

**PSHE framework (see also Appendix 1)**

Economic Wellbeing	Healthy and Safer Lifestyles	Myself and My Relationships	Citizenship
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**EYFS - NURSERY AND RECEPTION**

<p>EYFS (Personal, Social and Emotional Development)</p>	<p>Playing and Exploring</p>	<p>Active Learning</p>	<p>Creating and Thinking Critically</p>
<p>Nursery</p>	<ul style="list-style-type: none"> <li>● Realise their actions have an effect</li> <li>● Make independent choices</li> <li>● Guide their own thinking and actions by referring to visual aids or by talking to themselves whilst playing</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in routines</li> <li>● Begin to predict sequences because they know the routines</li> <li>● Show goal directed behaviour</li> <li>● Begin to correct their mistakes themselves</li> <li>● Keep trying when things are difficult</li> </ul>	<ul style="list-style-type: none"> <li>● Review their progress as they try to achieve a goal. Check how well they are doing.</li> <li>● Concentrate on something that’s important to them. They are increasingly able to control their attention and ignore distractions</li> </ul>
<p>Reception</p>	<ul style="list-style-type: none"> <li>● See themselves as a valuable individual</li> <li>● Build constructive and respectful relationships</li> <li>● Express their feelings and consider the feelings of others</li> <li>● Show resilience and perseverance in the face of challenge</li> <li>● Identify and moderate their own feelings socially and emotionally</li> <li>● Think about the perspectives of others</li> </ul>		
<p>Statutory ELG: Statutory ELG: <b>Self-regulation</b></p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>● <b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</b></li> <li>● <b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</b></li> <li>● <b>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</b></li> </ul>		



<p>Statutory ELG: <b>Managing Self</b></p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>● <b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</b></li> <li>● <b>Explain the reasons for rules, know right from wrong and try to behave accordingly</b></li> <li>● <b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</b></li> </ul>
<p>Statutory ELG: <b>Building Relationships</b></p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>● <b>Work and play cooperatively and take turns with others</b></li> <li>● <b>Form positive attachments to adults and friendships with peers</b></li> <li>● <b>Show sensitivity to their own and to others' needs</b></li> </ul>
<p>Vocabulary</p>	<p>feelings, behaviour, goals, confidence, challenge, attention, listening, rules, friends, relationships.</p>

**YEAR 1**

YEAR 1	Autumn	Spring	Summer
Vocabulary	<p><b>Beginning and belonging</b> safe, class, rules</p> <p><b>Managing Change</b> change, emotions,</p> <p><b>Family and Friends</b> friend, special, problem, family</p> <p><b>Anti-bullying</b> difference, bullying, respect</p>	<p><b>Working together</b> strengths, skills, goals</p> <p><b>Diversity and communities</b> identity, culture, beliefs</p> <p><b>Rights, rules and responsibilities</b> class, rules, responsibility</p> <p><b>Online/Digital Safety</b> technology, online, safe, unsafe</p>	<p><b>Managing safety and risk</b> risk, feelings, safety</p> <p><b>Drug Education</b> medicine, health, illness</p> <p><b>Personal Safety</b> feelings, communicate, warning</p> <p><b>Healthy Lifestyles</b> healthy, sleep, rest</p> <p><b>RSE</b> babies, change, grow</p> <p><b>Financial Capability</b> money, cash, payment</p>
Cambridgeshire Personal Development Programme	<b>Myself and My Relationships</b>	<b>Citizenship</b> <b>Healthy and Safer Lifestyles</b>	<b>Healthy and Safer lifestyles</b> <b>Economic Wellbeing</b>
Enquiry Questions			
Learning expectations	BB - Contribute simple ideas about behaviour that helps the classroom feel a safe and happy place to learn and understand the class rules.		
	BB - Name some of the other children in their class and to take part in relationship building activities.		
	BB - Identify some people in their 'Network of Support' who can help them if they are worried or need support, and practise asking for help.		
	BB - Describe how they feel if they are new in a situation, and what might help them to feel welcome.		
	MC - With support, be able to identify changes in their own lives since they were babies.		
	MC - Understand the difference between changes we choose and those we don't.		
	MC - Suggest an emotion they might feel if a particular change happened to them.		

MC - Say something they could do to help themselves cope with a change and identify an adult who might help them.
FF - Begin to describe some of the qualities of friendship and skills for making friends.
FF - Develop some strategies for managing when friendships are difficult.
FF - Describe their own family and its members, and other people they know.
FF - Show an understanding that there are different family patterns.
AB - Begin to understand that bullying is deliberately hurtful behaviour and why bullying happens.
AB - With support be able to describe how it may feel to be bullied or see someone else being bullied.
AB - Understand some simple ways of responding to bullying and how to be kind to children who are being bullied.
AB - Start to identify safe and unsafe places where bullying may occur at school.
WT - With support identify their own strengths and skills.
WT - Know that listening skills and turn taking are important and begin to develop these with support.
DC - Describe some aspects of their identity and, with support, recognise simple similarities and differences between themselves and others.
DC - Know some of the groups they belong to, in and out of school, and understand that people have different lifestyles.
DC - Recognise different places in their community, know what key places are for, and some of the people who help them.
DC - Know how they can help to look after the school environment.
DC - Understand some basic needs of animals and plants and, with support, have some ideas about how they can help look after them.
RRR - Name some adults who look after them in school.
RRR - Describe some classroom jobs and jobs they do at home.
RRR - Take part in voting in class.
RRR - Begin to learn how to share ideas and listen to others.

OS - Say, with support, what it means to stay safe online.

OS - Understand some aspects of creating a safe and appropriate online identity.

OS - Publish their online identity with support.

OS - Take part in online activity with the close supervision of an adult.

MSR - Name a familiar risky situation.

MSR - Say their full name and address.

MSR - Explain one thing they could do if they are lost.

MSR - Recognise one or two dangers that traffic poses to them.

MSR - Know one or two ways to stay safer in the sun.

MSR - Describe a way of preventing accidents on the playground.

MSR - Talk about an emergency they know about and know who helped.

DE - Identify, with support, some substances that go into the body.

DE - Name people at home and school who could help them with medicines.

DE - Begin to understand that doctors and nurses can give injections to help people.

DE - Begin to understand non-medical ways to feel better.

DE - Give simple suggestions to characters requiring help.

PS - Identify different feelings and start to express how they feel to others.

PS - Name their Early Warning Signs.

PS - Name some people they could talk with if they have a worry, and begin to know when to approach these adults for help.

PS - Identify private parts of the body and say 'no' to unwanted touch.

PS - Suggest what they could do if a friend or family member isn't kind to them or if they are worried about something that happens online.



	HL - Talk about how to be healthy, including healthy eating and physical activity .		
	HL - Give examples of activities where their bodies are active, explaining what this feels like.		
	HL - Say which foods they like and dislike.		
	HL - Identify some or all of the food groups and know that we need to eat a range of different foods to stay healthy.		
	RSE - Recognise names for the main external parts of the body.		
	RSE - Describe what their bodies can do and understand how amazing their body is.		
	RSE - Show some understanding that their body belongs to them.		
	RSE - Describe some basic personal hygiene routines and understand how these can prevent the spread of disease.		
	FC - Understand that we can receive, spend and save money in many ways.		
	FC - Explore the difference between needs and wants.		
	FC - Know we have to make choices about money which affect us and others.		
	FC - Know about the work of one particular charity.		
Enrichment	Day with a difference Anti-bullying week Children in Need	Day with a difference E-Safety week	Day with a difference

