

Temple Learning Academy – Personal Development Curriculum Long Term Plan

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Vocabulary Key: **Subject vocabulary**

Primary Personal Development Overview

| Autumn 1 Feeling Good and being Me | Autumn 2 Friends and Family | Spring 1 Life Changes | Spring 2 Strong Emotions | Summer 1 Being the Same and being Different | Summer 2 Solving Problems (and making it better) |
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| | <p align="center">Personal, Social and Emotional Development</p> <p align="center">ELG: Self-Regulation</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p align="center">ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p align="center">ELG: Building Relationships</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. |
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| Vocab | Kind hands, feelings, rules, healthy choices, independent |
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| | Autumn 1 Feeling Good and being Me | Autumn 2 Friends and Family | Spring 1 Life Changes | Spring 2 Strong Emotions | Summer 1 Being the Same and being Different | Summer 2 Solving Problems (and making it better) |
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| Year 1 | <p><u>Health Ready-</u> <u>What helps us stay healthy?</u></p> <p>I know what being healthy means and who helps help me to stay healthy</p> <p>I know that the things people put into or onto their bodies can affect how they feel</p> <p>I know how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>I know why hygiene is important and how simple hygiene routines can stop germs from being passed on</p> <p>I know what I can do to take care of myself on a daily basis.</p> | <p><u>Society Ready –</u> <u>Who is special to us?</u></p> <p>I know which groups I belong to, i.e – family, school, clubs etc</p> <p>I know what my family members, or people that are special to me, do to make me feel loved and cared for</p> <p>I know families are all different but share common features.</p> <p>I know about different features of family life, including what families do / enjoy together</p> <p>I know that it is important to tell someone (such as my teacher) if something about my family makes me feel unhappy or worried</p> | <p><u>Work Ready-</u> <u>What can we do with Money?</u></p> <p>I know how money is obtained (e.g. earned, won, borrowed, presents)</p> <p>I know people make choices about what to do with money, (including spending and saving)</p> <p>I know the difference between what I need and what I want.</p> <p>I know how to keep money safe and different ways of doing this</p> | <p><u>Health Ready-</u> <u>Who helps to keep us safe?</u></p> <p>I know that people have different roles in the community to help keep me and everyone else safe.</p> <p>I know who can help me in different places and situations.</p> <p>I know how to respond safely to adults I don't know</p> <p>I know what to do if I feel unsafe or worried</p> <p>I know how to get help if there is an accident and someone is hurt</p> | <p><u>Society Ready-</u> <u>What is the same and different about us?</u></p> <p>I know what I like/dislike and what I am good at</p> <p>I know what makes me special and how everyone has different strengths</p> <p>I know how my personal features or qualities are unique to me</p> <p>I know how I am similar or different to others, and what we have in common</p> <p>I know to use the correct names for the main parts of the body. (including external genitalia)</p> <p>I know that parts of bodies covered with underwear are private</p> | <p><u>Work Ready-</u> <u>How can we look after each other and the world?</u></p> <p>I know how kind and unkind behaviour can affect others</p> <p>I know how to work and play cooperatively</p> <p>I know responsibilities I have in and out of the classroom</p> <p>I know how people and animals need to be looked after and cared for</p> <p>I know what can harm the local and global environment; how they and others can help care for it</p> <p>I know how people grow and change and how people's needs change as they grow from young to old</p> <p>I know how to manage change</p> |

