

consent body confidence resilience diversity
 cyber safety challenge responsibility
 British values healthy minds
 active lifestyle
 trust



Pink
 + ♀ ♂
 People IN the Know

Gloucestershire PSHE & Safeguarding Curriculum



sleep
 pride healthy body image
 achievement life in modern Britain
 social media financial capability friendship
 relationships balance positive coping strategies

GLOUCESTERSHIRE PSHE & SAFEGUARDING CURRICULUM

‘PINK’: PEOPLE IN THE KNOW

The key message that ‘safeguarding is everybody’s business’ is now moving from rhetoric to reality, with all of us who work with, and for, Children and Young People understanding and taking responsibility for their safety and welfare. We cannot assume that it will be resolved by someone else. It does take a ‘village to raise a child’ and needs all of us to expose wrongdoing when it occurs and not to collude with silence. The challenges of growing up in the 21st century are huge. Many aspects of life have improved for all of us, but the pressures that young people experience with round-the-clock technology, social media and cyberbullying are exhausting. Whilst a wonderful resource, the World Wide Web also opens young people up to the risk of grooming, Child Sexual Exploitation (CSE) and the pressures of media-enhanced body images. Young people need to recognise, handle and become resilient to these. The complexity of the issues facing our children and young people makes it hard for all of us working with them to understand and to know when and how to intervene. Risks are harder to identify and resolve but nonetheless we all see the end result; a decline in the mental health of our young people, tragically with a rise in self-harm and attempted suicide.

The Gloucestershire Safeguarding /PSHE curriculum sets out the framework to inform and support this work in all educational settings.

Traditionally there has been a hiatus between the role of the safeguarding lead in schools and the head of PSHE. There is now overwhelming evidence that health and well-being is fundamental to a child’s success as a learner and we ignore this at our peril. PSHE/safeguarding education must sit at the centre of the curriculum. It is as important to have well-trained, confident teachers of PSHE/tutorials as of Maths or any other subject. All staff need to know how to recognise the signs of serious emotional distress and be able to do something to support that young person.

Gloucestershire County Council continues to enjoy strong relationships with educational settings across the county. It provides GHLL, with its Advisory teachers and the Online Pupil Survey. The new addition of the Pink curriculum, with its online planning tool, gives Gloucestershire schools and colleges a comprehensive offer to ensure that their curriculum meets the need of their students as they move through the key stages. The GHLL reporting tool provides evidence of good practice for safeguarding reviews and Ofsted inspections. Adopting the Safeguarding curriculum will ensure better protection for our children and a smoother transition from primary to secondary and further education.

The Gloucestershire Safeguarding Curriculum has been written by the Healthy Living and Learning team of Advisory teachers to meet the needs of all children in Gloucestershire irrespective of which school or college they attend. In an ideal world, this curriculum will be adopted by all settings so that a child who is educated in Gloucestershire will have the necessary skills, knowledge and support to lead a happy, safe, healthy life. We are grateful to all partners across the county who have supported this work and in particular to the members of the GSCB Education subgroup who have reviewed and advised during its two year development.

Linda Uren

Commissioning Director Children and Families

Jo Grills

Operations Director, Education, Learning and Libraries

Jane Bee

Safeguarding Children LADO

CONTENTS

USER GUIDE	4
FOUNDATION	9
KEY STAGE ONE	13
LOWER KEY STAGE TWO	19
UPPER KEY STAGE TWO	25
KEY STAGE THREE	33
KEY STAGES FOUR & FIVE	49



PinK CURRICULUM USER GUIDE

Introduction

The 'PinK' Safeguarding Curriculum has been written by teachers for teachers. It is an online resource and planning tool. It will always be a 'work in progress', which will be updated and revised frequently.

Both the mapped curriculum and the planning tool have been devised with flexibility in mind, so as to meet the needs of a huge college or a tiny infant school and everything in-between. We have researched through all freely available resources and cited the ones that we think are most useful. But of course, you may well find resources more suitable for your children, or wish to write your own. The planning tool allows for this customisation. Where we couldn't find anything that we would recommend, we have written our own 'GHLL' resources and these are all freely available to schools and settings in Gloucestershire.

www.ghll.org.uk/resources

There are, however, also excellent commercially available resources which you may choose to use and incorporate into your planning.

We have suggested which materials are best suited to each Key Stage but you should use your professional knowledge to choose material from the framework that is age/stage appropriate for your children.

We are also hoping to launch a Gloucestershire Healthy Living and Learning teacher's forum for professionals to share lesson plans and ideas that worked for them.

We would urge all schools to measure, record and celebrate any curriculum changes through the GHLL reporting tool. This will count towards your intervention work for GHLL accreditation.

Jan Courtney

Lead for Health and Well-being (Education and Learning)
Services for Children and Young People
jan.courtney@gloucestershire.gov.uk

PinK CURRICULUM USER GUIDE

1

Click on 'Safeguarding curriculum'
and then 'Create new timetable'



2

Complete your group information times and dates for school year.

The screenshot shows the 'Create new timetable' form in the GHLL Review Tool. The form includes fields for 'Name', 'Year' (set to Year 7), 'Key stage' (with checkboxes for Foundation, Key Stage 1, Lower Key Stage 2, Upper Key Stage 2, Key Stage 3, Key Stage 4, and Key Stage 5), 'Default lesson time' (set to 50 minutes), 'Start date' (1 September 2015), and 'End date' (22 July 2016). There are 'Save' and 'Cancel' buttons at the bottom. The top navigation bar includes links for 'Contact us', 'My details', 'Logout', 'Help', and 'Find my progress'.

3

Start by filling in your school holidays. 'Drag and drop' to relevant weeks.

Next, 'drag and drop' topic area from drop down options. Duplicate to suit. Used topics become shaded.

You can add 'Your own topic' to complete later.

'Save' your timetable.

The screenshot shows the 'Year 7, 31st Aug 2015 - 18th Jul 2016' timetable in the GHLL Review Tool. The timetable is a grid with dates from 31st August to 18th July. Topics are dragged and dropped into the grid cells. The 'Topics' list on the left includes 'Health and wellbeing', 'Living at the water world', 'Relationships', and 'Your own topic'. The 'Your own topic' area is currently empty. The 'Save' button is visible at the bottom left.

4

To see what the topic covers, click on the title on the timetable to view Key questions, Summary of Outcomes and suggested resources.

You can also delete the topic if placed incorrectly by clicking the 'delete' button.

The screenshot shows the 'Bullying' topic details in the GHLL Review Tool. The 'Key stage' is set to 3, and the 'Time' is 50 minutes. The 'Key questions' section lists several questions related to bullying, such as 'What is bullying?' and 'Why do people bully?'. The 'Summary of Outcomes' section lists several outcomes, such as 'To recognise bullying and abuse in all its forms' and 'To understand why it happens and what we can do to avoid it'. The 'delete' button is visible at the bottom right.

5

When you 'save', this page appears.

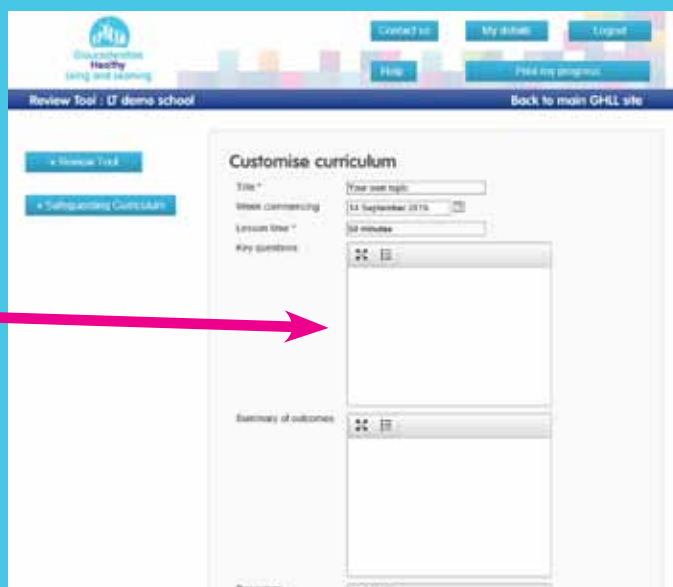
To complete 'Your own topic' click on title to open.

Your pre-filled topics appear like this.



6

Complete to suit your topic.



7

Click on the pre-filled topic title to see content.

This can be edited to suit your setting and cohort.

Save your changes



8

Download the timetable or topic information.

