



- R eaching the highest possible outcomes for children
- A ccepting and embracing our differences
- E veryone thriving in a secure, safe and happy environment
- B elonging to our community and being a good citizen
- U nderstanding that education is a precious gift
- R especting ourselves and others by setting high standards
- N ever giving up- learning from our mistakes

PSHE at Raeburn Primary School

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Intent			
High Expectations	Modelling	Vocabulary	Inclusion
All children at Raeburn are expected and able to make progress. We follow a ‘Low threshold, high ceiling’ approach. Where children need adaptations and scaffolding, this is put in place so progress is enabled for ALL learners.	Teachers have high expectations for all children. They teach the skills needed in PSHE and provide examples and scenarios linked to the topics covered.	We aim to use age appropriate vocabulary that links to specific topic areas. We encourage the children to discuss issues, listen to the opinions of others and role play scenarios.	The needs of all children are supported and catered for in an individualised approach. All children are expected to take part in the lesson through scaffolded support or adapted teaching.
Knowledge and concepts	Skills	British Values	Cultural Capital
Pupils are taught using SCARF which has been adapted to suit the needs of our school and community. We use Public Health England data to prioritise the areas important to our school. The 6 topics (Me and my Relationships, Valuing Difference, Keeping Myself Safe, Rights and Respect, Being my Best and Growing and Changing) are covered in a 2 year cycle, ensuring coverage and enabling staff to build upon previous knowledge, Children are also taught specific subject knowledge such as drugs education and SRE for these areas we use the Christopher Winters resources.	Our PSHE curriculum enables our children to become healthy, safe, independent and responsible members of society who have the confidence to tackle many of the moral, social and cultural issues that are part of growing up.	<p>British Values are integral in all areas of our curriculum. Each classroom has a display and when elements of British Values are addressed in curriculum areas, these will be recorded on the display and outlined with children.</p> <p><u>Democracy</u> Children are encouraged to debate topics of interest, express their views and make a meaningful contribution.</p> <p><u>The Rule of Law</u> Children are encouraged to follow the class rules and expectations. During PSHE lessons, they are helped to distinguish right from wrong.</p> <p><u>Individual Liberty</u> During lessons, children are actively encouraged to make choices knowing they are in a safe and supportive environment.</p> <p><u>Mutual respect and tolerance</u> Children understand that it is expected that respect is shown to everyone during lessons and around school.</p>	Through the PSHE curriculum, children will discuss a range of issues which they will be able to link to the wider world. Children will be exposed to different opinions and experiences within their PSHE lessons. We support disadvantaged pupils in a range of different ways eg sports clubs.

Implementation		
Curriculum(concepts, knowledge and skills)	Reading across the curriculum	Vocabulary
<p>We follow the SCARF PSHE program which is a whole school approach that provides a scheme of learning for all year groups. The scheme of work is tailored to suit our school with the children completing three themes in depth every year. SCARF builds upon children's prior learning with relevant content. Children are taught skills to deal with everyday challenges that they may face and are given the opportunities to discuss and practise these skills through discussion and role play.</p> <p>Children in Early Years follow In the moment planning and so topics may come up as part of this. They also may be taught through directed lessons (when appropriate), stories and provision.</p>	<p>Stories are used at appropriate times depending on the topic and age of the children.</p> <p>The SCARF planning highlights appropriate stories that can be used as part of lessons.</p>	<p>Vocabulary is effectively used in all lessons. Staff are provided with a list of vocabulary per topic and they are encouraged to build upon the previous language used.</p>
Inclusion	Assessment	CPD
We have high expectations of all children and expect them to make progress and access lessons. We use adaptive teaching and scaffolding to support learners.	We use the pre and post assessment tasks provided by SCARF. The assessments are completed using SCARF assessment tools to demonstrate progression of both skills and knowledge.	<p>National College</p> <p>Feedback from SIA Deep Dive</p> <p>Subject leads support planning of other staff</p> <p>SCARF staff training</p>
Monitoring	Whole School/Parental involvement	Cultural Capital

