Cambridgeshire Primary Personal Development Programme • Years 1 and 2 Framework

CAMBRIDGESHIRE PSHE SERVICE

Myself & My Relationships
Beginning and Belonging (BB 1/2)

a. Do I understand simple ways to help my school feel like a safe, happy place? RKR
b. How can I get to know the people in my class? CF
c. How do I feel when I am doing something new? GW
d. How can I help someone feel welcome in class? RKR
e. What helps me manage in new situations? GW
f. 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
- Resilience
- Asking for help

Citizenship
Rights, Rules & Responsibilities (RR 1/2)

a. Who looks after me and what are their responsibilities?
b. What jobs do I have in school and at home? GW
c. How do rules help me feel happy and safe? RKR
d. How do I take part in making rules? RKR
e. Can I help make decisions by voting in class?
f. Can I listen to other people, share my views and take turns? RKR

- 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 (ME 1/2)

a. What am I good at and what is special about me? RKR
b. How might we describe different feelings? GW
c. Can I describe situations in which I might experience different feelings? GW
d. How might I recognise feelings which others are experiencing? GW
e. How do I manage some of my emotions and associated behaviours? GW
f. What are the different ways people might relax and what helps me to feel relaxed? GW
g. Who might I talk to about my feelings? GW

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

Myself & My Relationships
Family and Friends (FF 1/2)

a. Can I describe what a good friend is and does and how it feels to be friends? CF
b. How can I still have fun if I don't have a friend to play with? CF
c. Why is telling the truth important? CF
d. What does being 'bossy' mean? RKR
e. What skills can I use to make and build friendships? RKR
f. How might communicating with friends be hard and how might we feel? RKR
g. How can I try to mend friendships if they have become difficult? CF
h. What is my personal space and how do I talk to people about it? BS
i. Who is in my family and how do we care for each other? FP
j. Who are my special people, why are they special and how do they support me? CF

- Friendship
- Truthfulness
- My family
- Special people
- Problem solving in relationships
- Different points of view
- Personal space
- Networks of support

Citizenship
Working Together (WT 1/2)

a. What am I and other people good at? RKR
b. What new skills would I like to develop? RKR
c. How can I listen well to other people? RKR
d. How can I work well in a group? RKR
e. Why is it important to take turns? RKR
f. How can I negotiate to sort out disagreements? CF
g. How are my skills useful in a group?RKR
h. What is a useful evaluation? RKR

- 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 (AB 1/2)

a. Why might people fall out with their friends? CF
b. Can I describe what bullying is? RKR
c. Do I understand some reasons why people might bully others? RKR
d. Why is bullying never acceptable or respectful? RKR
e. How might people feel if they are involved in bullying? GW
f. Who can I talk to if I have worries about friendship difficulties or bullying? CF
g. How can I be assertive? CF
h. What sorts of things could I do if I think someone is being bullied? RKR
i. What does my school do to prevent bullying? RKR
j. How do people help me to build positive and safe relationships? CF

- Respecting difference
- Defining bullying
- Physical, mental and emotional wellbeing
- Assertiveness
- Networks of support
- Telling & asking for help
- Supporting others
- Creating an anti-bullying ethos

Citizenship
Diversity and Communities (DC 1/2)

a. What makes me 'me', and what makes you 'you'? RKR
b. Do all boys and girls like the same things? RKR
c. What is my family like and how are families different? FP
d. What different groups do we belong to RKR
e. What is a stereotype, and can I give some examples? RKR
f. Who helps people in my locality and what help do people need? GW
g. What does my community mean and how does it feel to belong to it GW
h. How do people find out about what is happening in my community? GW
i. How do we care for animals and plants? GW
j. How can I help look after my school?

- My identity
- Different families
- Different cultures and beliefs
- Groups in and out of school
- Respect
- Community
- Stereotypes
- People who help us
- School environment
- Needs of people/animals / pets/plants

Economic Wellbeing
Financial Capability (FC 1/2)

a. Where does money come from and where does it go when we 'use' it?
b. How might I get money and what can I do with it?
c. How do we pay for things?
d. What does it mean to have more or less money than you need?
e. How do I feel about money?
f. How do my choices affect me, my family, others?
g. 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

Healthy & Safer Lifestyles
Being Safe (BS 1/2)

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

- Identifying and communicating feelings
- School/classroom rules
- Early Warning signs
- Identifying trusted adults
- Networks of support
- Recognising unkind behaviour
- Bodily autonomy
- Safe, unsafe & unwanted touch
- Safe and unsafe secrets
- Online safety

