

Kelvin Grove Primary School
 Overview of **PSHE & Citizenship** Scheme of Work

Year Group	Drug Education	Health & Hygiene	Sex & Relationship Education	Citizenship
F	The safer use of medicines What goes onto and into my body What is inside my body Who needs medicines? Safety, medicines and other dangerous things How I feel when I am ill	Management of own personal hygiene Keeping Clean Dressing and undressing independently Managing personal hygiene Healthy eating Exercising	Feelings Responding to significant experiences, showing a range of feelings Developing awareness of own needs and views Sensitivity to feelings of others My family Growing Up	Behaviour and self-control Right and wrong Making relationships Working as a group, taking turns Self-confidence and self-esteem Sense of community Respect Self-care Maintaining interest, developing confidence and concentration

1	<p>The safe use and storage of medicines When to ask for help Use of medicines for controlling disease</p>	<p>Diet, healthy and not so Healthy foods Teeth Exercise Parts of the body: naming Senses Life cycles- babies Road Safety</p>	<p>Behaviour affecting others including bullying Role of families/groups and their responsibilities Growing up - from young to old Personal responsibilities Likes/dislikes Appropriate touches Exploring different feelings and emotions</p>	<p>Listening and co-operation skills Circle time skills Money - source/use Setting goals Looking after animals and plants</p>
2	<p>What goes onto and into my body What are medicines, pills and injections? Which everyday substance can be harmful?</p>	<p>Personal hygiene- washing and toilets Recognise/ compare main external parts of the body Grouping- similarities and differences between themselves and others Sleep Keeping Safe Road safety</p>	<p>Similarities and differences: respecting others Roles and responsibilities with friends Needs of a new-born Roles/responsibilities of themselves and others in school Right and wrong Loss, separation, bereavement</p>	<p>Class debates View of local environment-roles and responsibility What am I good at?</p>

3	<p>Peer Pressure Smoking What goes into my body Safety, spread of diseases - immunisations</p>	<p>Nutrition: healthy eating food groups Life cycle: growth and reproduction Me and my body (generic overview of health and hygiene)</p>	<p>Opinions: self expression Different families: scenarios, duties at home Co-operative skills Achievements Peer pressure in relationships</p>	<p>Research/debate topical issues Roles and responsibilities in school community Taking responsibility Peer and adult pressure</p>
4	<p>Thinking of yourself/decision making Who uses/needs drugs Smoking - informed choice First aid</p>	<p>Mental Health - emotions / healthy minds Exercise: recording levels, use of body parts Digestive system Internal organs/ skeletons Keeping Safe</p>	<p>Different types of relationships Bullying- ways of dealing Characteristics of good friendships Loss/separation, including divorce Decisions</p>	<p>Where do I belong?- different settings Sydenham - jobs and people Money - management and saving</p>

5	<p>Peer pressure Alcohol Legal and illegal drugs, including tobacco Cultural issues and drugs Immune system</p>	<p>Exercise: purpose and practice Body: changes in puberty Diet: cultural and historical contexts Looking after teeth Personal Hygiene Sleep: balance of rest and work Road safety</p>	<p>Love, including family and death Sexism and homophobia (and the media) Controlling aggression Skills in relationships Positively me (self esteem) Puberty and emotional changes Decisions</p>	<p>Famous people Voluntary groups Environment-resources and communities Positively me - active citizenship Class debates</p>
6	<p>Thinking of yourself/ decision making - risk management Why people use and misuse drugs Challenging stereotypes Appropriate action when encountering drugs or drug use Support systems/agencies</p>	<p>Nutrition- healthy eating, variety, informed choice Health and safety rules How babies are made Cycle from conception to birth Feelings about own body</p>	<p>Roles and responsibilities in relationships Racism - media and bullying Similarities and differences in people Support systems and agencies Rights and responsibilities, Child protection and abuse Changes- including secondary transfer</p>	<p>Research debates on topical issues Democracy: local authority and parliament Pressure groups and the media Cultural diversity in the UK Inequality</p>

