

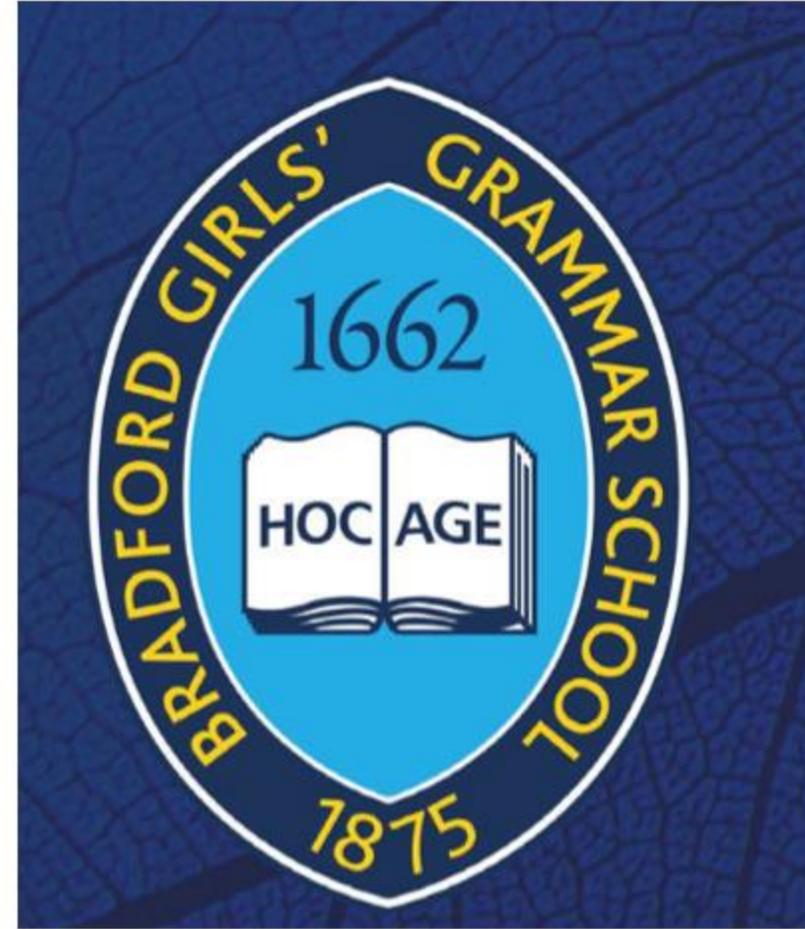
WELCOME TO

BRADFORD GIRLS' GRAMMAR SCHOOL

Witamy Vitajte Bienvenue Bienvenidas

خوش آمدید أهلا بك 英語 सदागत है

ברוך הבא Բարեգալութեան հետ ڀه راغلاست



Aims of this session

Explain

Explain what students will be learning this term in PSHE

Show

Show you some of the resources we will be using this term.

PSHE Scheme and Resources



- We use Jigsaw, a PSHE curriculum that meets all statutory requirements
 - It has 6 themes that are delivered in an age-appropriate way to every year group at the same time (Year R – Year 11)
-
- Dreams and Goals (Spring Term 1)
 - Healthy me (Spring Term 2)
- Year 11
- Healthy me
 - Relationships

Creating Faith-Sensitive RSE



- The religious backgrounds of our pupils are taken into account when planning teaching, so that the content is faith-sensitive.
- Since our formal consultation last year we have:
 - ✓ Met with stakeholders to discuss concerns (parents, Bradford Council, Council of Mosques)
 - ✓ Met with a small focus group of parents
 - ✓ Reviewed different schemes: 'You, Me, PSHE' and the Association of Muslim Schools' scheme
 - ✓ Reviewed guidance, such as one produced by Kirklees and national guidance
 - ✓ Visited other schools to share good practice
 - ✓ Provided staff training
- Further information can be found on our website

Creating Faith-Sensitive RSE



- The primary resource we use across the whole school is Jigsaw
- BGGs will be using the scheme and some of the lessons and/or resources provided by the Association of Muslim Schools to help with the delivery of sensitive RSE topics.
- These resources will be adapted to suit all our school community.

