

	PSHCE	SRE ( <i>sex &amp; relationships</i> )	Drug Education	E-Safety
<b>Year 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>Recognise what they are good at.</li> <li>Identify different emotions.</li> <li>Learn how to keep safe and have the opportunity to manage risks in a safe learning environment.</li> <li>Develop and maintain positive relationships.</li> <li>Understand how they grow and change.</li> <li>Develop a healthy lifestyle.</li> <li>Understand the importance of exercise.</li> <li>Know about the different food groups and which foods our bodies need.</li> <li>Begin to have a financial understanding involving spending and saving.</li> <li>Understand and respect difference and diversity.</li> <li>Reflect on their experiences.</li> <li>To develop an understanding of British values.</li> <li>Become responsible for their own learning.</li> <li>Find out about their rights , responsibilities both as individuals and as members of the community.</li> <li>To start to understand the difference between 'wants' and 'needs'.</li> </ul>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>make a friend and talk to them</li> <li>recognise similarities and differences between themselves and others and treat others with sensitivity</li> <li>identify and share their feelings with others</li> <li>recognise safe and unsafe situations</li> <li>identify and be able to talk with someone they trust</li> <li>be aware that their feelings and actions have an impact on others</li> <li>name the parts of the body</li> <li>use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk</li> </ul> <p><b>Pupils will know and understand:</b></p> <ul style="list-style-type: none"> <li>that animals, including humans, grow and reproduce</li> <li>that humans and animals can produce offspring and these grow into adults</li> <li>the basic rules for keeping themselves safe and healthy</li> <li>about safe places to play and safe people to be with</li> <li>the needs of babies and young people</li> <li>ways in which they are like and different from others</li> <li>that they have some control over their actions and bodies</li> <li>the names of the main external parts of the body</li> <li>why families are special for caring and sharing</li> </ul>	<p><b>Knowledge &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>Describing feelings – feeling poorly or well.</li> <li>What are medicines and what form do they take: liquid, tablet, cream and spray.</li> <li>Why do we use medicines?</li> <li>Who should give us medicines? – Parent/carer, doctor, chemist/ pharmacist, hospital nurse.</li> <li>How do we take medicines safely? – Follow instructions, read the label.</li> <li>How do we look after medicines? – Storage, disposal.</li> <li>Are medicines safe? – All medicines are drugs and can be dangerous if not used properly.</li> <li>Are all drugs medicines? – Alcohol, tobacco, coffee have drugs in them.</li> <li>Some substances in the home and school can be dangerous if touched sniffed or tasted.</li> <li>Some substances in school at home or in the garden are called chemicals and can be harmful.</li> </ul> <p><b>Safety</b></p> <p>Know:</p> <ul style="list-style-type: none"> <li>how to store and use medicines safely at home and at school;</li> <li>not to touch anything that is sharp, dirty or that there is uncertainty about;</li> <li>what to do and where to go for help</li> <li>how to contact Emergency Services – dialling 999.</li> </ul>	<p><b>Pupils will be introduced to:</b></p> <ul style="list-style-type: none"> <li>searching for information using controlled environments.</li> <li>how information on the internet may be inaccurate.</li> <li>copyright – the need to seek permission before using a picture from the internet and the need to reword text rather than copying and pasting.</li> <li>the rules of responsible use when emailing.</li> <li>cyberbullying and how this can make someone feel.</li> </ul> <p><b>Pupils will know:</b></p> <ul style="list-style-type: none"> <li>the rules of responsible use (E-Safety rules)</li> <li>that they can and should ask for help if they experience problems/ see something which makes them feel uncomfortable.</li> </ul>

