

# FOUNDATION

GLOUCESTERSHIRE PSHE & SAFEGUARDING CURRICULUM

# HEALTH AND WELL-BEING

## Developing risk management

Topic/Theme: Keeping Safe , People who help us		
Key Questions	Summary of Outcomes	Resources
<p>Who helps us?</p> <p>What are emergency services?</p> <p>How do the emergency services help to keep us safe?</p> <p>How do we keep ourselves safe?</p> <p>When is it safe or not safe to take medicine?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Fire Safety</li> <li>• Road Safety</li> <li>• SunSmart</li> <li>• Safe use of medicines and other substances</li> <li>• Taking responsibility for themselves</li> <li>• Know what adults are responsible for</li> </ul>	<p><b>Drugs</b></p> <p>GHLL Drugs Scheme of work</p> <p><b>Managing self</b></p> <p>GHLL Protective Behaviours scheme of work</p> <p><b>Keeping Safe</b></p> <p><a href="http://www.glosfire.gov.uk/cd_res/site/teacher/ks1/index_t_ks1.htm">http://www.glosfire.gov.uk/cd_res/site/teacher/ks1/index_t_ks1.htm</a></p> <p><a href="http://think.direct.gov.uk/resource-centre/key-stage-1/how-to-behave-near-traffic">http://think.direct.gov.uk/resource-centre/key-stage-1/how-to-behave-near-traffic</a></p> <p><a href="http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources">http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources</a></p> <p><a href="http://skillzone.glosfire.gov.uk/teachers/">http://skillzone.glosfire.gov.uk/teachers/</a></p>

## Understanding personal change & responsibility

Topic/Theme: All About Me		
Key Questions	Summary of Outcomes	Resources
<p>Why am I special?</p> <p>Why should we brush our teeth?</p> <p>Why do we keep clean?</p> <p>What keeps me healthy/in balance?</p> <p>What are the correct names for body parts?</p> <p>What can I do for myself?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Valuing their bodies and capabilities</li> <li>• Knowing what makes each of us unique and special</li> <li>• Brushing teeth</li> <li>• Hygiene</li> <li>• Being aware of body needs e.g. water, sleep exercise etc.</li> </ul> <p>Introduce correct names for body parts</p>	<p>GHLL SRE scheme of work</p> <p>SEAL – Good to Be Me, Going for Goals, New Beginnings, Changes</p> <p>Facts4life scheme of work</p>

# RELATIONSHIPS

## Understanding the dynamics of healthy relationships

Topic/Theme: Friends and kindness		
Key Questions	Summary of Outcomes	Resources
<p>What makes me a good friend?</p> <p>What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)?</p> <p>How do we show kindness to ourselves?</p> <p>How do we show kindness to others?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Protective behaviours (understanding what makes you and others feel happy or sad)</li> <li>• Identifying kindness</li> </ul>	<p><b>Relationships</b></p> <p>SEAL – Relationships, Getting on and Falling Out, Say No to Bullying</p> <p><b>Anti-bullying</b></p> <p>GHLL Equalities scheme</p>

# LIVING IN THE WIDER WORLD

## How media, commerce and social issues shape our understanding of the world

Topic/Theme: Internet Safety		
Key Questions	Summary of Outcomes	Resources
<p>How do I stay safe online?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Games, applications, TV streaming</li> <li>• Passwords/Access codes, PINS</li> <li>• Appropriate websites</li> </ul>	<p><b>Internet Safety</b></p> <p><a href="http://www.kidsmart.org.uk/teachers/ks1/">http://www.kidsmart.org.uk/teachers/ks1/</a></p>



