

**PSHE AND SAFEGUARDING CURRICULUM**

**HEALTH AND WELLBEING**

**Developing Risk Management**

| <b>Topic/Theme: Keeping Safe, People who help us</b>   |  |  |
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| <b>Key Questions</b>   | <b>Summary of Outcomes:<br/>children will learn about:</b>   | <b>Resources</b>   |
| <p>Who helps us?<br/>                     What are emergency services?<br/>                     How do the emergency services keep us safe?<br/>                     How do we keep ourselves safe?<br/>                     Who can we speak to about our feelings?<br/>                     What is a medicine?<br/>                     When can medicines be helpful and when can they be harmful?<br/>                     Who takes responsibility for medicines when we're younger?<br/>                     How do I recognise when something could be harmful?<br/>                     What could I do if I think something is not safe?</p> | <p>Road safety<br/>                     Personal safety<br/>                     Stranger danger<br/>                     Sun Smart<br/>                     Recognise that our feelings can affect the way we behave<br/>                     Identify where we can go when we need to feel safe<br/>                     Identify who we can speak to about our feelings<br/>                     Drugs and their uses (medicines are drugs that are intended to help us).</p> | <p>Drugs<br/>                     GHLL Drugs scheme of work<br/>                     Managing self<br/>                     GHLL Protective behaviours scheme of work<br/>                     Keeping Safe<br/> <a href="http://www.gogivers.org/teachers/lessons/ks-1/theme/keeping-safe/">http://www.gogivers.org/teachers/lessons/ks-1/theme/keeping-safe/</a><br/> <a href="http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources">http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources</a><br/> <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><br/> <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><br/> <a href="http://skillzone.glosfire.gov.uk/teachers/">http://skillzone.glosfire.gov.uk/teachers/</a></p> |

**Understanding personal change and responsibility**

| <b>Topic/Theme: All about Me</b>   |   |                  |
|--|---|------------------|
| <b>Key Questions</b>   | <b>Summary of Outcomes:<br/>Children will learn about:</b>  | <b>Resources</b> |
| <p>How have I changed?<br/>           What is similar and different about boys and girls?<br/>           What are the names of the external body parts?<br/>           What are the correct names for body parts?<br/>           Why am I special?<br/>           What makes me feel good about myself?<br/>           What do we have in common with others?<br/>           How are we different?<br/>           Why do we keep clean?<br/>           What keeps me healthy/in balance?</p> | <p>The changes that have taken place since being a baby<br/>           Some of the changes that will take place as a baby grows into an adult<br/>           That humans produce babies that grow into children and then into adults<br/>           The main external parts of the bodies of humans including agreed names for sexual parts<br/>           What makes each of us unique and special<br/>           Hygiene<br/>           Personal responsibility<br/>           Diet and exercise<br/>           Illness, wellness and balance<br/>           Introduce correct names for body parts</p> |                  |

## RELATIONSHIPS

Understanding the dynamics of healthy relationships

| Topic/Theme: Friends and Family  |   |   |
|--|---|---|
| Key Questions  | Summary of Outcomes:<br>Children will learn about:  | Resources   |
| <p>Who takes care of me?<br/>           What does private mean?<br/>           What makes a good friendship?<br/>           What behaviour makes us feel happy/sad (including appropriate and inappropriate touch)</p> | <p>Different relationships<br/>           The responsibilities that parents have for babies and children<br/>           The underwear rule (PANTS)<br/>           Making and keeping friends<br/>           Protective behaviours (understanding what makes you and others feel happy or sad)<br/>           Positive touch activities:</p> <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> | <p>Relationships<br/>           C-I-P Emotions cards: <a href="http://www.ghll.org.uk">www.ghll.org.uk</a><br/>           NSPCC PANTS<br/> <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><br/> <br/>           Positive touch activity training from GHLL team<br/> <a href="http://www.gogivers.org/teachers/lessons/ks-1/theme/friendship-and-care">http://www.gogivers.org/teachers/lessons/ks-1/theme/friendship-and-care</a><br/> <br/>           GHLL Protective Behaviours scheme of work</p> |

| <b>Topic/Theme: Kindness and Anti-Bullying</b>   |  |  |
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| <b>Key Questions</b>   | <b>Summary of Outcomes:<br/>Children will learn about:</b>   | <b>Resources</b>   |
| <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>Different types of unkind behaviour</p> <p>The difference between isolated incidents of unkind behaviour and bullying</p> <p>Identifying acts of kindness</p> <p>Exploring how kindness benefits all involved</p> | <p>SEAL- Relationships, Getting on and Falling Out, Say No to Bullying Anti-Bullying</p> <p>GHLL Equalities Scheme (online resource)</p> |

