# The Personal Development Curriculum

## Early Years Structure

**Key stage 1 readiness skills**

* Managing their own personal hygiene and basic needs
* Knows right from wrong and can explain why it is important to have boundaries and routines
* Working and play co-operatively and taking turns with others
* Recognise and show sensitivity to their own and others needs
* Recognise similarities and differences between themselves and others
* Shows an understanding of their own feelings; and those of others
* Being to regulate their behaviour
* Shows care and concern for living things
* Name and describe people who might help us in the local community (police, fire service, doctors and teachers)

## Organisation of knowledge

The curriculum is organised into three distinct areas across both Key Stage 1 and Key Stage 2

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| Health & Wellbeing | Relationships | Living in the wider world |

Each area is broken down further in the following way.

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| **Health & Wellbeing** | | | | |
| Physical wellbeing | Mental wellbeing | Ourselves, growing and changing | Keeping safe | Drugs, alcohol & tobacco |

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| **Relationships** | | | | |
| Families and close positive relationships | Friendships | Managing hurtful behaviour and bullying | Safe relationships | Respecting self and others |

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| **Living in the wider world** | | | | |
| Shared responsibilities | Communities | Media literacy and digital resilience | Money | Aspirations, work and career |

## Disciplinary knowledge

When teaching, teachers seek to develop the disciplinary knowledge in the following way:

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| Key Stage 1 | Learning is generally focussed on the individual child and their peers around them, and the people that they are likely to interact regularly with.  Learning allows the pupils to understand that they have a right to be safe and well, and that there are trusted individuals who can help them when they don’t feel safe. |
| Key Stage 2 | Learning develops to look at the impacts of their own behaviour and actions on others, and how their own behaviours and actions fit within the expectations and norms of society as a whole.  Learning allows the pupils to develop an awareness of risks, how to manage risks, and the range of people and organisations that can support them in feeling and staying safe. |

## Organisation of subject content

The subject content progression follows, with a section for each of the three areas: Health & Wellbeing, Relationships and Living in the Wider World.

## Knowledge progression – Health & Wellbeing

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| --- | --- | --- | --- | --- | --- |
|  | **Physical wellbeing** | **Mental wellbeing** | **Ourselves, growing and changing** | **Keeping safe** | **Drugs, alcohol & tobacco** |
| **Key Stage 1** | Understanding how to keep ourselves healthy  Understand importance of own habits (sleep, dental care)  Understand the importance of using medicines safely  Knowing who can help us stay physically healthy | Recognise and name different feelings  Understand how to manage big feelings  Recognise when help is needed to manage feelings  Change and loss (including death) | Understanding our uniqueness, skills, talents, likes and dislikes  Managing emotions when things change or are difficult  Our body, and changes as we get older | Understanding rules and age restrictions  Keeping safe in familiar and unfamiliar environments  Know how to stay safe at home  Know how to get help in an emergency  Know how to stay safe online | Know how things they put into their bodies and skin can affect how they feel |
| **Key Stage 2** | Making informed choices about own health  Recognising how habits can have a positive and negative effect  Understand the importance of using medicines safely  Knowing how and when to seek support from significant adults about own or others health | Recognise that feelings can change over time  Managing intense and conflicting feelings appropriately  Understand own and others early warning signs related to mental health  Problem solving strategies for dealing with emotions, challenges and change | Identity, individuality, and self-worth and recognising that others have the same rights  Managing failure and set-backs, and supporting others  Puberty | Understand the reasons for regulations and restrictions  Predict, assess and manage risks in different situations  Know strategies for keeping safe in the local environment  Know basic first aid techniques for dealing with common injuries.  Identify situations that may require the emergency services and know how to contact them | Understand the risks and effects of everyday legal drugs  Recognise the laws around legal and illegal drugs  Know why people may choose to use or not use drugs  Understand the role of the media relating to drugs and alcohol  Know organisations that can support people with alcohol, tobacco and drugs |

