

## Learning Outcomes

To give the opportunity to:

- 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 being healthy relates to both physical and mental health.
- 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 people's 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.
- Healthy Body and Healthy Brain wheels.
- Body knowledge activities – imaginary camera and TAM.
- Medicine and syringe discussion with props.
- Brain chain game.
- Cigarettes, possibly vapes, and alcohol AVs – group work, discussion, visuals and modules.
- Harold.
- Friendship discussion and hot-seating.
- Positive teaching strategies and a range of activities to promote the involvement of all children.



## Key Links

### Links to National Curriculum (2020)

*'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE drawing on good practice'*

### Statutory Health Education (2020)

**Key areas to which the programme contributes:- (For greater detail please see document 'Statutory links to LEC')**

Mental wellbeing

Physical health and fitness

Healthy Eating

Drugs, Alcohol and Tobacco

Health and prevention

### Statutory Relationships Education (2020)

**Key areas to which the programme contributes:- (For greater detail please see document 'Statutory links to LEC')**

Families & people who care for me

Caring friendships

Respectful relationships

Being safe

### Keeping Children Safe in Education (KCSiE, DfE)

*'Schools...should ensure that children are taught about how to keep themselves and others safe'*

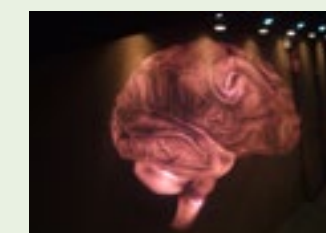
*'Governing bodies...should ensure that children are taught about safeguarding...it is integrated, aligned and considered as part of the whole school safeguarding approach and wider... curriculum planning.'*

### Statutory Science KS2 (2013)

- identify that ...humans, need the right types and amount of nutrition
- identify that humans ...have skeletons and muscles for support, protection and movement
- describe the simple functions of the basic parts of the digestive system in humans
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within ...humans

### 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.



## PSHE Association (2020)

*'Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.'*

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

*'High quality, evidence-based and age appropriate teaching of PSHE can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, cultural, mental and physical development of pupils at school and in society.'*

*Schools should 'support pupils to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.'*

*Schools should 'equip them to be responsible, respectful, active citizens who contribute positively to society.'*



## 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.
- be able to give some examples of things we can do to be physically and mentally healthy.
- 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.

### Names:

### 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.
- need support to explore things that can help us to be physically and mentally healthy.
- 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.

### Names:

### 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.
- be able to explain physical and mental health and give examples of ways to support both.
- 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.

### Names:

## Notes for follow up