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# KEY STAGE ONE

GLOUCESTERSHIRE PSHE & SAFEGUARDING CURRICULUM

## HEALTH AND WELL-BEING

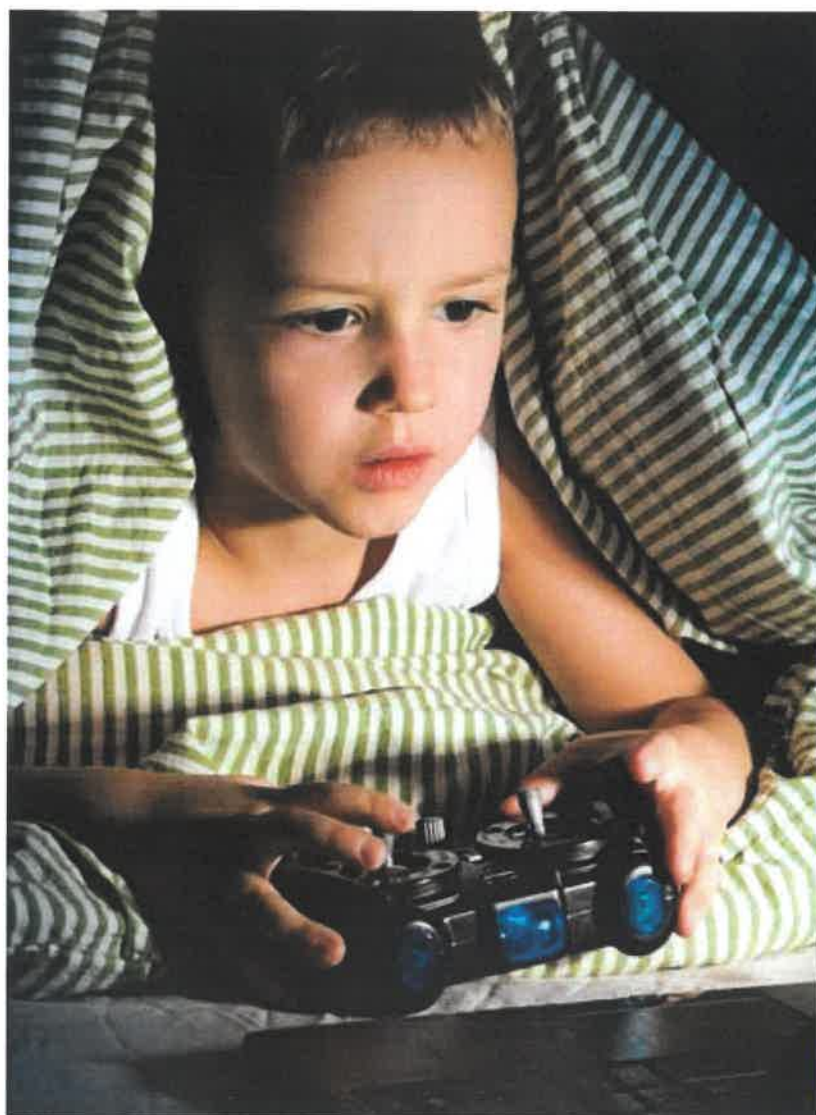
## Developing risk management

Topic/Theme: Keeping Safe , People who help us		
Key Questions	Summary of Outcomes	Resources
<p>Who helps us?</p> <p>What are emergency services?</p> <p>How do the emergency services help to keep us safe?</p> <p>How do we keep ourselves safe?</p> <p>Who can we speak to about our feelings?</p> <p>What is a medicine?</p> <p>When can medicines be helpful and when can they be harmful?</p> <p>Who takes responsibility for medicines when we're younger?</p> <p>How do I recognise when something could be harmful?</p> <p>What could I do if I think something is not safe?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Road safety</li> <li>• Personal safety</li> <li>• Stranger danger</li> <li>• Sun Smart</li> <li>• Recognise that our feelings can affect the way we behave</li> <li>• Identify where we can go when we need to feel safe</li> <li>• Identify who we can speak to about our feelings</li> <li>• Drugs and their uses (medicines are drugs that are intended to help us)</li> </ul>	<p><b>Drugs</b></p> <p>GHLL Drugs scheme of work</p> <p><b>Managing Self</b></p> <p>GHLL Protective Behaviours scheme of work</p> <p><b>Keeping Safe</b></p> <p><a href="http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources">http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources</a></p> <p><a href="http://www.glosfire.gov.uk/cd_res/site/teacher/ks1/index_t_ks1.htm">http://www.glosfire.gov.uk/cd_res/site/teacher/ks1/index_t_ks1.htm</a></p> <p><a href="http://think.direct.gov.uk/resource-centre/key-stage-1/how-to-behave-near-traffic">http://think.direct.gov.uk/resource-centre/key-stage-1/how-to-behave-near-traffic</a></p> <p><a href="http://skillzone.glosfire.gov.uk/teachers/">http://skillzone.glosfire.gov.uk/teachers/</a></p>

## Understanding personal change &amp; responsibility

Topic/Theme: All About Me		
Key Questions	Summary of Outcomes	Resources
<p>How have I changed?</p> <p>What is similar and different about girls and boys?</p> <p>What are the names of the external body parts?</p> <p>What are the correct names for body parts?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• The changes that have taken place since being a baby</li> <li>• Some of the changes that will take place as a baby grows into an adult</li> <li>• that humans produce babies that grow into children and then into adults</li> </ul>	<p>GHLL SRE scheme of work</p> <p>SEAL – Good to Be Me, Going for Goals, New Beginnings, Changes</p>

Key Questions	Summary of Outcomes	Resources
<p>Why am I special?</p> <p>What makes me feel good about myself?</p> <p>What do we have in common with others?</p> <p>How are we different?</p> <p>Why do we keep clean?</p> <p>What keeps me healthy/in balance?</p> <p>How can I develop my resilience?</p> <p>What is an 'active lifestyle'?</p> <p>Why is it important to be active?</p> <p>How do I feel? What affects my mood?</p>	<ul style="list-style-type: none"> <li>the main external parts of the bodies of humans including agreed names for sexual parts</li> <li>What makes each of us unique and special</li> <li>Hygiene</li> <li>Resilience</li> <li>Personal responsibility</li> <li>Diet &amp; exercise</li> <li>Illness, wellness &amp; balance</li> <li>Positive coping strategies</li> </ul>	<p>GHLL resilience resource - Make Me A Superhero</p> <p>Facts4life scheme of work</p> <p>GHLL 'Focused for Learning' resource (based on Mindfulness)</p>



