





# Personal, Social, Health and Citizenship Education (PSHCE)



# **PSHCE Statement of Intent**

At Folksworth Primary School we aim for our pupils to become active and successful members of their communities. We want them to have and maintain good mental and physical health; our teaching strives to equip them with the knowledge, understanding and skills to sustain this during their school career and beyond.

Our PSHCE curriculum is designed to help children develop positive and aspirational attitudes for themselves alongside tolerance and respect for others. Through teaching our pupils about their rights and responsibilities, diversity, managing emotions and dealing with change we promote their moral, physical and mental development. These lessons enable children to reflect on the challenges they may face and the tools available to them to navigate them. We aim to develop resilience and an understanding in our pupils of their place in the world.

We teach lessons in Drugs Education and Sex and Relationships Education to help pupils stay safe and develop healthy, positive relationships in the future.







# **PSHCE Unit Overview**

	MMR1 Beginnir MMR 2 Fami	Celebrations  In Relationships Ing and Belonging Ity and Friends Ity Emotions  Toby and the Great Fire Ity of London	Around the World  Healthy and Safer  HSL1 My Body and  HSL2 Keeping Safe (including HSL 3 Healthy L  The Jolly Postman	Growing up ing drug education)	Cit1 Ider Cit2 N	Journeys: Fun at the Seaside  Citizenship ntities and Diversity Ne and My World	
	MMR1 Beginnin MMR 2 Fami MMR3 M Paddington at the Tower	ng and Belonging ily and Friends y Emotions Toby and the Great Fire	HSL1 My Body and HSL2 Keeping Safe (includi HSL 3 Healthy L The Jolly Postman	Growing up ing drug education) ifestyles	Cit1 Ider Cit2 N	ntities and Diversity le and My World	
	Tower	'	•	The Magic Faraway	T1 12 1 1 1		
1 & 2		Margaret Nash & Jane Cope	Janet & Allan Ahlberg	Tree Enid Blyton	The Lighthouse Keepers' Lunch Ronda & David Armitage	George's Marvellous Medicine Roald Dahl	
	Rights, Rules & My Emotions Responsibilities Anti-Bullying  Anti-Bullying as assembly theme		Drug Education	Orug Education Relationships & Sex Education		Personal Safety Managing Change  Diversity and Communities as assembly theme	
Years 3 & 4	Charlie and The Chocolate Factory Roald Dahl	Demon Dentist David Walliams	Beowulf Rob Lloyd Jones and Victor Tavares	The Saga of Erik The Viking Terry Jones	Poems to Perform Julia Donaldson	The Time Travelling Cat and the Egyptian Goddess  Julia Jarman	
	Rights, Rules & Responsibilities	My Emotions Anti-Bullying	Drug Education	Relationships & Sex Education	Personal Safety	Managing Change	
Years 5 & 6	Anti-Bullying as assembly theme  Cosmic The Nowhere Emporium  Frank Cottrell Boyce Ross MacKenzie		Rain Player David Wisniewski		Goodnight Mr Tom  Michelle Magorian	Macbeth (A Shakespeare Story)  Andrew Matthews and Tony  Ross	
	Rights, Rules & Responsibilities	My Emotions assembly theme	Drug Education	Relationship & Sex Education	Personal Safety	Managing Change	