The screenshot shows a web-based 'Review Tool' for a Year 7 Safeguarding Curriculum. The left sidebar lists topics with their durations: w/c 31 August (Total over topics: 100 minutes), w/c 7 September (Bullying: 100 minutes), w/c 14 September (Bullying: 100 minutes), w/c 21 September (Your own topic: 100 minutes), w/c 28 September (Food: 100 minutes), w/c 5 October (Hygiene: 100 minutes), w/c 12 October (Emotional Health: 100 minutes), w/c 19 October (Emotional Health: 100 minutes), w/c 26 October (School holiday), w/c 2 November (Puberty: 100 minutes), and w/c 9 November (Puberty: 100 minutes). The main panel on the right is titled 'Year 7, 31st Aug 2015 - 18th Jul 2016' and contains instructions and buttons for editing the curriculum, editing the timetable, downloading the timetable as a PDF, and downloading topic information.

9

Sample timetable.

LT demo school Safeguarding Curriculum: Year 7 31st Aug 2015 - 18th Jul 2016

w/c 31 August Your own topic (50 minutes)	w/c 7 September Bullying (50 minutes)	w/c 14 September Bullying (50 minutes)	w/c 21 September Your own topic (50 minutes)
w/c 28 September Food (50 minutes)	w/c 5 October Hygiene (50 minutes)	w/c 12 October Emotional Health (50 minutes)	w/c 19 October Emotional Health (50 minutes)
w/c 26 October School holiday	w/c 2 November Puberty (50 minutes)	w/c 9 November Puberty (50 minutes)	w/c 16 November Exercise (50 minutes)
w/c 23 November Healthy Relationships (50 minutes)	w/c 20 November Healthy Relationships (50 minutes)	w/c 7 December Internet Safety (50 minutes)	w/c 14 December Internet Safety (50 minutes)
w/c 21 December School holiday	w/c 28 December School holiday	w/c 4 January Body image and body confidence (50 minutes)	w/c 11 January Body image and body confidence (50 minutes)
w/c 18 January	w/c 25 January	w/c 1 February	w/c 8 February
w/c 15 February	w/c 22 February	w/c 29 February	w/c 7 March

10

Sample topic information.

The screenshot shows a document titled 'Safeguarding Curriculum: Year 7' with a focus on 'w/c 7 September 2015' and 'Bullying (50 minutes)'. It lists 'Key questions' such as 'What is bullying?', 'Who is the bully?', and 'How do we prevent bullying?'. It also provides a 'Summary of outcomes' including recognizing bullying, understanding its causes, and developing strategies to prevent it. Finally, it lists 'Resources' like 'Let's fight it together - digizen.org' and 'Anti-Bullying Alliance'.

intelligence diversity cyber safety
values healthy minds active lifestyle
image achievement social media
relationships balance positive
Britain consent body confidence
challenge responsibility British
resilience diversity cyber
British values healthy minds active
body image achievement
relationships balance
Britain consent body
challenge responsibility
resilience diversity
values healthy minds

FOUNDATION

GLOUCESTERSHIRE PSHE & SAFEGUARDING CURRICULUM

HEALTH AND WELL-BEING

Developing risk management

Topic/Theme: Keeping Safe , People who help us		
Key Questions	Summary of Outcomes	Resources
Who helps us? What are emergency services? How do the emergency services help to keep us safe? How do we keep ourselves safe? When is it safe or not safe to take medicine?	Children will learn about: • Fire Safety • Road Safety • SunSmart • Safe use of medicines and other substances • Taking responsibility for themselves • Know what adults are responsible for	Drugs GHLL Drugs Scheme of work Managing self GHLL Protective Behaviours scheme of work Keeping Safe http://www.glosfire.gov.uk/cd_res/site/teacher/ks1/index_t_ks1.htm http://think.direct.gov.uk/resource-centre/key-stage-1/how-to-behave-near-traffic http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources http://skillzone.glosfire.gov.uk/teachers/

Understanding personal change & responsibility

Topic/Theme: All About Me		
Key Questions	Summary of Outcomes	Resources
Why am I special? Why should we brush our teeth? Why do we keep clean? What keeps me healthy/in balance? What are the correct names for body parts? What can I do for myself?	Children will learn about: • Valuing their bodies and capabilities • Knowing what makes each of us unique and special • Brushing teeth • Hygiene • Being aware of body needs e.g. water, sleep exercise etc. Introduce correct names for body parts	GHLL SRE scheme of work SEAL – Good to Be Me, Going for Goals, New Beginnings, Changes Facts4life scheme of work

RELATIONSHIPS

Understanding the dynamics of healthy relationships

Topic/Theme: Friends and kindness		
Key Questions	Summary of Outcomes	Resources
What makes me a good friend? What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)? How do we show kindness to ourselves? How do we show kindness to others?	Children will learn about: - Protective behaviours (understanding what makes you and others feel happy or sad) - Identifying kindness	Relationships SEAL – Relationships, Getting on and Falling Out, Say No to Bullying Anti-bullying GHLL Equalities scheme

LIVING IN THE WIDER WORLD

How media, commerce and social issues shape our understanding of the world

Topic/Theme: Internet Safety		
Key Questions	Summary of Outcomes	Resources
How do I stay safe online?	Children will learn about: - Games, applications, TV streaming - Passwords/Access codes, PINs - Appropriate websites	Internet Safety http://www.kidsmart.org.uk/teachers/ks1/



KEY STAGE ONE

GLOUCESTERSHIRE PSHE & SAFEGUARDING CURRICULUM

HEALTH AND WELL-BEING

Developing risk management

Topic/Theme: Keeping Safe , People who help us		
Key Questions	Summary of Outcomes	Resources
Who helps us? What are emergency services? How do the emergency services help to keep us safe? How do we keep ourselves safe? Who can we speak to about our feelings? What is a medicine? When can medicines be helpful and when can they be harmful? Who takes responsibility for medicines when we're younger? How do I recognise when something could be harmful? What could I do if I think something is not safe?	Children will learn about: • Road safety • Personal safety • Stranger danger • Sun Smart • Recognise that our feelings can affect the way we behave • Identify where we can go when we need to feel safe • Identify who we can speak to about our feelings • Drugs and their uses (medicines are drugs that are intended to help us)	Drugs GHLL Drugs scheme of work Managing Self GHLL Protective Behaviours scheme of work Keeping Safe http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources http://www.glosfire.gov.uk/cd_res/site/teacher/ks1/index_t_ks1.htm http://think.direct.gov.uk/resource-centre/key-stage-1/how-to-behave-near-traffic http://skillzone.glosfire.gov.uk/teachers/

Understanding personal change & responsibility

Topic/Theme: All About Me		
Key Questions	Summary of Outcomes	Resources
How have I changed? What is similar and different about girls and boys? What are the names of the external body parts? What are the correct names for body parts?	Children will learn about: • The changes that have taken place since being a baby • Some of the changes that will take place as a baby grows into an adult • that humans produce babies that grow into children and then into adults	GHLL SRE scheme of work SEAL – Good to Be Me, Going for Goals, New Beginnings, Changes

Key Questions	Summary of Outcomes	Resources
Why am I special? What makes me feel good about myself? What do we have in common with others? How are we different? Why do we keep clean? What keeps me healthy/in balance? How can I develop my resilience? What is an 'active lifestyle'? Why is it important to be active? How do I feel? What affects my mood?	- the main external parts of the bodies of humans including agreed names for sexual parts - What makes each of us unique and special - Hygiene - Resilience - Personal responsibility - Diet & exercise - Illness, wellness & balance - Positive coping strategies	GHLL resilience resource - Make Me A Superhero Facts4life scheme of work GHLL 'Focused for Learning' resource (based on Mindfulness)



RELATIONSHIPS

Understanding the dynamics of healthy relationships

Topic/Theme: Friends and family		
Key Questions	Summary of Outcomes	Resources
Who takes care of me? What does private mean? What makes a good friendship? What behaviour makes us feel happy/ sad (inc appropriate and inappropriate touch)?	Children will learn about: • Different relationships • The responsibilities that parents have for babies and children • The underwear rule (PANTS) • Making and keeping friends • Protective behaviours (understanding what makes you and others feel happy or sad) • Positive touch activities - the need to seek permission when we touch someone else - the need to be respectful of a person's personal boundaries	Relationships C-I-P Emotions Cards (www.ghll.org.uk) NSPCC PANTS http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/ Positive touch activity training from GHLL team GHLL Protective Behaviours scheme of work
Topic/Theme: Kindness and anti-bullying		
How do we show kindness to ourselves? How do we show kindness to others? How do I feel when I am shown kindness? How do I feel when I show kindness to others?	• Different types of unkind behaviour • The difference between isolated incidents of unkind behaviour and bullying • Identifying acts of kindness • Exploring how kindness benefits all involved	SEAL – Relationships, Getting on and Falling Out, Say No to Bullying Anti-bullying GHLL Equalities scheme (online resource)



