

## Red Hall's PSHE Curriculum

Lead - Mrs G. Marshall



The Intent of our PSHE Curriculum is

- At Red Hall Primary School, personal, social and health education (PSHE) enables our children to become **healthy, independent and responsible** members of a society. It aims to help them understand how they are developing **personally and socially**, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with **opportunities** for them to learn about **rights and responsibilities** and appreciate what it means to be a member of a **diverse** society. Our children are encouraged to develop their sense of **self-worth** by playing a **positive** role in **contributing** to school life and the **wider community**. We create **warm, trusting** relationships and partnerships built on **mutual respect**. We strongly believe this is the **foundation** of all success - **everyone is included** and everyone **matters**. We provide a school setting where **emotional health, well-being and happiness** is our **priority** for **pupils, staff, parents** and the **wider community**.

In my role as PSHE lead, I **ensure** the curriculum covers the statutory guidance as well as **providing our children** with tailored lessons, bespoke to the lives of **our children** and their backgrounds.

This is done through:

- Feeding back to the governing body about local and **school** data (taken from the Healthy Lifestyle Survey). This data **informs** our curriculum so we are **needs-driven**, for example we had a high percentage of children with poor dental hygiene, staff have done **significant** work around the importance of oral hygiene and we are now seeing much more **positive** results through the annual survey.
- **Monitoring** closely any bullying and homophobic incidents that **may** have taken place. These incidents are reported termly to the governing body.
- Sessions on "Stranger Danger", "River Safety" and "Train Line Safety" are covered in the summer term, as we know that that is the time many of our children are outside playing.

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	<ul style="list-style-type: none"><li>• We work <b>closely</b> with <b>parents</b> regarding online safety, <b>inviting</b> them in for workshops, sending out regular information via Parentmail and Facebook, this 'open door' policy is a huge success of ours!</li><li>• We hold coffee mornings for parents to come in to <b>discuss</b> what we will be teaching in RSE and to look at our resources. This also gives parents an opportunity to ask any questions or raise any concerns.</li></ul>
The experiences your child will receive are	<ul style="list-style-type: none"><li>• All pupils have a weekly PSHE lesson which lasts for 1 hour.</li><li>• Weekly British Values assemblies. We want every child to understand the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs. Red Hall is a close-knit community with generations of families living here, therefore recognising different faiths and beliefs is something we hold in high regard. This makes sure that our children understand the importance of respect and leave school fully prepared for life in modern Britain.</li><li>• Each class has a SMSC Big Book, which celebrates fundraising, community work and points of reflection. The children enjoy looking back on their journey and memories of their personal development.</li><li>• Year 5 and 6 have a careers fair to raise expectations and self-esteem regarding jobs. This opens children's minds to careers that they may not have been aware of and expands their life goals.</li><li>• NSPCC assemblies and workshops on bullying and abuse, in order to raise children's awareness that they can and should speak out against any form of abuse. Every child should know the Childline number so that can call anytime for any worries.</li><li>• Show Racism the Red Card workshops to address prejudice and stereotypes. Despite having very low incidents of bullying, we have a zero tolerance towards it and are constantly looking at how to reduce it even further.</li><li>• As a school, we place high importance and value mental health and children have the opportunity to participate in regular mindfulness sessions.</li><li>• Opportunities for entrepreneurship in order to give the children experience of life skills that they will need for the future.</li><li>• Medium term planning is given to all staff, which has been developed by PSHE lead in guidance with the PSHE Association to meet the needs of our pupils.</li><li>• Medium term planning incorporates PSHE sessions, Staying Mentally Healthy lessons, First Aid sessions, Educate and Celebrate sessions.</li></ul>

