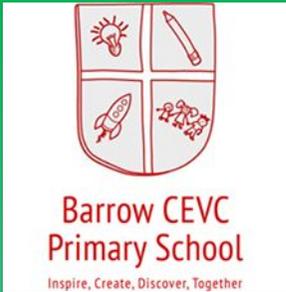




PSHE/RSE INTENT



INTENT

Personal, Social, Health Education & Sex and Relationships Education - Intent

At Barrow Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, empower them with a voice and to equip them for life and learning. To ensure progression and a spiritual curriculum, we use Cambridgeshire PSHE as our chosen teaching and learning programme and tailor it to your children's needs. The programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

Aims of the Personal, Social, Health Education & Sex and Relationships Education

The national curriculum for PSHE aims to ensure that schools teach a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school of the opportunities, responsibilities and experiences of later life;
- promotes British values.

Cambridgeshire PSHE covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the units and these are taught across the school; the learning deepens and broadens every year.

Class	Aut 1	Aut2	Spr1	Spr2	Sum1	Sum2
YR	Beginning and Belonging	Family and Friends (Inc. Anti Bullying) My Emotions	Identities and Diversity	Healthy Lifestyles	Keeping Safe (Inc. Drug Education)	My Body and Growing Up
2,3&4	Beginning and Belonging	Anti-Bullying	Diversities and Communities	Healthy Lifestyles inc First Aid	Personal Safety	Sex and Relationship Education
5&6	Beginning and Belonging	Anti-Bullying	Diversities and Communities	Healthy Lifestyles inc First Aid	Safety Contexts	Sex and Relationship Education

Class	Aut 1	Aut2	Spr1	Spr2	Sum1	Sum2
YR	Beginning and Belonging	Family and Friends (Inc. Anti Bullying)	Me and My World	My Body and Growing Up	Keeping Safe (Inc. Drug Education)	Healthy Lifestyles
2,3&4	Rights, Rules and Responsibilities	My Emotions	Working Together	Drug Education	Managing Risk	Managing Change
5&6	Rights, Rules and Responsibilities	My Emotions	Financial Capability	Drug Education	Sex and Relationship Education	Managing Change



**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

Content

EYFS

Cambridgeshire Primary Personal Development Programme • EYFS Framework



Myself & My Relationships

Beginning and Belonging (BB F)

- How am I special and what is special about other people in my class?
- **What have I learnt to do and what would I like to learn next?** SR
- How do we welcome new people to our class?
- What can I do to help everyone in our classroom feel safer and happier?
- **How can I play and work well with others?** SR
- **How can I show I am listening to an adult?** SR
- **What can help me to follow instructions?** SR

- Belonging in the class
- Likes and dislikes
- Similarities and differences
- Setting goals
- Listening skills
- Rights Rules and Responsibilities
- Communication & cooperation
- Ground Rules
- Right and wrong
- Fair and unfair

Myself & My Relationships

Family and Friends (FF F)

- **Who are my special people and why are they special to me?** BR
- **Who is in my family and how do we care for each other?** BR
- **What is a friend and how can I be a good one?** BR
- **How do I make new friends?** BR
- **How can I respect my own needs and the needs of others?** BR
- **How can I make up with friends when I have fallen out with them?** BR
- **How does what I do affect others?** BR
- Do I know what to do if someone is unkind to me? SR

- Families
- Kindness, cooperation & turn taking
- Friendship
- Bullying
- Conflict resolution
- Telling an adult & asking for help
- Being assertive
- Networks of support
- Supporting others

Myself & My Relationships

My Emotions (ME F)

- Can I recognise and talk about my feelings? SR
- Can I recognise emotions in other people and say how they might be feeling? SR
- Do I know what might cause different emotions in myself and other people? SR
- **How might I and others feel when things change?** SR
- **What are some simple ways to help myself feel better?** SR
- **How can I help other people feel better?** SR
- **What could I do when things are difficult for me?** MS

Citizenship

Identities & Diversity (ID F)

- **Who are the people in my class and how are we similar to and different from each other?** PCC
- Who are the people in my family, and who are the people in other families?
- What is especially important to my family and me?
- **What are some of the similarities and differences in the way people live their lives?** PCC
- **What is life like in other countries?** PCC
- How can we value different types of people including what they believe in and how they live their lives?
- **How do we celebrate what we believe in and how is this different for different people?** PCC

- Similarities, difference and diversity
- Respecting and valuing others
- The way we live
- Neighbourhood
- Our beliefs
- Routines, customs and traditions
- Culture, race and religion

Citizenship

Me & My World (MW F)

- **Who are the people who help to look after me and my school?** PP
- How can I help to look after my school?
- How can I help to care for my things at home?
- **Where do I live and what are the different places and features in my neighbourhood?** PCC
- **Who are the people who live and work in my neighbourhood, including people who help me?** PP
- How can we look after the local neighbourhood and keep it special for everybody?
- What do animals and plants need to live and how can I help to take care of them?
- What is money and why do we need it?

