



**LITTLE BOWDEN
PRIMARY SCHOOL**

'Working together to love learning'

**THE P.S.H.C.E. CURRICULUM:
A PROGRESSION**

Whole School P.S.H.C.E. Progression Map

At Little Bowden, our Personal, Social, Health and Citizenship and Economic Education (PSHCE) progression is **ambitious, memorable and diverse**, and is developed using the Cambridgeshire Primary PSHE scheme. From 2020, relationship and health education became compulsory in primary schools. These subjects will support all young people to be happy, healthy and safe: equipping them for life as an adult in British society. At Little Bowden, our curriculum is supplemented by the 'Route to Resilience' and 'No Outsiders' programmes – two schemes that when woven into our PSHCE curriculum, allow us to create happy, confident children who become caring global citizens.

The curriculum has been designed to ensure that key areas of learning are re-visited consistently year on year. In the Autumn Term, 'Myself and My Relationships' is where we start the academic year, as pupils are new to their year groups; building new relationships with new members of staff and re-building relationships with peers. In Years 2, 4 and 6, the curriculum begins with a Citizenship unit. This studies rights, rules and responsibilities in a progressive manner. In half term 3, each year group covers a Citizenship unit aimed at promoting diversity. In conjunction with this, each individual unit of work ends with a text from the 'No Outsiders' programme, aimed at promoting equality and diversity. Half term 4 is where each year group covers Relationships and Sex Education. Each individual lesson is outlined in our Medium Term Plans and our approach to SRE can be found in our SRE policy. In the summer term, the curriculum continues to study healthy lifestyles, including managing risk, personal safety and healthy lifestyles. Again, many of these topics are in a spiral form to ensure breadth and depth of coverage. Finally, again in Years 2, 4 and 6, the children study how to be safe in our digital world. This is supplemented by our Computing curriculum, where 'Online Safety' has been mapped out for each year group.

As with most subjects, it is good practice for staff to build the skills learnt within PSHCE lessons into other areas of learning and when situations arise to ensure a deep understanding of the concepts learnt within the curriculum.

P.S.H.C.E. in the Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. However, one of the areas is titled 'Personal, Social and Emotional Development' (PSED) and is therefore significantly linked to the aims of our PSHCE curriculum. As a result, the planning for PSHCE begins from the Early Years, with the 'Routes to Resilience' and 'No Outsiders' programme also beginning in the Early Years. Below are the statements taken from 'Development Matters' (2020) as to what children in Reception will be learning to do alongside our PSHCE curriculum:

Personal, Social and Emotional Development (PSED)

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs (including personal hygiene).
- Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian).

	HT1	HT2	HT3	HT4	HT5	HT6
EYFS	Myself and My Relationships: Beginning and Belonging	Myself and My Relationships: Family and Friends (including anti-bullying)	Citizenship: Identities and Diversity	Healthy and Safer Lifestyles: My Body and Growing Up	Healthy and Safer Lifestyles: Keeping Safe	Healthy and Safer Lifestyles: Healthy Lifestyles
Year 1	Myself and My Relationships: Beginning and Belonging	Myself and My Relationships: Family & Friends	Citizenship: Diversity and Communities	Healthy and Safer Lifestyles: Relationships and Sex Education (including drug education)	Healthy and Safer Lifestyles: Personal Safety	Healthy and Safer Lifestyles: Healthy Lifestyles
Year 2	Citizenship: Rights, Rules and Responsibilities	Myself and My Relationships: My Emotions	Citizenship: Working Together	Healthy and Safer Lifestyles: Relationships and Sex Education	Healthy and Safer Lifestyles: Managing Safety and Risk	Healthy and Safer Lifestyles: Digital Lifestyles
Year 3	Myself and My Relationships: Beginning and Belonging	Myself and My Relationships: Family and Friends	Citizenship: Diversity and Communities	Healthy and Safer Lifestyles: Relationships and Sex Education	Healthy and Safer Lifestyles: Personal Safety	Healthy and Safer Lifestyles: Healthy Lifestyles
Year 4	Citizenship: Rights, Rules and Responsibilities	Myself and My Relationships: My Emotions	Citizenship: Working Together	Healthy and Safer Lifestyles: Relationships and Sex Education	Healthy and Safer Lifestyles: Managing Safety and Risk	Healthy and Safer Lifestyles: Digital Lifestyles
Year 5	Myself and My Relationships: Beginning and Belonging	Myself and My Relationships: Family and Friends	Citizenship: Diversity and Communities	Healthy and Safer Lifestyles: Relationships and Sex Education	Healthy and Safer Lifestyles: Personal Safety	Healthy and Safer Lifestyles: Healthy Lifestyles
Year 6	Citizenship: Rights, Rules and Responsibilities	Myself and My Relationships: My Emotions	Citizenship: Working Together	Healthy and Safer Lifestyles: Relationships and Sex Education	Healthy and Safer Lifestyles: Managing Safety and Risk	Healthy and Safer Lifestyles: Digital Lifestyles