LIVING IN THE WIDER WORLD

How media, commerce and social issues shape our understanding of the world

Topic/Theme: Internet Safety		
Key Questions	Summary of Outcomes	Resources
How do I stay safe online?	Children will learn about: • Internet Safety - Online games, email/chat • Games, applications, TV streaming • Passwords/Access codes, PINS • Appropriate websites	Internet Safety https://www.thinkuknow.co.uk/5_7/ http://www.saferinternet.org.uk/ http://www.everyschool.co.uk/i.c.t.-key-stage-1-internet-safety.html SkillZONE (Internet Cafe) Cyberbullying GHLL Equalities scheme (online resource)
Topic/Theme: Media Influence		
How do we feel about the events we see through the media? Does the media always present events factually? How do we engage with what we see through the media?	• Reacting to events on TV e.g. terrorism, racism, inappropriate behaviour of role models • Advertising e.g. influence, bias, distortion	
Topic/Theme: Financial Capability		
How do I manage my pocket money?	• Monetary value and the notion of saving up for a purchase	Financial Capability http://www.moneysavingexpert.com/financial-education/
Topic/Theme: Social Issues		
What is happening in my community?	• Issues of interest/relevance to their locality	

Topic/Theme: Citizenship & British Values		
Key Questions	Summary of Outcomes	Resources
School and class rules (The Rule of Law and Democracy) What are our class / school rules? Why is it important we all stick to the class rules? Children's rights and responsibilities – (Liberty) How can we help each other? What is the difference between a want and a need? What are our rights? What are our responsibilities to ourselves and others? The local community (Respect and tolerance) What do we mean by community? What sorts of communities are there? (e.g. class, school, local) Who is in our community? What groups do we belong to, in school or outside of school? Do we all believe in the same things? The local environment (Respect) What is good about where we live? What would make it even better? What can we do to improve our local area?	Children will learn about: - Contributing to the life of the classroom and the school - Group and class rules and understand how these rules help them - Rights and responsibilities - Belonging to various groups and communities such as family and school - What improves and harms their local, natural and environments and about some of the ways people look after them	http://www.oxfam.org.uk/~media/Files/Education/Resources/Childrens%20rights/lesson1_needs_and_wants.ashx (Can be adapted for KS1)

* SEN Resources

LOWER KEY STAGE TWO

GLOUCESTERSHIRE PSHE & SAFEGUARDING CURRICULUM

HEALTH AND WELL-BEING

Developing risk management

Topic/Theme: Keeping Safe at home, Keeping safe outside		
Key Questions	Summary of Outcomes	Resources
How do we keep ourselves safe? Who can we speak to about our feelings? Who can I ask for help? What is a drug? Are all drugs medicines? What drugs have a non-medical use? What does 'age-restricted' mean? What does 'Smokefree' mean? What laws encourage 'smokefree' environments? What risks are there? What would someone need to know before they tried a legal / illegal drug (the risks)? What drinks contain drugs? (e.g. caffeine/alcohol) Is it normal for young people to use drugs?	Children will learn about: • Recognise that our feelings can affect the way we behave • Identify where we can go when we need to feel safe • Identify who we can speak to about our feelings • Alcohol & tobacco • Drugs and their uses including medical drugs • Effects and risks of drugs • Children learn that drug use is a minority activity • SunSmart	Drugs GHLL Drugs scheme of work Smokefree Resource - NHS/GHLL - Breath of Fresh Air Managing Self GHLL Protective Behaviours scheme of work Sun Safety http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources



Understanding personal change & responsibility

Topic/Theme: Personal Responsibility		
Key Questions	Summary of Outcomes	Resources
What is special about me? What makes me feel good about myself? What gives me energy? Why do we keep clean? What keeps me healthy/in balance? How do I feel? What affects my mood? How can I manage my feelings? (including feelings of loss) How can I develop my resilience? What is an 'active lifestyle'? Why is it important to be active?	Children will learn about: • What is special about me? • My thoughts, feelings • What affects our energy levels and the way we feel • Recognising how these feelings can impact our behaviour • Resilience • Hygiene • Diet, exercise & sleep • Illness, wellness & balance • Managing feelings • Self worth • Anxiety – triggers, positive strategies for coping. • Bereavement (of pets)	SEAL – Good to Be Me, Going for Goals, New Beginnings, Changes Primary Mental Health Handbook Samaritan resource – DEAL (Developing Emotional Aspects of Learning) Facts4Life scheme of work GHLL Resilience scheme – Make Me A Superhero Positive Coping Strategies - GHLL 'Focused for Learning' resource (Mindfulness principles) GHLL 'Counting Sleep' learning resource – promoting positive sleep patterns
Topic/Theme: Growing Up		
What are the physical differences between males and females?	• Some of the physical changes that will happen as they get older • The physical changes that take place at puberty, why they happen and how to manage them	GHLL SRE scheme of work Living and Growing DVD https://shop.channel4learning.com/?page=shop&pid=26651 Puberty and Sexuality Pack for Children and Young People with Learning Disabilities: Leeds NHS Resource (www.rsehub.org.uk) Some of your bits 'aint nice (video resource) https://www.youtube.com/watch?v=6SXzauoMSMO

RELATIONSHIPS

Understanding the dynamics of healthy relationships

Topic/Theme: Friends and family		
Key Questions	Summary of Outcomes	Resources
What responsibilities does a parent have for their child? What behaviour affects our feelings and how (including appropriate and inappropriate touch)?	Children will learn about: • Changes in relationships with parents & friends • Different types of love • The need for trust and love in marriage and established relationships • The responsibilities that parents have for babies and children • Positive touch activities • The need to seek permission when we touch someone else • The need to be respectful of a person's personal boundaries	Relationships GHLL SRE scheme of work GHLL Protective Behaviours scheme of work ‘Big Talk’ education cards http://www.nspcc.org.uk/Inform/publications/downloads/intheknow_wdf48158.pdf
Topic/Theme: Kindness and anti-bullying		
What is an unhealthy relationship? What is a healthy relationship? What is bullying? How do we show kindness to ourselves? How do we show kindness to others? How do I feel when I am shown kindness? How do I feel when I show kindness to others?	• The difference between isolated incidents of unkind behaviour and bullying • Recognising that bullying behaviour is not the norm (most of the time, most children are not bullied and are not bullies) • Identifying acts of kindness • Exploring how kindness benefits all involved	Positive touch activity training from GHLL team SEAL – Relationships, Getting on and Falling Out, Say No to Bullying Anti-bullying GHLL Equalities scheme (online resource) www.thinkuknow.couk

LIVING IN THE WIDER WORLD

How media, commerce and social issues shape our understanding of the world

Topic/Theme: Internet Safety		
Key Questions	Summary of Outcomes	Resources
How do I stay safe online? How do I manage appropriate relationships online?	Children will learn about: - Internet Safety -Online games, email/chat - Texting, instant messenger, 'kick' etc. - Appropriate gaming, websites, applications, TV streaming - Passwords/Access codes, PINS - Appropriate websites	Internet Safety https://www.thinkuknow.co.uk/8_10/ SkillZONE Keeping Safe http://www.nspcc.org.uk/Inform/publications/downloads/intheknow_wdf48158.pdf Cyberbullying GHLL Equalities scheme (online resource)
Topic/Theme: Media Influence		
How do we feel about the events we see through the media? Does the media always present events factually? How do we engage with what we see through the media?	- Reacting to events on TV e.g. terrorism, racism, inappropriate behaviour of role models - Advertising e.g. influence, bias, distortion	Media http://www.bbc.co.uk/newsround/
Topic/Theme: Financial Capability		
How do I manage my pocket money? Where does our money come from?	- Monetary value and the notion of saving up for a purchase - Different sources of income - Different forms of money and payment	http://www.moneysavingexpert.com/financial-education/ Pfeg – Spending Sense
Topic/Theme: Social Issues		
What is happening in my community? How can we make a difference? (A sense of agency; we can all contribute to making a positive change)	Issues of interest/relevance to their locality	

Topic/Theme: Citizenship & British Values		
Key Questions	Summary of Outcomes	Resources
School, class and other rules (The Rule of Law and Democracy) What are our class and school rules and why do we have them? What other rules do you know about? What is the difference between a rule and a law? How are rules and laws made? Children's rights and responsibilities (UN) – (Liberty) What are the UN Rights of the Child? What jobs do you do at home? What roles do we have at home and school? What are you responsible for at home and at school? The local/global community and Personal Identity (Tolerance and Respect) What does a community look like? How do religious beliefs affect the community? What are your school values? What are the different customs of people in your school community? The local environment (Respect) What is good about where we live? What would make it even better? (Link to Geography environmental topics)	Children will learn about: - Why different rules are needed in different situations and how to take part in making them - Human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child - Different kinds of responsibilities, rights and duties at home and at school - Being part of a community and understand that they belong to different groups - The lives of people living in other places, and people with different values and customs - What improves and harms their local and natural environments and about some of the ways people look after them	http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf https://www.tes.co.uk/teaching-resource/rights-and-responsibilities-3007804. You will need to set up an account but it is free to register. http://www.oxfam.org.uk/~media/Files/Education/Resources/Childrens%20rights/lesson4_exploring_rights.ashx