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| Vocab | Vaccinations, medicine, hygiene | Family, group, same, different | Money, saving, borrowing, needs, spending | Community, safe/unsafe, emergency, 999 | Body parts (inc penis, vagina), unique, strengths, weaknesses | cooperation, responsibilities, environment, grow, change |
| Year 2 | <p><u>Health Ready- How do we recognise our feelings?</u></p> <p>I know how to recognise, name and describe a range of feelings</p> <p>I know what helps me to feel good, or better if not feeling good</p> <p>I know how different things can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</p> <p>I know how feelings can affect people in their bodies and their behaviour</p> <p>I know some ways to manage big feelings and the importance of sharing my feelings with someone I trust</p> <p>I know how to recognise when I need help with feelings and how to ask for help</p> | <p><u>Society Ready – What makes a good friend?</u></p> <p>I know how to recognise when I feel lonely and what I can do about it</p> <p>I know how people behave when they are being friendly and what makes a good friend good</p> <p>I know some ways to resolve arguments that can occur in friendships</p> <p>I know how to ask for help if a friendship is making me unhappy</p> <p>I understand how to stay safe online (stranger danger).</p> | <p><u>Health Ready- What Helps us grow and stay healthy?</u></p> <p>I know that different things help my body to be healthy, including food and drink, physical activity and sleep</p> <p>I know that eating and drinking too much sugar can affect my health, including dental health</p> <p>I know how to be physically active and how much rest and sleep they I should have everyday</p> <p>I know that there are different ways to learn and play</p> <p>I know when to take a break from screen-time</p> <p>I know how to keep safe and well in the sun</p> | <p><u>Society Ready – What is bullying?</u></p> <p>I know how to ask for and give/not give permission regarding physical contact</p> <p>I know how to respond if physical contact makes me uncomfortable or unsafe</p> <p>I know why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</p> <p>I know how to respond if I am treated unkindly in different situations</p> <p>I know how to report bullying or other hurtful behaviours, including online, to a trusted adult and the importance of doing so</p> | <p><u>Work Ready- What jobs do people do?</u></p> <p>I know how jobs help people earn money to pay for things they need and want</p> <p>I know about a range of different jobs, including those done by people I know or people who work in their community</p> <p>I know how people have different strengths and interests that enable them to do different jobs</p> <p>I know how people use the internet and digital devices in their jobs and everyday life</p> | <p><u>Health Ready- What helps us stay safe?</u></p> <p>I know how rules and restrictions help me to stay safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <p>I know how to identify risky and potentially unsafe situations (including online) and can take steps to avoid or remove myself from them</p> <p>I know how to resist pressure to do something that makes me feel unsafe or uncomfortable, including keeping secrets</p> <p>I know that what I see online might not be true or trustworthy and that people can pretend to be someone they are not</p> <p>I know to tell a trusted adult if I am worried about something unsafe or scary.</p> |

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| Voca | Feelings (range), loss, change, bereavement, sharing, trust | Lonely, resolve/fix, friendship | Healthy, unhealthy, sugar, dentist, screen-time, hobbies, fitness, sun safety | Permission, physical contact, unsafe, uncomfortable, bullying | Earn, save, spend, money, jobs, careers, internet, digital devices | Fire/water safety, peer pressure |
| Year 3 | <p><u>Health Ready- why should we eat well and look after our teeth?</u></p> <p>I know how to eat a healthy diet and the benefits of nutritionally rich foods</p> <p>I know how to maintain good oral hygiene (including regular brushing and flossing)</p> <p>I know the importance of regular visits to the dentist</p> <p>I know how not eating a balanced diet can affect health (including the impact of too much sugar /acidic drinks on dental health)</p> <p>I know how people make choices about what to eat and drink (including who or what influences these)</p> <p>I know how, when and where to ask for advice and help about healthy eating and dental care</p> | <p><u>Society Ready- What are families like?</u></p> <p>I know how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p> <p>I know how common features of positive family life often include shared experiences (e.g. celebrations, special days or holidays)</p> <p>I know how people within families should care for each other and the different ways they demonstrate this</p> <p>I know how to ask for help or advice if family relationships are making me feel unhappy, worried or unsafe</p> | <p><u>Society Ready- What makes a good friend?</u></p> <p>I know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</p> <p>I know how to recognise if others are feeling lonely and excluded and strategies to include them</p> <p>I know how to build good friendships, including identifying qualities that contribute to positive friendships</p> <p>I know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends,</p> <p>I know how to recognise if a friendship is making me feel unhappy, uncomfortable or unsafe and how to ask for support</p> | <p><u>Health Ready- What keeps us safe?</u></p> <p>I know that people have different roles in the community to help keep everyone safe (inc the jobs they do and how they help people)</p> <p>I know who can help me in different places and situations</p> <p>I know how to attract someone's attention or ask for help.</p> <p>I know how to respond safely to adults I don't know</p> <p>I know what to do if I feel unsafe or worried for myself or others;</p> <p>I know how to get help if there is an accident and someone is hurt, (including how to dial 999 in an emergency and what to say)</p> | <p><u>Work Ready – What makes a community?</u></p> <p>I know I belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <p>I know what is meant by a diverse community (how different groups make up the wider/local community around the school)</p> <p>I know how the community helps everyone to feel included and values the different contributions that people make</p> <p>I know how to be respectful towards people who may live differently to them</p> | <p><u>Health Ready – Why should we keep active and sleep well?</u></p> <p>I know how regular physical activity benefits bodies and feelings</p> <p>I know how to be active on a daily and weekly basis</p> <p>I know how to balance time online with other activities</p> <p>I know how to make choices about physical activity (including what and who influences decisions)</p> <p>I know how a lack of physical activity can affect health and wellbeing</p> <p>I know how lack of sleep can affect the body and mood and simple routines that support good quality sleep</p> <p>I know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</p> |

