



DOG KENNEL HILL PRIMARY SCHOOL

PSHE AND RSE PROGRAMME OF STUDY



	Mental Health / Resilience	Relationships & Sex Education	Drugs Alcohol & Tobacco	Healthy Lifestyles	Safety & managing risk	Careers & economic wellbeing	Identity, society, equality
EYFS	<p>Feelings Ability to recognise own basic feelings (happy, sad, mad)</p> <p>Ability to recognise basic emotions in others (happy, sad, cross / angry)</p> <p>Know that it is ok to miss your main caregiver and that they will be back soon.</p> <p>Resilience & Perseverance What is stickability? What can we do to help ourselves when we get stuck?</p>	<p>Turn taking skills</p> <p>Relationships Who is in my family? How are other families similar / different to mine? What does my family do for me?</p> <p>My body What do boys like to do? (interests) What do girls like to do? (interests) How are we the same/different?</p> <p>Lifecycles How much have I changed since I was a baby?</p> <p>Keeping Safe PANTS rule</p> <p>People who help me Who can I ask if I need to know something? Who can I go to if I am worried</p>	<p>What goes onto my body & who puts it there</p> <p>What goes into my body & who gives it to me</p> <p>Safety with cleaning bottles and signs</p> <p>Tablets and sweets – asking an adult</p> <p>Asthma inhalers are not toys.</p>	<p>Tasting a variety of healthy food</p> <p>Identifying & sorting healthy/unhealthy foods</p> <p>Let's move more activities.</p>	<p>People who Help us in school and out of school</p> <p>Road Safety</p> <p>Internet Safety Think U Know CEOP button</p> <p>Digiducks Big Decision E book</p> <p>Recognise ways in which the internet can be used to communicate & how they might use it to communicate with people that they know.</p> <p>To recognise that they can say 'no', 'please stop' or 'I'll tell' if someone makes them feel sad or embarrassed online.</p>	<p>What do we use money for?</p> <p>How do we pay for things?</p> <p>Challenging stereotypes in role play and small world (firewoman, police woman, male nurse, male hairdresser)</p>	<p>What to do if someone doesn't want to play with you</p> <p>What is bullying?</p> <p>Exploring how we are all the same but also all unique.</p> <p>Exploring what I can do well and why.</p> <p>Challenging gender stereotypes using toys</p>



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PSHE AND RSE PROGRAMME OF STUDY



		about something					
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Year 1	<p>Feelings / emotions Name different feelings (scared, excited) and talk about them. Recognise that people may feel differently about the same situation. Identify how different emotions look and feel in their body. Explore ways to show big feelings in a way that feels ok. (Gender differences.) Know when to ask for help with managing feelings. Recognising what is fair / unfair / right and wrong</p>	<p>Relationships What do I like about my friend? What does my friend like about me? Lifecycles How are other children similar / different to me? My body Why are girls and boys bodies different? Identify, name, draw & label the basic parts of the human body. Keeping safe & looking after myself PANTs rule Which parts of my body are private? When is it ok to let someone touch me?</p>	<p>Staying healthy Why do people put things into their bodies that make them feel good or not so good? (medicine vs lots of sugary food) Identify whether a substance may be harmful to take Know how to ask for help if they are unsure whether something should go into their body How do they know that they</p>	<p>How have I changed? (physically, socially & emotionally) Healthy / Unhealthy food & diet swaps Explore how food is associated with celebrations in different cultures. Playground games (describe how to play one, recognise how playground games make them feel, make choices about games based on likes / dislikes) Sun safety (How does too much sun make</p>	<p>Understand that there are times when secrets should not be kept. Identify a trusted adult at school, home & in the local community. Recognise the difference between safe & unsafe touches Who are the emergency services? & ringing 999 Road Safety Internet Safety Think U Know Yr 1 Know to tell a trusted adult if they feel unsafe in real life or the</p>	<p>Money Where do people get money from (earn, win, find, presents, pocket money, borrow, benefits) Choices that people make to spend their money & that they may not be able to buy what they want. Understand why people want to save money. Recognise where money is stored to keep it safe and that some places are safer than others (e.g. piggy bank vs bank.)</p>	<p>Bullying What is bullying & what to do if someone calls you names What makes you special? Identify roles of people at home / school Explain why it is important to take responsibility at home & school (including looking after the environment) Exploitation What is exploitation? How was Cinderella exploited? Are there any other fairy tales where exploitation occurs?</p>



