



REDMAIDS'
HIGH SCHOOL

FOR GIRLS | BRISTOL

JUNIOR SCHOOL

PSHE Scheme 2021 - 2022

Junior School

PSHE is taught via our assembly programme, dedicated lesson times, visitors, visits and permeates everything we do. The *Jigsaw* scheme formulates the basis of our PSHE lessons. In addition, we have a timetabled classtime session that responds to the needs of the class and develops our pupils' own self-awareness and ability to resolve situations themselves. These sessions are based on the Jenny Mosely's model of Circle Time see Appendix A.

Assembly Programme: Responds to current themes but also covers a wide range of subjects

Whole School recent examples include:

Black History Month: Rosa Parks, Nelson Mandela, Bristol Bus Boycott

Growth Mindset

Following a good path

Patron Saints days

Religious Festivals e.g. Diwali, Eid, Sukkot, Harvest

Human rights day

World Blood Donor Day

Dare to dream: aspire

International Women's day, World Religion Day

Chinese New Year

Inclusivity, Courage, Communication, Resolving Conflict

Remembrance Day

Influential People: Joseph Merrick, Spielberg, Emily Davison, Alex Chinneck

Visitors: The Dog's Trust, Crocuses for Polio etc.

The Vernal Equinox

Assemblies - at the start of each new half term an assembly introduces the new Jigsaw theme.

Upper School – a biannual cycle, responds to current themes e.g. general election but examples include:

Cycle 1 Autumn Term

ICT code of Conduct followed by:-

Theme: 'Yes I Can'

Olympics

Paralympics

Asthma including Laura Trott's battle with asthma *Powerpoint on V-Drive Upper school assemblies*

Diabetes *BBC Bitesize PSHE*

Extract from 'Wonder'

Asperger's Syndrome *BBC Bitesize PSHE*

Going for Goals 'Twinkl' assembly

Theme: British values

Tolerance including: -ageism/sexism/beliefs/culture/opinions

Embracing differences

Visit from NSPCC biannually: Speak Out, Stay Safe campaign

Spring Term

Theme: e-Safety

'Play like and share' CEOP internet online safety training

How to communicate on-line

Social media Anti-bullying

Summer Term

General Election

Inspirational Women

Preparing to go away: Skern Lodge

Cycle 2 Autumn Term

ICT code of Conduct followed by:-

Government and the Rule of Law

Who Rules?

Your Voice Counts: Human and Animal Rights

Your Rights

Animals and Us

Global Citizenship

Spring Term

Anti- Bullying

British Values: the British stereotype/culture. What does the UK stand for? Link to current affairs

Being inclusive in the playground

Finance education

Summer Term

Preparing to go away: Skern Lodge

Human rights: focus on the United Nations Rights of a Child

Know that some cultural practices are illegal in the UK but legal elsewhere

Lower School

Cycle 1 Autumn Term

The Angel of Nitshill Road – anti-bullying discussions. Bullying issues and how to solve them. Approximately 6 weeks

Being kind to each other, what does it look like? Being inclusive in the playground.

ICT Code of conduct

Visit from NSPCC: Speak Out, Stay Safe campaign

Spring Term

e-safety – the SMART rules approx. 5 weeks

What does the budget mean? Link to pocket money and how we spend money.

Change, linked to evolution

Kindness, being inclusive

Summer Term

The Life of Jesus: The Miracle Maker

Being a big girl: looking after new girls

Cycle 2 Autumn Term

Law and order:

The Golden Rules of the school

Vandalism

Play fighting and treatment of others

Respect and consequences of our behaviour

Different religions and beliefs

Different cultures

Spring Term

E-safety

Anti-bullying

Change linked to evolution

Summer Term

Noah's Brother link to the bible

Role-models - who is yours? Why are they role-models?

Human Rights

Schoolltime

A weekly celebration of each other. May include Headteacher Awards, celebrity of the week, Good Manner's awards, Music examination certificates, kayak awards etc.

May include discussion of the Golden Rules, Anti-bullying policy, Snack rules, Table Manners, Litter, The Firework Code, School rules and consequences etc. on at least an annual cycle.