**YEAR 2**

YEAR 2	Autumn	Spring	Summer
Vocabulary	<p><b>Beginning and belonging</b> behaviour, relationship, support</p> <p><b>Managing Change,</b> achievements, strategies, positive</p> <p><b>Family and Friends</b> qualities, personal space, difficult</p> <p><b>Anti-bullying</b> behaviour, assertive, deliberate</p>	<p><b>Working together</b> discussion, negotiation, cooperation</p> <p><b>Diversity and communities</b> similarities, differences, lifestyles</p> <p><b>Rights, rules and responsibilities</b> voting, decisions, opinions</p> <p><b>Online/Digital Safety</b> publish, identity, profile</p>	<p><b>Managing safety and risk</b> emergency, accident, personal information</p> <p><b>Drug Education</b> substances, drugs, prescription</p> <p><b>Personal Safety</b> autonomy, warning, identify</p> <p><b>Healthy Lifestyles</b> balance, diet, active, inactive</p> <p><b>RSE</b> develop, reliance, expectations</p> <p><b>Financial Capability</b> save, spending, choices</p>
Cambridgeshire Personal Development Programme	<b>Myself and My Relationships</b>	<b>Citizenship</b> <b>Healthy and Safer Lifestyles</b>	<b>Healthy and Safer lifestyles</b> <b>Economic Wellbeing</b>
Enquiry Questions			
Learning expectations	<p>BB - Take part in discussions about behaviour that helps the classroom feel a safe and happy place to learn and agree on class ground rules.</p> <p>BB - Name the other children in their class and to take part in relationship building activities.</p> <p>BB - Describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome.</p> <p>BB - Identify people in their 'Network of Support' who can help them if they are worried or need support, and know how to ask for help.</p> <p>BB - Show some simple strategies for helping other people who need support.</p> <p>MC - Talk about ways in which they have changed since they were babies as well as identifying recent achievements.</p> <p>MC - Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't.</p>		

MC - Identify changes that they or other children might experience in their lives, including how friendships might change.
MC - Name some emotions they or others might feel at particular times of change.
MC - Suggest some strategies they might use to cope with times of change, including approaching others for help.
MC - Know that change can be positive and something to look forward to.
FF - Describe some of the qualities of friendship and skills for making friends.
FF - Develop some strategies for managing when friendships are difficult.
FF - Describe what is special about their own family and its members, and about other people they know.
AB - Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying
AB - Describe how it feels to be bullied or see someone else being bullied
AB - Demonstrate simple ways of responding to bullying including by being assertive
AB - Identify places where bullying may occur at school and start to suggest simple strategies to help the school feel a safer place where bullying is less likely to occur.
WT - Name some of their own strengths and skills and identify a new skill to develop.
WT - Understand and practise listening skills, take turns and make clear explanations.
WT - Understand and practise group work skills, including discussion, negotiation and cooperation.
WT - Be aware of how their strengths and skills can be useful in a group and evaluate a group task.
DC - Know about some similarities and differences in people's lifestyles, including different groups people belong to.
DC - Understand how they can help look after the school environment, and make a contribution to doing so.
DC - Know what animals and plants need to survive and how they can help look after them.
RRR - Describe some of the responsibilities they have in the classroom and at home, towards classmates and family.
RRR - Explain what is meant by voting and be able to name some people who make decisions at school.

RRR - Share information, opinions and feelings and listen to those of others, as part of a paired and class discussion.
OS - Review their online identity, image and nickname.
OS - Know what to do if they see something inappropriate online.
OS - Publish their online identity independently.
MSR - Name a familiar risky situation and suggest ways of reducing risk.
MSR - Say their full name and address and know when this might be useful.
MSR - Understand what is meant by an emergency and who might help them.
DE - Have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful.
DE - Be aware of safety rules concerning medicines and be able to name people who could help them take them safely.
PS - Name their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe.
PS - Know what to do if a friend or family member isn't kind to them or if they are worried about something that happens online.
PS - Identify private parts of the body and say 'no' to unwanted touch.
HL - Know the difference between being active and inactive, and give some examples.
HL - Say what changes physically and emotionally when they are active.
HL - Understand that food can be divided into different groups and know that for good health we need a balanced diet.
RSE - Understand that human babies grow inside their mothers.
RSE - Describe the main physical developments which take place in early childhood.
RSE - Explain a baby's basic needs and their reliance on their parents/caregivers.
RSE - Describe some of the changes in responsibilities and expectations during early childhood.
FC - Know how to save and look after their money & why we might do so.
FC - Begin to understand family spending and the impact of choices.



	FC - begin to understand and manage some of the changing feelings associated with money.		
Enrichment	Day with a difference Anti-bullying week Children in Need	Day with a difference E-Safety week	Day with a difference

**YEAR 3**

YEAR 3	Autumn	Spring	Summer
Vocabulary	<p><b>Beginning and belonging</b> charters, resilience, network</p> <p><b>Managing Change,</b> permanent, grieve, confidence</p> <p><b>Family and Friends</b> patterns, challenges, strategies,</p> <p><b>Anti-bullying</b> power, characteristics, respect</p>	<p><b>Working together</b> decisions, contribution, feedback</p> <p><b>Diversity and communities</b> stereotype, media, responsibility</p> <p><b>Rights, rules and responsibilities</b> demonstrate, influence, representative</p> <p><b>Online/Digital Safety</b> communicate, SMART, identify</p>	<p><b>Managing safety and risk</b> prevent, first aid, accident</p> <p><b>Drug Education</b> nicotine, alcohol, recreational</p> <p><b>Personal Safety</b> unwanted, unsafe, secrets</p> <p><b>Healthy Lifestyles</b> advertising, benefit, hygiene</p> <p><b>RSE</b> penis, testicles, breast, vulva, vagina</p> <p><b>Financial Capability</b> manage, situations, work</p>
Cambridgeshire Personal Development Programme	<b>Myself and My Relationships</b>	<b>Citizenship</b> <b>Healthy and Safer Lifestyles</b>	<b>Healthy and Safer lifestyles</b> <b>Economic Wellbeing</b>
Learning expectations	BB - Contribute ideas to discussions about ground rules for the class, and to join in relationship building activities.		
	BB - Identify emotions that they might feel in a new situation, and know how to welcome someone else who is new.		
	BB - Identify people at home and at school who can help them when they need it.		
	BB - Know how to ask someone in their support network for help.		
	MC - Name some changes which have happened in their own lives.		
	MC - Know that death is a permanent change and that someone is likely to experience strong feelings if a pet, or someone close to them dies.		
	MC - Identify someone in their Network of Support they might approach if they need help with a change.		
	FF - Describe some of the qualities of a good friend, and, with support, describe strategies for making and keeping friends online and/or offline.		

	FF - Recognise some changes in their friendship patterns and be able, with support, to talk about some ways to cope with these and other friendship challenges.
	FF - Describe some ways family members support each other.
	AB - understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying.
	AB - Describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support another child in a bullying situation.
	WT - Understand the need for good listening skills, express opinions and ask appropriate questions with support.
	WT - Work as a group to make decisions and solve a problem and know how different people can contribute to a group task.
	WT - Evaluate a group task, including giving and receiving feedback.
	DC - Recognise and respect difference, and have a basic understanding of stereotyping behaviour and why it should be challenged.
	DC - Know some examples of different forms of the media.
	DC - Know some needs of animals, including pets, and the responsibilities of humans towards them.
	RRR - Explain the difference between wants and needs and be able to state some rights that children have and begin to understand the link to responsibilities.
	RRR - Develop their skills to demonstrate they can treat others with respect.
	RRR - Suggest different ways of making a decision and ways they can influence decision making in school, through simple debating and voting.
	RRR - Be aware of the roles of some of the representatives in school.
	OS - Describe their current online activity and identify the risks involved in their own use of technology.
	OS - Know, understand and be able to apply the SMART rules for keeping safe online.
	OS - Communicate rules and strategies for keeping safe online to others.
	MSR - Explain one way that friends might influence them in a risky situation.

