



The curriculum at Brampton Village Primary School enables all children to learn skills alongside knowledge, ensuring that both are explicitly developed through clearly sequenced and structured plans. There are opportunities for cross-curricular teaching throughout the school so that the curriculum is broad, balanced, meaningful and relevant to all pupils and which enables them to be successful, independent and motivated learners in readiness for their next stage of education. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of all the pupils in our school.

PSHE (Personal, Social, Health Education) teaches children to value themselves, to begin to develop personal values and to be aware of, and respond to, the needs of others. We aim to help equip children with the knowledge, skills and understanding they need to keep themselves safe, leading healthy, independent lives. Through PSHE children will have the opportunity to become informed, active and responsive citizens. It is taught through:

- *Designated class time.*
- *Other curriculum subjects.*
- *Enrichment activities e.g. Circle Time*

PSHE is taught through the following broad key concepts:

- *Myself and My Relationships*
- *Citizenship*
- *Healthy Lifestyles*

Drugs Education is taught as part of Healthy Lifestyles and focuses on personal safety and keeping safe. It is taught through PSHE lessons. The teaching of drug education adheres to statutory requirements and local community policy.

With regard to Relationship and Sex Education (RSE), the school has a policy of answering children's questions as they occur during classroom discussions so that they find out about growing and changing, both physical and emotional, in a natural and caring learning environment. Parents are always given the opportunity to discuss the details of the programme and view the resources used before sex education begins. At Brampton, we teach all the statutory requirements for sex education and some elements beyond this to meet the needs of our pupils. Parents may withdraw children from those elements which are not required to be taught. For more information, please refer to the school's Relationships and Sex Education policy. Such a request should be made to the Headteacher in writing.

Key Concepts	Myself and My Relationships	Citizenship	Healthy Lifestyles
	- Beginning and Belonging - My Emotions <i>Family and Friends</i> - Me and My World - Anti-bullying - Managing Change	- Working Together - Rights, Rules and Responsibilities - Diversity and Communities	- Drug Education - Personal Safety - RSE - Keeping Safe - Managing Risk - Safety Contexts

	Key Concept	Year R	Y1	Y2	Y3	Y4	Y5	Y6
Myself and My Relationships	Beginning and Belonging	• Belonging in the class • Likes and dislikes • Similarities and differences • Setting goals • Recognising feelings • Communication and cooperation • Ground Rules • Rights Rules and Responsibilities • Right and wrong • Fair and unfair	• Belonging in the class / school / community • Ground rules / class charters • Similarities and differences • Recognising feelings • Calming down • Problem solving • Asking for help • Safety circles • Mapping •		• Ground rules / class charters • Responsibilities • Belonging • New situations • Meeting new people • Managing feelings • Calming down • Making choices • Problem solving • Asking for help • Network of support	• Ground Rules / class charters • Responsibilities • Belonging • New experiences • Managing emotions • Calming down • Problem solving • Network of support		
	Family and Friends (incl. anti-bullying)	• Valuing difference and diversity • Kind and unkind behaviour • Bullying conflict resolution • Asking for help and telling • Being assertive • Safety Circle • Supporting others • My Emotions	• Friendship • Special people • Families • Changing friendship patterns • Valuing difference • Different points of view • People who help • Safety circles • Conflict resolution • Problem solving in Relationships			• Managing friendships • Special people and networks • Understanding and valuing difference • Other points of view • Compromise • Emotions in relationships • Conflict resolution • Family patterns • Networks of support	• Changing networks • Respecting difference • Sustaining friendships • Anger management • Family patterns • Influences and pressures • Different perspectives • Cooperation • Network of support groups	
	My Emotions				• Self-awareness • Identifying and naming emotions • Coping with feelings • Feelings, thoughts and behaviour • Likes and dislikes • Feeling proud • Impulsive behaviour • Calming down and relaxing • Worry and anxiety • Assertiveness	• Understanding feelings • Coping with feelings • Communicating emotions • Impact of emotions • Sharing feelings with others • Impulsive behaviour • Stopping and thinking before acting • Relaxation • Assertiveness • Help and support	• Self-awareness • Feelings, thoughts, behaviour • Mental health and what affects it • Mood changes • Worry and anxiety • Managing strong feelings • Empathy • Calming down • Assertiveness • Making informed choices • Assessing risk • Networks of support	• Changing networks • Respecting difference • Sustaining friendships • Anger management • Family patterns