Progression in Online Safety (DL)

Year Group / Term	Autumn Term	Spring Term	Summer Term
1	Upsetting Content	Personal Information	Trusted Adults
2	Enjoying the Internet	Downloading Apps	Online Bullying
3	Being SMART	Communicating Online	Being a Good Friend Online
4	Sharing Online	Online Gaming	Reliability of Information
5	Digital Citizens	Online Wellbeing	Online Scams
6	Online Reputation	Digital Debate	Digital Dilemmas

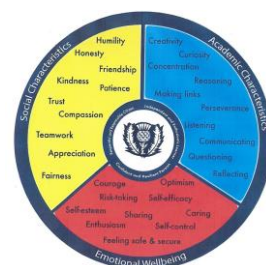
At Little Bowden, we have created a progressive scheme for Online Safety using the 'Education for a Connected World' document created by the UK Council for Internet Safety. Alongside three specific units for Years 2, 4 and 6 on Online Safety within our PSHE curriculum, children receive three specific Online Safety lessons per year at the beginning of each term.

However, we also recognise that it is the role of all staff to identify opportunities to thread Online Safety through all school activities, both outside the classroom and in, making the most of unexpected learning opportunities as they arise. At Little Bowden, we recognise that online safety and broader digital resilience must be thread throughout the curriculum. Annual reviews of curriculum plans/schemes of work (including for SEND pupils) are an opportunity to consider the teaching of the key areas of Self-image and Identity, Online Relationships, Online Reputation, Online Bullying, Managing Online Information, Health, Wellbeing and Lifestyle, Privacy and Security, and Copyright and Ownership.


Route to Resilience Curriculum Map

At Little Bowden, we promote the Route to Resilience programme. All 30 words, consisting of ten social, ten academic and ten emotional characteristics, have been carefully sequenced to ensure that by the time a child leaves our school, they will have developed the necessary ‘character muscles’ to allow them to be the best version of themselves. Each of the words below have been carefully woven into each year group’s curriculum. We are passionate about creating happy and confident children who will become caring global citizens.

	Social Characteristics		Academic Characteristics		Emotional Characteristics	
Year Group/Half Term	HT1	HT2	HT3	HT4	HT5	HT6
Reception	Friendship	Kindness	Concentration & listening	Communication	Feeling Safe & Secure	Sharing
1	Honesty	Patience	Curiosity	Perseverance	Enthusiasm	Caring
2	Trust		Making Links			
3	Teamwork	Compassion	Creativity	Questioning	Risk-Taking	Self-Control
4	Fairness				Courage	
5	Humility	Appreciation	Reflecting	Reasoning	Optimism	Self-Esteem
6						Self-Efficacy