	MSR - Explain strategies for staying safe near roads and water.		
	MSR - Carry out a simple first aid procedure.		
	MSR - Explain ways to prevent accidents in familiar settings.		
	DE - Name some medical and legal recreational drugs.		
	DE - Have clear ideas about medicine safety and have some ideas for keeping safe and asking for help.		
	DE - Know that nicotine and alcohol are drugs and describe some of their effects.		
	DE - Have thought about influence and persuasion and will demonstrate some skills to counter these.		
	PS - Recognise their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe.		
	PS - Identify the sort of physical contact they feel comfortable with and how to report unwanted or unsafe physical contact.		
	PS - Seek help if they feel worried about a relationship with a friend or family member.		
	HL - Know that eating a balanced diet, being active and sleeping all contribute to a healthy lifestyle.		
	HL - State some of the influences on food choices and some of the persuasive methods used in advertising.		
	HL - Talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks.		
	HL - Know why dental hygiene is important and how they can look after their teeth.		
	RSE - Use the scientific terms penis, testicles, breast, vulva and vagina and explain which parts are male and which are female.		
	RSE - Describe familiar hygiene routines and understand the reasons for doing these things.		
	RSE - Explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness.		
	FC - Know that we receive money through a variety of means, including paid work.		
	FC - Understand that some of the ways we use money can make it grow or involve risk.		
Enquiry Questions			



Enrichment	Day with a difference Anti-bullying week Children in Need	Day with a difference E-Safety week	Day with a difference
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**YEAR 4**

YEAR 4	Autumn	Spring	Summer
Vocabulary	<p><b>Beginning and belonging</b> cooperation, adapt, discussions</p> <p><b>Managing Change,</b> bereavement, empathy, past, current, future</p> <p><b>Family and Friends</b> conflict resolution, compromise, boundaries</p> <p><b>Anti-bullying</b> bystanders, followers, prejudice</p>	<p><b>Working together</b> constructive, sensitive, perseverance</p> <p><b>Diversity and communities</b> environment, diversity, welfare</p> <p><b>Rights, rules and responsibilities</b> UN Convention, rights, authority</p> <p><b>Online/Digital Safety</b> reliability, restrictions, content</p>	<p><b>Managing safety and risk</b> reaction, pressure, services</p> <p><b>Drug Education</b> syringe, professional, influence</p> <p><b>Personal Safety</b> Identifying, contact, autonomy</p> <p><b>Healthy Lifestyles</b> mental wellbeing, maintain, imbalance</p> <p><b>RSE</b> sperm, ovum, commitment</p> <p><b>Financial Capability</b> manage, situations, work</p>
Cambridgeshire Personal Development Programme	<b>Myself and My Relationships</b>	<b>Citizenship</b> <b>Healthy and Safer Lifestyles</b>	<b>Healthy and Safer lifestyles</b> <b>Economic Wellbeing</b>
Learning expectations	BB - Take a lead in discussions about class ground rules, and in activities to help build cooperative relationships in the class.		
	BB - Recognise how their support network progresses over time, and be able to adapt it to changing circumstances.		
	BB - Be confident in knowing how they can access support, and in offering support to others.		
	MC - Identify a range of past, current and future changes in their own and others' lives, and suggest a range of possible associated feelings.		
	MC - Talk about how their own friendships have changed over time and identify positive and negative aspects of these changes.		
	MC - Show empathy and close listening when a peer talks about their feelings associated with change.		
	MC - Identify changes they are looking forward to in their lives, and other changes they are less sure about		
	FF - Develop and put into practice strategies for making friends and coping with friendship changes and challenges.		

	FF - Empathise with people experiencing friendship challenges and begin to apply these principles to their own friendships.
	FF - Recognise how their networks have changed and developed.
	AB - Begin to identify and describe specific types of identity based/prejudice driven bullying e.g. homophobic /racist bullying.
	AB - Describe the different roles of those involved in a bullying situation and will also be beginning to understand that there are often mismatches between thoughts /feelings and the ways in which people actually behave in a bullying situation.
	AB - Begin to describe how a bystander’s behaviour can improve or worsen a situation and suggest and model simple strategies to intervene in a bullying situation and defend a person who is being bullied.
	WT - Tell someone else about a skill they have learned, and suggest how they might tackle learning it for themselves.
	WT - Know some different ways of managing turn taking.
	WT - Choose appropriate children to take on different tasks, based on knowledge of their skills.
	WT - Know how constructive and sensitive feedback can be useful.
	DC - Understand how to value difference and respect diversity, including being able to recognise and challenge stereotypes.
	DC - Know about a wide range of local groups and communities.
	DC - Talk about a wide range of the different forms and roles of the media.
	RRR - State some of the rights in the UN Convention on the Rights of the Child.
	RRR - Give examples of responsibilities that come with rights and explain how their own behaviour might help to protect others’ rights, at home and at school.
	RRR - Explain how being treated with respect makes them feel and demonstrate respect when interacting with others.
	RRR - Identify a number of people in positions of authority in school and the wider community and understand some of their responsibilities.
	RRR - Suggest different ways of making a decision and understand why different methods are chosen in different situations
	OS - Describe a variety of potential risks involved in their own and others’ use of technology.
	OS - Know a range of strategies for accessing help if they see or hear something online which makes them feel uncomfortable.

OS - Apply the SMART rules to several possible situations involving e-safety.
MSR - Describe ways friends might encourage or influence them in risky situations.
MSR - Carry out or explain a variety of first aid procedures.
MSR - Describe physical and emotional reactions to both positive and negative risky situations.
DE - Explain a number of different ways that drugs can enter the body and blood stream and affect different parts.
DE - Give detailed guidelines for medicine safety and procedures for other harmful items.
DE - Discuss a number of reasons why people may or may not choose to use nicotine and alcohol.
DE - Develop a range of strategies for countering persuasion and be able to demonstrate these confidently.
PS - Recognise and interpret a wide range of feelings in themselves and others, and articulate their own feelings with confidence.
PS - Have a good awareness of bodily autonomy and the confidence to report unwanted or unsafe physical contact.
PS - Confidently seek support from their network if they are worried about a relationship with a friend or family member.
HL - Detect patterns in survey information about children’s use of free time and suggest ways of increasing physical activity/rest/sleep.
HL - Understand that our bodies need more of some food groups and less of others and why, including the consequences of an imbalance.
HL - Understand that they have some responsibility for themselves but that others can also help them maintain a healthy lifestyle.
RSE - Identify the main stages of the human lifecycle and identify accurately the stage of an individual.
RSE - Explain that when male sperm and female ovum join together a baby starts to grow.
RSE - Identify areas of new responsibilities they can take up now and in the near future as they approach the teenage years.
RSE - explain ways that parents/carers are responsible for babies and understand the level of time, love and commitment a small baby needs.
FC - Understand that we make choices for many reasons, including our values, beliefs and lifestyles and what we can afford.
FC - Understand that money may have different value and meaning to different people at different times and in different cultures.
FC - Plan and manage money effectively in real life situations.



Enquiry Questions			
Enrichment	Day with a difference Anti-bullying week Children in Need	Day with a difference E-Safety week	Day with a difference

**YEAR 5**

YEAR 5	Autumn	Spring	Summer
Vocabulary	<p><b>Beginning and belonging</b> resilience, charters, collaborate</p> <p><b>Managing Change,</b> reflect, associated, pressure</p> <p><b>Drug Education</b> physical, physiological, categorise</p> <p><b>Anti-bullying</b> intervene, demonstrate, prejudice</p>	<p><b>Working together</b> negotiation, debate, chairing</p> <p><b>Diversity and communities</b> perception, ethnicity, community</p> <p><b>Rights, rules and responsibilities</b> courtesy, conflicting, laws, society</p> <p><b>Online/Digital Safety</b> password, sources, wellbeing</p>	<p><b>Managing safety and risk</b> reaction, pressure, services benefits, consequences, context</p> <p><b>Personal Safety</b> abuse, neglect, assess</p> <p><b>Healthy Lifestyles</b> nutrients, energy, restrictions</p> <p><b>RSE</b> puberty, menstruation, body image</p> <p><b>Financial Capability</b> poverty, value, budget</p>
Cambridgeshire Personal Development Programme	<p>Myself and My Relationships</p> <p>Healthy and Safer Lifestyles</p>	<p>Citizenship</p> <p>Healthy and Safer Lifestyles</p>	<p>Healthy and Safer Lifestyles</p> <p>Economic Wellbeing</p>
Learning expectations	BB - collaborate with other children to develop strategies and approaches to help the classroom feel a safe and happy place to learn.		
	BB - Identify a range of people in their Network of Support, and know how to access help and support.		
	BB - Have ideas for helping new people feel welcome, and be able to offer support to others who need help.		
	MC - Recognise emotions associated with loss and change, and understand how these feelings can change.		
	MC - Reflect on their own experiences of change and describe some ways they have affected them.		
	MC - Identify a range of changes which can happen in families, and talk about how and why their friendships might change.		
	DE - Categorise drugs as medical, non-medical, legal and illegal and understand the possible physical and psychological effects of some drugs.		
	DE - Recognise some reasons why people use and misuse drugs and be able to suggest some alternatives.		

