

**Great Hollands Primary  
School**

**Personal Development (PD)  
Curriculum**



# Personal Development

At Great Hollands Primary School, Personal Development (PD) is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the 'whole child' intellectually, morally, socially and spiritually.

Our PD curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and wider community. Our pupils: develop a confidence in sharing their own thoughts and opinions with others, develop skills and attributes to keep themselves healthy and safe, develop an attitude of a responsible global citizen, show tolerance of others' beliefs, religions and life choices and build positive, respectful relationships with other people.

We teach PD through the Jigsaw programme which supports our aim to develop the whole child through a spiral curriculum approach. This ensures that skills and knowledge are built on year-by-year and sequences content appropriately to maximise learning for all children. PD is taught across the school on a weekly basis.

By the time all children leave our school, they will have a ready willingness and ability to try new things, push themselves and persevere. They will have a good understanding of how to stay safe, healthy and how to develop good relationships. All children will have an appreciation of what it means to be a positive member of a diverse, multicultural society. They will have a strong self-awareness, interlinked with compassion of others.

## GHPS PD Content Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	<i>What makes me ... me?</i>	<i>How can I stay safe and healthy?</i>	<i>What makes a home and school?</i>	<i>Are things the same everywhere?</i>	<i>How do things grow and change?</i>	<i>How can I take care of my world?</i>
<b>PD Focus</b>	<b>Being Me In My World</b>	<b>Healthy Me</b>	<b>Dreams and Goals</b>	<b>Celebrating Difference</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>British Values</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
<b>Year N Jigsaw Key Learning</b>	Belonging and feeling welcome. Expressing if I am feeling happy or sad. Being at Nursery and working together. Using gentle hands and being kind to people. Our Rights Charter – we are all allowed to learn and play. Our responsibilities and being responsible.	Understanding the need to be active to be healthy. Things I can do to be healthy. Healthier foods to eat. Helping myself getting a good night's sleep. Keeping clean by washing my hands. Stranger danger and what to do if I get lost.	Understanding what a challenge means to me. Being resilient and keep trying until I can do it. Setting and goal and working towards it. Overcoming obstacles with kind words to encourage people. Thinking about what job I would like to do in the future Feeling proud when I achieve a goal.	Feeling proud of something I am good at. Ways that I am special and unique. Families are all different. Looking at different houses and homes. Learning how to make new friends. Using words to stand up for myself.	Talking about my family and me. Making friends when I am feeling lonely. Things I like about my friends. What to say and do if someone is mean to me. Using 'Calm Me' time to manage my feelings. Working together and enjoying being friends.	Knowing my body and showing respect for me. Things I can do and eat to stay healthy. Growing from babies into adults. Growing up and changing. My feelings about going to school. Fun things I have done at Nursery this year.
<b>PSED focus</b>	Expectations and rules	Healthy & independence	Expressing feelings	Friendship & differences	Confidence & assertive	Solving conflicts
<b>SCMS</b>	Social Spiritual	Spiritual Cultural	Social Moral	Spiritual Moral	Moral Cultural	Social
<b>DM</b>	<b>1 2 3 4 5 6 7</b> 8 9 10 <b>11</b> 12 13	<b>1 2 3 4 5 6 7</b> 8 9 10 11 <b>12 13</b>	<b>1 2 3 4 5 6 7</b> 8 9 10 <b>11</b> 12 13	<b>1 2 3 4 5 6 7</b> 8 9 10 11 12 13	<b>1 2 3 4 5 6 7</b> 8 9 10 11 12 13	<b>1 2 3 4 5 6 7</b> 8 9 <b>10 11</b> 12 13
<b>DM</b> Personal, social, emotional development (PSED) Self-regulation Managing-self Building relationships	1. Select and use activities and resources, with help when needed. (Helps achieve a goal) 2. Develop their sense of responsibility and membership of a community 3. Become more outgoing with unfamiliar people, in the safe context of their setting. 4. Show more confidence in new social situations 5. Play with one or more other children, extending and elaborating play ideas. 6. Find solutions to conflicts and rivalries. (suggesting other ideas) 7. Increasingly follow rules, understanding why they are important.			8. Remember rules without needing an adult to remind them. 9. Develop appropriate ways of being assertive. 10. Talk with others to solve conflicts. 11. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 12. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. 13. Make healthy choices about food, drink, activity and toothbrushing		
<b>British Values</b>	<b>British Values</b> 1. Democracy 2. Rule of Law			3. Individual Liberty 4. Mutual Respect 5. Tolerance of those of different faiths and beliefs		