Healthy & Safer Lifestyles
Drug Education (DE 1/2)

a. Which substances might enter our bodies, how do they get there and what do they do? DATV
b. What are medicines and why and when do some people use them? DATV
c. When and why do people have an injection from a doctor or a nurse? HPP
d. Who is in charge of which medicine I take? DATV
e. What different things can help me feel better if I feel poorly? DATV
f. How can I keep safe with medicines and substances at home and at school? DATV
g. What is persuasion and how does it feel to be persuaded? CF

- Medicines
- Health professionals
- Going to the doctor
- Feeling ill, feeling better
- Risky household substances
- Safety rules
- Being persuaded

Healthy & Safer Lifestyles
Managing Safety and Risk (MSR 1/2)

a. What are risky situations and how might I feel? PS/GW
b. What is my name, address and phone number and when might I need to give them? BFA
c. What is an emergency and who can help? BFA
d. What makes a place or activity safe for me? GW
e. What are the benefits and risks for me when walking near the road, or using the railways, and how can I stay safer? PS
f. What are the benefits and risks for me in the sun and how can I stay safer? HPP
g. What do I enjoy when I'm near water and how can I stay safer? PS
h. What are the risks for me if I am lost and how can I get help? BS
i. How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA

- Risky situations
- Emotions associated with risk
- Basic personal information
- Asking for & giving help in an emergency
- Safety eyes & ears
- Road & rail safety
- Travel to & from school
- Rules for keeping safer
- Sun safety
- The water safety code
- Keeping safe from accidents

Healthy & Safer Lifestyles
Digital Lifestyles (DL Core Learning 1/2)

a. What are some examples of ways in which I use technology and the internet and what are the benefits? WO
b. What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? OSA
c. What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OSA WO
d. What sort of information might I choose to put online and what do I need to consider before I do so? OSA
e. When might I need to report something and how would I do this? WO
f. What sort of rules can help to keep us safer and healthier when using technology? WO
g. Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? OSA WO

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

Healthy & Safer Lifestyles
Relationships and Sex Education (RS 1)

a. What are the names of the main parts of the body? DB
b. How has my body changed since I was little? DB
c. What can my amazing body do and how has this changed since I was younger?
d. When am I in charge of my actions and my body? BS
e. How can I keep my body clean? HPP
f. How can I avoid spreading common illnesses and diseases? HPP

- External parts of the body
- My amazing body
- Germs
- Hand washing

Healthy & Safer Lifestyles
Relationships and Sex Education (RS 2)

a. How do babies change and grow? NC Science/DB
b. What's growing in that bump? NC Science
c. How have I changed since I was a baby? NC Science
d. What are my responsibilities now I'm growing up? DB
e. What do babies and children need from their families? FP
f. Which stable caring relationships are at the heart of families I know? FP

- Babies to children to adults
- Growing up
- Caring families
- Family variety
- Marriage
- Changing responsibilities

Healthy & Safer Lifestyles
Healthy Lifestyles (HL 1/2)

a. How can I stay as healthy as possible? HPP GW
b. What does it feel like to be healthy? GW
c. What does healthy eating mean and why is it important? HE
d. Why is it important to be active & what are the opportunities for physical activity? PHF
e. What foods do I like and dislike and why? HE
f. What can help us eat healthily? HE
g. Why do we need food? HE
h. What healthy choices can I make? HPP
i. Who can I talk to if I am worried about my health? PHF

- Staying healthy
- Rest and sleep
- Dental health
- Eatwell Guide
- Physical activity
- Healthy eating
- Food preparation
- Making real choices

Myself & My Relationships
Managing Change (MC 1/2)

a. How are my achievements, skills and responsibilities changing and what else might change?
b. How might people feel during times of loss and change? GW
c. How do friendships change? CF
d. What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? GW
e. How might people feel when they lose a special possession? GW
f. When can I make choices about changes?

- Changing friendship patterns
- Changing skills & responsibilities
- Changing habits
- Transitions within school
- Losing things
- Emotions involved with change

Relationships Education: • FP Families & People who care for me • CF Caring Friendships • RKR Respectful, Kind Relationships • OSA Online Safety and Awareness • BS Being Safe
Health Education: • GW General Wellbeing • WO Wellbeing Online • PHF Physical Health & Fitness • HE Healthy Eating • DATV Drugs, Alcohol, Tobacco and Vaping • HPP Health Protection and Prevention • PS Personal Safety • BFA Basic First Aid • DB Developing Bodies

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