* SEN Resources

UPPER KEY STAGE TWO

GLOUCESTERSHIRE PSHE & SAFEGUARDING CURRICULUM

HEALTH AND WELL-BEING

Developing risk management

Topic/Theme: Keeping safe at home, Keeping safe outside		
Key Questions	Summary of Outcomes	Resources
What does 'smokefree' mean? What is a drug? Why do we have laws that control drugs in this country and what they are? Why are some drugs illegal and some legal? What effects and risks do drugs have (including tobacco and alcohol – and volatile substances, if raised)? Is it normal for young people to use drugs? Is drug use increasing or decreasing among young people? Why do we sometimes take risks? How do we keep safe around the home? How do we keep ourselves safe outside?	Children will learn about: • Legal & illegal drugs • Drugs and the law • Effects and risks of drugs • E-cigarettes • Drug use as a minority activity • Drug use in young people decreasing • Different types of risks, including positive risk taking • Identifying and assessing risks • Hazards in the home e.g. electrical appliances, sources of fire, sharps and blades, cleaning substances etc. • SunSmart • Emergency Aid • Public transport • Hazards in our community e.g. power sub stations, sharps and blades, farms, construction sites.	Drugs GHLL Drugs scheme of work E-Bug (www.e-bug.eu) - NHS/GHLL - Breath of Fresh Air (Smokefree learning resource) Keeping Safe http://www.nspcc.org.uk/Inform/publications/downloads/intheknow_wdf48158.pdf http://www.glosfire.gov.uk/cd_res/site/teacher/ks2/index_t_ks2.htm http://www.sunsmart.org.uk/schools/schoolsresources/sunsmart-schools-resources http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Microsite/Life-Live-it-first-aid-education-for-children http://skillzone.glosfire.gov.uk/teachers/



Understanding personal change & responsibility

Topic/Theme: Personal Responsibility		
Key Questions	Summary of Outcomes	Resources
How do I feel? What affects my mood? How can I manage my feelings (including feelings of loss)? Why do we keep clean? What keeps me healthy/in balance? What do I want? What am I comfortable with? How can I develop my resilience? What is an 'active lifestyle'? Why is it important to be active?	Children will learn about: • Bereavement • Managing feelings • Self worth • Anxiety – triggers, positive strategies for coping. • Resilience • Self harm • Hygiene • Diet, exercise & sleep • Illness, wellness & balance • Assertiveness (self-assured and confident without being aggressive)	GHLL 'Counting Sleep' learning resource Facts4Life scheme of work SEAL – Good to Be Me, Going for Goals, New Beginnings, Changes Positive Coping Strategies - GHLL Focused for Learning resource (Mindfulness principles) Primary Mental Health Handbook Samaritan resource – DEAL (Developing Emotional Aspects of Learning) Managing Self GHLL Protective Behaviours scheme of work GHLL 'Counting Sleep' – promoting positive sleep patterns GHLL Resilience scheme – Make Me A Superhero
Topic/Theme: Growing Up		
What changes happen as we become adults? What are the stages in the human life cycle? How are babies made?	• Puberty/body changes • The physical changes that take place at puberty, why they happen and how to manage them • Name and describe the functions of the sexual organs of boys and girls • Describe some internal differences between males and females • About the facts of the human lifecycle, including sexual intercourse	Some of your bits ain't nice (video resource) https://www.youtube.com/watch?v=6SXzauoMSM0 GHLL SRE scheme of work Living and Growing DVD https://shop.channel4learning.com/?page=shop&pid=26651 Puberty and Sexuality Pack for Children and Young People with Learning Disabilities: Leeds NHS Resource (www.rsehub.org.uk) FPA Talk About Growing Up FPA Talk About Sex and Relationships
Female Genital Mutilation*	*Staff training opportunity as relevant to school demographic	

RELATIONSHIPS

Understanding the dynamics of healthy relationships

Topic/Theme: Friends and family		
Key Questions	Summary of Outcomes	Resources
What is a healthy relationship? What is an unhealthy relationship? What behaviour affects our feelings and how (including appropriate and inappropriate touch)?	Children will learn about: • Friends • Changes in relationships e.g. with parents, boyfriend/girlfriend • The need for trust and love in marriage and established relationships • Protective behaviours • Assertiveness (self assured and confident without being aggressive) • Positive touch activities • The need to seek permission when we touch someone else • The need to respect personal boundaries	Relationships GHLL SRE scheme of work GHLL Protective Behaviours scheme of work www.kidscape.org.uk Positive touch activity training from GHLL team
Topic/Theme: Kindness and anti-bullying		
What is bullying? What do you do if you are being bullied? What do you do if you see someone being bullied? How do we show kindness to ourselves? How do we show kindness to others? How do I feel when I am shown kindness? How do I feel when I show kindness to others?	• Peer pressure • Different types of unkind behaviour and bullying (emotional, physical, verbal, cyber, sexual, homophobic, racial, cultural) • Identifying acts of kindness • Exploring how kindness benefits all involved	Anti-bullying GHLL Equalities scheme (online resource) www.thinkuknow.couk Stonewall resource – ‘Different Families Same Love’ http://www.stonewall.org.uk/at_school/education_resources/default.asp SEAL – Relationships, Getting on and Falling Out, Say No to Bullying

LIVING IN THE WIDER WORLD

How media, commerce and social issues shape our understanding of the world

Topic/Theme: Internet Safety		
Key Questions	Summary of Outcomes	Resources
How do I stay safe online? How do I manage appropriate relationships online?	Children will learn about: - Internet Safety – Facebook, grooming etc. - Appropriate gaming, websites, applications, TV streaming - Share Aware - what information you share online and how it could be used	https://www.thinkuknow.co.uk/8_10/ https://www.thinkuknow.co.uk/11_13/ SkillZONE GHLL Equalities scheme of Work www.nspcc.org.uk/shareaware http://www.childnet.com/resources/star-toolkit/trust NSPCC Animations: Lucy and the Boy: https://www.youtube.com/watch?v=kwcL-VP3FYc I Saw Your Willy: https://www.youtube.com/watch?v=sch_WMjd6go
Topic/Theme: Media Influence		
How do we feel about the events we see through the media? Does the media always present events factually? How do we engage with what we see through the media? How does what we see and hear through the media influence our own behaviours?	- How events on TV are portrayed e.g. terrorism, racism, inappropriate behaviour of role models - Advertising e.g. influence, bias, distortion - Media influence - Body image	Body Image http://selfesteem.dove.co.uk/Teaching_resources.aspx Controversial Issues http://www.oxfam.org.uk/~media/Files/Education/Teacher%20Support/Free%20Guides/teaching_controversial_issues.ashx
Topic/Theme: Financial Capability		
How do I manage my pocket money? Where does our money come from? What is profit and loss?	- Monetary value and the notion of saving up for a purchase - Different sources of income - Different forms of money and payment - Managing a budget - Enterprise opportunities	Financial Capability http://www.moneysavingexpert.com/financial-education/ Pfeg – Spending Sense

Topic/Theme: Social Issues		
Key Questions	Summary of Outcomes	Resources
What is happening in my community? How can we make a difference? (A sense of agency; we can all contribute to making a positive change)	Children will learn about: Issues of interest/relevance to their locality eg gang culture, young carers in the community	
Topic/Theme: Citizenship & British Values		
Personal opinions (Liberty and respect) What topical issues are important to debate? How can speak so that people want to listen? How can we put across our viewpoint? Why do people have different viewpoints? Personal identities (Liberty and respect) What are the different religions and cultures represented in your community? How are the different world religions similar to each other? How are they different? Democracy How are rules and laws made and changed? What is a democracy? How are local councils and the government elected? What is the role of parliament? How are laws made and who makes them?	Children will learn about: - Topical issues, problems and events (including the global environment) and how to take part in debates - The range of national, regional, religious and ethnic identities in the United Kingdom - Rules and laws that protect themselves and others and how they are made and changed	http://www.oxfam.org.uk/~media/Files/Education/Resources/Childrens%20rights/lesson7_letter_writing.ashx (as an example for debate) http://www.parliament.uk/education/teaching-resources-lesson-plans/

Topic/Theme: Citizenship & British Values*		
Key Questions	Summary of Outcomes	Resources
Children's and adults rights and responsibilities (UN) – (Liberty) What roles do we have in the community? What are you responsible for in the community? How do laws protect our rights? Conflict resolution (Tolerance) If we fall out, how can we still be friends? How can we help people to become friends again when they've fallen out? Why might we fall out and can we prevent it? Charitable work What is a charity? Who funds charities? Why do charities exist?	Children will learn about: • Different kinds of responsibilities, rights and duties in the community • Rights in relation to the law • Resolving differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices • The role of voluntary and community groups	GHLL Peer Mediation scheme (online resource) www.preventtragedies.co.uk (advice and guidance aimed at keeping people safe from being drawn into terrorist related activities) * SEN Resources