EYFS 1 Nursery

<b>EYFS 2 Reception</b>	<b>Topics</b>	<i>What will my first Autumn at school be like?</i>	<i>Why are people, places, times and things special?</i>	<i>What changes in Winter and is it the same everywhere?</i>	<i>Who helps us to stay safe, healthy and well</i>	<i>How is life in the UK different to other places around the world?</i>	<i>Have things always been the same?</i>
	<b>PD Focus</b>	<b>Being Me In My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	<b>British Values</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
	<b>Year R Jigsaw Key Learning</b>	Belonging, differences and all feeling welcome. Recognising and managing feelings. Working together to make school a good place to be. Using gentle hands and being kind to people. Our Rights Charter – we are all allowed to learn and play. Our responsibilities and being responsible.	What I am good at is different to others. Being different makes us special and unique. Families are different & the same in some ways. My home is a special place to me. Learning how to be a good friend. Using words to stand up for myself.	Persevering to complete challenges - being resilient and keep trying until I can do it. Setting and goal and working towards it. Overcoming obstacles with kind words to encourage people. What I learn now will help me in my job in the future. Feeling proud when I achieve a goal.	Understanding the need to exercise to keep healthy. Moving and resting is good for my body. Healthier foods to eat & making healthy choices. Helping myself getting a good night's sleep. Understanding why we need to wash our hands. Stranger danger and what to do if strangers approach me.	Talking about jobs I do in my family and belonging. Making friends to stop me feeling lonely. Solving problems so we stay friends. The impact of unkind words. Using 'Calm Me' time to manage my feelings. Being a good friend.	Naming parts of my body. Things I can do and eat to stay healthy. Growing from babies into adults. My feelings about going to Year 1. I can talk about worries and things I am looking forward to in Year 1. Best things I have done in Reception this year.
	<b>PSED focus</b>	Expectations, rules & feelings	Belonging, differences, friendship & safe pedestrian	Feelings of others Resilience & Perseverance	Health and wellbeing and basic needs	Confidence, friendship, assertive and sensitivity	Solving conflicts and regulating self
	<b>SCMS</b>	Social Moral	Social Moral	Spiritual	Social Moral	Social	Spiritual
	<b>DM</b>	<b>1 2 3 4 5 6 7 8 9</b> <b>A B C D E F G H I</b>	<b>1 2 3 4 5 6 7 8 9</b> <b>A B C D E F G H I</b>	<b>1 2 3 4 5 6 7 8 9</b> <b>A B C D E F G H I</b>	<b>1 2 3 4 5 6 7 8 9</b> <b>A B C D E F G H I</b>	<b>1 2 3 4 5 6 7 8 9</b> <b>A B C D E F G H I</b>	<b>1 2 3 4 5 6 7 8 9</b> <b>A B C D E F G H I</b>
	<b>ELG/DM</b> Personal, social, emotional development (PSED) Self-regulation Managing-self Building relationships	<b>Early Learning Goals</b> 1. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly 2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate 3. Give focused attention to what the teacher says, responding appropriately even when engaged in activity & show an ability to follow instructions involving several ideas or actions. 4. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge 5. Explain the reasons for rules, know right from wrong and try to behave accordingly 6. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 7. Work and play cooperatively and take turns with others. 8. Form positive attachments to adults and friendships with peers. 9. Show sensitivity to their own and to others' needs.			<b>Development Matters</b> A. See themselves as a valuable individual B. Build constructive and respectful relationships C. Express their feelings and consider the feelings of others D. Show resilience and perseverance in the face of challenge E. Identify and moderate their own feelings socially and emotionally F. Think about the perspectives of others G. Manage their own needs of Personal hygiene H. Know and talk about the different factors that support their overall health and wellbeing including, regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time' and having a good sleep routine I. Being a safe pedestrian		
	<b>British Values</b>	<b>British Values</b> 1. Democracy 2. Rule of Law			3. Individual Liberty 4. Mutual Respect 5. Tolerance of those of different faiths and beliefs		