	Managing Change			- Changing friendship patterns - Changing skills an responsibilities - Habits - Transitions within school - Losing things - Emotions involved with change - Sharing people	•	- Range of experiences of change - Emotions involved in loss and change - Other aspects of change - People I see, people I don't see - Taking responsibility for choices - Making amends - Confidence in new Situations - Bereavement	•	- Range of changes - Coping with loss - Emotions involved - Sources of support - Bereavement and family change - Friendship change - Transition between schools - Outcomes of change - Coping with challenges - Managing risk - Supporting others
	Anti -Bullying		- Valuing difference and diversity - Physical, mental and emotional wellbeing - Strategies for dealing with bullying including assertiveness - Safety circle - Asking for help and telling - Supporting others - Creating an anti-bullying Ethos		- Types of bullying including prejudice driven bullying - Homophobic bullying - Bullying related to race, religion or culture - Physical, mental and emotional wellbeing - Strategies for dealing with bullying including assertiveness - Networks of support Bystanders		- Types of bullying including bullying related to race. religion or culture - Homophobic bullying - Physical, mental and emotional wellbeing - Peer pressure - Roles in bullying - Strategies for dealing with bullying including assertiveness - Cyberbullying - Community cohesion - Sources of support	
	Conflict Resolution	- Ground rules - What causes friends and peers to fall out? - What happens when we fall out? - How can we sort out a conflict? - Using the my turn your turn conflict resolution process	- Ground rules - What causes friends and peers to fall out? - What happens when we fall out? - Two sides to a conflict - How can we sort out a conflict? - How can we identify the conflict to be resolved? - Using the my turn your turn conflict resolution process - Processing the learning		- Ground rules - How does conflict make us feel and behave? - What causes conflict between friends and peers? - How do we manage conflict? - How can we identify the conflict to be resolved? - Using the my turn your turn conflict resolution process - What is mediation? - Processing the learning		- Ground rules - How does conflict make us feel and behave? - What causes conflict between friends and peers? - How do we manage conflict? - How can we identify the conflict to be resolved? - Using the my turn your turn conflict resolution process - What is mediation? - Processing the learning	
Citizenship	Me and My World / Working Together	- People and places - Family, school, neighbourhood - Jobs, roles and responsibilities - Helping and working together - Caring for living things - Local environments - Money	- Recognising strengths - Developing skills - Steps towards goals - Effective communication - Compromise and co-operation - Discussion and negotiation - Applying group work and communication skills - Evaluating			- Recognising and valuing strengths - Developing skills - Steps towards goals - Effective communication - Questioning skills - Problem solving and perseverance - Decision making - Communication and group work skills - Evaluating - Giving and receiving feedback		- Self-perception and self-evaluation - Developing skills - Steps towards goals - The world of work - Effective communication - Chairing group discussions - Negotiation and debate - Problem solving and perseverance - Influence of the media - Evaluation
	Rights, Rules and Responsibilities		- Class and school rules - Rights and responsibilities	- Class and school rules - Rules and laws in society - Understanding right and wrong - Explaining views - Decision making - School and class council Responsibilities to other people	- Class and school rules - Rights and responsibilities - Democracy at school - School and class councils - Decision making - Debating and voting Responsibilities at school and at home	- Class and school rules - Rights and responsibilities	- Class and school rules - Rights and responsibilities - Ground rules - Children's rights - Conflicting rights and responsibilities - Rules and laws in society - Role of the police - Local and national	- Class and school rules - Rights and responsibilities

