

Cambridgeshire Personal Development Programme • Years 5 and 6

Framework

Year A – 2020/21. 2022/23

Unit Title	Unit Context and Description
Myself & My Relationships Beginning and Belonging	In this unit, children will participate in developing ground rules for the class and in exploring what they mean in practice. They will also take part in activities to build positive relationships in the class and to develop their skills of cooperation. They will explore the range of new situations they or others may find themselves in, and the emotions they or others may experience. They will develop strategies for coping when they are new. They will also revisit and develop their own Networks of Support, and consider how they can provide help and support to others.
Myself & My Relationships Family and Friends	In this unit, children will consider their networks of people who are special to them, and how they are changing and developing as they get older and prepare to move on to secondary school. They will continue to develop their skills in making new friendships, and in maintaining and coping with challenges in existing friendships and other relationships. They will also consider the value of diversity within friendships, and understand that there is a wide range of different family situations in which people live. The role of groups in friendship will be considered, including both the benefits and pressures that can bring. They will explore why and how to seek support from people they trust, and how they themselves can and do support others.
Myself & My Relationships Anti-bullying	This unit will develop children's understanding of the key characteristics of bullying and enable them to develop, explore and apply definitions of bullying to a range of situations including 'cyberbullying'. They will learn about the differences in the way that girls and boys bully and will explore reasons why bullying happens, developing their understanding of prejudice driven bullying. They will begin to explore the negative role that stereotyping plays in prejudice driven bullying. They will consider the feelings of children who are bullied, those that witness bullying and those who bully others. They will also begin to examine the longer term impact that bullying has on people's emotional and physical wellbeing. They will explore the negative and positive effects of peer pressure in a bullying situation and how the behaviour and response of bystanders can improve or worsen a situation. They will consider strategies for keeping themselves safe from bullying and 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 in the local community and to 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 begin to think about how the skills they are developing now might be used in later life, for example in the workplace. They will consider their hopes for the future and think about what steps they can take now to begin to build towards these. They will learn to reflect on the process of learning a new skill and think about what might help or hinder them when facing challenges. Through discussion and practice, children will develop their communication skills, such as listening, debating, explaining their views and acknowledging the views of others. Various influences on children's decision making will be considered, including the media. They will also work on developing particular group work skills such as decision making and chairing. They will further their understanding of how their own and others' strengths and skills can complement each other as they work together. Children will learn to persevere at a task, developing resilience when faced with a range of problems, as well as how they might encourage others to persevere.

	They will evaluate their own and others' work and give and receive positive and constructive feedback sensitively. They will consider how various pieces of evaluation and feedback might influence them in future work.
Economic Wellbeing Financial Capability	This unit will deepen children's understanding of money, including currencies and trade. They will find out about earning money and how this can help support the wider community. They will explore the different ways we use this resource, including planned spending, saving, risk taking and debt and who can help when we need it. They will deepen their understanding of the difference between essentials and desires and how they may change according to individual circumstances, values, beliefs and culture. They will explore how our choices can impact locally and in the wider world through issues such as supply and demand and a simple look at world trade. They will consider what poverty is, in the UK and the wider world and the complicated feelings we may have about money. They will have experience of managing money in real situations, enabling them to apply their developing skills and understanding. This will involve making choices based on information we have about needs, wants, best value and the budget available, and keeping track of spending.
Healthy & Safer Lifestyles Relationships and Sex Education Year 5	This unit of work focuses on basic anatomy, reinforcing the physical differences between female and male bodies and introduces names and functions of internal organs, building on the work carried out in year 4. It examines the changes that happen to people's bodies at various stages in their lives, especially at puberty. It includes learning about menstrual wellbeing. The children will learn about the benefits of carrying out regular hygiene routines, including how good hygiene is important for preventing the spread of viruses and bacteria. They will examine their own personal hygiene practices and consider new personal hygiene routines relevant to puberty. They will examine the ways in which they will have new responsibilities for their personal hygiene in the future. 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 6	The unit begins with a focus on sexual intercourse and the human lifecycle. The children will examine how puberty brings about changing feelings and relationships with friends and family and consider ways to manage emotions so that they are able to express their feelings and concerns positively. They will explore the meaning of love and consider their responsibilities to care for themselves and others. They will consider the need for trust and love relationships. In this context, there is the opportunity to discuss responsible parenting choices and the use of contraception. 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 the breadth of risky situations they encounter on a daily basis and how their skills and behaviour can minimise those risks. They will be encouraged to think about the necessity of taking risks, the benefits of risky activities and the social and emotional risks that affect their decisions. Children will consider their role in offering support to others who need help and identify the skills required to be a 'good listener'. They will consider ways of getting help when getting attention is difficult, and identify a range of services where individuals, families and groups can find help. 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. They will also develop their awareness of the role that others may play in persuading them to take certain action in a risky situation and consider strategies to cope with this. They will build on their awareness of the causes of accidents and the ways these can be reduced or prevented.
Healthy & Safer Lifestyles	In this unit, children will begin by reflecting on their understanding of keeping safe. The children will consider the new skills they will need to learn to keep