- People and places
- Family, school, neighbourhood
- Jobs, roles and responsibilities
- Helping and working together
- Caring for living things
- Local environments
- Money

Healthy & Safer Lifestyles

My Body & Growing Up (BG F)

- What does my body look like?
- How has my body changed as it has grown?
- What can my body do?
- What differences and similarities are there between our bodies?
- **How can I look after my body and keep it clean?** MS
- **How am I learning to take care of myself and what do I still need help with?** MS
- Who are the members of my family and trusted people who look after me?
- How do I feel about growing up?

- Valuing the body
- External body parts
- My teeth
- Similarities & differences
- Self care skills
- Change and responsibilities

Healthy & Safer Lifestyles

Keeping Safe (KS F)

- What are some situations where I need to think about how to keep myself safer?
- Do I understand simple safety rules for when I am at home, at school and when I am out and about?
- What are the clues my body gives me if I am feeling unsafe? MS
- Can I say 'No!' if I feel unsafe or unsure about something? MS
- Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR
- Who are the people who help to keep me safe? PP
- What goes on to and into my body and who puts it there? MS
- Why do people use medicines? MS
- What are the safety rules relating to medicines and who helps me with these? MS

- Assessing risk
- Personal safety skills
- Networks of Support
- Safe and unsafe secrets
- Safe and unsafe touches
- Safer play & help when lost
- Road Safety
- Safe use of medicines
- Medicines, pills, injections

Healthy & Safer Lifestyles

Healthy Lifestyles (HL F)

- What things can I do when I feel good and healthy?
- What can I do when I am feeling ill or not so healthy?
- **What can I do to help keep my body healthy?** MS
- **Why are food and drink are good for us?** MS
- **How can I make healthier choices about food?** MS
- What is exercise is and why is it good for us?
- Why are rest and sleep good for us?

- Healthy choices
- My teeth
- Food and drink
- Exercise
- Rest and sleep
- Leisure time

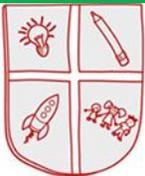
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	DO COWS DRINK MILK? LETS CELEBRATE!	WILL YOU READ ME A STORY?	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	SELECT AND USE RESOURCES VALUES PRAISE INITIATES PLAY CAN PLAY IN A GROUP MYSELF AND MY RELATIONSHIPS 1 BEGINNING AND BELONGING BELONGING IN THE CLASS • LIKES AND DISLIKES • SIMILARITIES AND DIFFERENCES • SETTING GOALS • RECOGNISING FEELINGS • COMMUNICATION AND COOPERATION • GROUND RULES • RIGHTS RULES AND RESPONSIBILITIES • RIGHT AND WRONG • FAIR AND UNFAIR	AWARE OF OWN FEELINGS DEMONSTRATES FRIENDLY BEHAVIOUR KEEPS PLAY GOING ENJOYS RESPONSIBILITY MYSELF AND MY RELATIONSHIPS 2 & 3 MY FAMILY AND FRIENDS - INCLUDING ANTI-BULLYING VALUING DIFFERENCE AND DIVERSITY • KIND AND UNKIND BEHAVIOUR • BULLYING • CONFLICT RESOLUTION • ASKING FOR HELP AND TELLING • BEING ASSERTIVE • SAFETY CIRCLE • SUPPORTING OTHERS MY EMOTIONS IDENTIFYING AND MANAGING EMOTIONS • FEELINGS, THOUGHT AND BEHAVIOUR • FAIR AND UNFAIR • LOSS AND CHANGE • EMPATHY	CONFIDENCE IN ASKING OTHERS FOR HELP CONFIDENT IN NEW SITUATIONS CITIZENSHIP 1 IDENTITIES AND DIVERSITY • SIMILARITIES, DIFFERENCE AND DIVERSITY • RESPECTING AND VALUING OTHERS • THE WAY WE LIVE • NEIGHBOURHOOD • OUR BELIEFS • ROUTINES, CUSTOMS AND TRADITIONS • CULTURE, RACE AND RELIGIO	ADAPTS BEHAVIOURS DEPENDING ON SITUATION AWARE OF BOUNDARIES INITIATES CONVERSATIONS CITIZENSHIP 2 ME AND MY WORLD • PEOPLE AND PLACES • FAMILY, SCHOOL, NEIGHBOURHOOD • JOBS, ROLES AND RESPONSIBILITIES • HELPING AND WORKING TOGETHER • CARING FOR LIVING THINGS • LOCAL ENVIRONMENTS • MONEY	ASKS APPROPRIATE QUESTIONS TAKES STEPS TO RESOLVE PROBLEMS NEGOTIATES AND SOLVE PROBLEMS WITHOUT AGGRESSION HEALTHY AND SAFER LIFESTYLES 1 & 2 MY BODY AND GROWING UP • VALUING THE BODY • BODY PARTS • MY TEETH • SHAPES AND SIZES • SELF CARE SKILLS • CHANGE AND RESPONSIBILITIES KEEPING SAFE (INCLUDING DRUG EDUCATION) • ASSESSING RISK • PERSONAL SAFETY SKILLS • SAFETY CIRCLE • GOOD AND BAD SECRETS • GOOD AND BAD TOUCHES • REAL AND PRETEND • LOST AND FOUND • ROAD SAFETY • SAFE USE OF MEDICINES • MEDICINES, PILLS, INJECTIONS	CONFIDENT TO SPEAK TO OTHERS ABOUT OWN NEEDS POSITIVE ABOUT OWN SELF UNDERSTANDS THAT OWN ACTIONS AFFECTS OTHERS HEALTHY AND SAFER LIFESTYLES 3 HEALTHY LIFESTYLES • HEALTHY CHOICES • MY TEETH • FOOD AND DRINK • EXERCISE • REST AND SLEEP • LEISURE TIME