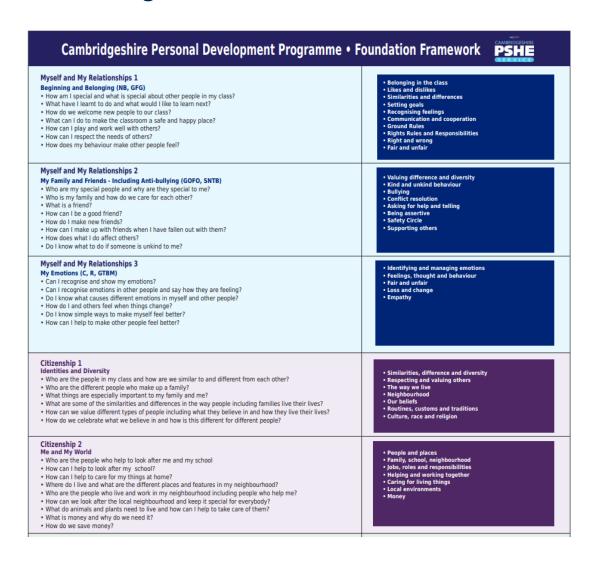


YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Magical Me	Celebrations	Around the World	Come Outside!	Amazing Animals	Journeys: Fun at the
				Growing		Seaside
	Myself and My Relationships		Healthy and Safer Lifestyles		<u>Citizenship</u>	
	MMR1 Beginning and Belonging		HSL1 My Body and Growing up		Cit1 Identities and Diversity	
	MMR 2 Family and Friends		HSL2 Keeping Safe (including drug education)		Cit2 Me and My World	
	MMR3 My Emotions		HSL 3 Healthy Lifestyles			
Years	Dogger	The Owl Who was	The Tiger who came to	Handa's Surprise	The Day the Crayons	The Owl and the
1 & 2	Shirley Hughes	Afraid of the Dark	tea	Eileen Browne	Quit	Pussycat
		Jill Tomlinson	Judith Kerr		Drew Daywalt &	Edward Lear
					Oliver Jeffers	
	Financial Capability	Family & Friends	Working Together	Relationships &	Managing Safety and	Healthy Lifestyles
	Beginning & Belonging as assembly theme			Sex Education	Risk	
Years	Stig of the Dump	The Firework	The Iron Man	Run Wild	Avoid Being a Roman	The Thieves of Ostia
3 & 4	Clive King	Makers Daughter	Ted Hughes	Gill Lewis	Soldier	Caroline Lawrence
		Philip Pullman			David Stewart	
	Financial Capability	Family & Friends	Working Together	Relationships &	Managing Safety and	Healthy Lifestyles
	Beginning & Belonging as assembly theme		Sex Education		Risk	
Years	Tudor Tales: The Thief,	The Spy Master:	The Storm Keeper's	The Highwayman	Beasts of Olympus:	Percy Jackson and
5 & 6	the Fool and the Big Fat	First Blood	Island	Alfred Noyes	Beastkeeper	the Lightning Thief
	King	Jan Burchett & Sara	Catherine Doyle		Lucy Coats & David	Rick Riordan
	Terry Deary	Vogler			Roberts	
	Financial Capability	Family & Friends	Working Together	Relationships &	Managing Safety and	Healthy Lifestyles
	Beginning & Belonging as assembly theme			Sex Education	Risk	

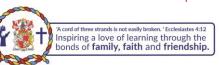


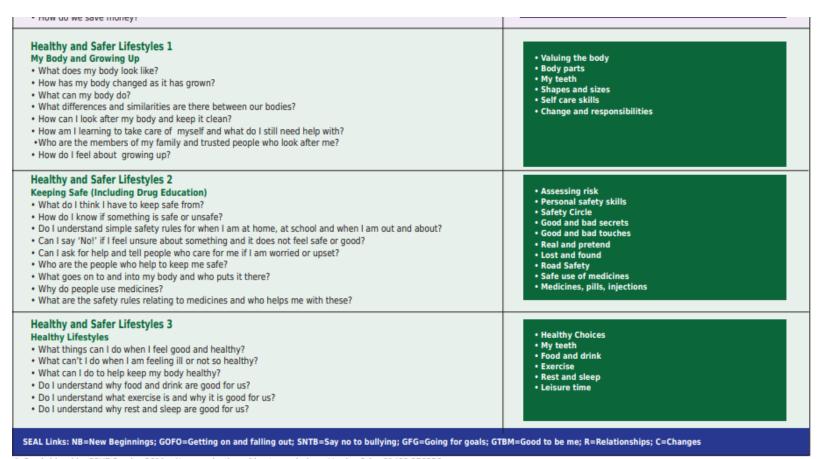


# PSHCE Progression of Knowledge and Skills



Page | 4





© Cambridgeshire PSHE Service 2011 • No reproduction without permission • Version 2.1 • 01480 376256



# Cambridgeshire Primary Personal Development Programme • Years 1 and 2 Framework



# Myself & My Relationships Beginning and Belonging

- Do I understand simple ways to make sure my school is 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 make someone feel welcome in class? MW
- What helps me manage in new situations? MW
- Who can help me at home and at school? BS

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

# Citizenship Rights, Rules & 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? RR
- Can I take part in discussions and decisions in class?