PSHE & C Scheme of Work: Foundation Stage

Category	Theme	Learning Intention	Cross-curricula Links Activity/Resources
Drug Education	<p>The safer use of medicines What goes onto and into my body</p> <p>What is inside my body Who needs medicines?</p> <p>Safety, medicines and other dangerous things How I feel when I am ill</p>	<p>To know medicine safety procedures To understand what can harm and help the growth of the body To be able to name and locate heart, brain and tummy To know that people sometimes need medicine to make them better To understand that medicines and other household products can be dangerous if misused To be able to explain how they feel and where they are hurting</p>	<p>PSHE & C in The Foundation Stage is taught using a cross-curricula approach to learning, working within the six main areas of development. The learning intentions for PSHE & C are met primarily through the Personal, Social and Emotional aspects of learning. Reference should be made to the Foundation stage Curriculum Guidance, topics taught and "Settling in", medium term plans. Assessment in The Foundation Stage is achieved through observations, setting targets and tracking. At the end of Nursery a transfer sheet is completed and passed onto Reception, whilst at the end of Reception the Foundation Stage Profiles are used to assess pupil progress.</p>
Health and Hygiene	<p>Management of own personal hygiene Keeping Clean Dressing and undressing independently Managing personal hygiene Healthy eating Exercising</p>	<p>To be able to go to the toilet independently To be able to wash hands independently To be able to dress and undress independently To know why we must maintain good hygiene To understand what foods are good for you To know why we need to exercise and use parts of our body</p>	
Sex and Relationship Education	<p>Feelings Responding to significant experiences, showing a range of feelings Developing awareness of own needs and views</p> <p>Sensitivity to feelings of others My family</p> <p>Growing Up</p>	<p>To recognise the different types of feelings To be able to show difference in feelings using different stimuli To know their own needs and to be able to explain their views To show sensitivity to others To know that there are different types of families To be able to name who is in their immediate family- To know that they are growing and their bodies will change shape and get bigger</p>	

<p>Citizenship</p>	<p>Behaviour and self-control</p> <p>Right and wrong</p> <p>Making relationships</p> <p>Working as a group, taking turns</p> <p>Self-confidence and self-esteem</p> <p>Sense of community</p> <p>Respect</p> <p>Self-care</p> <p>Maintaining interest, developing confidence and concentration</p>	<p>To be able to manage their behaviour and find alternative ways of expressing themselves</p> <p>To understand the difference between right and wrong</p> <p>To know there are different types of relationship and behaviour may change according to the relationship</p> <p>To be able to take turns with practical activities within schools</p> <p>To demonstrate an improvement they have made within a given timescale</p> <p>To know that they belong to different groups</p> <p>To develop a respect for their own culture/beliefs and those of other people</p> <p>To be able to select an activity independently and use appropriately</p> <p>To be able to listen to stories with an increased span of concentration</p> <p>To be confident when trying new activities</p>	
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PSHE & C Scheme of Work: KS1 - YEAR 1

EP= Establishment Phase

V = video

CD = cd

H = making sense of Health CD

SEAL= Social and Emotional Aspects of Learning

G = Guest Speaker

Refer to the PSHE & C Policy & Records of Achievement (RA) for further assessment ideas

Category	Theme	Learning Intention	Cross-curricula Links Activity/Resources	Assess. LCP/RA Policy
Drug Education	<p>The safe use and storage of medicine</p> <p>When to ask for help</p> <p>Use of medicines for controlling disease</p>	<p>To know that all household products, including medicines, can be harmful if not used properly</p> <p>To be able to recognise potentially dangerous situations and know how to ask for help</p> <p>To know how some diseases spread and can be controlled</p> <p>To know about the role of drugs as medicines</p>	<p>LCP pg 110, Keeping safe</p> <p>LCP pg111-112, G: Police</p> <p>LCP pg 73</p> <p>LCP pg 96, HMedicine</p> <p>G: Nurse visit, How Medicines help us, Visit to the chemist</p>	pg 101
Health and Hygiene	<p>Diet, healthy and not so healthy foods</p> <p>Teeth</p> <p>Exercise</p> <p>Parts of the body: naming</p> <p>Senses</p> <p>Life cycle - babies</p> <p>Road Safety</p>	<p>To know that eating the right types and amounts of food help humans to keep healthy</p> <p>To know how to maintain good dental hygiene</p> <p>To know that taking regular exercise helps humans to keep healthy</p> <p>To be able to name the main parts of the body</p> <p>To know that animals use their senses and to be able to explain the five senses</p> <p>To understand how and why babies grow</p> <p>To learn about the Green Cross Code and the need for road safety</p>	<p>LCP pg 13-16, H What do we eat?, Lets be healthy</p> <p>LCP pg 17, H Teeth & Gums ,Cleaning</p> <p>LCP pg 18, H Why do we eat?</p> <p>Science</p> <p>Science</p> <p>LCP pg 52-53</p> <p>LCP pg 119-122</p>	<p>Pg 29</p> <p>Linked to Science Assess.</p>