**Knowledge progression – Relationships**

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|  | **Families and close positive relationships** | **Friendships** | **Managing hurtful behaviour and bullying** | **Safe relationships** | **Respecting self and others** |
| **Key Stage 1** | Know about people that are special to them and how those people show that they care  Describe their family and recognise that other people’s families might be different  Know who they should talk to if someone special makes them feel unhappy | Forming friendships and knowing what to expect from a friend  Thinking about how to help someone who is feeling lonely  Know who they can talk to if a friendship is making them unhappy | Defining the behaviours and actions that constitute bullying  Thinking about the impact of bullying on wellbeing  Knowing that bullying is unacceptable and the importance of telling a trusted adult when they feel bullying is happening | Knowing that everyone has a right to privacy (of thought and body).  Knowing that in order to stay safe, there are things they should ask permission before doing  Knowing what to do if an adult does something that feels wrong, and who they can talk to.  Knowing the importance of speaking up if they see something unsafe happening to someone else  Developing strategies to say no to other people | Knowing about kind and unkind behaviours.  Knowing the importance of self-respect and respecting other people  Sharing ideas and opinions in a positive way so that other want to listen and join in |
| **Key Stage 2** | Forming different types of relationship  Forming long-term relationships with another person based on mutual respect and care  Recognising caring relationships and their benefits, and understanding what to do if the relationship isn’t caring  Understanding that family structures are varied and developing tolerance | Building positive friendships and supporting wellbeing  Recognising that friendships grow develop and change over time  Recognising the difference between physical and online relationships  Thinking about how to support those who are lonely and why it is important  Recognising unhealthy friendships and knowing how to seek support | Understanding the impact and consequences of bullying behaviours  Developing strategies for responding to hurtful behaviours and knowing how to get support  Understanding what discrimination means and how to challenge it | Developing an understanding of personal boundaries and the importance of respecting these  Understanding how to respond safely to adults who they might not know  Developing an understanding of healthy and unhealthy secrets, and knowing what to do when someone asks to keep an unhealthy one  Recognising that others may place pressure on them to do things they know they shouldn’t and having ideas of how to manage this | Recognising the impact of their personal behaviour and the importance of trying to have a positive impact.  Recognising the importance of self-respect and the impact on wellbeing  Developing strategies that promote respectful interactions, even when circumstances are challenging, including debating opinions.  Recognising and respecting the views and opinions of people from other cultures |

**Knowledge progression – Living in the wider world**

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|  | **Shared responsibilities** | **Communities** | **Media literacy and digital resilience** | **Money** | **Aspirations, work and career** |
| **Key Stage 1** | Know what rules are and why they are needed  Understand how living things have different needs  Know about things they can do to help their environment | Know about different groups they belong to  Know the different roles and responsibilities people have  Recognise way they are the same and different to other people | Know how to safely use the internet and digital devices to find Information and communicate with others  Understand the role of the internet in everyday life  Know that not everything that is seen online is true | Know what money is and where it comes from  Recognise that people can make choices about how to save and spend money  Understand the difference between needs and wants  Know how to look after money | Recognise own and others’ strengths  Know that having a job helps people to earn money  Name a range of different jobs that people in the local community do |
| **Key Stage 2** | Recognise reasons for and understand the consequences of not adhering to rules and the law  Understand the relationship between rights and responsibilities  Recognise the importance of having compassion towards others and the environment | Understand what being a community means  Value the different contributions people make in the community  Know about prejudice, stereotypes and diversity. | Recognise the positive and negative impact of the internet and social media  Understand how text and images can be manipulated and invented; assessing the reliability of sources  Recognise things that are appropriate to share and things that should not be shared on social media;  Understand the rules surrounding distribution of images | Understand choices we can make with regards to money  Understand how people’s spending decisions are based on priorities, needs and wants  Know about the risks associated with money; including gambling  Identify ways that money can impact people’s feelings and emotions | Recognise own positive traits and set personal goals  Understand what might influence people’s decisions about a job or career choice  Identify own career aspirations and routes into different careers |