



# St Barnabas

Church of England Primary Academy

A member of **CDARI**

'Achieving great things through learning and growing together in a love-filled Christian family'

'That they shall have life, life in all its fullness!' John 10:10



## Curriculum Overview PSHE & RSHE




<u>Year</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Key Dates  <u>*to be evidenced</u>	World Mental Health Day	World Kindness Day  *Anti-Bullying Week  Road Safety Week	*Children's Mental Health Week  *Safer Internet Day	International Women's Day  World Health day  Earth Day	*Mental Health Awareness Week	LGBT Pride Month
<b><u>Cultural Capital IN PSHE &amp; RSHE</u></b>						
<b><u>Personal Development</u></b>	Citizenship, Personal, Social and Health Education provision; The school's wider pastoral framework; Growth mindset support – resilience development strategies; Transition support; Work to develop confidence e.g. role play, supporting peers; Activities focused on building self-esteem; Residential Visits - Years 4-6 . Year 3 day visits Mental Health & well-being provision. Regular visitors to inspire the children's life journeys. opportunities for children to grow their awareness of the needs of others around them.					
<b><u>Social Development</u></b>	Personal, Social and Health Education provision; Charitable work and supporting the wider community such as Rota Kids. Pupil Voice – Voice 21, School Council ,WOW, Wellbeing Warriors. Child and Family Support Worker support; Provisions linked to the school's credibility service Pastoral support from all staff Regular experiences and opportunities to help children understand their role in working with and looking after others.					


<p><b><u>Physical Development</u></b></p>	<p>The Physical Education curriculum; Healthy Eating policies and catering provision; Anti-bullying and safeguarding policies and strategies The Health Education dimension of the PSHE programme, including strands on drugs, smoking and alcohol; The extra-curricular clubs related to sports and well-being; The celebration of sporting achievement including personal fitness and competitive sport; Activity-based residential visits - Year 4 to The Anderton Centre and Year 5 to PGL Winmarleigh. Year 3 OAA day visit to Rock and River.Design and Technology units related to food preparation and nutrition; Bikeability for Year 5, Move and Learn Programme and Year 3 further Swimming provision.</p>					
<p><b><u>Spiritual Development</u></b></p>	<p>The Religious Education Curriculum; Collective Worship, Class Worship, Celebration Worship Support for the expression of individual faiths, Inter-faith and faith-specific activities and visitors; Visits to religious buildings and centres; Celebrating the diversity of cultures and beliefs in our own school.</p>					
<p><b><u>Moral Development</u></b></p>	<p>The PSHE &amp; RSHE Curriculum; The school's Behaviour policy; Contributions to local, national and international charitable projects. Worships, newsround and class based discussions such as Smart School Council School Values Picture News</p>					
<p><b><u>Cultural Development</u></b></p>	<p>Citizenship education through PSHE; Access to the Arts and Arts education including Music and Drama in Junior Jam sessions Access to the languages and cultures of other countries through the curriculum, trips and visits such as London for Year 6, Understanding of cultures through current affairs and discussion. Worships and time for reflection Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice.</p>					
<p><b>EYFS</b></p> <p>Personal, Social, Emotional Development</p>	<p><i>Key learning objectives include...</i></p> <p>Understand our value within the classroom community</p>	<p><i>We will be learning to...</i></p> <p>Recognise that we are an important person in our class and school.</p>	<p><i>We will be learning to...</i></p> <p>Be resilient and persevere when we find an activity challenging when working in the inside and</p>	<p><i>We will be learning to...</i></p> <p>Know how to look after people and help them</p> <p>Care for our world</p>	<p><i>We will be learning to...</i></p> <p>Set and work towards simple goals, being able to wait for what they want and control their</p>	<p><i>We will be learning to...</i></p> <p>Be resilient and persevere when we find an activity challenging</p>