Year 1	<b>Topics</b>	<i>What makes me special?</i>	<i>How are the toys we play with made?</i>	<i>Why was a castle built here? Windsor Castle</i>	<i>What makes me proud of our place?</i>	<i>Who lives in the Animal Kingdom?</i>	<i>How did families have fun in the past?</i>
	<b>PD Focus</b>	<b>Being Me In My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	<b>British Values</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
	<b>Year 1 Key Learning</b>	Feeling special and safe. Being part of a class. Rights and responsibilities. Rewards and feeling proud. Consequences. Owning the Learning Charter.	Similarities and differences. Understanding bullying and knowing how to deal with it. Making new friends. Celebrating the differences in everyone.	Setting goals. Identifying successes and achievements. Learning styles. Working well and celebrating achievement with a partner. Tackling new challenges. Identifying and overcoming obstacles. Feelings of success.	Keeping myself healthy. Healthier lifestyle choices. Keeping clean. Being safe. Medicine safety/safety with household items. Road safety. Linking health and happiness.	Belonging to a family. Making friends/being a good friend. Physical contact preferences. People who help us. Qualities as a friend and person. Self-acknowledgement. Being a good friend to myself. Celebrating special relationships.	Life cycles – animal and human. Changes in me. Changes since being a baby. Differences between female and male bodies (correct terminology). Linking growing and learning. Coping with change. Transition.
	<b>SCMS</b>	Social Moral	Social Moral	Spiritual	Social Moral	Social	Spiritual
	<b>Relationship Education</b>	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32
	<b>Physical Health and Mental Wellbeing</b>	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
	<b>British Values</b>	<b>British Values</b> 1. Democracy 2. Rule of Law			3. Individual Liberty 4. Mutual Respect 5. Tolerance of those of different faiths and beliefs		

<b>Year 2</b>	<b>Topics</b>	<i>What happened in the Great Fire?</i>	<i>How can we make a healthy lunchbox?</i>	<i>What is the best way for Mrs Armitage to travel?</i>	<i>What makes us like other animals?</i>	<i>What do plants need to grow?</i>	<i>How would my life be different if I lived in the Amazon?</i>
	<b>PD Focus</b>	<b>Being Me In My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	<b>British Values</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
	<b>Year 2 Key Learning</b>	Hopes and fears for the year. Rights and responsibilities. Rewards and consequences. Safe and fair learning Environment. Valuing contributions. Choices. Recognising feelings.	Assumptions and stereotypes about gender. Understanding bullying. Standing up for self and others. Making new friends. Gender diversity. Celebrating difference and remaining friends.	Achieving realistic goals. Perseverance. Learning strengths. Learning with others. Group co-operation. Contributing to and sharing success.	Motivation. Healthier choices. Relaxation. Healthy eating and nutrition. Healthier snacks and sharing food.	Different types of family. Physical contact boundaries. Friendship and conflict. Secrets. Trust and appreciation. Expressing appreciation for special relationships.	Life cycles in nature. Growing from young to old. Increasing independence. Differences in female and male bodies (correct terminology). Assertiveness. Preparing for transition.
	<b>SCMS</b>	Social Spiritual	Social Moral Cultural	Social Moral	Social Spiritual	Social Moral Spiritual Cultural	Spiritual Moral Cultural
	<b>Relationship Education</b>	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32
	<b>Physical Health and Mental Wellbeing</b>	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
	<b>British Values</b>	<b>British Values</b> 1. Democracy 2. Rule of Law				3. Individual Liberty 4. Mutual Respect 5. Tolerance of those of different faiths and beliefs	