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PSHE AND RSE PROGRAMME OF STUDY



	<p>Behaviour Recognise helpful & unhelpful behaviour</p> <p>Understand how their behaviour affects others.</p> <p>Building Resilience I can't do it .. yet!</p>	<p>How can I say 'no' if I don't want someone to touch me? Who should I tell ?</p> <p>People who help me Who can I ask if I need to know something? Who can I go to if I am worried about something</p>	<p>are feeling better.</p> <p>Asthma inhalers, tablets & safety</p> <p>Rules for medicines in schools</p> <p>Harmful substance signs – what are they and where do they occur?</p>	<p>them feel, how to protect their bodies, who to ask for help if going out in the sun.)</p>	<p>online world and what to say.</p> <p>Explain why it is important to be considerate & kind online.</p> <p>Favourite tv program – how many hrs watched per day.</p>	<p>Careers Recognise that both men & women can do a range of jobs.</p> <p>Understand that having a job means that people can earn money.</p>	
	Mental Health / Resilience	Relationships & Sex Education	Drug Alcohol & Tobacco	Healthy Lifestyle	Safety & managing risk	Careers & economic wellbeing	Identity, society, equality
Year 2	<p>Behaviour Looking at the impact of behaviour on others</p> <p>Feelings & emotions Recognise further emotions loved, lonely, bored, worried)</p> <p>Explore the feelings of loss &</p>	<p>Relationships Who is special to me & why? What makes a good friend? How do people feel if they are left out of friendships? How can I make new friends? Who can I talk to in school if I'm worried about friendships /</p>	<p>How can I help to keep myself healthy</p> <p>What can I do when I'm feeling healthy, happy & well</p> <p>Medicines What is a medicine & why do I take it?</p>	<p>Healthy Diet What is a healthy diet? Who helps me choose what food to eat? What does a healthy pack-up look like? Why is a healthy pack-up important?</p> <p>Healthy Lifestyle</p>	<p>Safety in the home: Safety rules in the home. Can say what they would do in an emergency When to ring 999 / 112 and 101</p> <p>Safety outside the home: Rules for keeping safe outside</p>	<p>Careers What do you want to be when you grow up? Gender, careers and assumptions</p>	<p>Bullying Definition of bullying. What to do if you think you might be a bully. What to do if you think you are being bullied.</p> <p>Exploitation Look at a range of friendships that went wrong. What forms of exploitation can they spot?</p> <p>Stereotypes</p>



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PSHE AND RSE PROGRAMME OF STUDY



<p>change (moving home, losing toys, pets or friends)</p> <p>Can describe how people might feel when there is a change or loss</p> <p>Recognise what they can do to help themselves or someone else who may be feeling unhappy.</p> <p>Begin to explore empathy – I understand my friend may have different feelings to me.</p> <p>Resilience & perseverance Celebrating strengths .. I'm good at .. and I'm going to get better at..</p>	<p>making new friends? What are the ways that friendships can go wrong? How can they be resolved?</p> <p>Caring for others Who do I look after? What can others do to help me feel good? Young carers lesson</p> <p>My body What do we call the different parts of girls' and boys' bodies? (name and label)</p> <p>Life cycles Know that female mammals give birth and nurse their young. Understand that the creation of</p>	<p>What different forms do they come in? How do we use medicines safely? How do we get medicines? (Dr prescription or pharmacy) Who decides when we should use them? Do medicines have instructions? What happens if we don't take them correctly? Where should they be stored?</p> <p>When and why do I have injections</p> <p>Understand that there can be alternatives to taking medicines.</p>	<p>How am I physically active during the day? What do I fit into my 'active hour?' Why are rest and sleep as important as being active?</p> <p>Staying healthy What are the daily routines I do to take care of my body? How do they stop disease? Oral hygiene E-bug lessons</p>	<p>Work out if a situation is safe/unsafe Importance of always telling an adult where they are going. Stranger Danger – do not go off with someone, even if you know them, without telling an adult first.</p> <p>Road safety How to cross the road (Green Cross Code) What to use to cross the road (Lollipop lady, Zebra crossing, Pelican crossing) Rules for all road users (including cyclists)</p> <p>Internet safety Think U Know Yr 2 What technology do I know about? How is it used? Who uses it?</p>		<p>Understand that boys & girls can do the same things but that stories, TV and sometimes people say that boys do this and girls do that.</p> <p>Look at different types of family life (Mum & Dad, Mum & Mum, Dad & Dad, Mum only, Dad only) Identify what is special about their home life How do extended family play a part? Understand that families care for each other in a variety of ways.</p>
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PSHE AND RSE PROGRAMME OF STUDY