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| | Healthy, unhealthy diet, balanced diet, oral hygiene | Families, same sex, blended, foster, adoptive | Wellbeing, lonely, excluded, positive/negative qualities, unsafe, uncomfortable, resolve | Community, jobs, emergency, 999 | Community, groups, faith, diverse/diversity, respect, differences | Physical/mental Wellbeing, routines |
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| Year 4 | <p>Work Ready – What strengths, skills and interests do we have?</p> <p>I know how to recognise personal qualities and individuality.</p> <p>I know how to develop self-worth by identifying positive things about myself and my achievements.</p> <p>I know how my personal attributes, strengths, skills and interests contribute to my self-esteem</p> <p>I know how to set goals for myself.</p> <p>I know how to manage when there are set-backs and learn from mistake.</p> <p>I can reframe unhelpful thinking.</p> | <p>Society Ready – How do we treat others with respect?</p> <p>I know how people’s behaviour affects themselves and others, including online</p> <p>I know how to model being polite and courteous in different situations and recognise the respectful behaviour I should receive in return</p> <p>I understand the relationship between rights and responsibilities</p> <p>I know about the right to privacy and how to recognise when a confidence or secret should or should not be kept.</p> <p>I know the rights that children have and why it is important to protect these.</p> <p>I know that everyone should feel included, respected and not discriminated against.</p> <p>I know how to respond if I witness or experience exclusion, disrespect or discrimination</p> <p>I know how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) and how to report concerns.</p> | <p>Health Ready – How will we grow and change?</p> <p>I know about puberty and how male and female bodies change during puberty, including menstruation and menstrual wellbeing and wet dreams</p> <p>I know how puberty can affect emotions and feelings</p> <p>I know how personal hygiene routines change during puberty</p> <p>I know how to ask for advice and support about growing and changing and puberty</p> | <p>Society Ready – How can we manage our feelings?</p> <p>I know how everyday things can affect feelings</p> <p>I know how feelings change over time and can be experienced at different levels of intensity</p> <p>I know the importance of expressing feelings and how they can be expressed in different ways</p> <p>I know how to respond proportionately to, and manage, feelings in different circumstances</p> | <p>Work Ready – How can our choices make a difference?</p> <p>I know how everyday choices can affect the environment.</p> <p>I know how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity).</p> <p>I know the skills and vocabulary to share my thoughts, ideas and opinions in discussion about topical issues.</p> <p>I know how to show care and concern for others (people and animals)</p> <p>I know how to carry out personal responsibilities in a caring and compassionate way</p> <p>I know ways of managing feelings at times of loss, grief and change</p> <p>I know how to access advice and support to help manage my own or others’ feelings</p> | <p>Health Ready – How can we manage risk?</p> <p>I know how to recognise, predict, assess and manage risk in different situations</p> <p>I know how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</p> <p>I know how people can be influenced by their peers’ behaviour and by a desire for peer approval; I know how to manage this influence</p> <p>I know how people’s online actions can impact on other people</p> <p>I know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</p> <p>I know how to report concerns, including about inappropriate online content and contact</p> <p>I know that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p> |
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| | Individuality, self esteem, self worth, skills, goals | Rights, responsibilities, privacy, respect, secrets (good/bad). Discrimination, appropriate/inappropriate behaviour, unwanted physical contact | Puberty, Menstruation, changes, feelings, hygiene | Feelings, managing, circumstances, expressing | Environment, fair trade, charity, grief | Risk, safety, positive/negative peer pressure, laws, anti-social |
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| <p>Year 5</p> | <p><u>Society Ready – What makes up our identity? (Images/stereotypes)</u></p> <p>I know how to recognise and respect similarities and differences between people and what they have in common with others</p> <p>I know that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p> <p>I know how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p> <p>I know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <p>I know how to challenge stereotypes and assumptions about others</p> | <p><u>Society Ready -How can friends communicate safely?</u></p> <p>I know about the different types of relationships people have in their lives.</p> <p>I know how friends and family communicate together (how the internet and social media can be used positively).</p> <p>I know how knowing someone online differs from knowing someone face-to-face.</p> <p>I know how to recognise risk in relation to friendships and keeping safe.</p> <p>I know about the types of content (including images) that is safe to share online (ways of seeking and giving consent before images or personal information is shared)</p> <p>I know how to respond if a friendship is making me feel worried, unsafe or uncomfortable</p> <p>I know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</p> | <p><u>Health Ready – What are healthy/unhealthy habits?</u></p> <p>I know how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing.</p> <p>I know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal.</p> <p>I know how laws surrounding the use of drugs exist to protect them and others.</p> <p>I know why people choose to use or not use different drugs.</p> <p>I know how people can prevent or reduce the risks associated with them.</p> <p>I know that for some people, drug use can become a habit which is difficult to break.</p> <p>I know how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</p> <p>I know how to ask for help from a trusted adult if I have any worries or concerns about drugs</p> | <p><u>Health Ready – How can I help in an accident/ Emergency?</u></p> <p>I know how to carry out basic first aid (including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions)</p> <p>I know that if someone has experienced a head injury, they should not be moved</p> <p>I know when it is appropriate to use first aid and the importance of seeking adult help</p> <p>I know the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p> | <p><u>Work Ready – What jobs would we like?</u></p> <p>I know there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</p> <p>I know that some jobs are paid more than others and some may be voluntary (unpaid)</p> <p>I know about the skills, attributes, qualifications and training needed for different jobs</p> <p>I know that there are different ways into jobs and careers, including college, apprenticeships and university</p> <p>I know how people choose a career/job and what influences their decision, including skills, interests and pay</p> <p>I know how to question and challenge stereotypes about the types of jobs people can do</p> <p>I know how I might choose a career/job for myself when I am older, why I would choose it and what might influence my decisions</p> | <p><u>Work Ready What decisions can people make with money?</u></p> <p>I know how people make decisions about spending and saving money and what influences them</p> <p>I know how to keep track of money and how much I have to spend or save</p> <p>I know how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)</p> <p>I know how to recognise what makes something ‘value for money’ and what this means to them</p> <p>I know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions</p> |
| | <p>Similarities, differences, identity, ethnicity, culture, gender, stereotype, faith, biological sex,</p> | <p>Relationship, communicate, risk, online, social media, consent, positive/negative peer pressure</p> | <p>Nicotine, alcohol, caffeine, drugs (legal/illegal), risk, habit</p> | <p>First aid, 999, emergency</p> | <p>Job, career, voluntary, qualifications, stereotypes</p> | <p>Spending, saving, value, wages, earnings,</p> |