# RELATIONSHIPS

## Understanding the dynamics of healthy relationships

Topic/Theme: Friends and family		
Key Questions	Summary of Outcomes	Resources
<p>Who takes care of me?</p> <p>What does private mean?</p> <p>What makes a good friendship?</p> <p>What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Different relationships</li> <li>• The responsibilities that parents have for babies and children</li> <li>• The underwear rule (PANTS)</li> <li>• Making and keeping friends</li> <li>• Protective behaviours (understanding what makes you and others feel happy or sad)</li> <li>• Positive touch activities               <ul style="list-style-type: none"> <li>- the need to seek permission when we touch someone else</li> <li>- the need to be respectful of a person's personal boundaries</li> </ul> </li> </ul>	<p><b>Relationships</b></p> <p>C-I-P Emotions Cards (<a href="http://www.ghll.org.uk">www.ghll.org.uk</a>)</p> <p>NSPCC PANTS  <a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a></p> <p>Positive touch activity training from GHLL team</p> <p>GHLL Protective Behaviours scheme of work</p>
Topic/Theme: Kindness and anti-bullying		
<p>How do we show kindness to ourselves?</p> <p>How do we show kindness to others?</p> <p>How do I feel when I am shown kindness?</p> <p>How do I feel when I show kindness to others?</p>	<ul style="list-style-type: none"> <li>• Different types of unkind behaviour</li> <li>• The difference between isolated incidents of unkind behaviour and bullying</li> <li>• Identifying acts of kindness</li> <li>• Exploring how kindness benefits all involved</li> </ul>	<p>SEAL – Relationships, Getting on and Falling Out, Say No to Bullying</p> <p><b>Anti-bullying</b>            GHLL Equalities scheme (online resource)</p>



# LIVING IN THE WIDER WORLD

## How media, commerce and social issues shape our understanding of the world

Topic/Theme: Internet Safety		
Key Questions	Summary of Outcomes	Resources
How do I stay safe online?	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Internet Safety - Online games, email/chat</li> <li>• Games, applications, TV streaming</li> <li>• Passwords/Access codes, PINS</li> <li>• Appropriate websites</li> </ul>	<p><b>Internet Safety</b></p> <p><a href="https://www.thinkuknow.co.uk/5_7/">https://www.thinkuknow.co.uk/5_7/</a></p> <p><a href="http://www.saferinternet.org.uk/">http://www.saferinternet.org.uk/</a></p> <p><a href="http://www.everyschool.co.uk/i.c.t.-key-stage-1-internet-safety.html">http://www.everyschool.co.uk/i.c.t.-key-stage-1-internet-safety.html</a></p> <p><a href="#">SkillZONE (Internet Cafe)</a></p> <p><b>Cyberbullying</b></p> <p>GHLL Equalities scheme (online resource)</p>
Topic/Theme: Media Influence		
<p>How do we feel about the events we see through the media?</p> <p>Does the media always present events factually?</p> <p>How do we engage with what we see through the media?</p>	<ul style="list-style-type: none"> <li>• Reacting to events on TV e.g. terrorism, racism, inappropriate behaviour of role models</li> <li>• Advertising e.g. influence, bias, distortion</li> </ul>	
Topic/Theme: Financial Capability		
How do I manage my pocket money?	<ul style="list-style-type: none"> <li>• Monetary value and the notion of saving up for a purchase</li> </ul>	<p><b>Financial Capability</b></p> <p><a href="http://www.moneysavingexpert.com/financial-education/">http://www.moneysavingexpert.com/financial-education/</a></p>
Topic/Theme: Social Issues		
What is happening in my community?	<ul style="list-style-type: none"> <li>• Issues of interest/relevance to their locality</li> </ul>	

## Topic/Theme: Citizenship &amp; British Values

Key Questions	Summary of Outcomes	Resources
<p><b>School and class rules (The Rule of Law and Democracy)</b></p> <p>What are our class / school rules?</p> <p>Why is it important we all stick to the class rules?</p> <p><b>Children's rights and responsibilities – (Liberty)</b></p> <p>How can we help each other?</p> <p>What is the difference between a want and a need?</p> <p>What are our rights?</p> <p>What are our responsibilities to ourselves and others?</p> <p><b>The local community (Respect and tolerance)</b></p> <p>What do we mean by community?</p> <p>What sorts of communities are there? (e.g. class, school, local)</p> <p>Who is in our community?</p> <p>What groups do we belong to, in school or outside of school?</p> <p>Do we all believe in the same things?</p> <p><b>The local environment (Respect)</b></p> <p>What is good about where we live?</p> <p>What would make it even better?</p> <p>What can we do to improve our local area?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Contributing to the life of the classroom and the school</li> <li>• Group and class rules and understand how these rules help them</li> <li>• Rights and responsibilities</li> <li>• Belonging to various groups and communities such as family and school</li> <li>• What improves and harms their local, natural and environments and about some of the ways people look after them</li> </ul>	<p><a href="http://www.oxfam.org.uk/~media/Files/Education/Resources/Childrens%20rights/lesson1_needs_and_wants.ashx">http://www.oxfam.org.uk/~media/Files/Education/Resources/Childrens%20rights/lesson1_needs_and_wants.ashx</a></p> <p>(Can be adapted for KS1)</p>

