

Cambridgeshire Personal Development Programme • Years 5 and 6 Framework

Myself and My Relationships 14

Beginning and Belonging (NB)

- How do we make sure we feel safe in our class and school?
- How do we build good relationships in our class?
- How do we make new people feel welcome and valued?
- How do I feel when I do something new?
- Which ways to calm down work for me?
- How do I solve problems?
- Who can I talk to when I need help?
- How can I help and support other people?

- Ground Rules / class charters
- Responsibilities
- Belonging
- New experiences
- Managing emotions
- Calming down
- Problem solving
- Network of support

Citizenship 11

Rights, Rules and Responsibilities (NB)

- How can I contribute to making and changing rules in school?
- How else can I make a difference in school?
- Are there places or times when I have to behave differently?
- 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?

- Ground rules / class charters
- Children's rights
- Conflicting rights and responsibilities
- Rules and laws in society
- Role of the police
- Local and national democracy
- Participation in class and school
- School and class councils
- Social and moral issues

Myself and My Relationships 15

My Emotions (GTBM)

- What am I good at?
- What do I find difficult?
- What do I feel proud of about myself?
- How do I manage strong emotions?
- What can I do when I realise I'm in a bad mood?
- How do I recognise how other people feel and respond to them?
- How do I cope when I disagree with someone?
- How and from whom do I get support when things are difficult?

- Self awareness
- Feelings, thoughts, behaviour
- Mental health and what affects it
- Mood changes
- Worry and anxiety
- Managing strong feelings
- Empathy
- Calming down
- Assertiveness
- Making informed choices
- Assessing risk
- Networks of support

Myself and My Relationships 16

Family and Friends (GOFO)

- Who is in my network of relationships and how has it changed?
- How can I develop new friendships and maintain existing ones?
- In what way is it positive to have differences between people?
- What different kinds of families are there?
- How can I manage some of the pressures on my relationships?
- Who do I get support from and how do I support others?

- Changing networks
- Respecting difference
- Sustaining friendships
- Anger management
- Family patterns
- Influences and pressures
- Different perspectives
- Cooperation
- Network of support groups

Citizenship 9

Working Together (GFG)

- 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?
- How can I share my views effectively and negotiate with others to reach agreement?
- How can I persevere and help others to do so?
- How can I give, receive and act on sensitive and constructive feedback?

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

Myself and My Relationships 17

Anti-bullying (SNTB)

- Can I define bullying?
- Do I understand why a person or group of people may feel the need to have power over another person or group of people?
- Can I respond to bullying and seek support where necessary?
- How can bullying affect people's behaviour and wellbeing?
- How might people's responses to bullying improve or worsen a situation?
- Can I identify ways of preventing bullying in school and the wider community?

- Types of bullying including bullying related to race, religion or culture
- Homophobic bullying
- Physical, mental and emotional wellbeing
- Peer pressure
- Roles in bullying
- Strategies for dealing with bullying including assertiveness
- Cyberbullying
- Community cohesion
- Sources of support

Citizenship 10

Diversity and Communities

- What makes up my 'identity' and that of other people?
- What are the different identities locally and in the UK?
- How can I show respect for different views, lifestyles and beliefs?
- What are the negative effects of stereotyping?
- What groups and communities am I part of?
- Who works for the good of the community and how can I help?
- What are voluntary organisations and how do they make a difference?
- What is the role of the media and how does it influence me and my community?
- Who cares for the environment and what is my contribution?

- Diversity in communities
- Community cohesion
- Challenging stereotypes
- The community and roles in it
- Voluntary, community, charitable and pressure groups
- The media
- Environmental issues
- Sustainability

Economic Wellbeing 3

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 and 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 and Safer Lifestyles 18

Managing Risk

- When might it be good to take risk?
- What are the different consequences of taking physical, emotional and social risks?
- How risky are different situations?
- When am I responsible for my own safety?
- How can I keep myself and others safe?
- How can I get the attention of an adult if I need to?
- Where can people go for help?
- How can I help people who need support?
- Can I carry out basic first aid?

- Positive and negative aspects of risk taking
- Consequences and degrees of risk
- Personal responsibility for safety
- Risk reduction strategies
- Getting help
- Sources of support
- Basic first aid

Healthy and Safer Lifestyles 22

Drug Education

- What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others?
- How does drug use affect the way a body or brain works?
- How do medicines help people with a range of illnesses?
- What does misusing a drug mean?
- What are some of the laws about drugs?
- What risks should I look for around substances?
- How do my friends influence my behaviour and decision making?
- How and why do companies advertise drugs?
- When and how should I check information I am given?

- Legal and illegal drugs
- Effects of drug use
- Essential use of medicines
- Misuse of substances
- Staying safe around risky substances
- Influence of friends and media
- Reliable information
- First aid

Healthy and Safer Lifestyles 19

Safety Contexts

- How can I stay safe on the roads as cyclist or pedestrian?
- How do I keep myself safe in the sun?
- How can I stay safe in my home?
- How can I stay safe near railways?
- What helps to make school a safe place?
- How can I prevent accidents?

- Road safety
- Sun safety
- Cycle safety
- Railway safety
- Electrical safety
- Health and safety rules in school
- Preventing a wider range of accidents

Healthy and Safer Lifestyles 23

Personal Safety

- When am I responsible for my personal safety?
- What can I do to help keep myself safer?
- How can I act to show I'm assertive?
- When should I keep a secret for myself or for a friend?
- Who is now in my network of support and how is it changing?
- When and how should I ask for help?

- Personal safety
- Acceptable and unacceptable physical contact
- Secrets and promises
- Networks of support
- Trusted adults
- Organisations that help
- Assertiveness
- Managing pressure
- Domestic violence
- E-Safety

Healthy and Safer Lifestyles 20

Sex and Relationships Education

- What are male and female sexual parts called and what do they do?
- What happens to the bodies of boys and girls when they reach puberty?
- What influences my view of my body?
- How can I keep my growing and changing body clean?
- How can the spread of viruses and bacteria be stopped?
- What is HIV?

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

Healthy and Safer Lifestyles 24

Sex and Relationships Education

- How are babies made?
- How can I express my feeling positively as I grow up?
- When am I responsible for how others feel?
- What should adults think about before they have a baby?
- What are families like?

- Human lifecycle
- Sexual reproduction
- Changing emotions
- Responsibility for others
- Love and marriage
- Families

Healthy and Safer Lifestyles 21

Healthy Lifestyles

- What does being healthy mean and what are the benefits?
- Why is a varied and balanced diet important?
- How can I achieve a healthy energy balance?
- How does physical activity help me?
- How can I plan, prepare and cook healthy meals safely?
- What or who influences me when I'm making lifestyle choices?
- How am I responsible for a healthy lifestyle?

- Effects and benefits of healthy eating and physical activity
- Eatwell plate
- Basic food hygiene
- Lifestyle and leisure choices
- Physical and mental health

Myself and My Relationships 18

Managing Change (R,C)

- What different changes do we or might we experience?
- How will I feel if I lose something or someone or if things change?
- How have I been affected by changes I have already experienced?
- How are my friendships and relationships changing?
- In what different ways do people grieve?
- How might I or other people behave when we are living through change?
- How might I feel when I move to another school?

- Range of changes
- Coping with loss
- Emotions involved
- Sources of support
- Bereavement and family change
- Friendship change
- Transition between schools
- Outcomes of change
- Coping with challenges
- Managing risk
- Supporting others