	<p>Not giving up when something gets tricky. This includes working as a team towards a shared outcome, positive phrases to say to themselves when stuck, identifying strengths and acknowledging areas to work on.</p>	<p>life needs a male and a female. Identify key stages in the human life cycle. Understand some ways that they have changed since they were babies.</p> <p>Keeping myself safe & looking after myself PANTs rule + Which parts of my body are private? When is it ok to let someone touch me? How can I say 'no' if I don't want someone to touch me? Who should I tell if someone wants to touch my private parts</p> <p>People who help me</p>	<p>What is asthma? Symptoms of an asthma attack & what to do.</p> <p>Tricky situation solving with medicines, drugs and other substances (bleach bottles etc.)</p>		<p>What is good about it / not good about it?</p> <p>Give examples of issues online that might make me sad, uncomfortable or frightened & talk about how I would get help. CEOP Button</p> <p>I can give examples of how I might use technology to communicate with people I don't know well. (Review Sharing Personal Info)</p> <p>Explain how people's identity online can be different to their identity in real life.</p> <p>Checking with an adult before buying extra</p>		
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DOG KENNEL HILL PRIMARY SCHOOL

PSHE AND RSE PROGRAMME OF STUDY



		Who can I ask if I need to know something? Who can I go to if I am worried about something			credits / characters online		
	Mental Health / Resilience	Relationships & Sex Education	Drug Alcohol & Tobacco	Healthy Lifestyle	Safety & managing risk	Careers & economic wellbeing	Identity, society, equality
Year 3	<p>Behaviour Recognise when I am unkind it can impact on others</p> <p>Feelings & emotions Introduce shy, frustrated, relaxed, jealous. Recognise that it's ok to feel strong emotions sometimes – it's what you do with them.</p> <p>Look at where our feelings start and how they can link to being ill.</p>	<p>Group work skills and recognising each others strengths & weaknesses</p> <p>Relationships How my relationships have changed as I grow.</p> <p>Why do friends change? How can I resolve conflict myself? (Conflict circle)</p> <p>My body How has my body changed? Why is my body</p>	<p>All medicines are a drug.. not all drugs are medicines. What do I think a drug is? Difference between a medicine and a drug (safe and unsafe) When might a drug be harmful? How do we keep drugs safe?</p> <p>Medicines How do we take medicines properly? Some medicines, and household substances,</p>	<p>Healthy Diet Look at how the Eatwell guide can help me decide what & how much to eat / drink.</p> <p>Understand who influences their choices about what to eat/drink.</p> <p>Healthy Lifestyle What physical activities do I like to do and how do they help my body?</p> <p>Which activities are more physical than others?</p>	<p>Stranger danger Who is a stranger? Who should they tell if someone makes them feel uncomfortable (even if they know them?) Reminders about always telling a parent / carer where they are going.</p> <p>Railway line danger Why is it dangerous to go near a railway line? Who is it dangerous for? (See National Rail lessons)</p>	<p>Money How do shops persuade us to spend money? How do we decide something is value for money? Explore simple records of how they can track their money. Look at different ways to spend/save money based on what they want/ need. Where is the best place to go for money advice?</p>	<p>Bullying Definition of bullying. How do I know when I am being bullied. Understanding how bullying makes people feel. Name different types of bullying (including racism) Identify different forms of bullying (including cyber) Can describe how they would respond to bullying situations including how to get help & support. Understand the role of bystanders & the role they can play in reducing bullying.</p> <p>Similarities & differences Know that these rise</p>