KEY STAGE THREE

GLOUCESTERSHIRE PSHE & SAFEGUARDING CURRICULUM

HEALTH AND WELL-BEING

Developing risk management

Topic/Theme: Personal Safety		
Key Questions	Summary of Outcomes	Resources
Why is it important to plan ahead for a night out? Why is it important to stay with friends whilst out? What steps should you take when withdrawing money from a cashpoint? Why is it important to ensure you have your own drink with you at all times? Do girls have a responsibility to dress and behave in a certain way to ensure their personal safety?	Students will learn about: - How to keep safe when out and about. Including planning a safe night out - Ensuring personal items are security coded, include shredding of personal information, password security online, etc. - Cashpoint security (hiding PIN) - Body language and appropriate safe behaviour e.g. nightclubs/ public places	Susie Lamplugh Trust – Live Life safe www.suzylamplugh.org.uk Pfeg: Spending Sense (activities for SEN) National banks – NatWest Money sense SkillZONE: visits designed for older students with SEN
Topic/Theme: Emergency Aid		
Explain what to do if first on the scene at an accident. What is the importance of the recovery position? What should the sequence of events be if you were the first to arrive on the scene of an accident? Explain your reasons. You are not a professional medic – could you do more harm than good if you get involved? What is the golden hour?	- Why your own safety must come first - Why it is important to learn first aid - How to make an emergency call - What to do in an emergency e.g. Recovery position and CPR - Identifying the risks for an unconscious and breathing person who is lying on their back	Resuscitation Dummies St John's Ambulance Red Cross
Topic/Theme: Sun Safety		
Why can you burn when it's cloudy? What could the consequences of burning? Why is it important to go in the shade between 11 and 3pm? What ways can you protect yourself from the sun?	- The different energy the sun gives off – heat, light and UV - How you don't need heat and light to burn - UV still generated - Why to stay out of sun between 11 – 3pm - Protective clothing - Children being more vulnerable	SunSmart – Cancer Research

Topic/Theme: Alcohol		
Key Questions	Summary of Outcomes	Resources
At what age can you legally drink alcohol? At what age can you legally buy or be sold alcohol? How do we know the strength of different types of alcoholic drinks? What reasons do people give for drinking alcohol/ not drinking alcohol? How might alcohol effect your behaviour in the short term? What do we mean by 'binge' drinking? Why has Britain such a bad reputation for drinking? Lager Louts and Ladettes! Why is alcohol use generally falling amongst young people?	Students will learn about: • Law surrounding alcohol • Units and strengths of alcohol – male/female government guidelines • Short and long term effects of alcohol – to include increase in young people with liver disease • Alcohol dependency – addiction • Reasons for drinking e.g. peer pressure, stress • Binge drinking - definition • Where we drink? • Impact on behaviour • Impact on others – domestic violence • Impact on society – financial, social, drink driving?	Beer Goggles Empty bottles to show units and strength 'Who would risk it?' GHLL learning resource 'Let's Party' learning resource Alcohol Education trust – talkaboutalcohol.com Drinkaware.co.uk Workshops at Think Tank Birmingham www.thinktank.ac (all abilities) Infobuzz: workshops and targeted interventions
Topic/Theme: Smoking		
Why do people smoke? What are the long and short term effects of smoking on the body? Why is smoking declining in young people? Why are packets blank? What are the issues surrounding counterfeit cigarettes? Should smoking be legal? E-Cigarettes are a good substitute for normal cigarettes? Discuss	• Health issues – understand the many long and short-term effects of smoking • The financial cost of smoking • Addiction and dependency • The Law relating to smoking • Pros and cons of e-cigarettes • Reasons for general decline for alcohol use in young people	'Toxic Tobacco Truths' GHLL learning resource

Topic/Theme: Other Drugs		
Key Questions	Summary of Outcomes	Resources
What is the definition of a drug? Do you think plain cigarette packaging will deter young people from smoking? Should current illegal drugs be legalised? Do you think the term 'legal high' is misleading to young people? How might a drug conviction affect you in later life?	Students will learn about: - The definition of drug – legal and illegal - Identifying drugs and classification of illegal drugs - Reasons for smoking declining in young people - Laws surrounding prescription and over the counter drugs - The effect of the different drugs on the body – stimulant, depressant, hallucinogenic etc. - Laws – possession and using including the implication on people present and future - Legal Highs – what are they? - Impact on wider society – e.g. crime	Talk to Frank Infobuzz kidshealth.org teens.drugabuse.gov 'What If' : White Cross School DVD about Ketamine/Peer Pressure (all abilities).

Understanding personal change and responsibility

Topic/Theme: Puberty		
Key Questions	Summary of Outcomes	Resources
How and why does your body change and develop? What impact may puberty have on your emotions and feelings?	Students will learn about - Identifying Changes in girls and boys - Problems that might arise - How we are different and the normality of this	Body Story DVD Girls change/Boys change Kylie and Jason Some of your bits ain't nice DVD 'Always' products teaching resource packs. FPA: Talking Together about Growing Up (www.fpa.org.uk) Let's Do It (Image in Action)

Topic/Theme: Hygiene		
Key Questions	Summary of Outcomes	Resources
What are important hygiene routines for everyone? What might be the consequences of poor hygiene?	Students will learn about: - Particular importance of good hygiene in adolescence - What this consists of - The steps necessary to maintain personal hygiene now and throughout puberty	Some of your bits ain't Nice – video Tork – Hygiene tool kit. Me-and-Us: 'I Change My Pad'
Topic/Theme: Food/diet e.g. caffeine/high sugar		
What is the energy equation? What is a healthy balanced diet? Why is there an obesity epidemic? What is the recommended sugar allowance for a young person? What health issues may arise from high sugar/caffeine? What influences you to choose less healthy drink options?	- The balance of food to exercise - What a healthy diet is - The importance of a healthy diet on learning - Modern living – impact on obesity – junk food/convenience/ lack of exercise - Awareness of the damaging effects of caffeine and high sugar drinks	Change 4 Life Gloucester Rugby Community Education: Healthy Living Workshops POP – County resource (caffeine/sugar) Super Size me! Film Project Healthy Schools British Heart Foundation BBC schools Sugar Rush (Jamie Oliver http://www.jamieoliver.com/sugar-rush/#zQHsfotydrjD6RSx.97)
Topic/Theme: Exercise		
What are the health benefits of regular exercise? How can I make sure I keep my body in good shape through exercise?	- Exercise and Obesity – weight management - Healthy mind – stress reduction - What's available to you in school and out of school?	Youth Sports Trust BUPA UK
Topic/Theme: Dental Hygiene		
How do I keep my teeth and gums healthy?	Importance of regular dental checks and factors that impact on teeth – diet (sugar) /dental routine	Oral Hygiene for Kids British Dental Association www.dentalhealth.org

Topic/Theme: Emotional health

Key Questions	Summary of Outcomes	Resources
What do we mean by emotional health? What things might help us become emotionally resilient? What might knock you off balance and challenge your emotional well-being? What can we do as individuals to help us cope with life's ups and downs? What behaviours might be displayed if someone wasn't coping with their emotions? Why is it important to have a regular sleep pattern? How can you as a friend support someone who might be struggling emotionally? What is Mindfulness? What makes Mindfulness effective for many in reducing stress?	Students will learn about: - Life being full of ups and downs – it's knowing how to deal with these and where to go for support that's important - Resilience – understanding our own emotions and why we feel as we do - Particular issues for teens (exams, relationships...) and common to all e.g. bereavement/ divorce - Young people whose family circumstances have broken down – homelessness/running away - Lack of sleep/not eating/health impact/lack of concentration – focus/ tearful/ withdrawn/ over eating/ lack of personal care - Suicidal thoughts - Use of Mindfulness in reducing stress	NSPCC – 'How u feelin?' pack https://www.tes.com/teaching-resource/nspcc-teacher-s-pack-how-u-feelin-6117467 http://au.reachout.com A-Z of Mental Health – video Red Nose Day – Don't be afraid to talk Young Minds Counting Sleep GHLL teaching resource Beyond Fed Up – County resource Black Dog video DEAL – Samaritan resource Focused for Learning GHLL teaching resource (based on Mindfulness) Winstons Wish Mind Meditation in Schools: www.meditationinschools.org



