

Frequently Asked Questions (FAQs)

for Personal, Social, Health Education (PSHE)

- **Does my child have to take part in PSHE lessons?**

Yes, these lessons are a statutory part of the school curriculum and all children will have age-appropriate lessons covering a range of PSHE themes and topics. These are carefully planned and enable will enable the children to consolidate and build upon their previous knowledge and understanding as they progress through the school and beyond into secondary education.

- **When does my child learn about puberty?**

Puberty is taught in Year 4 as part of our Relationships Education and Health Education offer. It is also a delivered as a statutory element of the National Curriculum orders for Science: subject content includes the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

DfE statutory guidance:

By the end of primary school: **Pupils should know –**

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

- **What is covered in sex education and when will my child have these lessons?**

Our sex education lessons form part of our school's overall scheme of work for PSHE and build upon the knowledge and understanding the children will have gained throughout their school years from Reception to Year 6.

The sex education lessons follow-on from previous learning about different loving relationships, changes to the male and female body and emotions during puberty, understanding of the menstrual cycle, knowledge of the names and function of the sexual organs, and reproduction in animals, including humans.

The sex education lessons are only delivered to the Year 6 children and we use the Christopher Winter Project resources – these are endorsed by Cornwall Healthy Schools and the Cornwall and Isles of Scilly Health promotion Unit.

These three lessons cover **puberty and reproduction**:

Lesson 1 - Learning Outcomes:

- To be able to describe how and why the body changes during puberty in preparation for reproduction
- To be able to talk about puberty and reproduction with confidence

Lesson 2 - Learning Outcomes:

- To consider reproduction in the context of relationships
- To be able to discuss different types of adult relationships with confidence
- To be able to explain how babies are made

Lesson 3 - Learning Outcomes:

- To explore the process of conception and pregnancy
- To be able to describe the decisions that have to be made before having a baby
- To know some basic facts about pregnancy and conception

- **Can I withdraw my child from sex education lessons?**

Yes, any request from parents for their child to be withdrawn from some or all of the school's sex education offer will automatically be granted. It would be good to discuss the reasons and implications of this for the child beforehand but the school will ensure that the pupil receives appropriate and purposeful education during the period of withdrawal.

Parents are free to change their minds about whether to withdraw their child from sex education lessons at any time.

There is, however, no right for parents to withdraw their child from Relationships Education or Health Education, or from the science lessons where topics include the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

- **Will my child learn about Lesbian, Gay, Bisexual and Transgender (LGBT)?**

Schools must comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. The DfE expects all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum. The school will ensure that LGBT content is fully integrated into our programme of study for PSHE and delivered in the context of different loving relationships.

- **My child has special educational needs, will they be able to access these lessons?**

All of our PSHE lessons will be accessible to all pupils. The SEN code of practice contains objectives linked to preparing for adulthood and our staff will plan lessons with careful consideration of the needs of the children with special educational needs and/or disabilities.

Additional resources will be used, including close support from adults working within the school, to enable all children to learn from these lessons.

- **What if my child is absent on the day when the class has its PSHE lesson?**

The class-teacher can share with you the lesson content and you will be able to work through this with your child at home so that they develop the same knowledge and understanding as their peers.

- **Will the lessons about menstruation and changes during puberty be taught to the girls and boys separately?**

The majority of lessons will be delivered to mixed gender classes as we encourage discussion from the perspective of both boys and girls. The sex education lessons will also be delivered to the whole Year 6 cohort of children together, but there will be additional discussion time for the boys and girls separately to further explore the content of their lessons and to raise questions with a single-sex grouping.

- **Are the children taught about contraception, abortion or sexually transmitted infections (STIs)?**

Contraception is briefly mentioned touched upon in the Year 5 lesson from the CIOS-Brook programme of study. One of the key messages is that 'People may wish to have sex without getting pregnant because it feels nice. They can use something called contraception to stop pregnancy happening.'

Abortion and **sexually transmitted infections** are not covered in our programme of study but will be covered at secondary school.

Questions about **premature birth, miscarriages and infant mortality** are sometimes raised by the children and, as with any question, the responses from the adults will be considered and factual with the sensitivities of the children respected.

