



**Meole Brace**

C of E Primary School and Nursery

*Let Your Light Shine!*

**PSHE Subject Content**

**Key stage 1 and 2**

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

PSHE	EYFS (Friendship)
<p><b>Health and well being</b></p>	<p><b><u>Children will:</u></b></p> <p><b><u>Self-confidence and self-awareness</u></b></p> <ul style="list-style-type: none"> <li>- Confident to speak to others about own needs, wants, interests and opinions.</li> <li>- Can describe self in positive terms and talk about abilities.</li> <li>- <u>Early Learning Goal</u> Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</li> </ul> <p><b><u>Managing feelings and behaviour</u></b></p> <ul style="list-style-type: none"> <li>- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>- Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> <li>- <u>Early Learning Goal</u> Children 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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</li> </ul> <p><b><u>Health and Self Care</u></b></p> <ul style="list-style-type: none"> <li>- Eats a healthy range of foodstuffs and understands need for variety in food.</li> </ul>

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	<ul style="list-style-type: none"> <li>- Usually dry and clean during the day.</li> <li>- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</li> <li>- Shows understanding of how to transport and store equipment safely.</li> <li>- Practices some appropriate safety measures without direct supervision.</li> <li>- <u>Early Learning Goal</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>
<b>Drugs</b>	<p><b><u>Children will know about going to the doctors/drugs that help you to keep safe</u></b></p> <ul style="list-style-type: none"> <li>- Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</li> </ul> <p>They will understand:</p> <ul style="list-style-type: none"> <li>- That some drugs make you better.</li> <li>- The importance of adult supervision</li> <li>- The need to only take the amount that the label/doctor says.</li> <li>- The common medical needs relating to children in our school (where relevant) e.g. asthma and allergies (in particular, serious allergies such as nuts/sesame) and how they can be treated(e.g. stay away from allergens, inhalers, epipens)</li> <li>- Visits and links to the community (e.g. Mini First Aid Training for the Reception Classes, 999 emergency services)</li> </ul>
<b>Relationships</b>	<p><b><u>Children will:</u></b> <b><u>Making Relationships</u></b></p> <ul style="list-style-type: none"> <li>- Initiates conversations, attends to and takes account of what others say.</li> <li>- Explains own knowledge and understanding and asks appropriate questions of others.</li> <li>- Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>- <u>Early Learning Goal</u>: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form</li> </ul>
<b>Living in the wider world/ spiritual, moral, social and cultural development (SMSC) Understanding the world</b>	<p><b><u>Children will:</u></b> <b><u>The world</u></b></p> <p>Enjoys joining in with family customs and routines.</p> <ul style="list-style-type: none"> <li>- <u>Early Learning Goal</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions (e.g. including wider world and cultural celebrations such as Diwali, Chinese New Year, Pearl of African Choir and music.)</li> </ul>

More information on what adults can do and provide in the children's learning can be found in **Development Matters document**.

