

To inspire confident learners who will thrive in a changing world.

PHSE

Intent of study at Swinford School

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. At Swinford school, we teach PSHE, drawing on good practice, and giving the children the opportunity to discuss openly in a safe space.

PSHE is a non-statutory subject but to allow teachers the flexibility to deliver high-quality PSHE the DFe consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. Swinford school seeks to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

Implementation

Pupils are taught PSHE using The Cambridgeshire Primary Personal Development Programme (Cambs. PPDP), which is a progressive scheme of work designed to cover all aspects of the PSHE primary curriculum.

In Early Years, PSHE and citizenship is taught as a discrete weekly lesson. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals.

At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work that is mapped out over a 2-year rolling programme which covers all the statutory aspects of the curriculum along with other aspects as needed. We ensure we cover both the statutory and non-statutory elements of the Health Education and Relationships Education guidance.

At Swinford, in addition to Health Education and Relationships Education, we also teach aspects of Sex Education.

PSHE is taught through these themes:

- Myself and My Relationships
- Citizenship
- Economic Wellbeing

Healthy and Safer Lifestyles

Within each theme are several teaching units designed to be appropriate to the year group with a range of teaching and learning activities.

Impact

We know that we have been successful in delivering our curriculum intent in PSHE, when children are able to articulate their understanding about themselves, their relationships and their rights and responsibilities both at school and in the wider world. We monitor our PSHE curriculum both in terms of learning outcomes and through the development of the whole child. We know that our PSHE curriculum has been successful when we know that children feel safe, valued and respected at school and demonstrate this through their words and actions. Teachers monitor these discussions to understand and challenge the children's depth of understanding. The teachers know the children well and are best placed to respond sensitively developing pupils learning and understanding. We want to empower children to make good choices not only at primary school but in life. In year 6, we take the children to the Warning Zone in Leicester, which explores aspects of personal safety in a practical way. Each year, we invite the NSPCC to talk to the children about their own safety using the PANTs material. We also have police and fire services in on an annual basis to talk to the children about personal safety and aspects of healthy and safer lifestyles.

At Swinford, we recognise that it is through these concept exploration discussions, that deep learning occurs. We demonstrate the value that these discussions have upon the children's learning journey in PSHE by recording these learning opportunities within our class PSHE floor books. Children are then able to generalize these skills across the curriculum by using the floor books as a tool to reflect upon their learning journey. They can also access them to aid them in retrieval in the low stakes quizzing and lookbacks which are one of the ways in which classroom practitioners reflect upon the success of the PSHE curriculum. Teachers use a range of both summative and formative assessment to evaluate the impact of the curriculum and address planning development needs accordingly.

Assessment

The teacher assesses the learning during the lesson through questioning, quizzes and group work. There are also self-assessments built into the programme for teachers to use with the children. This is used to inform future lesson planning and teacher assessment.

Long Term Coverage

We use the Cambridgeshire PHSE scheme of work which is mapped out to cover the National Curriculum over the 2 year cycle of year A and B.

	Seahorses/EYFS PSHE
EYFS A1	MMR 1 Beginning & Belonging C1 Identity and Diversity
EYFS A2	MMR 2 My Friends and family, including Anti Bullying
EYFS A3	HSL 1 My Body and Growing Up
EYFS A4	HSL 2 Keeping Safe, including Drugs Education
EYFS A5	HSL 3 Healthy Lifestyles
EYFS A6	C2 Me and My world MMR 3 My emotions

Year		Seals PSHE	Turtles PSHE	Dolphins PSHE
B1	1 week	C Rights, Rules and Citizenship	C Rights, Rules and Citizenship	C Rights, Rules and Citizenship
	6 weeks	MMR Friends and Family	HSL Healthy Lifestyles	MMR Beginning & Belonging
B2	3 weeks	EW Financial Capability	EW Financial Capability	EW Financial Capability
	1 week	HSL Digital Lifestyles	HSL Digital Lifestyles	HSL Digital Lifestyles
B2/3	6 weeks HSL Drugs Education HSL Drugs Educat		HSL Drugs Education	HSL Drugs Education
В3	10 weeks	HSL RSE 1 MMR Managing Change	HSL RSE 4 HSL Personal Safety	C Working Together HSL Personal Safety
B4	10 weeks	MMR Anti Bullying C Diversity & Community	C Diversity & Communities MMR My Emotions	HSL RSE 5 & 6 MMR Managing Change

Year		Seals PSHE	Turtles PSHE	Dolphins PSHE
A1	1 week	C Rights, Rules and	C Rights, Rules and	C Rights, Rules and
		Citizenship	Citizenship	Citizenship
	6 weeks	MMR Beginning and	MMR Beginning and	MMR My Emotions
		belonging	belonging	
A2	1 week	HSL Digital Lifestyles	HSL Digital Lifestyles	HSL Digital Lifestyles

		·	0 0	MMR Anti Bullying HSL Managing Safety/Risk
А3	11 weeks			C Diversity & Community MMR Family and Friends
A4		,		HSL RSE 5 & 6 HSL Healthy Lifestyles

The Framework documents on the following pages, show how the core elements of the PHSE curriculum are covered in the units.

Cambridgeshire Primary Personal Development Programme • EYFS Framework



Belonging in the class Likes and dislikes Similarities and differences Setting goals Listening skills Rights Rules and Responsibilities Communication & cooperation Ground Rules 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 he Families Kindness, cooperation & turn taking Frendship Bullying Conflict resolution Telling an adult & asking for help Being assertive Networks of support Supporting others 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 do I mespect 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 me what I do affect others? BR Do I know what to do if someone is unkind to me? SR Myself & My Relationships Identifying and managing emotions Feelings, thoughts and behaviour 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 Fair and unfair Loss and change Empathy Perseverance & resilience Independence & asking for help Citizenship Similarities, difference and diversity Respecting and valuing others 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 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 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 The way we live Neighbourhood Our beliefs Routines, customs and traditions Me & My World (MW F) · People and places 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 tare 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? Jobs, roles and responsibilities Helping and working together Caring for living things **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? **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 dues my body gives me if I am feeling unsafe? MS What are the dues 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 sak 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 Why do people use medicines? MS What are the safety rules relating to medicines and who helps me with these? MS **Healthy & Safer Lifestyles** Healthy Lifestyles (HLF) What things can I do when I feel good and healthy? What can I do when I meeling 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

Early Learning Goals 2021:

Prime Area: Personal, Social & Emotional Development:

SR - Self Regulation • MS - Managing Self • BR Building Relationships

Specific Area: Understanding the World: PP - Past and Present • PCC - People, Culture and Communities

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

Myself & My Relationships

- 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

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

Rights, Rules & Responsibilities (RR 1/2)

- charters
 Rules and laws in society
 Understanding right and wrong
 Explaining views
 Decision making
 School and class councils
 Responsibilities to other people 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 take part in discussions and decisions in class?

Myself & My Relationships

- Family and Friends (FF 1/2)

 Can I describe what a good friend is and does and how it feels to be friends? CF
 Why is telling the ruth important? CF
 What skills do I need to choose, make and develop friendships? CF
 How might friendships go wrong, and how does it feel? CF
 How can I try to mend friendships if they have become difficult? CF
 What is my personal space and how do! talk to people about it? BS
 Who is in my family and how do we care for each other? FP
 Who are my special people, why are they special and how do they support me? CF

- Friendship Truthfulness My family Special people Problem solving in relationships Different points of

Personal space Networks of suppor

pecting difference ning bullying sical, mental and otional wellbeing

ertiveness works of support ing & asking for help oporting others eating an anti-bullying

Citizenship

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 disagreement of the can I work well in a group?