Visitors may be invited into school to share life experiences at this time e.g. volunteers from the RNLI, the Baby Bank, All Aboard Sailing. Citizenship and future career paths are introduced.

This session gives the pupils a voice. Issues are discussed and suggestions can be put in the suggestion box. Safety considerations are discussed before events: e.g. The firework code before Bonfire Night.

The PSHE scheme has 3 core themes, Health and Wellbeing, Relationships and Living in the Wider World, recommended by the PSHE association. As well as teaching within these themes we aim to explore attitudes, values and beliefs, to develop the skills and language to manage issues pupils may encounter in their lives.

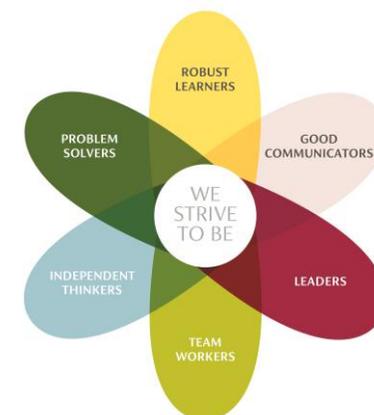
Health and Wellbeing

The Learner Profile

In the Junior School every girl is introduced to the learner profile which identifies characteristics that will equip them with the ability to tackle any challenges, whatever path they choose to follow as they grow up. Focus is placed on these in the classroom and about school so that they understand what they mean, how to develop them and how to reflect on their own profile. The autumn report uses the learner profile as a basis too.

PSHE dedicated lessons cover:

Jigsaw – Being Me in my World Term 1



Every year group explores age appropriate content that may include: who we are, setting up the rules of the classroom and creating a sense of community within the school. Our right to learn.

Being a new girl-settling into a new school and getting to know each other.

Jigsaw- Dreams and Goals Term 3

Every year group explores age appropriate content that may include: How you feel when you succeed, how to work co-operatively, how to evaluate your own learning, to develop resilience and new plans if disappointed, to recognise dreams and goals in different cultures, how to work better with others to improve your environment. Within this to learn how to express feelings, remain positive and reflect on their dreams and goals.

Jigsaw - Healthy Me Term 4

Every year group explores age appropriate content that may include: how to keep healthy through diet and exercise, body image, how to keep safe in places and from people, how to seek help, how to deal with peer pressure, to evaluate when alcohol is being used responsibly, anti-socially or being misused. Pupils are encouraged to share their feelings and express themselves.

Jigsaw – Relationships and Changing Me Term 5 and 6

Relationships and sex education is teaching the fundamental building blocks of positive relationships, focusing on friendships, family relationships and relationships with peers and adults. It is the exploration of the emotional, social and physical aspects of growing up, having relationships and human sexuality in an age appropriate way.

Dedicated PSHE lessons cover the Jigsaw Summer Term Puzzles (units) which are about Relationships (unit 1) and Changing Me (unit 2). The Changing Me Puzzle includes, in every year group, two or three lessons to help children understand the changes puberty brings and how human reproduction happens. There is a very serious safeguarding aspect to this work; obviously, the younger year groups are not looking at these issues directly and explicitly, but rather learning correct terminology for body parts and doing the foundation work for learning that will follow in later year groups. The Years 5 and 6 lessons look more fully at puberty and reproduction.

Year 3 All aspects are age-appropriate Relationships

Family roles and responsibilities – children reflect on the expectations for males and females

Friendship – identifying and putting into practice the skills of being a friend.

Keeping myself safe – Knowing strategies to keep themselves safe.

Being a Global Citizen – Children explore how actions of people around the world help and influence their lives. Children explore the needs and rights of children across the world and how their lives may be different.

Celebrating my web of relationships- children explore expressing their appreciation for friends and family.

Changing Me

How Babies Grow –children explore how animals and humans change as they grow up from conception and that the female usually has the baby.

Babies – Children explore how the babies grow in a mother’s uterus and the needs babies have to grow.

Outside Body Changes – Children explore how male and female bodies change so that they can make babies when they grow up. They learn to identify changes on the outside.

