**Cambridgeshire Personal Development Programme • Years 3 and 4 Framework**

# Myself and My Relationships 9

## Beginning and Belonging (NB)

* What does it feel like to be new or to start something new?
* What helps me to feel like I belong and am valued in school?
* How can I make other people feel welcome?
* What will help us to feel safer and to learn well in our class and school?
* What different rules do we sometimes need in different places?
* How can I manage my feelings and calm them down if necessary?
* Who can I talk to when I need help?

# Citizenship 8

* **Class and school rules and charters**
* **Rights and responsibilities**
* **Democracy at school**
* **School and class councils**
* **Decision making**
* **Debating and voting**
* **Responsibilities at school and at home**

## Rights, Rules and Responsibilities (NB)

* Why do we need rules at home and at school?
* 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?

# Myself and My Relationships 10

* **Ground rules / class charters**
* **Responsibilities**
* **Belonging**
* **New situations**
* **Meeting new people**
* **Managing feelings**
* **Calming down**
* **Making choices**
* **Problem solving**
* **Asking for help**
* **Network of support**

## My Emotions (GTBM)

* What is special about me and other people?
* How can I communicate my emotions?
* How do I cope with difficult emotions?
* How can I deal with fears and worries?
* How do my actions and emotions affect the way I and others feel?
* How do I care for other people’s feelings?
* Who can I talk to about the way I feel?
* How can I disagree without being disagreeable?

# Myself and My Relationships 11

* **Managing friendships**
* **Special people and networks**
* **Understanding and valuing difference**
* **Other points of view**
* **Compromise**
* **Emotions in relationships**
* **Conflict resolution**
* **Family patterns**
* **Networks of support**

## Family and Friends (GOFO)

* What does a good friend do?
* Do I know how to listen to and support my friends?
* How do I cope when relationships change?
* What are some of the similarities and differences between me and my classmates?
* Who is now in my network of special people, and how do we affect each other?

# Citizenship 6

* **Understanding feelings**
* **Coping with feelings**
* **Communicating emotions**
* **Impact of emotions**
* **Sharing feelings with others**
* **Impulsive behaviour**
* **Stopping and thinking before acting**
* **Relaxation**
* **Assertiveness**
* **Help and support**

## Working Together (GFG)

* 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?
* How do I ask open questions?
* How can I share my views and opinions effectively?
* How can different people contribute to a group task?
* How can I persevere and overcome obstacles to my learning?
* How can I work well in a group?
* What is useful evaluation?
* How do I give constructive feedback and receive it from others?

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# Citizenship 7

## Diversity and Communities

* What makes me ‘me’?
* How are we different from each other?
* What are some of the different lifestyles and beliefs people have?
* What are stereotypes and how can I challenge them?
* What are the roles of different people in my community?
* How can we care for the environment?
* What do animals need, and what are the responsibilities of humans towards them?
* How do we choose pets, and how do we look after them?

# Myself and My Relationships 12

## Anti-bullying (SNTB)

* What are the key characteristics and forms of bullying?
* Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people?
* Do I understand how bullying affects the way we think, feel and behave?
* How can I keep myself safe if I am being bullied?
* How might bystanders intervene and help someone who is being bullied?

# Economic Wellbeing 2

## Financial Capability

* 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?
* **Types of bullying including prejudice driven bullying**
* **Homophobic bullying**
* **Bullying related to race, religion or culture**
* **Physical, mental and emotional wellbeing**
* **Strategies for dealing with bullying including assertiveness**
* **Networks of support**
* **Bystanders**
* **Understanding large amounts of money**
* **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**
* **Giving and receiving feedback**
* **Sources of money**
* **Saving and spending**
* **Cash versus money**
* **Keeping track of money**
* **Value for money**
* **Impact of choices**
* **Charities**
* **Emotions**

# Healthy and Safer Lifestyles 11

* **Identity**
* **Similarities and differences**
* **People in the community**
* **People with different backgrounds**
* **Stereotypes**
* **Community cohesion**
* **Roles in the community**
* **Local and wider environment**
* **Basic animal welfare**
* **Pet care**
* **Role of the media**