 What is a useful evaluation? RR ents? CF

Self awareness Assertiveness Identifying & naming emotions

emotions Coping with feelings Feelings, thoughts & behaviour Likes & dislikes Impulsive behaviour Calming down & relaxing Seeking support

- gnising strengths loping skills towards goals live communication oromise & eration ssion & negotiation ing group work & nunication skills ating

My identity Different families Different cultures and beliefs Groups in and out of school

Myself & My Relationships

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

 Why might people fall out with their friends? CF
 Can I describe what bullying is 70 become in the reasons people bully others? RR
 Do I understand some of the reasons people bully others? RR
 Why is bullying never acceptable or respectful? RR
 How might people feel if they are being bullied? MW
 Who can I talk to if I have worries about friendship difficulties or bullying? RR
 How can I be assertive? RR
 Do I know what to do if I think someone is being bullied? RR
 How doe popple help me to build positive and safe relationships? CF
 What does my school do to stop bullying? RR

- **Economic Wellbeing** Financial Capability (FC 1/2)
- Where does money come from and where does it go when we 'use' it? How might! 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?

- as a finite resource
- nd spending

Diversity and Communities (DC 1/2) What makes me 'me', what makes you 'you'? RR Do all boys and all girls like the same things? RR What is my family like and how are other families different? FP What different groups do we belong to? RR What los 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? **Healthy & Safer Lifestyles**

- Managing Safety and Risk (MSR 1/2)

 What are risky situations and how might I feet? MW

 What is my name, address and phone number and when might I need to give them? BFA

 What is an emergency and who can help? BFA

 What makes a place or activity safe for me? MW

 What are the benefits and risks for me when walking near the road, and how can I stay safer? MW

 What are the benefits and risks for me in the sun and how can I stay safer? HP

 What do I enjoy when I'm near water and how can I stay safer? HP

 What do I enjoy when I'm near water and how can I stay safer? HP
- What are the benefits and risks for the first benefit stay safer? HP
 What do I enjoy when I'm near water and how can I stay safer? MW
 What are the risks for me if I am lost and how can I get help? BS
 How can I help to stop simple accidents from happening and how
 can I help if there is an accident? BFA

Stereotypes
People who help us
School environment
Needs of people/anir
pets/plants

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

about others' online

- emergency ety eyes & ears ad safety vel to & from school es for keeping safer

Healthy & Safer Lifestyles

Peasthy & Safer Lifestyles
Personal Safety (PS 1/2)
Can lidentify 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 adulfs 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 tamily 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 I see worried about a secret? BS

Peatity & 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! 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

Healthy & Safer Lifestyles

- 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 meant 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

 What sort of fules can help to keep us safer and healthier when using technology? IS

 Who can help me if I have questions or concerns about what I experience online or about the safe way.

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

Healthy & Safer Lifestyles

- 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 sgrowing in that bump? (NC Science Y2)

 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

Growing up Caring families Family variety

Healthy & Safer Lifestyles

- Healthy & Safer Lifestyles

 Healthy Lifestyles (HL 1/2)

 How can I stay as healthy as possible? HP

 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?

CAB Changing Adolescent Body

Myself & My Relationships

- Managing Change (MC 1/2)

 How are my achievements, skills and responsibilities changing and what
- 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? GP 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

- responsibilities
 Changing habits
 Transitions within school
 Losing things
 Emotions involved with

Relationships Education: • FP Families & People who care for me • CF Caring Friendships • RR Respectful Relationships • OR Online Relationships • BS Being Safe

Health Education: • MW Mental Wellbeing • IS Internet Safety & Harms • PHF Physical Health & Fitness • HE Healthy Eating • DAT Drugs, Alcohol & Tobacco • HP Health & Prevention • BFA Basic First Aid

Cambridgeshire Primary Personal Development Programme • Years 3 and 4 Framework



Myself & My Relationships

Myself & My Relationships

My Emotions (ME 3/4)

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 studietion or learn something new? MW
 Who are the different people in my network who I can ask for help? BS

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 ark to about the way I feel? MW
How can I alt kto about the way I feel? MW
How can I alt kto about the way I feel? MW
How can I disagree without being disagreeable? RR

- asponsionities
 elelonging
 ew situations
 eeting new people
 esilience
 anaging feelings
 sking for help
 etworks of support

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 apart can rean 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?

Myself & My Relationships

- Myself & My Relationships
 Family and Friends (FF 3/4)

 How do god 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

 Myself & My Relationships

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 is 'value for money?
What is 'value for money?
How do my feelings about money change?
How do my feelings about money change?

Prug Education (DE 3/4)

What medical Slegal 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

Why do some people need medicine and who prescribes it? DAT

What are immunisations and have I had any? HIP

What are the safety rules for storing medicine and other risky substances? DAT

What should I do it I find something risky, like a syringe? DAT

What of understand about how friends and the media persuade and influence me? CF

Myself & My Relationships

Economic Wellbeing Financial Capability (FC 3/4)

Healthy & Safer Lifestyles

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

- veloping friendships and offline

bullying Respect Direct and indirect bullying Cyberbullying Bystanders and followers

npathy inflict resolution rsonal boundaries witworks of support

Citizenship

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 other my views and opinions effectively? RR

 How can other my views and opinions effectively? RR

 How can other my views and opinions effectively? RR

 How can other my views and opinions effectively? RR

 How can offerent people contribute to a group task?

 How can lovid well in a group? CF

 What is useful evaluation?

 How do I give constructive feedback and receive it from others? RR
- ognising and valuing ngths elloping skills us towards goals ctive communication stioning skills olem solving and severance ision making munication and group k skills

Self-respect Mental wellbeing Communicating emotions Self-care Diverse emotions/

responses
Care & respect for others
Seeking support

Myself & My Kelationships Anti-bullying (AB 3/4) How are falling out and bullying different? CF How do people use power when they bully others? RR What are the key characteristics of different types of bullying? RR How can lack of respect and empathy towards others lead to bullying? RR What is the difference between direct and indirect forms of bullying? RR What is the difference between direct and indirect forms of bullying? RR What are bystanders and followers and how might they feel? MW Do I understand that bullying might affect how people feel for a long time? MW How can I support people it know who are being bullied by being assertive? RR How does my school prevent bullying and support people involved? RR

ons in risky situations ig with pressure in risk

- Role of the media

- 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? PP
 To people who live in my locality have different traditions, cultures and beliefs? RR
 How does valuing diversity benefit everyone? RR
 Withy are stereotypes unfair and how can I challenge them? RR
 Withy are stereotypes unfair and how can I challenge them? RR
 Withy are stereotypes unfair and how can I challenge them? RR
 Withy are stereotypes unfair and how can it challenge them? RR
 With 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?

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. The met adults I don't know & how can I respond safety? BS

 What might meet adults I don't know & how can I respond safety? BS

 What meet adults I don't know & how can I respond safety? BS

 What are meet could take in an emergency or accident and how can I call the emergency services? BPA

 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 do I keep myself safe during activities and visits? How can I stop accidents happening at home and when I'm out?
- **Healthy & Safer Lifestyles**
- 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 other's online identity affect my decisions about communicating online? OR
 How might people with similar likes a 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 its of a media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making? ISH

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 ny body do and how is it special?