Spring Term 1 – Dreams and Goals

	Year 7	Year 8	Year 9	Year 10	Year 11 Healthy Me
Week 1	What are my dreams and goals?	Your goals – long term.	My personal strengths	Relationships and goals	Relaxing and managing stress
Week 2	Achieving my dreams and goals.	What money can't buy.	The power of planning.	Me, my goals and my health	Hygiene and health
Week 3	Coping strategies.	Online safety	My dreams for my life.	Work/life balance	The last taboos (Relationships module)
Week 4	How responsible and irresponsible choices affect my dreams and goals.	Money and earnings.	Mental health and illness.	A healthy balance	Pregnancy and choice
Week 5	How making and irresponsible choice could affect a person's dreams and goals.	The price of life.	Media manipulation and mental health.	A healthy balance	Staying safe in sexual relationships
Week 6	Assessment	Assessment	Assessment	Assessment	Assessment

Spring Term 1 – Dreams and Goals - Primary

Age Group	Dreams and Goals
Ages 3-5 (F1-F2)	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals
Ages 5-6	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success
Ages 6-7	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success
Ages 7-8	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting

Age Group	Dreams and Goals
Ages 8-9	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes
Ages 9-10	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation
Ages 10-11	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments

Each week we shall cover a different area within the topic, shown chronologically from top to bottom, on the charts to the left. Assessment is carried out at the end of each lesson.

Reception resource examples....

For Me

(Dreams and Goals)

VERSE 1:

I,

I will be,

I will be,

Be the best that I can be.

Yes you'll see,

I will be,

Be the best that I can be.

Take your turn, you can do it too.

BRIDGE:

Driving forward,

Taste the passion.

I can see it,

I'm in pole position.



Jigsaw



Year 1 resource examples.....



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Year 2 resource examples.....

Examples of resources used in Year 2 for 'Dreams and Goals'.



Dreams and Goals

Mandarin Chinese 1 to 10 (Phonetic) - Ages 6-7 - Piece 3

1. Ee
2. Are
3. San
4. Suh
5. Woo
6. Lee-yoo
7. Chee
8. Baa
9. Jee-yoh
10. Shure

Dreams and Goals

The Owl and The Pussy-Cat by Edward Lear (First 2 verses only) - Ages 6-7 - Piece 3

The Owl and the Pussy-Cat went to sea
In a beautiful pea-green boat:
They took some honey,
and plenty of money
Wrapped up in a five-pound note.

The Owl looked up to the stars above,
And sang to a small guitar,
"O lovely Pussy, O Pussy, my love,
What a beautiful Pussy you are,
You are,
You are!
What a beautiful Pussy you are!"

Year 3 resource examples.....



- When Jane was a little girl her father gave her a toy chimp, that she named Jubilee.
- Jane loved exploring the outdoors and always took Jubilee with her.
- She loved learning about animals and plants and dreamed about going to Africa to study chimpanzees when she was older.
- When she was 23 she moved to Kenya and lived on her friend's farm.
- Jane asked if she could have a job with a man called Lewis Leakey who was a famous scientist who studied chimpanzees.
- Lewis helped Jane go to university and become a famous scientist herself.
- Jane studied chimpanzees, and her work has allowed us to know a lot more about these special animals.
- Jane had to work hard to achieve her dream, and it shows that dreams can come true!



Year 4 resource examples...

Dreams and Goals

Hope and Dream Scenario Cards - Ages 8-9 - Piece 2

Emma and Oliver are promised a puppy which is then not allowed in the flats where they live.

The holiday is cancelled because a relative of Roisin has to go into hospital.

Farida breaks her leg before her gymnastics competition.

Issa thought he would be selected for the school football team but finds out he is only the reserve.

Jacob finds out he is not to be in the same class as his friends next year.

Maya posts something on social media but doesn't get any likes.

Invitation to the

Funniest Potato Person Competition!

A design
and make
challenge

How well will your
group work together
to complete the task?



Year 5 resource examples.....

Hello my name is Mary and I live in a country called Kenya. My home is in a little village in the countryside. I am 10 years old. I live with my parents. I have a big family. I have 4 older sisters who are married with children of their own. We all live together.