DE - Understand some of the laws relating to drugs.
DE - Identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information.
AB - Identify and describe specific types of prejudice driven bullying.
AB - Describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied.
AB - Describe confidently and demonstrate a number of assertiveness techniques.
WT - Talk about skills they would like to develop and hopes for the future.
WT - Know some skills which might be useful in a range of jobs.
WT - communicate effectively, using listening, negotiation, debating & chairing skills.
DC - Recognise aspects of their identity and understand how other people can influence their perception of themselves.
DC - Describe the ethnic make-up of their community and different groups that live in Britain.
DC - Know about how they and others, including volunteers, contribute to the community.
RRR - State some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.
RRR - Explain the conventions of courtesy and manners in some different settings.
RRR - Know why rules and laws are needed in society and explain some reasons why people sometimes break them.
RRR - Understand the democratically elected role of parliament, MPs, local councils and councillors and link this with school councils.
OS - Explain some ways of ensuring an online profile is as safe as possible, and review their own online profiles.
OS - Know how to create and maintain a safe password.
OS - Explain the difference between personal and private information, giving examples, and know that private information should not be shared.
MSR - Benefits and consequences of taking risks, in familiar and unfamiliar contexts.

	MSR - Describe strategies for getting help from known and unknown adults, even when this is difficult.		
	MSR - Identify strategies for staying safe on the roads when using them independently, as a cyclist or pedestrian.		
	PS - Identify behaviours that constitute abuse and neglect.		
	PS - Understand and identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies.		
	HL - State that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important.		
	HL - explain that different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves, including explaining the possible consequences of an imbalance.		
	HL - Explain why some online apps and games are age restricted, and how online behaviour can affect physical & mental health.		
	RSE - Understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently.		
	RSE - Have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others.		
	RSE - Understand the importance of washing regularly and of maintaining other hygiene routines during puberty.		
	FC - Understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community.		
	FC - Have a broad view of what we mean by poverty and know something of its links with trade and charities.		
	FC - Manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget.		
	FC - Have a broad view of what we mean by poverty, know something of its causes and how charities are involved.		
Enquiry Questions			
Enrichment	Day with a difference Anti-bullying week Children in Need	Day with a difference E-Safety week	Day with a difference

**YEAR 6**

YEAR 6	Autumn	Spring	Summer
Vocabulary	<p><b>Beginning and belonging</b> lead, ownership, sources</p> <p><b>Managing Change,</b> transition, phase, strategies</p> <p><b>Drug Education</b> risk management, laws, accurate</p> <p><b>Anti-bullying</b> imbalance, power, stereotype</p>	<p><b>Working together</b> potential, unforeseen, enable</p> <p><b>Diversity and communities</b> nationalities, cultures, ethnic groups</p> <p><b>Rights, rules and responsibilities</b> parliament, MPS, councils, councillors</p> <p><b>Online/Digital Safety</b> safeguarding, protected, security</p>	<p><b>Managing safety and risk</b> benefits, consequences, context</p> <p><b>Personal Safety</b> boundaries, intimate, qualities</p> <p><b>Healthy Lifestyles</b> guidelines, lifestyle, mental health</p> <p><b>RSE</b> reproduction, loving, trusting</p> <p><b>Financial Capability</b> supply, demand, trade, currencies</p>
Cambridgeshire Personal Development Programme	<p>Myself and My Relationships</p> <p>Healthy and Safer Lifestyles</p>	<p>Citizenship</p> <p>Healthy and Safer Lifestyles</p>	<p>Healthy and Safer Lifestyles</p> <p>Economic Wellbeing</p>
Learning expectations	BB - Collaborate with others and sometimes lead discussions about what helps the classroom feel a safe and happy place to learn.		
	BB - Identify a range of people in their Network of Support, and know how to access help and support in different ways, depending on the source of support.		
	MC - Reflect on their experiences of change, and describe some ways they have been affected by and have learned from them.		
	MC - Develop strategies for coping with a range of future changes, including transition to secondary school.		
	DE - Show an understanding of the possible physical and psychological effects and harm caused by a number of drugs on users and others in society.		
	DE - Understand influence and pressure and have related this to peers and the media.		
	DE - Have a more detailed knowledge of the laws relating to drugs.		

DE - Identify risk and risk management strategies and know where they can get support and reliable, accurate information.
AB - Identify the imbalance of power in a bullying situation.
AB - Understand the role of stereotyping in identity based / prejudice driven bullying.
AB - Suggest simple strategies to make the local community a safer place where bullying is less likely to occur.
WT - Understand the potential links between their likes, dislikes and skills and future work.
WT - Suggest some unforeseen consequences for themselves when they learn a new skill.
WT - Enable others to communicate effectively, using listening, negotiation, debating and chairing skills.
DC - Describe the make-up of their community and the range of nationalities, cultures and ethnic groups that live in Britain.
DC - Know about their own role in the community, and also about the contribution made by others, including voluntary organisations and volunteers.
DC - Know about the media and its possible influences on themselves and their community.
DC - Understand the needs of the environment and ways in which they and others can care for it.
RRR - Explain the importance of children’s and adults’ rights and who is responsible for protecting these.
RRR - State some of the rules and laws we have in our country, including legal ages, and know who is responsible for making and enforcing these.
RRR - Research and take part in a debate about a local issue.
RRR - Know the different roles of parliament, MPs and local councils and know how they can contact these to present their views.
OS - Give several examples of possible risks if someone’s online identity is not protected, and suggest ways of safeguarding against these risks.
OS - Suggest improvements to their own profiles and those of others.
OS - Present their learning about passwords to others, explaining how to keep them safe.
MSR - Describe ways their levels of responsibility for their own safety are changing and predict further possible changes.

	MSR - Describe strategies for staying safe on the roads when using them independently, as a cyclist or pedestrian, alone or with peers.		
	MSR - Accurately explain how to perform a wide range of first aid procedures to be used in familiar and unfamiliar situations.		
	PS - Assess whether a secret is safe or unsafe.		
	PS - Clearly identify touches which break personal boundaries, both theirs and others, and understand that no-one should touch the intimate parts of their bodies.		
	PS - Contribute actively to and lead discussions about assessing risk.		
	HL - Explain the function of different nutrients for our body and know that there are guideline daily amounts of these depending on their age.		
	HL - Describe the factors which influence their own and others' choices in relation to healthy living and be able to make practical and sensitive suggestions to others about their lifestyles.		
	HL - Explain how they can take responsibility for their own physical, social and mental health and understand that these areas have an impact on each other.		
	RSE - Describe the main stages of sexual reproduction, using some scientific vocabulary.		
	RSE - Describe some emotions associated with the onset of puberty and have strategies to deal with these positively.		
	RSE - Understand some characteristics of loving, trusting relationships.		
	RSE - Understand a few reasons a couple might choose to have children.		
	RSE - Show awareness of some family arrangements which are different from their own.		
	FC - Have a broad view of what money is, including history, supply & demand, trade & currencies.		
	FC - Understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community.		
	FC - Have a broad view of what we mean by poverty and know something of its links with trade and charities.		
Enquiry Questions			



Enrichment	Day with a difference Anti-bullying week Children in Need	Day with a difference E-Safety week	Day with a difference
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### Appendix 1

