

## Learning Outcomes

To give the opportunity to:

- understand that everyone is unique and this enables us to make some of our own choices. Recognise some consequences that go with choices.
- understand that being healthy relates to both physical and mental health.
- 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 explore some of the key risks and effects of smoking cigarettes, using vapes, and drinking alcohol.
- understand that all drugs have a greater impact on young people's bodies compared to adults because they are still growing.
- recognise that there are times when people make the same choices as their friends and times when people choose differently, and be aware of their own Network of Support.

## Mobile Classroom Activities and Delivery Strategies

- Discussion about being unique and special.
- Healthy Body and Healthy Brain wheels.
- Body knowledge activities – imaginary camera and TAM.
- Medicine and syringe discussion with props.
- Trip to Conformatron – group work, circle activity and discussion.
- Cigarettes, vapes and alcohol – Harold, AVs, discussion, visuals and modules.
- Harold.
- 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'*

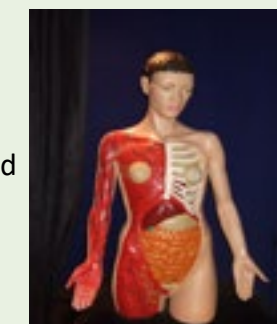
*'Governing bodies...should ensure that children are taught about safeguarding...it is integrated, aligned and considered as part of the whole school safeguarding approach and wider... curriculum planning.'*

### 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.



# Assessment

## 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.’*

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

- have deepened their understanding of the body, how it works and what it needs.
- be able to give some examples of things we can do to be physically and mentally healthy.
- have developed their knowledge and understanding of the effects and associated risks in relation to three types of legal drugs—medicines, nicotine and alcohol.
- have reflected upon everyone’s uniqueness and their ability to make their own choices.
- have begun to recognise peer influence and have developed decision making skills in relation to their own bodies.

Names:

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

- be aware of what the body needs but require support to identify its different functions.
- need support to explore things that can help us be physically and mentally healthy.
- be aware that medicines, nicotine and alcohol are drugs and have some basic understanding of how these can affect the body.
- have begun to think about everyone being different and unique, but need support to understand how this impacts on choice.
- understand how it might feel to experience pressure from peers, but need supported opportunities to practise decision making in relation to their own bodies.

Names:

## Some pupils will have progressed further and will:

- be able to explain the functions of a number of organs in the body and have a sound understanding of the body’s five physical needs.
- be able to explain physical and mental health and give examples of ways to support both.
- be able to describe a number of effects and associated risks, on the body and brain, of three legal drugs: medicines, nicotine and alcohol.
- be able to explain how everyone is unique and therefore able to make their own choices.
- be able to identify and understand peer influence and be able to demonstrate decision making skills in relation to their own bodies.

Names:

Notes for follow up