 Why is it important to keep myself clean? HP

 What can 1 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

 Preventing spread.
- Healthy & Safer Lifestyles
- 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?

Personal Safety (PS 3/4) How do Ireognise my own feelings and communicate them to others? MW Which school/classroom rules are about helping people to feel safe? RR Can Irecognise when my Early Warning Signs are telling me I don't feel safe? BS What qualities do frusted 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 sould I obysical 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

Healthy & Safer Lifestyles Personal Safety (PS 3/4)

- **Healthy & Safer Lifestyles**

- Relationships and Sex Education (RS 4)

 What are the main stages of the human life cycle? Science
 How did 1 begin? Sex Education
 What does life Sex Education
 What does life Sex Education
 What am I responsible for now and how will this change? 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

Myself & My Relationships

- 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

- inge sitive changes otions involved in loss d change ing responsibility for pices

- nfidence in new uations

Relationships Education: • FP Families & People who care for me • CF Caring Friendships • RR Respectful Relationships • OR Online Relationships • BS Being Safe

Health Education: • MW Mental Wellbeing • IS Internet Safety & Harms • PHF Physical Health & Fitness • HE Healthy Eating • DAT Drugs, Alcohol & Tobacco • HP Health & Prevention • BFA Basic First Aid
• CAB Changing Adolescent Body

Cambridgeshire Primary Personal Development Programme • Years 5 and 6 Framework



ırtesy, manners & respec ine behaviour

acy
und rules/class charters
dren's rights
flicting rights &
consibilities
es and laws in society
e of the police
al & national democracy
icipation in class &

Myself & My Relationships

Myself & My Relationships

Beginning and Belonging (BB 5/6)

- What are my responsibilities for helping others in school feel happy and safe? $\ensuremath{\mathsf{RR}}$
- What are my responsibilities to integer a detail of the my school and and safe? TRA How can I take responsibility to 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

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 & proportionale? 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?

How and from whom do I get support when things are difficult? MW

- Responsibilities
 Belonging
 New experiences
 Resilience
 Managing emotions
 Networks of support
 Online sources of support

Mental health Self-respect & identity Feelings, thoughts, behaviour naviour cognising strong lings eliness Empathy Networks 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

- online? IS

 How can I contribute to making and changing rules in school?

 How also 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, counciliors, parliament and MPs do?

 How do I take part in debate, respectfully listening to other people's views? RR

Myself & My Relationships

- 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 lonly know online? OR
 Can lalways 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? PP
 Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR

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 effectiven?

 What would like to improve and how can lavieve this?

 How could my skills and strengths be used in future employment?

 What are some of the jobs that people do?

 How can 1 be a good listener to other people? CF

 How can 1 share my viewe effectively and neglotiate 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

- lem solving and everance ince of the media

Myself & My Relationships

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

 Can I explain the differences between friendship difficulties and bullying? CF
 Can I define the characteristics and different forms of bullying? RR
 How do people use technology & social media to bully others and how can I help others to prevent and manage this? 18H
 What do all types of bullying have in common? RR
 Might different groups experience bullying in different ways? MW
 How can people's personal circumstances affect their experiences? MW
 How does prejudice sometimes lead people to bully others? CF
 Can I respond assertively to bullying, online and offline? RR
 How might bullying affect people's mental wellbeing and behaviour? MW
 How and why might peers become colluders or supporters in bullying situations? RR
 Can I identify ways of preventing bullying in school and the wider community? RR
- **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 Yaule for money?
 Why don't people get all the money they eam?
 How is money weed to benefit the community or the wider world?
 What is poverty?

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 What are the negative effects of stereotyping? RR 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? Healthy & Safer Lifestyles 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 safety get the attention of a known or unknown adult in an emergency? BS
 Can I carry out basic first aid in common situations.

- How can I sately get the attenuors or a national description of the attenuors of the attenu

- Preatiny & 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

Healthy & Safer Lifestyles

- 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 fulfill these? IS

 * What are some ways of reporting concerns and why is it important to passist in extrict the setting of the content in Trumit mese? 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

- 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 Earty 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? OP 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

Healthy & Safer Lifestyles

- Relationships and Sex Education (RS 5)

 What are male and female sexual parts called and what ar functions? BS
- 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 kep my growing and changing body clean? HP
 How can I kep my growing and changing body clean? HP

Healthy & Safer Lifestyles

- Relationships and Sex Education (RS 6)

 What are different ways babies are conceived and born? (Sex Education)

 What effect might puberly 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

- 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

inge of changes

Healthy & Safer Lifestyles

- 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
 healthie? PHFIPP
 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 onlineon electronic devices
 in terms of my physical and mental health? IS
 Why are online apps and games age restricted? IS

Bold text & initials = main link Initials only = contributes to

Progression

	Who are my special people, why are they special and how do they support me?	boundaries have not been crossed? How do my family members help each other to feel safe and secure even when things are tough? Who is in my network of special people now and how do we affect and support each other?	Who are in my networks, on & offline, and how have these, changed and how do we support each other?
Anti-Bullying	Anti-bullying Why might people fall out with their friends? Can I describe what bullying is? Do I understand some of the reasons people bully others? Why is bullying never acceptable or respectful? How might people feel if they are being bullied? Who can I talk to if I have worries about friendship difficulties or bullying? How can I be assertive? Do I know what to do if I think someone is being bullied? How do people help me to build positive and safe relationships? What does my school do to stop bullying?	Anti-bullying How are falling out and bullying different? How do people use power when they bully others? What are the key characteristics of different types of bullying? How can lack of respect and empathy towards others lead to bullying? What is the difference between direct and indirect forms of bullying? What are bystanders and followers and how might they feel? Do I understand that bullying might affect how people feel for a long time? How can I support people I know who are being bullied by being assertive? How does my school prevent bullying and support people involved?	Anti-bullying Can I explain the differences between friendship difficulties and bullying? Can I define the characteristics and different forms of bullying? How do people use technology & social media to bully others and how can I help others to prevent and manage this? What do all types of bullying have in common? Might different groups experience bullying in different ways? How can people's personal circumstances affect their experiences? How does prejudice sometimes lead people to bully others? Can I respond assertively to bullying, online and offline? How might bullying affect people's mental wellbeing and behaviour? How and why might peers become colluders or supporters in bullying situations? Can I identify ways of preventing bullying in school and the wider community?

