

## PSHE AND SAFEGUARDING CURRICULUM

### HEALTH AND WELLBEING

#### 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 laws encourage 'smoke-free' environments?</p> <p>What risks are there?</p> <p>What would someone need to</p>	<p>Children will learn about:</p> <p>Recognising that our feelings can affect the way we behave</p> <p>Identify where we can go when we need to feel safe</p> <p>Identify who we can speak to about our feelings</p> <p>Alcohol and tobacco</p> <p>Drugs and their uses including medical drugs</p> <p>Effects and risks of drugs</p> <p>Children learn that drug use is a minority activity</p> <p>SunSmart</p>	<p>Drugs:</p> <p>GHLL Drugs scheme of work</p> <p>Smokefree Resource</p> <p>NHS/GHLL – Breath of Fresh Air</p> <p>Managing Self:</p> <p>GHLL Protective Behaviours scheme of work</p> <p>Sun Safety:</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>know before they tried a legal/illegal drug (the risks?)          What drinks contain drugs? (e.g. caffeine/alcohol?)</p>		
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**Understanding personal change and responsibility**

Topic/Theme: Personal Responsibility		
Key Questions	Summary of Outcomes	Resources
<p>What is special about me?            What makes me feel good about myself?            What gives me energy?            Why do we keep clean?            What keeps me healthy/in balance?            How do I feel? What affects my mood?            How can I manage my feelings? (including feelings of loss)            How can I develop my resilience?            What is an 'active lifestyle'?            Why is it important to be active?</p>	<p>Children will learn about:            What is special about me?            My thoughts, feelings            What affects our energy levels and the way we feel            Recognising how these feelings can impact on our behaviour            Resilience            Hygiene            Diet, exercise and sleep            Illness, wellness and balance            Managing feelings            Self-worth            Anxiety – triggers, positive strategies for coping.            Bereavement (of pets)</p>	<p>SEAL: Good to be me, Going for goals, New Beginnings, Changes</p> <p>Primary Mental Health Handbook</p>

Topic/Theme: Growing up		
Key Questions	Summary of Outcomes	Resources
What are the physical differences between males and females?	Children will learn about: Some of the physical changes that will happen as they get older The physical changes that take place at puberty, why they happen and how to manage them	GHLL scheme of work 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>  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> Some of your bits 'aint nice <a href="https://www.youtube.com/watch?v=6SXzauoMSM0">https://www.youtube.com/watch?v=6SXzauoMSM0</a>

## RELATIONSHIPS

Understanding the dynamics of healthy relationships

Topic/Theme: Friends and Family		
Key Questions	Summary of Outcomes	Resources
What responsibilities does a parent have for their child? What behaviour affects our feelings and how (including appropriate and inappropriate touch)?	Children will learn about: Changes in relationships with parents and friends Different types of love The need for trust and love in marriage and established relationships	GHLL SRE scheme of work GHLL Protective behaviours scheme of work 'Big Talk' education cards <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>The responsibilities that parents have for babies and children</p> <p>Positive touch activities</p> <p>The need to seek permission when we touch someone else</p> <p>The need to be respectful of a person's personal boundaries</p>	
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Topic/Theme: Kindness and anti-bullying		
Key Questions	Summary of Outcomes	Resources
<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>	<p>Children will learn about:</p> <p>Changes in relationships between parents and friends</p> <p>Different types of love</p> <p>The need for trust and love in marriage and established relationships</p> <p>The responsibilities that parents have for babies and children</p> <p>Positive touch activities</p> <p>The need to seek permission when we touch someone else</p>	<p><a href="http://www.gogivers.org/teachers/lessons/ks-2/theme/friendship-and-care/">http://www.gogivers.org/teachers/lessons/ks-2/theme/friendship-and-care/</a></p> <p>positive touch activity training from GHLL team</p> <p>SEAL: relationships, getting on and falling out, Say no to Bullying</p> <p>Anti-Bullying:</p> <p>GHLL equalities sheme (online resource)</p> <p><a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p>