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	<ul style="list-style-type: none"><li>• All year groups access 'Educate &amp; Celebrate' books to teach LGBT+ issues and equal opportunities at an age appropriate level.</li><li>• Visitors such as emergency services and the school nurse complement our PSHE curriculum to offer additional learning.</li><li>• Assemblies are planned to cover any additional sessions that would benefit the whole school.</li><li>• Regular fundraising for local, national and international charities. This gives the children an appreciation for what they have and what is in the world outside.</li><li>• We aim, by forging community links for example with Red Hall Community Centre, Festing Court sheltered housing, St Andrew's Church, Red Hall Dance group, Mayflower Court carehome, Darlington School Sports Partnership, to show children the importance of being a valued member of the community.</li></ul>
By the end of their time at Red Hall, we hope our children have	<ul style="list-style-type: none"><li>• Our school ethos and inclusion of safeguarding, within our curriculum is <b>vital</b> as first and foremost, we want our children to be <b>safe</b> and happy so that they can <b>excel</b> in all aspects of school life. Our PSHE curriculum provides them with a chance to <b>reflect</b> and learn about these crucial elements. Our children and staff <b>value well-being, mental health and good citizenship</b>. Through our curriculum, we believe that we prepare children for the next stage in their education as well as <b>preparing</b> them, during this vital stage of their life, for the <b>adult world</b>. We help children develop skills for <b>life</b>. These include <b>resilience, independence, self-expression, self-confidence and self-belief</b>, all which will result in our Red Hall pupils becoming the <b>thinkers and doers of the future</b>.</li></ul>

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*Dream Believe Achieve*

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Year 1



Links to previous knowledge	Autumn Citizenship and Economic Wellbeing	Spring Relationships Education/ Healthy Lifestyles	Summer Staying Safe
<p>The expectation by the end of EYFS in PSHE is:</p> <ul style="list-style-type: none"> <li>• To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> <li>• To talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> <li>• To understand and follow the rules.</li> <li>• To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>• To know and manage own basic hygiene and personal needs successfully.</li> <li>• To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>School Rules</b></li> <li>• <b>Respect</b></li> <li>• <b>Honesty</b></li> <li>• <b>Responsibility</b></li> <li>• <b>Money Matters</b> (Saving Money)</li> <li>• <b>Environment</b> (Recycling, Litter)</li> <li>• <b>What is Community?</b> (Our local area)</li> <li>• <b>Staying mentally healthy</b> (We all have feelings)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>My Body</b> (naming the body parts)</li> <li>• <b>Daily Routine</b></li> <li>• <b>Families and Care</b></li> <li>• <b>Same and Different</b></li> <li>• <b>Friendships</b> (What do they look like, How do they make you feel, Why are you a good friend?)</li> <li>• <b>Identify and manage feelings</b></li> <li>• <b>Bullying / Teasing</b></li> <li>• <b>Needle Safety</b> (Household products and medicines)</li> <li>• <b>Sun Safety</b></li> <li>• <b>Dental Hygiene</b> (teeth cleaning, losing teeth)</li> <li>• <b>Managing Feelings</b></li> <li>• <b>Diet and Exercise</b></li> <li>• <b>Body Image</b> (What will I look like in 10 / 20/ 50 years?)</li> <li>• <b>Personal Hygiene / Germ Spreading</b> (hand washing)</li> <li>• <b>Staying mentally healthy</b> (Good and not so good feelings)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stranger Danger</b></li> <li>• <b>People who can help me</b> (recognise professionals)</li> <li>• <b>Road Safety</b> (pedestrian training)</li> <li>• <b>First Aid</b> (Recovery position, Emergency situations)</li> <li>• <b>Risk Taking</b> (What is a risk? How do we prevent?)</li> <li>• <b>Hazards</b> (What are they? How do we make them safe?)</li> <li>• <b>Fire Safety</b> (Fireworks)</li> <li>• <b>Staying mentally healthy</b> (Big Feelings)</li> </ul>

