Cambridgeshire Primary Personal Development Programme • Years 5 and 6 Framework

PSHE SERVICE

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

- Ground Rules / class charters
- Responsibilities
- Belonging
- New experiences
- Resilience
- Managing emotions
- Network of support
- Online sources of support

Citizenship
Rights, Rules & Responsibilities
- **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 situations 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 & responsibilities
- Rules and laws in society
- Role of the police
- Local and national democracy
- Participation in class & school
- School and class councils
- Social and moral issues

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? RR**
- **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
- 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 I only know online? OR
- **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 as things change? FP**
- Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR

- Healthy friendships
- Trust
- Loyalty
- Empathy
- Compromise
- Consent
- Changing networks
- Family support
- Influences and pressures
- Cooperation
- Networks of support
- Online communities

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?
- 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

- Self perception and self evaluation
- Developing skills
- Steps towards goals
- The world of work
- Effective communication
- Chairing group discussions
- Courtesy, negotiation & debate
- Problem solving and perseverance
- Influence of the media
- Evaluation

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 bullying? 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? RR**
- **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**

- Friendship difficulties
- Defining bullying
- Bullying relating to race/ religion/culture
- Homophobic, biphobic & transphobic bullying
- Cyberbullying
- Physical, mental & emotional wellbeing
- Peer influence
- Bystanders/colluders
- Responsive strategies
- Assertiveness
- Equality Act
- Sources of support

Citizenship
Diversity and Communities
- **How do other people's perceptions, views and stereotypes influence my sense of identity? RR**
- **How do views of gender affect my identity, friendships, behaviour & choices? RR**
- **What are people's different identities, locally and in the UK? FP**
- **How can I show respect to those with different lifestyles, beliefs & traditions? RR**
- **What are the negative effects of stereotyping? RR**
- **Which wider communities & groups am I part of & how does this benefit me? MW**
- **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?

- Influences on my identity
- Gender
- Diversity in communities
- Challenging stereotypes
- Voluntary, community, charitable and pressure groups
- The media
- Environmental issues
- Sustainability

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 jobs
- Budgeting
- Debt and credit
- Financial planning (including insurance and pensions)
- Making choices
- Managing feelings about money
- Poverty
- Role of charities

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? BS**
- **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?

- Personal responsibility for safety
- Risk reduction strategies
- Getting help
- Sources of support
- Basic first aid
- Road safety
- Sun safety
- Cycle safety
- Railway safety
- Electrical safety
- Health and safety rules in school
- Preventing a wider range of accidents

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 media
- 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**

- Recognising own feelings & considering others
- Rights and responsibilities
- Is my fun, fun for everyone?
- Early Warning signs
- Identifying trusted adults
- Personal networks
- Safety continuum
- Recognising and reporting abuse or neglect
- Bodily autonomy
- Personal boundaries
- Safe, unsafe, unwanted touch
- Safe and unsafe secrets
- Online safety
- Protective interruption
- Assessing risk

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 I fulfil these? IS**
- **What are some ways of reporting concerns and why is it important to persist in asking? IS**
- **Can I identify, flag and report inappropriate content? IS**

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

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

- Names of sexual parts
- Puberty
- Physical and emotional change
- Menstruation
- Developing body image
- Changing hygiene routines
- Viruses and bacteria

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**

- Human lifecycle
- Sexual reproduction
- Changing emotions and relationships
- Responsibility for others
- Love and care
- Marriage & civil partnership
- Families

Healthy & Safer Lifestyles
Healthy Lifestyles
- **How does physical activity help me & what might be the risks of not engaging in it? MW**
- **What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE**
- **What are the different aspects of a healthy lifestyle and how could I become healthier? HE**
- 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

- Eatwell Guide
- Nutritional content
- Portion sizes
- Meal planning
- Sleep hygiene
- Dental health
- Health as a continuum
- Risks & benefits of lifestyle choices
- Physical illness
- Gaming/social media age restrictions

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

- Range of changes
- Emotions
- Strategies for change
- Supporting others
- School/phase transition