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

# Myself & My Relationships My Emotions

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

# Self awareness

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

# Myself & My Relationships

# Family and Friends

- Can I describe what a good friend is and does and how it feels to be friends? CF
- Why is telling the truth 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 I 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

- FriendshipTruthfulness
- My family
- Special people
- Problem solving in relationships
- Different points of view
- Personal space
- Safety circles

# Citizenship

# Working Together

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

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

# Myself & My Relationships Anti-bullying

- Why might people fall out with their friends? CF
- Can I describe what bullying is? 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 do people help me to build positive and safe relationships? CF
- What does my school do to stop bullying? RR

- Respecting difference
- Defining bullying Physical, mental and
- emotional wellbeing
- Assertiveness
- Safety circles
- Telling & asking for help
- Supporting others
- Creating an anti-bullying

# Citizenship

# Diversity and Communities

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

- My identityDifferent families
- Different cultures and beliefs

Needs of people/animals /

- Groups in and out of school

- People who help us
- School environment

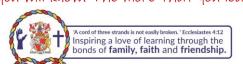
pets/plants

# Economic Wellbeing 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?

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

Page | 6



# Healthy & Safer Lifestyles

# Managing Safety and Risk

- What are risky situations and how do they make me feel? 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? 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

Basic personal information Asking for & giving help in

an emergency
Safety eyes & ears
Road safety
Travel to & from school
Rules for keeping safer

Sun safety
Water safety
Keeping safe from accidents

Decision making
Positive contributions

Evaluating content
 Information storage &

sharing
Mental & physical wellbeing
Responsibilities
Reporting

#### **Drug Education**

- Which substances might enter our bodies, how do they get there and what do they do? DAT
- What are medicines and why and when do some people use them? DAT When and why do people have an injection from a doctor or a nurse? HP
- Who is in charge of what medicine I take? DAT

**Healthy & Safer Lifestyles** 

- 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

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

# Healthy & Safer Lifestyles

# **Digital Lifestyles**

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

# Healthy & Safer Lifestyles **Personal Safety**

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

- Early Warning signs
  Identifying trusted adults
  Personal networks
- Recognising unkind behaviour Bodily autonomy Safe, unsafe & unwanted

- touch Safe and unsafe secrets

# Healthy & Safer Lifestyles

#### Relationships and Sex Education What are the names of the main parts of the body? BS

- What can my amazing body do?
- When am I in charge of my actions and my body? BS
- How can I keep my body clean? HP
- How can I avoid spreading common illnesses and diseases? HP
- External parts of the body
   My amazing body
   Germs
   Hand washing

#### Healthy & Safer Lifestyles Relationships and Sex Education

- 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? FP
- Which stable, caring relationships are at the heart of families I know? FP
- What are my responsibilities now I'm growing up? CAB

# Babies to children to adults Growing up Caring families Family variety Marriage

- Changing responsibilities

# Healthy & Safer Lifestyles **Healthy Lifestyles**

- 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?

- Staying healthy Rest and sleep Dental health Eatwell Guide

- hysical activity lealthy eating
- Food preparation Making real choices

# Myself & My Relationships **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? MW
- How do friendships change? CF
- What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW
- How might people feel when they lose a special possession?
- When can I make choices about changes?

# Changing friendship patterns Changing skills &

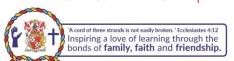
- responsibilities
- Changing habits
- Transitions within school
- Losing things Emotions involved with

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

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

Page | 7



# Cambridgeshire Primary Personal Development Programme • Years 3 and 4 Framework



# Myself & My Relationships Beginning and Belonging

- What is my role in making my school a place where we can learn happily and safely? RR
- How can we build relationships in our class and how does this benefit me? CF
- What does it feel like to be new or to start something new? MW
- How can I help children and adults feel welcome in school? RR
- What helps me manage a new situation or learn something new? MW
- Who are the different people in my network who I can ask for help? BS
- · Ground rules / class charters
- Responsibilities
- Belonging
   New situations · Meeting new people
- Resilience
- Managing feelings
   Asking for help
- Networks of support

# Citizenship Rights, Rules & Responsibilities

- 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 at home and at school? RR
- What part can I play in making and changing rules? What do we mean by rights and responsibilities?
- What are my responsibilities at home and at school?
- How do we make democratic decisions in school?
- What is a representative and how do we elect them?

# Myself & My Relationships

#### Family and Friends

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

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

# Myself & My Relationships My Emotions

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

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

Questioning skills Problem solving and

Communication and group

perseverance

work skills

Evaluating Feedback

Decision making

# Myself & My Relationships

- Anti-bullying
- 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
- Do I understand that bullying might affect how people feel for a long time? MW How can I support people I know who are being bullied by being assertive? RR

# Developing friendships On and offline

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

# Citizenship

- Working Together

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

# Recognising and valuing strengths Developing skills Steps towards goals Effective communication

- How are falling out and bullying different? CF
  How do people use power when they bully others? RR

What different ways are there to earn and spend money?

What do saving, spending and budgeting mean to me?

