing with changing emotions. Children to create a brainstorm of ideas that they could use when dealing with changing emotions. Children to ask anonymous questions and the teacher to discuss with children in same sex groups.	Pupils organise selfies, photographs, status posts and messages on a line of risk on a scatter graph. Pupils will discuss as a class what the impact of posting these links/messages on their friendships and relationships.  Pupils will be given a list of online communication. They will draw or write the story to include why the character was communicating online, what were the benefits, a risk they took, what happened and a solution to the risk, what they learned to keep safer in the future.  Give pupils the explanation provided by the Islington Framework of what domestic abuse is. Pupils to discuss whether it is ever ok to use violence to resolve arguments? Teacher to explain where pupils can go for help if an argument gets violent (ChildLine, The Hideout, or in an emergency 999).	Pupils are given or think of scenarios that include feelings in different situations. Pupils discuss different ways of expressing that feeling in the situation. Think of healthy reactions to certain situations. Pupils discuss different ways of handling change; practical and ways of managing the different emotions. Pupils write a card or a note to the character in the scenario suggesting some steps they could take to help them positively manage the time of change.  Pupils draw cartoon sketches or brainstorm all the different feelings that a person might experience at a time of bereavement- both physical and emotions. Pupils discuss the wide range and sometimes conflicting feelings people may experience at this time.	Pupils in groups will research one type of smoking drug (cigarettes, e-cigarettes, shisha and cannabis), using a factsheet to help research the possible risks of each associated with health, money, law and risks to others. The pupils will share their research with the rest of their class.  Pupils will rank different influences based on those that are most likely to persuade or encourage a person to smoke or drink alcohol. After discussing ideas, pupils repeat the activity but with the influences that would most discourage people from smoking or drinking alcohol.  Pupils are to be given scenarios where a person is offered a drug. Pupils record how the person can respond if they want to say no. Pupils are the given a 'What if?' question that makes the scenario trickier to respond to and includes peer pressure.	Pupils to brainstorm different ways of borrowing money to pay for something they cannot afford. Pupils look at some examples of interest rates from different ways to borrow and investigate what this means. Discuss: What is meant by manageable and unmanageable debt? Where can people go for advice about borrowing money? Pupils will watch the Fiver Challenge video. They will then make a graph showing the possible risks involved with setting up an enterprise against the possible benefits.  Pupils discuss which things might influence a person to do a specific job or follow a specific career. In groups pupils will choose nine things and write each on a post-it-note. Pupils will rank the importance of each thing when a person is deciding what job to do to make a diamond of nine. ;
<b>Vocabulary</b>	privates, genitals, 'good and bad touches', periods, menstruation, sanitary products, sanitary towels, hygiene, acne.	emotional change, behaviour strategies.	online / cyber bullying, violence, domestic violence, risks.	bereavement, healthier choices, emotions, grief, strong emotions.	alcohol, tobacco, nicotine, NHS, influences, cigarettes, vapes, e-cigarettes, shisha, cannabis and the name of other drugs.	borrowing, interest, debit and credit cards, overdraft, enterprise, risks.





Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Prior EYFS Learning</b>	Think about the perspectives of others and begin to understand how others might be feeling.	Notice and ask questions about differences, such as: skin colour, types of hair, gender, special needs and disabilities, and so on.	Manage their own needs. Think about the perspective of others and begin to understand how others might be feeling.	Manage their own needs. Think about the perspective of others and begin to understand how others might be feeling.	Establish their sense of self. See themselves as a valuable adult. Identify and moderate their own feelings socially and emotionally. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Develop their sense of responsibility and membership of a community. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
<b>Topic</b>	<b>Drug, alcohol and tobacco education: Weighing up risk</b>	<b>Identity, society, and equality: Human rights</b>	<b>Relationships and health education: Healthy relationships</b>	<b>Relationships and health education: Healthy relationships</b>	<b>Mental health and emotional wellbeing: Healthy minds</b>	<b>Keeping safe and managing risk: Keeping safe out and about. FGM (female genital mutilation)</b>
<b>National Curriculum Subject Content</b>						
	Pupils are to recap their learning about the NSPCC PANTS lesson. Children to brainstorm about the services ChildLine and NSPCC offer. Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs. Pupils learn about assessing the level of risk in different situations involving drug use. Pupils learn about ways to manage risk in situations involving drug use.	Pupils learn about people who have moved to Bradford from other places, (including the experience of refugees). Pupils learn about human rights and the UN Convention on the rights of the Child. Pupils learn about homelessness.	Pupils learn about the changes that occur during puberty. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.	Pupils learn about roles and responsibilities of parents and carers. Pupils to answer each other's questions about relationships with confidence, where to find support and advice when they need it.	Pupils recap what mental health is. Pupils learn about what can affect mental health and some ways of dealing with this. Pupils learn about some everyday ways to look after mental health. Pupils learn about the stigma and discrimination that can surround mental health.	Pupils learn feelings of being out and about in the local area with increasing independence. Pupils learn about recognising and responding to peer pressure. Pupils learn about the consequences of anti-social (including gangs and gang related behaviour). Pupils learn about the importance for girls to be protected against FGM.