The adults will explain that there are some issues that they will not be able to talk about and some questions that they might respond to individually outside of the lesson (having taken advice where necessary).

- **What if my religious beliefs or faith conflict with what I believe should be taught to the children?**

Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Schools may teach about faith perspectives, and in particular, schools with a religious character may teach the distinctive faith perspective on relationships and sex.

Parents can only withdraw their children from the sex education element of our PSHE provision. Parents do not have the right to withdraw their children from any other part of Relationships Education, Health Education or statutory content of the National Curriculum.

Parents do not have the right either to determine when and in what order the content of our programmes of study should be delivered.

However, parents will be consulted about the school's policy for PSHE and constructive feedback is always welcomed, including that given at the termly Parent Forum meetings or raised with members of the Local Governing Body.

- **Will I be told when these lessons are taking place?**

Parents will be informed ahead of time when PSHE lessons are planned to be delivered to enable them to review the materials with their child's class-teacher or to raise any questions or concerns. This will also forewarn you of possible questioning from your child and help you to prepare should you wish to explore the learning further with your child at home.

- **Can my child just wait until secondary school to have these lessons; I don't think they are ready just now.**

The programme of study for PSHE that we have adopted covers all of the statutory requirements and is an entitlement for all pupils (other than the sex education element in Year 6). The staff delivering the content will plan appropriate activities for all children to enable their inclusion and learning, and will be sensitive to the different abilities and needs of those involved. Differentiated and personalised learning will ensure the children progress in their knowledge and understanding of the themes covered.

The Cornwall and Isles of Scilly – Brook PSHE programme of study that the school has adopted presents as a spiral curriculum and builds knowledge as the children progress through the school. The curriculum is intended to be used by all Cornish primary and secondary schools so extends from KS1 to KS5.

- **Who will teach these PSHE lessons?**

The majority of lessons will be delivered by your child's usual class-teacher/s with support from Teaching Assistants. There will be occasions when external visitors, such as the School Nurse or Mental Health Practitioner, may be invited to contribute to the teaching of key elements of the programme of study.

What Do Schools Have To Teach?

✓ Relationships Education

✓ Health Education

- **Sex Education** is not compulsory **but** puberty, naming external body parts, human development from birth to old age and reproduction in animals must be taught to all pupils because these form part of the Science National Curriculum in primary schools.
- Many schools choose to teach Sex Education because it supports '*pupils' ongoing emotional and physical development*' as they transition to secondary school. The Department for Education recommends that '*all primary schools should have a Sex Education programme tailored to the age and physical and emotional maturity of the pupils*'. It should prepare boys and girls for the '*changes that adolescence brings*'.

What Are My Choices As a Parent?

What Must Be Taught...

- Relationships Education
- Health Education
- Puberty Education
- Names of external body parts
- Human development from birth to old age
- Reproduction in animals and plants

Parent Choice...

- You have the right to know what our school policy is on Sex Education
- You have the right to know what will be covered in Sex Education by our school
- You have the right to see the resources used by our school to teach Sex Education
- You have the right to withdraw your child from Sex Education lessons in our school

What do we do at our school?

We believe that teaching Relationships & Sex Education informs our pupils about body differences, growing up, body changes and the emotions and feelings that they might have. Specific vocabulary that they learn allows them to keep their bodies safe and empowers them to communicate any concerns that they might have about their own health or safety. It prepares pupils for their transition to secondary school and life's journey.

We use the CIOS-Brook PSHE programme and resources for our PSHE Education and the Christopher Winter Project programmes to deliver additional Drug and Alcohol Education and our Relationships & Sex Education programme.

Pupils from Year 1 to Year 6 are taught age-appropriate information using specific and relevant vocabulary.

The teaching often links to the Science National Curriculum and other curriculum subjects and topics.

We keep parents fully informed about when Sex Education will be taught in each year group and what will be covered.

Cornwall and Isles of Scilly – Brook PSHE programme of study

The aim of the COIS-Brook curriculum is to provide a consistent, high-quality PSHE education for all young people across the region.