Early learning Goals: Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. Give **focused attention to what the teacher says**, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

* Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task

*Being able to follow instructions *Being able to follow instructions



Cambridgeshire Primary Personal Development Programme • Years 1 and 2 Framework



Myself & My Relationships Beginning and Belonging (BB 1/2)

Do I understand simple ways to help my school feel like a safe, happy place? RR
How can I get to know the people in my class? CF
How do I feel when I am doing something new? MW
How can I help someone feel welcome in class? MW
What helps me manage in new situations? MW
Who can help me at home and at school? BS

- Feeling safe and happy
- Belonging in the class / school / community
- Ground rules / class charters
- Doing new things
- Resilience
- Asking for help

Citizenship Rights, Rules & Responsibilities (RR 1/2)

• How do rules and conventions help me to feel happy & safe? (RR)
• How do I take part in making rules?
• Who looks after me and what are their responsibilities?
• What jobs and responsibilities do I have in school and at home?
• Can I listen to other people, share my views and take turns? RR
• Can I talk to other people?

- Class and school rules and charters
- Rules and laws in society
- Understanding right and wrong
- Explaining views
- Decision making
- School and class councils

Myself & My Relationships My Emotions (ME 1/2)

What am I good at and what is special about me? RR
How can I stand up for myself? RR
Can I name some different feelings? MW
Can I describe situations in which I might feel happy, sad, cross etc? MW
How do my feelings and actions affect others? MW
How do I manage some of my emotions and associated behaviours? MW
What are the different ways people might relax and what helps me to feel relaxed? MW
Who do I share my feelings with? MW

- Self awareness
- Assertiveness
- Identifying & naming emotions
- Coping with feelings
- Feelings, thoughts & behaviour
- Likes & dislikes
- Impulsive behaviour
- Calming down & relaxing
- Seeking support

Myself & My Relationships Diversity and Communities (DC 1/2)

• Can I describe my family?
• Why is my family different?
• How might my family be different?
• What is a stereotype and can I give some examples? RR
• Who helps people in my locality and what help do they need? MW
• What does 'my community' mean and how does it feel to be part of it? MW
• How do people find out about what is happening in my community? MW
• How do we care for animals and plants?
• How can I help look after my school?

- My identity
- Different families
- Different cultures and beliefs
- Groups in and out of school
- Respect
- Community
- Stereotypes
- People who help us
- School environment
- Needs of people/animals / pets/plants

Economic Wellbeing Financial Capability (FC 1/2)

• Where does money come from and where does it go when we 'use' it?
• How might I get money and what can I do with it?
• How do we pay for things?
• What does it mean to have more or less money than you need?
• How do I feel about money?
• How do my choices affect me, my family, others?
• What is a charity?

- Money in different / familiar contexts
- Cash values
- Money as a finite resource
- Uses of money
- Saving and spending
- Effects of loss
- How banks etc work
- Emotions in relation to money
- Charity

Citizenship

Working Together (WT 1/2)

What am I and other people good at?
What new skills would I like to develop?
How can I listen well to other people? RR
How can I work well in a group? RR
Why is it important to take turns? RR
How can I negotiate to sort out disagreements? CF
How are my skills useful in a group?
What is a useful evaluation? RR

- Recognising strengths
- Developing skills
- Steps towards goals
- Effective communication
- Compromise & co-operation
- Discussion & negotiation
- Applying group work & communication skills
- Evaluating

Myself & My Relationships Anti-bullying (AB 1/2)

• Why might I be bullied?
• Can I describe what bullying is?
• Why is it important to report bullying?
• How might I help someone who is being bullied?
• Who can help?
• How can I help?
• Do I know what to do?
• How do I feel?
• What can I do to help?