<u>Unit Title</u>	Seahorses	Seals	Turtles	Dolphins
Beginning and Belonging	Beginning and Belonging 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? How do we welcome new people to our class? What can I do to make the classroom a safe and happy place? How can I play and work well with others? How can I show I am listening to an adult? What can help me to follow instructions?	Beginning and Belonging Do I understand simple ways to make sure my school is a safe, happy place? How can I get to know the people in my class? How do I feel when I am doing something new? How can I make someone feel welcome in class? What helps me manage in new situations? Who can help me at home and at school?	Beginning and Belonging What is my role in making my school a place where we can learn happily and safely? How can we build relationships in our class and how does this benefit me? What does it feel like to be new or to start something new? How can I help children and adults feel welcome in school? What helps me manage a new situation or learn something new? Who are the different people in my network who I can ask for help?	Beginning and Belonging What are my responsibilities for making sure everyone in school feels happy and safe? How can I take responsibility for building relationships in my school and how does this benefit us all? How might different people feel when starting something new and how can I help? How do we make people feel welcome and valued in and out of school? What helps me to be resilient in a range of new situations? Are there more ways I can get help now and how do I seek support?
Family and Friends	Family and Friends Who are my special people and why are they special to me? Who is my family and how do we care for each other? What is a friend? How can I be a good friend? How do I make new friends? How can I make up with friends when I have fallen out with them? How does what I do affect others? Do I know what to do if someone is unkind to me?	Family and Friends Can I describe what a good friend is and does and how it feels to be friends? Why is telling the truth important? What skills do I need to choose, make and develop friendships? How might friendships go wrong, and how does it feel? How can I try to mend friendships if they have become difficult? What is my personal space and how do I talk to people about it? Who is in my family and how do we care for each other?	Family and Friends How do good friends behave on and offline and how do I feel as a result? What is a healthy friendship and how does trust play an essential part? What skills do I need for choosing, making and developing friendships and how effective are they? How can I help to resolve disagreements positively by listening and compromising? Can I empathise with other people in a disagreement? How can I check with my friends that their personal	Family and Friends What are the characteristics of healthy friendships on and offline and how do they benefit me? How do trust and loyalty feature in my relationships on and offline? What are the benefits and risks of making new friends, including those I only know online? Can I always balance the needs of family & friends & how do I manage this? Can I communicate, empathise & compromise when resolving friendship issues? How can I check that my friends give consent on and offline? How do people in my family continue to support each other as things change?

My emotions

My Emotions .

Can I recognise and talk about my feelings?

Can I recognise emotions in other people and say how they are feeling?
Do I know what causes

different emotions in myself and other people? How do I and others feel when things change? Do I know simple ways to make myself feel better?

How can I help to make other people feel better? What could I do when things are difficult for me? My Emotions

What am I good at and what is special about me? How can I stand up for myself?

Can I name some different feelings? Can I describe situations in which I might feel happy,

sad, cross etc? How do my feelings and actions affect others? How do I manage some of my emotions and associated behaviours?

What are the different ways people might relax and what helps me to feel relaxed?

Who do I share my feelings with?

My Emotions

Why is it important to accept and feel proud of who we are? What does the word 'unique' mean and what do I feel proud of about myself?

Why is mental wellbeing as important as physical wellbeing? How can I communicate my emotions?

Can I recognise some simple ways to manage difficult emotions? What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others?

How do my actions and feelings affect the way I and others feel? How do I care for other people's feelings?

Who can I talk to about the way I feel?

How can I disagree without being disagreeable?

My Emotions

How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? What does it mean to have a 'strong sense of identity' & 'selfrespect'?

What can I do to boost my self-respect?

How do I manage strong emotions? How can I judge if my own feelings and behaviours are appropriate & proportionate?

How do I recognise how other people feel and respond to them? What is loneliness and how can we manage feelings of isolation? How common is mental ill health and what self-care techniques can I use?

What kinds of problems can be caused by impulsive online communication?

How and from whom do I get support when things are difficult?

Rights, Rules and

Rights, Rules and
Responsibilities
How do rules make me feel
happy and safe?
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?

Can I take part in discussions

Rights, Rules and Responsibilities What does it mean to be treated and to treat others with respect? Who are those in positions of authority within our school and communities and how can we show respect?

Why do we need rules at home and at school?
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

How do we make democratic decisions in school?
What is a representative and how do we elect them?

Rights, Rules and Responsibilities
What are the conventions of
courtesy & manners and how do
these vary?

How does my behaviour online affect others & how can I show respect? Why is it important to keep my personal information private, especially online? How can I contribute to making and

How can I contribute to making and changing rules in school?
How else can I make a difference in school?

Are there places or times when I have to behave differently? 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? Can I take part in a debate and listen to other people's views?

Diversity and Communities

<u>Identities and Diversity</u> Who are the people in my class and how are we similar to and different from each other?

Who are the people in my family, and who are the people in other families?

What things are especially important to my family and me? What are some of the similarities and differences in the way people including families live their lives? How can we value different types of people including what they believe in and how they live their lives?

Diversity and Communities What makes me 'me', what makes you

you?
Do all boys and all girls like the same things?
What is my family like and how are other families different?
What different groups do

we belong to? What is a stereotype and can I give some examples? Diversity and Di Communities How we got in common and how are we id

common and how are we different? How might others' expectations of girls and boys affect people's feelings and choices? How are our families the

same and how are they different? Do people who live in my

Do people who live in my locality have different traditions, cultures and beliefs?

<u>Diversity and Communities</u> How do other people's perceptions, views and stereotypes influence my sense of

and stereotypes influence my sense of identity?
How do views of gender affect my

How do views of gender affect my identity, friendships, behaviour & choices? What are people's different identities, locally and in the UK? How can I show respect to those with

How can I show respect to those with different lifestyles, beliefs & traditions? What are the negative effects of stereotyping?

Which wider communities & groups am I part of & how does this benefit me?

4

How do we celebrate what we believe in and how is this different for different people?

Me and My World

Who are the people who help to look after me and my school? 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

Where do I live and what are the different places and features in my neighbourhood?

Who are the people who live and work in my neighbourhood including people who help me? How can we look after the local neighbourhood and keep it special for everybody? What do animals and plants need

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?

Who helps people in my locality and what help do they need?
What does 'my community' mean and how does it feel to be part of it?
How do people find out about what is happening in my community?
How do we care for animals and plants?

How can I help look after

my school?

How does valuing diversity benefit everyone? Why are stereotypes unfair and how can I challenge them? How do people in my locality benefit from being

locality benefit from being part of different groups? What are the roles of people who support others with different needs in my community? How does the media work in my community? How can we care for the local environment and what are the benefits? What do animals need, and what are our

responsibilities?

What are voluntary organisations and how do they make a difference? 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?

Healthy Lifestyles **Healthy Lifestyles Healthy Lifestyles** Healthy Lifestyles Healthy Lifestyles What things can I do when I feel How can I stay as healthy What does healthy eating How does physical activity help me & good and healthy? as possible? and a balanced diet mean? what might be the risks of not engaging What does it feel like to be What can't I do when I am feeling What is an active lifestyle in it? ill or not so healthy? healthy? and how does it help me What could characterise a balanced or What can I do to help keep my What does healthy eating to be healthier? unbalanced diet and what are the body healthy? mean and why is it What is mental wellbeing associated benefits and risks? Why is food and drink good for us? important? and how is it affected by What are the different aspects of a my physical health? healthy lifestyle and how could I Why is it important to be How can I make healthier choices about food? become healthier? active & what are the How much sleep do I What is exercise is and why is it opportunities for physical need & what happens if I What are the factors influencing me good for us? activity? don't have enough? when I'm making lifestyle choices and Why is rest and sleep good for us? What foods do I like and how might these change over time? How do nutrition and What might be the signs of physical dislike and why? physical activity work together? What can help us eat illness and how might I respond? What How can I plan and healthily? are the benefits and risks of spending prepare simple, healthy time online/on electronic devices, in Why do we need food? terms of my physical and mental health? What healthy choices can I meals safely? Why are online apps and games age How can I look after my make? restricted? teeth and why is it important? Who is responsible for my lifestyle choices and how are these choices influenced?

Working Together Working Together Working Together Working Together What am I and other What am I good at and What are my strengths and skills and people good at? how are they seen by others? what are others good at? What new skills would I like What helps me learn new skills What new skills would I to develop? effectively? like or need to develop? How can I listen well to What would I like to improve and how other people? can I achieve this? How could my skills and strengths be used in future employment? How can I work well in a group? Why is it important to take What are some of the jobs that people turns? do? How can I negotiate to sort How can I be a good listener to other people? out disagreements? How are my skills useful in How can I share my views effectively a group? and negotiate with others to reach What is a useful agreement? How can I persevere and help others to evaluation? How can I give, receive and act on sensitive and constructive feedback?