It can take me an hour to walk to my school. There are no buses where I live. School starts early at 8am but finishes around 2pm. There are lots of children in my class. The classroom is basic. In most lessons we listen and repeat what the teacher says. We don't have computers or many books to use. I enjoy school and one day would like to go to University. There are lots of different jobs in the city I might like to do when I am older. One day I will find a husband and have children.

After school I need to help my family with all the chores. We have a goat and a few chickens which give us milk and eggs. My father also grows a lot of our own food. My job is to get the water from the well for the crops and livestock. I have to walk to the well and back. The water is heavy to carry in buckets and bottles. My house doesn't have a water supply. After that I help my mother and sisters prepare our evening meal, clean the house, and look after the children.



Although we work hard, we do have time to enjoy ourselves too. We often play games together. My favourite game is football.

In the evening we tell stories and sing songs. We don't have a television set so we keep ourselves amused in different ways. I am very close to my family and the time we spend together is very important to me.

Hello my name is Mary and I live in a country called Kenya. My home is in a big city called Nairobi. I am 10 years old. I live with my parents and my younger brother. Nairobi is Kenya's capital city with over 3 million residents. I live in a house in a nicer part of the city where there are many shops, parks and lots of things to see and do. My home is very modern and Mum and Dad like to decorate in the newest styles and fashions, and have the latest technology. We have a maid who Mum pays to do all the cooking and cleaning.



I go to a private school in the city. My parents earn enough to pay for me to go to this school. They say I will get a better education. My mother takes me to and from school in her car. She is a bank manager and my father is a doctor. School starts early at 8am but finishes around 2pm. In my class there are 19 other girls. They are my friends. My favourite lesson is Information Technology when we get to use the i-pads and classroom computers. When I am older, I would like to be a computer programmer because I am very good at coding. I enjoy school and would like to go to University, maybe overseas, so I can experience a different country. One day I might find a husband and have children, but for now I would rather focus on my dream of having a career in computing.

I am in the school football team and after school we sometimes play other schools. Last year my school won the local school championship. Most evenings I have to do a lot of homework, but I'm lucky as I have my own computer to use. After homework I'm allowed to watch TV or Netflix. Sometimes we go out to the cinema or theatre and have a nice meal in a restaurant. For a treat Dad sometimes orders a take-away or we go to a fast-food restaurant.



I love sleep-overs with my friends from school where we listen to the latest music and make up dances to our favourite songs.

I also enjoy playing games on the computer and we have an X-box and a PlayStation at home. Mum thinks it's a waste of my time, but by playing the games I am learning how to make a really good one. One day I would like to create a computer game that is popular all over the world.

Year 6 resource examples.....



Spring Term 2 – Healthy Me

	Year 7	Year 8	Year 9	Year 10	Year 11 Relationships – Being safe
Week 1	How to recognise and deal with anxiety and stress	Me and my health	Making healthier choices	My health MOT	Sexual exploitation and grooming
Week 2	Healthy choices on managing stress	Healthy choices on managing stress	Alcohol	What protects my health	
Week 3	Healthy choices on substances	Healthy choices on substances	Using substances (incl. Smoking)	Extraordinary bodies	Concepts and laws relating to consent, sexual assault and rape
Week 4	Healthy lifestyle choices; good nutrition, exercise and sleep	Substance misuse and exploitation	Life-saving skills	Extraordinary minds	
Week 5	Healthy choices on medicines and immunisations	Healthy choices on medicines and immunisations	Effects of substances	Diseases, treatments and lifestyle choices	Alcohol and drugs and their effects on risky sexual behaviour
Week 6	Assessment	Assessment	Assessment	Assessment	Assessment

Spring Term 2 – Healthy Me - Primary

Age Group	Healthy Me
Ages 3-5 (F1-F2)	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety
Ages 5-6	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness
Ages 6-7	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food
Ages 7-8	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices

Age Group	Healthy Me
Ages 8-9	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength
Ages 9-10	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour
Ages 10-11	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress

Each week we shall cover a different area within the topic, shown chronologically from top to bottom, on the charts to the left. Assessment is carried out at the end of each lesson.

Reception resource examples....