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Year 2



Links to previous knowledge	Autumn Citizenship and Economic Wellbeing	Spring Relationships Education/ Healthy Lifestyles	Summer Staying Safe
<p>The expectation by the end of Year 1 is that all pupils will be able to discuss:</p> <p><b>Families and friendships</b> Roles of different people; families; feeling cared for</p> <p><b>Safe relationships</b> Recognising privacy; staying safe; seeking permission</p> <p><b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful</p> <p><b>Belonging to a community</b> What rules are; caring for others' needs; looking after the environment</p> <p><b>Media literacy and digital resilience</b> Using the internet and digital devices; communicating online</p> <p><b>Money and work</b> Strengths and interests; jobs in the community</p> <p><b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p><b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p><b>Keeping safe</b> How rules and age restrictions help us; keeping safe online</p>	<ul style="list-style-type: none"> <li>• <b>Rules</b></li> <li>• <b>Respect</b></li> <li>• <b>Honesty</b></li> <li>• <b>Responsibility</b></li> <li>• <b>Money Matters</b> (Where does it come from? What is it used for?)</li> <li>• <b>Environment</b> (What improves / what harms the local community?)</li> <li>• <b>What is Community?</b></li> <li>• <b>Staying mentally healthy</b> (We all have feelings)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>My Body</b> (Body parts, Personal hygiene, Routine)</li> <li>• <b>Life Cycle</b> (What are your needs now, What will they be later)</li> <li>• <b>Families and Care</b></li> <li>• <b>Same and Different</b></li> <li>• <b>Friendships</b> (Am I a good friend?)</li> <li>• <b>Managing Feelings</b></li> <li>• <b>Bullying / Teasing</b></li> <li>• <b>Household Safety</b> (How do we know if household products and medicines are dangerous)</li> <li>• <b>Dental Hygiene</b></li> <li>• <b>Diet and Exercise</b></li> <li>• <b>Body Image</b> (Who is your favourite celebrity and why? Is this realistic?)</li> <li>• <b>Personal Hygiene / Germ Spreading</b></li> <li>• <b>Sun Safety</b></li> <li>• <b>Importance of sleep</b></li> <li>• <b>Staying mentally healthy</b> (Good and not so good feelings)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stranger Danger</b></li> <li>• <b>People who can help me</b></li> <li>• <b>Road Safety</b> (pedestrian training)</li> <li>• <b>First Aid</b> (Recovery position, be able to help someone <b>without risk to themselves.</b>)</li> <li>• <b>Risk Taking</b> (What is a risk? How do we prevent?)</li> <li>• <b>Hazards and Feeling Safe</b> (Identify hazards, how to make them safe)</li> <li>• <b>Fire Safety</b> (What is the fire risk in the room?)</li> <li>• <b>Staying mentally healthy</b> (Big Feelings)</li> <li>• <b>Inclusion</b> (Sameness and Difference)</li> </ul>