<p>Explore the qualities and responsibilities of positive friendship</p> <p>Develop self-care skills such as dressing independently</p> <p>Build resilience and autonomy through unfamiliar tasks</p> <p>Categorise and articulate various emotional states</p> <p>Maintain high standards of personal cleanliness and hygiene</p> <p>Adhere to established school routines and expectations</p> <p>Identify and utilise learning materials with guidance</p> <p>Engage in collaborative play and social interaction</p> <p>Recognise safety procedures during the end of day</p>	<p>Be a good friend to others and know what that means and involves</p> <p>Begin to identify and moderate our own feelings socially and emotionally e.g. focus on being calm, being patient, waiting for a turn, sharing, tidying up after ourselves</p> <p>Work and play cooperatively with others</p> <p>Attend to what the teacher says and begin to respond appropriately by following instructions</p> <p>Develop confidence to try new activities and show independence</p> <p>Follow our classroom rules</p> <p>Wash our hands effectively</p> <p>Be a good friend to others and care for one other, thinking of our friends feelings</p> <p>Dress and undress independently</p> <p>Explore how we are the same and different</p>	<p>outside learning environment</p> <p>Form positive relationships with adults and friendships with peers</p> <p>Manage own self-care needs</p> <p>Zip and unzip our coats</p> <p>Show an understanding of their own feelings, and begin to regulate their behaviour.</p> <p>Show sensitivity to their own needs</p> <p>Explain the reasons for rules, knowing right from wrong.</p> <p>Give focused attention to what the teacher says, beginning to respond appropriately when engaged in activity, and show an ability to follow instructions involving ideas or actions.</p> <p>Know how to keep ourselves safe</p>	<p>Wait for what we want</p> <p>Work towards simple goals, being able to wait for what they want and are beginning to control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence and resilience.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth</p>	<p>immediate impulses when appropriate</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving ideas or actions</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Fasten and unfasten buttons.</p> <p>Can talk about the good practices they can do to stay healthy.</p> <p>Work and play cooperatively and take turns with others.</p>	<p>when working in the inside and outside learning environment</p> <p>Give focussed attention to what the teacher says, responding appropriately even when engaging in an activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>
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	<p>Practise turn-taking with peers and staff members</p> <p>Comprehend the necessity of respecting physical privacy</p>	<p>through our families and home</p>	<p>Begin to talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth.</p>		<p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>
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<p>Year 1</p> 	<p><b><u>Me and My Relationships</u></b></p> <p>Why we have classroom rules</p> <p>How are you listening</p> <p>Thinking about feelings</p> <p>Our feelings</p> <p>Feelings and bodies</p> <p>Good friends</p>	<p><b><u>Keeping Safe</u></b></p> <p>Super sleep</p> <p>Who can help? (1)</p> <p>Good or bad touches?</p> <p>Sharing pictures</p> <p>What could Harold do?</p> <p>Harold loses Geoffrey</p>	<p><b><u>Being my Best</u></b></p> <p>I can eat a rainbow</p> <p>Eat well</p> <p>Harold's wash and brush up</p> <p>Catch it! Bin it! Kill it!</p> <p>Harold learns to ride his bike</p> <p>Pass on the praise!</p> <p>Inside my wonderful body! (OPTIONAL)</p>	<p><b><u>Valuing Difference</u></b></p> <p>Same or different?</p> <p>Unkindness, teasing or bullying?</p> <p>Harold's school rules</p> <p>It's not fair!</p> <p>Who are our special people?</p> <p>Our special people balloons</p>	<p><b><u>Rights and Respect</u></b></p> <p>Harold has a bad day</p> <p>Around and about the school</p> <p>Taking care of something</p> <p>Harold's money</p> <p>How should we look after our money?</p> <p>Basic first aid</p>	<p><b><u>Growing and Changing</u></b></p> <p>Healthy me</p> <p>Then and now</p> <p>Taking care of a baby</p> <p>Who can help? (2)</p> <p>Surprises and secrets</p> <p>Keeping privates private</p>
<p><b>Assessment Plans</b></p>	<p>Me and My Relationships - Pre and Post Unit</p> <p>Assessment :Y1/P2</p>	<p>Keeping Safe - Pre and Post Unit Assessment: Y1/P2</p>	<p>Valuing Difference - Pre and Post Unit Assessment: Y1/P2</p>	<p>Rights and Respect - Pre and Post Unit Assessment: Y1/P2</p>	<p>Growing and Changing - Pre and Post Unit Assessment: Y1/P2</p>	<p>Being My Best - Pre and Post Unit Assessment: Y1/P2</p>