Child-initiated	Assessment opportunities	Home-learning/family links
<p>Colouring pictures of different sports/active lifestyle Children to choose their favourite exercise/sport to colour and then practise using scissors safely and with control to cut out their picture - add to their learning journal evidence TA/Teacher to record what they say about their picture and chosen sport and assess their cutting skills</p>	<p>Bubble-ups during 'Interest Me' and 'Help me Learn' and adult-directed/child-initiated activities</p>	<p>Prior to session, ask families to send in photo/certificates/badges of what their favourite sport/exercise/physical activity is outside of school, e.g. riding a bike, swimming, dancing, etc.</p>

Year 1 resource examples.....



Year 2 resource examples....

Examples of resources used in Year 2 for 'Healthy Me'.

jigsaw



jigsaw



jigsaw



jigsaw



Year 3 resource examples...

Examples of resources used in Year 3 for 'Healthy Me'.



jigsaw

Healthy Me
Short Story Template - Ages 7-8 - Piece 5

Things the children could say...

People who could help...

Jane and Tobias are in the park. A lady comes over to say hello. Jane recognises the lady who works in the same office building as their Dad. They don't know this person but she does seem nice. She buys them a can of drink from a local shop. She also offers them a lift home and they are thinking about saying yes.

Things the children could do...

Our best piece of advice is...

Year 4 resource examples....

Example of resources used for year 4

Healthy Me
Smoking Facts Picture Puzzle - Ages 8-9 - Piece 3

What do you and your class know about smoking?

Smoking makes a person's belongings, clothes, hair and breath smell	Smoking makes a person's teeth go yellow	Smokers are more likely to get health problems with their hearts and lungs
The addictive drug in cigarettes is nicotine	Smokers get more wrinkles and skin aging than non-smokers	Smokers can't taste or smell as well as non-smokers
Some people think smoking makes them look cool/ tough/ grown-up	E-cigarettes/vaping is still risky for a person's health	Breathing in other's smoke is called passive smoking, and is also unhealthy

Healthy Me

Scenarios: What Happens Next? - Ages 8-9 - Piece 3

Cara is 13. She is best friends with Dixita. They love going into town at the weekend and looking round the shops. One day, they bump into some other girls and boys from their school. Someone in the group recognises Dixita and calls her and Cara over to say hello.

Cara and Dixita are asked if they would like a cigarette. They decide to take one and try smoking.

What happens next?

When Cara gets home, her Mum smells smoke on her and asks whether she has been smoking. Cara lies and says that she hadn't but says that she sat next to someone who was.

Cara feels guilty about lying to her Mum and about smoking. She knows that smoking is really bad for you.

Suggest some ways for Cara to make the situation better.

What happens next?

Ellie is 12 and her brother, Patrick, is 9. They have an older step-brother called Ricky, who is 15. When Ellie and Patrick are walking home from the park one day, they see Ricky hanging around with some of his friends, and they are all smoking. Ricky sees Ellie and Patrick and runs over to them and makes them promise not to tell their Dad. If their Dad found out that Ricky had been smoking, he would be really angry.

What happens next?

Later, at home, Ellie and Patrick's Dad asks them if they know what Ricky was doing that day. They tell their Dad that they saw Ricky smoking in the park with his friends.

What happens next?

Ellie and Patrick feel guilty that they have gone back on a promise. Then Ricky gets home.

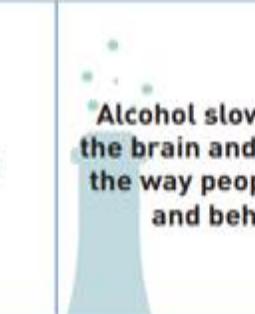
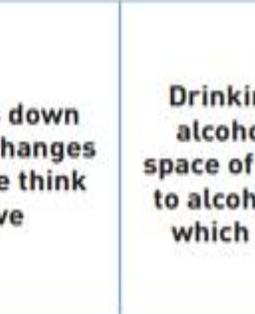
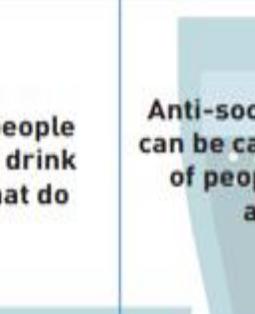
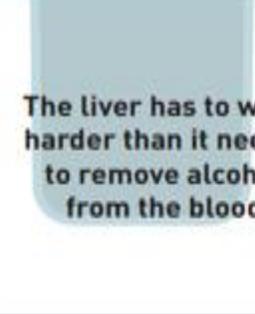
What happens next?