Safety Keeping Safe

Keeping Safe

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? Can I say 'No!' if I feel unsafe or unsure about something? Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? Who are the people who help to keep me safe?

Personal Safety

Can I identify different feelings and tell others how I feel? Which school/classroom rules are about helping people to feel safe? Can I name my own Early

Warning Signs? How do I know which adults and friends I can trust? Who could I talk with if I have a

worry or need to ask for help? What could I do if a friend or someone in my family isn't kind to me?

Can I identify private body parts and say 'no' to unwanted touch? What could I do if I feel worried about a secret? What could I do if something worries or upsets me when I am online?

Personal Safety

feel safe?

unwanted?

How do I recognise my own feelings and communicate them to others? Which school/classroom rules are about helping people to

Can I recognise when my Early Warning Signs are telling me I don't feel safe? What qualities do trusted adults and trusted friends

have? Who is on my personal network and how can I ask them for help? What could I do if I feel worried about a friendship or family relationship? What sort of physical contact do I feel comfortable with and what could I do if physical contact is

How can I decide if a secret is safe or unsafe? How can I keep safe online?

Personal Safety

How do I recognise my own feelings and consider how my actions may affect the feelings of others? Can I use my Early Warning Signs to judge how safe I am feeling? How do I judge who is a trusted adult or trusted friend? How can I seek help or advice from someone on my personal network and when should I review my network? How could I report concerns of abuse

or neglect? Can I identify appropriate &

inappropriate or unsafe physical contact?

How do I judge when it is not right to keep a secret and what action could I take? How can I recognise risks online and

report concerns? What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?

Managing Risk

Safety Contexts

What are risky situations and how do they make me feel? What is my name, address and phone number and when might I need to give them? What is an emergency and who can help?

What makes a place or activity safe for me? What are the benefits and risks for me when walking near the road, and how can I

stay safer? What are the benefits and risks for me in the sun and how can I stay safer? What do I enjoy when I'm near water and how can I stay safer? What are the risks for me if I am lost and how can I get

How can I help to stop simple accidents from happening and how can I help if there is an accident?

help?

Managing Risk

Safety Contexts

How do I feel in risky situations and how might my body react? 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? What actions could I take in an emergency or accident and how can I call the emergency services?

What are the benefits of using the roads and being near water and how can I reduce the risks? 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?

Managing Risk

Safety Contexts

When might it be good for my mental health for me to take a risk? What are the possible benefits and consequences of taking physical, emotional and social risks? When am I responsible for my own safety as I get older and how can I keep others

How can I safely get the attention of a known or unknown adult in an emergency?

Can I carry out basic first aid in common situations, including head injuries? What are the benefits of cycling and walking on my own and how can I stay safer?

How can being outside support my wellbeing & how do I keep myself safe in the sun?

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?

H si ci	Managing Change How are my achievements, skills and responsibilities changing and what else might change? How might people feel during times of loss and change? How do friendships change? What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? How might people feel when they lose a special possession? When can I make choices about changes?	Managing Change 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? What strategies help me to thrive when my friendships change? How might I behave when I feel strong emotions linked to loss and change? 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?	Managing Change What positive and negative changes might people experience? How do people's emotions evolve over time as they experience loss and change? How can I manage the changing influences and pressures on my friendships and relationships? What different strategies do people use to manage feelings linked to loss and change and how can I help? 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? What strategies will help me to thrive when I move to my next school?
---	--	---	---

Financial Capability		Financial Capability 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?	Financial Capability 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?	Financial Capability 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?
Drug Education	What goes on to and into my body and who puts it there? Why do people use medicines? What are the safety rules relating to medicines and who helps me with these?	Drug Education Which substances might enter our bodies, how do they get there and what do they do? What are medicines and why and when do some people use them? When and why do people have an injection from a doctor or a nurse? Who is in charge of what medicine I take? What different things can help me feel better if I feel poorly? How can I keep safe with medicines and substances at home and at school? What is persuasion and how does it feel to be persuaded?	Drug Education What medical & legal drugs do I know about, and what are their effects? Who uses and misuses legal drugs? Why do some people need medicine and who prescribes it? What are immunisations and have I had any? What are the safety rules for storing medicine and other risky substances? What should I do if I find something risky, like a syringe? What do I understand about how friends and the media persuade and influence me?	Drug Education What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? How does drug use affect the way a body or brain works? How do medicines help people with different illnesses? What immunisations have I had or may I have in future and how do they keep me healthy? What is drug misuse? What are some of the laws about drugs? When and how should I check information about drugs?

RSE	My Body and Growing Up 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? How am I learning to take care of myself and what do I still need help with? Who are the members of my family and trusted people who look after me? How do I feel about growing up?	Year 1 Relationships and Sex Education What are the names of the main parts of the body? What can my amazing body do? When am I in charge of my actions and my body? How can I keep my body clean? How can I avoid spreading common illnesses and diseases? Year 2 Relationships and Sex Education 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? (Sex Education/NC Science) What do babies and children need from their families? Which stable, caring relationships are at the heart of families I know? What are my responsibilities now I'm growing up?	Year 3 Relationships and Sex Education How are male and female bodies different and what are the different parts called? When do we talk about our bodies, how they change, and who do we talk to? What can my body do and how is it special? Why is it important to keep myself clean? What can I do for myself to stay clean and how will this change in the future? How do different illnesses and diseases spread and what can I do to prevent this? Year 4 Relationships and Sex Education 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?' What am I responsible for now and how will this change? How do different caring, stable, adult relationships create a secure environment for children to grow up?	Year 5 Relationships and Sex Education What are male and female sexual parts called and what are their functions? How can I talk about bodies confidently and appropriately? What happens to different bodies at puberty? What might influence my view of my body? How can I keep my growing and changing body clean? How can I reduce the spread of viruses and bacteria? Year 6 Relationships and Sex Education What are different ways babies are conceived and born? (Sex Education) What effect might puberty have on people's feelings and emotions? How can my words or actions affect how others feel, and what are my responsibilities? What should adults think about before they have children? Why might people get married or become civil partners? What are different families like?
-----	---	--	---	--

Key Takeaways

EYFS

A1	Beginning and Belonging C1 – Identity & Diversity	I can say what is special about me and about other people in my class. I can talk about how to welcome new people to my class. I can say how the way I behave can change how others feel. I can say some classroom rules and why they are important. I can take turns, share and listen to others. I can say who belongs to my class and talk about similarities and differences between us. I can say who is in my family and how other families are different. I can say what is important to me and my family and how other families are different. I know that it is important not to be unkind to people because they are different from me. I know some ways people celebrate what they believe in.
A2	Friends and Family	I can say who my special people are and why they are special. I can name the people in my family and say how we care for each other. I can say what a good friend is like. I can explain how I could make new friends and talk about some of my friends. I can say some ways of making up with friends when we fall out. I know some things I can do if someone is unkind to me.