<p>Sex and Relationships Education</p>	<p>Behaviour affecting others including bullying</p> <p>Role of families/groups and their responsibilities</p> <p>Growing up - from young to old</p> <p>Personal responsibilities</p> <p>Likes and dislikes</p> <p>Appropriate touches</p> <p>Exploring different feelings and emotions</p>	<p>To know that there are different types of teasing and bullying</p> <p>To know that bullying is wrong and how to get help to deal with bullying</p> <p>To know that family and friends should care for one another</p> <p>To be able to explain the process of growing from young to old and how people's needs change</p> <p>To realise that people and other living things have needs and that they have responsibilities to meet them.</p> <p>To understand how their behaviour affects other people</p> <p>To recognise what they like and dislike</p> <p>To know what rules are for and to know about people who can help them to stay safe</p> <p>To recognise, name and deal with their feelings in a positive way (Anger, fear, happiness)</p>	<p>EP, SEAL, LCP pg 69</p> <p>EP, SEAL, Anti-Bullying Week</p> <p>LCP pg 23-24, V-start the day</p> <p>LCP pg 65-66</p> <p>LCP pg 93-94, 95 EP, SEAL, V- Start the day,</p> <p>LCP pg 81-82, SEAL</p> <p>LCP pg 61-63</p> <p>LCP pg 107, EP, pg 20-22, 109, V-Start the day, CD-Rainbow Street</p> <p>LCP pg 54, 55, 57, 58, SEAL, V-Start the Day</p>	<p>Pg 127, 129</p> <p>pg 74</p>
<p>Citizenship</p>	<p>Listening and co-operation skills</p> <p>Circle time skills</p> <p>Money - source/use</p> <p>Setting goals</p> <p>Looking after animals and plants</p>	<p>To be able to listen to other people, and play and work co-operatively</p> <p>To share their opinions on things that matter to them and explain their views</p> <p>To realise that money comes from different sources and can be used for different purposes</p> <p>To know how to set simple goals</p> <p>To know how to treat animals and plants with care and sensitivity</p>	<p>LCP pg 79, SEAL, EP</p> <p>LCP pg 113-114</p> <p>LCP pg 25-26</p> <p>SEAL, Lit/ Num, DT</p> <p>LCP pg 98-99, V-Start the day</p>	<p>Pg 30</p> <p>Pg 102</p>

PSHE & C Scheme of Work: KS1 - YEAR 2

EP= Establishment Phase

V= video

CD = cd

H = making sense of Health DVD

SEAL= Social and Emotional Aspects of Learning

G = Guest Speaker

Refer to the PSHE & C Policy & Records of Achievement (RA) for further assessment ideas

Category	Theme	Learning Intention	Cross-curricula Links Activity/Resources	Assess. LCP/RA Policy
Drug Education	<p>What goes on to and into my body?</p> <p>What are medicines, pills and injections?</p> <p>Which everyday substance can be harmful?</p>	<p>To know how to make simple choices that improve their health and well-being</p> <p>To know how some diseases spread and can be controlled and to recognise the dangers of misuse</p> <p>To know that household products can be harmful if not used properly</p>	<p>Think for yourself, Science</p> <p>Safe or unsafe?, large picture resources</p> <p>Sorting it out /pictures</p>	
Health and Hygiene	<p>Personal hygiene - washing and toilets</p> <p>Recognise/compare main external parts of the body</p> <p>Grouping - similarities and differences between themselves and others</p> <p>Sleep</p> <p>Keeping safe</p> <p>Road Safety</p>	<p>To be able to maintain personal hygiene</p> <p>To be able to recognise and compare the main external parts of the body</p> <p>To be able to group living things according to observable similarities and differences</p> <p>To recognise similarities and differences between themselves and others, and to treat others with sensitivity</p> <p>To know the importance of regular and sufficient sleep</p> <p>To explain and use rules for keeping safe and to know who can help them to keep safe</p> <p>To develop skills to become a safe cyclist/ road user</p>	<p>Science</p> <p>Science</p> <p>Science, V- Start the day</p> <p>LCP pg 71, SEAL</p> <p>Science</p> <p>LCP pg 115 -118, G: Police</p> <p>LCP pg 123 -126</p>	pg 100
Sex and Relationships Education	<p>Similarities and differences: respecting others</p> <p>Roles and responsibilities with friends</p> <p>Needs of a newborn</p> <p>Roles and responsibilities of themselves and others in school</p> <p>Right and Wrong</p>	<p>To identify and respect the differences and similarities between people</p> <p>To show how friends and family should care for one another</p> <p>To explain that newborns have different needs to themselves</p> <p>To be able to contribute to the life of the class and school</p> <p>To know that they belong to various communities, such as family and school</p> <p>To be able to agree and follow rules for their group and class</p>	<p>LCP pg 71 (above)</p> <p>LCP pg 68</p> <p>LCP pg 97, G: parent/baby</p> <p>LCP 36-37</p> <p>LCP pg 33, 38./Help ws pg 53, LCP pg 39</p> <p>LCP pg 34, LCP pg 108,</p>	<p>Pg 103</p> <p>Pg 48</p> <p>Pg 128</p>