Subject leader has a timetable to ensure regular monitoring takes place eg book scrutiny, staff questionnaires, pupil voice. Subject leaders have an opportunity to regularly meet with SLT regarding their subject.	Parents were consulted about the changes to RSE. They are informed of the content being taught. Children take part in citizenship assemblies and complete a booklet every half term.	Visitors - Life caravan for F2, Year 2, Year 4, Year 6 Inspirational figures related to topics
Whole school displays	All classrooms have British Values displays. Subject leader to update whole school displays	

Impact			
Pupil Voice	Evidence in Knowledge	Evidence in skills	Outcomes
Children are able to talk about what they have been learning in PSHE and use the skills they have learnt in everyday situations eg on the playground.	Children have good knowledge and understanding of the topics covered. This is evident through talking to them, observing them and through their books.	Children are able to use age related vocabulary linked to the PSHE lessons and when discussing Sex and relationships and Drugs and medicines. Children will be able to apply the skills they have learnt in a range of situations in the wider world.	Most children will achieve end of key stage expectations by Year 6. Children talk confidently about their learning and are able to apply good social skills within their year/age group. Children feel safe, calm and happy.

PSHE at Raeburn- Long Term Plan

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Year 1</u>	<u>Me and my Relationships (Yr 1)</u>	<u>Keeping Safe (Yr 1)</u>	<u>Valuing difference (Yr 1)</u>
<u>Year 2</u>	<u>Being my Best (Yr 2) + I can eat a rainbow (Yr1)</u>	<u>Growing and Changing (Yr 1)</u>	<u>Rights and Respect (Yr 2)</u>
<u>Year 3</u>	<u>Me and my Relationships (Yr 4)</u>	<u>Keeping Safe (Yr 3)+Danger,risks and hazards + medicines check labels (Yr4)</u>	<u>Valuing Difference (Yr 4)</u>
<u>Year 4</u>	<u>Being my best (Yr 4) +Derek cooks dinner and poorly Harold (Yr3)</u>	<u>Growing and Changing (Yr 3)+ Moving house (Yr 4)</u>	<u>Rights and Respect (Yr 4)</u>
<u>Year 5</u>	<u>Me and my Relationships (Yr 6) + Our emotional needs, Give and take, relationship cake (Yr5)</u>	<u>Keeping Safe (Yr 5) + Rat pack (Yr 6)</u>	<u>Valuing Difference (Yr 5)</u>
<u>Year 6</u>	<u>Being my best (Yr 6) + Star qualities and different skills (Yr 5)</u>	<u>Growing and Changing (Yr 5) + Helpful and unhelpful and Pressure online (Yr 6)</u>	<u>Rights and Respect (Yr 6)</u>

During the Summer term all children will have a week of SRE lessons and a week of Drug and medicine lessons using Christopher Winters scheme

Reception

Family and Friendship

Scheme of Work

Word Box: Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g)	<p>Learning Intention To recognise the importance of friendship</p> <p>Learning Outcomes Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome</p>	<p>Lesson 1 Caring Friendships</p>	<p>Elephant glove puppet or toy Pictures of children at school</p>
Relationships Education Caring friendships (2d) Health Education Mental wellbeing (6b,6c)	<p>Learning Intention To recognise the importance of saying sorry and forgiveness</p> <p>Learning Outcomes Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right</p>	<p>Lesson 2 Being Kind</p>	<p>Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh</p>
Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)	<p>Learning Intention To recognise that all families are different</p> <p>Learning Outcomes Identify different members of the family Understand how members of a family can help each other</p>	<p>Lesson 3 Families</p>	<p>Elephant glove puppet or toy <i>The Family Book</i>, Todd Parr Families pictures Paper and drawing materials</p>

Growing & Caring For Ourselves Key Stage 1

Scheme of Work

Word Box: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c)	Learning Intention To understand that we are all different but can still be friends Learning Outcomes Know that we can be friends with people who are different to us	Lesson 1 Different Friends	Talking object Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils.
Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body	Learning Intention To discuss how children grow and change Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves	Lesson 2 Growing and Changing	Talking object Story bag containing Pictures of newborn babies , Lifecycle picture cards , Lifecycle word cards , Lifecycle whiteboard summary
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e) Health Education Mental wellbeing (6b,6c)	Learning Intention To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe Learning Outcomes Know there are different types of families Know which people we can ask for help	Lesson 3 Families and Care	Talking object Story bag - containing a ball and a school jumper Families pictures <i>The Family Book</i> , Todd Parr

Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance

Relationships Education
Respectful relationships
(3a,3g)
Key Stage 1 Science
- Identify, name, draw and label the basic parts of the human body

Learning Intentions and Learning Outcomes

Learning Intention
To introduce the concept of gender stereotypes
To identify differences between males and females
Learning Outcomes
Understand that some people have fixed ideas about what boys and girls can do
Describe the difference between male and female babies

Lesson Title

Lesson 1
[Differences](#)

Resources

2 large PE hoops
[Boy/Girl/Everyone labels](#)
Bag of objects and clothing to explore male and female stereotypes or [Pictures of objects and clothing](#)
[Clothed Babies picture cards](#)
[Clothed Babies whiteboard summary](#)
[Pictures of newborn babies](#)
Suggested reading:
Pearl Power and the Toy Problem, Mel Elliott
Julian is a Mermaid, Jessica Love
Are you a boy or are you a girl, Sarah Savage and Fox Fisher
Princess Smartypants, Babette Cole
William's Doll, Charlotte Zolotow
Amazing Grace, Mary Hoffman and Caroline Binch

Relationships Education
Respectful relationships (3a)
Key Stage 1 Science
- Notice that animals, including humans, have offspring that grow into adults

Learning Intention
To explore some of the differences between males and females and to understand how this is part of the lifecycle
Learning Outcomes
Describe some differences between male and female animals
Understand that making a new life needs a male and a female

Lesson 2
[Male and Female Animals](#)

Talking object
[Pictures of male and female animals](#)
[Cats and Kittens worksheet](#)
Anatomically correct toy farm animals

Key Stage 1 Science
-Identify, name, draw and label the basic parts of the human body

Learning Intention
To focus on sexual difference and name body parts
Learning Outcomes
Describe the physical differences between males and females
Name the different body parts

Lesson 3
[Naming Body Parts](#)

2 large PE Hoops
[Hoop labels](#)
[Body Parts picture cards](#)
[Female x-ray picture](#)
[Body Parts worksheet](#)
Suggested reading:
Shaperville, Andy Mills
It's OK to be Different, Todd Parr

Valuing Difference and Keeping Safe Key Stage 2

Scheme of Work

Word Box: stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a)	Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words	Lesson 1 Body Differences	<i>It's OK to be different</i> , Todd Parr Pictures of male and female bodies Body Difference matching cards Additional Activities <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills
Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)	Learning Intention To consider appropriate and inappropriate physical contact and consent Learning Outcomes Understand that each person's body belongs to them Understand personal space and unwanted touch	Lesson 2 Personal Space	PANTS cards Unwanted Touch scenarios Additional Activities <i>It's my body - a book about body privacy</i> , Louise Spilsbury and Mirella Mariani
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g, 5h)	Learning Intention To explore different types of families and who to go to for help and support Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support	Lesson 3 Help and Support	Families pictures Who can I talk to? worksheet <i>The Family Book</i> , Todd Parr Additional Activities <i>Tell Me Again About The Night I Was Born</i> , Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i> , Allan Ahlberg <i>Spark Learns to Fly</i> , Judith Foxon <i>Stranger Danger</i> , Anne Fine

Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

Statutory Guidance

Health Education
Changing adolescent body
(8a)
Key Stage 2 Science
- describe the life process of reproduction in some plants and animals

Learning Intentions and Learning Outcomes

Learning Intention
To explore the human lifecycle
To identify some basic facts about puberty
Learning Outcomes
Understand that puberty is an important stage in the human lifecycle
Know some changes that happen during puberty

Lesson Title

Lesson 1
[Changes](#)

Resources

[Lifecycle whiteboard summary](#)
[Body Parts Bingo cards](#)
[Bingo Flash cards](#)
[Body Changes pictures](#)
[Lifecycle Quiz slides](#)
[Lifecycle Quiz answers](#)
[Additional Activities](#)
[Babies and Children worksheet](#)