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| Year 6 | <p><u>Health Ready – How can we make healthy choices?</u></p> <p>I know how positive friendships and being involved in activities such as clubs and community groups support wellbeing</p> <p>I know how to make choices that support a healthy, balanced lifestyle</p> <p>I know how to plan a healthy meal</p> <p>I know how to stay physically active</p> <p>I know how to maintain good dental health, including oral hygiene, food and drink choices</p> <p>I know how to benefit from and stay safe in the sun</p> <p>I know how and why to balance time spent online with other activities</p> <p>I know how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</p> <p>I know how to manage the influence of friends and family on health choices</p> <p>I know that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</p> <p>I know how drugs (legal and illegal) can affect health and how to manage situations involving them.</p> | <p><u>Society Ready -How do relationships change as we become more independent?</u></p> <p>I know that people have different kinds of relationships in their lives, including romantic or intimate relationships</p> <p>I know that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</p> <p>I know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <p>I know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</p> <p>I know how puberty relates to growing from childhood to adulthood and I know how to get support with any issues relating to my thoughts and feelings</p> | <p><u>Work Ready – How can the media can affect people’s wellbeing?</u></p> <p>I know how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions</p> <p>I know that not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>I know that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <p>I know how text and images can be manipulated or invented; I know how to recognise this</p> <p>I know how to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</p> <p>I know to recognise unsafe or suspicious content online and what to do about it</p> | <p><u>Health Ready – How can we look after our mental Health as we grow?</u></p> <p>I know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</p> <p>I know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</p> <p>I know that anyone can experience mental ill-health and to discuss concerns with a trusted adult</p> <p>I know that mental health difficulties can usually be resolved or managed with the right strategies and support</p> | <p><u>Work Ready – How can the media influence people?</u></p> <p>I know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</p> <p>I know how to make decisions about the content I view online or in the media and know if it is appropriate for my age range</p> <p>I know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p> <p>I know how to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</p> <p>I can discuss and debate what influences people’s decisions, taking into consideration different viewpoints</p> | <p><u>Society Ready – What will change as we grow up?</u></p> <p>I know about the reproductive organs and process</p> <p>I know how babies are conceived and born and how they need to be cared for</p> <p>I know that there are ways to prevent a baby being made²</p> <p>I know that FGM is illegal and goes against human rights; I know that I should tell someone immediately if I am worried for myself or someone else</p> <p>I know how growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>I know how friendships may change as I grow and how to manage this</p> <p>I know how to manage change, including moving to secondary school</p> <p>I know how to ask for support or where to seek further information and advice regarding growing up and changing</p> |
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| | Healthy, balanced, oral hygiene, legal /illegal drugs | Relationships, romantic, intimate, marriage, civil partnership, forced marriage, arranged marriage, puberty | Media, wellbeing, social media, sharing, distribution, fake news | Mental Health, human rights, | Online content, influences, gambling, risks | FGM (Female Genital Mutilation), conceive, reproduction (plus organs) |
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