DOG KENNEL HILL PRIMARY SCHOOL

PSHE AND RSE PROGRAMME OF STUDY



	<p>Look at ways to detach from emotions and explore ways to deal with negative emotions.</p> <p>Explore empathy and how people can be different in behaviour, image and experiences</p> <p>Resilience & perseverance Setting realistic personal targets I'm good at .. I'm going to get better at .. Understand that change can be challenging & adapting to change is the key to good emotional wellbeing.</p> <p>Look at how it feels to try something new or different.</p>	<p>changing? Body Image</p> <p>Life cycles Why does having a baby need a male & a female? What happens when people get older?</p> <p>Keeping safe and looking after myself What are good habits for looking after my body? When is it good or bad to keep secrets? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable</p> <p>People who help me Who can I talk to if I feel anxious or unhappy? Where can I find information</p>	<p>can be harmful. Why?</p> <p>What do you do if taken by accident? -Ring 999 procedure. - Basic First Aid lesson</p> <p>Asthma What is asthma? How does it affect people? What are the symptoms of an asthma attack? How can people with asthma look after themselves? (asthma condition / asthma attack)</p>	<p>How do I make sure I do enough physical activity in my spare time? (Introduction to Street Sport etc.)</p> <p>Keeping Healthy Why are people attracted to particular brands?</p> <p>What do packaging and labels tell us? What does the colour code stand for?</p> <p>What does the media say I should look like / be?</p> <p>How does all of this affect what I buy?</p>	<p>Alarms in the home Smoke alarm, fire alarm, CO2 alarm, burglar alarm. When would they go off, what should you do?</p> <p>Internet Safety ThinkUKnow Yr 3</p> <p>Explain what is meant by the term 'online identity'</p> <p>Talk about how I represent myself in different ways online and why (avatar in gaming, social media etc.)</p> <p>Online Relationship I can describe ways people who have similar likes / dislikes get together online. I can give examples of tech-specific communications</p>	<p>Careers Look at the range of work including full time, part time, shift work Start to identify different skills & attributes needed for different jobs.</p>	<p>from a number of factors including family, culture, age, belief, personal interests. Recognise they have shared interests with people in the class as well as people in the world. Understand we are all different but can all be together.</p> <p>Community Can explain what community means. Can recognise their role within the communities they belong too. value the diverse communities & how they connect.</p> <p>Groups Can identify positive & negative points of being a member of a group. Can acknowledge there are times when they do not agree with others in the group. Can stand up for their own point of view.</p>
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DOG KENNEL HILL PRIMARY SCHOOL

PSHE AND RSE PROGRAMME OF STUDY



	<p>plan the steps required to achieve the challenge.</p> <p>Explain what is meant by a 'put down' and how it makes people feel.</p> <p>Demonstrate a range of strategies for dealing with put-downs.</p> <p>Talk about what a set-back is & how it can make people feel</p> <p>Discuss positive ways to deal with set-backs & how to get help/support.</p> <p>Recognise that everyone has set-backs, these can't be controlled but having a back-up plan is always useful!</p> <p>Have a go at devising a</p>	<p>about growing up?</p>			<p>(emoji's, text speak)</p> <p>I can explain risks of communicating with others I don't know well.</p> <p>I can explain why I should be careful who I trust online & what info I can trust them with.</p> <p>I can explain how feelings can be hurt but what is said or written online.</p> <p>I can explain why 'trusting someone' online is different to 'liking someone' online.</p>		
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DOG KENNEL HILL PRIMARY SCHOOL