Health Education
Mental wellbeing (6a,6b,6c,6d,6f)
Health Education
Changing adolescent body
(8a, 8b)
Menstruation (9a)
Key Stage 2 Science
- describe the life process of reproduction in some plants and animals
-describe the changes as humans develop to old age

Learning Intention
To explore how puberty is linked to reproduction
Learning Outcomes
Know about the physical and emotional changes that happen in puberty
Understand that children change into adults to be able to reproduce if they choose to

Lesson 2
[What is Puberty?](#)

Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart
[Puberty Card Sort](#)
[Puberty Card Sort whiteboard summary](#)
[Body Changes worksheet](#)
[Puberty Changes Teacher Guide](#)

Suggested Reading
Where Willy Went, Nicholas Allan
Hair in Funny Places, Babette Cole

Relationships Education
Caring friendships (2b,2c,2d,2e)
Respectful relationships
(3a,3b,3d,3e,3f,3h)
Online relationships (4b,4d)

Learning Intention
To explore respect in a range of relationships
To discuss the characteristics of healthy relationships
Learning Outcomes
Know that respect is important in all relationships including online
Explain how friendships can make people feel unhappy or uncomfortable.

Lesson 3
[Healthy Relationships](#)

[Healthy Friendships cards](#)
[Relationship pictures](#)
Online Respect and Self-Respect video
<https://www.youtube.com/watch?v=mZtXwtzllpk>

Year 5

Puberty

Key Stage 2

Scheme of Work

Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, public hair, facial hair, underarm hair, sexual feelings

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Mental wellbeing (6c, 6d, 6f) Changing adolescent body (8a, 8b) Menstruation (9a)	Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence	Lesson 1 Talking About Puberty	Puberty Changes Teacher Guide Puberty Changes worksheet Reproductive System slides Pupil Questions template
Health Education Changing adolescent body (8a, 8b) Menstruation (9a)	Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production	Lesson 2 The Reproduction System	Reproductive System slides Puberty Changes Teacher Guide Menstrual cycle animation Male Changes Powerpoint Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Model materials: spaghetti (fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 Additional Activities What is the Menstrual Cycle? cards What is the Menstrual Cycle? whiteboard summary Menstruation Card Game Menstruation Card Game whiteboard summary
Health Education Mental wellbeing (6a, 6b, 6c, 6d, 6e, 6f) Changing adolescent body (8a, 8b) Menstruation (9a)	Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty	Lesson 3 Puberty Help and Support	Kim's Game items and a cloth to cover them (see lesson plan) Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Puberty Problem Page cut-outs Year 5 Problem Page Teacher Guide Pupil questions from Lesson 1 Additional Activities Puberty Bingo cards



resources

Puberty, Relationships and Reproduction Key Stage 2

Scheme of Work

Word Box: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)	Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	Lesson 1 Puberty and Reproduction	Puberty Changes Teacher Guide Puberty Body Part cards Reproduction questions sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Year 6 Puberty Problem Page Year 6 Puberty Problem Page Cut-outs Year 6 Puberty Problem Page Teacher Guide
Relationships Education Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)	Learning Intention Exploring the importance of communication and respect in relationships Learning Outcomes Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important	Lesson 2 Communication in Relationships	Communication and Touch cards Pupil Questions template
Relationships Education Families and people who care for us (1c,1d,1e) Key Stage 2 Science - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	Learning Intention To consider different ways people might start a family Learning Outcomes Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy	Lesson 3 Families, Conception and Pregnancy	Couple pictures How does a baby start? cards (one set per group) How does a baby start? whiteboard summary Pupil Questions from previous lesson - typed Additional Activities Conception and Pregnancy statements Conception and Pregnancy Quiz Conception and Pregnancy Quiz Answers Reproductive System slides
Relationships Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)	Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	Lesson 4 Online Relationships	Relationship Question cards Communication Scenario cards Communication Scenarios answers Communication Scenarios whiteboard summary Additional Activities Film clip from www.thinkuknow.co.uk

Christopher Winters Drugs and Medicines

Medicines and People Who Help Us Key Stage 1

Scheme of Work

Word Box: un/healthy, un/well, ill, drug, medicine, tablet, injections, inhaler, adult, stranger, doctor, nurse, dentist, hospital