Cambridgeshire Primary Personal Development Programme • Years 1 and 2 Framework	
<p><b>Myself &amp; My Relationships</b> <b>Beginning and Belonging (BB 1/2)</b></p> <ul style="list-style-type: none"> <li>• Do I understand simple ways to help my school feel like a safe, happy place? RR</li> <li>• How can I get to know the people in my class? CF</li> <li>• How do I feel when I am doing something new? MW</li> <li>• How can I help someone feel welcome in class? MW</li> <li>• What helps me manage in new situations? MW</li> <li>• Who can help me at home and at school? BS</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling safe and happy</li> <li>• Belonging in the class / school / community</li> <li>• Ground rules / class charters</li> <li>• Doing new things</li> <li>• Resilience</li> <li>• Asking for help</li> </ul>
<p><b>Myself &amp; My Relationships</b> <b>My Emotions (ME 1/2)</b></p> <ul style="list-style-type: none"> <li>• What am I good at and what is special about me? RR</li> <li>• How can I stand up for myself? RR</li> <li>• Can I name some different feelings? MW</li> <li>• Can I describe situations in which I might feel happy, sad, cross etc? MW</li> <li>• How do my feelings and actions affect others? MW</li> <li>• How do I manage some of my emotions and associated behaviours? MW</li> <li>• What are the different ways people might relax and what helps me to feel relaxed? MW</li> <li>• Who do I share my feelings with? MW</li> </ul>	<ul style="list-style-type: none"> <li>• Self awareness</li> <li>• Assertiveness</li> <li>• Identifying &amp; naming emotions</li> <li>• Coping with feelings</li> <li>• Feelings, thoughts &amp; behaviour</li> <li>• Likes &amp; dislikes</li> <li>• Impulsive behaviour</li> <li>• Calming down &amp; relaxing</li> <li>• Seeking support</li> </ul>
<p><b>Citizenship</b> <b>Working Together (WT 1/2)</b></p> <ul style="list-style-type: none"> <li>• What am I and other people good at?</li> <li>• What new skills would I like to develop?</li> <li>• How can I listen well to other people? RR</li> <li>• How can I work well in a group? RR</li> <li>• Why is it important to take turns? RR</li> <li>• How can I negotiate to sort out disagreements? CF</li> <li>• How are my skills useful in a group?</li> <li>• What is a useful evaluation? RR</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising strengths</li> <li>• Developing skills</li> <li>• Steps towards goals</li> <li>• Effective communication</li> <li>• Compromise &amp; co-operation</li> <li>• Discussion &amp; negotiation</li> <li>• Applying group work &amp; communication skills</li> <li>• Evaluating</li> </ul>
<p><b>Citizenship</b> <b>Diversity and Communities (DC 1/2)</b></p> <ul style="list-style-type: none"> <li>• What makes me 'me', what makes you 'you'? RR</li> <li>• Do all boys and all girls like the same things? RR</li> <li>• What is my family like and how are other families different? FP</li> <li>• What different groups do we belong to? RR</li> <li>• What is a stereotype and can I give some examples? RR</li> <li>• Who helps people in my locality and what help do they need? MW</li> <li>• What does 'my community' mean and how does it feel to be part of it? MW</li> <li>• How do people find out about what is happening in my community? MW</li> <li>• How do we care for animals and plants?</li> <li>• How can I help look after my school?</li> </ul>	<ul style="list-style-type: none"> <li>• My identity</li> <li>• Different families</li> <li>• Different cultures and beliefs</li> <li>• Groups in and out of school</li> <li>• Respect</li> <li>• Community</li> <li>• Stereotypes</li> <li>• People who help us</li> <li>• School environment</li> <li>• Needs of people/animals / pets/plants</li> </ul>
<p><b>Myself &amp; My Relationships</b> <b>Family and Friends (FF 1/2)</b></p> <ul style="list-style-type: none"> <li>• Can I describe what a good friend is and does and how it feels to be friends? CF</li> <li>• Why is telling the truth important? CF</li> <li>• What skills do I need to choose, make and develop friendships? CF</li> <li>• How might friendships go wrong, and how does it feel? CF</li> <li>• How can I try to mend friendships if they have become difficult? CF</li> <li>• What is my personal space and how do I talk to people about it? BS</li> <li>• Who is in my family and how do we care for each other? FP</li> <li>• Who are my special people, why are they special and how do they support me? CF</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship</li> <li>• Truthfulness</li> <li>• My family</li> <li>• Special people</li> <li>• Problem solving in relationships</li> <li>• Different points of view</li> <li>• Personal space</li> <li>• Networks of support</li> </ul>
<p><b>Myself &amp; My Relationships</b> <b>Anti-bullying (AB 1/2)</b></p> <ul style="list-style-type: none"> <li>• Why might people fall out with their friends? CF</li> <li>• Can I describe what bullying is? RR</li> <li>• Do I understand some of the reasons people bully others? RR</li> <li>• Why is bullying never acceptable or respectful? RR</li> <li>• How might people feel if they are being bullied? MW</li> <li>• Who can I talk to if I have worries about friendship difficulties or bullying? RR</li> <li>• How can I be assertive? RR</li> <li>• Do I know what to do if I think someone is being bullied? RR</li> <li>• How do people help me to build positive and safe relationships? CF</li> <li>• What does my school do to stop bullying? RR</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting difference</li> <li>• Defining bullying</li> <li>• Physical, mental and emotional wellbeing</li> <li>• Assertiveness</li> <li>• Networks of support</li> <li>• Telling &amp; asking for help</li> <li>• Supporting others</li> <li>• Creating an anti-bullying ethos</li> </ul>
<p><b>Economic Wellbeing</b> <b>Financial Capability (FC 1/2)</b></p> <ul style="list-style-type: none"> <li>• Where does money come from and where does it go when we 'use' it?</li> <li>• How might I get money and what can I do with it?</li> <li>• How do we pay for things?</li> <li>• What does it mean to have more or less money than you need?</li> <li>• How do I feel about money?</li> <li>• How do my choices affect me, my family, others?</li> <li>• What is a charity?</li> </ul>	<ul style="list-style-type: none"> <li>• Money in different / familiar contexts</li> <li>• Cash values</li> <li>• Money as a finite resource</li> <li>• Uses of money</li> <li>• Saving and spending</li> <li>• Effects of loss</li> <li>• How banks etc work</li> <li>• Emotions in relation to money</li> <li>• Charity</li> </ul>