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Year 3



Links to previous knowledge	Autumn <b>Citizenship and Economic Wellbeing</b>	Spring <b>Relationships Education/ Healthy Lifestyles</b>	Summer <b>Staying Safe</b>
<p>The expectation by the end of Year 2 is that all pupils will be able to discuss:</p> <p><b><u>Families and friendships</u></b> Making friends; feeling lonely and getting help</p> <p><b><u>Safe relationships</u></b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour <b><u>Respecting ourselves and others</u></b> Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p><b><u>Belonging to a community</u></b> Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p><b><u>Media literacy and digital resilience</u></b> The internet in everyday life; online content and information</p> <p><b><u>Money and work</u></b> What money is; needs and wants; looking after money</p> <p><b><u>Mental wellbeing</u></b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><b><u>Growing and changing</u></b> Growing older; naming body parts; moving class or year</p> <p><b><u>Keeping safe</u></b> Safety in different environments; risk and safety at home; emergencies</p>	<p><b>Little Roots (a social cohesion programme covering)</b> My values My behaviour Feeling safe Stating Safe Online Caring for others Differences and similarities Working together Happy Being Me</p> <ul style="list-style-type: none"> <li>• <b>Rules</b></li> <li>• <b>Respect</b></li> <li>• <b>Honesty</b></li> <li>• <b>Responsibility</b></li> <li>• <b>Money Matters</b> (Do we need to save up? When I grow up I would like ...)</li> <li>• <b>Environment</b> (What effects the environment? How can we help?)</li> <li>• <b>What is Community?</b> (What groups are in our community?)</li> <li>• <b>Staying mentally healthy</b> (Everyday feelings)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>My Body</b> (Personal space, Inappropriate touching)</li> <li>• <b>Life Cycle</b> (Ending relationships, bereavement)</li> <li>• <b>Relationships</b> (Identify and explore different kinds of relationships that exist)</li> <li>• <b>Feelings</b></li> <li>• <b>What is Special about Me?</b></li> <li>• <b>Bullying / Teasing</b></li> <li>• <b>Needle Safety / Household products</b> (What to do if ...)</li> <li>• <b>Sun Safety</b></li> <li>• <b>Dental Hygiene</b></li> <li>• <b>Diet / Healthy Eating</b></li> <li>• <b>Exercise</b></li> <li>• <b>Body Image</b> (How do we describe humans to aliens?)</li> <li>• <b>Personal Hygiene / Germ Spreading</b></li> <li>• <b>Staying mentally healthy</b> (Expressing feelings)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stranger Danger</b></li> <li>• <b>People who can help me?</b></li> <li>• <b>Road Safety</b> (pedestrian training)</li> <li>• <b>First Aid</b> (Recovery position, Asthma)</li> <li>• <b>Risk Taking</b></li> <li>• <b>Feeling Safe &amp; Hazards</b></li> <li>• <b>Fire Safety</b> (What to do if you find a fire.)</li> <li>• <b>Staying mentally healthy</b> (Managing feelings)</li> </ul>

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Year 4



Links to previous knowledge	Autumn Citizenship and Economic Wellbeing	Spring Relationships Education/ Healthy Lifestyles	Summer Staying Safe
<p>The expectation by the end of Year 3 is that all pupils will be able to discuss:</p> <p><b>Families and friendships</b> What makes a family; features of family life</p> <p><b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p><b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p><b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities</p> <p><b>Media literacy and digital resilience</b> How the internet is used; assessing information online</p> <p><b>Money and work</b> Different jobs and skills; job stereotypes; setting personal goals</p> <p><b>Physical health and Mental wellbeing</b> Health choices and habits; what affects feelings; expressing feelings</p> <p><b>Growing and changing</b> Personal strengths and achievements; managing and reframing setbacks</p> <p><b>Keeping safe</b> Risks and hazards; safety in the local environment and unfamiliar places</p>	<ul style="list-style-type: none"> <li>• <b>School Rules &amp; Responsibilities</b> (What are they and why do we have them? What are the consequences of not having them?)</li> <li>• <b>Democracy</b> (What is it, how does it exist here?)</li> <li>• <b>Can You Believe It?</b> (Advertising, what is it? What is it for?)</li> <li>• <b>Money Matters</b> (Where does it come from? What do we do with it?)</li> <li>• <b>Environment</b> (Issues that impact on the environment locally, nationally and internationally.)</li> <li>• <b>Going Green</b> (What does this mean?)</li> <li>• <b>Staying mentally healthy</b> (Everyday feelings)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>My Body</b> (Growing and changing, recognising the life cycle)</li> <li>• <b>Life Cycle</b> (How needs change)</li> <li>- <b>Relationships</b> (Identify and explore different kinds of relationships that exist how relationships end and why, including bereavement.)</li> <li>• <b>Feelings</b> (Cycle of self-esteem)</li> <li>• <b>Compliments</b></li> <li>• <b>Bullying</b> (What is acceptable in a relationship? )</li> <li>• <b>Drugs</b> (legal or illegal? What is the impact of using them?)</li> <li>• <b>Smoking</b> (What are the risks of smoking? What is passive smoking?)</li> <li>• <b>Dental Hygiene</b></li> <li>• <b>Diet / Healthy Eating</b></li> <li>• <b>Exercise</b></li> <li>• <b>Body Image</b> (create the ideal male / female this age and as adults, Is this realistic?)</li> <li>• <b>Personal Hygiene / Germ Spreading</b> (How do you keep clean? Why is it important?)</li> <li>• <b>Staying mentally healthy</b> (Expressing feelings)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stranger Danger</b></li> <li>• <b>People who can help me</b></li> <li>• <b>Road Safety</b> (Train lines and level crossings)</li> <li>• <b>First Aid</b> (recovery position, Bites and Stings)</li> <li>• <b>Risk Taking</b> (What is a risk? What are they? How do we make them safe?)</li> <li>• <b>Fire Safety</b> (Setting fires, good or bad?)</li> <li>• <b>Staying mentally healthy</b> (Managing feelings)</li> <li>• <b>Inclusion</b> (Belonging to a Community)</li> </ul>