Topic/Theme: Mental Health inc. Self-harm, Suicide, Depression/anxiety, OCD/anorexia/bulimia/bi-polar		
Key Questions	Summary of Outcomes	Resources
What is mental health and why is there a stigma surrounding it? One in four young people will suffer a mental health problem, why is there such a stigma? How do we challenge this? Why do some people choose to self-harm? What is self-harm and what forms can it take? How do I recognise the symptoms of someone who may be so depressed that they might consider suicide? Who could I tell? What support networks are in place for people desperate or at risk of suicide? How can you support a friend?	Students will learn about: - Stigma due to ignorance surrounding mental health – how do we challenge this - What the different mental health problems/illnesses are. Identify symptoms – knowing where to get help - Self-harm – as a coping strategy - Where to go for support and help – understand why someone might do this – what can they do/where can they go to get support - The fact that death is a final and permanent solution to a possible temporary problem – coping strategies - Recognising these feelings and behaviours getting help/support	Harmless Stand Up Kid –video www.timetochange.org Young Minds Mental Health Education – free pack Beyond Fed Up - County resource Rethink Papyrus Samaritans DEAL A – Z of Mental health
Topic/Theme: Dementia		
What is dementia? Is dementia a natural part of ageing? What are the symptoms of the varying types of dementia? How does assistive technology support dementia patients? What can we do to help someone live well with dementia? How do we minimise our risk of getting dementia?	- Umbrella term for conditions that affect the brain e.g. Alzheimer's... what are these? - Stigma surrounding dementia - How to support, e.g. Reminiscence therapy - Healthy living – to include diet, exercise, sleep, active brains, weight management, moderating alcohol - Societies that support dementia - Difference and diversity - celebrate this! - All media/ friends/family/TV - Society – this 'perfect image' can vary over time	The Milk is in the Oven! Mental Health Foundation Dementia Action Alliance Alzheimer's Society Doctors/specialists GHLL dementia resources GHLL Dementia teacher's booklet

RELATIONSHIPS

Understanding the dynamics of healthy relationships

Topic/Theme: Healthy Relationships inc. Consent		
Key Questions	Summary of Outcomes	Resources
What are the characteristics of a good friend/partner? This to include different types of relationships e.g. separated parents, same sex relationships How may a relationship change with parents/carers/friends? In what ways do my friends influence my behaviour positively? What should anyone consider before starting a sexual relationship? Where do I go to for sexual health advice? What is consent? How do we know if consent is given?	Students will learn about: - What makes a healthy relationship including communication, confidence, accepting responsibility for own actions - Being familiar with positive relationship behaviours - Own feelings and learning to deal with them appropriately – having confidence to make healthy relationship choices - Defining ‘Yes’ and ‘No’ within the parameters of Consent in a relationship - The varying signs of consent and non consent - Body language as well as verbal - How to say ‘no’ and take control of own body	Consent ‘Give and Get’ resource Price of Parenting Chelsea’s Choice Teen Domestic Violence resource (adapted lesson plans for SEN included) Get Protected The Havens- Where is Your Line? Video Government teenage Abuse videos Jonny Condom NHS – domestic violence White Ribbon Fantasy v Reality - Brighton and Hove NHS Stonewall resources – including FIT video Fantasy v reality PSHE Association Teenage domestic violence GHLL Sex Education Forum Expect Respect - Women’s Aid SEN Resources: The Confidence Factor (Image-in-Action) Relationship Activity in C-I-P, www.ghll.org.uk Talking together about Sex and Relationships (www.fpa.org.uk)

Topic/Theme: Contraception		
Key Questions	Summary of Outcomes	Resources
What contraception is available, how reliable and where is it accessible from? Which contraceptive devices help to prevent STIs?	Students will learn about: - Where to go for advice and support e.g. Sexual Health clinics etc. - The positive and negatives of different types of contraception	Sex education forum Price of Parenting - GHLL resource Get Protected PSHE association - national resources Expect Respect – Women’s Aid Family Planning Association – Jiwsa Friend or Foe – safeguarding Children Sheffield Borrow a Baby True tube FPA Talking Together About Contraception (www.fpa.org.uk)
Topic/Theme: STIs		
How are STIs contracted? How can you prevent getting an STI? What is the most common STI? What does HIV stand for? Is there a cure for AIDs? If someone knowingly has an STI and has unprotected sex, should that be a criminal offence?	- Naming different STIs - The signs and symptoms of STIs - Where to go to get help	Johnny Condom Get Protected Family Planning Association Brooks Clinic Think U know Sex Education Forum PSHE Association Growing up with HIV - YouTube video https://www.youtube.com/watch?v=JPO6L43zZQo&app=desktop
Topic/Theme: Sexual Bullying		
In what ways might my friends influence my behaviour negatively? What is sexual bullying? Do girls and boys have different perceptions of what sexual bullying is? In school, how do we challenge this behaviour (e.g. respect, self-awareness) Where can I access support?	- The importance of respect for oneself and for others in a relationship - Identifying equality in relationships <i>Depending on your cohort, you may wish to mention media influences on relationships e.g. pornography</i>	My Dangerous Lover Boy Grooming County resource Friend or Foe Expect Respect

Topic/Theme: Teen Domestic Abuse

Key Questions	Summary of Outcomes	Resources
What is teen domestic abuse? Is all teen domestic abuse physical? What steps can be made to avoid Domestic Abuse occurring or to stop it if already in that situation? What support is available?	Students will learn about: - Distinguishing normal exploratory teenage behaviour from abusive behaviours (unwanted) - Recognising abusive behaviours within the relationship	My Dangerous Lover Boy Grooming County resource Friend or Foe Expect Respect - Women's Aid Consent 'Give and Get' GHLL resource BAIT – Recre8

Topic/Theme: Sexual exploitation (grooming)

What is grooming? How do people groom? Who is groomed? Up to what age does this count as child exploitation?	- Identifying exploitation by looking at manipulation e.g. child soldiers, children begging, child labour to lead onto identification of sexual exploitation by an adult or older person - Identification of risky behaviours and situations which may lead to child exploitation - What child trafficking is and awareness that this includes movement from place to place, not necessarily across international borders - Where to go for advice and support	My Dangerous Lover Boy Grooming County resource Friend or Foe Expect Respect - Women's Aid Consent 'Give and Get' resource Chelsea's Choice BAIT - Recre8
--	---	--

Topic/Theme: Gangs

What is the definition of a gang? Why do people join gangs? Who joins a gang? Gangs often create identity profiles. What might these be? What might make it difficult for someone to leave a gang? Sometimes crime and anti-social behaviour is a gang culture. Why is this?	- Positives and negatives of gangs - Clothes/fashion statements, language, logo, music, - Initiation rituals – can include sexual grooming/ physical forms - Hierarchies – threats – bullying-peer pressure - Impact of gangs on society	Street Children warchild.org girlsingangs.org ATF: Schools Programme (to be launched) Great Expectations (targeted interventions)
--	--	--

Topic/Theme: Bullying		
Key Questions	Summary of Outcomes	Resources
What is bullying? Who is the bully? Who is the victim? How do we prevent bullying? What do you do if you are being bullied? What do you do if you see someone being bullied? Why do people bully? Is the bystander as guilty as the bully? Why is cyber bullying different? What emotions are evoked? What solutions would you suggest to tackle/prevent bullying? How can a whole school tackle issues around bullying?	Students will learn about: - How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, exploitation and trafficking) - Looking at all issues around bullying – from both victim and bully perspective - Trying to understand why it happens and what we can do to avoid it. How we deal with bullying – what we should do - Consider the feelings of victims - How a whole school can tackle bullying behaviour - The skills and strategies needed to manage being targeted or witnessing others being targeted	Let's fight it together – digizen.org Anti-Bullying Alliance Stonewall Kidscape



LIVING IN THE WIDER WORLD

How media, commerce and social issues shape our understanding of the world

Topic/Theme: Internet Safety		
Key Questions	Summary of Outcomes	Resources
Why is cyberbullying different from all other forms of bullying? How do we limit risk in relation to cyber safety? What safety precautions should we take when using chat rooms?	Students will learn about: • Different areas of risks around the internet • The risks involved with internet relationships • How to protect ourselves when using cybertechnology	Think U Know South West Grid for Learning Childnet NSPCC Kidpower Safer Internet Kid SMART Barnardos SkillZONE (Internet Cafe)
Topic/Theme: Sexting		
The World Wide Web means the potential of a huge audience, and of course, if a photo is uploaded and shared, it can be there forever. What might be the implications of that be on an individual? If someone is trying to persuade you to send an indecent image of yourself to them, what should you do? Most of the time, sexting, or intimate pictures are shared between boyfriend or girlfriend. You wouldn't send them if you didn't trust the other person would you? Discuss? Should there be a law surrounding sexting image blackmail?	• Trust and mutual respect in a relationship • The impact of sending images by text- how it is permanent • The law in relation to supply and possession of indecent images of children • How this may impact on future choices and career/travel decisions	So You Got Naked Online - South West Grid for Learning NSPCC ChildLine

