Cambridgeshire Primary Personal Development Programme • Years 3 and 4 Framework

PSHE SERVICE

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?

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

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

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

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

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

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

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

Myself & My Relationships
Anti-bullying
- **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 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 I know who are being bullied by being assertive? RR**
- How does my school prevent bullying and support people involved? RR

- Falling out
- Prejudiced-based bullying
- Respect
- Direct and indirect bullying
- Cyberbullying
- Bystanders and followers
- Being supportive
- Getting help

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 beliefs? RR**
- **How does valuing diversity benefit everyone? RR**
- **Why are stereotypes unfair and how can I challenge them? RR**
- How do people in my locality benefit from being part of different groups? MW
- What are the roles of people who support others with different needs in my community? MW
- How does the media work in my community? MW
- How can we care for the local environment and what are the benefits?
- What do animals need, and what are our responsibilities?

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

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

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

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

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

Healthy & Safer Lifestyles
Drug Education
- **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

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

Healthy & Safer Lifestyles
Personal Safety
- 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

- Identifying and communicating feelings
- School/classroom rules
- 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

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

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

- Stages of human life cycle
- Seed+egg
- 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 health? MW**
- **How much sleep do I need & what happens if I don't have enough? HP**
- How do nutrition and physical activity work together?
- **How can I plan and prepare simple, healthy meals safely? HE**
- **How can I look after my teeth and why is it important? HP**
- Who is responsible for my lifestyle choices and how are these choices influenced?

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

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

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

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