<p><b>Activities</b></p>	<p>Pupils work in groups to mind-map things they have heard about different drugs- each group is given a different drug as a heading on a piece of flipchart paper. Pupils add notes to what the drug looks like/ how it is used/ possible effects / risks of using the drug and laws around using this drug. Every few minutes, pass the flipchart around so that each group can add to the mind-map. When the flipchart reaches the original group, pupils are given factsheets about the drug to fact share. The children will then amend the information.</p> <p>Pupils will present the information they have found out from the last session, addressing misconceptions.</p> <p>Pupils will use scenarios to lead a discussion/ What could the person do before? During? And after? To help reduce the risks of drug use. What strategies do you think is the most effective?</p>	<p>Explain the term refugee – refugees may have to leave their home country, due to persecution of war. Pupils consider some of the challenges of moving and settling in a new place. Pupils hold a discussion about different statements. Which relate to more to refugees, people who choose to move/ non-refugees or both.</p> <p>Explain that in some places around the world because of certain circumstances children do not get all their needs met. For example, a child growing up in a place where there is war. Ask pupils to research a charity or organisation that supports the rights of a child and write a short fund-raising campaign to encourage people to donate to that cause. Ensure the campaign refers to the Rights of the Child.</p> <p>Introduce some of the charities that work with people who are homeless or who are living in temporary accommodation and how they support people. Pupils discuss some of these charities provide relating to, for example: health, education, finance, conflict, work/ career/ aspirations.</p>	<p>Pupils to discuss the thoughts and worries someone might have during puberty.</p> <p>Explain we are going to look at a circle of influence and the wider structures that influence us and can define gender roles. Teacher draws a circle with an image of the words girl, boy on the board, then a second circle around the existing one. Ask, <i>What influences how we think men and boys, girls and women should and should not behave, be, look, etc?</i> Record in the second circle (e.g. media – TV, magazines, religion, school). Pupils will then be asked to challenge stereotypes.</p> <p>Pupils to record on a post-it note a quality that makes a good friend. Pupils then meet with another pair, think of other ideas and record these on a post-it note until they have 9 examples. They then use the 9 qualities they collected and rank them from most important to least. Pupils then repeat this process for an intimate relationship. Discuss the different type of intimate relationships including marriage and the law relating to this (same-sex and opposite sex can get married in this country).</p>	<p>Give each pair a different age stage – baby / toddler / Year 6 – and ask pupils to list what parents or carers do to look after their children or babies at this stage. Prompts could include the skills needed, challenges, who can help and the roles of men and women. Ask pairs to come together so the group has all three stages (baby, toddler, Year 6) ask them to identify the similarities and differences as babies grow up.</p> <p>A recap session where pupils create a Venn diagram in pairs outlining the difference between friendships and intimate relationships.</p>	<p>Pupils write the names of feelings, moods and emotions a person may feel in one day on a mood graph. Draw a line in the middle of the graph and explain that this represents balance.</p> <p>Ask, how might someone feel when their 'bucket' is full. How might having taps on the sides of the bucket might help? (Releasing the water pressure). What could someone do to help themselves when their bucket is full? To bounce back?</p> <p>Introduce and explain the 'five plus two steps to wellbeing'. Pupils will work in pairs to look at activity cards and place them on their well-being Venn diagram. Which activities support mental health and which supports physical health?</p>	<p>The pupils are told a story where a child is allowed to say out later than the usual time. Children will discuss the risks of this and what the child needs to do to be as safe as possible. Children will role play different risks and some solutions.</p> <p>Starter: The pupils will recap the previous lesson and have a quick look at what peer pressure is and discuss how this can impact our choices.</p> <p>Divide the pupils into groups of 3 and 4. Give each group a scenario card. Discuss how people can say no to something they do not want to do. Ask the pupils to role play the situations, imagining they want to say no to the requests. Give pupils information for where they can go for help if they ever feel in the position e.g. tell a trusted adult, police, Childline.</p> <p>Children to be taught in single sex groups about FGM and watch the age appropriate video.</p>
<p><b>Vocabulary</b></p>	<p>alcohol, tobacco, nicotine, NHS, influences, cigarettes, vapes, e-cigarettes, shisha, champix, patches, gum (nicotine replacement) and the names of other drugs.</p>	<p>Refugees, migrate, human rights, persecutions, UN Convention on the Rights of the Child, UNICEF, charities, conflict.</p>	<p>Puberty, periods, menstruation, sanitary towels, hygiene, acne, gender roles, stereotyping, gender roles, intimate, 'breaking stereotypes'.</p>	<p>intimate, friendships, reliance, roles, responsibilities.</p>	<p>Mood, balance, satisfied, coping strategies, resilience, wellbeing, mental and physical health.</p>	<p>peer pressure, anti-social behaviour, gangs.</p>





## Subsequent KS3 Learning

Relationships education is compulsory for all primary school pupils, and relationships and sex education (RESE) is compulsory for all secondary school pupils.

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

### **Mental wellbeing**

Pupils should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g. anxiety and depression)
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

### **Internet safety and harms**

Pupils should know:

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

### **Physical health and fitness**

Pupils should know:

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
- about the science relating to blood, organ and stem cell donation

### **Healthy eating**

Pupils should know:

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

### **Drugs, alcohol and tobacco**

Pupils should know:

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

### **Health and prevention**

Pupils should know:

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- (late secondary) the benefits of regular self-examination and screening
- the facts and science relating to immunisation and vaccination
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

### **Basic first aid**

Pupils should know:

- basic treatment for common injuries
- life-saving skills, including how to administer CPR [\(footnote 2\)](#)
- the purpose of defibrillators and when one might be needed

### **Changing adolescent body**

Pupils should know:

- key facts about puberty, the changing adolescent body and menstrual wellbeing
- the main changes which take place in males and females, and the implications for emotional and physical health