Programme of Study Core Theme 1: Health and Wellbeing

1. What is meant by a healthy lifestyle

8. to identify different influences on health and wellbeing

-what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

-that household products, including medicines, can be harmful if not used properly

-about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them

Learning Intentions and Learning Outcomes

Learning Intention

To identify how to stay healthy

Learning Outcome:

To understand how to look after our bodies

Learning Intention

To explore when and how to take medicines safely

Learning Outcomes

To know how medicines get into our bodies

To know why people use medicines

To understand that some people need to take medicines all the time to stay healthy

Learning Intention

To identify who should be able to give us medicine

Learning Outcomes

To know when we should take medicines and who should give them to us.

To know the rules about medicines

Lesson Title

Lesson 1

[Staying Healthy](#)

Lesson 2

[Medicines](#)

Lesson 3

[Who Gives Us Medicines?](#)

Resources

Talking Object

[Healthy and Unhealthy signs](#)

[Staying Healthy pictures](#)

String, pegs

[Medicine Facts Teacher Guide](#)

Talking Object

[Medicine pictures](#)

[Staying Healthy pictures](#)

A1 sheet of paper and pens

Talking Ball

[Additional Activities](#)

<http://www.monkeywellbeing.com/>

[Medicine Facts Teacher Guide](#)

Talking Object

[People Who Help Us photo cards](#)

[Finger Puppets](#)

A positive story about medicines, for example:

Little Whistles Medicine, Cynthia Rylant

All Better Now, Joy Masoff

Harry and the Robots, Ian Whybrow

Scheme of Work

Word Box: safe, unsafe, dangerous, liquid, symbol, hazard, alcohol, cigarettes, matches, lighter, risky

Programme of Study
Core Theme 1:
Health and Wellbeing

3. How to manage risks to physical and emotional health and wellbeing

4. ways of keeping physically and emotionally safe

that household products, including medicines, can be harmful if not used properly

rules for and ways of keeping physically and emotionally safe (including safety in the environment)

Learning Intentions and Learning Outcomes

Learning Intention

To explore substances and situations that are safe or unsafe

Learning Outcomes

To know what is safe or unsafe

To know when something is too risky

Lesson Title

Lesson 1
[Risk](#)

Resources

Talking Object

[Safe and Unsafe Situations cards](#)

[Risk and No Risk signs](#)

Learning Intention

To be able to identify some hazardous substances

Learning Outcomes

To know that some things we put into our bodies can harm us

To know some rules about keeping safe

Lesson 2
[Hazardous Substances](#)

Talking Object

Selection of household items and cloth to cover them

A large box and a selection of empty bottles

[Hazard symbols](#)

Learning Intention

To consider safety rules for at home and at school

Learning Outcome

To be able to follow safety instructions and rules at home and at school

Lesson 3
[Safety Rules](#)

Hazards in the Home [Posters](#)

Sticky Dots / Dry Wipe Markers

Scheme of Work

Word Box: smoking, tobacco, cigarette, lung, cough, passive, effect, benefits, law, second hand, quitting, pressure, toxic, chemicals, addictive

Programme of Study

Core Theme 1:
Health and Wellbeing

1. What is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
8. to identify different influences on health and wellbeing

which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety,

how to make informed choices

what positively and negatively affects their physical, mental and emotional health

Learning Intentions and Learning Outcomes

Learning Intention
To consider smoking and its effects

Learning Outcomes
To know how smoking affects people
To consider why people smoke

Learning Intention
To understand the impact of smoking and passive smoking

Learning Outcomes
To know some of the effects of smoking on the body
To know about passive smoking

Learning Intention
To know some strategies to prevent starting smoking

Learning Outcomes
To know the rules and laws to prevent smoking
To be able to make the positive choice not to smoke

Lesson Title

Lesson 1
[Why People Smoke](#)

Lesson 2
[Physical Effects of Smoking](#)

Lesson 3
[No Smoking](#)

Resources

[Smoking Facts Teacher Guide](#)
[Traffic Light cards](#)
[Tobacco pictures](#)
[No Smoking symbol](#)
Balloon
[People Smoking pictures](#)