# Red Hall's PSHE Curriculum

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Year 5



Links to previous knowledge	Autumn <b>Citizenship and Economic Wellbeing</b>	Spring <b>Relationships Education/ Healthy Lifestyles</b>	Summer <b>Staying Safe</b>
<p>The expectation by the end of Year 4 is that all pupils will be able to discuss:</p> <p><b><u>Families and friendships</u></b> Positive friendships, including online</p> <p><b><u>Safe relationships</u></b> Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p><b><u>Respecting ourselves and others</u></b> Respecting differences and similarities; discussing difference sensitively</p> <p><b><u>Belonging to a community</u></b> What makes a community; shared responsibilities</p> <p><b><u>Media literacy and digital resilience</u></b> How data is shared and used</p> <p><b><u>Money and work</u></b> Making decisions about money; using and keeping money safe</p> <p><b><u>Physical health and Mental wellbeing</u></b> Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p><b><u>Growing and changing</u></b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p><b><u>Keeping safe</u></b> Medicines and household products; drugs common to everyday life</p>	<ul style="list-style-type: none"> <li>• <b>School Rules &amp; Responsibilities</b> (What are they and why do we have them? What are the consequences of not having them?)</li> <li>• <b>Respect and Honesty</b> (What is it, how does it exist here?)</li> <li>• <b>Democracy</b> (What is it? Where does it exist?)</li> <li>• <b>Decision Making</b></li> <li>• <b>Money Matters</b> (Fundraising, why do we do it?)</li> <li>• <b>Environment</b> (What impact does the media have on how we treat the environment?)</li> <li>• <b>Going Green</b> (How can we do it as a school and at home?)</li> <li>• <b>Staying mentally healthy</b> (Mental health and keeping well)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>My Body</b> (Physical and emotional changes during puberty)</li> <li>• <b>Relationships</b> (Healthy and unhealthy)</li> <li>• <b>Feelings</b> (growing and changing)</li> <li>• <b>Body Image</b> (How does the media affect how we feel about ourselves? How does it portray men / women?)</li> <li>• <b>Anti-Social Behaviour</b> (What is it? Local picture)</li> <li>• <b>Bullying / Racism</b> (What is it? What is right or wrong?)</li> <li>• <b>Keeping Healthy</b> (How can we keep healthy while our bodies change / develop?)</li> <li>• <b>Personal Hygiene</b> Why is it important, even more so during puberty? How can we do it?)</li> <li>• <b>Puberty</b> (What is it? What changes and why?)</li> <li>• <b>Diet / Healthy Eating</b> (Why is healthy eating important? What are the long term implications?)</li> <li>• <b>Exercise</b> (Why is it important? What are the long term implications?)</li> <li>• <b>Body Image</b> (Fantasy v reality)</li> <li>• <b>Emotional Health &amp; Well-being</b> (What does this mean? How do you look after yours?)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Internet Safety</b> (Cyberbullying, Social Networking)</li> <li>• <b>Risk Taking</b> (Peer pressure)</li> <li>• Road safety (Bike safety)</li> <li>• <b>People Who Can Help</b> (What does my support network look like, who would I go to for...)</li> <li>• <b>River Safety</b> (Risks and consequences)</li> <li>• <b>First Aid</b> (recovery position, minor bleeding)</li> <li>• <b>Fire Safety</b> (What are the risks? How do we manage them?)</li> <li>• <b>Staying mentally healthy</b> (Sleep)</li> <li>• <b>Inclusion</b> (Stereotypes)</li> </ul>

