# 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 healthyUnderstand importance of own habits (sleep, dental care)Understand the importance of using medicines safelyKnowing who can help us stay physically healthy | Recognise and name different feelingsUnderstand how to manage big feelingsRecognise when help is needed to manage feelingsChange and loss (including death) | Understanding our uniqueness, skills, talents, likes and dislikesManaging emotions when things change or are difficultOur body, and changes as we get older | Understanding rules and age restrictionsKeeping safe in familiar and unfamiliar environmentsKnow how to stay safe at homeKnow how to get help in an emergencyKnow 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 healthRecognising how habits can have a positive and negative effectUnderstand the importance of using medicines safelyKnowing how and when to seek support from significant adults about own or others health | Recognise that feelings can change over timeManaging intense and conflicting feelings appropriatelyUnderstand own and others early warning signs related to mental healthProblem 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 othersPuberty | Understand the reasons for regulations and restrictionsPredict, assess and manage risks in different situationsKnow strategies for keeping safe in the local environmentKnow 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 drugsKnow why people may choose to use or not use drugsUnderstand the role of the media relating to drugs and alcoholKnow 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 careDescribe their family and recognise that other people’s families might be differentKnow who they should talk to if someone special makes them feel unhappy | Forming friendships and knowing what to expect from a friendThinking about how to help someone who is feeling lonelyKnow who they can talk to if a friendship is making them unhappy | Defining the behaviours and actions that constitute bullyingThinking about the impact of bullying on wellbeingKnowing 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 doingKnowing 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 elseDeveloping strategies to say no to other people | Knowing about kind and unkind behaviours.Knowing the importance of self-respect and respecting other peopleSharing ideas and opinions in a positive way so that other want to listen and join in |
| **Key Stage 2** | Forming different types of relationshipForming long-term relationships with another person based on mutual respect and careRecognising caring relationships and their benefits, and understanding what to do if the relationship isn’t caringUnderstanding that family structures are varied and developing tolerance | Building positive friendships and supporting wellbeingRecognising that friendships grow develop and change over timeRecognising the difference between physical and online relationshipsThinking about how to support those who are lonely and why it is importantRecognising unhealthy friendships and knowing how to seek support | Understanding the impact and consequences of bullying behavioursDeveloping strategies for responding to hurtful behaviours and knowing how to get supportUnderstanding what discrimination means and how to challenge it | Developing an understanding of personal boundaries and the importance of respecting theseUnderstanding how to respond safely to adults who they might not knowDeveloping an understanding of healthy and unhealthy secrets, and knowing what to do when someone asks to keep an unhealthy oneRecognising 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 wellbeingDeveloping 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 neededUnderstand how living things have different needsKnow about things they can do to help their environment | Know about different groups they belong toKnow the different roles and responsibilities people haveRecognise 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 othersUnderstand the role of the internet in everyday lifeKnow that not everything that is seen online is true | Know what money is and where it comes fromRecognise that people can make choices about how to save and spend moneyUnderstand the difference between needs and wantsKnow how to look after money | Recognise own and others’ strengthsKnow that having a job helps people to earn moneyName 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 lawUnderstand the relationship between rights and responsibilitiesRecognise the importance of having compassion towards others and the environment | Understand what being a community means Value the different contributions people make in the communityKnow about prejudice, stereotypes and diversity.  | Recognise the positive and negative impact of the internet and social mediaUnderstand how text and images can be manipulated and invented; assessing the reliability of sourcesRecognise 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 moneyUnderstand how people’s spending decisions are based on priorities, needs and wantsKnow about the risks associated with money; including gamblingIdentify ways that money can impact people’s feelings and emotions | Recognise own positive traits and set personal goalsUnderstand what might influence people’s decisions about a job or career choiceIdentify own career aspirations and routes into different careers |