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PSHE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health and well-being</b>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>- What constitutes a healthy lifestyle</li> <li>- How to maintain a healthy lifestyle (e.g. healthy eating, exercise, sleep/rest, dental health)</li> <li>- What personal hygiene is and how important it is and how to maintain it</li> <li>- What a disease is, how it can be spread (e.g. germs, contact) and how it can be controlled (e.g. washing, personal space)</li> <li>- That they share a responsibility to look after themselves and others</li> <li>- What they like and dislike</li> <li>- How to celebrate their strengths (discuss modesty/bragging) and how to set simple but challenging goals</li> <li>- To share opinions on things that matter to them and explain</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>- What an informed choice is</li> <li>- How to make real, informed choices that improve their physical and emotional health (and the good/bad consequences of those choices).</li> <li>- Process of going from young to old and how people’s needs change.</li> <li>- That new opportunities and responsibilities can bring more independence</li> <li>- The opportunities that increased independence may bring</li> </ul> <p>Online safety and offline safety (computing link)</p>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>- The difference between risk, danger and hazard</li> <li>- What is meant by the term habit and why habits can be hard to change (e.g. nail biting, can link to smoking)</li> <li>- What positively/negatively affects their physical, mental and emotional health</li> <li>- Use their knowledge of informed choices and begin to understand the concept of a ‘balanced lifestyle’. E.g. work/play balance</li> <li>- To recognise when they need help and to develop skills to ask for help</li> <li>- Where and how to get help if needed</li> <li>- Which, why and how commonly available substances (e.g. energy drinks, tobacco, sweets) can damage immediate and future health</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>- How to recognise, predict and assess risks in different situations and how to manage them responsibly (e.g. road use, local environment risks) (use opportunity to build resilience)</li> <li>- Recognise how images in the media (online and offline) do not always reflect reality and can affect how people feel about themselves.</li> <li>- To recognise that they may have conflicting emotions and when they might need to listen to these, or overcome these</li> <li>- Electrical device safety (e.g. screen time limits, passwords)</li> </ul> <p>Online safety and offline safety (computing link)</p>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>- How pressure to behave in unacceptable, unhealthy or risky ways can come from different sources (e.g. media, peers)</li> <li>- To recognise how independence results in increased responsibility to keep themselves and others safe</li> <li>- About change, including loss separation, divorce, bereavement, classes</li> <li>- How emotions/bodies may change as they approach and move through puberty</li> <li>- Mobile phone safety (e.g. safe keeping, user habits; time limits, passwords, turn off at night)</li> <li>- How to manage requests of images of themselves or others</li> <li>- What is/is not appropriate to share</li> <li>- Who to talk to if uncomfortable</li> </ul>	<p><b>Children will know:</b></p> <ul style="list-style-type: none"> <li>- That bacteria and viruses can affect health and spread. Following routines reduce spread (can link with importance of keeping clean in puberty/ drug use risks)</li> <li>- Understand that they have a right to protect their body from inappropriate/unwanted contact</li> <li>- Develop skills and strategies required to get support for themselves or others</li> <li>- About change, including transitions (between key stages and schools)</li> <li>- Keeping physically and emotionally safe (inc. road, fire, rail, water safety)</li> <li>- Bikeability</li> <li>- Mini First Aid Training</li> </ul> <p>Online safety and offline safety (computing link)</p>

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	<p>views through discussions with others (e.g. 1:1, whole class) - How to recognise their feelings</p> <ul style="list-style-type: none"> <li>- How to express their feelings to others (e.g. vocabulary knowledge)</li> <li>- Who to go to if they are worried (e.g. trusted adult, family networks, Childline)</li> <li>- About people who look after them and how to attract their attention</li> <li>- Develop strategies for managing their feelings</li> <li>- About change and loss (e.g. losing toys, moving house, pets, friends).</li> <li>- When to say: yes, no, I'll ask, I'll tell</li> </ul> <p>Online safety and offline safety (computing link)</p>		<ul style="list-style-type: none"> <li>- To reflect on and celebrate achievements</li> <li>- To deepen their understanding of good/not so good feelings</li> <li>- Extend their vocabulary for expressing emotions</li> </ul> <p>Online safety and offline safety (computing link)</p>		<p>Online safety and offline safety (computing link)</p>	
<p>Drugs</p>	<p><b>Children will know about going to the doctors/drugs that help you to keep safe.</b></p>	<p><b>Children will know about how to make the choices that keep you healthy</b></p>	<p><b>Children will know about smoking and how it affects you.</b></p> <p><u>They will understand:</u></p>	<p><b>Children will know about alcohol and how it affects you.</b></p> <p><u>They will understand:</u></p>	<p><b>Children will know about legal and illegal drugs</b></p> <p><u>They will understand:</u></p>	<p><b>Children will know about preventing early use</b></p> <p><u>They will understand:</u></p>

