

Cambridgeshire Personal Development Programme • Years 3 and 4
Framework
Year A – 2020/21. 2022/23

Unit Title	Unit Context and Description
Myself & My Relationships Beginning and Belonging	In this unit, children will have the opportunity to contribute to creating a safe and happy classroom through developing ground rules. They will also experience activities designed to build positive relationships in the class. They will explore what it feels like to be in new situations, how to cope if they are new, and how to welcome others who are new to their class and school. They will identify their own support networks, including people in different contexts in their lives, and will develop skills to enable them to access help and support and to help others.
Myself & My Relationships Family and Friends	This unit looks at the importance of relationships and friendships and develops children's awareness of and ability to form and maintain healthy relationships. This includes the ability to value and empathise with others, manage conflict and recognise how we affect and are affected by others. They will learn about the importance of recognising and valuing both similarities and differences between themselves and other children, including understanding that people live in different family arrangements. They will revisit their networks of special people, identifying those they can talk to about their concerns and how to get support in situations involving friendships and relationships.
Myself & My Relationships Anti-bullying	This unit will develop children's understanding of the key characteristics of bullying. The children will learn about different forms of bullying including physical, verbal and indirect forms of bullying and simple examples of cyberbullying. The children will explore reasons why bullying happens and will begin to explore examples of where people are bullied because of their race, religion, culture, family, gender, sexuality, special learning needs or disability. They will consider the feelings of those children who are bullied, those that witness bullying and those who bully others and explore how these feelings affect their thoughts and behaviour. They will begin to explore the role of bystanders in supporting people who are being bullied. They will consider strategies for keeping themselves safe from bullying and explore strategies for responding safely to bullying in a range of contexts. This will include learning assertiveness techniques and developing a clearer understanding of why it is important but sometimes difficult to tell someone that you are being bullied. They will explore strategies for befriending and supporting children who have been bullied. This unit will also provide an opportunity for children to consider where bullying may occur in their school and develop strategies to ensure that the school is a safe place where positive relationships are fostered.
Citizenship Working Together	This unit helps children to begin to develop lifelong skills in communication and working with others. It also helps them to identify and value their own strengths, gifts and talents and to understand how these, along with others' skills and strengths can contribute to the success of a group task. Children will be introduced to the idea that they will continue to learn throughout their lives. They will choose a skill individually and as a class which they would like to work on and decide how they would like to develop that skill and if there are people they may need to involve. They will learn to reflect on the process of learning a new skill and think about areas for improvement. Through discussion and practice, children will develop their communication and group work skills, such as listening, expressing opinions, questioning, problem solving and decision making. They will then have the opportunity to carry out one or more group tasks, applying the skills they have learnt. They will also use their understanding of their own and others' strengths and skills to contribute to the process. Children will learn to persevere at a task, developing resilience when faced with a range of problems. They will evaluate their own and others' work and give and receive feedback sensitively.