	T	
А3	My Body and Growing up	I can say what my body looks like and some things it can do. I can describe some similarities and differences between people's bodies. I can say how my body has changed since I was a baby. I know some ways I and my trusted adults look after me and my body and keep it clean. I can say how growing up makes me feel.
A4	Keeping Safe	I can say the names of trusted adults who are in my Safety Circle, and when and how to tell them. I can talk about places in school and its grounds, where I feel safe or unsafe. I can explain how to use my safety eyes and ears and what to do if I am lost. I know the difference between 'yes' and 'no' touches. I know some road safety rules. I know what goes on to and into my body, including how to keep safer with medicines.
A5	Healthy Lifestyles	I know some of the things my body needs to stay healthy. I can talk about foods I like and dislike. I know why different foods and drink are important for my body. I know what exercise is and why it is good for me. I can make some choices which keep me healthy.
A6	Myself and my emotions	I can say how I am feeling and how someone else might be feeling. I can say what might cause different feelings. I can say how I feel when things change or when I lose something. I can say some ways to help myself feel better. I can say some ways I might help someone else feel better.

Seals – Year 1 and 2

A1	Rights Rules and Citizenship	Be able to name some adults in school who look after them and describe their responsibilities
		Be able to describe some of the responsibilities they have in the classroom and at home, towards classmates and family
		Be able to describe classroom ground rules and explain how they have been involved in making them
		Understand why we have classroom rules and describe how they make the classroom a better place for everyone
		Be able to explain what is meant by voting and be able to name some people who make decisions at school
		Share information, opinions and feelings and listen to those of others, as part of a paired and class discussion.
		Be able to take part in discussions about behaviour that helps the classroom feel a safe and happy place to learn
		Understand the agreed ground rules

		B 11
		Be able to name the other children in their class and to take part in relationship building activities
		Be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome
		Be able to identify people in their 'Network of Support' who can help them if they are worried or need support, and know how to ask for help
		Be able to show some simple strategies for helping other people who need support.
	Beginning and Belonging	
A2	Digital	Be able to say what it means to stay safe online and why it is important.
	Lifestyles (ESafety)	Be able to review their online identity, image and nickname.
		Be able to publish their online identity.
		Begin to know what to do if they see something inappropriate online.
	My emotions	Be able to describe how they are feeling, including how strong that feeling is
	My emodoris	Be able to recognise feelings in others
		Have developed some strategies to deal with their own strong emotions, including calming and
		relaxing themselves
		Know that there is a link between thoughts, feelings and behaviour
		Begin to understand that how they feel can affect how they approach tasks, including learning, and
		have some strategies for regaining a positive frame of mind
		Have developed some understanding of the difference between behaviour which is impulsive and that
		which is considered
		Know what it feels and looks like to be assertive.
		Be able to give examples of how to be healthy and to reflect on their own lifestyles and choices
		Be able to explain why healthy eating and physical activity are both important

	Healthy Lifestyles	Know the difference between being active and inactive and give some examples Be able to say what changes physically and emotionally when they are active
		Be able to talk about food likes and dislikes and give reasons
		Understand that food can be divided into different groups and know that for good health we need a balanced diet.
A3	Working Together	Be able to name some of their own strengths and skills
		Be able to identify a new skill to develop
		Understand and practise listening skills, take turns and make clear explanations
		Understand and practise group work skills, including discussion, negotiation and co-operation
		Be aware of how their strengths and skills can be useful in a group
		Be able to evaluate a group work task.
A4	Personal Safety	Be able to name a familiar risky situation and suggest ways of reducing
	•	risk
		Be able to say their full name and address and know when this might be useful & keeping information safe online
		Be able to explain a simple strategy for action if they are lost
		Recognise dangers that traffic poses
		Know ways to stay safer in the sun
		Describe ways of preventing accidents on the playground
		Understand what is meant by an emergency and who might help them.
		Be able to recognise babies, children and adults of different ages and put them into age order
	RSEd 2	Understand that human babies grow inside their mothers
		Be able to describe the main physical developments which take place in early childhood
		Be able to describe some of the changes in responsibilities and expectations during early childhood
		Understand a baby's basic needs

		Understand how dependent a baby is on parents/carers to provide its basic needs.
B1	Rights, Rules and citizenship	Be able to name some adults in school who look after them and describe their responsibilities
		Be able to describe some of the responsibilities they have in the classroom and at home, towards classmates and family
		Be able to describe classroom ground rules and explain how they have been involved in making them
		Understand why we have classroom rules and describe how they make the classroom a better place for everyone
		Be able to explain what is meant by voting and be able to name some people who make decisions at school
		Share information, opinions and feelings and listen to those of others, as part of a paired and class discussion.
		Be able to describe some of the qualities of friendship and skills for making friends.
	Friends and Family	Have developed some strategies for managing when friendships are difficult
		Understand that there are different family patterns
		Be able to describe what is special about their own family and its members, and about other people they know.
B2	Financial Capability	Understand that we can receive and spend money in many ways
		Know how to save and look after their money and why we might do so
		Begin to understand the difference between wants and needs and the need for informed choices
		Begin to understand family spending and the impact of choices
		Begin to understand and manage some of the changing feelings associated with money
		Have a simple understanding of what charities might do and why we have them.
		Be able to say what it means to stay safe online and why it is important.

		Be able to review their online identity, image and nickname.
	Digital Lifestyles	Be able to publish their online identity.
	Linescyres	Begin to know what to do if they see something inappropriate online.
		Have a basic understanding of how things can get inside the body and that some can be helpful and
		some can be harmful
	Drug Education	Be aware of safety rules concerning medicines and be able to name people who could help them take
	Drug Education	them safely
		Understand that many people have injections and suggest some reasons why
		Understand that there can be alternatives to medicine use to feel better
		Be able to recognise simple risks and suggest ways of managing given scenarios.
В3	RSEd 1	Be able to recognise names for the main external parts of the body
		Be able to name the sexual parts with growing confidence using colloquial and scientific words with trusted adults
		Be able to describe what their bodies can do and understand how amazing their body is
		Show some understanding that their body belongs to them
		Be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease.
		Be able to talk about ways in which they have changed since they were babies as well as identifying
		recent achievements
		Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't
	Managing	Identify changes that they or other children might experience in their lives, including how friendships might change
	Change	Name some emotions they or others might feel at particular times of change
		· · · · · · · · · · · · · · · · · · ·

		Suggest some strategies they might use to cope with times of change, including approaching others for help
B4	Anti Bullying	Know that change can be positive and something to look forward to. Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different
		forms of bullying
		Be starting to understand that sometimes people are bullied because they may be different in some way from others
		Be able to describe how it feels to be bullied or see someone else being bullied
		Be starting to demonstrate simple ways of responding to bullying including by being assertive
		Be able to demonstrate how to be kind to children who are being bullied
		Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to help the school feel a safer place where bullying is less likely to occur.
		Be able to describe some aspects of their identity, and recognise some similarities and differences
		between themselves and others
		Know about some similarities and differences in people's lifestyles, including different groups people belong to
	Diversity and Community	Be able to describe places in their community, how they and others might use them, and who is available to help them
		Understand how they can help look after the school environment, and make a contribution to doing so
		Know what animals and plants need to survive and how they can help look after them.