# Red Hall's PSHE Curriculum

Lead - Mrs G. Marshall

Year 6



# Red Hall's PSHE Curriculum

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Links to previous knowledge	Autumn Citizenship and Economic Wellbeing	Spring Relationships Education/ Healthy Lifestyles	Summer Staying Safe
<p>The expectation by the end of Year 5 is that all pupils will be able to discuss:</p> <p><b>Families and friendships</b> Managing friendships and peer influence</p> <p><b>Safe relationships</b> Physical contact and feeling safe</p> <p><b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p><b>Belonging to a community</b> Protecting the environment; compassion towards others</p> <p><b>Media literacy and digital resilience</b> How information online is targeted; different media types, their role and impact</p> <p><b>Money and work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p><b>Physical health and Mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p><b>Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p><b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid</p>	<ul style="list-style-type: none"> <li>• <b>Rules &amp; Responsibilities</b> What are they and why do we have them? What are the consequences of not having them?</li> <li>• <b>Respect and Honesty</b> What is it, how does it exist for me?</li> <li>• <b>Democracy</b> (What is it?)</li> <li>• Where does it exist?)</li> <li>• <b>Decision Making</b></li> <li>• <b>Money Matters</b> (When you gain it, what do you do with it?)</li> <li>• <b>Environment</b> (How does the media messages present information on the environment? What impact does this have?)</li> <li>• <b>Going Green</b> (How can we do it as school &amp; at home?)</li> <li>• <b>Staying mentally healthy</b> (Mental health and keeping well)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>My Body</b> (Growing and changing</li> <li>• Our bodies – including naming body parts &amp; keeping clean)</li> <li>• <b>Relationships</b> (Physical and emotional changes in puberty Am I normal?)</li> <li>• <b>Relationships</b> (What is healthy / unhealthy?)</li> <li>• <b>Feelings</b> (Being sensitive to others)</li> <li>• <b>Body Image</b> (How does the media affect how we feel about ourselves? How does it portray men / women? Is it realistic?)</li> <li>• <b>Anti-Social Behaviour</b> (What is it? Local picture, consequences / punishments)</li> <li>• <b>Bullying / Racism</b> (What does it look like? How do we prevent it?)</li> <li>• <b>Keeping Healthy</b> (How can we keep healthy while our bodies change / develop?)</li> <li>• <b>Personal Hygiene</b> (Why is it important, even more so during puberty? How can we do it?)</li> <li>• <b>Diet / Healthy Eating</b> (Why is healthy eating important What are the long term implications? Who is a health celebrity? Do crash / fad diets work?)</li> <li>• <b>Smoking</b> (Risks and dealing with peer pressure)</li> <li>• <b>Exercise</b> (Why is it important?)</li> <li>• <b>Drugs</b> (Risks &amp; consequences)</li> <li>• <b>Emotional Health &amp; Well being</b> (Managing challenges and change)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Internet Safety</b> (Cyberbullying, Risks and consequences, Social Networking, sharing photos, Privacy settings, Using chat networks)</li> <li>• <b>Risk Taking &amp; Transition</b> (identify risks associated with moving to a new school and how to manage them, include dealing with peer pressure)</li> <li>• <b>Victims</b> (What is a victim? What to do if you are a victim?)</li> <li>• <b>What is/isn't against the law?</b> (Forced marriage, FGM)</li> <li>• <b>Going Out</b> (identify risks associated with being out alone / with friends and how to manage them, Emergency situations)</li> <li>• <b>Preparing for Transition</b></li> <li>• <b>First Aid</b> (Recovery position, Chest pains)</li> <li>• <b>Staying mentally healthy</b> (Feelings and common anxieties when transitioning to secondary school)             <ul style="list-style-type: none"> <li>• <b>Inclusion (Extremism)</b></li> </ul> </li> </ul>

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