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	<p><u>They will understand:</u></p> <ul style="list-style-type: none"> <li>- That some drugs make you better</li> <li>- The importance of adult supervision</li> <li>- The need to only take the amount that the label/doctor says.</li> <li>- The common medical needs relating to children in our school (where relevant) e.g. asthma and allergies (in particular, serious allergies such as nuts/sesame). And how they can be treated(e.g. stay away from allergens, inhalers, EpiPens)</li> <li>- Visits and links to the community (e.g. 999 emergency services)</li> </ul>	<p><u>They will understand:</u></p> <ul style="list-style-type: none"> <li>- What a choice is.</li> <li>- How do you know if you have made the correct choice? - The effects of a positive and negative choice.</li> <li>- Household products can be harmful (e.g. washing tablets, bleach)</li> </ul>	<ul style="list-style-type: none"> <li>- What a habit is and why it can be hard to break</li> <li>- What smoking is.</li> <li>- How does it affect your body? What is a cigarette? Is it illegal (over 18)?</li> <li>- What is meant by peer pressure (relate this to making sensible choices) and why this is important.</li> <li>- To use basic techniques for resisting pressure to do something dangerous, unhealthy, or something that they think is wrong/makes them anxious</li> </ul>	<ul style="list-style-type: none"> <li>- Habit link</li> <li>- What alcohol is.</li> <li>- How does it affect your body? Is it illegal (over 18)? Children should use their knowledge and debate the effect of smoking and alcohol in the wider community</li> </ul>	<ul style="list-style-type: none"> <li>- Habit link</li> <li>- What are legal drugs</li> <li>- What are illegal drugs</li> <li>- Attitudes to drugs - Peer pressure and choices</li> </ul> <p><b>Debate:</b> Are all legal drugs helpful? e.g. correct doses, correct illness</p>	<ul style="list-style-type: none"> <li>- Habit link</li> <li>- Volatile substance abuse (VSA) (e.g. glue sniffing, butane, aerosols, solvent abuse) and getting help</li> <li>- Help advice and support</li> <li>- Crucial crew</li> </ul>
<p><b>Relationships</b></p>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>- How to communicate feelings and how to listen to others</li> <li>- That people's bodies and feelings can be hurt</li> <li>- Their behaviour can affect people</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>- To offer support and constructive feedback to others.</li> <li>- To identify and respect similarities and differences between people (e.g. what they like, where they live)</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>- To recognise and respond appropriately to a wider range of feelings in others</li> <li>- To develop strategies to resolve disputes and conflict through negotiation and</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>- To recognise what constitutes a positive, healthy relationship</li> <li>- How to maintain these positive relationships</li> <li>- To recognise ways in which a relationship can be unhealthy and</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>- That differences and similarities between people arise from a number of factors (e.g. family, culture, ethnic, racial, religion, age, sex, gender, sexual orientation, disability)</li> <li>- What power is</li> </ul>	<p><b>The children will know:</b></p> <ul style="list-style-type: none"> <li>- That civil partnership and marriage are examples of a public demonstration of the commitment made between two people who love each other</li> <li>- Marriage/civil partnership is a</li> </ul>