	<b>The need to be respectful of a person's personal boundaries</b>	
<b>Topic/Theme: Kindness and Anti-Bullying</b>		
<b>Key Questions</b>	<b>Summary of Outcomes</b>	<b>Resources</b>
<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>	<p>Children will learn about:</p> <p>The difference between isolated incidents of unkind behaviour and bullying</p> <p>Recognising that bullying behaviour is not the norm (most of the time, most children are not bullied and are not bullies)</p> <p>Identifying acts of kindness</p> <p>Exploring how kindness benefits all involved</p>	<p><a href="http://www.gogivers.org/teachers/lessons/ks-2/theme/friendship-and-care/">http://www.gogivers.org/teachers/lessons/ks-2/theme/friendship-and-care/</a></p> <p>positive touch activity training from GHLL team</p> <p>SEAL -Relationships, Getting on and Falling Out, Say No to Bullying</p> <p>Anti-Bullying</p> <p>GHLL Equalities scheme (online resource)</p> <p>www.thinkuknow.co.uk</p>

## LIVING IN THE WIDER WORLD

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

<b>Topic/Theme: Internet Safety</b>		
<b>Key Questions</b>	<b>Summary of Outcomes</b>	<b>Resources</b>
<p><b>How do I stay safe online?</b></p>	<p><b>Children will learn about:</b>            Internet safety – Online games e-mail/chat            Texting, instant messenger, 'kick' etc            Appropriate gaming, websites, applications, TV streaming            Passwords/Access codes, PINS            Appropriate websites</p>	<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><b>Skillzone</b></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><b>GHLL equalities scheme (online resource)</b></p>

<b>Topic/Theme: Media Influence</b>		
<b>Key Questions</b>	<b>Summary of Outcomes</b>	<b>Resources</b>
<p><b>How do we feel about the events we see through the media?</b>  <b>Does the media always present the facts factually?</b>  <b>How do we engage with what we see through the media?</b></p>	<p><b>Children will learn about:</b>            Reacting to events on TV e.g, terrorism, racism, inappropriate behaviour or role models            Advertising e.g, influence, bias, distortion</p>	<p><b>Media:</b></p> <p><a href="http://www.bbc.co.uk/newsround/">http://www.bbc.co.uk/newsround/</a></p>

<b>Topic/Theme: Financial Capability</b>		
<b>Key Questions</b>	<b>Summary of Outcomes</b>	<b>Resources</b>
<p>How do I manage my pocket money? Where does our money come from?</p>	<p>Children will learn about: Monetary value and the notion of saving up for a purchase Different sources of income Different forms of money and payment</p>	

<b>Topic/Theme: Social Issues</b>		
<b>Key Questions</b>	<b>Summary of Outcomes</b>	<b>Resources</b>
<p>What is happening in my community? How can we make a difference? (A sense of urgency; we can all contribute to making a positive change)</p>	<p>Children will learn about: Issues of interest/relevance to their locality</p>	

<b>Topic/Theme: Citizenship and British Values</b>		
<b>Key Questions</b>	<b>Summary of Outcomes</b>	<b>Resources</b>
<p>School, class and other rules (The Rule of Law and Democracy)</p>	<p>Children will learn about:  Why different rules are needed in different</p>	<p><a href="http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf">http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf</a>  <a href="https://www.tes.co.uk/teaching-resource/rights-and-responsibilities-30007804">https://www.tes.co.uk/teaching-resource/rights-and-responsibilities-30007804</a> Need to set up account, but it is free to register</p>

<p><b>What are our class and school rules and why do we have them?</b></p>	<p><b>situations and how to take part in making them</b></p>	
<p><b>What other rules do you know about?</b></p>	<p><b>Human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</b></p>	
<p><b>What is the difference between a rule and a law?</b></p>	<p><b>Different kinds of responsibilities, rights and duties at home and at school</b></p>	
<p><b>How are rules and laws made?</b></p>	<p><b>Being part of a community and understand that they belong to different groups</b></p>	
<p><b>Children’s rights and responsibilities (UN) – (Liberty)</b></p>	<p><b>The lives of people living in other places, and people with different values and customs</b></p>	
<p><b>What are the UN Rights of the Child?</b></p>	<p><b>What improves and harms their local and natural environments and about some of the</b></p>	
<p><b>What jobs do you do at home?</b></p>		
<p><b>What roles do we have at home and school?</b></p>		
<p><b>What are you responsible for at home and at school?</b></p>		

<p><b>The local/global community and Personal identity (Tolerance and Respect)</b> <b>What does community look like?</b></p> <p><b>How do religious beliefs affect the community?</b></p> <p><b>What are your school values?</b></p> <p><b>What are the different customs of people in your school community?</b></p> <p><b>The Local Environment (Respect)</b></p> <p><b>What is good about where we live?</b></p> <p><b>What would make it even better? (link to Geography environmental topics)</b></p>	<p><b>ways people look after them.</b></p>	
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