By using the curriculum, your child's school will be meeting all statutory government guidance for mandatory relationship and sex education and all PSHE Association principals and outcomes.

It will mean key messages will be introduced, reinforced and built upon year on year at developmentally appropriate stages, through a spiral curriculum.

The curriculum has been designed to allow facilitators flexibility in how they choose to deliver the lessons to meet the needs of their children and young people and the practicalities of their settings.

Year 6

Autumn Term 1 – Different types of families

Lesson Objectives:

- Identify the shared characteristics of healthy family life
- Explain different types of romantic relationships
- Identify why some people chose to marry or have a civil partnership
- Identify different family structures and the similarities between these families
- Explain how to get support if a family relationship is making me feel unhappy or unsafe

Autumn Term 2 – Healthy and harmful relationships

Lesson Objectives:

- Identify on/ offline bullying and how to manage this
- Identify some harmful behaviours in a relationship
- Explain what forced marriage is and how to get support
- Define stereotype and discrimination and some strategies to challenge this
- Understand where to go for help or support with harmful behaviour

Spring Term 1 – Spending decisions

Lesson Objectives:

- Identify ways to keep money safe from loss or theft
- Explain how money impacts well-being
- Identify how spending decisions affect others including the environment and supporting charities

Spring Term 2 – Exploring risk in relation to gambling

Lesson Objectives:

- Explain risk in relation to gambling
- Identify how winning or losing can affect a person's feelings and what makes someone want to take the risk
- Describe what can influence someone to gamble or feel pressure to do so
- Recognise who to ask for help if concerned about gambling or the pressure to do something like gambling

Summer Term – **Social media**

Feelings and common anxieties when changing schools

Changes from primary to secondary school

Lesson Objectives:

- Recognise what wellbeing and social media mean
- Describe actions a person can take to look after their wellbeing with a balance of online and offline activities
- Evaluate the positives and negatives of social media

Year 5

Autumn Term 1 – **Diverse Communities**

Learning Objectives:

- Describe the different communities that we belong to
- Explain what diversity means
- Describe my personal identify in simple terms
- Understand that we shouldn't discriminate against others
- Understand that we are all connected

Autumn Term 2 – **Respectful relationships**

Learning Objectives:

- Identify the features of a positive family life
- Recognising similarities and differences between people in the community
- Understand how to respect differences within the community and classroom
- Defines what self-respect is and why this is important
- Recognises how to have and encourage polite, respectful relationships

Spring Term 1 – **Puberty – bodies and reproduction**

Learning Objectives:

- Correctly identify parts of external genitalia and internal reproductive organs
- Understand that everyone's bodies are different and we should respect this
- Describe key facts about reproduction and pregnancy
- Know where to ask for help with questions about their bodies

Spring Term 1 – **Puberty – changes**

Learning Objectives:

- Define what puberty means
- Understand that everyone will experience puberty differently
- Identify key changes which happen during puberty
- Understand what menstruation is
- Understand where to go for help and support around puberty and their bodies

Spring Term 2 – **Online content**

Learning Objectives:

- Understand that not everything online is trustworthy
- Recognise some of the differences between fact and opinion
- Describe how to make decisions on what they trust online using agreed criteria

Spring Term 2 – **Online contact**

Learning Objectives:

- Recognise that it is their own choice to accept something online
- Recognise ways that people may seek to persuade them online
- Know what to do if they have any concerns about something they experience online

Summer Term – **Mental health and keeping well**

Learning Objectives:

- Explain what is meant by the term 'mental health'
- Identify everyday behaviours that can help to support mental (and physical) health
- Recognise that we can take care of our mental health (as well as our physical health)

Summer Term – **Managing challenges and change**

Learning Objectives:

- Describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected
- Recognise conflicting emotions and when these might be experienced
- Explain how feelings and emotions change over time
- Identify positive actions to support mental wellbeing during difficult times, including identifying their personal support network

Summer Term – **Exploring risk in everyday situations**

Learning Objectives:

- Assess how risky different everyday activities are
- Describe how important it is to 'stop and think' before taking a risk
- Explain what makes a risk worth taking and what makes it too risky

Year 4

Autumn Term 1 - **What makes a good friend?**

Learning Objectives:

- Identify the qualities of a good friend (on/ offline)
- Describe the effects of loneliness and how to support ourselves and others
- Understand that friendships change across our lifetime
- Identify how to manage conflict in friendships positively
- Describe how to get support

Autumn Term 1 – **Respecting others**

Learning Objectives:

- Explain what respect means
- Explain how to show respect in a debate
- Understand that there are limits to having freedom of opinion and speech
- Understand that we can disagree with an opinion but still respect someone

Autumn Term 2 – **Resolving conflict and managing negative pressure**

Learning Objectives:

- Identify how friendships supports our wellbeing
- Identify some tools to build good friendships
- Explain how to manage and resolve conflict
- Explain when and how to get support
- Identify what peer pressure is

Autumn Term 2 – **Everyday safety and basic first aid**

Learning Objectives:

- Learn and practise how to keep yourself and others safe
- Learn how to care for yourself and others
- Learn how to safely get help in an emergency, including calling 999

Spring Term 1 – **Money choices**

Learning Objectives:

- Explain how people pay for things
- Explain why people spend or save
- Identify why something might be “good value”
- Identify different priorities that effect our spending decisions
- Use basic budgeting tools

Spring Term 1 – **Volunteering and citizenship**

Learning Objectives:

- Describe what a good citizen is and understand how they can be a good citizen
- Explain what volunteering means and what things they can do to volunteer in the community
- Explain how they can help and care for their friends and family
- Identify how they can make a difference to the planet based on their actions
- Make a plan of actions

Spring Term 2 – **Safely enjoying the world online**

Learning Objectives:

- Recognise when something encountered online ‘doesn’t feel right’
- Identify and resist pressurising and manipulative behaviour
- Identify some risks of sharing photos, videos and comments publicly
- Explain what privacy settings are used for and how they can help
- Give examples of how online actions can affect others

Spring Term 2 – **Keeping personal information safe and private online**

Learning Objectives:

- Give examples of content which may be appropriate or inappropriate to share online
- Explain the possible consequences of sharing without consent
- Identify appropriate people to turn to for help

Summer Term – **Understanding that not everyone is who they say they are online**

Learning Objectives:

- Identify different tactics someone might use to manipulate another person online
- Explain what to do if someone tries to pressure or manipulate them
- Share ideas about how technology can be used positively

Summer Term – **Managing feelings**

Learning Objectives:

- Explain how feelings and emotions can influence actions and behaviour
- Identify ways of coping with feelings in different situations
- Explain why it is important to talk about feelings and describe how this can feel
- Recognise that help, advice and support about feelings comes from different sources

Summer Term – **The environment**

Learning Objectives:

- Explain what climate change is
- Identify different ways we can protect the environment
- Explain what changes we can make at home and at school to protect the environment

Year 3

Autumn Term 1 – **World of work**

Learning Objectives:

- Identify my strengths and goals
- Identify different career paths
- Explore factors that influence job decisions (stereotypes, family, values, money)
- Explain key skills that will help me get a job
- Identify a range of different education and training opportunities

Autumn Term 1 – **Spending and saving money**

Learning Objectives:

- Identify different types of money
- Explain where money comes from
- Identify different ways that people choose to use their money (including savings)
- Identify the difference between needing and wanting to spend money
- Explain how to keep money safe

Autumn Term 2 – **Road safety**

Learning Objectives:

- Identify and model the 'Stop, Look, Listen, Think' sequence
- Recognise safer places to cross the road
- Understand their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport

- Understand risk and the effect of risky behaviour
- Identify the strategy of 'Stop and Think' to cope with dangerous situations caused by others

Autumn Term 2 – **Individual and collective strengths**

Learning Objectives:

- Identify what skills are needed to work with others in a team
- Understand that everyone brings different strengths to working in a team
- Recognise what they are good at when working in a team

Summer Term – **Expressing feelings**

Learning Objectives:

- Name a wide range of feelings and emotions
- Match feelings to a scale of intensity and identify strong feelings
- Describe different feelings and how they are experienced in the body
- Recognise why it is important for people to express their feelings