<b>Year 3</b>	<b>Topics</b>	<i>How did Britain change from the Stone Age to the Iron Age?</i>	<i>What is Britain and the UK like now?</i>	<i>Who were the greatest builders?</i>	<i>What do plants need to stay healthy?</i>	<i>How is a region of Guatemala and the UK the same &amp;/or different?</i>	<i>What forces move (make) mountains?</i>
	<b>PD Focus</b>	<b>Being Me In My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	<b>British Values</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
	<b>Year 3 Key Learning</b>	Setting personal goals. Self-identity and worth. Positivity in challenges. Rules, rights and responsibilities. Rewards and consequences. Responsible choices. Seeing things from others' perspectives.	Families and their differences. Family conflict and how to manage it (child-centred). Witnessing bullying and how to solve it. Recognising how words can be hurtful. Giving and receiving compliments.	Difficult challenges and achieving success. Dreams and ambitions. New challenges. Motivation and enthusiasm. Recognising and trying to overcome obstacles. Evaluating learning processes. Managing feelings. Simple budgeting.	Exercise. Fitness challenges. Food labelling and healthy swaps. Attitudes towards drugs. Keeping safe and why it's important online and offline scenarios. Respect for myself and others. Healthy and safe choices.	Family roles and responsibilities. Friendship and negotiation. Keeping safe online and who to go to for help. Being a global citizen. Being aware of how my choices affect others. Awareness of how other children have different lives. Expressing appreciation for family and friends.	How babies grow. Understanding a baby's needs. Outside body changes. Inside body changes. Family stereotypes. Challenging my ideas. Preparing for transition.
	<b>SCMS</b>	Social Moral Spiritual	Social Moral Cultural	Social Spiritual	Moral Cultural	Social Moral Spiritual Cultural	Social Moral Spiritual Cultural
	<b>Relationship Education</b>	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32
	<b>Physical Health and Mental Wellbeing</b>	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
	<b>British Values</b>	<b>British Values</b> 1. Democracy 2. Rule of Law			3. Individual Liberty 4. Mutual Respect 5. Tolerance of those of different faiths and beliefs		

<b>Year 4</b>	<b>Topics</b>	<i>What legacies did the Ancient Greeks leave on modern culture?</i>	<i>How was William Shakespeare influenced by the Ancient Greeks?</i>	<i>What did the Romans leave behind?</i>	<i>What makes Italy roar?</i>	<i>How did the loss of the cacao bean contribute to the collapse of the Mayan Empire?</i>	<i>How does chocolate move through our digestive system?</i>
	<b>PD Focus</b>	<b>Being Me In My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	<b>British Values</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
	<b>Year 4 Key Learning</b>	Being part of a class team. Being a school citizen. Rights, responsibilities and democracy (school council). Rewards and consequences. Group decision-making. Having a voice. What motivates behaviour.	Challenging assumptions. Judging by appearance. Accepting self and others. Understanding influences. Understanding bullying. Problem-solving. Identifying how special and unique everyone is. First impressions.	Hopes and dreams. Overcoming disappointment. Creating new, realistic dreams. Achieving goals. Working in a group. Celebrating contributions. Resilience. Positive attitudes.	Healthier friendships. Group dynamics. Smoking. Alcohol. Assertiveness. Peer pressure. Celebrating inner strength.	Jealousy. Love and loss. Memories of loved ones. Getting on and Falling Out. Girlfriends and boyfriends. Showing appreciation to people and animals.	Being unique. Having a baby. Girls and puberty. Confidence in change. Accepting change. Preparing for transition. Environmental change.
	<b>SCMS</b>	Social Moral Cultural	Social Moral Spiritual	Social Spiritual	Social Moral	Spiritual	Spiritual
	<b>Relationship Education</b>	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32
	<b>Physical Health and Mental Wellbeing</b>	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
	<b>British Values</b>	<b>British Values</b> 1. Democracy 2. Rule of Law			3. Individual Liberty 4. Mutual Respect 5. Tolerance of those of different faiths and beliefs		



Year 5	<b>Topics</b>	<i>Why did people invade and settle in Britain?</i>	<i>Where did they settle and why?</i>	<i>How did the Kingdom of England come to be?</i>		<i>Where in the World?</i>	<i>What is the power of The River Thames?</i>
	<b>PD Focus</b>	<b>Being Me In My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	<b>British Values</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
	<b>Year 5 Key Learning</b>	Planning the forthcoming year. Being a citizen. Rights and responsibilities. Rewards and consequences. How behaviour affects groups. Democracy, having a voice, participating.	Cultural differences and how they can cause conflict. Racism. Rumours and name-calling. Types of bullying. Material wealth and happiness. Enjoying and respecting other cultures.	Future dreams. The importance of money. Jobs and careers. Dream job and how to get there. Goals in different cultures. Supporting others (charity). Motivation.	Smoking, including vaping. Alcohol. Alcohol and anti-social behaviour. Emergency aid. Body image. Relationships with food. Healthy choices. Motivation and behaviour.	Self-recognition and self-worth gaming. Building self-esteem. Safer online communities. Rights and responsibilities online. Online and gambling. Reducing screen time. Dangers of online grooming. SMART internet safety rules.	Self and body image. Influence of online and media on body image. Puberty for girls. Puberty for boys. Conception (including IVF). Growing responsibility. Coping with change. Preparing for transition.
	<b>SCMS</b>	Social Moral Cultural	Social Moral Cultural	Social Cultural	Social Moral Spiritual Cultural	Social Cultural	Social Spiritual Cultural
	<b>Relationship Education</b>	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32
	<b>Physical Health and Mental Wellbeing</b>	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
	<b>British Values</b>	<b>British Values</b> 1. Democracy 2. Rule of Law				3. Individual Liberty 4. Mutual Respect 5. Tolerance of those of different faiths and beliefs	