Safety Context	themselves safe whilst cycling on the roads. They will review and build on the knowledge they have about road safety as a pedestrian. They will develop understanding of how they can take more responsibility for keeping themselves safe in the sun. They will consider the dangers of electricity in the home and of railways and learn basic techniques for keeping safe. They will then reflect on how safety is maintained in the school environment and how they can take more responsibility, at home and at school, to reduce the risk of accidents.
Healthy & Safer Lifestyles Healthy Lifestyles	This unit looks at a range of physical and mental aspects of healthy living. It begins by focusing particularly on healthy eating and physical activity, building on the work in year 3/4, and sets this in a wider context of understanding that our behaviour, routines and choices all contribute to a healthy lifestyle. It encourages children to think more widely about choices others make in relation to diet and exercise, as well as applying it directly to their own lives. Children will learn about the different substances food contains, including nutrients and their benefits, and will consider ways of achieving an energy balance which helps them to stay healthy and be active. Children will reflect on what influences their decisions about diet and exercise and will consider which are useful influences and which could lead us to make choices which are less healthy. They will be encouraged to take responsibility for their own healthy lifestyle and make healthy decisions as well as considering how they would advise others sensitively.

Year B – 2021/22, 2023/24

Unit Title	Unit Context and Description
Citizenship Rights, Rules & Responsibilities	In this unit, children will learn about their basic rights and how these apply to children worldwide, through the United Nations Convention on the Rights of the Child. They will consider the ways in which people, including themselves, are responsible, at a variety of levels, for ensuring that these rights are protected. They will discuss the connections between rights, rules and responsibilities, focussing especially on creating and/or reviewing class ground rules and understanding why these are necessary. When creating ground rules, they will consider what these look like practically when children are following them, as well as possible consequences if the rules are not followed. They will begin to develop a broader understanding of why rules and laws are needed in society, some of the reasons why people sometimes break these laws, and what can influence decision making. They will explore the role of parliament and MPs, as well as local councils and councillors and how these are similar to and different from their own school council. This unit also gives children the opportunity to debate moral and social issues, including those which are currently relevant to the local community.
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 and respond to those feelings. It builds on the work done in the equivalent units for years 1 and 2, and 3 and 4. The children will identify an increasing range of feelings, including moods and mixed emotions, developing their language to describe them and learning how they might recognise them in themselves and others. They will consider what prompts different feelings in themselves and others and how they might avoid, or deal with, situations which make them upset, angry or become overwhelmed. They will explore ways to deal with different emotions, with a focus on worry, boredom and stress and how those emotions affect how we think, feel and behave. This includes how we might react to strong or overwhelming emotions, in ourselves and others, and ways to manage them. This includes using strategies to calm and relax ourselves or to make us feel more positive. They will explore assertiveness and when and how to be