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	<p>positively and negatively</p> <ul style="list-style-type: none"> <li>- The difference between secrets and nice surprises.</li> <li>- They do not need to keep secrets that may make them feel anxious or afraid</li> <li>- To recognise what is fair/unfair, kind/unkind, right/wrong</li> <li>- How to respond when someone is unkind to themselves or others</li> <li>- To identify special people (e.g. family, friends carers), what makes them special and how special people care for each other</li> <li>- What is meant by privacy and personal space</li> <li>To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable and how to respond.</li> </ul>	<ul style="list-style-type: none"> <li>- Strategies to resolve simple arguments through negotiation</li> <li>- To work cooperatively</li> <li>- To recognise different types of teasing and bullying</li> <li>- To know that teasing and bullying is wrong</li> <li>- Strategies to resist teasing and bullying if they experience or see it</li> <li>- Who to go to and how to get help</li> </ul>	<p>appropriate compromise</p> <ul style="list-style-type: none"> <li>- To give constructive feedback that will benefit others</li> <li>- To recognise different types of relationships (e.g. acquaintances, friendships, relatives, families)</li> <li>- To judge what type of physical contact is acceptable and unacceptable and how to respond</li> <li>- Actions affect themselves and others</li> <li>- To understand personal boundaries; to understand what they are willing to share with special people, friends, classmates etc.</li> <li>- We all have the rights to privacy</li> <li>- And understand the concept of confidentiality</li> <li>- How to raise concerns</li> <li>- When they should and should not agree to keeping/keep</li> </ul>	<p>who to talk to if support is needed (e.g. friendships)</p> <ul style="list-style-type: none"> <li>- To listen and respond carefully to a wide range of people</li> <li>- How to constructively challenge another's point of view when necessary/appropriate (link to debate)</li> <li>- To realise the nature of and consequences of discrimination, teasing, bullying, aggressive behaviours (inc. online example e.g. trolling)</li> <li>- How to respond and ask for help</li> <li>- How to recognise bullying and abuse in all its forms</li> <li>- To recognise and challenge stereotypes</li> <li>- How to recognise and manage 'dares'</li> </ul>	<ul style="list-style-type: none"> <li>- What control is related to being assertive (e.g. standing up for yourself and others) - To recognise ways in which a relationship can be unhealthy and who to talk to if support is needed (e.g. relationships, relatives)</li> <li>- About the difference between and terms associated between sex, gender identity and sexual orientation</li> </ul>	<p>commitment freely entered into by both people</p> <ul style="list-style-type: none"> <li>- No one should marry unless they want to or are not freely making the decision themselves - Forcing someone to marry is a crime; that support is available to protect and prevent people from forced marriage</li> <li>- Two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership</li> </ul>
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			something confidential			
<b>RSE</b>	<p><b>RSE – SENSE KS1 Clip</b> L1 Amazing me L2 Same but different L3 Animals and their babies</p> <p><b>Resources</b> - Looking at children’s baby photos - Head shoulder’s knees and toes - ‘them bones - Same but different V1 - Baby animals Books - Mummy never told me - Boys and girls - Living and non-living things</p>	<p><b>RSE – SENSE KS1 Clip</b> L1 I can do L2 Being safe</p> <p><b>Resources</b> Boys &amp; Girls What I can do Growing up sequence Same but different V2 Animals M or F Body words</p>	<p><b>RSE – SENSE KS1 &amp; 2 clips</b> L1 Growing up L2 Changes L3 Facts and Fiction</p> <p><b>Resources</b> When you grow up Sort the changes When you grow up trigger question <b>Book</b> Your Mummy ate my Football Lifecycle What do things come from Life support systems Human Lifecycle</p>	<p><b>RSE - SENSE KS2 Clip</b> L1 lifecycle L2 Keeping safe knowing our bodies L3 Periods</p> <p><b>Resources</b> Same but different V3 Ages and Stage – human life cycle How do we change Lifecycle Inside our bodies Check out changes Periods what do you know?</p>	<p><b>RSE SENSE KS2 Clip</b> L1 Puberty L2 Menstruation L3 Reproduction L4 Pregnancy and Birth</p> <p><b>Resources</b> Puberty Quiz Puberty myths and products (e.g. sanitary towels, tampons, cup) Periods what do you know Menstruation cards X ray diagram How a baby is made Reproduction parts of a body Reproduction word search Nine months match Contraception and pregnancy Puberty and reproduction How a baby is born Baby actual size</p>	<p><b>RSE SENSE KS2 Clip</b> Changes - Creating a character - Changes over time through to age 14 Puberty - Emotional and physical changes Knowing Our bodies - External (e.g. penis, testicles) and internal reproductive organs (e.g. vagina &amp; ovaries) Body vocabulary - Acceptable and unacceptable words</p>
<b>Living in the wider world/ spiritual, moral, social and cultural development (SMSC)</b>	<p><b>Five British Values</b> - Classroom rules/contract - School rules about health and safety, basic emergency procedures</p>	<p><b>Five British Values</b> - Classroom rules/contract - School rules about health and safety, basic emergency procedures</p>	<p><b>Five British Values</b> - Classroom rules/contract (understand how to take part in making and changing rules) - School rules about health and safety,</p>	<p><b>Five British Values</b> - Classroom rules/contract - School rules about health and safety, basic emergency procedures</p>	<p><b>Five British Values</b> - Classroom rules/contract - School rules about health and safety, basic emergency procedures</p>	<p><b>Five British Values</b> - Classroom rules/contract - School rules about health and safety, basic emergency procedures</p>