Summer Term – **Strategies to support positive mental wellbeing**

Learning Objectives:

- Recognise that mental health is as important as physical health
- Understand that everyone experiences ups and downs in their mental health
- Identify key strategies and techniques to support positive mental wellbeing
- Know where to go for help if they or a friend is feeling unhappy

Summer Term – **Sun safety**

Learning Objectives:

- Explain what ultraviolet or UV light is
- Explain how our skin can be damaged by UV light
- Explain how we can keep skin safe and healthy with some simple measures
- Explain how sunblock or sunscreen can protect our skin

Year 2

Autumn Term 1 – Respecting uniqueness

Learning Objectives:

- Explain what special and unique mean
- Describe their own special and unique characteristics
- Explain how we respect the special and unique characteristics of others

Autumn Term 1 – Our communities

Learning Objectives:

- Explain what a community is
- Discuss what communities they belong to
- Understand what a stereotype is
- Explain how stereotypes can be harmful

Autumn Term 2 – Everyday safety

Learning Objectives:

- Refresh knowledge about calling 999 in an emergency
- Understand dangers in everyday situations and how to keep safe
- Recognise how to keep safe at home, including fire safety with electrical appliances, lighters and matches
- Identify that some household products and medicines are harmful
- Recognise how to stay safe outdoors, especially around water and roads
- Know who to ask for help if we're worried about our/someone else's safety

Autumn Term 2 – Basic first aid

Learning Objectives:

- Learn first aid skills
- Feel confident to help someone who needs first aid
- Feel able to help someone in need of first aid

Spring Term 1 – **Learning about work**

Learning Objectives:

- Identify their own and other's strengths
- Know what a job is and why people do them
- Be able to describe some community jobs
- Know what makes someone good at their job

Spring Term 1 – **Hand hygiene**

Learning Objectives:

- Understand that infection can be spread through touch
- Understand that we can pick up microbes through things we touch and spread them to others
- Understand that we wash hands to remove microbes
- Understand that washing hands is the best way to prevent the spread of microbes
- Understand that washing with soap and water is better than using water alone

Spring Term 2 – **Sharing photos online**

Learning Objectives:

- Describe what might happen if we share a picture
- Identify the effect of people's actions online and consider ways of keeping myself and others safe
- Recognise that I can be an 'up-stander' by choosing not to join in
- Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online

Spring Term 2 – **Online interactions and information sharing**

Learning Objectives:

- Describe what personal information is and the importance of not sharing this
- Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right'
- Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online

Summer Term – **Online friends**

Learning Objectives:

- Describe the qualities that make a good friend
- Identify that people online may not tell the truth
- Explain the difference between a secret and a surprise
- Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online

Summer Term – **Big feelings**

Learning Objectives:

- Recognise that feelings can intensify (get stronger)
- Describe how big feelings can affect their behaviour
- Identify what can help them feel better when they have a big feeling (including talking to trusted adults)
- Use words or phrases to ask for help with feelings

Summer Term – **Keeping our teeth healthy**

Learning Objectives:

- Understand the importance of brushing, flossing and rinsing
- Explain how to brush, floss and rinse
- Understand what healthy teeth are and name basic parts of a tooth
- Know what foods to avoid to keep teeth healthy
- Understand what happens during a dentist appointment

Year 1

Autumn Term 1 – **Welcome to school**

Learning Objectives:

- Explain what positive behaviour is and why it is important
- Understand how rules can keep us safe
- Identify who the adults are in school and how they help us

Autumn Term 1 – **Emergencies and getting help**

Learning Objectives:

- Safely get help in an emergency, including calling 999
- Understand how to care for myself and others

Autumn Term 2 – **People who care for us**

Learning Objectives:

- Identify different people in our lives who cares for us
- Explain how I show that I care
- Understand that all families are different but have the same key qualities
- Understand that people are different too, but they have the same needs
- Describe how to get help if someone is making me feel unsafe

Autumn Term 2 – **Rights, responsibilities and respect**

Learning Objectives:

- Know how to be kind to others
- Explain how certain behaviours help us show respect to others (such as kindness, helpfulness and honesty)
- Be able to show gratitude for the kind behaviour of others