Turtles - Year 3 and 4

A1	Rights Rules and Citizenship	Be able to explain the difference between wants and needs
	·	Be able to explain why rights are important and that they come with responsibilities, at home and at school

		Be able to express how it feels to be treated with respect and demonstrate how to show respect for others, including those in positions of authority
		Be able to explain why rules are needed and be able to identify those which are necessary and useful
		Participate in making class ground rules and show or explain what following the rules looks like
		Suggest different ways of making a decision and ways they can influence decision making in school, through simple debating and voting
		Be able to describe what a representative does.
		Be able to contribute ideas to discussions about ground rules for the class, and to take an active part
		in activities to help build cooperative relationships in the class
	Beginning and Belonging	Be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school
		Be able to identify people at home, at school and in other contexts of their lives to include in their support networks
		Know how they can access support and some ways they can help other people.
A2	Digital Lifestyles (ESafety)	Describe some risky situations they might face and say what they can do to feel as safe as possible.
	(LSalety)	Describe their current online activity and identify the risks involved in their own use of technology.
		Recognise when they feel uncomfortable when they see or hear something online, and know how to
		access help.
		Know, understand and be able to apply the smart rules for keeping safe online.
		Communicate rules and strategies for keeping safe online to others.
		Be able to identify their own strengths and skills and those of others
		Be able to identify skills they would like to develop
	Working Together	Take part in a class learning challenge

Know how to show they are listening using their body, express opinions confidently and ask open questions Be able to work as a group to make decisions and solve a problem Know how different people can contribute to a group task Be able to persevere at a task Be able to evaluate a group task, including giving and receiving feedback. Be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends on and offline Understand and be able to cope with changes in friendship patterns and know some ways to resolve conflict in friendships Be able to describe some emotions felt by people experiencing friendship challenges and the causes of these Friends and Family Be able to describe some ways families offer support in tough times Be able to identify special people in their networks and know from whom and how to access support.

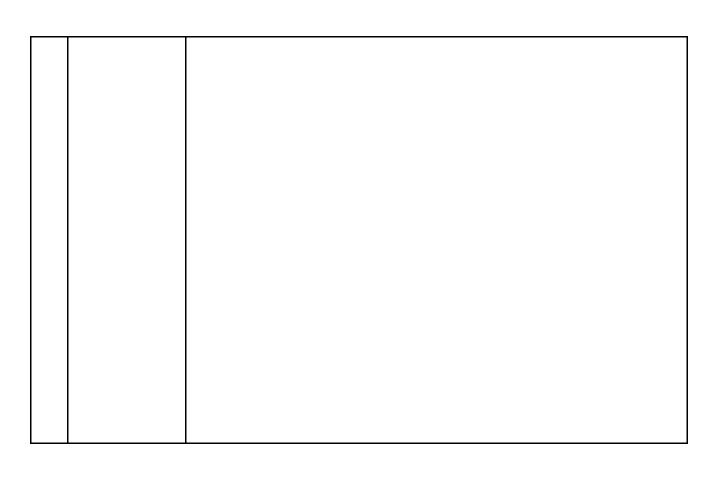
А3	Anti Bullying	Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying
		Understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life
		Be able to describe how those involved in bullying including those who bully others may feel
		Be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support another child in a bullying situation
		Be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to help the school feel a safer place where bullying is less likely to occur.
		Be able to identify some changes which have happened in their lives and those of others, and changes which may happen in the future
		Be able to explain why friendships might change and how I might cope with these changes
		Describe possible feelings linked to loss and change, and understand that these feelings can change over time
	Managing Change	Suggest how someone might feel and behave when someone they love dies
		Have some strategies for coping with feelings related to changes in their lives
		Know who to approach for support with changes and associated feelings and how they might approach them
		Give some examples of temporary and permanent, as well as planned and unplanned changes
		Be able to explain how sometimes change can be a positive experience and something to look forward to.
A4	Managing	Describe some physical and emotional reactions to risk
	Safety and Risk	Describe how friends might influence them in risky situations
		Explain strategies for staying safer near roads and water
		Describe ways they could safely act in an emergency
		Carry out a simple first aid procedure
	RSE 3	Explain ways to prevent accidents in familiar settings.

	I	
B1	Rights, Rules and citizenship	Be able to use the scientific terms penis, testicles/testes, breast and vulva/vagina and explain which parts are male and which are female (please select the relevant vocabulary your school is using) Be able to give several examples of the capabilities of their own bodies Be able to describe familiar hygiene routines and understand the reasons for doing these things Be able to anticipate new responsibilities for their personal hygiene Be able to explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness. Be able to explain the difference between wants and needs Be able to explain why rights are important and that they come with responsibilities, at home and at school Be able to express how it feels to be treated with respect and demonstrate how to show respect for others, including those in positions of authority Be able to explain why rules are needed and be able to identify those which are necessary and useful Participate in making class ground rules and show or explain what following the rules looks like Suggest different ways of making a decision and ways they can influence decision making in school, through simple debating and voting
		Be able to describe what a representative does. Know that they can make choices which are healthier or less healthy and
	Healthy Lifestyles	reflect on their own lifestyle Know that eating a balanced diet, being active and sleeping all contribute to a healthy lifestyle Understand some of the reasons people sometimes make less healthy choices Be able to talk about some of the physical and mental benefits of exercise Know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others Be able to state some of the influences on food choices and some of the persuasive methods used in advertising Understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals

Be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks Know how much sleep we need and be able to talk about what happens if we don't get enough Know why dental hygiene is important and how they can look after their teeth. **B2** Financial Know that we receive money through a variety of means, including paid Capability work Know ways to keep money safe, including saving it Understand that some of the ways we use money can make it grow or involve risk Understand that we make choices about spending for many different reasons Begin to understand that the choices we make affect us, our communities and the wider world Begin to understand and manage the sometimes uncomfortable and changing feelings we have about money. Begin to understand that money may have different value and meaning to different people at different times and in different cultures Know about the work of a charity and why we might need it Be able to manage money effectively in real life situations. See Year A for Key Takeaways Be able to name some medical and legal recreational drugs

	Digital Lifestyles	Have a basic understanding of how a drug can enter the body and the bloodstream
	Drug Education	Be able to explain some ways in which medicines are used, including as immunisations and describe some of the professionals who work with them
		Have clear ideas about medicine safety and have some ideas for keeping safe and asking for help
		Know that nicotine and alcohol are drugs and describe some of their effects
		Have begun to consider why some people choose to use nicotine and alcohol
		Have thought about influence and persuasion and will demonstrate some skills to counter these.
В3	Personal Safety	Be able to identify their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe
		Be able to identify the qualities that make a safe 'network' person
		Be able to seek help from an adult in their Network of Support and know when to review their network
		Be able to judge whether a secret is safe or unsafe
		Be able to identify behaviours that constitute abuse and neglect
		Be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies
		Be able to contribute to discussions about assessing risk.
		Be able to identify the main stages of the human lifecycle and identify the stage of an individual with
		reasonable accuracy
	RSE 4	Be able to explain that a baby grows from a male seed and a female egg
		Be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood
		Be able to identify an area for which they can take more responsibility

		Be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.
B4	Diversity and Community My Emotions	Be able to recognise aspects of their identity and understand how other people can influence their perception of themselves Be able to describe the ethnic make-up of their community and different groups that live in Britain Recognise the negative effects of stereotyping and prejudice Know about how they and others, including volunteers, contribute to the community Understand about the role of the media and its possible influences Understand some ways of caring for the environment and the contribution they can make. Be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others Recognise difference and respect diversity, including the importance of challenging stereotypes Know about groups and communities that exist locally, and the roles some people play in the community Understand some different forms and roles of the media Understand some of the needs of the local environment Know some needs of animals, including pets, and the responsibilities of humans towards them.