<p><b>Healthy &amp; Safer Lifestyles</b> <b>Managing Safety and Risk (MSR 1/2)</b></p> <ul style="list-style-type: none"> <li>• What are risky situations and how might I feel? MW</li> <li>• <b>What is my name, address and phone number and when might I need to give them? BFA</b></li> <li>• <b>What is an emergency and who can help? BFA</b></li> <li>• What makes a place or activity safe for me? MW</li> <li>• What are the benefits and risks for me when walking near the road, and how can I stay safer? MW</li> <li>• <b>What are the benefits and risks for me in the sun and how can I stay safer? HP</b></li> <li>• What do I enjoy when I'm near water and how can I stay safer? MW</li> <li>• <b>What are the risks for me if I am lost and how can I get help? BS</b></li> <li>• How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b> <b>Drug Education (DE 1/2)</b></p> <ul style="list-style-type: none"> <li>• <b>Which substances might enter our bodies, how do they get there and what do they do? DAT</b></li> <li>• <b>What are medicines and why and when do some people use them? DAT</b></li> <li>• <b>When and why do people have an injection from a doctor or a nurse? HP</b></li> <li>• <b>Who is in charge of what medicine I take? DAT</b></li> <li>• <b>What different things can help me feel better if I feel poorly? DAT</b></li> <li>• <b>How can I keep safe with medicines and substances at home and at school? DAT</b></li> <li>• What is persuasion and how does it feel to be persuaded? MW</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b> <b>Digital Lifestyles (TG Digital Lifestyles)</b></p> <ul style="list-style-type: none"> <li>• What are some examples of ways in which I use technology and the internet and what are the benefits? OR</li> <li>• What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? OR</li> <li>• What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OR</li> <li>• What sort of information might I choose to put online and what do I need to consider before I do so? OR</li> <li>• When might I need to report something and how would I do this? OR</li> <li>• What sort of rules can help to keep us safer and healthier when using technology? IS</li> <li>• Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? IS</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b> <b>Personal Safety (PS 1/2)</b></p> <ul style="list-style-type: none"> <li>• Can I identify different feelings and tell others how I feel? MW</li> <li>• <b>Which school/classroom rules are about helping people to feel safe? BS</b></li> <li>• <b>Can I name my own Early Warning Signs? BS</b></li> <li>• How do I know which adults and friends I can trust? CF</li> <li>• <b>Who could I talk with if I have a worry or need to ask for help? BS</b></li> <li>• <b>What could I do if a friend or someone in my family isn't kind to me? BS</b></li> <li>• <b>Can I identify private body parts and say 'no' to unwanted touch? BS</b></li> <li>• <b>What could I do if I feel worried about a secret? BS</b></li> <li>• <b>What could I do if something worries or upsets me when I am online? BS</b></li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b> <b>Relationships and Sex Education (RS 1)</b></p> <ul style="list-style-type: none"> <li>• <b>What are the names of the main parts of the body? BS</b></li> <li>• What can my amazing body do?</li> <li>• <b>When am I in charge of my actions and my body? BS</b></li> <li>• <b>How can I keep my body clean? HP</b></li> <li>• <b>How can I avoid spreading common illnesses and diseases? HP</b></li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b> <b>Relationships and Sex Education (RS 2)</b></p> <ul style="list-style-type: none"> <li>• How do babies change and grow? (Statutory NC Science Y2)</li> <li>• How have I changed since I was a baby? (Statutory NC Science Y2)</li> <li>• What's growing in that bump? (NC Science)</li> <li>• <b>What do babies and children need from their families? FP</b></li> <li>• <b>Which stable, caring relationships are at the heart of families I know? FP</b></li> <li>• <b>What are my responsibilities now I'm growing up? CAB</b></li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b> <b>Healthy Lifestyles (HL 1/2)</b></p> <ul style="list-style-type: none"> <li>• <b>How can I stay as healthy as possible? HP</b></li> <li>• <b>What does it feel like to be healthy? MW</b></li> <li>• <b>What does healthy eating mean and why is it important? HE</b></li> <li>• <b>Why is it important to be active &amp; what are the opportunities for physical activity? PHF</b></li> <li>• What foods do I like and dislike and why?</li> <li>• <b>What can help us eat healthily? HE</b></li> <li>• Why do we need food?</li> <li>• What healthy choices can I make?</li> </ul>	<p><b>Myself &amp; My Relationships</b> <b>Managing Change (MC 1/2)</b></p> <ul style="list-style-type: none"> <li>• How are my achievements, skills and responsibilities changing and what else might change?</li> <li>• How might people feel during times of loss and change? MW</li> <li>• How do friendships change? CF</li> <li>• What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW</li> <li>• How might people feel when they lose a special possession?</li> <li>• When can I make choices about changes?</li> </ul>

**Relationships Education:** • FP Families & People who care for me • CF Caring Friendships • RR Respectful Relationships • OR Online Relationships • BS Being Safe  
**Health Education:** • MW Mental Wellbeing • IS Internet Safety & Harms • PHF Physical Health & Fitness • HE Healthy Eating • DAT Drugs, Alcohol & Tobacco • HP Health & Prevention • BFA Basic First Aid • CAB Changing Adolescent Body

Bold text & initials = main link Initials only = contributes to

# Cambridgeshire Primary Personal Development Programme • Years 3 and 4 Framework



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

- What is my role in helping my school be a place where we can learn happily and safely? RR
- How can we build relationships in our class and how does this benefit me? CF
- What does it feel like to be new or to start something new? MW
- How can I help children and adults feel welcome in school? RR
- What helps me manage a new situation or learn something new? MW
- 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)

- What does it mean to be treated and to treat others with respect? RR
- Who are those in positions of authority within our school and communities and how can we show respect? RR
- Why do we need rules and conventions at home and at school? RR
- What part can I play in making and changing rules?
- What do we mean by rights and responsibilities?
- What are my responsibilities at home and at school?
- How do we make democratic decisions in school?
- 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)

- Why is it important to accept and feel proud of who we are? RR
- What does the word 'unique' mean and what do I feel proud of about myself? RR
- Why is mental wellbeing as important as physical wellbeing? MW
- How can I communicate my emotions? MW
- Can I recognise some simple ways to manage difficult emotions? MW
- What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? MW
- How do my actions and feelings affect the way I and others feel? MW
- How do I care for other people's feelings? MW
- Who can I talk to about the way I feel? MW
- How can I disagree without being disagreeable? RR

- 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)

- How do good friends behave on and offline and how do I feel as a result? OR
- What is a healthy friendship and how does trust play an essential part? CF
- What skills do I need for choosing, making and developing friendships and how effective are they? CF
- How can I help to resolve disagreements positively by listening and compromising? CF
- Can I empathise with other people in a disagreement? CF
- How can I check with my friends that their personal boundaries have not been crossed? BS
- How do my family members help each other to feel safe and secure even when things are tough? FP
- Who is in my network of special people now and how do we affect and support each other? FP

- 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)

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

- 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)

- How are falling out and bullying different? CF
- How do people use power when they bully others? RR
- What are the key characteristics of different types of bullying? RR
- How can lack of respect and empathy towards others lead to bullying? RR
- What is the difference between direct and indirect forms of bullying? RR
- What are bystanders and followers and how might they feel? MW
- Do I understand that bullying might affect how people feel for a long time? MW
- How can I support people I know who are being bullied by being assertive? RR
- How does my school prevent bullying and support people involved? RR

- 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)

- What have we got in common and how are we different? RR
- How might others' expectations of girls and boys affect people's feelings and choices? RR
- How are our families the same and how are they different? FP
- Do people who live in my locality have different traditions, cultures and beliefs? RR
- How does valuing diversity benefit everyone? RR
- Why are stereotypes unfair and how can I challenge them? RR
- How do people in my locality benefit from being part of different groups? MW
- What are the roles of people who support others with different needs in my community? MW
- How does the media work in my community? MW
- How can we care for the local environment and what are the benefits?
- 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)

- What different ways are there to earn and spend money?
- What do saving, spending and budgeting mean to me?
- How can I decide what to spend my money on and choose the best way to pay?
- What might my family have to spend money on?
- What is 'value for money'?
- How do my feelings about money change?
- 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

