Cambridgeshire Personal Development Programme • Years 1 and 2 Framework

Year A – 2020-21 / 2022-23

Unit Title	Unit Context and Description
Myself & My Relationships **Beginning and Belonging**	The unit is designed to be delivered at the start of the school year, so it includes approaches to developing classroom ground rules, and to building positive relationships in the class. Children will have the opportunity to consider what it feels like to be in a new situation and how to cope with that, and to develop strategies for helping people who arrive new to the school. They will develop their own 'Safety Circle', identifying trusted adults at home and at school whom they can ask for help and support.
Myself & My Relationships **Family and Friends**	In this unit, children will learn about and be able to describe what a friend is and does, recognising the diversity in friendship and that friendship patterns change. They will address strategies for coping with difficult situations in friendships. They will also focus on family relationships, identifying who is in their own family and what is special about them, and what they and other family members do to care for each other. They will revisit the concept of the safety circle, identifying a range of trusted adults at home and at school whom they can talk to if they are worried or upset. They will also learn how and when to approach people for support.
Myself & My Relationships **Anti-bullying**	This unit will develop children's understanding of what bullying behaviour looks like including physical, verbal and simple indirect forms of bullying. The children will explore simple reasons for why bullying happens, which includes exploring how bullying occurs when people do not respect and value diversity and difference. The children will consider the feelings of and emotional impact on those children who are bullied, those that witness bullying and those who bully others. They will consider strategies for keeping themselves safe from bullying and strategies for responding to bullying when it may occur including the importance of being assertive and telling a trusted person. They will explore strategies for befriending and being kind to 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 simple 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 be given the opportunity to plan for and learn a new skill, breaking their learning down into small steps and recognising the feelings and challenges they may encounter throughout the process. Through discussion and practice, children will develop their communication and group work skills, such as listening, turn taking, negotiation and cooperation. They will then have the opportunity to carry out one or more group tasks, applying the skills they have learnt and use their understanding of their own strengths and skills to contribute to the process. After each task, they will be given tools to evaluate how their group worked together at the process of completing the task as well as the final results.
Economic Wellbeing **Financial Capability**	This unit will help children understand what money is, where it might come from and that it is a finite resource, which we can use in a variety of ways. They will explore the difference between needs and wants and the choices spending money might involve. They will consider how the choices we make might affect ourselves and others. 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 a range of cards and situations. They will begin to understand that we can have a range of changing feelings about money, which we need to manage. They will explore what a charity is and what it might do.
Healthy & Safer Lifestyles **Relationships and Sex Education** **Year 1**	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 develop an understanding of how important it is to look after their body. Children will also consider simple hygiene practices and their levels of responsibility for these. 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 2**	Children will consolidate their understanding of how babies develop into children and then into adults and will consider their own physical development. They will be able to explain that a baby human or animal grows inside its mother. They will think about their responsibilities and how these have changed since they were a baby. They will then consider what babies and young children need to stay healthy and safe. The main themes covered in this unit are 'the human life cycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.
Healthy & Safer Lifestyles **Managing Risk**	During this unit, children will continue to build on their understanding of the importance of people they can turn to regularly for help, support and reassurance. These 'Safety Circles' will have already been developed in the context of other units. In addition to this, children will be introduced to the idea 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. Children will consider what makes them feel safe and what makes them feel unsafe. This unit aims to equip children with the skills to assess the level of risk to themselves physically and begins to introduce the idea that risks might also sometimes be emotional or social. They will also reflect on emotional and physical reactions to risky situations. They will consider ways they can take control of their own safety and times when adults are needed to help. They will practise giving personal information and consider times when they might need to do this. They will consider a range of situations in which they might need help and will learn how to ask for help in an emergency situation.
Healthy & Safer Lifestyles **Safety Contexts**	In this unit children will begin by reflecting on their understanding of keeping safe. They will consider the elements of road safety which relate to them as pedestrians and car passengers. They will look at ways to stay safe in the sun and near water. They will consider the best action to take if they are lost and how to keep themselves safe whilst playing. They will begin to consider action they can take to reduce the risk of accidents.
Healthy & Safer Lifestyles **Healthy Lifestyles**	This unit looks at the importance of developing a healthy lifestyle, focussing particularly on how to create a healthy, balanced diet and why physical activity is essential. It also touches on other areas such as sleep, dental hygiene and hand washing, building on what the children have already learnt during the Foundation Stage unit. Children will learn about the Eatwell guide and develop their understanding of why it is important to eat a range of foods, including at least five portions of fruit and vegetables each day. When they are given the opportunity to make choices, children are encouraged to make healthy choices which will benefit their health, growth and energy levels.