	Loss, separation and bereavement	<p>To recognise what is right and wrong</p> <p>To recognise the choices they can make</p> <p>To recognise, name and deal with their feelings in a positive way</p>	<p>EP, SEAL</p> <p>LCP pg 84-88, SEAL</p> <p>LCP pg 19</p> <p>LCP pg 56/ 57, 80, 83,86</p> <p>67, 79-80, SEAL</p>	<p>Pg 75,</p> <p>89,90</p>
Citizenship	<p>Class debate</p> <p>View of local environment - roles and responsibility</p> <p>What am I good at?</p>	<p>To take part in a simple debate about topical issues</p> <p>To know what improves and harms their local environment and about some of the ways people look after them</p> <p>To be able to recognise what they are good at and how to set simple goals</p>	<p>LCP pg 72</p> <p>LCP 40-41</p> <p>LCP pg 64, SEAL,</p> <p>Marathon Run ws, G: Carol</p>	

PSHE & C Scheme of Work: KS2 – Year 3

EP= Establishment Phase

CD= cd

V = video

H = making sense of Health DVD

SEAL= Social and Emotional Aspects of Learning

G = Guest Speaker

Refer to the PSHE & C Policy & Records of Achievement (RA) for further assessment ideas

Category	Theme	Learning Intention	Cross-curricula Links Activity/Resources	Assess. LCP/RA Policy
Drug Education	Peer pressure Smoking What goes into my body Safety, spread of diseases - immunisations	To know that pressure to behave in an unacceptable or risky way can come from a variety of sources To know about the effects of tobacco on the human body To recognise the dangers involved in consuming things that they are not familiar with To know that bacteria and viruses can affect health	The Care Program - Literacy, Science The Care Program - Literacy, How drugs make you feel, Things that go into and onto my body H Micro-organisms & people, Bonus material: Microbes on the move	
Health and Hygiene	Nutrition: healthy eating food groups Life cycle: growth and reproduction Me and my body (generic overview of health and hygiene)	To know about the need for food for activity and growth To know the benefits of healthy eating To know that the life processes common to humans and other animals include nutrition, movement, growth and reproduction To discuss the importance of routine care of the body	H Why do we eat? H What do we eat? Science LCP pg 171-175	
Sex and Relationships Education	Opinions: self expression Different families: scenarios, duties at home Co-operative skills	To be able to write and talk about their opinions and explain their views To be aware of different types of family groupings To know that there are different kinds of responsibilities, rights and duties at home To be able to work effectively in different groupings and settings To recognise that their actions affect themselves and other	LCP 162-163 LCP pg46-49 G :grandparents LCP 50-51 EP, SEAL	

	<p>Achievements</p> <p>Peer pressure in relationships</p>	<p>To be able to recognise their worth as individuals by identifying positive things about themselves and their achievements</p> <p>To know that pressure can come from friends and to develop techniques to resist pressure</p> <p>To be able to resolve differences by looking at alternatives</p>	<p>SEAL</p> <p>SEAL</p> <p>LCP pg 147-148</p> <p>SEAL</p>	
Citizenship	<p>Research/debate topical issues</p> <p>Roles and responsibilities in school community</p> <p>Taking responsibility</p> <p>Peer and adult pressure</p>	<p>To be able to research, discuss and debate topical issues, problems and events</p> <p>To know that pressure to behave in an unacceptable or risky way can come from a variety of sources</p> <p>To recognise their roles and responsibilities within the class and school</p> <p>To be able to show how they could take responsibility in given situations</p> <p>To be able to recognise the different risks in different situations and then decide how to behave responsibly</p>	<p>LCP pg 5</p> <p>LCP pg 16-17</p> <p>LCP pg 89-90, 91-92</p> <p>LCP pg 3-6</p> <p>G: Police-999 Emergency</p> <p>LCP pg 63-66</p>	