## **LIVING IN THE WIDER WORLD**

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

| <b>Topic/Theme: Internet Safety</b> |   |   |
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| <b>Key Questions</b>                | <b>Summary of Outcomes:<br/>Children will learn about:</b>  | <b>Resources</b>  |
| <p>How do I stay safe online?</p>   | <p>Internet safety – online games, e-mail/chat</p> <p>Games, applications, TV streaming</p> <p>Passwords/Access codes, Pins</p> <p>Appropriate websites</p> | <p>Internet safety</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>skillzone (internet café)</p> <p>cyberbullying</p> <p>GHLL Equalities scheme (online resource)</p> |

| <b>Topic/Theme: Media Influence</b>   |  |                                      |
|---|--|--------------------------------------|
| <b>Key Questions</b>  | <b>Summary of Outcomes:<br/>Children will learn about:</b>   | <b>Resources</b>                     |
| <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>Reacting to events on TV e.g: terrorism, racism, inappropriate behaviour of role models</p> <p>Advertising e.g: influence, bias, distortion</p> | <p>Controversial issues - global</p> |

| <b>Topic/Theme: Financial capability</b> |  |  |
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| <b>Key Questions</b>                     | <b>Summary of Outcomes:<br/>Children will learn about:</b>       | <b>Resources</b>   |
| <p>How do I manage my pocket money?</p>  | <p>Monetary value and the notion of saving up for a purchase</p> | <p>Financial capability<br/> <a href="http://www.moneysavingexpert.com/financial-education/">http://www.moneysavingexpert.com/financial-education/</a></p> |

| <b>Topic/Theme: social issues</b>         |  |                  |
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| <b>Key Questions</b>                      | <b>Summary of Outcomes:<br/>Children will learn about:</b> | <b>Resources</b> |
| <p>What is happening in my community?</p> | <p>Issues of interest/relevance to their locality</p>      |                  |

| <b>Topic/Theme: Citizenship and British Values</b>  |  |   |
|---|--|---|
| <b>Key Questions</b>  | <b>Summary of Outcomes: Children will learn about:</b>   | <b>Resources</b>  |
| <p><b>School and Class Rules (The Rule of Law and Democracy)</b><br/>           What are our class/school rules?<br/>           Why is it important we all stick to the class rules?<br/> <b>Children's rights and responsibilities – (Liberty)</b><br/>           How can we help each other?<br/>           What is the difference between a want and a need?<br/>           What are our rights?<br/>           What are our responsibilities to ourselves and others?</p> | <p>Contributing to the life of the classroom and the school<br/>           Group and class rules and understand how these rules help them<br/>           Rights and responsibilities<br/>           Belonging to various groups and communities such as family and school<br/>           What improves and harms their local, natural and environments and about some of the ways people look after them</p> | <p><a href="http://www.oxfam.org.uk/~media/files/education/resources/childrens%20rights/lesson1_needs_and_wantsashx">http://www.oxfam.org.uk/~media/files/education/resources/childrens%20rights/lesson1_needs_and_wantsashx</a><br/> <b>(can be adapted for KS1)</b></p> |

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| <p>The Local Community<br/><b>(Respect and tolerance)</b><br/>What do we mean by community?<br/>What sorts of communities are there? (e.g. class, school, local)<br/>Who is in our community?<br/>What groups do we belong to, in school or outside of school?<br/>Do we all believe in the same things?</p> <p><b>The Local Environment (Respect)</b><br/>What is good about where we live?<br/>What would make it even better?</p> |  |  |
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| What can we do to improve our local area? |  |  |
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