<p><b>Healthy &amp; Safer Lifestyles</b>  <b>Managing Safety and Risk (MSR 3/4)</b></p> <ul style="list-style-type: none"> <li>• How do I feel in risky situations and how might my body react? MW</li> <li>• Can I make decisions in risky situations and might my friends affect these decisions?</li> <li>• <b>When might I meet adults I don't know &amp; how can I respond safely? BS</b></li> <li>• <b>What actions could I take in an emergency or accident and how can I call the emergency services? BFA</b></li> <li>• What are the benefits of using the roads and being near water and how can I reduce the risks? MW</li> <li>• How is fire risky and how can I reduce the risks?</li> <li>• How do I keep myself safe during activities and visits?</li> <li>• How can I stop accidents happening at home and when I'm out?</li> </ul>	<ul style="list-style-type: none"> <li>• Emotions in risky situations</li> <li>• Dealing with pressure in risky situations</li> <li>• Reactions to risk</li> <li>• Taking action in an emergency</li> <li>• Road safety</li> <li>• Fire safety</li> <li>• Beach safety</li> <li>• Safety near waterways</li> <li>• Safety during activities and visits</li> <li>• Preventing accidents in familiar settings</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b>  <b>Drug Education (DE 3/4)</b></p> <ul style="list-style-type: none"> <li>• <b>What medical &amp; legal drugs do I know about, and what are their effects? DAT</b></li> <li>• <b>Who uses and misuses legal drugs? DAT</b></li> <li>• <b>Why do some people need medicine and who prescribes it? DAT</b></li> <li>• <b>What are immunisations and have I had any? HP</b></li> <li>• <b>What are the safety rules for storing medicine and other risky substances? DAT</b></li> <li>• <b>What should I do if I find something risky, like a syringe? DAT</b></li> <li>• What do I understand about how friends and the media persuade and influence me? CF</li> </ul> <ul style="list-style-type: none"> <li>• Medicines and legal drugs</li> <li>• People who use medicines &amp; legal drugs</li> <li>• Rules for safe storage</li> <li>• Finding risky items</li> <li>• Influence of friends and media</li> <li>• Immunisations</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b>  <b>Digital Lifestyles (TG Digital Lifestyles)</b></p> <ul style="list-style-type: none"> <li>• How might my use of technology change as I get older, and how can I make healthier and safer decisions? OR</li> <li>• How does my own and others' online identity affect my decisions about communicating online? OR</li> <li>• How might people with similar likes &amp; interests get together online? OR</li> <li>• Can I explain the difference between "liking" and "trusting" someone online? OR</li> <li>• What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? OR</li> <li>• When looking at online content, what is the difference between opinions, beliefs and facts? OR</li> <li>• Why is it important to ration the time we spend using technology and/or online? ISH</li> <li>• 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? ISH</li> <li>• 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? ISH</li> </ul>	<ul style="list-style-type: none"> <li>• Benefits of technology</li> <li>• Being healthier &amp; safer</li> <li>• Online identity</li> <li>• Online contact</li> <li>• Liking &amp; trusting</li> <li>• Mental wellbeing</li> <li>• Reliability of online content</li> <li>• Age restrictions</li> <li>• Asking for help</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b>  <b>Personal Safety (PS 3/4)</b></p> <ul style="list-style-type: none"> <li>• How do I recognise my own feelings and communicate them to others? MW</li> <li>• Which school/classroom rules are about helping people to feel safe? RR</li> <li>• <b>Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS</b></li> <li>• What qualities do trusted adults and trusted friends have? CF</li> <li>• <b>Who is on my network of support and how can I ask them for help? BS</b></li> <li>• <b>What could I do if I feel worried about a friendship or family relationship? BS</b></li> <li>• <b>What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS</b></li> <li>• How can I decide if a secret is safe or unsafe? BS</li> <li>• How can I keep safe online? BS</li> </ul> <ul style="list-style-type: none"> <li>• Identifying and communicating feelings</li> <li>• School/classroom rules</li> <li>• Early Warning signs</li> <li>• Identifying trusted adults</li> <li>• Networks of support</li> <li>• Safety continuum</li> <li>• Recognising and reporting unkind behaviour</li> <li>• Bodily autonomy</li> <li>• Personal boundaries</li> <li>• Safe, unsafe and unwanted touch</li> <li>• Safe and unsafe secrets</li> <li>• Online safety</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b>  <b>Relationships and Sex Education (RS 3)</b></p> <ul style="list-style-type: none"> <li>• How are male and female bodies different and what are the different parts called? BS</li> <li>• <b>When do we talk about our bodies, how they change, and who do we talk to? BS</b></li> <li>• What can my body do and how is it special?</li> <li>• <b>Why is it important to keep myself clean? HP</b></li> <li>• <b>What can I do for myself to stay clean and how will this change in the future? HP</b></li> <li>• How do different illnesses and diseases spread and what can I do to prevent this? HP</li> </ul>	<ul style="list-style-type: none"> <li>• Male and female bodies</li> <li>• Talking about bodies</li> <li>• Valuing the body's uniqueness &amp; capabilities</li> <li>• Responsibilities for hygiene</li> <li>• Preventing spread of illnesses</li> </ul>	<p><b>Healthy &amp; Safer Lifestyles</b>  <b>Relationships and Sex Education (RS 4)</b></p> <ul style="list-style-type: none"> <li>• What are the main stages of the human life cycle? Science</li> <li>• How did I begin? Sex Education</li> <li>• <b>What does it mean to be 'grown up'? CAB</b></li> <li>• <b>What am I responsible for now and how will this change? CAB</b></li> <li>• <b>How do different caring, stable, adult relationships create a secure environment for children to grow up? FP</b></li> </ul> <ul style="list-style-type: none"> <li>• Stages of human life cycle</li> <li>• Seed-egg</li> <li>• Being grown up</li> <li>• My responsibilities</li> <li>• Families' responsibilities</li> <li>• Caring families</li> </ul>
<p><b>Healthy &amp; Safer Lifestyles</b>  <b>Healthy Lifestyles (HL 3/4)</b></p> <ul style="list-style-type: none"> <li>• <b>What does healthy eating and a balanced diet mean? HE</b></li> <li>• <b>What is an active lifestyle and how does it help me to be healthier? PHF</b></li> <li>• <b>What is mental wellbeing and how is it affected by my physical health? MW</b></li> <li>• <b>How much sleep do I need &amp; what happens if I don't have enough? HP</b></li> <li>• How do nutrition and physical activity work together?</li> <li>• <b>How can I plan and prepare simple, healthy meals safely? HE</b></li> <li>• <b>How can I look after my teeth and why is it important? HP</b></li> <li>• Who is responsible for my lifestyle choices and how are these choices influenced?</li> </ul>	<ul style="list-style-type: none"> <li>• Eatwell Guide</li> <li>• Basic food hygiene &amp; preparation</li> <li>• Active Lifestyles</li> <li>• Mental wellbeing</li> <li>• Sleep</li> <li>• Influences on lifestyle choices</li> <li>• Dental care</li> <li>• Leisure activities</li> </ul>	<p><b>Myself &amp; My Relationships</b>  <b>Managing Change (MC 3/4)</b></p> <ul style="list-style-type: none"> <li>• What changes have I and my peers already experienced and what might happen in the future?</li> <li>• What helps me when I'm experiencing strong emotions due to loss or change? MW</li> <li>• What strategies help me to thrive when my friendships change? MW</li> <li>• How might I behave when I feel strong emotions linked to loss and change? MW</li> <li>• How might people feel when loved ones or pets die, or they are separated from them for other reasons?</li> <li>• What changes might people welcome and how can they plan for these?</li> </ul> <ul style="list-style-type: none"> <li>• Range of experiences of change</li> <li>• Positive changes</li> <li>• Emotions involved in loss and change</li> <li>• Taking responsibility for choices</li> <li>• Confidence in new situations</li> <li>• People I see, people I don't see</li> <li>• Bereavement</li> </ul>

**Relationships Education:** • FP Families & People who care for me • CF Caring Friendships • RR Respectful Relationships • OR Online Relationships • BS Being Safe  
**Health Education:** • MW Mental Wellbeing • IS Internet Safety & Harms • PHF Physical Health & Fitness • HE Healthy Eating • DAT Drugs, Alcohol & Tobacco • HP Health & Prevention • BFA Basic First Aid • CAB Changing Adolescent Body