PSHE AND RSE PROGRAMME OF STUDY



	simple back-up plan.						
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Year 4	<p>Feelings & emotions Introduce selfish, jealous, miserable disappointed. Use a widening range of emotional vocabulary to describe feelings.</p> <p>Identify where our feelings start and where they end? (i.e. anger flows, sadness may just sit.)</p> <p>Explore how we feel a wide range of emotions depending on the situation.</p> <p>Recognise how and why we have conflicting emotions.</p>	<p>Relationships Describe a positive relationship</p> <p>What are some of the ways that people can behave towards each other?</p> <p>Why are some parents married and some not?</p> <p>How do I fall out with my friends? How can I resolve the conflict myself? (conflict circle.) How can others help me? (restorative justice)</p> <p>My body How do boys and girls grow differently? Why?</p>	<p>Drugs other than medicines What are the drugs other than medicines used in everyday life? (caffeine, alcohol, nicotine) and when are they used?</p> <p>Why would people choose to use them?</p> <p>What could the alternatives be?</p> <p>Tobacco What are the effects & risks of smoking? What is second-hand smoke? What are the laws linked to smoking?</p>	<p>Healthy Diet Explore why a person may eat or avoid certain foods (religious, moral, cultural or health reasons) Identify factors that may influence people's choices about food that they buy (ethical farming, Fairtrade, seasonal etc.) Talk about their own views and how they affect their food choices. Understand that we all have different views.</p> <p>Healthy Lifestyle What exercise do I enjoy and how does this help me stay healthy?</p> <p>Keeping Healthy</p>	<p>Internet Safety ThinkUKnow Yr 4 What technology is in my home. How do I use it safely?</p> <p>What are PEGI numbers? If I choose to play a game with a higher number than my age how can I keep myself safe?</p> <p>Explain how an 'online identity' can be different to an identity I present in 'real life' Knowing this describe the right decisions about how to interact with others online and how others perceive me.</p>	<p>Careers Range of visitors over the year to challenge career stereotypes.</p>	<p>Bullying Friendship bullying and how to stop it (difference between girl bullying and boy bullying)</p> <p>Explore what discrimination means and how it can hurt other's feelings.</p> <p>Democracy The UK is a democratic society. What does this mean? Know that there are different political parties who differ in their views as to how the country should be run. Understand that people have the opportunity to influence decisions by voting in elections. Discuss how democracy works in school.</p> <p>Rule of Law Know how laws are made and the</p>



DOG KENNEL HILL PRIMARY SCHOOL

PSHE AND RSE PROGRAMME OF STUDY



	<p>Understand more about how to manage mixed and conflicting emotions.</p> <p>Feelings linked to pre-puberty Why are my feelings changing as I get older? How do I feel about growing & changing?</p> <p>Resilience & perseverance How can we help ourselves feel more positive?</p> <p>Complete work on visualisation, relaxation & calming techniques</p>	<p>Should boys and girls behave differently?</p> <p>Life cycles What are eggs and sperm? How do different animals have babies? How do they look after them before and after birth?</p> <p>People who help me Who can I talk to if I feel anxious or unhappy? Where can I find information about growing up?</p>	<p>What support do people use to help them stop smoking? What would they do to help someone stop smoking? Understand that there are lots of positive benefits but it can be hard to stop smoking once started (simple explanation of addiction)</p> <p>Alcohol Why do they think people drink? Explore the affects of alcohol on the body Why does alcohol pose a greater or lesser risk to certain individuals Understand the laws & guidelines re: alcohol</p>	<p>How does the balance of eating and exercise work?</p> <p>Why is sleep important and how many hours should I have? What can I do to relax? Why does too much screen time have an effect on my health & wellbeing?</p>	<p>I can describe strategies for safe & fun experiences in a range of online social environments.</p> <p>I can give examples of how to be respectful to others online.</p> <p>Road, rail, building sites & firework safety Can identify the level of risk of different activities in the local environment recognise that some people may pressure them to try something that isn't safe Identify ways to respond to unhelpful pressure.</p> <p>First Aid Able to assess</p>		<p>importance of following them</p> <p>Understand the contribution that individuals and organisations can have on social & environmental change (i.e. Greenpeace, British school clean-up)</p> <p>Recognise that laws keep people safe. School rules are like laws but for school. Are they working? Do they keep everyone safe?</p> <p>Identity LGBTQ+ Not everyone feels the same on the inside as they look on the outside. Talk about what stigma means. Look at in relation to the words gay, lesbian etc. When are the words used correctly and when are they not. How does it make people feel when terms are used incorrectly?</p>
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DOG KENNEL HILL PRIMARY SCHOOL

PSHE AND RSE PROGRAMME OF STUDY



			<p>Patterns of behaviour / drug use Explore the terms 'habit' & 'addiction' Look at peer pressure & how people can get drawn into drug use Know where they can go for help if they are worried / concerned about someone's use of drugs.</p>		<p>what to do in an emergency carry out simple first aid procedures for simple needs can demonstrate how to ask for help from a range of different emergency services.</p> <p>Keeping safe and looking after myself When is it good or bad to keep secrets? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable</p>		
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DOG KENNEL HILL PRIMARY SCHOOL