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	<p><b><u>The children will:</u></b></p> <ul style="list-style-type: none"> <li>- Know how to contribute to life in the classroom and school e.g. tidying up, helping others (link to kindness)</li> <li>- Know that people and other living things have rights and that everyone has responsibilities to protect those rights (inc. protecting others' bodies and feelings; turn taking; returning things that have been borrowed)</li> <li>- They belong to different groups and communities (e.g. family, school, sport teams etc)</li> </ul> <p><b><u>Careers</u></b></p> <ul style="list-style-type: none"> <li>- What jobs do parents/carers do in my class?</li> <li>- What would I like to do when I am older and why?</li> <li>- One page profile at the end of the year for each child</li> <li>- Year 2 application form*</li> </ul>	<p><b><u>The children will:</u></b></p> <ul style="list-style-type: none"> <li>- link choices to consent</li> <li>- know that you must ask and listen to an answer</li> <li>- know that everyone has the right to change their mind</li> <li>- understand that money comes from different sources and can be used for different purposes</li> <li>- link choices to spending and saving money</li> <li>- link honesty to money/stealing</li> </ul> <p><b><u>Careers</u></b></p> <ul style="list-style-type: none"> <li>- Year 3 application form*</li> <li>- One page profile at the end of the year for each child</li> </ul>	<p>basic emergency procedures</p> <p><b><u>The children will:</u></b></p> <ul style="list-style-type: none"> <li>- Research, discuss and debate topical issues</li> <li>- Why and how rules/laws that protect them and others are made and enforced</li> <li>- Why different rules are needed in different situations</li> <li>- Understand that basic human rights are shared by all people and societies - Children have their own special rights (set out in United Nations Declaration of the Rights of a Child)</li> <li>- Rights are set out to protect everyone and have primacy over national law, family and community practices - About the role <b>money</b> plays in their own and others' lives (inc. how to manage money)</li> <li>- To appreciate the range of national, regional, religious and</li> </ul>	<p><b><u>The children will:</u></b></p> <ul style="list-style-type: none"> <li>- Research, discuss and debate topical issues</li> <li>- Realise the consequences of anti-social, aggressive and harmful behaviours (e.g. bullying, discrimination)</li> <li>- To develop strategies for getting support for themselves and others at risk</li> <li>- There are different responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>- Continue to develop the skills to develop these responsibilities</li> <li>- About being a critical customer (e.g. is it value for money?)</li> <li>- What being part of community means</li> <li>- To consider the lives of other places, and people with different values and customs</li> <li>- About the varied institutions that support communities</li> </ul>	<p><b><u>The children will:</u></b></p> <ul style="list-style-type: none"> <li>- Research, discuss and debate topical issues</li> <li>- To recognise the role of voluntary, community and pressure groups in relation to health and well being</li> <li>- To explore and critique how the media (e.g. newspapers) present information</li> <li>- The importance of being careful what they forward to others</li> <li>- To develop an initial understanding of the concepts of interest, loan, debt and tax (e.g. their contribution to society through the payment of VAT)</li> </ul> <p><b><u>Careers</u></b></p> <ul style="list-style-type: none"> <li>- Club – volunteers to come and talk about work</li> <li>- Year 6 application form*</li> <li>- One page profile at the end of the year for each child</li> </ul>	<p><b><u>The children will:</u></b></p> <ul style="list-style-type: none"> <li>- Research, discuss and debate topical issues</li> <li>- What is meant by enterprise and begin to develop enterprise skills - To critically examine what is presented to them in social media and why it is important to do so</li> <li>- understand how information contained in social media can misrepresent or mislead</li> </ul> <p><b><u>Careers</u></b></p> <ul style="list-style-type: none"> <li>- Mock Job interview</li> <li>- Secondary school choices</li> </ul>
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			<p>ethnic identities in the U.K</p> <ul style="list-style-type: none"> <li>- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>- Year 4 application form*</li> <li>- One page profile at the end of the year for each child</li> </ul>	<p>locally and nationally (e.g. Amnesty international)</p> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>- Year 5 application form*</li> <li>- One page profile at the end of the year for each child</li> </ul>		
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<b>Links/ Resources</b>	<p><b>Well-being</b></p> <p>Healthy bodies and minds</p> <ul style="list-style-type: none"> <li>- ELSA support (managing feelings) <a href="https://www.elsa-support.co.uk/elsa-resources/managing-strong-feelings/">https://www.elsa-support.co.uk/elsa-resources/managing-strong-feelings/</a></li> <li>- Heads together (mental health) <a href="https://www.mentallyhealthyschools.org.uk/resources/talking-mental-health/?page=1">https://www.mentallyhealthyschools.org.uk/resources/talking-mental-health/?page=1</a></li> <li>- Healthy Shropshire (mental health) <a href="https://www.healthyshropshire.co.uk/topics/mental-health/">https://www.healthyshropshire.co.uk/topics/mental-health/</a></li> <li>- Women's and child's health network (your feelings) <a href="https://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=287">https://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=287</a></li> <li>- Childline <a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a></li> <li>- Anti-bullying alliance <a href="https://www.anti-bullyingalliance.org.uk/">https://www.anti-bullyingalliance.org.uk/</a></li> <li>- Healthy Shropshire (healthy eating) <a href="https://www.healthyshropshire.co.uk/topics/healthy-eating/">https://www.healthyshropshire.co.uk/topics/healthy-eating/</a></li> <li>- Women's and child's health network (your body) <a href="https://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=152">https://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=152</a></li> <li>- Women's and child's health network (your food) <a href="https://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=284">https://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=284</a></li> <li>- Women's and child's health network (your safety) <a href="https://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=288">https://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=288</a></li> </ul> <p><b>Drugs</b></p> <ul style="list-style-type: none"> <li>- NSPCC (drugs and alcohol) <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/drugs-alcohol/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/drugs-alcohol/</a></li> <li>- Healthy Shropshire (Drugs and alcohol) <a href="https://www.healthyshropshire.co.uk/topics/alcohol-and-drug-awareness/">https://www.healthyshropshire.co.uk/topics/alcohol-and-drug-awareness/</a></li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- ELSA support (friendships) <a href="https://www.elsa-support.co.uk/elsa-resources/friendship/">https://www.elsa-support.co.uk/elsa-resources/friendship/</a></li> </ul>
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**Respect**