Inside Body changes – Children explore how changes take place on the inside so that our bodies can make babies when we grow up.

Family stereotypes – Children start to recognise stereotypical ideas of parenting and family roles.

Year 4 All aspects are age-appropriate

Relationships

Relationship web- Children identify their own relationships

Love and loss – Children identify someone they love and express why they are special.

Memories – children explore someone that they know but no longer see.

Are animals special? – Children explore animal rights

Special pets – Children explore how they feel when they have a special pet.

Celebrating relationships with people and pets – Children explore how they show love and appreciation to people and pets.

Changing me

Unique Me – Children explore persona; characteristics and how they have come from birth parents as this happens from the joining of their egg and sperm.

Having a Baby – Children learn how to name and label the internal and external parts of male and female bodies necessary for making a baby.

Girls and Puberty – Children learn to describe how a girl’s body changes for her to be able to have babies as an adult and that menstruation is a natural part of this.

Circles of change -Children explore how changes will occur in their lives.

Accepting change – Children explore changes they have experienced and may do in the future. They reflect on changes that cannot be controlled.

Year 5 All aspects are age-appropriate

Relationships

Recognising Me – Children learn to recognise their characteristics and personal qualities and how to build their self-esteem.

Getting on and Falling Out- Children learn that friendships change, how to make new friends and manage any fall outs.

Girlfriends and Boyfriends – Children learn what it feels like to be attracted to someone and what having a boyfriend or girlfriend might mean.

Relationships and Technology – Children learn to stay safe when using technology and when communicating with friends.

Changing me

Self and Body Image – Children consider their own self-image and their body image.

Puberty for Girls – Children learn about the changes during puberty in a girl’s body and the importance of looking after yourself physically and emotionally.

Puberty for Boys – Children learn about changes during puberty in a boy’s body and the importance of looking after themselves emotionally and physically.

Conception – Children learn that sexual intercourse can lead to conception and that is usually how babies are made. Children learn that sometimes people need IVF to help them have a baby.

Looking Ahead – Children consider what they are looking forward to about becoming a teenager and the responsibilities it brings.

Year 6 All aspects are age-appropriate

Relationships

My Relationship Web – Children identify significant people in their lives.

Love and Loss- Children explore feelings they can have when someone dies or leaves. Children learn that there are stages to grief and that there are different types of loss that cause people to grieve.

Power and Control – Children learn to recognise when people are trying to gain power or control.

Being Safe with Technology – Children learn to recognise how technology can be used to try and gain power to control and strategies to prevent this from happening. They learn how to use technology positively and safely to communicate with friends and family.

Changing me

My Self-Image – Children consider their own self-image and how their body image fits into that.

Puberty – Children learn to explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.

Girl/Boy Talk – Children discuss and ask questions about changes during puberty.

Babies: Conception to Birth – Children learn how a baby develops from conception through the nine months of pregnancy and how it is born.

Attraction – Children learn how being physically attracted to someone can change the nature of a relationship.

Lifeskills Caravan Visit: Please see their website for a full programme overview. Content is age appropriate and can be altered to suit the cohort and requirements of the curriculum.

Y3:

Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health

Learn about medicines and drugs including safety issues for use. Learn about nicotine and alcohol in particular and the effects of using them on your body. Understand that your actions affect others.

Y4:

Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health

Know that everyone is unique and has self-worth. Build upon drug, medicines and alcohol knowledge from Y3 to include smoking and drinking. Discuss peer influence and practise decision making.

Y5:

Recognise basic emotional needs and understand that they change according to circumstance

Develop knowledge of drugs and alcohol to include categories of drugs, know why some people do not smoke or use alcohol, know the harmful effects of nicotine and alcohol, identify risks in situations, recognise and practise how to be assertive.

Y6:

Recognise basic emotional needs and understand that they change according to circumstance

Develop understanding of legal/ illegal drug use and their critical thinking. Identify risk factors involving alcohol. Empathise with behaviour patterns of peer groups. Recognise popular recreational activities that most young people enjoy and goals/aspirations.

