



Learning Outcomes

- Discuss the brain, how it works and its link to personality, choices and decisions.
- Name major internal body parts – bones, muscles, heart, blood, lungs, stomach, small and large intestines, liver and brain.
- Understand that the body gets energy from food, water and oxygen, and that exercise and sleep are important to our health. Make the link between exercise and mental wellbeing.
- Understand that anything that gets into the body could pass into the blood, around the body and up to the brain.
- Understand that medicines are drugs and the times that they can be helpful or harmful.
- Understand safety around discarded syringes – 'don't touch, tell an adult they trust'.
- Understand that nicotine and alcohol are drugs and begin to understand some of the ways in which they can affect the body.
- Understand that all drugs have a greater impact on young peoples' bodies compared to adults because they are still growing.
- Identify: qualities of friendship, reasons why friends sometimes fall out, skills for making up again including being aware of their own 'Network of Support'.

Mobile Classroom Activities and Delivery Strategies

- Personality activity.
- Body knowledge activities – imaginary camera and TAM.
- Medicine and syringe discussion with props.
- Brain chain game.
- Cigarettes and alcohol AVs – group work, discussion and modules.
- Harold.
- Friendship discussion and hot-seating.
- Positive teaching strategies and a range of activities to promote the involvement of all children.

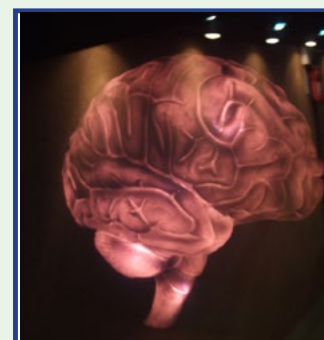


Links

Links to National Curriculum (2014)

'All schools should make provision for personal, social and economic education (PSHE) drawing on good practice.'
(National Curriculum 2014 section 2.5)

DfE Guidance on PSHE states that: *'PSHE education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice.'*



Links to Cambridgeshire Primary Personal Development Programme

In Unit DE 34 Drug Education pupils will broaden their knowledge of different drug types and how they enter the bloodstream. They will develop their understanding of medicine use and the roles of health professionals and others who handle these drugs at work. They will further develop their awareness and understanding of safety rules relating to medicines and consider ways of keeping safe with a broader range of items, including syringes. They will reflect upon sources of support from trusted adults and consider how to ask for help. They will focus on two legal recreational drugs – nicotine and alcohol – considering the effects, why some people choose to use them and skills for reducing risk and harm. They will consider the impact of influence and persuasion and practise skills.

Links to PSHE Association Guidance or PSHE Association Programme of Study (2013)

'PSHE education should be taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope and deepening pupils' thinking.'

Our programmes follow good practice as outlined in this document for the delivery of PSHE in schools. The content of our programmes is reflected in their guidance for KS1 & 2.

Links to OfSTED Inspection Framework (2013)

'The contribution that effective PSHE education can make to good behaviour and safety and to pupils' spiritual, moral, social and cultural development is evident throughout this report. It is interesting to note that there is a close correlation between the grades that the schools in the survey were awarded for overall effectiveness in their last section 5 inspection, and their grade for PSHE education.'



Assessment

At the end of this programme **most** pupils will:

- have explored the body, how it works and what it needs, with particular focus on the brain and the nervous system.
- understand that all medicines are drugs and have reviewed safety issues including finding syringes discarded as litter.
- understand that nicotine and alcohol are drugs and be able to describe some of the effects of cigarettes and alcoholic drinks on the body.
- have reflected upon the value of friendship, the impact of actions on others and considered skills needed to manage relationships effectively.

Some pupils will not have made so much progress and will:

- have a basic understanding of the body, how it works and what it needs and have a simple understanding of how the brain works.
- have learned that all medicines are drugs and be able to explain some basic safety rules. They will need additional reinforcement relating to syringe safety.
- be developing their awareness of the drugs nicotine and alcohol and with support be able to suggest some basic effects of cigarettes and alcoholic drinks on the body.
- be able to describe characteristics that they value in their friends, but need support to understand how their actions can impact on others and to develop skills to manage such relationships effectively.

Some pupils will have progressed further and will:

- be able to explain how the body works and its physical needs, with particular focus on some of the different functions of the brain and how the nervous system works.
- have a secure understanding that all medicines are drugs and be able to explain a number of associated safety rules - including with regards to syringes, and why these are important.
- understand that nicotine and alcohol are drugs and be able to explain a number of the effects of cigarettes and alcoholic drinks on the body and the brain.
- have reflected upon their own friendships and the qualities they value in others. They will recognise how their actions can impact on others and be able to suggest a number of strategies for managing relationships effectively.

Pupil Names

Most

More support needed

Progressed further

Notes for follow up