\* SEN Resources

# LOWER KEY STAGE TWO

GLOUCESTERSHIRE PSHE & SAFEGUARDING CURRICULUM

# HEALTH AND WELL-BEING

## Developing risk management

Topic/Theme: Keeping Safe at home, Keeping safe outside		
Key Questions	Summary of Outcomes	Resources
<p>How do we keep ourselves safe?</p> <p>Who can we speak to about our feelings?</p> <p>Who can I ask for help?</p> <p>What is a drug?</p> <p>Are all drugs medicines?</p> <p>What drugs have a non-medical use?</p> <p>What does 'age-restricted' mean?</p> <p>What does 'Smokefree' mean?</p> <p>What laws encourage 'smokefree' environments?</p> <p>What risks are there? What would someone need to know before they tried a legal / illegal drug (the risks)?</p> <p>What drinks contain drugs? (e.g. caffeine/alcohol)</p> <p>Is it normal for young people to use drugs?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>Recognise that our feelings can affect the way we behave</li> <li>Identify where we can go when we need to feel safe</li> <li>Identify who we can speak to about our feelings</li> <li>Alcohol &amp; tobacco</li> <li>Drugs and their uses including medical drugs</li> <li>Effects and risks of drugs</li> <li>Children learn that drug use is a minority activity</li> <li>SunSmart</li> </ul>	<p><b>Drugs</b></p> <p>GHLL Drugs scheme of work</p> <p>Smokefree Resource - NHS/GHLL - Breath of Fresh Air</p> <p><b>Managing Self</b></p> <p>GHLL Protective Behaviours scheme of work</p> <p><b>Sun Safety</b></p> <p><a href="http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources">http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources</a></p>



## Understanding personal change & responsibility

Topic/Theme: Personal Responsibility		
Key Questions	Summary of Outcomes	Resources
<p>What is special about me?</p> <p>What makes me feel good about myself?</p> <p>What gives me energy?</p> <p>Why do we keep clean?</p> <p>What keeps me healthy/in balance?</p> <p>How do I feel? What affects my mood?</p> <p>How can I manage my feelings? (including feelings of loss)</p> <p>How can I develop my resilience?</p> <p>What is an 'active lifestyle'?</p> <p>Why is it important to be active?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• What is special about me?</li> <li>• My thoughts, feelings</li> <li>• What affects our energy levels and the way we feel</li> <li>• Recognising how these feelings can impact our behaviour</li> <li>• Resilience</li> <li>• Hygiene</li> <li>• Diet, exercise &amp; sleep</li> <li>• Illness, wellness &amp; balance</li> <li>• Managing feelings</li> <li>• Self worth</li> <li>• Anxiety – triggers, positive strategies for coping.</li> <li>• Bereavement (of pets)</li> </ul>	<p>SEAL – Good to Be Me, Going for Goals, New Beginnings, Changes</p> <p>Primary Mental Health Handbook</p> <p>Samaritan resource – DEAL (Developing Emotional Aspects of Learning)</p> <p>Facts4Life scheme of work</p> <p>GHLL Resilience scheme – Make Me A Superhero</p> <p>Positive Coping Strategies - GHLL 'Focused for Learning' resource (Mindfulness principles)</p> <p>GHLL 'Counting Sleep' learning resource – promoting positive sleep patterns</p>
Topic/Theme: Growing Up		
<p>What are the physical differences between males and females?</p>	<ul style="list-style-type: none"> <li>• Some of the physical changes that will happen as they get older</li> <li>• The physical changes that take place at puberty, why they happen and how to manage them</li> </ul>	<p>GHLL SRE scheme of work</p> <p>Living and Growing DVD <a href="https://shop.channel4learning.com/?page=shop&amp;pid=26651">https://shop.channel4learning.com/?page=shop&amp;pid=26651</a></p> <p>Puberty and Sexuality Pack for Children and Young People with Learning Disabilities: Leeds NHS Resource (<a href="http://www.rsehub.org.uk">www.rsehub.org.uk</a>)</p> <p>Some of your bits 'aint nice (video resource) <a href="https://www.youtube.com/watch?v=6SXzauoMSM0">https://www.youtube.com/watch?v=6SXzauoMSM0</a></p>