PSHE AND RSE PROGRAMME OF STUDY



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Year 5	<p>Feelings & emotions Introduce shame, pride, grief, disgust, embarrassment Use scaling to help gauge feelings Explore the fact that different people respond differently to the same situation. Look at re-framing situations in a more positive way.</p> <p>Types of change identify times when people may feel conflicting emotions due to change. Identify ways to positively cope with change. Recognise that change affects everyone at</p>	<p>Relationships What are the important relationships in my life now? What is a healthy relationship? What is an unhealthy relationship? What is love? How do we show love to one another? Can people of the same sex love each other? Is this ok?</p> <p>My body What is puberty? Does everyone go through it? At what age? What body changes do boys and girls go through at puberty?</p> <p>Feelings What kind of</p>	<p>Smoking drugs What are legal drugs? Do legal drugs affect us? Know about different smoking drugs including cigarettes, e-cigarettes & cannabis. Understand that there are risks associated with all smoking drugs.</p> <p>Solvents What are solvents? What is the law around solvents?</p> <p>Influences on drug use Identify conflicting messages in the media re: alcohol and</p>	<p>Healthy Diet Know that food & drink adverts can use misleading messages to try and make a product seem more healthy for consumers. Compare the health benefits of a food or drink product in comparison with the advert campaign.</p> <p>Healthy Lifestyle Research what I can do in my own free time in the area that I live. Explore how I can share this healthy lifestyle information with others.</p> <p>Keeping Healthy Analyse how the media portrays celebrities. Recognise how</p>	<p>Online Safety ThinkUKnow Yr 5 Explain how online identities can be copied, modified or altered. Demonstrate responsible choices about online identities. Explain that there are some people that they talk to online who may want to do them or their friends harm & help them to understand that this is not their fault. Explore how they can make positive contributions and be part of online communities.</p> <p>Fake news Understand that people can be</p>	<p>Money Understand that there are different ways that people can pay for something (online, loans, credit cards, hire purchase schemes) Understand what the word debt means. Can explain the difference between manageable & unmanageable debt and how this makes people feel. Identify where people can access reliable information & support.</p> <p>Careers Understand that money is one factor in choosing a job</p>	<p>Bullying What is prejudice & discrimination? Identify discriminatory language (homophobic, sexist, disablist, racist & transphobic) know what to do if they experience discriminatory language at school, know what happens if they use discriminatory language (the law & hare crimes.) Understand how discriminatory language can make people feel & that it is unacceptable.</p> <p>Banter vs bullying What is the difference between banter & bullying? Why do some people think banter is ok (& is it?) What strategies can you use when you hear people begin to use banter with others? (where is the line?)</p>



DOG KENNEL HILL PRIMARY SCHOOL

PSHE AND RSE PROGRAMME OF STUDY



<p>some time in their lives.</p> <p>Loss, grief, bereavement. Recognise that people can go through grief at a time of loss. Understand that there are a range of feelings that accompany bereavement and know that they are necessary and important. know some ways of expressing feelings related to grief.</p> <p>Mental Health Define what mental health is, what it looks like and the correct vocabulary to use when talking about it.. Recognise the link between strong negative emotions and</p>	<p>feelings come with puberty? What are sexual feelings? What are wet dreams? What's masturbation and is it normal? How can I cope with different feelings and mood swings?</p> <p>Life cycles / human reproduction What is sex? How do families with same sex parents have babies? What does a new baby need to keep it happy and healthy?</p> <p>Keeping safe and looking after myself How can I look after my body now I am going through puberty?</p>	<p>nicotine products.</p> <p>Describe some of the influences that surround a person's decision to drink alcohol / smoke / use solvents.</p> <p>What is the impact on social behaviour of alcohol.</p> <p>Resisting pressure Can describe / demonstrate some strategies that people can use if they feel under pressure to use drugs.</p> <p>Recognise that even if people feel under pressure from others about drug use they</p>	<p>celebrities may be used to market things that are not good for us.</p> <p>Body Image Understand that images can be changed & manipulated by the media & how this can differ from reality. Describe how the media portrayal might affect people's feelings about themselves. Accept and respect that everyone's bodies are different & all are unique. Promote campaigns that focus on strong not slim, we are the champions etc.</p>	<p>influenced by what they see online & that it may not be trustworthy. Explain how to check if an online source is stating the truth. Know when & how to report something that makes them feel unsafe.</p> <p>Violence within relationships Know what is understood by domestic abuse. Understand that no-one should have to experience this within a relationship. Know where to go for help & support.</p> <p>Safety when outdoors What are the rules if I am walking home from school. If someone offers</p>	<p>& that some jobs pay more than others. Understand why people choose to do the job they do. Express ideas as to how they can help themselves feel more positive if they are in a job they do not want or cannot find a job that suits them.</p>	<p>Restorative Practice and the role peers can play in supporting each other (Leadership roles.)</p> <p>Stereotyping Explore stereotyping and that it exists for different groups.(Can affect aspiration) Identify stereotypes as presented in the media & the wider world. (see www.equalteach.co.uk)</p>
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DOG KENNEL HILL PRIMARY SCHOOL