- Risky situations
- Emotions associated with risk
- Basic personal information
- Asking for & giving help in an emergency
- Safety eyes & ears
- Road safety
- Travel to & from school
- Rules for keeping safer
- Sun safety
- Water safety
- Keeping safe from accidents

Healthy & Safer Lifestyles Drug Education (DE 1/2)

• Which substances might enter our bodies, how do they get there and what do they do? DAT
• What are medicines and why and when do some people use them? DAT
• When and why do people have an injection from a doctor or a nurse? HP
• Who is in charge of what medicine I take? DAT
• What different things can help me feel better if I feel poorly? DAT
• How can I keep safe with medicines and substances at home and at school? DAT
• What is persuasion and how does it feel to be persuaded? MW

- Medicines
- Health professionals
- Going to the doctors
- Feeling ill, feeling better
- Risky household substances
- Safety rules
- Being persuaded

Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles)

• What are some examples of ways in which I use technology and the internet and what are the benefits? OR
• What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? OR
• What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OR
• What sort of information might I choose to put online and what do I need to consider before I do so? OR
• When might I need to report something and how would I do this? OR

- Decision making
- Positive contributions
- Evaluating content
- Information storage & sharing
- Mental & physical wellbeing
- Responsibilities
- Reporting

Healthy & Safer Lifestyles Personal Safety (PS 1/2)

• Can I identify different feelings and tell others how I feel? MW
• Which school/classroom rules are about helping people to feel safe? BS
• Can I name my own Early Warning Signs? BS
• How do I know which adults and friends I can trust? CF
• Who could I talk with if I have a worry or need to ask for help? BS
• What could I do if a friend or someone in my family isn't kind to me? BS
• Can I identify private body parts and say 'no' to unwanted touch? BS
• What could I do if I feel worried about a secret? BS
• What could I do if something worries or upsets me when I am online? BS

- Identifying and communicating feelings
- School/classroom rules
- Early Warning signs
- Identifying trusted adults
- Networks of support
- Recognising unkind behaviour
- Bodily autonomy
- Safe, unsafe & unwanted touch
- Safe and unsafe secrets
- Online safety

Healthy & Safer Lifestyles Relationships and Sex Education (RS 1)

• What are the names of the main parts of the body? BS
• What can my amazing body do?
• When am I in charge of my actions and my body? BS
• How can I keep my body clean? HP
• How can I avoid spreading common illnesses and diseases? HP

- External parts of the body
- My amazing body
- Germs
- Hand washing

Healthy & Safer Lifestyles Relationships and Sex Education (RS 2)

• How do babies change and grow? (Statutory NC Science Y2)
• How have I changed since I was a baby? (Statutory NC Science Y2)
• What's growing in that bump? (NC Science)
• What do babies and children need from their families? FP
• Which stable, caring relationships are at the heart of families I know? FP
• What are my responsibilities now I'm growing up? CAB

- Babies to children to adults
- Growing up
- Caring families
- Family variety
- Marriage
- Changing responsibilities

Healthy & Safer Lifestyles Healthy Lifestyles (HL 1/2)

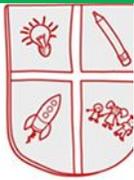
• How can I stay as healthy as possible? MW
• What does it feel like to be healthy? MW
• What does healthy eating mean and why is it important? HE
• Why is it important to be active & what are the opportunities for physical activity? PHF
• What foods do I like and dislike and why?
• What can help us eat healthily? HE
• Why do we need food?
• What healthy choices can I make?

- Staying healthy
- Rest and sleep
- Dental health
- Eatwell Guide
- Physical activity
- Healthy eating
- Food preparation
- Making real choices

Myself & My Relationships Managing Change (MC 1/2)

• How are my achievements, skills and responsibilities changing and what else might change?
• How might people feel during times of loss and change? MW
• How do friendships change? CF
• What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW
• How might people feel when they lose a special possession?
• When can I make choices about changes?

- Changing friendship patterns
- Changing skills & responsibilities
- Changing habits
- Transitions within school
- Losing things
- Emotions involved with change



Barrow CE Primary Sch

Inspire, Create, Discover, To



Myself & My Relationships

Beginning and Belonging (BB 3/4)

- What is my role in helping my school be a place where we can learn happily and safely? RR
- How can we build relationships in our class and how does this benefit me? CF
- What does it feel like to be new or to start something new? MW
- How can I help children and adults feel welcome in school? RR
- What helps me manage a new situation or learn something new? MW
- Who are the different people in my network who I can ask for help? BS

- Ground rules / class charters
- Responsibilities
- Belonging
- New situations
- Meeting new people
- Resilience
- Managing feelings
- Asking for help
- Networks of support

Citizenship

Rights, Rules & Responsibilities (RR 3/4)

- What does it mean to be treated and to treat others with respect? RR
- Who are those in positions of authority within our school and communities and how can we show respect? RR
- Why do we need rules and conventions at home and at school? RR
- What part can I play in making and changing rules?
- What do we mean by rights and responsibilities?
- What are my responsibilities at home and at school?
- How do we make democratic decisions in school?
- What is a representative and how do we elect them?