<p><b>Year 2</b></p> 	<p><b><u>Me and My Relationships</u></b></p> <p>Our ideal classroom (1)</p> <p>Our ideal classroom (2)(OPTIONAL)</p> <p>How are you feeling today?</p> <p>Let's all be happy!</p> <p>Being a good friend</p> <p>Types of bullying</p> <p>Don't do that!</p> <p>Bullying or teasing?(OPTIONAL)</p>	<p><b><u>Valuing Difference</u></b></p> <p>What makes us who we are?</p> <p>My special people</p> <p>How do we make others feel?</p> <p>When someone is feeling left out</p> <p>An act of kindness</p> <p>Solve the problem</p>	<p><b><u>Keeping Safe</u></b></p> <p>Harold's picnic</p> <p>How safe would you feel?</p> <p>What should Harold say?</p> <p>I don't like that!</p> <p>Fun or not?</p> <p>Should I tell?</p>	<p><b><u>Rights and Respect</u></b></p> <p>Getting on with others</p> <p>When I feel like erupting</p> <p>Feeling safe</p> <p>Playing games</p> <p>Harold saves for something special</p> <p>Harold goes camping (OPTIONAL)</p> <p>How can we look after our environment?</p>	<p><b><u>Being my Best</u></b></p> <p>You can do it!</p> <p>My day</p> <p>Harold's postcard - helping us to keep clean and healthy</p> <p>Harold's bathroom</p> <p>What does my body do?</p> <p>My body needs... (OPTIONAL)</p> <p>Basic first aid</p>	<p><b><u>Growing and Changing</u></b></p> <p>A helping hand-</p> <p>Sam moves away</p> <p>Haven't you grown!</p> <p>My body, your body</p> <p>Respecting privacy</p> <p>Some secrets should never be kept</p>
<p><b>Assessment Plans</b></p>	<p>Me and My Relationships - Pre and Post Unit Assessment: Y2/P3</p>	<p>Valuing Difference - Pre and Post Unit Assessment: Y2/P3</p>	<p>Rights and Respect - Pre and Post Unit Assessment: Y2/P3</p>	<p>Keeping Safe - Pre and Post Unit Assessment: Y2/P3</p>	<p>Being My Best - Pre and Post Unit Assessment: Y2/P3</p>	<p>Growing and Changing - Pre and Post Unit Assessment: Y2/P3</p>

<p><b>Year 3</b></p> 	<p><b><u>Me and my Relationships</u></b></p> <p>As a rule</p> <p>Looking after our special people</p> <p>How can we solve this problem?</p> <p>Tangram team challenge (OPTIONAL)</p> <p>Friends are special</p> <p>Thunks</p> <p>Dan's dare</p> <p>My special pet (OPTIONAL)</p>	<p><b><u>Keeping Safe</u></b></p> <p>Safe or unsafe?</p> <p>Danger or risk?</p> <p>The Risk robot</p> <p>Super Searcher</p> <p>Help or harm?</p> <p>Alcohol and cigarettes: the facts</p> <p>Raisin challenge (1) (OPTIONAL)</p>	<p><b><u>Being my Best</u></b></p> <p>Derek cooks dinner! (healthy eating)</p> <p>Poorly Harold</p> <p>Body teamwork</p> <p>For or against?</p> <p>I am fantastic!</p> <p>Top talents</p> <p>Getting on with your nerves! (OPTIONAL)</p>	<p><b><u>Valuing Difference</u></b></p> <p>Respect and challenge</p> <p>Family and friends</p> <p>My community</p> <p>Our friends and neighbours</p> <p>Let's celebrate our differences</p> <p>Zeb</p>	<p><b><u>Rights and Respect</u></b></p> <p>Helping each other to stay safe</p> <p>Recount task</p> <p>Our helpful volunteers</p> <p>Can Harold afford it?</p> <p>Earning money</p> <p>Harold's environment project</p> <p>Let's have a tidy up! (OPTIONAL)</p>	<p><b><u>Growing and Changing</u></b></p> <p>Relationship tree</p> <p>Body space</p> <p>None of your business!</p> <p>Secret or surprise?</p> <p>My changing body</p> <p>Basic first aid</p>
<p><b>Assessment Plans</b></p>	<p>Me and My Relationships - Pre and Post Unit Assessment: Y3/P4</p>	<p>Keeping Safe - Pre and Post Unit Assessment: Y3/P4</p>	<p>Being My Best - Pre and Post Unit Assessment: Y3/P4</p>	<p>Valuing Difference - Pre and Post Unit Assessment: Y3/P4</p>	<p>Rights and Respect - Pre and Post Unit Assessment: Y3/P4</p>	<p>Growing and Changing - Pre and Post Unit Assessment: Y3/P4</p>