PSHE & C Scheme of Work: KS2 – Year 4

EP= Establishment Phase

SEAL= Social and Emotional Aspects of Learning

H = making sense of Health DVD

G = Guest Speaker

Refer to the PSHE & C Policy & Records of Achievement (RA) for further assessment ideas

Category	Theme	Learning Intention	Cross-curricula Links Activity/Resources	Assess. LCP/RA Policy
Drug Education	Thinking of yourself/decision making Who uses/needs drugs Smoking - informed choice First Aid	To be introduced to some legalities of drug use and to make choices. To be able to explain the positive and negative aspects of legal drug use To be able to explain the effects of smoking, and show how they can make informed choice To explain school rules about health and safety. Basic emergency aid procedures and where to get help	EP, True or false?, Making choices- the Persuader The Care Program - Literacy, Smoking Debate Pack - smoking EP, LCP pg 202	
Health and Hygiene	Mental Health - emotions/healthy minds Exercise: recording levels, use of body parts Digestive system Internal organs/skeletons	To know what affects mental health and to be able to express their feelings To know the effect of exercise and rest on the pulse rate. To know about the importance of exercise for good health To describe the function of the digestive system in basic form To know that humans and some animals have skeletons and muscles to support and protect	LCP pg 162-165 Science H Physical activity, LCP pg 6-7 science H Skeletons/Muscles Science	LCP pg 25-26

	Keeping Safe	their bodies and to help them move To explore why rules are made and enforced.	Health and Safety	
Sex and Relationships Education	Different types of relationships Bullying - ways of dealing Characteristics of good friendships Loss/separation, including divorce Decisions	To be aware of different types of relationships, including marriage and those between friends and family To develop the skills to be effective in relationships To know that about the different types of bullying and how to respond to them and ask for help To understand the characteristic of good friendship and use them in maintaining friendships To be able to deal with feelings sensitively and show care for others feelings To face new challenges positively, collecting information making responsible choices and taking action	LCP pg 143-144 EP, SEAL, G: PoliceBullying LCP pg 149-152 SEAL G: Police Bullying LCP pg 140-141 SEAL, EP SEAL, EP, G: Police Stranger Danger	
Citizenship	Where do I belong? - different settings Sydenham - jobs and people	To know that there are different rights, roles and responsibilities within the groups that they belong to, that these can sometimes conflict with each other. To know about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future To be able to reflect upon the spiritual, moral, social and cultural issues, using imagination to understand other people's experience To be able to recognise the similarities and differences between people	LCP pg 49-52 LCP pg 8-9 LCP pg 12-15 LCP pg 42-45 LCP pg 21-24	

	Money - management and saving	To explain how they can look after their money and show the benefits of saving	Debate pack- Pocket money	
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PSHE & C Scheme of Work: KS2 – Year 5

EP= Establishment Phase

V = video

CD = cd

H = making sense of Health DVD

SEAL= Social and Emotional Aspects of Learning

G = Guest Speaker

Refer to the PSHE & C Policy & Records of Achievement (RA) for further assessment ideas

Category	Theme	Learning Intention	Cross-curricula Links Activity/Resources	Assess. LCP/RA Policy
Drug Education	Peer pressure Alcohol Legal and illegal drugs, including tobacco Cultural issues and drugs Immune system	To know basic techniques for resisting pressure To know that pressure to behave in an unacceptable or risky way can come from a variety of sources and to use basic techniques for resisting pressure to do wrong To be able to explain the physical, emotional and social effects of alcohol To know which commonly available substances and drugs are legal and illegal, their effects and risks To explain the effects of tobacco, alcohol and other drugs, and how these relate to their personal health To understand the cultural, ethnic, racial and religious differences in relation to drugs and medicines To know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread	The Care Program-Literacy, Avoiding Pressure, Make your mind up, V- Good Health (x2) Science, H Cigarettes & Alcohol G: Police, Substance use and Misuse LCP 183-187 G: Community Drug Ed. Project, Harmful Substances, Tobacco Booklet Science H Micro-organisms & your food LCP pg 176-179, H Intro. to micro-organisms	LCP 206