Dolphins - Year 5 and 6

A1	Rights Rules and Citizenship	Be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important
	and chazensinp	
		Be able to explain and demonstrate rules for keeping safe, their responsibility to others online and where to seek support
		Be able to explain the conventions of courtesy and manners in some different settings
		Know why rules and laws are needed in society and explain some reasons why people sometimes break them
		Understand the democratically elected role of parliament, MPs, local councils and councillors and link this with school councils
		Be able to express their views on a moral or social question and listen to the views of others.
		Be able to use a range of vocabulary to describe different emotions in themselves & amp; others, including mixed emotions
		Understand that we are responsible for our actions, although not for our feelings
	My Emotions	

		Be able to explain what is meant by mental wellbeing, and describe how mental health can vary and how common mental ill health is Be able to describe some self-care strategies, and say which ones tend to work for them Understand what is meant by loneliness and suggest some ways to manage feelings of isolation or loneliness Explain the concepts of identity and self-respect Be able to suggest when they might need to seek help, who to approach, and how they might do this.
A2	Digital Lifestyles (ESafety)	State some reasons why it is important to be careful about what they share online and give some examples of the risks involved. Explain some ways of ensuring an online profile is as safe as possible and review their own online profiles. Know how to create and maintain a safe password. Be able to explain the difference between personal and private information, giving examples, and know that private information should not be shared. Suggest some strategies which they can use if they see or hear something online which makes them feel uncomfortable. Be able to describe the key characteristics and forms of bullying Be able to talk about personal reasons why someone may engage in bullying Be beginning to identify and describe specific types of prejudice driven bullying Be able to describe the different roles of those involved in a bullying situation Be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied Be able to describe confidently and demonstrate a number of assertiveness techniques Be beginning to identify places where bullying may take place in the community.

		Describe some benefits and consequences of taking risks, in familiar and unfamiliar contexts
		Describe ways their levels of responsibility are changing
		Describe strategies for getting help from known and unknown adults, even when this is difficult
	Manasina	Describe strategies for staying safer on the roads when using them independently, as a cyclist or pedestrian
	Managing Safety and Risk	Describe strategies to keep safer in the sun
		Describe some first aid procedures to be used in familiar and unfamiliar situations.
А3	Diversity & Community	Be able to recognise aspects of their identity and understand how other people can influence their perception of themselves
		Be able to describe the ethnic make-up of their community and different groups that live in Britain
		Recognise the negative effects of stereotyping and prejudice
		Know about how they and others, including volunteers, contribute to the community
		Understand about the role of the media and its possible influences
		Understand some ways of caring for the environment and the contribution they can make.
		Describe aspects of healthy and unhealthy relationships, online and offline
		Have developed ways of beginning new friendships and maintaining existing ones, on and offline
	Family & Friends	Have strategies for managing some of the pressures in friendships and family relationships
		Understand when consent should be sought and given in their current relationships, on and offline
		Be able to describe how communication skills, empathy and compromise can reduce familiar relationship challenges
		Understand how families can support each other through periods of change or pressure.

		1
A4	RSE 5	Know and understand the appropriate scientific names for the external and internal sexual parts of the
		body, and be able to explain basic functions
		Understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently
		Have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others
		Understand the importance of washing regularly and of maintaining other hygiene routines during puberty
		Understand ways they can prevent the spread of some bacterial and viral diseases.
		Understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy
		balanced food intake and physical activity
		Be able to state that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important
	Healthy Lifestyles	Be able to explain that different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy

		balance for themselves, including explaining the possible consequences of an imbalance
		Understand the benefits of physical activity for promoting health and the risks of not participating
		Understand that behaviour, routines and a variety of influences affect their lifestyle choices, including online
		Be able to explain why some online apps and games are age restricted, and how online behaviour can affect physical & mental health
		Explain that a healthy lifestyle includes physical, social and mental health and how they can take responsibility for their own health.
B1	Rights, Rules and citizenship	Be able to state some of the rights in the United Nations Convention on the Rights of the Child and
		explain why they are important
		Be able to explain and demonstrate rules for keeping safe, their responsibility to others online and where to seek support
		Be able to explain the conventions of courtesy and manners in some different settings
		Know why rules and laws are needed in society and explain some reasons why people sometimes break them
		Understand the democratically elected role of parliament, MPs, local councils and councillors and link this with school councils
		Be able to express their views on a moral or social question and listen to the views of others.
		Be able to collaborate with other children to develop strategies and approaches to help the classroom feel a safe and happy place to learn
	Beginning and Belonging	Know the names of everyone in their class and be able to build new relationships
		Know how it may feel to be in a new situation in different contexts, and have strategies for managing those emotions
		Be able to identify a range of people in their Network of Support, and know how to access help and support
		Have ideas for helping new people feel welcome and be able to offer support to others who need help.

B2	Financial Capability	Have a broad view of what money is, including history, trade and currencies
		Understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community
		Know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture
		Understand how our choices can have an impact on the local and wider communities
		Understand that managing money is complex and may involve risk but there are people who can help
		Have a broad view of what we mean by poverty and know something of its links with trade and charities
		Understand that feelings around money can be complex, difficult and changeable
		Be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget.
		See Year A
		Be able to categorise drugs as medical, non-medical, legal and illegal
		Understand the possible physical and psychological effects of some drugs
		Understand the roles of medicines and immunisations
		Recognise some reasons why people use and misuse drugs and be able to suggest some alternatives
	Digital	Understand some of the laws relating to drugs
	Lifestyles Drug Education	Have begun to recognise influence and pressure and have related this to peers and the media
		Be able to identify risk and risk management strategies, know where they can get support and be able
		to identify some sources of reliable and accurate information.
В3	Working Together	Be able to identify their own strengths and skills, those of others and know how these can complement each other

		To 11
		Be able to talk about skills they would like to develop and hopes for the future
		Understand that the ability to learn is a valuable skill
		Know some skills which might be useful in a range of jobs
		Communicate effectively, using listening, negotiation, debating and chairing skills
		Recognise influences on their decision making, including the media
		Know how to persevere
		Use evaluation and feedback to inform future work.
		Be able to identify their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe
	Personal Safety	Be able to identify the qualities that make a safe 'network' person
		Be able to seek help from an adult in their Network of Support and know when to review their network
		Be able to judge whether a secret is safe or unsafe
		Be able to identify behaviours that constitute abuse and neglect
		Be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies
		Be able to contribute to discussions about assessing risk.
B4	RSE 6	Be able to describe the main stages of sexual reproduction, using some scientific vocabulary
		Be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively
		Understand that puberty affects people in different ways, both physically and emotionally
		Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt or upset
		Describe some characteristics of loving, trusting relationships
		Understand a few reasons a couple might choose to have children
		Show awareness of some family structures which are different from their own.

		Be able to identify a range of situations which involve loss and change
	Managing Change	Recognise emotions associated with loss and change, and understand how these feelings can change
		Be able to identify a range of changes which can happen in families, and talk about how and why their friendships might change
		Be able to identify what might help when experiencing difficult emotions
		Know how they can access support and how they can support other people
		Be able to reflect on their own experiences of change and describe some ways they have affected them
		Have developed strategies for coping with future changes, including transition to secondary school.

SRE units in year 5 and 6 are taught in single year groups at the appropriate time.

SEND

We teach PHSE/RSE to all children, whatever their ability. PHSE forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we consider each child's abilities. SEND children are able to access.

Resources

There are lots of links to resources in the Cambridgeshire PHSE scheme and teachers use those when delivering the units.

BBC Teach

NSPCC - PANTS

Think you know