<p><b>Year 4</b></p> 	<p><b><u>Me and My Relationships</u></b></p> <p>Human machines</p> <p>Ok or not ok? (part 1)</p> <p>Ok or not ok? (part 2)</p> <p>An email from Harold!</p> <p>Different feelings</p> <p>When feelings change (OPTIONAL)</p> <p>Under pressure</p>	<p><b><u>Valuing Difference</u></b></p> <p>Can you sort it?</p> <p>What would I do?</p> <p>The people we share our world with</p> <p>That is such a stereotype!</p> <p>Friend or acquaintance?</p> <p>Islands</p>	<p><b><u>Keeping Safe</u></b></p> <p>Danger, risk or hazard?</p> <p>How dare you!</p> <p>Keeping ourselves safe</p> <p>Raisin challenge (2)</p> <p>Picture wise</p> <p>Medicines: check the label</p> <p>Know the norms (OPTIONAL)</p> <p>Traffic lights (OPTIONAL)</p>	<p><b><u>Rights and Respect</u></b></p> <p>Who helps us stay healthy and safe?</p> <p>It's your right</p> <p>How do we make a difference?</p> <p>In the news!</p> <p>Safety in numbers</p> <p>Harold's expenses (OPTIONAL)</p> <p>Why pay taxes?</p> <p>Logo quiz (OPTIONAL)</p>	<p><b><u>Being my Best</u></b></p> <p>What makes me ME!</p> <p>Making choices</p> <p>SCARF hotel</p> <p>Harold's Seven Rs</p> <p>My school community (1)</p> <p>Basic first aid</p> <p>Volunteering is cool (OPTIONAL)</p>	<p><b><u>Growing and Changing</u></b></p> <p>Moving house</p> <p>My feelings are all over the place!</p> <p>All change!</p> <p>Preparing for changes at puberty (formerly Period positive/preparing for periods)</p> <p>Secret or surprise?</p> <p>Together</p>
<p><b>Assessment Plans</b></p>	<p>Me and My Relationships - Pre and Post Unit Assessment: Y4/P5</p>	<p>Valuing Difference - Pre and Post Unit Assessment: Y4/P5</p>	<p>Keeping Safe - Pre and Post Unit Assessment: Y4/P5</p>	<p>Rights and Respect - Pre and Post Unit Assessment: Y4/P5</p>	<p>Being My Best - Pre and Post Unit Assessment: Y4/P5</p>	<p>Growing and Changing - Pre and Post Unit Assessment: Y4/P5</p>