<p>Health and Hygiene</p>	<p>Exercise: purposes and practice</p> <p>Body: changes in puberty</p> <p>Diet: cultural and historical contexts</p> <p>Looking after teeth</p> <p>Person hygiene</p> <p>Sleep: balance of rest and work</p> <p>Road Safety</p>	<p>To describe the purpose of regular exercise and explain the need for age appropriate exercise</p> <p>To know about the body changes as they approach puberty</p> <p>To be able to think about the lives of people living in other places and other times</p> <p>To explain different food trends in a variety of different religions and cultures</p> <p>To know about the functions and care of teeth and the relationship to diet</p> <p>To explain how the body changes in puberty and the importance of good hygiene procedures</p> <p>To explain the need for balance between work and leisure</p> <p>To make informed choices about the amount of sleep they are maintaining</p> <p>To understand the importance of road safety</p>	<p>H Bonus material: Physical Activity/Exercise LCP pg 180-182</p> <p>LCP pg 18-19</p> <p>LCP pg 10-15</p> <p>H Teeth, How do we eat? Teeth & Gums G: School Nurse</p> <p>LCP 204-205</p>	
<p>Sex and Relationships Education</p>	<p>Love, including family death</p> <p>Sexism and homophobia (and the media)</p> <p>Controlling aggression</p>	<p>To explore their feelings towards family and friends</p> <p>To recognise that there are different kinds of love, and that behaviour varies according to the relationship</p> <p>To realise the nature and consequences of sexism, homophobia, teasing and bullying</p> <p>To recognise and challenge stereotypes</p> <p>To understand the consequences of anti-social and aggressive behaviour on individuals and</p>	<p>LCP pg 145-146</p> <p>LCP pg 143-144</p> <p>SEAL, LCP pg 36-39</p> <p>LCP pg 40-44</p> <p>G: Police Crime and Attitude</p>	<p>Pg 156-157</p>

	<p>Skills in relationships</p> <p>Positively me (self esteem)</p> <p>Puberty and emotional changes</p> <p>Decisions</p>	<p>communities</p> <p>To develop skills in controlling aggression and recognising when they feel angry</p> <p>To show good interactive skills</p> <p>To develop skills in making and maintaining friendships</p> <p>To be able to recognise positive things about themselves, seeing their mistakes, making amends and setting personal goals</p> <p>To show a positive self image through the quality of their work and relationships</p> <p>To recognise how people's emotions change and how to deal with their feelings towards themselves, their family and others in a positive way</p> <p>To demonstrate times when they have made decisions based on informed choice</p>	<p>SEAL</p> <p>SEAL SEAL</p> <p>SEAL</p> <p>SEAL</p> <p>SEAL, V- On the trail, Home Safe</p>	<p>Pg 45-46</p>
Citizenship	<p>Famous people</p> <p>Voluntary groups</p> <p>Environment - resources and communities</p> <p>Positively me - active citizenship</p> <p>Class debates</p>	<p>To describe the positive and negative behaviour of famous people, and demonstrate how this affects their behaviour</p> <p>To recognise the role of voluntary and pressure groups</p> <p>To know that resources can be allocated in different ways and that these choices affect individual, communities and the environment</p> <p>To know how and why laws and rules are made, and how to participate in making changes</p> <p>To take part in active class discussions, showing awareness of others beliefs and opinions</p>	<p>Debate Pack- Sporting Heros</p> <p>LCP pg 123-130, pg 65</p> <p>LCP pg 53-57 LCP pg 66-69</p> <p>LCP pg 96-100 LCP pg 93-97 (voting) Debate pack- The meat debate, Pets, Adverts, Boys and Girls, School Uniform</p>	<p>Pg 121-122</p>

PSHE & C Scheme of Work: KS2 – Year 6

EP= Establishment Phase

V = video

CD = cd

H = making sense of Health DVD

SEAL= Social and Emotional Aspects of Learning

G = Guest Speaker

Refer to the PSHE & C Policy & Records of Achievement (RA) for further assessment ideas