- Respect
- Authority
- Class/school rules & charters
- Rights and responsibilities
- Democracy at school
- School and class councils
- Decision making
- Debating and voting
- Responsibilities at school and at home

Myself & My Relationships

My Emotions (ME 3/4)

- Why is it important to accept and feel proud of who we are? RR
- What does the word 'unique' mean and what do I feel proud of about myself? RR
- Why is mental wellbeing as important as physical wellbeing? MW
- How can I communicate my emotions? MW
- Can I recognise some simple ways to manage difficult emotions? MW
- What does it mean when someone says I am 'over reacting' and how do I show understanding towards myself and others? MW
- How do my actions and feelings affect the way I and others feel? MW
- How do I care for other people's feelings? MW
- Who can I talk to about the way I feel? MW
- How can I disagree without being disagreeable? RR

- Self-respect
- Mental wellbeing
- Communicating emotions
- Self-care
- Diverse emotions/responses
- Care & respect for others
- Seeking support

Myself & My Relationships

Family and Friends (FF 3/4)

- How do good friends behave on and offline and how do I feel as a result? OR
- What is a healthy friendship and how does trust play an essential part? CF
- What skills do I need for choosing, making and developing friendships and how effective are they? CF
- How can I help to resolve disagreements positively by listening and compromising? CF
- Can I empathise with other people in a disagreement? CF
- How can I check with my friends that their personal boundaries have not been crossed? BS
- How do my family members help each other to feel safe and secure even when things are tough? FP
- Who is in my network of special people now and how do we affect and support each other? FP

- Developing friendships
- On and offline friendships
- Emotions in relationships
- Trustworthiness
- Special people and networks
- Compromise
- Empathy
- Conflict resolution
- Personal boundaries
- Networks of support

Citizenship

Working Together (WT 3/4)

- What am I good at and what are others good at?
- What new skills would I like or need to develop?
- How well can I listen to other people? RR
- How do I ask open questions? RR
- How can I share my views and opinions effectively? RR
- How can different people contribute to a group task?
- How can I persevere and overcome obstacles to my learning? CF
- How can I work well in a group? CF
- What is useful evaluation?
- How do I give constructive feedback and receive it from others? RR

- Recognising and valuing strengths
- Developing skills
- Steps towards goals
- Effective communication
- Questioning skills
- Problem solving and perseverance
- Decision making
- Communication and group work skills
- Evaluating
- Feedback

Myself & My Relationships

Anti-bullying (AB 3/4)

- How are falling out and bullying different? CF
- How do people use bullying? RR
- What are the key differences between bullying and peer conflict? RR
- How can I help someone who is being bullied? RR
- What is the difference between bullying and peer conflict? RR
- What are bystanders? RR
- Do I understand it? RR
- How can I support someone who is being bullied? RR
- How does my school deal with bullying? RR

- Falling out
- Prejudiced-based bullying

Citizenship

Diversity and Communities (DC 3/4)

- What have we got in common and how are we different? RR
- How might others' expectations of girls and boys affect people's feelings and choices? RR
- How are our families the same and how are they different? FP
- Do people who live in my locality have different traditions, cultures and beliefs? RR
- How does valuing diversity benefit everyone? RR
- Why are stereotypes unfair and how can I challenge them? RR
- How do people in my locality benefit from being part of different groups? MW
- What are the roles of people who support others with different needs in my community? MW
- How does the media work in my community? MW
- How can we care for the local environment and what are the benefits?
- What do animals need, and what are our responsibilities?

- Similarities and differences
- People in the community
- People with different backgrounds
- Stereotypes
- Roles in the community
- Local environment
- Animal welfare
- Role of the media

Economic Wellbeing

Financial Capability (FC 3/4)

- What different ways are there to earn and spend money?
- What do saving, spending and budgeting mean to me?
- How can I decide what to spend my money on and choose the best way to pay?
- What might my family have to spend money on?
- What is 'value for money'?
- How do my feelings about money change?
- How do my choices affect my family, the community, the world and me?

- Understanding large amounts of money
- Sources of money
- Saving and spending
- Cash versus money
- Keeping track of money
- Value for money
- Impact of choices
- Charities
- Emotions

Healthy & Safer Lifestyles

Managing Safety and Risk (MSR 3/4)

- How do I feel in risky situations and how might my body react? MW
- Can I make decisions in risky situations and might my friends affect these decisions?
- When might I meet adults I don't know & how can I respond safely? BS
- What actions could I take in an emergency or accident and how can I call the emergency services? BFA
- What are the benefits of using the roads and being near water and how can I reduce the risks? MW
- How is fire risky and how can I reduce the risks?
- How do I keep myself safe during activities and visits?
- How can I stop accidents happening at home and when I'm out?