Spring Term 1 – **Healthy friendships**

Learning Objectives:

- Identify what makes a good friend
- Describe how to be a good friend
- Be able to use some simple tools to help solve conflicts
- Understand how to get help to make a friendship better

Spring Term 1 – **Our bodies and boundaries**

Learning Objectives:

- Understand and learn the PANTS rules
- Name body parts and know which parts should be private
- Know the difference between appropriate and inappropriate touch
- Understand that I have the right to say “no” to unwanted touch
- Start thinking about who I trust and who I can ask for help

Spring Term 2 – **Our health**

Learning Objectives:

- Explain how we can look after our health
- Explain how we keep our bodies healthy through our diet, dental hygiene, sleep and sun safety
- Explain how we need to balance physical activity with time online

Spring Term 2 – **Healthy food choices**

Learning Objectives:

- Identify different fruit and vegetables
- Explore and evaluate fruit and vegetables, describing their feel, appearance, smell and taste
- Recall the new recommended daily maximum sugar intake for my age range
- Explain why fruit and vegetables are an important part of a healthy diet, are a good sugar swap and why they are important to my 5-a-day
- Understand and compare the sugar content in a variety of food and drink products
- Select lower-sugar alternatives to high-sugar products

Summer Term – **We all have feelings**

Learning Objectives:

- Recognise and name some feelings that I might have
- Explain how feelings can make our bodies feel inside
- Describe how other’s might be feeling
- Identify who can help me with feelings, and how I can help others

Summer Term – **Good and not so good feelings**

Learning Objectives:

- Identify feelings that are good and not so good
- Recognise that people feel differently about things and situations
- Explain what can change my feelings (from good to not so good and from not so good to good)
- Suggest things that can help me and others to feel better

Summer Term – **Managing our time safely whilst online**

Learning Objectives:

- Describe how something online might make someone feel worried or sad
- Recognise different feelings
- Identify up to four adults who can help with problems online

The Christopher Winter Project programme of study (PSHE) (SRE*)

Year 6: Lesson 1 – Puberty and Reproduction*

Learning Objectives:

To be able to describe how and why the body changes during puberty in preparation for reproduction.

Year 6: Lesson 2 – Relationships and Reproduction*

Learning Objectives:

Understanding of different types of adult relationships.

Understanding of how babies are made.

Year 6: Lesson 3 – Conception and Pregnancy*

Learning Objectives:

Knowledge of the process of conception and pregnancy.

Year 5: Lesson 1 – Talking about Puberty

Learning Objectives:

Understanding of the emotional and physical changes during puberty.

Year 5: Lesson 2 – Male and Female Changes

Learning Objectives:

Understanding male and female puberty changes in more detail and how to manage physical and emotional changes.

Year 5: Lesson 3 – Puberty and Hygiene

Learning Objectives:

Understanding the impact of puberty on the body and the importance of physical hygiene.

To understand ways to get support during puberty.

Year 4: Lesson 1 – Growing and Changing

Learning Objectives:

To be able to describe the main stages of the human life-cycle and to describe the body changes that happen when a child grows-up.

Year 4: Lesson 2 – Body Changes and Reproduction

Learning Objectives:

To know that during puberty the body changes from a child into a young adult.

To understand why the body changes at puberty.

To identify some basic facts about pregnancy.

Year 4: Lesson 3 – What is Puberty?

Learning Objectives:

To learn about the physical changes associated with puberty

To know that each person experiences puberty differently.

Year 3: Lesson 1 – Differences: Boys and Girls

Learning Objectives:

To understand that all families are different and have different family members.

To identify who to go to for help and support.

Year 3: Lesson 2 – Personal Space

Learning Objectives:

To consider touch and to know that a person has the right to say what they like and dislike.

To identify different types of touch that people like and dislike.

To understand ways of dealing with unwanted touch.

To understand the concept of personal space.

Year 3: Lesson 3 – Family Differences

Learning Objectives:

To explore the similarities and differences between males and females and to name the body parts using agreed words.

Year 2: Lesson 1 - Differences: Boys and girls

Learning Objectives:

To introduce the concept of male and female and gender stereotypes.