# RELATIONSHIPS

## Understanding the dynamics of healthy relationships

Topic/Theme: Friends and family		
Key Questions	Summary of Outcomes	Resources
<p>What responsibilities does a parent have for their child?</p> <p>What behaviour affects our feelings and how (including appropriate and inappropriate touch)?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Changes in relationships with parents &amp; friends</li> <li>• Different types of love</li> <li>• The need for trust and love in marriage and established relationships</li> <li>• The responsibilities that parents have for babies and children</li> <li>• Positive touch activities</li> <li>• The need to seek permission when we touch someone else</li> <li>• The need to be respectful of a person's personal boundaries</li> </ul>	<p><b>Relationships</b></p> <p>GHLL SRE scheme of work</p> <p>GHLL Protective Behaviours scheme of work</p> <p>'Big Talk' education cards</p> <p><a href="http://www.nspcc.org.uk/Inform/publications/downloads/intheknow_wdf48158.pdf">http://www.nspcc.org.uk/Inform/publications/downloads/intheknow_wdf48158.pdf</a></p>
Topic/Theme: Kindness and anti-bullying		
<p>What is an unhealthy relationship?</p> <p>What is a healthy relationship?</p> <p>What is bullying?</p> <p>How do we show kindness to ourselves?</p> <p>How do we show kindness to others?</p> <p>How do I feel when I am shown kindness?</p> <p>How do I feel when I show kindness to others?</p>	<ul style="list-style-type: none"> <li>• The difference between isolated incidents of unkind behaviour and bullying</li> <li>• Recognising that bullying behaviour is not the norm (most of the time, most children are not bullied and are not bullies)</li> <li>• Identifying acts of kindness</li> <li>• Exploring how kindness benefits all involved</li> </ul>	<p>Positive touch activity training from GHLL team</p> <p>SEAL – Relationships, Getting on and Falling Out, Say No to Bullying</p> <p><b>Anti-bullying</b></p> <p>GHLL Equalities scheme (online resource)</p> <p><a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>

# LIVING IN THE WIDER WORLD

## How media, commerce and social issues shape our understanding of the world

Topic/Theme: Internet Safety		
Key Questions	Summary of Outcomes	Resources
<p>How do I stay safe online?</p> <p>How do I manage appropriate relationships online?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Internet Safety -Online games, email/chat</li> <li>• Texting, instant messenger, 'kick' etc.</li> <li>• Appropriate gaming, websites, applications, TV streaming</li> <li>• Passwords/Access codes, PINS</li> <li>• Appropriate websites</li> </ul>	<p><b>Internet Safety</b></p> <p><a href="https://www.thinkuknow.co.uk/8_10/">https://www.thinkuknow.co.uk/8_10/</a></p> <p>SkillZONE</p> <p><b>Keeping Safe</b></p> <p><a href="http://www.nspcc.org.uk/Inform/publications/downloads/intheknow_wdf48158.pdf">http://www.nspcc.org.uk/Inform/publications/downloads/intheknow_wdf48158.pdf</a></p> <p><b>Cyberbullying</b></p> <p>GHLL Equalities scheme (online resource)</p>
Topic/Theme: Media Influence		
<p>How do we feel about the events we see through the media?</p> <p>Does the media always present events factually?</p> <p>How do we engage with what we see through the media?</p>	<ul style="list-style-type: none"> <li>• Reacting to events on TV e.g. terrorism, racism, inappropriate behaviour of role models</li> <li>• Advertising e.g. influence, bias, distortion</li> </ul>	<p><b>Media</b></p> <p><a href="http://www.bbc.co.uk/newsround/">http://www.bbc.co.uk/newsround/</a></p>
Topic/Theme: Financial Capability		
<p>How do I manage my pocket money?</p> <p>Where does our money come from?</p>	<ul style="list-style-type: none"> <li>• Monetary value and the notion of saving up for a purchase</li> <li>• Different sources of income</li> <li>• Different forms of money and payment</li> </ul>	<p><a href="http://www.moneysavingexpert.com/financial-education/">http://www.moneysavingexpert.com/financial-education/</a></p> <p>Pfeg – Spending Sense</p>
Topic/Theme: Social Issues		
<p>What is happening in my community?</p> <p>How can we make a difference? (A sense of agency; we can all contribute to making a positive change)</p>	<ul style="list-style-type: none"> <li>• Issues of interest/relevance to their locality</li> </ul>	