 <div style="text-align: center;"> <h3>Little Bowden Primary School</h3> <h3>Curriculum Map</h3> </div>						
PSHE/C (Personal, Social, Health, Economic and Citizenship Education)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>EYFS – ELGS</p> <p>Prime Areas of Learning:</p> <ul style="list-style-type: none"> - SR - Self Regulation - MS - Managing Self - BR - Building Relationships <p>Specific Areas of Learning:</p> <p>Understanding the World</p> <ul style="list-style-type: none"> - PP - Past and Present - PCC - People Culture and Communities 	<p>Cambridgeshire</p> <p>Myself and My Relationships: Beginning and Belonging</p> <ol style="list-style-type: none"> 1. How am I special and what is special about other people in my class? 2. How do we welcome new people to our class? 3. What can I do to help everyone in our classroom feel safer and happier? MS 4. How can I play and work well with others? SR <p style="text-align: center; color: red;">No Outsiders</p> <p style="text-align: center; color: red;">5. You Choose</p>	<p>Cambridgeshire</p> <p>Myself and My Relationships: Family and Friends (including anti-bullying)</p> <ol style="list-style-type: none"> 1. Who is in my family and how do we care for each other? BR 2. What is a friend and how can I be a good one? BR <p>Myself and My Relationships: My Emotions</p> <ol style="list-style-type: none"> 3. Can I recognise and talk about my feelings? SR 4. Do I know what might cause different emotions in myself and other people? SR <p style="text-align: center; color: red;">No Outsiders</p> <p style="text-align: center; color: red;">5. The Family Book</p>	<p>Cambridgeshire</p> <p>Citizenship: Identities and Diversity</p> <ol style="list-style-type: none"> 1. Who are the people in my class and how are we similar to and different from each other? PCC 2. What is life like in other countries? PCC <p>Citizenship: Me and My World</p> <ol style="list-style-type: none"> 3. Who are the people who help to look after me and my school? PP 4. What do animals and plants need to live and how can I help to take care of them? <p style="text-align: center; color: red;">No Outsiders</p> <p style="text-align: center; color: red;">5. Red Rockets and Rainbow Jelly</p>	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: My Body and Growing Up</p> <ol style="list-style-type: none"> 1. What does my body look like? 2. What can my body do? 3. What differences and similarities are there between our bodies? 4. How can I look after my body and keep it clean? MS <p style="text-align: center; color: red;">No Outsiders</p> <p style="text-align: center; color: red;">5. Additional Learning Hello, Hello</p>	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Keeping Safe</p> <ol style="list-style-type: none"> 1. Do I understand simple safety rules for when I am at home, at school and when I am out and about? 2. Can I say 'No' if I feel unsafe or unsure about something? MS 3. Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR 4. What goes on to and into my body and who puts it there? MS <p style="text-align: center; color: red;">No Outsiders</p> <p style="text-align: center; color: red;">5. Additional Learning Mommy, Mama and Me</p>	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Healthy Lifestyles</p> <ol style="list-style-type: none"> 1. What can I do to help keep my body healthy? MS 2. Why are food and drink are good for us? MS 3. What is exercise is and why is it good for us? 4. Why are rest and sleep good for us? <p style="text-align: center; color: red;">No Outsiders</p> <p style="text-align: center; color: red;">5. Additional Learning Blue Chameleon</p>

Year 1	<p>Cambridgeshire</p> <p>Myself and My Relationships: Beginning and Belonging</p> <ol style="list-style-type: none"> 1. Do I understand simple ways to help my school feel like a safe, happy place? 2. How can I help someone feel welcome in class? 3. What helps me manage in new situations? 4. Who can help me at home and at school? 	<p>Cambridgeshire</p> <p>Myself and My Relationships: Family & Friends</p> <ol style="list-style-type: none"> 1. Can I describe what a good friend is and does and how it feels to be friends? 2. How can I try to mend friendships if they have become difficult? 3. Who are my special people, why are they special and how do they support me? <p>Anti-bullying</p> <ol style="list-style-type: none"> 4. Can I describe what bullying is? 	<p>Cambridgeshire</p> <p>Citizenship: Diversity and Communities</p> <ol style="list-style-type: none"> 1. Do all boys and all girls like the same things? 2. What is my family like and how are other families different? 3. What does 'my community' mean and how does it feel to be part of it? 4. How do we care for animals and plants? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Relationships and Sex Education (including drug education)</p> <ol style="list-style-type: none"> 1. What are the names of the main parts of the body? 2. What can my amazing body do? 3. When am I in charge of my actions and my body? 4. How can I avoid spreading common illnesses and diseases? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Personal Safety</p> <ol style="list-style-type: none"> 1. What could I do if a friend or someone in my family isn't kind to me? 2. Can I identify private body parts and say 'no' to unwanted touch? 3. What could I do if I feel worried about a secret? 4. What could I do if something worries or upsets me when I am online? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Healthy Lifestyles</p> <ol style="list-style-type: none"> 1. How can I stay as healthy as possible? 2. Why is it important to be active and what are the opportunities for physical activity? 3. Why do we need food? 4. What does healthy eating mean and why is it important?
	<p>No Outsiders</p> <p>5. Elmer</p>	<p>No Outsiders</p> <p>5. Want to Play Trucks?</p>	<p>No Outsiders</p> <p>5. Hair is a family affair</p>	<p>No Outsiders</p> <p>5. Additional Learning Going to the Volcano</p>	<p>No Outsiders</p> <p>5. Additional Learning My World, Your World</p>	<p>No Outsiders</p> <p>5. Additional Learning Errol's Garden</p>