To identify differences between males and females.

Talk about the ways boys and girls can be the same and different.

Understand that some people have fixed ideas about what boys and girls can do.

Describe the difference between male and female babies.

Year 2: Lesson 2 – Differences: male and female

Learning Objectives:

To explore some of the differences between males and females and to understand how this is part of the lifecycle.

Describe some differences between male and female animals.

Describe some differences between boys and girls.

Understand that making a new life needs a male and a female.

Year 2: Lesson 3 – Naming the body parts

Learning Objectives:

To focus on sexual differences and name body parts.

Describe the physical differences between males and females.

Name the male and female body parts.

Year 1: Lesson 1 – Growing and caring for ourselves

Learning Objectives:

To understand some basic hygiene principles.

Know how to keep clean and look after oneself.

Year 1: Lesson 2 – Growing and changing

Learning Objectives:

To introduce the concept of growing and changing.

Know how people grow and change.

Understand that babies become children and then adults.

Know the differences between boy and girl babies.

Year 1: Lesson 3 – Families and care

Learning Objectives:

To explore different types of families and who to ask for help.

Know there are different types of families.

Know which people we can ask for help.

The Christopher Winter Project programme of study (PSHE: Drug & Alcohol Education)

Year 6: Lesson 1 - Cannabis

Learning Objectives:

Understanding of the effects, risks and law relating to cannabis.

Year 6: Lesson 2 – Volatile Substance Abuse and getting help

Learning Objectives:

Understanding the risk of volatile substance abuse (VSA).

Year 6: Lesson 3 – Help, Advice and Support

Learning Objectives:

Awareness of the options for getting help, advice and support.

Year 5: Lesson 1 - Legal and Illegal Drugs

Learning Objectives:

Awareness of a range of legal and illegal drugs, their risks and effects.

Year 5: Lesson 2 – Attitudes to Drugs

Learning Objectives:

Awareness that all sorts of people may misuse drugs and to challenge myths about drug use.

Year 5: Lesson 3 – Peer Pressure

Learning Objectives:

Knowledge of a range of strategies to resist drug use.

Year 4: Lesson 1 - Effects of Alcohol

Learning Objectives:

To know what alcohol is and how it affects the body.

To understand that everyone will be effected differently by alcohol.

Year 4: Lesson 2 - Alcohol and Risk

Learning Objectives:

To understand the risks of drinking alcohol.

Year 4: Lesson 3 - Limits to Drinking Alcohol

Learning Objectives:

To consider how society limits the drinking of alcohol.

To know some laws about drinking alcohol.

To consider ways of persuading people to drink alcohol sensibly.

Year 3: Lesson 1 – Why People Smoke

Learning Objectives:

Knowledge of what effect smoking has on the lifestyle of a smoker.

Understanding why people smoke and how smoking affects people.

Year 3: Lesson 2 – Physical Effects of Smoking

Learning Objectives:

To know the effects of smoking on the body.

To understand the impact of smoking and passive smoking.

To understand what quitting smoking does to the body.

Year 3: Lesson 3 – Smoking and Society

Learning Objectives:

To understand how society responds to the impact of smoking and passive smoking.

To know the negative effects of smoking.

To be able to make a positive choice not to smoke.

Year 2: Lesson 1 – Risk

Learning Objectives:

To explore substances and situations that are safe or unsafe.

To know what is safe or unsafe.

To know when something is too risky.

Year 2: Lesson 2 – Hazardous substances

Learning Objectives:

To be able to identify hazardous substances.

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

To know some rules about keeping safe.

Year 2: Lesson 3 – Safety Rules

Learning Objectives:

To consider safety rules for at home and at school.

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

Year 1: Lesson 1 – Staying healthy

Learning Objectives:

To identify how to stay safe.

To understand how to look after our bodies.

Year 1: Lesson 2 – Medicines

Learning Objectives:

To explore when and how to take medicine safely.

To know how medicines get into our bodies.

To know why people use medicines.

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

Year 1: Lesson 3 – Who gives us medicines?

Learning Objectives:

To identify who should be able to give us medicines.

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

To know the rules about medicines.