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PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION

AUTUMN 1	SPRING 1	SUMMER 1
<p><u>KEEPING SAFE & MANAGING RISK:</u> <u>PLAYING SAFE (WHO CAN PLAY?)</u></p> <p>L1. Pupils learn how to be safe in their computer gaming habits</p> <ul style="list-style-type: none"> Pupils know about the age classification system and understand why some games are not appropriate for children to play can evaluate whether a computer game is suitable for them to play and explain why are able to share opinions about computer games <p>L2. Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks</p> <ul style="list-style-type: none"> Pupils can identify and assess the level of risk of different activities in the local environment recognise that in some situations there may pressure to behave in a way that doesn't feel safe can identify some ways to respond to unhelpful pressure <p>L3. Pupils learn about what to do in an emergency and basic emergency first aid procedures</p> <ul style="list-style-type: none"> Pupils are able to assess what to do in an emergency can carry out some simple first aid procedures for different needs Asthma can demonstrate how to ask for help from a range of emergency services <p>https://www.sja.org.uk/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans</p>	<p><u>SEX AND RELATIONSHIP EDUCATION: GROWING UP AND CHANGING</u></p> <p>L1. Pupils learn about the way we grow and change throughout the human lifecycle</p> <ul style="list-style-type: none"> Pupils can identify changes throughout the human life cycle understand change is on-going understand change is individual <p>L2. Pupils learn about the physical changes associated with puberty</p> <ul style="list-style-type: none"> Pupils are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults identify physical changes associated with puberty understand that everyone's experience of puberty is different and that it begins and ends at different times <p><u>COOKING IN THE CURRICULUM SPRING 1:</u> <u>COOKING AND NUTRITION: PASTA BOLOGNAISE</u></p> <p> See separate skill documentation</p>	<p><u>SEX AND RELATIONSHIP EDUCATION: GROWING UP AND CHANGING</u></p> <p>Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p> <ul style="list-style-type: none"> Pupils can explain how changes at puberty affect body hygiene can describe how to care for their bodies during puberty can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming <p>Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p> <ul style="list-style-type: none"> Pupils are able to describe how feelings and behaviour change during puberty can devise strategies for managing these changes understand how changes during puberty can affect relationships with other people <p>Pupils learn strategies to deal with feelings in the context of relationships</p> <ul style="list-style-type: none"> Pupils are able to identify feelings and understand how they affect behaviour can practise strategies for managing relationships and changes during puberty can empathise with other people's feelings in relationships, including parents and carers

AUTUMN 2	SPRING 2 (includes HEALTHY WEEK) davidh@dside.org.uk = D:SIDE	SUMMER 2
<p><u>IDENTITY, SOCIETY AND EQUALITY: DEMOCRACY</u> Parliament UK Education: Welcome to your UK Parliament Resources</p> <p>L1. Pupils learn about Britain as a democratic society</p> <ul style="list-style-type: none">  Pupils understand that Britain is a democratic society and what this means  know that there are different political parties who differ in their views  understand that people have opportunities to influence decisions by voting in elections <p>L2. Pupils learn about how laws are made</p> <ul style="list-style-type: none">  Pupils know how laws are made and the importance of following them  understand the contribution and influence that individuals and organisations can have on social and environmental change  recognise that laws help to keep people safe <p>L3. Pupils learn about the local council</p> <ul style="list-style-type: none">  Pupils understand that the local council organises services under the guidance of the central government  recognise there are limited resources for the needs of the community  know that people may have different views about how council money should be spent 	<p><u>DRUG, ALCOHOL AND TOBACCO EDUCATION: MAKING CHOICES</u></p> <p>L1. Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</p> <ul style="list-style-type: none">  Pupils are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used (<i>Smoking covered in Y3</i>)  can identify why a person may choose to use or not use a drug  are able to state some alternatives to using drugs <p>L2. Pupils learn about the effects and risks of drinking alcohol</p> <ul style="list-style-type: none">  Pupils know how alcohol can affect the body  explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed  know that there are laws and guidelines related to the consumption of alcohol <p>L3. Pupils learn about different patterns of behaviour that are related to drug use</p> <ul style="list-style-type: none">  Pupils can explain what is meant by the terms 'habit' and 'addiction'  can identify different behaviours that are related to drug use  know where they can go for help if they are concerned about someone's use of drugs 	<p><u>PHYSICAL HEALTH AND WELLBEING: WHAT IS IMPORTANT TO ME?</u></p> <p>L1. Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</p> <ul style="list-style-type: none">  Pupils can explain why a person may avoid certain foods  are able to communicate their own personal food needs  understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons <p>L2. Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</p> <ul style="list-style-type: none">  Pupils can identify factors that might influence people's choices about the food they buy (for example, ethical farming, fair trade, seasonality)  are able to talk about their views and express their opinions on factors that affect food choice  understand that consumers may have different views on the food they eat and how it is produced and farmed <p>L3. Children learn about the importance of getting enough sleep</p> <ul style="list-style-type: none">  Pupils explain the importance of sleep for health and wellbeing  know what can help people relax and sleep well  recognise the impact that too much screen time can have on a person's health and wellbeing