							• democracy • Participation in class and school • School and class councils • Social and moral issues	
	Diversity and Communities			• Similarities and differences • Valuing diversity • Different cultures and beliefs • Groups in and out of school • Respect • Community • Stereotypes • People who help us • School environment • Local environment • Needs of people / animals / pets / plants	• Identity • Similarities and differences • People in the community • People with different backgrounds • Stereotypes • Community cohesion • Roles in the community • Local and wider environment • Basic animal welfare • Pet care • Role of the media		• Diversity in communities • Community cohesion • Challenging stereotypes • The community and roles in it • Voluntary, community, charitable and pressure groups • The media • Environmental issues • Sustainability	
Healthy Lifestyles	Relationships and Sex Education	• Valuing the body • Body parts • My teeth • Shapes and sizes • Self-care skills • Change and responsibilities	SRE Year 1 • External parts of the body • Valuing the body • Personal hygiene	SRE Year 2 • Babies to children to adults • Growing up • Changing responsibilities	SRE Year 3 • Difference between males and females • Valuing the body's uniqueness and capabilities • Responsibilities for hygiene	SRE Year 4 • Stages of human life • Being grown up • My responsibilities • Parents' responsibilities	SRE Year 5 • Names of sexual parts • Puberty • Physical change • Menstruation • Developing body image • Changing hygiene • Routines • Viruses and bacteria	SRE Year 6 • Human lifecycle • Sexual reproduction • Changing emotions • Responsibility for others • Love and marriage • Families
	Keeping Safe/ Managing Risk/ Safety Contexts	• Assessing risk • Personal safety skills • Safety Circle • Good and bad secrets • Good and bad touches • Real and pretend • Lost and found • Road Safety • Safe use of medicines • Medicines, pills, injections	• Risky situations • Emotions associated with risk • Basic personal information • Asking for and giving help in an emergency • Safety eyes and ears • Travel to and from school • Rules for keeping safer • Sun safety • Water safety • Keeping safe from accidents			• Identifying types of risk • Dealing with pressure in risky situations • Reactions to risk • Taking action in an emergency • Road safety • Fire safety • Beach safety • Safety near inland waterways • Safety during activities and visits • Preventing accidents in familiar settings		• Positive and negative aspects of risk taking • Consequences and degrees of risk • Personal responsibility for safety • Risk reduction strategies • Getting help • Sources of support • Basic First Aid • How can I stay safe on the roads as cyclist or pedestrian? • How do I keep myself safe in the sun? • How can I stay safe in my home? • How can I stay safe near railways?

								- What helps to make school a safe place? - How can I prevent accidents?
	Healthy Lifestyles	- Healthy Choices - My teeth - Food and drink - Exercise - Rest and sleep - Leisure time	- Staying healthy - Physical activity - Healthy eating - Eatwell plate - Fruit and vegetables - Food preparation - Making real choices - Rest and sleep		- Effects of healthy eating and physical activity - Influences on food choices - Balanced diet - Eatwell plate - Basic food hygiene - Dental care - Leisure activities		- Effects and benefits of healthy eating and physical activity - Eat well plate - Basic food hygiene - Lifestyle and leisure - Choices - Physical and mental health	
	Drug Education			- Medicines - Attitudes to health professionals - Feeling ill, feeling better - Risky household substances - Safety rules - Being persuaded	- Medicines and legal drugs - People who use medicines and legal drugs - Rules for safe storage - Finding risky items - Influence of friends and media		- Legal and illegal drugs - Effects of drug use - Essential use of medicines - Misuse of substances - Staying safe around risky substances - Influence of friends and Media - Reliable information	
	Personal Safety			- Identifying and communicating feelings - School/classroom rules - Early Warning signs - Identifying trusted adults - Personal networks - Recognising unkind behaviour - Bodily autonomy - Safe, unsafe & unwanted touch - Safe and unsafe secrets - Online safety	- Personal safety - Responsibility for safety - Good and bad touches - Secrets, promises and Tricks - Assertiveness - E-safety - Networks of support - Telling		- Personal safety - Acceptable and unacceptable physical contact - Secrets and promises - Networks of support - Trusted adults - Organisations that help - Assertiveness - Managing pressure - Domestic violence - E-Safety	