PSHE AND RSE PROGRAMME OF STUDY



	<p>poor mental health. Develop protective factors to help students feel better about themselves. Know where to get help.</p> <p>Resilience & perseverance Self-belief – Look at what I can do! Continue work on calming & relaxation techniques</p>	<p>How can girls manage periods (menstruation?)</p> <p>People who help me Who can I talk to if I want help and advice? Where can I find safe information about puberty and sex?</p>	<p>can make an informed choice and act upon it.</p>		<p>me a cheat, to show me a trick or money to do something what should I do?</p> <p>Going missing from home Understand why some people may run away or be absent from home. Identify the risks & dangers of running away/going missing. Know who to talk to if they feel like running away.</p> <p>Safe in Schools Assembly (NSPCC)</p>		
	Mental Health / Resilience	Relationships & Sex Education	Drug Alcohol & Tobacco	Healthy Lifestyle	Safety & managing risk	Careers & economic wellbeing	Identity, society, equality
Year 6	<p>Feelings & emotions What do rejection, intimidation, love & arrogance feel like & where do</p>	<p>Relationships Can identify positive qualities from a variety of relationships including friendship.</p>	<p>Legal and illegal drugs How do drugs affect us? What does it mean to be 'under the</p>	<p>Healthy Diet Look at what foods people turn to if they feel low/stressed Understand why they do this.</p>	<p>Keeping Safe in the community – List potential risks when out and about. Describe a range of feelings</p>	<p>Enterprise Look at people who we currently think of who are entrepreneurs. Identify the skills</p>	<p>Human Rights What is the UN Convention & what rights do you have as a child? Understand that with rights come</p>



DOG KENNEL HILL PRIMARY SCHOOL

PSHE AND RSE PROGRAMME OF STUDY



	<p>they occur in the body? How can these feelings link to our physical health?</p> <p>How can we recognise / respond to others feelings & share positive coping strategies with them?</p> <p>Mental Health Define mental health (how we think, feel, behave.) Recognise that everyone has poor & good mental health and that this changes on a regular basis. Talk about what can affect mental health Know what stress is & list some ways of how people can get help & support. Understand that</p>	<p>Can explain the difference between a friendship & an intimate relationship Can describe different types of intimate relationships including marriage.</p> <p>What does LGBTQ+ mean? Has everyone got the right to love who they want and be who they want to be?</p> <p>Feelings How can I say 'no' to someone without hurting their feelings? What should I do if my family don't see things the way I do? What do other families and cultures think about sex and growing up?</p>	<p>influence', to be 'hooked' and to 'be clean?' (Beer goggles lesson) Which drugs are legal, prescribed, restricted or illegal?</p> <p>Assessing risk Fact or opinion. Why can it be hard to keep to the rules. Why can risk depend on the drug itself, the person using it & where they are. Agony Aunt: what advice would you give in a range of scenarios? Explain what would need to change to reduce the risk.</p> <p>Coping with peer pressure Identify situations where drug use</p>	<p>What should they eat / drink instead?</p> <p>Healthy Lifestyle Understand that when people get busy/stressed the amount of activity they do reduces. Why does this happen? What effects does physical activity have on mood & sleep?</p> <p>Keeping healthy What ingredients are in energy drinks and isotonic drinks. Are they safe to drink at your age? Why not? What should you use instead?</p> <p>Understand and start to take responsibility for being healthy physically, emotionally and mentally.</p>	<p>associated with being out & about. Develop a safety game for younger people to play to highlight the positives & negatives of being outdoors (e.g. snakes & ladders)</p> <p>Peer pressure Can identify risky behaviour in peer groups understand how people feel if they are asked to do something they are not sure about. Explain where they can go to get help.</p> <p>Anti-social behaviour Explain what constitutes anti-social behaviour. Know some of the consequences of anti-social</p>	<p>that made them enterprising. Know what is needed to plan and set up an enterprise. Weigh up the risks and benefits of running an enterprise & explain what makes it successful. Have a go & run an enterprise week!</p>	<p>responsibilities. Role of the School Council</p> <p>The role of apprentices, buddies and monitors</p> <p>Refugees Understand what migration means. identify why people move from one place to another. Empathise with the experiences & challenges moving & setting up a new home brings.</p> <p>Homelessness What makes a place where someone lives 'home?' To appreciate the difficulties of being homeless or living in temporary accommodation. To find out about charities that help homeless people.</p> <p>Identity Why are some girls 'tomboys' and some boys a bit 'girly' Can recognise & challenge</p>
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PSHE AND RSE PROGRAMME OF STUDY