[Smoking Facts Teacher Guide](#)
Talking Ball
Word Storm list from Lesson 1, Activity 4
[Body Template](#)
[No Smoking symbol](#)
[True / False Quiz](#)
Additional Activities
[Recovery Timeline cards](#)

[Smoking Facts Teacher Guide](#)
[Smoking Scenarios](#)

Additional Activities
<http://gosmokefree.nhs.uk/ways-to-quit/>
<http://www.quit.org.uk/PrimaryResourcePack.pdf>
<http://ks2.smokesnojoke.org.uk/>

Year 4

Alcohol Key Stage 2

Scheme of Work

Word Box: alcohol, drink, legal, illegal, unit, volume, media, advertising, choice, vomit, unconscious

Programme of Study

Core Theme 1:
Health and Wellbeing

1. What is meant by a healthy lifestyle

2. how to maintain physical, mental and emotional health and wellbeing

6. how to make informed choices about health and wellbeing and to recognise sources of help with this

8. to identify different influences on health and wellbeing

which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety,

how to make informed choices

what positively and negatively affects their physical, mental and emotional health

Learning Intentions and Learning Outcomes

Learning Intention

To understand the effect alcohol has on the body

Learning Outcomes

To know what alcohol is and how it affects the body

To understand that everyone will be affected differently by alcohol

Learning Intention

To understand the risks related to drinking alcohol

Learning Outcome

To know there are risks to drinking alcohol

Learning Intention

To consider how society limits the drinking of alcohol

Learning Outcomes

To know some laws about drinking alcohol

To consider ways of persuading people to drink alcohol sensibly

Lesson Title

Lesson 1

[Effects of Alcohol](#)

Lesson 2

[Alcohol and Risk](#)

Lesson 3

[Limits to Drinking Alcohol](#)

Resources

[Alcohol Facts Teacher Guide](#)

Talking Ball

[Drinks Photo cards](#)

[Under the Influence cards](#)

[Safer Drinking Chart](#)

[Differences: True/False quiz](#)

[Additional Activities](#)

[Daily Sensible Limits Chart](#)

Flipchart

[People Drinking pictures](#)

[Drinking question sheet](#)

[Effects of Alcohol cards](#)

[Keeping Safe story](#)

[Alcohol Facts Teacher Guide](#)

Talking Ball

[Alcohol and the Law Quiz](#)

[Alcohol Awareness Adverts](#)

Scheme of Work

Word Box: legal, illegal, alcohol, medicine, nicotine, caffeine, solvents, volatile substance, cannabis, stimulant, depressant, hallucinogen, stereotypes

Programme of Study Core Theme 1: Health and Wellbeing	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>2. how to maintain physical, mental and emotional health and wellbeing</p> <p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>8. to identify different influences on health and wellbeing</p> <p>- which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety,</p> <p>-to differentiate between the terms 'risk', 'danger' and 'hazard'</p> <p>-that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p>	<p>Learning Intention To explore a range of legal and illegal drugs, their risks and effects</p> <p>Learning Outcomes To know about a range of legal and illegal drugs To have some understanding of the effects and risks of illegal drugs</p>	<p>Lesson 1 Legal and Illegal Drugs</p>	<p>Blank pieces of paper Paper for graffiti boards Drugs Facts Teacher Guide Drugs Facts cards Anonymous Questions template</p>
	<p>Learning Intention To have considered the children's attitudes and beliefs about drug use and drug users</p> <p>Learning Outcomes To explore attitudes to drug use To understand that all sorts of people may misuse drugs To challenge myths about drug use</p>	<p>Lesson 2 Attitudes to Drugs</p>	<p>Drugs Facts Teacher Guide Strongly Agree / Strongly Disagree signs Drugs User Images</p>
	<p>Learning Intention To have considered strategies to resist drug use</p> <p>Learning Outcomes To know a range of skills to resist peer pressure To develop some assertiveness skills</p>	<p>Lesson 3 Peer Pressure</p>	<p>Diamond Nine cards Pressure Scenarios Drugs Facts cards Drugs Facts Teacher Guide</p>

Scheme of Work

Word Box: cannabis, volatile substances, accident, dangerous, unconscious, breathing, choking, sniffing, inhaling, recovery, first aid, emergency