- Emotions in risky situations
- Dealing with pressure in risky situations
- Reactions to risk
- Taking action in an emergency
- Road safety
- Fire safety
- Beach safety
- Safety near waterways
- Safety during activities and visits
- Preventing accidents in familiar settings

Healthy & Safer Lifestyles

Drug Education (DE 3/4)

- What medical & legal drugs do I know about, and what are their effects? DAT
- Who uses and misuses legal drugs? DAT
- Why do some people need medicine and who prescribes it? DAT
- What are immunisations and have I had any? HP
- What are the safety rules for storing medicine and other risky substances? DAT
- What should I do if I find something risky, like a syringe? DAT
- What do I understand about how friends and the media persuade and influence me? CF

- Medicines and legal drugs
- People who use medicines & legal drugs
- Rules for safe storage
- Finding risky items
- Influence of friends and media
- Immunisations

Healthy & Safer Lifestyles

Digital Lifestyles (TG Digital Lifestyles)

- How might my use of technology change as I get older, and how can I make healthier and safer decisions? OR
- How does my own and others' online identity affect my decisions about communicating online? OR
- How might people with similar likes & interests get together online? OR
- Can I explain the difference between "liking" and "trusting" someone online? OR
- What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? OR
- When looking at online content, what is the difference between opinions, beliefs and facts? OR
- Why is it important to ration the time we spend using technology and/or online? ISH
- How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? ISH
- Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making? ISH

- Benefits of technology
- Being healthier & safer
- Online identity
- Online contact
- Liking & trusting
- Mental wellbeing
- Reliability of online content
- Age restrictions
- Asking for help

Healthy & Safer Lifestyles

Personal Safety (PS 3/4)

- How do I recognise my own feelings and communicate them to others? MW
- Which school/classroom rules are about helping people to feel safe? RR
- Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS
- What qualities do trusted adults and trusted friends have? CF
- Who is on my network of support and how can I ask them for help? BS
- What could I do if I feel worried about a friendship or family relationship? BS
- What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS
- How can I decide if a secret is safe or unsafe? BS
- How can I keep safe online? BS

- Identifying and communicating feelings
- School/classroom rules
- Early Warning signs
- Identifying trusted adults
- Networks of support
- Safety continuum
- Recognising and reporting unkind behaviour
- Bodily autonomy
- Personal boundaries
- Safe, unsafe and unwanted touch
- Safe and unsafe secrets
- Online safety

Healthy & Safer Lifestyles

Relationships and Sex Education (RS 3)

- How are male and female bodies different and what are the different parts called? BS
- When do we talk about our bodies, how they change, and who do we talk to? BS
- What can my body do and how is it special?
- Why is it important to keep myself clean? HP
- What can I do for myself to stay clean and how will this change in the future? HP
- How do different illnesses and diseases spread and what can I do to prevent this? HP

- Male and female bodies
- Talking about bodies
- Valuing the body's uniqueness & capabilities
- Responsibilities for hygiene
- Preventing spread of illnesses

Healthy & Safer Lifestyles

Relationships and Sex Education (RS 4)

- What are the main stages of the human life cycle? Science
- How did I begin? Sex Education
- What does it mean to be 'grown up'? CAB
- What am I responsible for now and how will this change? CAB
- How do different caring, stable, adult relationships create a secure environment for children to grow up? FP

- Stages of human life cycle
- Sperm/egg
- Being grown up
- My responsibilities
- Families' responsibilities
- Caring families

Healthy & Safer Lifestyles

Healthy Lifestyles (HL 3/4)

- What does healthy eating and a balanced diet mean? HE
- What is an active lifestyle and how does it help me to be healthier? PHF
- What is mental wellbeing and how is it affected by my physical health? MW
- How much sleep do I need & what happens if I don't have enough? HP
- How do nutrition and physical activity work together?
- How can I plan and prepare simple, healthy meals safely? HE
- How can I look after my teeth and why is it important? HP
- Who is responsible for my lifestyle choices and how are these choices influenced?

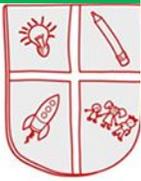
- Eatwell Guide
- Basic food hygiene & preparation
- Active Lifestyles
- Mental wellbeing
- Sleep
- Influences on lifestyle choices
- Dental care
- Leisure activities

Myself & My Relationships

Managing Change (MC 3/4)

- What changes have I and my peers already experienced and what might happen in the future?
- What helps me when I'm experiencing strong emotions due to loss or change? MW
- What strategies help me to thrive when my friendships change? MW
- How might I behave when I feel strong emotions linked to loss and change? MW
- How might people feel when loved ones or pets die, or they are separated from them for other reasons?
- What changes might people welcome and how can they plan for these?

- Range of experiences of change
- Positive changes
- Emotions involved in loss and change
- Taking responsibility for choices
- Confidence in new situations
- People I see, people I don't see
- Bereavement



**Barrow CEV
Primary School**
Inspire, Create, Discover, Grow

Cambridgeshire Primary Personal Development Programme • Years 5 and 6 Framework



Year 5 & 6

Myself & My Relationships
Beginning and Belonging (BB 5/6)

- What are my responsibilities for helping others in school feel happy and safe? RR
- How can I take responsibility for building relationships in my school and how does this benefit us all? CF
- How might different people feel when starting something new and how can I help? MW
- How do we help people feel welcome and valued in and out of school? CF
- What helps me to be resilient in a range of new situations? MW
- Are there more ways I can get help now and how do I seek support? BS

- Ground Rules / class charters
- Responsibilities
- Belonging
- New experiences
- Resilience
- Managing emotions
- Networks of support
- Online sources of support