Bold text & initials = main link Initials only = contributes to

# Cambridgeshire Primary Personal Development Programme • Years 5 and 6 Framework



<p><b>Myself &amp; My Relationships</b> <b>Beginning and Belonging (BB 5/6)</b></p> <ul style="list-style-type: none"> <li>• What are my responsibilities for helping others in school feel happy and safe? RR</li> <li>• How can I take responsibility for building relationships in my school and how does this benefit us all? CF</li> <li>• How might different people feel when starting something new and how can I help? MW</li> <li>• How do we help people feel welcome and valued in and out of school? CF</li> <li>• What helps me to be resilient in a range of new situations? MW</li> <li>• Are there more ways I can get help now and how do I seek support? BS</li> </ul>	<ul style="list-style-type: none"> <li>• Ground Rules / class charters</li> <li>• Responsibilities</li> <li>• Belonging</li> <li>• New experiences</li> <li>• Resilience</li> <li>• Managing emotions</li> <li>• Networks of support</li> <li>• Online sources of support</li> </ul>	<p><b>Citizenship</b> <b>Rights, Rules &amp; Responsibilities (RR 5/6)</b></p> <ul style="list-style-type: none"> <li>• <b>What are the conventions of courtesy &amp; manners and how do these vary? RR</b></li> <li>• <b>How does my behaviour online affect others and how can I show respect? IS/RR</b></li> <li>• <b>Why is it important to keep my personal information private, especially online? IS</b></li> <li>• <b>How can I contribute to making and changing rules in school?</b></li> <li>• <b>How else can I make a difference in school?</b></li> <li>• <b>What are the basic rights of children and adults?</b></li> <li>• <b>Why do we have laws in our country?</b></li> <li>• <b>How does democracy work in our community and in our country?</b></li> <li>• <b>What do councils, councillors, parliament and MPs do?</b></li> <li>• <b>How do I take part in debate, respectfully listening to other people's views? RR</b></li> </ul>	<ul style="list-style-type: none"> <li>• Courtesy, manners &amp; respect</li> <li>• Online behaviour</li> <li>• Privacy</li> <li>• Ground rules/class charters</li> <li>• Children's rights</li> <li>• Conflicting rights &amp; responsibilities</li> <li>• Rules and laws in society</li> <li>• Role of the police</li> <li>• Local &amp; national democracy</li> <li>• Participation in class &amp; school</li> <li>• School and class councils</li> <li>• Social and moral issues</li> </ul>
<p><b>Myself &amp; My Relationships</b> <b>My Emotions (ME 5/6)</b></p> <ul style="list-style-type: none"> <li>• <b>How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW</b></li> <li>• <b>What does it mean to have a 'strong sense of identity' &amp; 'self-respect'? RR</b></li> <li>• <b>What can I do to boost my self-respect? RR</b></li> <li>• <b>How do I manage strong emotions? MW</b></li> <li>• <b>How can I judge if my own feelings and behaviours are appropriate &amp; proportionate? MW</b></li> <li>• <b>How do I recognise how other people feel and respond to them?</b></li> <li>• <b>What is loneliness and how can we manage feelings of isolation? MW</b></li> <li>• <b>How common is mental ill health and what self-care techniques can I use? MW</b></li> <li>• <b>How and from whom do I get support when things are difficult? MW</b></li> </ul>	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Self-respect &amp; identity</li> <li>• Feelings, thoughts, behaviour</li> <li>• Recognising strong feelings</li> <li>• Loneliness</li> <li>• Empathy</li> <li>• Networks of support</li> </ul>	<p><b>Myself &amp; My Relationships</b> <b>Family and Friends (FF 5/6)</b></p> <ul style="list-style-type: none"> <li>• <b>What are the characteristics of healthy friendships on and offline and how do they benefit me? CF</b></li> <li>• <b>How do trust and loyalty feature in my relationships on and offline? CF</b></li> <li>• <b>What are the benefits and risks of making new friends, including those I only know online? OR</b></li> <li>• <b>Can I always balance the needs of family &amp; friends &amp; how do I manage this? FP</b></li> <li>• <b>Can I communicate, empathise &amp; compromise when resolving friendship issues? CF</b></li> <li>• <b>How can I check that my friends give consent on and offline? BS</b></li> <li>• <b>How do people in my family continue to support each other as things change? FP</b></li> <li>• <b>Who are in my networks, on &amp; offline, and how have these, changed and how do we support each other? OR</b></li> </ul>	<ul style="list-style-type: none"> <li>• Healthy friendships</li> <li>• Trust</li> <li>• Loyalty</li> <li>• Empathy</li> <li>• Compromise</li> <li>• Consent</li> <li>• Changing networks</li> <li>• Family support</li> <li>• Influences and pressures</li> <li>• Cooperation</li> <li>• Networks of support</li> <li>• Online communities</li> </ul>
<p><b>Citizenship</b> <b>Working Together (WT 5/6)</b></p> <ul style="list-style-type: none"> <li>• What are my strengths and skills and how are they seen by others?</li> <li>• What helps me learn new skills effectively?</li> <li>• What would I like to improve and how can I achieve this?</li> <li>• How could my skills and strengths be used in future employment?</li> <li>• What are some of the jobs that people do?</li> <li>• How can I be a good listener to other people? CF</li> <li>• How can I share my views effectively and negotiate with others to reach agreement? RR</li> <li>• How can I persevere and help others to do so? CF</li> <li>• How can I give, receive and act on sensitive and constructive feedback? RR</li> </ul>	<ul style="list-style-type: none"> <li>• Self perception and self evaluation</li> <li>• Developing skills</li> <li>• Steps towards goals</li> <li>• The world of work</li> <li>• Effective communication</li> <li>• Chairing group discussions</li> <li>• Courtesy, negotiation &amp; debate</li> <li>• Problem solving and perseverance</li> <li>• Influence of the media</li> <li>• Evaluation</li> </ul>	<p><b>Myself &amp; My Relationships</b> <b>Anti-bullying (AB 5/6)</b></p> <ul style="list-style-type: none"> <li>• <b>Can I explain the differences between friendship difficulties and bullying? CF</b></li> <li>• <b>Can I define the characteristics and different forms of bullying? RR</b></li> <li>• <b>How do people use technology &amp; social media to bully others and how can I help others to prevent and manage this? ISH</b></li> <li>• <b>What do all types of bullying have in common? RR</b></li> <li>• <b>Might different groups experience bullying in different ways? MW</b></li> <li>• <b>How can people's personal circumstances affect their experiences? MW</b></li> <li>• <b>How does prejudice sometimes lead people to bully others? CF</b></li> <li>• <b>Can I respond assertively to bullying, online and offline? RR</b></li> <li>• <b>How might bullying affect people's mental wellbeing and behaviour? MW</b></li> <li>• <b>How and why might peers become colluders or supporters in bullying situations? RR</b></li> <li>• <b>Can I identify ways of preventing bullying in school and the wider community? RR</b></li> </ul>	<ul style="list-style-type: none"> <li>• Friendship difficulties</li> <li>• Defining bullying</li> <li>• Bullying relating to race/ religion/culture</li> <li>• Homophobic, biphobic &amp; transphobic bullying</li> <li>• Cyberbullying</li> <li>• Physical, mental &amp; emotional wellbeing</li> <li>• Peer influence</li> <li>• Bystanders/colluders</li> <li>• Responsive strategies</li> <li>• Assertiveness</li> <li>• Equality Act</li> <li>• Sources of support</li> </ul>
<p><b>Citizenship</b> <b>Diversity and Communities (DC 5/6)</b></p> <ul style="list-style-type: none"> <li>• <b>How do other people's perceptions, views and stereotypes influence my sense of identity? RR</b></li> <li>• <b>How do views of gender affect my identity, friendships, behaviour &amp; choices? RR</b></li> <li>• <b>What are people's different identities, locally and in the UK? FP</b></li> <li>• <b>How can I show respect to those with different lifestyles, beliefs &amp; traditions? RR</b></li> <li>• <b>What are the negative effects of stereotyping? RR</b></li> <li>• <b>Which wider communities &amp; groups am I part of &amp; how does this benefit me? MW</b></li> <li>• <b>What are voluntary organisations and how do they make a difference? MW</b></li> <li>• <b>What is the role of the media and how does it influence me and my community?</b></li> <li>• <b>Who cares for the wider environment and what is my contribution?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Influences on my identity</li> <li>• Gender</li> <li>• Diversity in communities</li> <li>• Challenging stereotypes</li> <li>• Voluntary, community, charitable and pressure groups</li> <li>• The media</li> <li>• Environmental issues</li> <li>• Sustainability</li> </ul>	<p><b>Economic Wellbeing</b> <b>Financial Capability (FC 5/6)</b></p> <ul style="list-style-type: none"> <li>• What different ways are there to gain money?</li> <li>• What sort of things do adults need to pay for?</li> <li>• How can I afford the things I want or need?</li> <li>• How can I make sure I get 'value for money'?</li> <li>• Why don't people get all the money they earn?</li> <li>• How is money used to benefit the community or the wider world?</li> <li>• What is poverty?</li> </ul>	<ul style="list-style-type: none"> <li>• Earnings &amp; deductions</li> <li>• Wants and needs</li> <li>• Range of jobs</li> <li>• Budgeting</li> <li>• Debt and credit</li> <li>• Financial planning (including insurance and pensions)</li> <li>• Making choices</li> <li>• Managing feelings about money</li> <li>• Poverty</li> <li>• Role of charities</li> </ul>

**Healthy & Safer Lifestyles**  
**Managing Safety and Risk (MSR 5/6)**

- 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 (DE 5/6)**

- 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
- How can I assess risk, recognise peer influence & respond assertively? (RR)
- 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**  
**Digital Lifestyles (TG 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**  
**Personal Safety (PS 5/6)**

- 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 network of support 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? OR
- 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
- 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**  
**Relationships and Sex Education (RS 5)**

- 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 (RS 6)**

- 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 (HL 5/6)**

- 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? PHF/HP
- 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 (MC 5/6)**

- 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