<p>Year 5</p> 	<p><b><u>Me and My Relationships</u></b></p> <p>Collaboration Challenge!</p> <p>Give and take</p> <p>Communication (OPTIONAL)</p> <p>How good a friend are you?</p> <p>Relationship cake recipe</p> <p>Our emotional needs</p> <p>Being assertive</p>	<p><b><u>Valuing Difference</u></b></p> <p>Qualities of friendship</p> <p>Kind conversations</p> <p>Happy being me</p> <p>The land of the Red People</p> <p>Is it true?</p> <p>Stop, start, stereotypes</p> <p>It could happen to anyone (OPTIONAL)</p>	<p><b><u>Keeping Safe</u></b></p> <p>Spot bullying</p> <p>Play, like, share (1)</p> <p>Play, like, share (2)</p> <p>Decision dilemmas</p> <p>Vaping: healthy or unhealthy?</p> <p>Would you risk it?</p> <p>Ella's diary dilemma</p> <p>'Thinking' about habits (OPTIONAL)</p> <p>Drugs: true or false? (OPTIONAL)</p> <p>Smoking: what is normal? (OPTIONAL)</p>	<p><b><u>Rights and Respect</u></b></p> <p>What's the story?</p> <p>Fact or opinion?</p> <p>Mo makes a difference</p> <p>Rights, respect and duties</p> <p>Spending wisely</p> <p>Lend us a fiver!</p> <p>Local councils (OPTIONAL)</p>	<p><b><u>Being my Best</u></b></p> <p>It all adds up!</p> <p>Different skills</p> <p>My school community (2)</p> <p>Independence and responsibility</p> <p>Star qualities?</p> <p>Basic first aid, including Sepsis Awareness</p>	<p><b><u>Growing and Changing</u></b></p> <p>How are they feeling?</p> <p>Taking notice of our feelings</p> <p>Dear Ash</p> <p>Growing up and changing bodies</p> <p>Changing bodies and feelings</p> <p>Help! I'm a teenager - get me out of here!</p> <p>Dear Hetty (OPTIONAL)</p>
<p><b>Assessment Plans</b></p>	<p>Me and My Relationships - Pre and Post Unit Assessment: Y5/P6</p>	<p>Valuing Difference - Pre and Post Unit Assessment: Y5/P6</p>	<p>Keeping Safe - Pre and Post Unit Assessment: Y5/P6</p>	<p>Rights and Respect - Pre and Post Unit Assessment: Y5/P6</p>	<p>Being My Best - Pre and Post Unit Assessment: Y5/P6</p>	<p>Growing and Changing - Pre and Post Unit Assessment: Y5/P6</p>

<p><b>Year 6</b></p> 	<p><b><u>Me and My Relationships</u></b></p> <p>Working together</p> <p>Let's negotiate (OPTIONAL)</p> <p>Solve the friendship problem</p> <p>Dan's day (OPTIONAL)</p> <p>Behave yourself</p> <p>Assertiveness skills (formerly Behave yourself - 2)</p> <p>Don't force me</p> <p>Acting appropriately</p>	<p><b><u>Valuing Difference</u></b></p> <p>OK to be different</p> <p>We have more in common than not</p> <p>Respecting differences</p> <p>Tolerance and respect for others</p> <p>Advertising friendships!</p> <p>Boys will be boys? - challenging gender stereotypes</p>	<p><b><u>Keeping Safe</u></b></p> <p>Think before you click!</p> <p>It's a puzzle (OPTIONAL)</p> <p>To share or not to share?</p> <p>Rat Park</p> <p>What sort of drug is...?</p> <p>Drugs: it's the law!</p> <p>Alcohol: what is normal?</p> <p>Joe's story (part 1) (OPTIONAL)</p>	<p><b><u>Rights and Respect</u></b></p> <p>Two sides to every story</p> <p>Fakebook friends</p> <p>What's it worth?</p> <p>Jobs and taxes (OPTIONAL)</p> <p>Happy shoppers - caring for the environment</p> <p>Action stations!-(OPTIONAL)</p> <p>Project Pitch (parts 1 &amp; 2)-OPTIONAL)</p> <p>Democracy in Britain 1 - Elections</p> <p>Democracy in Britain 2 - How (most) laws are made</p> <p>Community art-(OPTIONAL)</p>	<p><b><u>Being my Best</u></b></p> <p>This will be your life!</p> <p>Our recommendations</p> <p>What's the risk? (1)</p> <p>What's the risk? (2)</p> <p>Basic first aid, including Sepsis Awareness</p> <p>Five Ways to Wellbeing project</p>	<p><b><u>Growing and Changing</u></b></p> <p>I look great!</p> <p>Media manipulation</p> <p>Pressure online</p> <p>Helpful or unhelpful? Managing change</p> <p>Is this normal?</p> <p>Making babies</p> <p>What is HIV? (OPTIONAL)</p> <p>Online Sexual Content-(OPTIONAL)</p>
<p><b>Assessment Plans</b></p>	<p>Me and My Relationships - Pre and Post Unit Assessment: Y6/P7</p>	<p>Valuing Difference - Pre and Post Unit Assessment: Y6/P7</p>	<p>Keeping Safe - Pre and Post Unit Assessment: Y6/P7</p>	<p>Rights and Respect - Pre and Post Unit Assessment: Y6/P7</p>	<p>Being My Best - Pre and Post Unit Assessment: Y6/P7</p>	<p>Growing and Changing - Pre and Post Unit Assessment: Y6/P7</p>