Citizenship
Rights, Rules & Responsibilities (RR 5/6)

- What are the conventions of courtesy & manners and how do these vary? RR
- How does my behaviour online affect others and how can I show respect? IS/RR
- Why is it important to keep my personal information private, especially online? IS
- How can I contribute to making and changing rules in school?
- How else can I make a difference in school?
- What are the basic rights of children and adults?
- Why do we have laws in our country?
- How does democracy work in our community and in our country?
- What do councils, councillors, parliament and MPs do?
- How do I take part in debate, respectfully listening to other people's views? RR

- Courtesy, manners & respect
- Online behaviour
- Privacy
- Ground rules/class charters
- Children's rights
- Conflicting rights & responsibilities
- Rules and laws in society
- Role of the police
- Local & national democracy
- Participation in class & school
- School and class councils
- Social and moral issues

Myself & My Relationships
My Emotions (ME 5/6)

- How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW
- What does it mean to have a 'strong sense of identity' & 'self-respect'? RR
- What can I do to boost my self-respect? RR
- How do I manage strong emotions? MW
- How can I judge if my own feelings and behaviours are appropriate & proportionate? MW
- How do I recognise how other people feel and respond to them?
- What is loneliness and how can we manage feelings of isolation? MW
- How common is mental ill health and what self-care techniques can I use? MW
- How and from whom do I get support when things are difficult? MW

- Mental health
- Self-respect & identity
- Feelings, thoughts, behaviour
- Recognising strong feelings
- Loneliness
- Empathy
- Networks of support

Myself & My Relationships
Family and Friends (FF 5/6)

- What are the characteristics of healthy friendships on and offline and how do they benefit me? CF
- How do trust and loyalty feature in my relationships on and offline? CF
- What are the benefits and risks of making new friends, including those I only know online? OR
- Can I always balance the needs of family & friends & how do I manage this? FP
- Can I communicate, empathise & compromise when resolving friendship issues? CF
- How can I check that my friends give consent on and offline? BS
- How do people in my family continue to support each other as things change? FP
- Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR

- Healthy friendships
- Trust
- Loyalty
- Empathy
- Compromise
- Consent
- Changing networks
- Family support
- Influences and pressures
- Cooperation
- Networks of support
- Online communities

Citizenship
Working Together (WT 5/6)

- What are my strengths and skills and how are they seen by others?
- What helps me learn new skills effectively?
- What would I like to improve and how can I achieve this?
- How could my skills and strengths be used in future employment?
- What are some of the jobs that people do?
- How can I be a good listener to other people? CF
- How can I share my views effectively and negotiate with others to reach agreement? RR
- How can I persevere and help others to do so? CF
- How can I give, receive and act on sensitive and constructive feedback? RR

- Self perception and self evaluation
- Developing skills
- Steps towards goals
- The world of work
- Effective communication
- Chairing group discussions
- Courtesy, negotiation & debate
- Problem solving and perseverance
- Influence of the media
- Evaluation

Myself & My Relationships
Anti-bullying (AB 5/6)

- Friendship difficulties
- Defining bullying
- Bullying related to race/

Citizenship
Diversity and Communities (DC 5/6)

- How do other people's perceptions, views and stereotypes influence my sense of identity? RR
- How do views of gender affect my identity, friendships, behaviour & choices? RR
- What are people's different identities, locally and in the UK? FP
- How can I show respect to those with different lifestyles, beliefs & traditions? RR
- What are the negative effects of stereotyping? RR
- Which wider communities & groups am I part of & how does this benefit me? MW
- What are voluntary organisations and how do they make a difference? MW
- What is the role of the media and how does it influence me and my community?
- Who cares for the wider environment and what is my contribution?

- Influences on my identity
- Gender
- Diversity in communities
- Challenging stereotypes
- Voluntary, community, charitable and pressure groups
- The media
- Environmental issues
- Sustainability

Economic Wellbeing
Financial Capability (FC 5/6)

- What different ways are there to gain money?
- What sort of things do adults need to pay for?
- How can I afford the things I want or need?
- How can I make sure I get value for money?
- Why don't people get all the money they earn?
- How is money used to benefit the community or the wider world?
- What is poverty?

- Earnings & deductions
- Wants and needs
- Range of jobs
- Budgeting
- Debt and credit
- Financial planning (including insurance and pensions)
- Making choices
- Managing feelings about money
- Poverty
- Role of charities

Healthy & Safer Lifestyles
Drug Education (DE 5/6)

- What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? DAT
- How does drug use affect the way a body or brain works? DAT
- How do medicines help people with different illnesses? DAT
- What immunisations have I had or may I have in future and how do they keep me healthy? HP
- What is drug misuse? DAT
- What are some of the laws about drugs? DAT
- How can I assess risk, recognise peer influence & respond assertively? (RR)
- When and how should I check information about drugs? DAT

- Effects of drug use
- Essential use of medicines
- Drug misuse
- Staying safe around risky substances
- Influence of friends and media
- Reliability of information
- Immunisations

