Cambridgeshire Primary Personal Development Programme • Years 5 and 6 Framework

CAMBRIDGESHIRE PSHE SERVICE

Myself & My Relationships
Beginning and Belonging (BB 5/6)

a. What are my responsibilities for helping others in school feel happy and safe? RKR
b. How can I take responsibility for building relationships in my school and how does this benefit us all? CF
c. How might different people feel when starting something new and how can I help? GW
d. How do we help people feel welcome and valued in and out of school? RKR
e. What helps me to be resilient in a range of new situations? GW
f. 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
- Networks of support
- Online sources of support

Citizenship
Rights, Rules & Responsibilities (RR 5/6)

a. What are the basic rights of children and adults?
b. What rights and responsibilities do members of our school community have? GW
c. How can I show and expect respect online and offline? RKR
d. How can I contribute to making and changing rules in school? RKR
e. What are the conventions of courtesy and manners and how do these vary? RKR
f. What rules are there for being safe online and do I understand them? OSA
g. Why do we have laws in our country?
h. How does democracy work in our community and country?
i. What do councils, councillors, parliament and MP's do?
j. How do I take part in debate, respectfully listening to other people's views? RKR

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

Myself & My Relationships
My Emotions (ME 5/6)

a. How can we make mental wellbeing a part of daily life, in the same way as physical wellbeing? GW
b. What does it mean to have a 'strong sense of identity' & 'self-respect' and how can I build this? RKR
c. How do I manage strong emotions? GW
d. How can I judge if my own feelings and behaviours are appropriate & proportionate? GW
e. How do I recognise how other people feel and respond to them? GW
f. What is loneliness and how can I manage feelings of isolation? GW
g. What is mental ill health and how might I recognise it and respond appropriately? GW
h. What are the advantages and disadvantages of time spent on electronic devices in terms of my mental wellbeing? WO
i. What self-care techniques are there, and which work well for me? GW
j. How and from whom could I get support when things are difficult? GW

- Mental health
- Self-respect & identity
- Feelings, thoughts, behaviour
- Recognising strong feelings
- Loneliness
- Empathy
- Networks of support

Myself & My Relationships
Family and Friends (FF 5/6)

a. What are the characteristics of healthy friendships on or offline and how do they benefit me? CF
b. How can I be a good friendship role model? CF
c. How do trust and loyalty feature in my relationships on and offline? CF
d. Can I spot when a friendship is not mutual and ask for help? RKR
e. What skills do I use to make and develop friendships online? RKR
f. Can I balance the needs of family and friends and how do I manage this? RKR
g. Can I communicate, empathise and compromise when resolving friendship issues? CF
h. What can I do and say when a friendship breaks down? BS RKR
i. How can I check that my friends give consent on and offline? BS
j. How do people in my family continue to support each other as things change? FP
k. Who is in my networks on and offline and how have these changed and how do we support each other? CF

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

Citizenship
Diversity and Communities (DC 5/6)

a. How do other people's perceptions, views, and stereotypes influence my sense of identity? RKR
b. How do people's views of how girls and boys should behave affect my identity, friendships behaviour and choices? RKR
c. What are people's different identity's locally and in the UK? RKR
d. How can I show respect to those with different lifestyles beliefs and traditions? RKR
e. Which wider communities and groups do I belong to and how does this benefit me? GW
f. What are voluntary organisations and how do they make a difference? GW
g. What is the role of the media and how does it influence me and my community?
h. Who cares for the wider environment and what is my contribution? GW

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

Myself & My Relationships
Anti-bullying (AB 5/6)

a. Can I explain how people who bully might use exclusion or manipulation? CF
b. Are there different rates of bullying online or in person? OSA
c. Can I define the characteristics and different forms of bullying, on and offline? RKR
d. What does indirect bullying look like within groups and how can I respond? RKR
e. Might people in particular groups experience bullying in different ways? RKR
f. How does prejudice sometimes lead people to bully others? RKR
g. How do people bully others online and how can I help others to prevent and manage this? WO
h. How might bullying on and offline affect people's mental well-being and behaviour? GW
i. How can I safely be an assertive 'upstander' in bullying situations and get help from a trusted adult? RKR
j. Can I identify ways people can work together to prevent bullying in school and the wider community? RKR

- 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
Working Together (WT 5/6)

a. What are my strengths and skills and how are they seen by others? RKR
b. What helps me learn new skills effectively? RKR
c. What would I like to improve and how can I achieve this? RKR
d. How could my skills and strengths be used in future employment?
e. What are some of the jobs that people do?
f. How can I be a good listener to other people? CF
g. How can I share my views effectively and negotiate with others to reach agreement? RKR
h. How can I persevere and help others to do so? CF
i. How can I give, receive and act on sensitive and constructive feedback? RKR