Topic/Theme: Body image and body confidence		
Key Questions	Summary of Outcomes	Resources
Who or what shapes our perceptions around body image? Does everyone have hang-ups around body image? How might our body image impact on our emotional health? What does society think about people who don't fit the 'norm'? Should the media be regulated in relation to body image? What do you think about sexualised clothing and young people? What about padded bras? What is the perfect body and look? Where does it come from? Is there such a thing as this? How do we challenge the media? What do they do to trick us? When trying to achieve the perfect body, what is the impact on your emotions, finance and time? Where does this perfect body image come from?	Students will learn about: - Where we get our Body Perceptions from - The facts that there is no norm - Celebrating differences and individuality - Tackling our mind sets around adverts - Surgery/products – hair, make up/ diets/ low self-esteem/ time getting ready, exercising etc.	Dove Body Story dvd Girls change/Boys change Kylie and Jason Some of your bits ain't nice DVD 'Always' products teaching resource packs. 'Dove' Body confidence resource Run Like a Girl! – video - Always The Naked Truth – Gok bodygossip.org

Topic/Theme: Pornography		
Key Questions	Summary of Outcomes	Resources
Pornography - Media What is pornography? What is a definition of Porn? What is the law surrounding porn? How has social media impacted on young people and accessing pornography? How might the internet be misused? How can Social Media can be used inappropriately– e.g. trolls How should you use Instagram, Tumblr, Flickr, Ask.fm etc. appropriately? Pornography - Relationships What do you think might be the impact of young people accessing pornography on their future relationships? How might the misuse of porn affect a relationship? Do you think porn gives a realistic image of sex and relationships?	Students will learn about: Pornography-Media - Attitudes toward pornography - What porn is and the laws relating to it - The importance of internet safety and the possible consequences of misuse Pornography - Relationships - Being able to explain how pornography could affect how people might behave towards each other in a sexual relationship - Working towards challenging sexually offensive and derogatory comments - That pornography can be addictive, and consider how this could impact on relationships - That pornography isn't realistic	South West Grid for Learning BBC Chat Guide Kids Smart Childnet Think U Know CEOP Richard Bacon – investigation into Trolls Support Net Fantasy V Reality Planet Porn – Bish Training Porn & the Brain - DVD Porn and the Brain YouTube NSPCC - sexting Gloucestershire Safeguarding Children Board Sex Education Forum PSHE Association
Topic/Theme: Finance		
Why is it important to budget? What is the difference between your wants and needs? Give examples What considerations would you make when setting up your own bank account?	- Define a budget - Ways of saving - Identify wants v needs - Opening a bank account	Citizens Advice Bureau UNICEF Wants and Needs Cards. Barclays Money Skills Department for Children, Schools and Families – Personal Finance NatWest Money Sense Pfeg: Spending Sense (resources for SEN) St James' Wealth Management

Topic/Theme: British Values		
Key Questions	Summary of Outcomes	Resources
What sort of values do we have as a nation? Are there any values which identify us as British citizens? How do we challenge stereotypes? What is extremism? What is terrorism?	Students will learn about: - British values and the importance of belonging and acceptance - Importance of human rights - Discrimination in its many forms - Understand what extremism is and how it can link to terrorism	County Extremism resource www.wherestheline.co.uk www.counterextremism.org https://www.stockton.gov.uk/community-safety/safer-stockton-partnership/key-priorities/prevent-teaching-and-learning-resource/ http://www.ghll.org.uk/index.php?page=tag&tag=extremism www.preventtragedies.co.uk (advice and guidance aimed at keeping people safe from being drawn into terrorist related activities)
Topic/Theme: Employment		
What are the laws regarding young people and employment? What do we mean by health and safety in the workplace? Whose responsibility is it for this? What are your strengths and weaknesses? How do we choose a future career path?	- Identifying own strengths, interests, skills and qualities including their value to future employability - Different types of work, including employment, self-employment and voluntary work - The laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks - The choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process	Career connect BBC newsbeat Kudos * SEN Resources



KEY STAGES FOUR & FIVE

GLOUCESTERSHIRE PSHE & SAFEGUARDING CURRICULUM

HEALTH AND WELL-BEING

Developing risk management

Topic/Theme: Emergency Aid		
Key Questions	Summary of Outcomes	Resources
What should you do if you are the first on a scene of an accident? What is ABC? When should you try to resuscitate a person? How do you give mouth to mouth resuscitation? What is the recovery position? When should you call for the emergency services? How do you make a 999 call? Why is it important to be able to give the emergency operator details of the level of response from a casualty?	Students will learn about: • What ABC is • How to give emergency resuscitation and place in the recovery position • Performing emergency first aid on 'dummies' • How to respond to an emergency and make a 999 call • When and how to give basic emergency first aid	St. John's Ambulance – day course as well as 3 day course. St John's Ambulance Courses delivered to SEN students in KS4 Red Cross Dummies
Topic/Theme: Drugs and Alcohol		
How might drug / alcohol misuse impact on the user's families? How can its misuse affect society? Should people that end up in A&E for alcohol/ drug related illness be charged for treatment? What patterns are being seen in youth drinking? What is a 'legal high'? Why is the term 'legal high' misleading? Legal highs are lawfully created and sold so they MUST be safe! – Discuss Name some legal highs.	• How the misuse of drugs / alcohol can affect others e.g. family and society • The result of drug and alcohol abuse from addicts • Appropriate questions to ask individuals • How in Gloucestershire, the OPS data shows that problematic drinking is going up but the overall alcohol consumption is going down • Creating a definition of a 'legal high' and brainstorm the risks associated with them.	Drug box Government Campaigns Alcohol Resource - GHLL BBC programmes – • Drink and Drugs – My Story • Drug Goggles • Beer Goggles Police visits to school Infobuzz workshops/targeted interventions

Topic/Theme: Personal Safety		
Key Questions	Summary of Outcomes	Resources
How can you keep yourself and possessions as safe as possible when out? What should you consider when planning a night out?	Students will learn about: - The importance of keeping yourself safe whilst 'out and about' - Considering use of phone, use of ATM, where and when you go places - How to plan 'a night out' considering factors such as:- - Organising taxis - Money – use of ATM, losing purse, wallet - Phone - Ensuring people are aware of your plans - Troubleshooting and contingency plans - Alcohol - Drugs - Drink spiking	Red Cross Suzy Lamplugh Police Expect Respect
Topic/Theme: Health Checks		
Why is it important to keep a check of ourselves for cancer and other illnesses? What cancers are more common in young men?	- How to check yourself and what to look for - What to do and where to go if you are worried about your health	Teenage cancer trust Know Yer Balls - Cheltenham Town Football Club resource



HEALTH AND WELL-BEING

Understanding personal change and responsibility

Topic/Theme: Stress		
Key Questions	Summary of Outcomes	Resources
What causes stress in young people today? What types of stress are there? What can be done to combat or manage stress? What are the possible coping mechanisms for stress? Can stress be beneficial? Suicide Prevention Is being emotionally resilient being happy? What do you think might help you stay mentally healthy? Are mental health and physical health linked? What signs might there be when someone is not coping? What should we do when we think we are not coping? Understand how the teenage brain works and to cope with the 'highs and lows' of life. Understand the need to communicate and listen in order to support people who are feeling emotionally desperate / fragile. To identify the importance of friends How can Mindfulness help us with every day stresses? Why is it important for a person to feel good about themselves as an individual and within a group?	Students will learn about: • What Stress is and what causes Stress in young people • The different types of stress and how it affects us emotionally and physically e.g. sleeping problems, weight loss/gain, anxiety, self-harm • Possible coping mechanisms e.g. yoga, massage, sport, counselling, Mindfulness • Some level of stress being beneficial • Feelings and emotions and how to deal with them • The support networks available, school/college, local and national • How to be mindful • How to enable an individual to have better self-esteem, confidence and self-worth • Appreciating that we have many choices to help us deal with our emotional and well-being. Suicide is one, but it is FINAL • The many options we have available to us	NSPCC Samaritans Black Dog as ISM for SEN Relaxation techniques. Talking Therapies, Counsellors – internal and external Mindfulness Beyond Fed Up – GHLL County resource KidsHealth.org YoungMinds teenshealth.org teenissues.co.uk Mental Health Matters for FE teachers Toolkit http://shop.niace.org.uk/media/catalog/product/f/i/file_3_48.pdf Responding and supporting individuals at risk of taking their own life Resource including web links, resources, information http://www.healthyfe.org.uk/sites/default/files/shared/Suicide%20briefing%20final%20copy.pdf