Year 2	<p>Cambridgeshire</p> <p>Citizenship: Rights, Rules and Responsibilities</p> <ol style="list-style-type: none"> 1. How do rules and conventions help me to feel happy & safe? 2. What jobs and responsibilities do I have in school and at home? 3. Can I listen to other people, share my views and take turns? 4. Can I take part in discussions and decisions in class? 	<p>Cambridgeshire</p> <p>Myself and My Relationships: My Emotions</p> <ol style="list-style-type: none"> 1. What am I good at and what is special about me? 2. Can I describe situations in which I might feel happy, sad, cross etc? 3. How do I manage some of my emotions and associated behaviours? <p>Myself and My Relationships: Anti-bullying</p> <ol style="list-style-type: none"> 4. Why is bullying never acceptable or respectful? 	<p>Cambridgeshire</p> <p>Citizenship: Working Together</p> <ol style="list-style-type: none"> 1. How can I work well in a group? 2. Why is it important to take turns? 3. How can I negotiate to sort out disagreements? <p>Economic Wellbeing: Financial Capability</p> <ol style="list-style-type: none"> 4. Where does money come from and where does it go when we 'use' it? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Relationships and Sex Education</p> <ol style="list-style-type: none"> 1. How do babies change and grow? (Statutory NC Science Y2) 2. How have I changed since I was a baby? (Statutory NC Science Y2) 3. What's growing in that bump? (NC Science) 4. What do babies and children need from their families? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Managing Safety and Risk</p> <ol style="list-style-type: none"> 1. What are risky situations and how might I feel? 2. What is my name, address and phone number and when might I need to give them? 3. What is an emergency and who can help? 4. How can I help to stop simple accidents from happening and how can I help if there is an accident? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Digital Lifestyles</p> <ol style="list-style-type: none"> 1. What are some examples of ways in which I use technology and the internet and what are the benefits? 2. What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? 3. What sort of information might I choose to put online and what do I need to consider before I do so? <p>Myself and My Relationships: Managing Change (transition into KS3)</p> <ol style="list-style-type: none"> 4. What helps me to feel calmer when I am experiencing strong emotions linked to loss and change?
	<p>No Outsiders</p> <p>5. All Are Welcome</p>	<p>No Outsiders</p> <p>5. How to be a Lion</p>	<p>No Outsiders</p> <p>5. Amazing (Citizenship)</p>	<p>No Outsiders</p> <p>5. Additional Learning What the Jackdaw Saw</p>	<p>No Outsiders</p> <p>5. Additional Learning The Great Big Book of Families</p>	<p>No Outsiders</p> <p>5. Additional Learning Can I join your club?</p>

Year 3	<p>Cambridgeshire</p> <p>Myself and My Relationships: Beginning and Belonging</p> <ol style="list-style-type: none"> How can we build relationships in our class and how does this benefit me? What does it feel like to be new or to start something new? How can I help children and adults feel welcome in school? What helps me manage a new situation or learn something new? 	<p>Cambridgeshire</p> <p>Myself and My Relationships: Family and Friends</p> <ol style="list-style-type: none"> How do good friends behave on and offline and how do I feel as a result? What is a healthy friendship and how does trust play an essential part? How can I help to resolve disagreements positively by listening and compromising? How do my family members help each other to feel safe and secure even when things are tough? <p>Anti-bullying</p> <ol style="list-style-type: none"> How are falling out and bullying different? 	<p>Cambridgeshire</p> <p>Citizenship: Diversity and Communities</p> <ol style="list-style-type: none"> What have we got in common and how are we different? Do people who live in my locality have different traditions, cultures and beliefs? How does valuing diversity benefit everyone? Why are stereotypes unfair and how can I challenge them? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Relationships and Sex Education</p> <ol style="list-style-type: none"> How are male and female bodies different and what are the different parts called? When do we talk about our bodies, how they change, and who do we talk to? What can my body do and how is it special? What can I do for myself to stay clean and how will this change in the future? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Personal Safety</p> <ol style="list-style-type: none"> Can I recognise when my Early Warning Signs are telling me I don't feel safe? Who is on my network of support and how can I ask them for help? What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? How can I keep safe online? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Healthy Lifestyles</p> <ol style="list-style-type: none"> What does healthy eating and a balanced diet mean? What is an active lifestyle and how does it help me to be healthier? What is mental wellbeing and how is it affected by my physical health? How can I look after my teeth and why is it important?
	<p>No Outsiders</p> <p>5. Beegu</p>	<p>No Outsiders</p> <p>5. We're all Wonders</p>	<p>No Outsiders</p> <p>5. Planet Omar</p>	<p>No Outsiders</p> <p>5. Additional Learning This is Our House</p>	<p>No Outsiders</p> <p>5. The Huey's in the new jumper</p>	<p>No Outsiders</p> <p>5. Additional Learning The Truth about Old People</p>