**Perseverance**

	<p>- Women’s and child’s health network (your school) <a href="https://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=286">https://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=286</a> RSE</p> <p>- Healthy Shropshire (RSE) <a href="https://www.healthyshropshire.co.uk/topics/sexual-health/relationships-and-sex-education/">https://www.healthyshropshire.co.uk/topics/sexual-health/relationships-and-sex-education/</a></p> <p>- Women’s and child’s health network (nearly teens) <a href="https://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=289">https://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=289</a> SMSC</p> <p>- Women’s and child’s health network (your family) <a href="https://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=282">https://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=282</a></p> <p><b>Child Rights</b></p> <p>- Amnesty International</p> <p><a href="https://www.amnesty.org.uk/files/201710/Learning%20about%20Human%20Rights%20in%20the%20Primary%20School.pdf?GOTk30AzSvupIDnJHBMK8CpUQPexi3hE=">https://www.amnesty.org.uk/files/201710/Learning%20about%20Human%20Rights%20in%20the%20Primary%20School.pdf?GOTk30AzSvupIDnJHBMK8CpUQPexi3hE=</a></p>
	<p>*Everyone class from Year 1-6 will create a class charter together and will all display at the front of their topic book at the start of each school year.</p> <p>*The school core values and British values should be tied in with all learning where possible.</p> <p>*Online safety should be taught once a term in every year group.</p> <p>*RSE books should be displayed in an easily accessible place for the children to read at their leisure (e.g. book corner).</p> <p>* Mindfulness - this (ideally) should be done at least once a week; if possible daily.</p> <p>*Year Group application forms – An ideal activity for the class transition days. Choose a format that would best suit your next class and find out information about them. Ideally you would treat it like a job application form (e.g. no mistakes, neat etc).</p>