Suggest some ways for Ellie and Patrick to make the situation better.

Year 5 resource examples....

Healthy Me
Message Game Cards - Ages 8-10 - Piece 4

Healthy Me
Message Game Cards - Ages 8-10 - Piece 4

 <p>Alcohol is a drug</p>	 <p>Alcohol slows down the brain and changes the way people think and behave</p>	 <p>Drinking too much alcohol in a short space of time can lead to alcohol poisoning, which can be fatal</p>
 <p>Alcohol can be addictive</p>	 <p>More young people choose not to drink than those that do</p>	 <p>Anti-social behaviour can be caused because of people drinking alcohol</p>
 <p>The liver has to work harder than it needs, to remove alcohol from the blood</p>	 <p>There are recommended healthy limits about how much alcohol is safe to drink</p>	 <p>Alcohol increases heart rate, and can cause heart damage if it is drunk regularly</p>

Year 5 resource examples....

Healthy Me
Smoking Quiz Questions - Ages 9-10 - Piece 1

Our Team Name:

Circle the answer you think is correct.

1	How many people in the world are estimated to die from smoking-related illnesses each year?			
	A. 500,000	B. 1 million	C. 3 million	D. 5 million
2	How many people in the world are estimated to die each year from breathing in second-hand smoke (passive smoking)?			
	A. 9,000	B. 90,000	C. 900,000	D. 9 million
3	True or false: Low tar cigarettes don't cause that much health damage			
	A. True		B. False	
4	What makes smoking addictive?			
	A. Taste	B. Nicotine	C. Tar	D. Wanting to look cool
5	Which of these chemicals does the average ashtray contain?			
	A. Arsenic	B. Nicotine	C. Ammonia	D. All of these
6	Which group smokes more: boys or girls?			
	A. Girls		B. Boys	
7	Which of these facts about E-cigarettes/ vaping are true?			
	A. Vaping contains fewer chemicals than tobacco	B. Vaping can still cause the body damage	C. Vaping is still addictive	D. All of these
8	True or false: Smoking only damages your health if you have been smoking for years			
	A. True		B. False	
9	Is the number of people who smoke, rising, falling or staying roughly the same each year?			
	A. Rising	B. Staying the same	C. Falling	
10	If we all know the dangers of cigarette smoking, why do young people start to smoke?			
	A. Because their parents smoke	B. Because they think it will help them stay slim	C. Because their friends smoke	D. Because they think they might try it and can easily give up when they want to

Gregg and Lottie are both 16. They have recently started going out with each other as boyfriend and girlfriend. Gregg is very popular at school. He is the captain of several of the school's sports teams, and he is very good at basketball. He has a try-out for the national basketball team in a month, and is very excited about the possibility of representing his country at the next Olympics.

Lottie isn't as popular and doesn't have as many friends as Gregg, but Gregg likes her. Some of the other girls in school have started to be unkind to Lottie because they don't understand why Gregg has chosen to go out with her. Lottie has had a few rude text messages about it from another girl called Jax. Gregg knows about it and has told Lottie to ignore it. Jax used to go out with Gregg.

One day Gregg's best friend, Davy, says he is having a party. Davy's parents will be away and he asks Gregg to bring some alcohol. Davy says that everyone is bringing something, so Gregg has to as well.

On the evening of the party, Gregg takes some beers from the fridge before he leaves hoping that his Dad won't notice. He picks up Lottie and they walk to Davy's house. By the time they get to the party a few of the other teenagers are already drunk. Gregg opens a can of beer and joins in, everyone else is drinking, so why shouldn't he? Lottie says she wants to have soft-drinks, and chooses not to have any alcohol.

The party is good, and there is lots of chatting and dancing to the latest music. Lottie and Gregg have a good time, and because he isn't taking too much notice about the amount he is drinking, Gregg finishes all the beers he brought. He feels a little dizzy and doesn't feel in control any more.