In addition to set lessons:

Food choices in the dining hall. Juniors are encouraged to make choices from key food groups to eat balanced meals. Teachers check what they take and what they have eaten. New parents are invited to lunch so that they are aware of the range of healthy eating options. Menus are circulated through the Friday Bulletin so that parents can assist their children in their choices.

Gardening Club offers the opportunity for pupils to sow, tend and harvest a variety of fruit and vegetables on the school allotment.

Sun care is highlighted at appropriate times of year. Children are actively encouraged to seek shelter, cover up and drink in hot weather.

Extra-curricular opportunities promote well-being e.g. yoga, Mindfulness colouring

Classtime sessions are fitted in as needed to explore any issue particular to a class/year group etc. e.g. inclusivity in the playground

Being part of *Living Streets* promotes active travel to school and the health benefits therein.

Links to science scheme: exercise and fitness programmes: Collins science Y3 Amazing Bodies and Y6 Healthy Lifestyles including exercise and the circulatory system/Teeth Y4

Link to PE scheme: A wide range of extra-curricular physical activity is available for all ages and abilities including activity hour on a Friday for the juniors.

Link to the outdoor education programme where pupils are challenged by activities, team skills, independence and leadership. Keeping fit and healthy is combined with a robust mental attitude to take risks and go beyond their comfort zone. These are explored on return to school and used to promote resilience and self-confidence throughout the curriculum.

Link to food technology: smoothie making, breakfast bars, pizzas reinforces healthy eating.

A water fountain provides fresh water for individual water bottles as well as during lunchtimes.

Classtime sessions as needed to respond to issues e.g. conflict in the playground, looking after others, being kind.

In addition to set lessons:

The Outdoor Education programme provides opportunities for teamwork and leadership and the exploration of relationships in an outdoor setting

Half termly seating plans for the dining room and classrooms promote relationships across the school.

Secret Santa week for the Juniors each December where all pupils do 5 kind things for another in secret e.g. Tidying their drawer, partnering them to lunch.

Being a member of one of the school houses gives a sense of identity and helps foster links across the school. Events are run throughout the year. Some are compulsory e.g. house netball or maths whilst others are voluntary e.g. photography competition, scrabble or sewing

Vertically grouped junior teams design, plan and run Christmas bazaar stalls.

Junior almoners organise and help run a range of charity events. As well as large scale non-uniform days, they oversee weekly fundraising initiatives from small groups such as, name the teddy or a cartoon quiz for children's own chosen charities.

In productions, everyone joins in. A Lower School Creative arts workshop culminates in a performance in singing, acting and dance where everyone must work together. In Years 5 and 6 a larger scale production offers a development of this.

Leadership opportunities are given to pupils:

Every Y6 has a leadership role at some point in Y6 from House Captain, netball captain, music captain, dance captain, almoner. In Y5 pupils can apply for the post of librarian or bookshop assistant. In lower year groups, pupils are encouraged to be monitors on a weekly/daily basis to encourage responsibility.

Living in the Wider World

PSHE dedicated lessons cover: *Jigsaw- Celebrating Difference Term 2*

Every year group explores age appropriate content that may include: How we are different, how my friends are different, a time when my words affected someone else's feelings and what happened, how getting to know someone helped me to like them, recognising direct and indirect bullying, how difference can be a source of conflict or a cause for celebration. Pupils should have an improved ability to show empathy, how to deal with bullying behaviours, give and receive compliments and accept people for who they are.

First Aid: led by our school nurse

Y3 How to deal with an emergency

Y4 Recovery

Y5 Bleeds and burns

Y6 Resuscitation

Life Skills caravan: See above in Health and well-being

In addition to set lessons:

Citizenship and the law: We aim for pupils to have a basic understanding of the British Legal System and National Government. To know how the law affects them and that they have a responsibility to keep within the law. See assembly programme.

To know basic human rights: United Nations Declaration of the Rights of a Child-assemblies. To know that some cultural practices are not legal in the U.K.

Current Affairs lessons often reflect this aspect. If there is a General Election, the school forms its own parties and runs a mock election.