RELATIONSHIPS

Understanding the dynamics of healthy relationships

Topic/Theme: Healthy Relationships		
Key Questions	Summary of Outcomes	Resources
What is a Healthy Relationship? What is the difference between a healthy and unhealthy relationship?	Students will learn about: What makes a healthy relationship and unhealthy relationship	Consent 'Give and Get' resource Chelsea's Choice PSHE Association Teen Domestic Violence GHLL resource SEN Resources: - The Confidence Factor (Image-in-Action) - FPA Talking Together series - Relationship Activity in C-I-P, www.ghll.org.uk - Going Further (Image in Action SRE for FE pupils with additional needs)
Topic/Theme: Consent		
What is consent? Why is it important to have consent in a healthy relationship? How can consent affect a healthy relationship?	- Assessing readiness for sex - What consent is and the laws relating to it - How we give consent and how this relates to a healthy relationship - Ensuring you have the confidence and knowledge to make an informed decision	Fantasy v Reality – NHS Brighton and Hove Teenage Relationship – County Resource -GHLL Friend or Foe – www.Safeguardingsheffieldchildren.org.uk Stonewall My dangerous loverboy DVD and resource
Topic/Theme: Different Relationships, FGM and Forced Marriage		
What are the different types of relationships? How can relationships vary in different cultures? What are forced marriages? What is FGM and why is it practiced? Why do you think there have been few convictions for this practice?	- The different forms of relationships/friendships/friends with benefits - Understanding and respecting others' faith and cultural expectations, concerning sexual relationships and activity - Understanding what is meant by a social norm in relation to FGM	Aneeta Prem (forced marriage http://www.freedomcharity.org.uk/) Respect yourself Expect Respect - Women's Aid ActionAid PSHE association http://www.ghll.org.uk/resources/female-genital-mutilation/

Topic/Theme: Sexuality and Homophobia		
Key Questions	Summary of Outcomes	Resources
What is homophobic bullying? What effect can homophobic bullying have on individuals?	Students will learn about: - The diversity of relationships and discrimination- LGBT, disability - Homophobic bullying and its effect. - Civil partnerships and marriages	Respect Yourself website Stonewall Get Protected - Gloucestershire Resource Expect Respect - Women's Aid Stonewall Fit DVD
Topic/Theme: Sexual exploitation (grooming), Domestic Abuse		
What is Grooming /Trafficking? How might you recognise domestic abuse? What is domestic abuse and how might it affect a relationship?	- The signs and symptoms of domestic abuse - Who and where to seek advice and support - Identifying your support network and what is available in your school/college at local and national level - The effects of domestic violence on relationships	My Dangerous Lover Boy DVD and resource Playing Safe – theatre group Get Protected – Gloucestershire resource Expect Respect – Women's Aid SEN Resources: The Confidence Factor (Image-in-Action)
Topic/Theme: Gangs		
What are the possible effects of gangs? Why might people join a gang? What are the positive and negative effects of joining a gang?	The impact of gang culture and the effects on relationships including knife crime	www.Fearless.org YouTube video - www.girlsingangs.com https://www.youtube.com/watch?v=I27zNNIz6J4 ATF: Schools Programme (to be launched) – also suitable for SEN Great Expectations (targeted interventions) - also suitable for SEN Gang Culture http://www.fixers.org.uk/news/8624-11208/give-up-the-gang.php

Topic/Theme: Physical Relationships, Contraception		
Key Questions	Summary of Outcomes	Resources
When should you get involved in a sexual relationship? If involved in a sexual relationship how should you ensure you are safe? What are the different types of contraception available? Which contraception prevents STIs?	Students will learn about: - The importance of being ready for a sexual relationship - Where to get help and advice on contraception - The different methods of contraception including Emergency Hormonal Contraception (morning after pill) and terminations - Positives and negatives of different types of contraception	Get Protected – Gloucestershire resource C Card Scheme – free condoms/dams Sexual Health Clinic School/College Nurses Best to Test kits – self-testing kits Contraceptive kits Teenage Relationship resource Respect Yourself website and SEXhelpglosc
Topic/Theme: STIs and HIV/Aids		
What are the different STIs and their symptoms? What should you do if you suspect you have an STI? Should it be a criminal offence to sleep with someone if you have put yourself at risk of contracting an STI?	The possible implications of unsafe sex – knowledge of STIs including chlamydia, HIV and other infections	Sexual Health Clinic School/College Nurses Contraceptive kits Teenage Relationship resource Get Protected C Card Scheme – free condoms/dams Growing up with HIV - YouTube video https://www.youtube.com/watch?v=JPO6L43zZQo&app=desktop E-Bug Secondary – STIs Unit www.e-bug.eu/senior_pack (Sexual transmission)
Topic/Theme: Parenting and teen pregnancy		
What are the possible effects of a teenage pregnancy, either wanted or unwanted?	- The impact of being a teenage parent and its responsibility - Case studies - Identifying the support network that is available at a school/college, local and national level e.g. Hope House at Gloucester Royal Hospital	Case studies of teenageparents Borrow Baby BBC – Underage and Pregnant Price of Parenting - GHLL resource inc. SEN materials Pastoral staff including Counsellors.

LIVING IN THE WIDER WORLD

How media, commerce and social issues shape our understanding of the world

Topic/Theme: Finance		
Key Questions	Summary of Outcomes	Resources
Why is it essential to have full security and understand the importance of identity protection? What are scam emails and security settings? Phishing Identity Fraud What is the difference between Debit, Credit and Store cards? What is a loan? What are interest rates? How might the charges on these cards increase? What is APR?	Students will learn about: - Understanding and implementing the need to be 'techno-secure' on all devices - How misuse can lead to tragic results - How misuse can lead to physical, emotional and financial disaster - What identity fraud is and how to avoid it - The differences between 'plastic' cards - What a student loan is, how the repayments will work and how much it will cost overall	Pfeg Real Money - GHLL online resource
Topic/Theme: Independent Living		
What is the difference between a mobile phone contract versus Pay As You Go? Why is it important to plan for retirement now? What is a pension? Do you need to think about pensions now? What is Income Tax? When do you pay Income Tax? To be able to understand personal Money Management. What skills do you require to live on your own? How might you learn these skills?	- Interest rates and how quickly they can multiply when not clearing the full debt - What APR is and how it can increase so rapidly - What a contract is and how essential it is to read the small print - Being familiar with comparison sites in order to get the best deals. - The Terms & Conditions of any contract that you sign - Identifying the importance of and planning for the future - What Income Tax is and how it is used	Watchdog Counting the Cost – GHLL resource Nationwide NatWest Pay Day Loans and Debt Martin Lewis BBC National Union of Students National Banks

Who or what could help you with learning these skills?	The need to manage time for deadlines, cooking a meal on time and eat healthily, how to maintain personal hygiene, financial management and managing relationships with flatmates, managing feelings, negotiating tenancy agreements, etc..	
Topic/Theme: British Values		
Can you think of any values which the British hold as a nation? Is there anything which defines a British citizen? Why should it be a shared responsibility to protect the community from violent extremism?	- What might be the behaviour, the values and the ideas of a typical British person? - The importance of tolerance and acceptance and the maintenance of cultural values - Defining extremism and the impact on culture and society - Thinking critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour-based' violence) - Recognising the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern	County Extremism resource www.wherestheline.co.uk www.counterextremism.org https://www.stockton.gov.uk/community-safety/safer-stockton-partnership/key-priorities/prevent-teaching-and-learning-resource/
Topic/Theme: Employment		
Why is it important to know your own strengths and weaknesses? What can you do to improve your chances of achieving good employment? In what ways are people discriminated against in the workplace? Where would you go to get help and advice about careers?	- Evaluating their own personal strengths and areas for development and to use this to inform goal setting - The unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace - How their strengths, interests, skills and qualities are changing and how these relate to future employability. Know about the information, advice and guidance available to them and how to access it	www.Careerconnect.org.uk BBC newsbeat Impartial careers guidance and information program http://www.cascaid.co.uk/newkudos/ www.Careers4u.tv - Career videos from the workplace direct.gov

Topic/Theme: Pornography		
Key Questions	Summary of Outcomes	Resources
Pornography - Media What is pornography? What is a definition of Porn? What is the law surrounding porn? How has social media impacted on young people and accessing pornography? How might the internet be misused? How can social media can be used inappropriately – e.g. trolls How should you use Instagram, Tumblr, Flickr, Ask.fm etc. appropriately? Pornography - Relationships What do you think might be the impact of young people accessing pornography on their future relationships? How might the misuse of porn affect a relationship? Do you think porn gives a realistic image of sex and relationships?	Students will learn about: Pornography-Media - Attitude towards pornography - What porn is and laws relating to it - The importance of Internet safety and the possible consequences of misuse Pornography - Relationships - How pornography could affect how people might behave towards each other in a sexual relationship - Working towards challenging sexually offensive and derogatory comments - The fact that pornography can be addictive, and consider how this could impact on relationships - That pornography isn't realistic	South West Grid for Learning BBC Chat Guide Kid SMART Childnet Think U Know CEOP Richard Bacon – investigation into Trolls Support Net Fantasy V Reality Planet Porn – Bish Training Porn & the Brain - DVD Porn and the Brain YouTube NSPCC - sexting www.gscb.org.uk- Gloucestershire Safeguarding Children Board Sex Education Forum PSHE Association * SEN Resources