Year 4	<p>Cambridgeshire</p> <p>Citizenship: Rights, Rules and Responsibilities</p> <ol style="list-style-type: none"> 1. What does it mean to be treated and to treat others with respect? 2. What part can I play in making and changing rules? 3. How do we make democratic decisions in school? 4. What is a representative and how do we elect them? 	<p>Cambridgeshire</p> <p>Myself and My Relationships: My Emotions</p> <ol style="list-style-type: none"> 1. What does the word 'unique' mean and what do I feel proud of about myself? 2. Why is mental wellbeing as important as physical wellbeing? 3. How do my actions and feelings affect the way I and others feel? <p>Anti-bullying</p> <ol style="list-style-type: none"> 4. Do I understand that bullying might affect how people feel for a long time? 	<p>Cambridgeshire</p> <p>Citizenship: Working Together</p> <ol style="list-style-type: none"> 1. What new skills would I like or need to develop? 2. How can I share my views and opinions effectively? 3. How can I work well in a group? <p>Financial Capability</p> <ol style="list-style-type: none"> 4. What do saving, spending and budgeting mean to me? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Relationships and Sex Education</p> <ol style="list-style-type: none"> 1. What are the main stages of the human life cycle? 2. How did I begin? 3. What does it mean to be 'grown up'? 4. What am I responsible for now and how will this change? 5. How do different caring, stable, adult relationships create a secure environment for children to grow up? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Managing Safety and Risk</p> <ol style="list-style-type: none"> 1. How do I feel in risky situations and how might my body react? 2. Can I make decisions in risky situations and might my friends affect these decisions? 3. What actions could I take in an emergency or accident and how can I call the emergency services? 4. How can I stop accidents happening at home and when I'm out? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Digital Lifestyles</p> <ol style="list-style-type: none"> 1. How might my use of technology change as I get older, and how can I make healthier and safer decisions? 2. What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? 3. Why is it important to ration the time we spend using technology and/or online? 4. 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?
	<p>No Outsiders</p> <p>5. Dogs Don't Do Ballet</p>	<p>No Outsiders</p> <p>5. When Sadness Comes to Call (Emotions)</p>	<p>No Outsiders</p> <p>5. Aalfred and Aalbert (Citizenship)</p>	<p>No Outsiders</p> <p>5. Additional Learning Red: A Crayon's Story</p>	<p>No Outsiders</p> <p>5. Additional Learning Along Came a Different</p>	<p>No Outsiders</p> <p>5. Additional Learning Julian is a Mermaid</p>