Topic/Theme: Citizenship & British Values		
Key Questions	Summary of Outcomes	Resources
<p><b>School, class and other rules (The Rule of Law and Democracy)</b></p> <p>What are our class and school rules and why do we have them?</p> <p>What other rules do you know about?</p> <p>What is the difference between a rule and a law?</p> <p>How are rules and laws made?</p> <p><b>Children’s rights and responsibilities (UN) – (Liberty)</b></p> <p>What are the UN Rights of the Child?</p> <p>What jobs do you do at home?</p> <p>What roles do we have at home and school?</p> <p>What are you responsible for at home and at school?</p> <p><b>The local/global community and Personal Identity (Tolerance and Respect)</b></p> <p>What does a community look like?</p> <p>How do religious beliefs affect the community?</p> <p>What are your school values?</p> <p>What are the different customs of people in your school community?</p> <p><b>The local environment (Respect)</b></p> <p>What is good about where we live?</p> <p>What would make it even better? (Link to Geography environmental topics)</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Why different rules are needed in different situations and how to take part in making them</li> <li>• Human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> <li>• Different kinds of responsibilities, rights and duties at home and at school</li> <li>• Being part of a community and understand that they belong to different groups</li> <li>• The lives of people living in other places, and people with different values and customs</li> <li>• What improves and harms their local and natural environments and about some of the ways people look after them</li> </ul>	<p><a href="http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf">http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf</a></p> <p><a href="https://www.tes.co.uk/teaching-resource/rights-and-responsibilities-3007804">https://www.tes.co.uk/teaching-resource/rights-and-responsibilities-3007804</a>. You will need to set up an account but it is free to register.</p> <p><a href="http://www.oxfam.org.uk/~media/Files/Education/Resources/Childrens%20rights/lesson4_exploring_rights.ashx">http://www.oxfam.org.uk/~media/Files/Education/Resources/Childrens%20rights/lesson4_exploring_rights.ashx</a></p>

\* SEN Resources

# UPPER KEY STAGE TWO

GLOUCESTERSHIRE PSHE & SAFEGUARDING CURRICULUM

# HEALTH AND WELL-BEING

## Developing risk management

Topic/Theme: Keeping safe at home, Keeping safe outside		
Key Questions	Summary of Outcomes	Resources
<p>What does 'smokefree' mean?</p> <p>What is a drug?</p> <p>Why do we have laws that control drugs in this country and what they are?</p> <p>Why are some drugs illegal and some legal?</p> <p>What effects and risks do drugs have (including tobacco and alcohol – and volatile substances, if raised)?</p> <p>Is it normal for young people to use drugs?</p> <p>Is drug use increasing or decreasing among young people?</p> <p>Why do we sometimes take risks?</p> <p>How do we keep safe around the home?</p> <p>How do we keep ourselves safe outside?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Legal &amp; illegal drugs</li> <li>• Drugs and the law</li> <li>• Effects and risks of drugs</li> <li>• E-cigarettes</li> <li>• Drug use as a minority activity</li> <li>• Drug use in young people decreasing</li> <li>• Different types of risks, including positive risk taking</li> <li>• Identifying and assessing risks</li> <li>• Hazards in the home e.g. electrical appliances, sources of fire, sharps and blades, cleaning substances etc.</li> <li>• SunSmart</li> <li>• Emergency Aid</li> <li>• Public transport</li> <li>• Hazards in our community e.g. power sub stations, sharps and blades, farms, construction sites.</li> </ul>	<p><b>Drugs</b></p> <p>GHLL Drugs scheme of work</p> <p>E-Bug (<a href="http://www.e-bug.eu">www.e-bug.eu</a>)</p> <p>- NHS/GHLL - Breath of Fresh Air (Smokefree learning resource)</p> <p><b>Keeping Safe</b></p> <p><a href="http://www.nspcc.org.uk/Inform/publications/downloads/intheknow_wdf48158.pdf">http://www.nspcc.org.uk/Inform/publications/downloads/intheknow_wdf48158.pdf</a></p> <p><a href="http://www.glosfire.gov.uk/cd_res/site/teacher/ks2/index_t_ks2.htm">http://www.glosfire.gov.uk/cd_res/site/teacher/ks2/index_t_ks2.htm</a></p> <p><a href="http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources">http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources</a></p> <p><a href="http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children">http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children</a></p> <p><a href="http://skillzone.glosfire.gov.uk/teachers/">http://skillzone.glosfire.gov.uk/teachers/</a></p>