<p><b>Year 3 &amp; 4</b></p>	<ul style="list-style-type: none"> <li>• Feel positive about themselves.</li> <li>• Recognise, understand and manage their own emotions.</li> <li>• Learn how to keep safe and have the opportunity to manage risks in a safe learning environment.</li> <li>• Develop and maintain positive relationships.</li> <li>• Understand how they are changing socially and emotionally.</li> <li>• Develop a healthy lifestyle.</li> <li>• Understand the importance of exercise.</li> <li>• Gain a financial understanding involving spending and saving.</li> <li>• Understand and respect difference and diversity.</li> <li>• Reflect on their experiences.</li> <li>• Become responsible for their own learning.</li> <li>• Find out about their rights , responsibilities and duties both as individuals and as members of the community.</li> <li>• To be able to name some of the British values.</li> </ul>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• express opinions, for example, about relationships and bullying</li> <li>• listen to and support others</li> <li>• respect other people’s viewpoints and beliefs</li> <li>• recognise their changing emotions with friends and family and be able to express their feelings positively</li> <li>• identify adults who they can trust and who they can ask for help</li> <li>• be self-confident in a wide range of new situations, such as seeking new friends</li> <li>• form opinions that they can articulate to a variety of audiences</li> <li>• recognise their own worth and identify positive things about themselves</li> <li>• see things from other people’s viewpoints, for example their parents and their carers</li> <li>• discuss moral questions</li> <li>• listen to and support their friends and manage friendship problems</li> <li>• recognise and challenge stereotypes, for example in relation to gender</li> </ul> <p><b>Pupils will know and understand:</b></p> <ul style="list-style-type: none"> <li>• about keeping themselves safe when involved with risky activities</li> <li>• that their actions have consequences and be able to anticipate the results of them</li> <li>• about different forms of bullying people and the feelings of both bullies and victims</li> <li>• why being different can provoke bullying and know why this is unacceptable</li> </ul>	<p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• Valuing myself and other people.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Making decisions</li> <li>• Talking to adults about drugs</li> <li>• Following simple safety procedures</li> <li>• Handling conflict</li> </ul> <p><b>Knowledge &amp; understanding</b></p> <ul style="list-style-type: none"> <li>• More detailed information about how the body works.</li> <li>• Who prescribes medicines?</li> <li>• Rules for medicines</li> <li>• Which common substances are drugs? – Alcohol, tobacco over the counter medicines and caffeine</li> <li>• Which products contain caffeine and what are its effects?</li> <li>• What are the effects of these substances?</li> <li>• What are the school rules about medicines, alcohol, tobacco and solvents?</li> <li>• What is the law on alcohol, tobacco and solvents?</li> </ul> <p><b>Safety</b></p> <p>Know how to:</p> <ul style="list-style-type: none"> <li>• contact Emergency Services – dialling 999.</li> <li>• take responsibility for oneself and others.</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• get help if a substance or syringe is found.</li> </ul>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>* talk about the information they need and how they can find and use it</li> <li>* interpret information, to check it is relevant and reasonable and to think about what might happen if there are any errors or omissions.</li> <li>* identify the importance of considering copyright when downloading text/images from the internet.</li> </ul> <p><b>Pupils will know:</b></p> <ul style="list-style-type: none"> <li>*about the safety issues connected to emailing: – attachments, keeping information private, reporting unpleasant messages, not replying to such messages.</li> <li>*that the messages they send must be polite and must not include personal details.</li> <li>*E-Safety rules and the consequences of not following these rules.</li> <li>*how to adopt a healthy online lifestyle – being responsible for their own actions, keeping personal information private, limiting their time online</li> <li>*about cyberbullying</li> </ul>
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<p><b>Year 5 &amp; 6</b></p>	<ul style="list-style-type: none"> <li>• Feel positive about themselves</li> <li>• Recognise, understand and manage their own emotions</li> <li>• Learn how to keep safe and have the opportunity to manage risks in a safe learning environment</li> <li>• Develop and maintain positive relationships</li> <li>• Understand how they are changing physically, socially and emotionally</li> <li>• Develop a healthy lifestyle</li> <li>• Understand the importance of exercise.</li> <li>• Gain a financial understanding involving spending and saving</li> <li>• Understand and respect difference and diversity</li> <li>• Reflect on their experiences</li> <li>• Become responsible for their own learning</li> <li>• Find out about their rights , responsibilities and duties both as individuals and as members of the community</li> <li>• Find out about the main political and social institutions.</li> <li>• To have a sound understanding of British values.</li> </ul>	<p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• express opinions, for example, about relationships and bullying</li> <li>• balance the stresses of life in order to promote both their own mental health and well-being and that of others</li> <li>• respect other people’s viewpoints and beliefs</li> <li>• recognise their changing emotions with friends and family and be able to express their feelings positively</li> <li>• identify adults who they can trust and who they can ask for help</li> <li>• be self-confident</li> <li>• form opinions that they can articulate to a variety of audiences</li> <li>• recognise their own worth and identify positive things about themselves</li> <li>• see things from other people’s viewpoints, for example their parents and their carers</li> <li>• discuss moral questions</li> <li>• listen to and support their friends and manage friendship problems</li> <li>• recognise and challenge stereotypes, for example in relation to gender</li> </ul>	<p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>• Value self and other people</li> </ul> <p><b>Skills</b></p> <p>Be able to:</p> <ul style="list-style-type: none"> <li>• Identify and assess risk</li> <li>• Make decisions, coping with peer pressure and other influences including the media.</li> <li>• Be assertive.</li> <li>• Follow basic first aid and safety procedures, including the recovery position.</li> <li>• Handle conflict.</li> <li>• Take responsibility for self and care for others.</li> </ul> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• More detailed knowledge about the risks and effects of alcohol and tobacco.</li> <li>• What are the school rules about medicines, alcohol, tobacco, solvents and illegal substances?</li> <li>• Brief information about other legal and illegal substances.</li> <li>• What is the law regarding these substances?</li> <li>• Where to go to get help and advice about drugs issues.</li> </ul> <p><b>Safety</b></p> <p>Know how to:</p> <ul style="list-style-type: none"> <li>• administer basic emergency first aid</li> <li>• get help for oneself and others</li> </ul>	<p><b>Pupils will be taught to:</b></p> <p>*critically evaluate materials found on the internet.</p> <p>*behave in the online world as they would in the real world: to respect other people’s views and avoid being rude or mean to others.</p> <p><b>Pupils will know:</b></p> <p>*how errors or omissions when searching for information can lead to incomplete or incorrect information.</p> <p>*that information on the internet can be written by anyone and therefore could be bias or inaccurate</p> <p>*about the effects of cyberbullying, stranger danger online.</p>
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**Y5 & 6  
continued..**

***Pupils will know and understand:***

- that the life processes common to humans and other animals include growth and reproduction
- about the main stages of the human life cycle
- that safe routines can stop the spread of viruses
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable

how to adopt a healthy online lifestyle – for example, being responsible for their own actions, avoiding risky behaviours, keeping personal information private, and limiting their time spent online.

\*what to do if they see or experience something on line which makes them uncomfortable, including contacting organisations such as childline and kidscape.

\*that when saving images they should give the file a name that does not relate to the name of the person who may be in the image.

\*that attachments should always be treated with caution and should only be opened after permission has been given.