<b>Year 6</b>	<b>Topics</b>	<i>What is out of this World?</i>	<i>How do living things, including us, stay healthy?</i>	<i>What was the significance of the Battle of Britain?</i>	<i>Why do some creatures no longer exist?</i>		<i>How successful are we as entrepreneurs?</i>
	<b>PD Focus</b>	<b>Being Me In My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	<b>British Values</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>	<b>1 2 3 4 5</b>
	<b>Year 6 Key Learning</b>	Identifying goals for the year. Global citizenship. Children’s universal rights. Feeling welcome and valued. Choices, consequences and rewards. Group dynamics. Democracy, having a voice. Anti-social behaviour. Role-modelling.	Perceptions of normality. Understanding disability. Power struggles. Understanding bullying. Inclusion/exclusion. Differences as conflict, difference as celebration. Empathy.	Personal learning goals, in and out of school. Success criteria. Emotions in success. Making a difference in the world. Motivation. Recognising achievements. Compliments.	Taking personal responsibility. How substances affect the body. Exploitation, including ‘county lines’ and gang culture. Emotional and mental health. Managing stress.	Mental health. Identifying mental health worries and sources of support. Love and loss. Managing feelings. Power and control. Assertiveness. Technology safety. Take responsibility with technology use.	Self-image. Body image. Puberty and feelings. Conception to birth. Reflections about change. Physical attraction. Respect and consent. Boyfriends/girlfriends. Sexting. Transition.
	<b>SCMS</b>	Social Moral Spiritual Cultural	Social Moral Spiritual	Social Spiritual	Social Moral	Social Moral Spiritual Cultural	Social Spiritual Cultural
	<b>Relationship Education</b>	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32
	<b>Physical Health and Mental Wellbeing</b>	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	<b>1 2 3 4 5 6 7 8 9 10</b> 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
	<b>British Values</b>	<b>British Values</b> 1. Democracy 2. Rule of Law			3. Individual Liberty 4. Mutual Respect 5. Tolerance of those of different faiths and beliefs		

<b>Relationships Education (R)</b> By the end of Primary pupils should know:		<b>Physical Health and Mental Wellbeing (H)</b> By the end of Primary pupils should know:	
Families and the people who care for me	<p>(R1) that families are important for children growing up because they can give love, security and stability</p> <p>(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>	Mental Wellbeing
Caring Friendships	<p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>		<p>(H11) that for most people the internet is an integral part of life and has many benefits</p> <p>(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>(H14) why social media, some computer games and online gaming, for example, are age restricted</p> <p>(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>(H17) where and how to report concerns and get support with issues online</p>
Respectful relationships	<p>(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14) the conventions of courtesy and manners</p> <p>(R15) the importance of self-respect and how this links to their own happiness</p>		

	<p>(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults</p>	<p>(H18) the characteristics and mental and physical benefits of an active</p> <p>(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>(H20) the risks associated with an inactive lifestyle (including obesity)</p> <p>(H21) how and when to seek support including which adults to speak to in school if they are worried about their health</p>	Physical health and fitness
Online relationships	<p>(R20) that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>(R22) the rules and principles for keeping safe online, how to</p> <p>(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>(R24) how information and data is shared and used online</p>	<p>(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>(H23) the principles of planning and preparing a range of healthy meals</p> <p>(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the</p>	Healthy eating
		<p>(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>	Drugs Alcohol & tobacco
Being safe	<p>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>(R32) where to get advice e.g. family, school and/or other sources</p>	<p>(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>(H31) the facts and science relating to allergies, immunisation and vaccination</p>	Health and prevention
		<p>(H32) how to make a clear and efficient call to emergency services if necessary</p> <p>(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	
		<p>(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>(H35) about menstrual wellbeing including the key facts about the menstrual cycle</p>	Changing adolescence