Category	Theme	Learning Intention	Cross-curricula Links Activity/Resources	Assess. LCP/RA Policy
Drug Education	<p>Thinking of yourself/decision making - risk management</p> <p>Why people use and misuse drugs</p> <p>Challenging stereotypes</p> <p>Appropriate action when encountering drugs or drug use</p> <p>Support systems/agencies</p>	<p>To recognise the different risks in different situations and then decide how to behave responsibly</p> <p>To develop skills in making decisions</p> <p>To be able to explain why people use and misuse drugs, and develop informed choice for their own behaviour</p> <p>To be able to recognise and challenge stereotypes</p> <p>To understand basic safety rules if encountering drugs or drug use</p> <p>To know where individuals, families and groups can get help and support</p> <p>To understand the role of voluntary groups</p>	<p>LCP pg 200-201</p> <p>The Care Program-Literacy,</p> <p>Decision Time,</p> <p>G: Community drug education project, Drugs Quiz Pockets</p> <p>Stereotyping,</p> <p>H Cigarettes & Alcohol</p> <p>Bonus Material: Alcohol</p> <p>LCP pg 183-192</p> <p>G: Police Drugs Legal & Illegal</p> <p>LCP pg 198-199</p> <p>LCP pg 65 -69</p>	
Health and Hygiene	<p>Nutrition - healthy eating, variety, informed choice</p> <p>Health and safety rules</p>	<p>To know about the need for food for activity and growth, and about the importance of an adequate and varied diet for maintaining health</p> <p>To demonstrate basic first aid, understand the need for safety rules and know where and how to</p>	<p>H Food Bonus Material: International Foods</p> <p>LCP pg 202-203</p>	

	<p>How babies are made</p> <p>Cycle from conception to birth Feelings about own body</p> <p>Mental Health- emotions/ healthy minds</p>	<p>access help To know about the main stages of the human life cycle To know that the life processes common to humans and other animals include reproduction To be able to explain the process and stages of pregnancy To describe the positive features of their bodies To be able to think positively about themselves and deal with their feelings appropriately To explain the nature of stress and ways of coping with it</p>	<p>Science Science</p> <p>G: school nurse</p> <p>LCP pg 166-170</p>	
<p>Sex and Relationships Education</p>	<p>Roles and responsibilities in relationships</p> <p>Racism and responsibilities in relationships</p> <p>Similarities and differences in people</p> <p>Support systems and agencies</p> <p>Rights and responsibilities, Child Protection and abuse</p>	<p>To understand the differing roles in different relationships To know that there are different kinds of responsibilities and these vary according to the relationships and age of people involved To realise the consequences of anti-social behaviour such as bullying and racism on individuals and communities To explore how the media presents information To know that differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability To know where to access support for individuals, families and groups To be able to judge what kind of physical contact is acceptable and unacceptable To know their rights and responsibilities in</p>	<p>LCP 70-78</p> <p>LCP pg 33-38</p> <p>LCP pg 20</p> <p>LCP pg 54, What is disability discrimination, G: disability group LCP pg 198-199, Child Line, NSPCC info.</p> <p>LCP pg 193-197 LCP pg 58-63</p>	<p>Pg 79-81</p>

	Changes - including secondary transfer	<p>relation to the Human Rights convention</p> <p>To be able to cope with change positively</p>	<p>LCP pg 147-151 (in Citizen section)</p> <p>Secondary Transfer</p>	
Citizenship	<p>Research debates on topical issues</p> <p>Democracy: local authority and parliament</p> <p>Pressure groups and the media</p> <p>Cultural diversity in the UK</p> <p>Inequality</p>	<p>To research and discuss topical issues that affect themselves and society</p> <p>To be able to formulate their own opinions resisting the pressure of others</p> <p>To know what democracy is, and about the basic institutions that support it within school, locally and nationally</p> <p>To research and understand the roles of pressure groups</p> <p>To appreciate the range of national, religious, cultural and ethnic identities in the UK</p> <p>To recognise inequality and formulate opinions about how to make changes</p>	<p>LCP pg 55-60</p> <p>LCP pg 89-92</p> <p>LCP pg 109-118</p> <p>LCP pg 131-138</p> <p>LCP pg 119-123</p> <p>LCP pg 123-130</p> <p>LCP pg 70-76</p> <p>LCP 152-160</p> <p>LCP 161-169</p>	<p>pg 83-84</p> <p>Pg 135</p> <p>Pg 45-46</p> <p>Pg 177-185</p>