Jax arrives at the party with her new boyfriend. They have been drinking alcohol on the way to the party, and are drunk. Jax storms up to Lottie and pushes her backwards into someone else starting an argument.

Gregg defends Lottie, and Jax's boyfriend argues back. A fight starts between the two boys. Lottie tries to pull Gregg away, but the boys won't stop. They are both getting hurt and Davy's house is getting damaged.

Lottie calls the police because it is an emergency. She is the only person who is sober enough at the party to see that the situation is dangerous. The police arrive and stop the fight.

Both boys are arrested for being drunk, causing the fight, and behaving anti-socially. They are taken to the police station. Lottie has to walk home on her own.

Both boys have to appear in court and Davy's parents want them to pay for all the damage caused to their house.

In court, both boys are found guilty and are given fines to pay and a criminal record.

Lottie has to break up with Gregg because her parents have said she is not allowed out with a boy like him.

Gregg loses his chance to try-out for the national basketball team because of his behaviour and criminal record.

Year 6 resource examples.....

It was Kiran's twelfth birthday, not that he noticed much. Nobody particularly bothered about birthdays at home any more. If he was lucky, he might get a card from his Mum and she might bring a cake from the supermarket. There would definitely be no presents, Mum couldn't afford it.

At school Kiran met up with his friends as usual. Ava was showing off her new SMART watch. Kiran wondered how she had been able to afford it. Ava's Dad was out of work, and her family had even less money than his. Ava let Kiran have a go on the watch, she could even send texts on it. He imagined his Mum coming home with a watch like this just for him, but that was just a dream, and it would never happen.

Later that day Kiran asked Ava where she had got the money to buy the watch. She explained that she sometimes did jobs for a friend, and she said if Kiran wanted, she could introduce him.

Ask the children what sort of jobs Ava might be doing to earn the money.

A few days later Ava met Kiran after school and they walked together to the local shopping precinct. Ava told him to wait while she went up to a very smart SUV car and spoke to somebody inside. Kiran thought he saw her hand over some money and then get a package in return. She called Kiran over and introduced him to the driver of the car. The man, who was called Tyler, explained that to earn some money, all Kiran had to do was drop a package to an address that Tyler would give him. Kiran thought that sounded like an easy job but he had a strange feeling inside that something wasn't right. Despite feeling like this he agreed to meet Tyler the next day to collect the package and get the address for the delivery.

Ask the children what they think might be in the packages that Ava and Kiran are being asked to deliver.

Ask the children why Kiran might be feeling strange about the job. What sort of thoughts and feelings might Kiran be experiencing at this point in the story? Is his conscience trying to tell him something?

On the way home Kiran asked Ava if she knew what was in the packages. She said she didn't but something told him she was lying. All that evening Kiran thought about meeting up with Tyler the next day. At times he felt worried about it, but then he convinced himself that if Ava was OK there was no harm in it. He might also be able to give some extra cash to his Mum to help out if he did the job.

The next day after school, Kiran met Tyler. Tyler handed over a brown package and told Kiran to put it straight into his rucksack and not show anyone until he delivered it. There was definitely something not right about this. Tyler gave Kiran the address. It wasn't even in Kiran's home town, it was miles away. Kiran said that he didn't think he would be able to do the job, but Tyler said he was involved now and had no choice. There was something scary and threatening about the way Tyler spoke to him. Tyler handed Kiran more than enough money to buy the bus and train tickets he would need, but he was going to need to find a good excuse to tell his Mum. He wouldn't be home until 10pm at the earliest, even if he set off now.

Advice for children who are being exploited:

There is a way out of the situation even if the people doing the exploiting say there isn't, or they try to frighten the child so that they don't tell. These people are very clever at making the child feel alone with no choice but to carry on. Don't believe them.

TELL SOMEONE. There are people who can help and protect you like:

The police

An adult family member you trust

A trusted adult at school

An advice phone number, or website where you can chat to someone

**Charities or organisations that help children who are being exploited.
Find these by doing an internet search.**

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Thank you for coming!

- Our next meeting will be held at the start of the Summer term.
- For any further information on PSHCE provision in senior school, please do not hesitate to contact Mrs Thorpe. Or, for Lady Royd Primary ask for Mrs Walker (kwalker@bggs.com)