- What are bystanders and followers and how might they feel? MW
- How does my school prevent bullying and support people involved? RR
- bullying Respect Direct and indirect

Falling out

Prejudiced-based

- bullying Cyberbullying Bystanders and
- followers Being supportive

# Citizenship

# **Diversity and Communities**

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

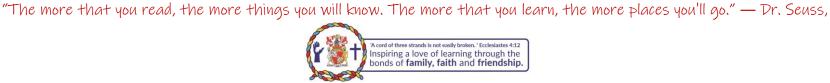
- Economic Wellbeing Similarities and differences Financial Capability People in the community
- People with different backgrounds Stereotypes
- Roles in the community
- Local environment
- Animal welfare
- What might my family have to spend money on? What is 'value for money'? Role of the media
  - How do my feelings about money change? How do my choices affect my family, the community, the world and me?

How can I decide what to spend my money on and choose the best way

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

Haaliber O Cafaul Haabida

Haaliber O Cafaal ifaabidaa



to pay?

# **Healthy & Safer Lifestyles**

#### Managing Safety and Risk

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

- Dealing with pressure in risky
- Road safety

- Safety near waterways Safety during activities and

Benefits of technology
 Being healthier & safer
 Online identity
 Online contact
 Liking & trusting
 Mental wellbeing
 Reliability of online
content

Age restrictionsAsking for help

# Healthy & Safer Lifestyles Drug Education

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

# **Healthy & Safer Lifestyles Digital Lifestyles**

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

# **Healthy & Safer Lifestyles**

## Personal Safety

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

- Early Warning signs Identifying trusted adults Personal networks
- Safety continuum
  Recognising and reporting
  unkind behaviour
- Bodily autonomy Personal boundaries Safe, unsafe and unwanted touch Safe and unsafe secrets Online safety

# Healthy & Safer Lifestyles

# Relationships and Sex Education

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

- capabilities Responsibilities for hygiene Preventing spread of illnesses

# **Healthy & Safer Lifestyles** 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'? 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

- Being grown up
   My responsibilities
   Families'
   responsibilities
   Caring families

# Healthy & Safer Lifestyles

#### **Healthy Lifestyles**

- 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
- 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?

CAB Changing Adolescent Body

- Eatwell Guide Basic food hygiene &
- preparation

  Active Lifestyles

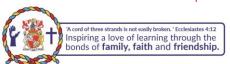
  Mental wellbeing
- Sleep
   Influences on lifestyle
- choices
  Dental care

# Myself & My Relationships

- 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
- What strategies help me to thrive when my friendships change? MW
- How might I behave when I feel strong emotions linked to loss and change? MW
- How might people feel when loved ones or pets die, or they are separated from them for other reasons?
- What changes might people welcome and how can they plan for these?
- Range of experiences of change Positive changes
- Emotions involved in loss
- and change Taking responsibility for
- choices Confidence in new situations
- People I see, people 1
- Bereavement

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

Page | 9



# Cambridgeshire Primary Personal Development Programme • Years 5 and 6 Framework



# Myself & My Relationships Beginning and Belonging

- What are my responsibilities for making sure everyone in school feels happy and safe? RR
- How can I take responsibility for building relationships in my school and how does this benefit us all? CF
- How might different people feel when starting something new and how can I help? MW
- How do we make 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
- Citizenship · Ground Rules / class Rights, Rules & Responsibilities charters
  - What are the conventions of courtesy & manners
    - and how do these vary? RR How does my behaviour online affect others & how can I show respect? IS
    - Why is it important to keep my personal information private, especially online? OR
    - 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? RR
    - 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? RR

- · Courtesy, manners & respect
- Online behaviour
- Privacy
- · Ground rules/class charters
- Children's rights
   Conflicting rights &
- · Rules and laws in society
- Role of the police
- Local and national democracy

Healthy friendships

Changing networks

Friendship difficulties

Bullying relating to race/

Homophobic, biphobic &

transphobic bullying

emotional wellbeing

Bystanders/colluders

Responsive strategies

Sources of support

Defining bullying

religion/culture

Cyberbullying
 Physical, mental &

Peer influence

Equality Act

Family support

Influences and

- Participation in class & school
   School and class councils
- Social and moral issues

Trust

LoyaltyEmpathy

Consent

Compromise

# Myself & My Relationships My Emotions

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

## Mental health

- Self-respect & identity
- Feelings, thoughts, behaviour

Responsibilities

Belonging
 New experiences

Managing emotions
 Network of support

Online sources of

Resilience

- Recognising strong
- feelings Loneliness
- Empathy
- Networks of support

# Myself & My Relationships Family and Friends

- 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
- Can I always balance the needs of family & friends & how do I manage this? FP Can I communicate, empathise & compromise when resolving friendship issues? CF
- How can I check that my friends give consent on and offline? BS
- How do people in my family continue to support each other
- Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR
- pressures Networks of support
- Online communit

# Citizenship

Citizenship

# Working Together

- What are my strengths and skills and how are they seen by others?
- What helps me learn new skills effectively?
- What would I like to improve and how can I achieve this?
- How could my skills and strengths be used in future employment?
- What are some of the jobs that people do?

