Cambridgeshire Primary Personal Development Programme • Years 3 and 4 Framework

Myself & My Relationships
Beginning and Belonging (BB 3/4)

a. What is my role in helping my school be a place where we can learn happily and safely? RKR
b. How can we build relationships in our class and how does this benefit me? CF
c. What does it feel like to be new or to start something new? GW
d. How can I help children and adults feel welcome in school? RKR
e. What helps me manage a new situation or learn something new? GW
f. 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 (RR 3/4)

a. What do we mean by rights and responsibilities?
b. What are my responsibilities at home and at school? GW
c. What does it mean to be treated with respect and to treat others the same way? RKR
d. Why do we need rules and conventions at home and at school RKR
e. What part can I play in making and changing rules? RKR
f. How do we make democratic decisions in school?
g. 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 (ME 3/4)

a. Why is it important to accept and feel proud of who we are? RKR
b. What does the word 'unique' mean and what do I feel proud of? RKR
c. Why is mental wellbeing as important as physical wellbeing? GW
d. How can I look after my own mental wellbeing? GW
e. How can I communicate my emotions? GW
f. Can I describe some simple ways to manage uncomfortable emotions? GW
g. What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? GW
h. How do my actions affect the way I and others feel? GW
i. How do I care for other people's feelings? GW
j. Who can I talk to if I am worried? GW

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

Myself & My Relationships
Family and Friends (FF 3/4)

a. How do good friends behave on and offline and how do I feel as a result? CF
b. What can I do when I feel left out of people's play? CF
c. What is a healthy friendship and how does trust play an essential part? CF
d. What is 'give and take' in a healthy friendship? RKR
e. What skills do I use for choosing, making and developing friendships and how effective are they? RKR
f. How can I help to resolve disagreements positively by listening and compromising? CF
g. How can I empathise with other people in a disagreement? CF
h. Who can I talk to when friendships get difficult? BS
i. How can I check with my friends about their personal boundaries? BS
j. How do my family members help each other to feel safe and secure when things are tough? FP
k. Who is in my network of special people now and how do we affect and support each other? CF

- 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 (WT 3/4)

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

- 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 (AB 3/4)

a. How are falling out and bullying different? CF
b. What are the characteristics of different types of bullying? RKR
c. How do people try to use power when they bully others? RKR
d. How can lack of respect and empathy for others make bullying more likely? RKR
e. What differences are there between direct and indirect forms of bullying? RKR
f. Do I understand that bullying might affect how people feel for a long time? GW
g. What are bystanders and followers and how might they feel? RKR
h. How can I support people who are being bullied by being assertive? CF
i. What skills do I need to develop to be an 'upstander' and to seek help? RKR
j. How does my school prevent bullying and support people involved? RKR

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

Citizenship
Diversity and Communities (DC 3/4)

a. What have we got in common and how are we different? RKR
b. How might other people's expectations of how girls and boys should behave affect our choices? RKR
c. How are our families the same and how are they different? FP
d. Do people who live in my locality have different traditions, cultures and beliefs? RKR
e. How does valuing diversity benefit everyone? RKR
f. Why are stereotypes unfair and how can I challenge them? RKR
g. How do people in my community benefit from belonging to different groups? GW
h. What are the roles of people who support others with different needs in my community? GW
i. How does the media work in my community?
j. How can we care for the local environment and what are the benefits? GW
k. 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 (FC 3/4)

a. What different ways are there to earn and spend money?
b. What do saving, spending and budgeting mean to me?
c. How can I decide what to spend my money on and choose the best way to pay?
d. What might my family have to spend money on?
e. What is 'value for money'?
f. How do my feelings about money change?
g. 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 (MSR 3/4)

a. How do I feel in risky situations and how might my body react? PS/GW
b. Can I make decisions in risky situations and might my friends affect these decisions?
c. When might I meet adults I don't know & how can I respond safely? BS
d. What actions could I take in an emergency or accident and how can I call the emergency services? BFA
e. What are the benefits of using the roads and being near water and how can I reduce the risks? PS
f. How is fire risky and how can I reduce the risks? PS
g. How do I keep myself safe during activities and visits?
h. How can I stop accidents happening at home and when I'm out? PS

- 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 (DE 3/4)

a. What medical & legal drugs do I know about, and what are their effects and risks? DATV
b. Why do some people need medicine and who prescribes it? DATV
c. What are immunisations and which ones have I had? HPP
d. What are the safety rules for storing medicine and other risky substances? DATV
e. What should I do if I find something potentially risky, *e.g a syringe* ? DATV BS
f. How might 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 (DL Core Learning 3/4)

a. How might my use of technology change as I get older, and how can I make healthier and safer decisions? OSA WO
b. How does my own and others' online identity affect my decisions about communicating online? OSA
c. How might people with similar likes & interests get together online? WO
d. Can I explain the difference between "liking" and "trusting" someone online? OSA
e. What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? OSA WO
f. When looking at online content, what is the difference between opinions, beliefs and facts? OSA
g. Why is it important to ration the time we spend using technology and/or online? WO
h. 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? WO
i. 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? OSA

- 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
Being Safe (BS 3/4)

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

- Identifying and communicating feelings
- School/classroom rules
- Early Warning signs
- Identifying trusted adults
- Networks of support
- 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 (RS 3)

a. How are male and female bodies different and what are the different parts called? DB
b. When do we talk about our bodies, how do they change, and who do we talk to? DB
c. Can I describe new or developing physical skills and how special my body is?
d. Why is it important to keep myself clean? HPP
e. What can I do for myself to stay clean and how will this change in the future? HPP
f. How do different illnesses and diseases spread and what can I do to prevent this? HPP

- 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 (RS 4)

a. What are the main stages of the human life cycle? NC Science/DB
b. How did I begin? Sex Ed
c. What does it mean to be grown up? DB
d. What am I responsible for now and how will this change? DB
e. How do different families care for their children physically and emotionally? FP

- Stages of human life cycle
- Seed+egg
- Being grown up
- My responsibilities
- Families' responsibilities
- Caring families

Healthy & Safer Lifestyles
Healthy Lifestyles (HL 3/4)

a. What does healthy eating and a balanced diet mean? HE
b. What is an active lifestyle and how does it help me to be healthier? PHF
c. What is mental wellbeing and how is it affected by my physical health? GW
d. How much sleep do I need & what happens if I don't have enough? HPP
e. How do nutrition and physical activity work together?
f. How can I plan and prepare simple, healthy meals safely? HE
g. How can I look after my teeth and why is it important? HPP
h. Who is responsible for my lifestyle choices and how are these choices influenced? HE

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

Myself & My Relationships
Managing Change (MC 3/4)

a. What changes have I and my peers already experienced and what might happen in the future?
b. What helps me when I'm experiencing strong emotions due to loss or change? GW
c. What strategies help me to thrive when my friendships change? CF (new link)
d. How might I behave when I feel strong emotions linked to loss and change? GW
e. How might people feel when loved ones or pets die, or they are separated from them for other reasons? GW
f. What changes might people welcome and how can they plan for these?

- 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 • 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

Bold text & initials = direct link to the statutory statements in the RSHE Guidance Initials only = contributes to the statements, and a broad and balanced wider offer

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