## Understanding personal change & responsibility

Topic/Theme: Personal Responsibility		
Key Questions	Summary of Outcomes	Resources
<p>How do I feel? What affects my mood?</p> <p>How can I manage my feelings (including feelings of loss)?</p> <p>Why do we keep clean?</p> <p>What keeps me healthy/in balance?</p> <p>What do I want? What am I comfortable with?</p> <p>How can I develop my resilience?</p> <p>What is an 'active lifestyle'?</p> <p>Why is it important to be active?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Bereavement</li> <li>• Managing feelings</li> <li>• Self worth</li> <li>• Anxiety – triggers, positive strategies for coping.</li> <li>• Resilience</li> <li>• Self harm</li> <li>• Hygiene</li> <li>• Diet, exercise &amp; sleep</li> <li>• Illness, wellness &amp; balance</li> <li>• Assertiveness (self-assured and confident without being aggressive)</li> </ul>	<p>GHLL 'Counting Sleep' learning resource</p> <p>Facts4Life scheme of work</p> <p>SEAL – Good to Be Me, Going for Goals, New Beginnings, Changes Positive Coping Strategies - GHLL Focused for Learning resource (Mindfulness principles)</p> <p>Primary Mental Health Handbook</p> <p>Samaritan resource – DEAL (Developing Emotional Aspects of Learning)</p> <p><b>Managing Self</b></p> <p>GHLL Protective Behaviours scheme of work</p> <p>GHLL 'Counting Sleep' – promoting positive sleep patterns</p> <p>GHLL Resilience scheme – Make Me A Superhero</p>
Topic/Theme: Growing Up		
<p>What changes happen as we become adults?</p> <p>What are the stages in the human life cycle?</p> <p>How are babies made?</p>	<ul style="list-style-type: none"> <li>• Puberty/body changes</li> <li>• The physical changes that take place at puberty, why they happen and how to manage them</li> <li>• Name and describe the functions of the sexual organs of boys and girls</li> <li>• Describe some internal differences between males and females</li> <li>• About the facts of the human lifecycle, including sexual intercourse</li> </ul>	<p>Some of your bits ain't nice (video resource) <a href="https://www.youtube.com/watch?v=6SXzauoMSM0">https://www.youtube.com/watch?v=6SXzauoMSM0</a></p> <p>GHLL SRE scheme of work</p> <p>Living and Growing DVD <a href="https://shop.channel4learning.com/?page=shop&amp;pid=26651">https://shop.channel4learning.com/?page=shop&amp;pid=26651</a></p> <p>Puberty and Sexuality Pack for Children and Young People with Learning Disabilities: Leeds NHS Resource (<a href="http://www.rsehub.org.uk">www.rsehub.org.uk</a>)</p> <p>FPA Talk About Growing Up</p> <p>FPA Talk About Sex and Relationships</p>
<b>Female Genital Mutilation*</b>	*Staff training opportunity as relevant to school demographic	

# RELATIONSHIPS

## Understanding the dynamics of healthy relationships

Topic/Theme: Friends and family		
Key Questions	Summary of Outcomes	Resources
<p>What is a healthy relationship?</p> <p>What is an unhealthy relationship?</p> <p>What behaviour affects our feelings and how (including appropriate and inappropriate touch)?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Friends</li> <li>• Changes in relationships e.g. with parents, boyfriend/girlfriend</li> <li>• The need for trust and love in marriage and established relationships</li> <li>• Protective behaviours</li> <li>• Assertiveness (self assured and confident without being aggressive)</li> <li>• Positive touch activities</li> <li>• The need to seek permission when we touch someone else</li> <li>• The need to respect personal boundaries</li> </ul>	<p><b>Relationships</b></p> <p>GHLL SRE scheme of work</p> <p>GHLL Protective Behaviours scheme of work</p> <p><a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a></p> <p>Positive touch activity training from GHLL team</p>
Topic/Theme: Kindness and anti-bullying		
<p>What is bullying?</p> <p>What do you do if you are being bullied?</p> <p>What do you do if you see someone being bullied?</p> <p>How do we show kindness to ourselves?</p> <p>How do we show kindness to others?</p> <p>How do I feel when I am shown kindness?</p> <p>How do I feel when I show kindness to others?</p>	<ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• Different types of unkind behaviour and bullying (emotional, physical, verbal, cyber, sexual, homophobic, racial, cultural)</li> <li>• Identifying acts of kindness</li> <li>• Exploring how kindness benefits all involved</li> </ul>	<p><b>Anti-bullying</b></p> <p>GHLL Equalities scheme (online resource)</p> <p><a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p> <p>Stonewall resource – ‘Different Families Same Love’</p> <p><a href="http://www.stonewall.org.uk/at_school/education_resources/default.asp">http://www.stonewall.org.uk/at_school/education_resources/default.asp</a></p> <p>SEAL – Relationships, Getting on and Falling Out, Say No to Bullying</p>