Economic Wellbeing Financial Capability	This unit will help children understand the importance of money in our lives, where it might come from, and in particular how we can earn it. They will explore the different ways we can use this finite resource, including saving it. They will increase their understanding of the difference between needs and wants, the choices we and our families make and how these might be affected by our values, beliefs and culture. They will consider what 'value for money' might mean and how to make choices based on the information we have about items for sale. They will learn how we might plan and save money for later use. In the course of their work they will use simple records and explore different ways of paying, including borrowing. They will explore the range of changing feelings we can have about money. They will begin to understand how our spending can have an impact in our communities and beyond. They will consider what poverty is, what might cause it and the role some charities might play.
Healthy & Safer Lifestyles Relationships and Sex Education Year 3	In this unit children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and themselves. Children will also consider simple hygiene practices and their levels of responsibility for carrying these out. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.
Healthy & Safer Lifestyles Relationships and Sex Education Year 4	This unit will consider the human life cycle in more detail. They will learn that an egg and sperm join together to form a baby. They will consider what they think it means to be 'grown up'. They will then look at their responsibilities and the responsibilities parents and carers have for babies and children. The themes covered in this unit are 'the human lifecycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.
Healthy & Safer Lifestyles Managing Risk	During this unit, children will consider a range of physical risks and will begin to develop their understanding of feelings associated with these. They will also begin to broaden their understanding of risk to include social and emotional risks. They will have the opportunity to consider strategies for reducing risks in everyday situations, as well as recognise the causes of accidents and ways of preventing them. Children will develop their understanding of what constitutes an emergency and consider the best way to deal with an emergency situation. They will explore procedures for keeping safe and consider who they would tell in a specific situation. Children will continue to build on their understanding of the importance of people they can turn to regularly for help, support and reassurance. These 'Networks of Support' will have already been developed in the context of other units. In addition to this, children will be reminded that there might be times when they need to turn to an adult they do not know for help. Being equipped to assess the safest way to do this will reduce distress in an emergency situation.
Healthy & Safer Lifestyles Safety Context	In this unit children will begin by reflecting on their understanding of keeping safe. They will learn more about the dangers of road traffic and develop understanding of action they can take to keep themselves safe. They will consider the dangers associated with fire and water and learn strategies for keeping safe. They will think about the positive benefits of joining in with different activities and consider the ways in which they can keep safe and have fun. They will begin to understand some ways they can reduce the risk of accidents in their own surroundings.
Healthy & Safer Lifestyles Healthy Lifestyles	This unit looks at a range of factors which contribute to a healthy lifestyle, including healthy eating, physical activity, sleep and use of free time. This builds on the work they have done in unit HL1/2, revisiting the Eatwell guide and using it to plan healthy, balanced meals. Children will learn about the physical and mental benefits of regular exercise and will consider the relationship between physical activity and nutrition. They will develop an awareness of factors which influence people's food choices and think about the benefits to our health of different kinds of food. They will be encouraged to think about the wider meaning of a healthy lifestyle, including sleep, dental hygiene, leisure activities and emotional health and wellbeing. Children should be given the opportunity to plan and prepare healthy snacks and/or meals and a religious festival or a

	class/whole school celebration could provide an ideal opportunity for this. Children are made aware of their own capacity to make healthy choices and encouraged to reflect on and take responsibility for their own lifestyles.
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Year B – 2021/22, 2023/24

Unit Title	Unit Context and Description
Citizenship Rights, Rules & Responsibilities	In this unit, children will begin to identify the difference between their wants and needs. They will be introduced to the idea of rights and why these are important, focussing especially on the UN Convention on the Rights of the Child. They will learn that rights come with responsibilities and that these responsibilities affect their actions at home and at school. They will either create or reflect on existing classroom or school rules and talk about why they have been made and what they mean in practice. They will further develop their understanding of democratic decisions and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom. They will develop their skills in sharing their opinions, ensuring that they listen to those of others, taking turns and showing respect for each other. They will develop these skills further by taking part in class discussions and debates about topical issues. They will discuss the role of the school council, elect class representatives and consider ways they can be actively involved in school decision making processes.
Myself & My Relationships My Emotions	This unit will help develop children's understanding and recognition of their own emotions and those of others, including how we might express those feelings. It builds on the work done in the equivalent unit for years 1 and 2. The children will identify an increasing range of emotions, developing a language to describe them, and consider what prompts different feelings in themselves and others. They will explore how those emotions affect how we think, feel and behave, including how their bodies might respond to strong emotions, and the impact their resulting behaviour may have on those around them. They will explore ways to deal with different emotions. They will learn how they might manage very strong emotions and how they might cope with feeling overwhelmed. They will explore assertiveness, and using strategies to calm and relax themselves or help themselves feel better. They will revisit their networks of special people, identifying those they can talk to about their feelings and considering when and how they might do this.
Myself & My Relationships Anti-bullying	This unit will develop children's understanding of the key characteristics of bullying. The children will learn about different forms of bullying including physical, verbal and indirect forms of bullying and simple examples of cyberbullying. The children will explore reasons why bullying happens and will begin to explore examples of where people are bullied because of their race, religion, culture, family, gender, sexuality, special learning needs or disability. They will consider the feelings of those children who are bullied, those that witness bullying and those who bully others and explore how these feelings affect their thoughts and behaviour. They will begin to explore the role of bystanders in supporting people who are being bullied. They will consider strategies for keeping themselves safe from bullying and explore strategies for responding safely to bullying in a range of contexts. This will include learning assertiveness techniques and developing a clearer understanding of why it is important but sometimes difficult to tell someone that you are being bullied. They will explore strategies for befriending and supporting children who have been bullied. This unit will also provide an opportunity for children to consider where bullying may occur in their school and develop strategies to ensure that the school is a safe place where positive relationships are fostered.
Citizenship	This unit covers a range of aspects of the Citizenship curriculum, and also