Links to drug and sex education

Road Safety: All year groups receive road safety training in conjunction with Modeshift Stars and Bristol City Council

Being part of *Living Streets* promotes sustainable travel and the impact on the environment

Bikeability Sessions up to Level 2 for side roads

Y6 visit Life Skills at the Create Centre: Safety/hazard issues presented in realistic sets e.g. Home and garden, railways, farms, fire, electricity

E-safety- taught through assemblies, in current affairs, in class and through experts e.g. NSPCC

Please refer to our RE scheme of work: Understanding of different religions and cultures

Visitors: Crocuses for Polio, The dog's trust, CBBC personalities, inspirational old girls, inspirational female role-models e.g. paraolympians, Darcey Bussell

Visitors: fire service, police, paramedics etc.

Water Safety is taught as part of the PE scheme and outdoor education programme

Raising money for different charities widens their understanding of the world beyond: fundraising as a school, in small groups for individual charities, donating to the local foodbank

Raising money for Chicuhua Wasi School in Peru

Link to MFL: Learning languages and exploring different cultures; Italian, Russian Spanish and German sessions run by the Senior School and French in the juniors

Visiting Westbury Fields Retirement home- meeting the residents, playing bingo, dancing, art etc.

Resources

Jigsaw PSHE scheme: addresses PSHE curriculum, emotional literacy and social skills, SMSC development. It incorporates a Mindful approach

NSPCC 'Speak out stay safe'

SMART rules

CEOPS

Jenny Mosley Circle Time Resources

The Miracle Maker DVD and book

Our RE/PE/Science/DT scheme

CBBC Newsround

First News

C4 Citizenship and the law

The school nursing team

Life Education Website: www.lifeeducation.org.uk

Mendip Outdoor Pursuits

Skern Lodge

Mrs Woodward's extra-curricular outdoor education programme

4Learning PSHE & Citizenship/ Being Different and That's My Life

CBBC My Life explores difference and diversity

DVD Bullying

Living Streets

Bristol Bikeability scheme

pshe-association.org.uk

BBC Bitesize PSHE

Noah's Brother, The Angel of Nitshill Road

Body Image Workshop visit

Monitoring and Evaluation

Classteachers monitor and evaluate the contributions and interaction of pupils throughout sessions and discussions. They also evaluate any written tasks within the programme. Lessons are adapted according to the response of the children to ensure age-appropriate understanding of the topic. In Year 6 a PSHE self-assessment grid evaluates each child's knowledge in relation to expectations by the end of primary school including relationships and sex education. Please see Appendix B. Classteachers use this tool to ensure that all aspects are covered by the end of Year 6.

The PSHE co-ordinator and link governor attend sessions to observe. Development Meetings for staff that teach PSHE evaluate the content and delivery across the school.

Appendix A: Classtime Sessions for teaching staff

These sessions are to develop positive relationships between the classteacher and the class and between the children in your class. They are a trusted and safe environment for pupils to learn to solve problems and develop skills independently. Whilst some areas are key to be covered the purpose of the session is to respond to the particular needs of the children in your class and therefore sessions should be planned accordingly. This should further develop the emotional literacy of the children.

Establish a no-names ethos unless within agreed activity.

Use an object to pass around. Children know that they can only speak when holding the object in rounds.

Example sessions are found in the Jenny Mosley resources. A good starter guide is *Quality Circle Time in the primary classroom* by Jenny Mosley.

- If possible, pupils should be seated in a circle.
- Start with a fun meeting up activity e.g. Oranges and Lemons
- Introduce a warm-up theme for the session as an activity/round.
- Open forum where children are invited to contribute if they wish. Others may offer solutions to any problems.
- Fun activity to celebrate.
- Offering a round of thank you or well done is often appreciated by the class and closes the session.

Repeating activities and games over time in the Junior School is acceptable as pupils will access the session at different emotional and intellectual levels. Also, there will be new pupils within the year groups. The games are very popular and the children love playing them as a reward.