Programmes of Study

Core Theme 1:

Health and Wellbeing

2. how to maintain physical, mental and emotional health and wellbeing

6. how to make informed choices about health and wellbeing and to recognise sources of help with this

7. how to respond in an emergency

8. to identify different influences on health and wellbeing

which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety

to differentiate between the terms 'risk', 'danger' and 'hazard'

that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media

Learning Intentions and Learning Outcomes

Learning Intention

To understand the effects, risks and law relating to cannabis

Learning Outcomes

To know what effect cannabis can have on your health and life

To know the legal consequences of using cannabis

Lesson Title

Lesson 1
[Cannabis](#)

Resources

[Cannabis Facts Teacher Guide](#)
[Cannabis Facts Quiz](#)
[Peer Pressure Strategy cards](#)
[Anonymous Questions template](#)

Learning Intention

To understand the risk of volatile substance abuse (VSA)

Learning Outcomes

To know the effects and risks of volatile substance abuse

To know how to get and to give help

Lesson 2
[Volatile Substance Abuse & Getting Help](#)

[VSA Fact sheet](#)
[Dialling 999 script](#)
[Peer Pressure Strategy cards](#)
[Anonymous Questions template](#)

Additional Activities
[First Aid Teacher Guide](#)

Learning Intention

To be aware of the options for getting help, advice and support

Learning Outcomes

To have practised communicating with adults

To know how to access help and support

Lesson 3
[Help, Advice and Support](#)

[Cannabis Facts Teacher Guide](#)
[Problem Page Scenarios](#)

Additional Activities
Internet access

PSHE at Raeburn- Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Me and my relationships	<p>Name different feelings and how they might affect behaviour.</p> <p>Suggest ways of dealing with 'not so good' feelings and how to help others.</p> <p>Recognise when they need help and who to ask.</p> <p>Listen to others and wait their turn to speak.</p> <p>To say the adults who keep them safe.</p>	.	<p>Talk about how feelings change and be different for others.</p> <p>Read different emotions by a person's body language.</p> <p>Say 'no' in a calm and controlled way.</p> <p>Name some qualities or strategies that help team work and work together.</p> <p>Say what to do when hurt or bullied by another person.</p> <p>Recognise the qualities of a healthy relationship.</p>		<p>Work through challenges with friends with respect, assertiveness and understanding.</p> <p>Give examples of negotiation and compromise.</p> <p>Use strategies to resolve arguments or disagreements</p> <p>Be assertive to keep happy, healthy and safe.</p> <p>Manage emotional needs and any risks to them.</p> <p>Use assertive behaviours to keep safe from peer influence or pressure.</p> <p>Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p>	
Valuing Difference	<p>Say ways in which people are similar as well as different.</p>		<p>Say how differences sometimes cause conflict.</p> <p>Begin to manage conflict by using</p>		<p>Give examples of different faiths and cultures and positive things about having these differences.</p>	

	<p>Say why things sometimes seem unfair.</p> <p>Talk about what bullying is.</p> <p>Say ways to show kindness towards others.</p>		<p>negotiation and compromise.</p> <p>Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>Demonstrate ways of showing respect to others' differences.</p> <p>Explain why it's important to challenge stereotypes.</p>		<p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p>Empathise with people who have been, and currently are, subjected to injustice, including through racism.</p> <p>Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> <p>Give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it</p> <p>Reflect on how individual/group actions can impact on others in a positive or negative way.</p>	
Keeping Myself Safe	<p>Talk about the things bodies needs to stay well.</p> <p>Say 'no' to unwanted touch and ask for help from a trusted adult.</p> <p>Say when medicines can be helpful or might be harmful.</p>		<p>Say what I could do to make a situation less risky or not risky at all.</p> <p>Demonstrate strategies for dealing with a risky situation</p> <p>Give examples of strategies for safe browsing online.</p>		<p>Suggest what someone should do when faced with a risky situation.</p> <p>Protect my personal information online and can recognise disrespectful behaviour online.</p> <p>Identify the risks in a specific situation</p> <p>Discuss social norms relating to cigarettes and what may</p>	