	<p>we can all be affected by mental ill health & that there is no stigma to this. Know everyday ways to look after mental health. Explain why looking after mental health is as important as looking after physical health. Understand that supporting physical health also supports mental health and vice versa.</p> <p>Moving on Change can be exciting & daunting. How can we support each other?</p> <p>Resilience & perseverance Self-Integrity – I can stay true to myself despite external pressures.</p>	<p>Can I believe everything I see on TV in regard to sex?</p> <p>My body & puberty Is my body normal? What is a normal body? How will my body change as I get older (physical, emotional & behavioural changes -males & females.) Understand that puberty is individual & can occur any time from 8-late teens.</p> <p>Life cycles What is sex? What is sexual intercourse? How many sperm does a man produce? How many eggs does a woman have? How are babies</p>	<p>may occur. Act out ways of how to say 'No' Suggest a variety of ways to cope with peer preference</p> <p>Know where to get help, advice & support.</p>		<p>behaviour including the law. Describe ways to resist peer pressure, especially in a group Recognise they have responsibility for their own behaviours.</p> <p>Staying safe online ThinkUKnow Yr 6 Privacy information. Settings on all equipment including games modules. How many friends do you have online? Online behaviour when live streaming. Describe issues online that might make others feel sad, worried, uncomfortable. Give examples of how they</p>		<p>gender stereotypes. Understand how our attitudes & values about gender & sexuality may be affected by religion & culture. Understand how media messages can affect / cause inequality of opportunity by affecting attitudes to LGBTQ+</p>
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PSHE AND RSE PROGRAMME OF STUDY



	<p>Name positive strategies that can be used during SATs.</p> <p>Continue work on visualisation, relaxation & calming techniques & how to use them in the SATs and times of transition</p>	<p>made? How is sexual intercourse related to conception? Does conception always occur or can it be prevented? How long is a pregnancy & how does the baby develop during this time? How is it born? What does it need to keep it healthy and happy whilst in the womb? Keeping safe and looking after myself How can people get diseases from sex and can they be prevented? What is HIV, how do you get it and how can you protect yourself from it? Know that a condom can</p>			<p>might get help on and offline.</p> <p>Body Image & Social Media – Recognise that campaigns do not always reflect reality and can affect how people feel about themselves. Challenge & explain why it is important to reject inappropriate messages about gender online.</p> <p>Online Relationships Show that they understand their responsibilities for the wellbeing of others in online social groups.</p> <p>Explain how impulsive & rash communications online may cause problems (e.g. flaming, trash talk)</p>		
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PSHE AND RSE PROGRAMME OF STUDY



		<p>reduce the risk of HIV being passed on & that it also protects other sexually transmitted diseases.</p> <p>Contraception Know that a condom stops sperm from meeting an egg & therefore stops fertilisation. Know that women can take a pill or have an injection to prevent conception. Understand that contraception is both partners responsibility.</p> <p>People who help me Who can I talk to if I want help and advice? Where can I find safe information on puberty and sex?</p>			<p>Demonstrate how they would support others online. Demonstrate the range of reporting tools including the CEOP button.</p> <p>Child Sexual Exploitation Lesson pack (Alright Charlie or Real Love Rocks)</p>		
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