Themes include:

Getting to know you sessions

Listening and Concentrating

Feelings

Being Kind
Friendship
Co-operation
Solving problems
Resolving Conflict
Achieving
Changes
Communication
Behaviour
Just for fun

There are additional sections on name-calling, physical bullying, gender, racism, assertiveness.
A KS1 section may be useful as Year 3 transition into Junior School.

Lisa Brown
August 2021

Year 6 Relationships Education Self-evaluation

Name

Date

Families and people who care for me

- I know that families are important for children growing up because they can give love, security and stability.



- I understand that the characteristics of healthy family life include: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.



- I know that others' families, either in school or in the wider world, sometimes look different from my family, but that I should respect those differences and know that other children's families are also characterised by love and care.



- I know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.



- I know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.



- I know how to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice from others if needed.



Caring Friendships

- I know how important friendships are in making me feel happy and secure, and how people choose and make friends.



- I know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.



- I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.



- I know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.



- I know how to recognise who to trust and who not to trust.



I know how to judge when a friendship is making me feel unhappy or uncomfortable, how to manage conflict and how to manage these situations. I know how to seek help or advice from others, if needed.



Respectful Relationships

- I know the importance of respecting others, even when they are very different from me (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.



- I know practical steps I can take in a range of different contexts to improve or support respectful relationships.



- I know the conventions of courtesy and manners.



- I know the importance of self-respect and how this links to my own happiness.



- I know that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show due respect to others, including those in positions of authority.



- I know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.



- I know what a stereotype is, and how stereotypes can be unfair, negative or destructive.



- I know the importance of permission-seeking and giving in relationships with friends, peers and adults.



Online Relationships

- I know that people sometimes behave differently online, including by pretending to be someone they are not.



- I know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.



- I know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.



- I know how to critically consider online friendships and sources of information including awareness of the risks associated with people I have never met.



- I know how information and data is shared and used online.



Being Safe

- I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).



- I know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.



- I know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.



- I know how to respond safely and appropriately to adults I may encounter (in all contexts, including online) whom I do not know.



- I know how to recognise and report feelings of being unsafe or feeling bad about any adult.



- I know how to ask for advice or help for myself or others, and to keep trying until I am heard.



- I know how to report concerns or abuse, and have the vocabulary and confidence needed to do so.



- I know where to get advice e.g. family, school and/or other sources.



Mental Wellbeing

- I know that mental wellbeing is a normal part of daily life, in the same way as physical health.



- I know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.



- I know how to recognise and talk about my emotions, using a varied vocabulary about my own and others' feelings.



- I know how to judge whether what I am feeling and how I am behaving is appropriate and proportionate.



- I know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.



- I know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.



- I know isolation and loneliness can affect children and that it is very important for children to discuss feelings with an adult and seek support.



- I know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.



- I know where and how to seek support (including recognising the triggers for seeking support), including whom in school I should speak to if I am worried about my own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).



- I know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.



Internet safety and harms

- I know that for most people the internet is an integral part of life and has many benefits.



- I know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on my own and others' mental and physical wellbeing.



- I know how to consider the effect of my online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.



- I know why social media, some computer games and online gaming, for example, are age restricted.



- I know that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.



- I know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.



- I know where and how to report concerns and get support with issues online.



Physical Health and Fitness

- I know the characteristics and mental and physical benefits of an active lifestyle.



- I know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.



- I know the risks associated with an inactive lifestyle (including obesity).



- I know how and when to seek support including which adults to speak to in school if I am worried about my health.



Healthy Eating

- I know what constitutes a healthy diet (including understanding calories and other nutritional content).



- I know the principles of planning and preparing a range of healthy meals.



- I know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).



Drugs, Alcohol and Tobacco

- I know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.



Health and prevention

- I know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.



- I know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.



- I know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.



- I know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.



- I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.



- I know the facts and science relating to allergies, immunisation and vaccination.



Basic First Aid

- I know how to make a clear and efficient call to emergency services if necessary.



- I know the concepts of basic first-aid, for example dealing with common injuries, including head injuries.



Changing Adolescent Body

- I know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.



- I know about menstrual wellbeing including the key facts about the menstrual cycle.



Lisa Brown/Anne Taylor September 2021

Review date May 2022