- Self perception & 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

Economic Wellbeing
Financial Capability (FC 5/6)

a. What different ways are there to gain money?
b. What sort of things do adults need to pay for?
c. How can I afford the things I want or need?
d. How can I make sure I get 'value for money'?
e. Why don't people get all the money they earn?
f. How is money used to benefit the community or the wider world?
g. 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
Being Safe (BS 5/6)

a. How do I recognise my own feelings and consider how my actions may affect the feelings of others? GW
b. Can I use my Early Warning Signs to judge how safe I am feeling? BS
c. How do I judge who is a trusted adult or trusted friend? CF
d. How can I seek help or advice from someone on my network of support and when should I review my network? BS
e. How could I report concerns of abuse or neglect? BS
f. Can I identify appropriate & inappropriate or unsafe physical contact? BS RKR
g. How do I judge when it is not right to keep a secret and what action could I take? BS RKR
h. How can I recognise risks online and report concerns? OSA
i. What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS

- Recognising feelings & considering others
- Rights and responsibilities
- Is my fun, fun for everyone?
- Early Warning signs
- Identifying trusted adults
- Networks of support
- 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
Drug Education (DE 5/6)

a. What do I know about medicines, caffeine, alcohol and nicotine and their effects on the body and brain? DATV
b. What is meant by illegal drugs and what are the potential consequences for people who choose to use them? DATV
c. How can I keep myself safe around solvents? DATV
d. How do medicines help people with different illnesses? DATV
e. What immunisations have I had or may I have in future and how do they keep me healthy? HPP
f. How can I assess risk, recognise peer influence & respond assertively? RKR BS
g. When and how should I check information about drugs? DATV BS

- 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
Managing Safety and Risk (MSR 5/6)

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

- Personal responsibility for safety
- Risk reduction strategies
- Getting help
- Sources of support
- Basic first aid
- Road, sun, cycle, railway & electrical safety
- Health & safety rules in school
- Preventing a wider range of accidents

Healthy & Safer Lifestyles
Digital Lifestyles (DL Core Learning 5/6)

a. What are some examples of how I use the internet? OSA WO
b. What are the principles for my contact and conduct online, including when I am anonymous? OSA
c. How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? OSA
d. How might the media shape my ideas about various issues and how can I challenge or reject these? OSA WO
e. Can I explain some ways in which information and data is created, shared, selected and targeted? WO
f. How can online content impact on me positively or negatively? WO
g. What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? WO
h. How and where can I seek support if I have concerns? WO
i. Can I identify, flag and report inappropriate content? OSA
j. Why are social media and online gaming age restricted and how does peer influence play a part in my decision making? WO
k. How could online abuse, bullying and harassment affect my wellbeing? WO
l. How do I make decisions about my digital footprint? OSA WO

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

Healthy & Safer Lifestyles
Relationships and Sex Education (RS 5)

a. What are male and female sexual parts called and what are their functions? DB
b. How can I talk about sexual body parts comfortably, confidently, and appropriately BS
c. What happens to different bodies during puberty? DB
d. What might influence my view of my body?
e. How can I keep my growing and changing body clean? HPP
f. How can I reduce the spread of a wider range of viruses and bacteria? HPP

- 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 (RS 6)

a. What are the different ways babies are conceived and born? Sex Ed
b. What effect might puberty have on feelings and emotions? DB
c. When can I take responsibility for how others feel? RKR
d. What should adults think about before they have children? FP
e. Why might people get married or become civil partners? FP
f. 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 (HL 5/6)

a. How does physical activity help me & what might be the risks of not engaging in it? PHF GW
b. What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE
c. What are the different aspects of a healthy lifestyle and how could I become healthier? PHF/HPP
d. What are the factors influencing me when I'm making lifestyle choices and how might these change over time?
e. What is meant by a positive attitude towards food and nutrition, and how can I develop this in myself and support others? HE
f. What might be the signs of physical illness and how might I respond? HPP
g. What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health? WO

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

Myself & My Relationships
Managing Change (MC 5/6)

a. What positive and negative changes might people experience? DB
b. How might people's emotions evolve over time as they experience loss and change? GW
c. How can I manage the changing influences and pressures on my friendships and relationships? CF RKR
d. What is meant by grief, and what are some examples of the ways in which people might grieve? GW RKR
e. What different strategies might people use to manage grief and feelings linked to loss and change and how can I help? GW RKR
f. How might people whose families change feel? FP
g. When might change lead to positive outcomes for people?
h. What positive and negative changes have I experienced and how have these experiences affected me? GW CAB
i. What strategies will help me to thrive when I move to my next school? GW

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

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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