Year 5	<p>Cambridgeshire</p> <p>Myself and My Relationships: Beginning and Belonging</p> <ol style="list-style-type: none"> 1. What are my responsibilities for helping others in school feel happy and safe? 2. How do we help people feel welcome and valued in and out of school? 3. What helps me to be resilient in a range of new situations? 4. Are there more ways I can get help now and how do I seek support? 	<p>Cambridgeshire</p> <p>Myself and My Relationships: Family and Friends</p> <ol style="list-style-type: none"> 1. What are the characteristics of healthy friendships on and offline and how do they benefit me? 2. Can I communicate, empathise & compromise when resolving friendship issues? 3. Can I always balance the needs of family and friends and how do I manage this? <p>Anti-bullying</p> <ol style="list-style-type: none"> 4. How does prejudice sometimes lead people to bully others? 	<p>Cambridgeshire</p> <p>Citizenship: Diversity and Communities</p> <ol style="list-style-type: none"> 1. How do views of gender affect my identity, friendships, behaviour & choices? 2. What are people's different identities, locally and in the UK? 3. How can I show respect to those with different lifestyles, beliefs & traditions? 4. What are the negative effects of stereotyping? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Relationships and Sex Education</p> <ol style="list-style-type: none"> 1. What are male and female sexual parts called and what are their functions? 2. What happens to different bodies at puberty? 3. What might influence my view of my body? 4. How can I keep my growing and changing body clean? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Personal Safety</p> <ol style="list-style-type: none"> 1. How do I judge when it is not right to keep a secret and what action could I take? 2. How could I report concerns of abuse or neglect? 3. What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? 4. How can I recognise risks online and report concerns? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Healthy Lifestyles</p> <ol style="list-style-type: none"> 1. How does physical activity help me and what might be the risks of not engaging in it? 2. What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? 3. What might be the signs of physical illness and how might I respond? 4. What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health?
	<p>No Outsiders</p> <p>5. How to Heal a Broken Wing</p>	<p>No Outsiders</p> <p>5. The Girls (Family and Friends)</p>	<p>No Outsiders</p> <p>5. Rose Blanche</p>	<p>No Outsiders</p> <p>5. Additional Learning And Tango Makes Three</p>	<p>No Outsiders</p> <p>5. Additional Learning Mixed</p>	<p>No Outsiders</p> <p>5. Additional Learning Kerry Lives with Erica and Martina</p>

Year 6	<p>Cambridgeshire</p> <p>Citizenship: Rights, Rules and Responsibilities</p> <ol style="list-style-type: none"> 1. What are the basic rights of children and adults? 2. Why do we have laws in our country? 3. How does democracy work in our community and in our country? 4. How do I take part in debate, respectfully listening to other people's views? 	<p>Cambridgeshire</p> <p>Myself and My Relationships: My Emotions</p> <ol style="list-style-type: none"> 1. How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? 2. What does it mean to have a 'strong sense of identity' & 'self-respect'? 3. How and from whom do I get support when things are difficult? 	<p>Cambridgeshire</p> <p>Citizenship: Working Together</p> <ol style="list-style-type: none"> 1. What are some of the jobs that people do? 2. How could my skills and strengths be used in future employment? 3. How can I give, receive and act on sensitive and constructive feedback? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Relationships and Sex Education</p> <ol style="list-style-type: none"> 1. What are different ways babies are conceived and born? 2. What effect might puberty have on people's feelings and emotions? 3. Why might people get married or become civil partners? 4. What should adults think about before they have children? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Managing Safety and Risk</p> <ol style="list-style-type: none"> 1. What are the possible benefits and consequences of taking physical, emotional and social risks? 2. Can I carry out basic first aid in common situations, including head injuries? 3. What are the benefits of cycling and walking on my own and how can I stay safer? 4. What are the benefits of using public transport and how can I stay safe near railways? 	<p>Cambridgeshire</p> <p>Healthy and Safer Lifestyles: Digital Lifestyles</p> <ol style="list-style-type: none"> 1. How might the media shape my ideas about various issues and how can I challenge or reject these? 2. Can I identify, flag and report inappropriate content?
	<p>No Outsiders</p> <p>5. A Day in the Life of Marlon Bundo</p>	<p>Anti-bullying</p> <ol style="list-style-type: none"> 4. Can I identify ways of preventing bullying in school and the wider community? <p>No Outsiders</p> <p>5. The Island (Anti-bullying)</p>	<p>Financial Capability</p> <ol style="list-style-type: none"> 4. What sort of things do adults need to pay for? <p>No Outsiders</p> <p>5. Additional Learning King of the Sky</p>	<p>No Outsiders</p> <p>5. Additional Learning Introducing Teddy</p>	<p>No Outsiders</p> <p>5. Additional Learning The Only Way is Badger</p>	<p>Myself and My Relationships: Managing Change (transition to secondary school)</p> <ol style="list-style-type: none"> 3. When might change lead to positive outcomes for people? 4. What strategies will help me to thrive when I move to my next school? <p>No Outsiders</p> <p>5. Additional Learning Leaf</p>