Diversity and Communities	<p>includes areas of PSHE. Children will explore what makes up their identity and begin to understand aspects of other people's identities. They will learn about different communities that exist in the UK and consider some of the different views, lifestyles and beliefs people have. They will understand about stereotyping and the importance of challenging it. There will be the opportunity to explore and share the different groups and communities they belong to, and the roles of different people in the community. They will look at the role the media plays in their community. They will learn about their local environment and how they can help to care for it. They will also learn about the needs of animals and how to care for pets.</p>
Healthy & Safer Lifestyles Drug Education	<p>Children will broaden their knowledge of different drug types and how they enter the bloodstream. They will develop their understanding of medicine use and the roles of health professionals and others who handle these drugs at work. They will further develop their awareness and understanding of safety rules relating to medicines and extend these to consider ways of keeping safe with a broader range of items, including syringes. They will reflect upon realistic sources of support from trusted adults and consider how to tell and ask for help. They will focus on two legal recreational drugs – nicotine and alcohol – considering the effects, why some people choose to use them and skills for reducing risk and harm. They will consider the impact of influence and persuasion and practise skills to help manage these.</p>
Healthy & Safer Lifestyles Personal Safety	<p>The unit of work builds on a Protective Behaviours approach. As such, it is underpinned by two key principles: we all have the right to feel safe all the time; and we can talk with someone about anything, even if it feels awful or small. Through the series of lessons, children will learn how to recognise their Early Warning Signs, which help them to know if they are feeling safe or unsafe. The children will be encouraged to consider the qualities they would look for in a 'network' person and decide who are their trusted adults that they could talk with about anything, good or bad, big or small. They will have opportunities to practice seeking help or advice from others, including when and how to dial 999 and how to contact Childline. Whilst the terminology of 'abuse' and 'neglect' is not introduced until years 5 and 6 (PS 56), the learning in this unit does include action which could be taken if a child is worried about a relationship with a friend or family member. Children will revisit the learning introduced in year 1/2 Personal Safety that each person's body belongs to them and revisit the correct language for body parts including genitals. They have the opportunity to consider the sort of physical contact they feel comfortable with, and how to report unwanted or unsafe touch. Children will also learn how to judge whether a secret is safe or unsafe and how to stay safe online. Throughout the unit of work children are reminded that if they are feeling worried about anything, they can talk with a trusted adult from their Network of Support. Clearly, the learning from this unit will have the greatest impact if the school ethos and wider curriculum continually promote the development of children's emotional literacy and are underpinned by a clear set of values, the school's behaviour policy and pastoral support system. Children need to hear the messages regularly that we all have a right to feel safe and that we can talk to someone about anything, if they are to be empowered to make safer choices.</p>
Healthy & Safer Lifestyles Relationships and Sex Education Year 3	<p>In this unit children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and themselves. Children will also consider simple hygiene practices and their levels of responsibility for carrying these out. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.</p>
Healthy & Safer Lifestyles Relationships and Sex Education Year 4	<p>This unit will consider the human life cycle in more detail. They will learn that an egg and sperm join together to form a baby. They will consider what they think it means to be 'grown up'. They will then look at their responsibilities and the responsibilities parents and carers have for babies and children. The themes covered in this unit are 'the human lifecycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.</p>

**Myself & My
Relationships
Managing Change**

In this unit, children will learn about the range of changes that they and other children will experience in their lives. This will include wanted and unwanted change, those changes that are chosen for them, and changes that they choose for themselves. They will explore the emotions that may be involved when we experience loss and/or change, including what might help or hinder when coping with those emotions. They will learn about how someone might feel when a pet or someone special to them dies. They will develop strategies for coping with difficult feelings, including revisiting their Networks of Support, which identify people they trust whom they can talk to. They will begin to develop a plan for managing a change that they have chosen.