	Talk about being safe around medicine.		<p>Demonstrate strategies for dealing with a risky situation</p> <p>Give examples of people or things that might influence me to take risks and make decisions.</p>		<p>influence a person's decision to not smoke.</p> <p>Support someone who is being bullied.</p> <p>Explain how social norms around alcohol can influence a decision.</p> <p>Suggest positive ways to meet emotional needs and how this impacts my behaviour.</p>	
Rights and Respect		<p>Make choices that help play and work well with others.</p> <p>Use some strategies when I feel upset or angry.</p> <p>Ask for help from a trusted adult.</p> <p>Name some ways I can look after the environment.</p> <p>Make choices with money.</p>		<p>Name some responsibilities and rights.</p> <p>Share ideas and make decisions that affect others.</p> <p>Give opinions based on facts, opinions and other influences.</p> <p>Give examples of how I can support others as a bystander.</p> <p>Talk about the financial responsibility people have to their families and community.</p> <p>Give examples of choices and decisions with money.</p>		<p>Tell the difference between 'fact' and 'opinion' and explain what 'bias' means.</p> <p>Discuss the reasons why people post online and the positive and negative effects relating to social media.</p> <p>Talk about how money is earned, the differences in incomes and how public services are supported by tax payers.</p> <p>Describe how a group of people can make a change.</p> <p>Suggest ways that to help the environment.</p> <p>Give examples of why we need a democratic society and how laws keep us safe.</p>

Being my Best		<p>Choose a healthy meal with different food groups.</p> <p>Explain what happens when I learn something new.</p> <p>Explain how setting a goal or goals will help achieve an end goal.</p> <p>Explain how hand hygiene stops virus' and germs from spreading.</p> <p>Give examples of what I can do and give to my body to stay healthy.</p> <p>Name different parts of the body that are inside me and help to turn food into energy.</p>		<p>Say how being unique makes everyone special, different and valuable. Choose foods that make a balanced meal.</p> <p>Give examples of choices I make and the choices others make for me.</p> <p>Plan a healthy, balanced meal.</p> <p>Explain how washing hands can prevent infections spreading.</p> <p>Give examples of the ways people can look after their physical and mental wellbeing.</p>		<p>Explain how to manage wellbeing using the five ways to wellbeing.</p> <p>Set goals to achieve an aspiration.</p> <p>Talk about how to overcome problems and challenges on the way to achieving goals.</p> <p>Identify risk factors in a given situation</p> <p>Assess the level of risk and explain how a risk can be reduced.</p> <p>Name several qualities that make people attractive, relating to behaviour.</p>
Growing and Changing		<p>Tell you some things that babies need.</p> <p>Tell you what I can do now that I</p>		<p>Explain what body space is and how it feels when someone is too close to me.</p>		<p>Begin to manage challenging emotions by building resilience.</p> <p>Describe the emotions and feelings people have</p>

		<p>couldn't do as a toddler and some things that I am still learning to do.</p> <p>Talk about how safe secrets and surprises make me feel and who to talk to if I am worried.</p> <p>Name the body parts girls and boys have that are the same and which body parts are different.</p> <p>Name the adults I can talk to at home and school if I need help.</p>		<p>Say some of the different relationships I have.</p> <p>Talk about the qualities of a healthy positive relationship.</p> <p>Describe how change can make a person feel.</p>		<p>during puberty and some respectful strategies to deal with conflict.</p> <p>Identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.</p> <p>Explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.</p> <p>Give examples of feelings and emotions people have at times of change.</p> <p>Name some of the feelings and emotions people have during change.</p> <p>Explain how to stay safe when sharing images and information online.</p>

PSHE at Raeburn- Lesson Structure

Sticky-Time

Revise and review previous learning. Make links to previous vocabulary and knowledge from previous lessons/units/terms/years.

Introduction

This may be in the form of key questions, a discussion, circle time or mind mapping

Main activity

The main part of the lesson may involve the children working independently, in pairs or in groups. This may include circle times, paired work, discussions, activity sheets, scenarios or role play.

Summing Up

At the end of each lesson, SCARF provide opportunities for the children to review the lesson by reporting back to the class, sharing work or knowledge, asking questions and addressing misconceptions.