	assertive. They will revisit their Networks of Support, identifying the people 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 and enable them to develop, explore and apply definitions of bullying to a range of situations including 'cyberbullying'. They will learn about the differences in the way that girls and boys bully and will explore reasons why bullying happens, developing their understanding of prejudice driven bullying. They will begin to explore the negative role that stereotyping plays in prejudice driven bullying. They will consider the feelings of children who are bullied, those that witness bullying and those who bully others. They will also begin to examine the longer term impact that bullying has on people's emotional and physical wellbeing. They will explore the negative and positive effects of peer pressure in a bullying situation and how the behaviour and response of bystanders can improve or worsen a situation. They will consider strategies for keeping themselves safe from bullying and 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 in the local community and to develop strategies to ensure that the school is a safe place where positive relationships are fostered.
Citizenship Diversity and Communities	This unit covers a range of aspects of citizenship, and also includes areas of PSHE. It aims to develop the children's sense of personal identity and self-worth, as well as teaching them to consider and respect the needs and views of others. The children begin by exploring their identity, and how their perceptions of it can be affected by the behaviour and attitudes of others. They will consider the ethnic make up of both the local and national community, and the benefits of living in a diverse society. They will develop their understanding of the negative effects of stereotyping and prejudice, and of the impact of racism, sexism, heterosexism and homophobia. They will have the opportunity to explore their place within the school and local community, and the contributions of others, including volunteers and community organisations. The unit also includes a brief look at the role and influence of the media, and some aspects of caring for the environment.
Healthy & Safer Lifestyles Drug Education	This unit revisits and develops children's understanding of medicines, alcohol and nicotine and their effects on the brain and body. It also explores pupils' awareness of solvents, illegal drugs, people who choose to use drugs and laws relating to drug sale and possession. Throughout the unit you should focus on drugs with which the majority of children are familiar. Children will consider a wide range of drug-related situations which might pose different degrees of risk for them. They will consider ways to avoid and reduce harm in those situations.
Healthy & Safer Lifestyles Personal Safety	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 if they are feeling safe or unsafe in their relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. The children will be encouraged to consider the qualities they would look for in a 'network' person and decide who are the trusted adults they could talk with about anything, big or small, good or bad. They will also consider how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. Children will learn that each person's body belongs to them, the correct language for body parts, including genitals, how to identify unsafe or inappropriate physical contact and how to seek support from their network. The unit includes learning about what sorts of behaviours constitute abuse and neglect and how to access support via their network, for themselves or a friend. They will have opportunities to practice seeking help or advice from others and to develop their problem solving strategies, which can be applied in a range of contexts. Clearly, the learning from this unit will have 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 with someone about anything, if they are to be empowered to make safer choices.
Healthy & Safer Lifestyles Relationships and Sex Education Year 5	This unit of work focuses on basic anatomy, reinforcing the physical differences between female and male bodies and introduces names and functions of internal organs, building on the work carried out in year 4. It examines the changes that happen to people's bodies at various stages in their lives, especially at puberty. It includes learning about menstrual wellbeing. The children will learn about the benefits of carrying out regular hygiene routines, including how good hygiene is important for preventing the spread of viruses and bacteria. They will examine their own personal hygiene practices and consider new personal hygiene routines relevant to puberty. They will examine the ways in which they will have new responsibilities for their personal hygiene in the future. 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 6	The unit begins with a focus on sexual intercourse and the human lifecycle. The children will examine how puberty brings about changing feelings and relationships with friends and family and consider ways to manage emotions so that they are able to express their feelings and concerns positively. They will explore the meaning of love and consider their responsibilities to care for themselves and others. They will consider the need for trust and love relationships. In this context, there is the opportunity to discuss responsible parenting choices and the use of contraception. The themes covered in this unit are 'the human lifecycle', growing up', personal responsibilities' and 'parents, carers and families'.
Myself & My Relationships Managing Change	In this unit, children will consider situations involving change and loss in a range of contexts, including moving home, changing schools, bereavement and family change. They will learn to understand that change is an inevitable part of everyone's lives, and that changes can have positive and negative aspects to them. They will explore the emotions involved in change related situations and how feelings can change over time. They will reflect on their own experiences of change and what they have found helpful. They will develop strategies that might help them to manage change in the future, including during transition to secondary school.