Healthy & Safer Lifestyles
Personal Safety (PS 5/6)

- How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW
- Can I use my Early Warning Signs to judge how safe I am feeling? BS
- How do I judge who is a trusted adult or trusted friend? CF
- How can I seek help or advice from someone on my network of support and when should I review my network? BS
- How could I report concerns of abuse or neglect? BS
- Can I identify appropriate & inappropriate or unsafe physical contact? BS
- How do I judge when it is not right to keep a secret and what action could I take? BS
- How can I recognise risks online and report concerns? OR
- What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS

- Recognising own feelings & considering others
- Rights and responsibilities
- Is my fun, fun for everyone?
- Early Warning signs
- Identifying trusted adults
- Networks of support
- Safety continuum
- Recognising and reporting abuse or neglect
- Bodily autonomy
- Personal boundaries
- Safe, unsafe, unwanted touch
- Safe and unsafe secrets
- Online safety
- Protective interruption
- Assessing risk

Healthy & Safer Lifestyles
Managing Safety and Risk (MSR 5/6)

- When might it be good for my mental health for me to take a risk? MW
- What are the possible benefits and consequences of taking physical, emotional and social risks? MW
- When am I responsible for my own safety as I get older and how can I keep others safer? BS
- How can I safely get the attention of a known or unknown adult in an emergency? BS
- Can I carry out basic first aid in common situations, including head injuries? BFA
- What are the benefits of cycling and walking on my own and how can I stay safer? MW
- How can being outside support my wellbeing & how do I keep myself safe in the sun? HP
- What are the benefits of using public transport and how can I stay safe near railways?
- How can I prevent accidents at school and at home, now that I can take more responsibility?

- Personal responsibility for safety
- Risk reduction strategies
- Getting help
- Sources of support
- Basic first aid
- Road safety
- Sun safety
- Cycle safety
- Railway safety
- Electrical safety
- Health and safety rules in school
- Preventing a wider range of accidents

Healthy & Safer Lifestyles
Digital Lifestyles (TG Digital Lifestyles)

- What are some examples of how I use the internet, the services it offers, and how do I make decisions? OR
- What are the principles for my contact and conduct online, including when I am anonymous? OR
- How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? OR
- How might the media shape my ideas about various issues and how can I challenge or reject these? OR
- Can I explain some ways in which information and data is shared and used online? OR
- How can online content impact on me positively or negatively? OR
- What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? IS
- What are some ways of reporting concerns and why is it important to persist in asking? IS
- Can I identify, flag and report inappropriate content? IS

- Decision making
- Positive contributions
- Evaluating content
- Information storage & sharing
- Mental & physical wellbeing
- Responsibilities
- Reporting

Healthy & Safer Lifestyles
Relationships and Sex Education (RS 5)

- What are male and female sexual parts called and what are their functions? BS
- How can I talk about bodies confidently and appropriately? BS
- What happens to different bodies at puberty? CAB
- What might influence my view of my body?
- How can I keep my growing and changing body clean? HP
- How can I reduce the spread of viruses and bacteria? HP

- Names of sexual parts
- Puberty
- Physical and emotional change
- Menstruation
- Developing body image
- Changing hygiene routines
- Viruses and bacteria

Healthy & Safer Lifestyles
Relationships and Sex Education (RS 6)

- What are different ways babies are conceived and born? (Sex Education)
- What effect might puberty have on people's feelings and emotions? CAB
- How can my words or actions affect how others feel, and what are my responsibilities? MW
- What should adults think about before they have children? FP
- Why might people get married or become civil partners? FP
- What are different families like? FP

- Human lifecycle
- Sexual reproduction
- Changing emotions and relationships
- Responsibility for others
- Love and care
- Marriage & civil partnership
- Families

Healthy & Safer Lifestyles
Healthy Lifestyles (HL 5/6)

- How does physical activity help me & what might be the risks of not engaging in it? MW
- What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE
- What are the different aspects of a healthy lifestyle and how could I become healthier? PHF/HP
- What are the factors influencing me when I'm making lifestyle choices and how might these change over time?
- What might be the signs of physical illness and how might I respond? HP
- What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health? IS
- Why are online apps and games age restricted? IS

- Eatwell Guide
- Nutritional content
- Portion sizes
- Meal planning
- Sleep hygiene
- Dental health
- Health as a continuum
- Risks & benefits of lifestyle choices
- Physical illness
- Gaming/social media age restrictions

Myself & My Relationships
Managing Change (MC 5/6)

- What positive and negative changes might people experience? CAB
- How do people's emotions evolve over time as they experience loss and change? MW
- How can I manage the changing influences and pressures on my friendships and relationships? CF
- What different strategies do people use to manage feelings linked to loss and change and how can I help? MW
- How might people whose families change feel?
- When might change lead to positive outcomes for people?
- What positive and negative changes have I experienced and how have these experiences affected me? CAB
- What strategies will help me to thrive when I move to my next school? MW

- Range of changes
- Emotions
- Strategies for change
- Supporting others
- School/phase transition