# LIVING IN THE WIDER WORLD

## How media, commerce and social issues shape our understanding of the world

Topic/Theme: Internet Safety		
Key Questions	Summary of Outcomes	Resources
<p>How do I stay safe online?</p> <p>How do I manage appropriate relationships online?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Internet Safety – Facebook, grooming etc.</li> <li>• Appropriate gaming, websites, applications, TV streaming</li> <li>• Share Aware - what information you share online and how it could be used</li> </ul>	<p><a href="https://www.thinkuknow.co.uk/8_10/">https://www.thinkuknow.co.uk/8_10/</a></p> <p><a href="https://www.thinkuknow.co.uk/11_13/">https://www.thinkuknow.co.uk/11_13/</a></p> <p><b>SKILLZONE</b></p> <p>GHLL Equalities scheme of Work</p> <p><a href="http://www.nspcc.org.uk/shareaware">www.nspcc.org.uk/shareaware</a></p> <p><a href="http://www.childnet.com/resources/star-toolkit/trust">http://www.childnet.com/resources/star-toolkit/trust</a></p> <p><b>NSPCC Animations:</b>            Lucy and the Boy: <a href="https://www.youtube.com/watch?v=kwcl-VP3FYc">https://www.youtube.com/watch?v=kwcl-VP3FYc</a></p> <p>I Saw Your Willy: <a href="https://www.youtube.com/watch?v=sch_WMjd6go">https://www.youtube.com/watch?v=sch_WMjd6go</a></p>
Topic/Theme: Media Influence		
<p>How do we feel about the events we see through the media?</p> <p>Does the media always present events factually?</p> <p>How do we engage with what we see through the media?</p> <p>How does what we see and hear through the media influence our own behaviours?</p>	<ul style="list-style-type: none"> <li>• How events on TV are portrayed e.g. terrorism, racism, inappropriate behaviour of role models</li> <li>• Advertising e.g. influence, bias, distortion</li> <li>• Media influence</li> <li>• Body image</li> </ul>	<p><b>Body Image</b></p> <p><a href="http://selfesteem.dove.co.uk/Teaching_resources.aspx">http://selfesteem.dove.co.uk/Teaching_resources.aspx</a></p> <p><b>Controversial Issues</b></p> <p><a href="http://www.oxfam.org.uk/~media/Files/Education/Teacher%20Support/Free%20Guides/teaching_controversial_issues.ashx">http://www.oxfam.org.uk/~media/Files/Education/Teacher%20Support/Free%20Guides/teaching_controversial_issues.ashx</a></p>
Topic/Theme: Financial Capability		
<p>How do I manage my pocket money?</p> <p>Where does our money come from?</p> <p>What is profit and loss?</p>	<ul style="list-style-type: none"> <li>• Monetary value and the notion of saving up for a purchase</li> <li>• Different sources of income</li> <li>• Different forms of money and payment</li> <li>• Managing a budget</li> <li>• Enterprise opportunities</li> </ul>	<p><b>Financial Capability</b></p> <p><a href="http://www.moneysavingexpert.com/financial-education/">http://www.moneysavingexpert.com/financial-education/</a></p> <p><b>Pfeg – Spending Sense</b></p>

Topic/Theme: Social Issues		
Key Questions	Summary of Outcomes	Resources
<p>What is happening in my community?</p> <p>How can we make a difference? (A sense of agency; we can all contribute to making a positive change)</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>Issues of interest/relevance to their locality eg gang culture, young carers in the community</li> </ul>	
Topic/Theme: Citizenship & British Values		
<p><b>Personal opinions (Liberty and respect)</b></p> <p>What topical issues are important to debate?</p> <p>How can speak so that people want to listen?</p> <p>How can we put across our viewpoint?</p> <p>Why do people have different viewpoints?</p> <p><b>Personal identities (Liberty and respect)</b></p> <p>What are the different religions and cultures represented in your community?</p> <p>How are the different world religions similar to each other?</p> <p>How are they different?</p> <p><b>Democracy</b></p> <p>How are rules and laws made and changed?</p> <p>What is a democracy?</p> <p>How are local councils and the government elected?</p> <p>What is the role of parliament?</p> <p>How are laws made and who makes them?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>Topical issues, problems and events (including the global environment) and how to take part in debates</li> <li>The range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>Rules and laws that protect themselves and others and how they are made and changed</li> </ul>	<p><a href="http://www.oxfam.org.uk/~media/Files/Education/Resources/Childrens%20rights/lesson7_letter_writing.ashx">http://www.oxfam.org.uk/~media/Files/Education/Resources/Childrens%20rights/lesson7_letter_writing.ashx</a> (as an example for debate)</p> <p><a href="http://www.parliament.uk/education/teaching-resources-lesson-plans/">http://www.parliament.uk/education/teaching-resources-lesson-plans/</a></p>

Topic/Theme: Citizenship & British Values*		
Key Questions	Summary of Outcomes	Resources
<p><b>Children’s and adults rights and responsibilities (UN) – (Liberty)</b></p> <p>What roles do we have in the community?</p> <p>What are you responsible for in the community?</p> <p>How do laws protect our rights?</p> <p><b>Conflict resolution (Tolerance)</b></p> <p>If we fall out, how can we still be friends?</p> <p>How can we help people to become friends again when they’ve fallen out?</p> <p>Why might we fall out and can we prevent it?</p> <p><b>Charitable work</b></p> <p>What is a charity?</p> <p>Who funds charities?</p> <p>Why do charities exist?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>• Different kinds of responsibilities, rights and duties in the community</li> <li>• Rights in relation to the law</li> <li>• Resolving differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices</li> <li>• The role of voluntary and community groups</li> </ul>	<p>GHLL Peer Mediation scheme (online resource)</p> <p><a href="http://www.preventtragedies.co.uk">www.preventtragedies.co.uk</a> (advice and guidance aimed at keeping people safe from being drawn into terrorist related activities)</p>

\* SEN Resources