Year B – 2021-22 / 2023-24

Unit Title	Unit Context and Description
Citizenship **Rights, Rules & Responsibilities**	In this unit, children will have the opportunity to identify their own responsibilities both in and out of school. They will also discuss the areas of their lives for which adults are responsible and consider how this might change as they grow up. 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 begin to develop an understanding of democratic decisions and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom. They will begin to learn how to share 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 paired and class discussions about topical issues.
Myself & My Relationships **My Emotions**	This unit will help develop children's understanding of their own emotions and those of others. They will identify a basic 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 impulsive and considered behaviours. In order to enable them to develop positive self- esteem, they will identify what is special about themselves, including their skills as well as their character. They will consider ways to deal with different emotions, including being assertive, and using strategies to calm down and relax. They will revisit their personal networks, identifying those they can talk to about their feelings.
Myself & My Relationships **Anti-bullying**	This unit will develop children's understanding of what bullying behaviour looks like including physical, verbal and simple indirect forms of bullying. The children will explore simple reasons for why bullying happens, which includes exploring how bullying occurs when people do not respect and value diversity and difference. The children will consider the feelings of and emotional impact on those children who are bullied, those that witness bullying and those who bully others. They will consider strategies for keeping themselves safe from bullying and strategies for responding to bullying when it may occur including the importance of being assertive and telling a trusted person. They will explore strategies for befriending and being kind to 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 simple strategies to ensure that the school is a safe place where positive relationships are fostered.
Citizenship **Diversity and Communities**	This unit aims to develop the children's sense of personal identity and self-worth and teaches them to consider and respect the needs and views of others. They will learn about different groups and cultures within their class community and about the importance of identifying and challenging stereotypes. They will explore the makeup of their community, the needs of different people within it and the people who help within their roles in the community. They will develop their understanding of the needs of the environment (including the school environment), plants and animals, and also their ability to make a contribution to improving the environment.
Healthy & Safer Lifestyles **Drug Education**	The focus of this unit is safety around medicines and household substances. It focuses on the positive uses of medicines and important roles that carers and health professionals have in helping us to use medicines safely. It considers alternatives to medicine use and touches on emotional as well as physical well-being. This unit also aims to broaden children's understanding of risky situations, so that they are better able to keep themselves, and possibly others, safe.

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 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 the trusted adults that they could talk with about anything, big or small, good or bad. They will have opportunities to practice seeking help or advice from others, including when and how to dial 999. Whilst the terminology of 'abuse' and 'neglect' is not introduced until years 5 and 6 (PS 56), the learning in this unit does include what action could be taken if a friend or family member is unkind to you. Children will learn that each person's body belongs to them and the correct language for body parts including genitals. They learn about safe and unsafe touch, including that if anyone tries to touch their private body parts they should talk with an adult from their network. Children will also learn that if they are worried about a secret, or about something that happens online, they can talk with an adult from their Network of Support. 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 regularly the messages 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.
Healthy & Safer Lifestyles **Relationships and Sex Education** **Year 1**	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 develop an understanding of how important it is to look after their body. Children will also consider simple hygiene practices and their levels of responsibility for these. 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 2**	Children will consolidate their understanding of how babies develop into children and then into adults and will consider their own physical development. They will be able to explain that a baby human or animal grows inside its mother. They will think about their responsibilities and how these have changed since they were a baby. They will then consider what babies and young children need to stay healthy and safe. The main themes covered in this unit are 'the human life cycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.
Myself & My Relationships **Managing Change**	In this unit, children will learn to recognise that change is a normal part of life. They will begin by thinking about their changing achievements, skills and responsibilities as they grow older. They will discuss changes they can have some choice in, those which others choose for them, and those which just happen, and consider possible reasons for these changes. The children will discuss emotions which might be experienced when losing a special possession. They will consider a few major life changes which sometimes occur in families, in particular, welcoming a new sibling, parental separation and the death of a grandparent. They will talk about the difficult emotions they might feel at these times of change, considering what they might do to help themselves cope with the feelings they experience and how other people, including those in their Safety Circle, might be able to help too. They will also learn that change can be positive and talk about some life changes they might look forward to in the future. Throughout the unit, children will be developing strategies for coping with change, as well as being reminded about the importance of family and friends in helping us at these times.