**Diversity and Communities** 

- · How can I be a good listener to other people? CF
- How can I share my views effectively and negotiate with others to reach agreement? RR
- How can I persevere and help others to do so? CF
- How can I give, receive and act on sensitive and constructive feedback? RR

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

# Self perception and self

- Developing skills
- Steps towards goals
   The world of work
- Effective communication
- Chairing group discussions Courtesy, negotiation &
- debate Problem solving and

Gender

- perseverance
- Influence of the media

# Myself & My Relationships **Anti-bullying**

- Can I explain the differences between friendship difficulties and bullying? CF
- Can I define the characteristics and different forms of bullving? RR
- How do people use technology & social media to bully others and how can I help others to prevent and manage this? RR
- 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

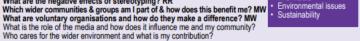
- What different ways are there to gain money?
- What sort of things do adults need to pay for? How can I afford the things I want or need?
- How can I make sure I get 'value for money'?
- Why don't people get all the money they earn?
- How is money used to benefit the community or the wider world?
-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

- Earnings & deductions
- Wants and needs
- Range of jobsBudgetingDebt and credit
- Financial planning (including insurance and pensions)
- Making choices
- Managing feelings about money

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?

What are the negative effects of stereotyping? RR



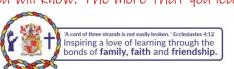
Influences on my identity

Diversity in communities

Challenging stereotypes

charitable and pressure

Voluntary, community,



# **Healthy & Safer Lifestyles**

#### Managing Safety and Risk

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

# Healthy & Safer Lifestyles

#### **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
- 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**

#### Relationships and Sex Education

- What are male and female sexual parts called and what are their functions? BS
- How can I talk about bodies confidently and appropriately? BS What happens to different bodies at puberty? CAB
- What might influence my view of my body?

**Healthy & Safer Lifestyles** 

**Healthy Lifestyles** 

- How can I keep my growing and changing body clean? HP
- How can I reduce the spread of viruses and bacteria? HP

- Basic first aid Road safety Sun safety

- Cycle safety
  Railway safety
  Electrical safety
  Health and safety rules in
- Preventing a wider range of accidents
- - Decision making
    Positive contributions
  - Evaluating content
  - Information storage &

Puberty Physical and emotional change Menstruation

Nutritional content Portion sizes

Health as a continuum

Risks & benefits of lifestyle choices Physical illness

Gaming/social media

age restrictions

Meal planning

Sleep hygiene Dental health

Developing body image Changing hygiene routines Viruses and bacteria

- sharing
   Mental & physical
- wellbeing
  Responsibilities
  Reporting

# Healthy & Safer Lifestyles **Drug Education**

- 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
- When and how should I check information about drugs? DAT

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

# Healthy & Safer Lifestyles Personal Safety

- How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW
- Can I use my Early Warning Signs to judge how safe I am feeling? BS
- How do I judge who is a trusted adult or trusted friend? CF
- How can I seek help or advice from someone on my personal network 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? BS
- What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS

- Is my fun, fun for everyone?
  Early Warning signs
  Identifying trusted adults

- Safety continuum Recognising and reporting abuse or

Human lifecycle Sexual reproduction

partnership Families

Range of changes

Strategies for change

Supporting others School/phase transition

Emotions

relationships Responsibility for others Love and care

- Bodily autonomy Personal boundarie
- Safe, unsafe, unwanted touch

# Healthy & Safer Lifestyles

# 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? 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

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

What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE What are the different aspects of a healthy lifestyle and how could I become healthier? PHF/HP

How does physical activity help me & what might be the risks of not engaging in it? MW

- What are the factors influencing me when I'm making lifestyle choices and how might these change over time?
- What might be the signs of physical illness and how might I respond? HP What are the benefits and risks of spending time online/on electronic devices,
- in terms of my physical and mental health? IS Why are online apps and games age restricted? IS