## Managing Risk

* What risks are there to my safety, my friendships and my feelings?
* How might my friends affect my decisions about risk?
* How do I feel and how does my body react in risky situations?
* Can I make decisions in risky situations?
* Who would I ask for help if things went wrong?
* What action is it okay for me to take in an emergency?
* **Identifying types of risk**
* **Dealing with pressure in risky situations**
* **Reactions to risk**
* **Taking action in an emergency**

# Healthy and Safer Lifestyles 15

## Drug Education

* **Medicines and legal drugs**
* **People who use medicines and legal drugs**
* **Rules for safe storage**
* **Finding risky items**
* **Influence of friends and media**
* What medical and legal drugs do I know about, and what are their effects?
* Who uses and misuses legal drugs?
* Why do some people need medicine and who gives it?
* What are the safety rules for storing medicine and other risky substances?
* What should I do if I find something risky, like a syringe?
* What do I understand about how friends and the media influence me?

# Healthy and Safer Lifestyles 12

## Safety Contexts

* How are roads risky and how can I reduce the risks?
* How is fire risky and how can I reduce the risks?
* How is water risky and how can I reduce the risks?
* How do I keep myself safe during activities and visits?
* How can I stop accidents happening?
* **Road safety**
* **Fire safety**
* **Beach safety**
* **Safety near inland waterways**
* **Safety during activities and visits**
* **Preventing accidents in familiar settings**

# Healthy and Safer Lifestyles 16

* **Personal safety**
* **Responsibility for safety**
* **Good and bad touches**
* **Secrets, promises and tricks**
* **Assertiveness**
* **E-safety**
* **Networks of support**
* **Telling**

## Personal Safety

* How can I be responsible for my own personal safety?
* What sorts of physical contact do I feel comfortable with?
* Who are the adults and friends I can trust and to whom I can talk about my feelings?
* When might I need to break a promise or tell a secret?

# Healthy and Safer Lifestyles 13

## Sex and Relationships Education

* How are males and females different and what are the different parts called?
* What can my body do and how is it special?
* Why is it important to keep clean?
* What can I do for myself to stay clean and how will this change in the future?
* How do different illnesses and diseases spread and what can I do to prevent this?
* **Difference between males and females**
* **Valuing the body’s uniqueness and capabilities**
* **Responsibilities for hygiene**

# Healthy and Safer Lifestyles 17

## Sex and Relationships Education

* **Stages of human life**
* **Being grown up**
* **My responsibilities**
* **Parents’ responsibilities**
* What are the main stages of the human life?
* What does it mean to be ‘grown up’?
* What am I responsible for now and how will this change?
* How do parents and carers care for babies?

# Healthy and Safer Lifestyles 14

## Healthy Lifestyles

* How can I have a healthy lifestyle?
* How do nutrition and physical activity work together?
* What does healthy eating and a balanced meal mean?
* How can I plan and prepare simple, healthy food safely?
* How can I look after my teeth and why is it important?
* Who is responsible for my lifestyle choices and how are they influenced?
* **Effects of healthy eating and physical activity**
* **Influences on food choices**
* **Balanced diet**
* **Eatwell plate**
* **Basic food hygiene**
* **Dental care**
* **Leisure activities**

# Myself and My Relationships 13

* **Range of experiences of change**
* **Emotions involved in loss and change**
* **Other aspects of change**
* **People I see, people I don’t see**
* **Taking responsibility for choices**
* **Making amends**
* **Confidence in new situations**
* **Bereavement**

## Managing Change (R,C)

* What changes have I already experienced and might I experience in the future?
* What changes might other people be going through?
* What is it like to be separated from a special person?
* How do people feel when things change or people or pets die?
* What emotions might I feel at times of loss and change?
* How might I behave when I feel these emotions?
* What can I do to make the best of new situations?

**SEAL Links: NB=New Beginnings; GOFO=Getting on and falling out; SNTB=Say no to bullying; GFG=Going for goals; GTBM=Good to be me; R=Relationships; C=Changes**

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