

# 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 style="text-align: center;"><b>Personal, Social and Emotional Development</b></p> <p style="text-align: center;"><b>ELG: Self-Regulation</b></p> <p style="text-align: center;">Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- 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.</li> </ul> <p style="text-align: center;"><b>ELG: Managing Self</b></p> <p style="text-align: center;">Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p style="text-align: center;"><b>ELG: Building Relationships</b></p> <p style="text-align: center;">Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>
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<b>Vocab</b>	<b>Kind hands, feelings, rules, healthy choices, independent</b>
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	<b>Autumn 1</b> Feeling Good and being Me	<b>Autumn 2</b> Friends and Family	<b>Spring 1</b> Life Changes	<b>Spring 2</b> Strong Emotions	<b>Summer 1</b> Being the Same and being Different	<b>Summer 2</b> Solving Problems (and making it better)
<b>Year 1</b>	<p><b><u>Health Ready-</u></b> <b><u>What helps us stay healthy?</u></b></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><b><u>Society Ready –</u></b> <b><u>Who is special to us?</u></b></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><b><u>Work Ready-</u></b> <b><u>What can we do with Money?</u></b></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><b><u>Health Ready-</u></b> <b><u>Who helps to keep us safe?</u></b></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><b><u>Society Ready-</u></b> <b><u>What is the same and different about us?</u></b></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><b><u>Work Ready-</u></b> <b><u>How can we look after each other and the world?</u></b></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>

<b>Vocab</b>	<b>Vaccinations, medicine, hygiene</b>	<b>Family, group, same, different</b>	<b>Money, saving, borrowing, needs, spending</b>	<b>Community, safe/unsafe, emergency, 999</b>	<b>Body parts (inc penis, vagina), unique, strengths, weaknesses</b>	<b>cooperation, responsibilities, environment, grow, change</b>
<b>Year 2</b>	<p><b><u>Health Ready- How do we recognise our feelings?</u></b></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><b><u>Society Ready – What makes a good friend?</u></b></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><b><u>Health Ready- What Helps us grow and stay healthy?</u></b></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><b><u>Society Ready – What is bullying?</u></b></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><b><u>Work Ready- What jobs do people do?</u></b></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><b><u>Health Ready- What helps us stay safe?</u></b></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>

<b>Voca</b>	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
<b>Year 3</b>	<p><b><u>Health Ready- why should we eat well and look after our teeth?</u></b></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><b><u>Society Ready- What are families like?</u></b></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><b><u>Society Ready- What makes a good friend?</u></b></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><b><u>Health Ready- What keeps us safe?</u></b></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><b><u>Work Ready – What makes a community?</u></b></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><b><u>Health Ready – Why should we keep active and sleep well?</u></b></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>

	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><b>Work Ready – What strengths, skills and interests do we have?</b></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><b>Society Ready – How do we treat others with respect?</b></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><b>Health Ready – How will we grow and change?</b></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><b>Society Ready – How can we manage our feelings?</b></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><b>Work Ready – How can our choices make a difference?</b></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><b>Health Ready – How can we manage risk?</b></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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	<b>Individuality, self esteem, self worth, skills, goals</b>	<b>Rights, responsibilities, privacy, respect, secrets (good/bad). Discrimination, appropriate/inappropriate behaviour, unwanted physical contact</b>	<b>Puberty, Menstruation, changes, feelings, hygiene</b>	<b>Feelings, managing, circumstances, expressing</b>	<b>Environment, fair trade, charity, grief</b>	<b>Risk, safety, positive/negative peer pressure, laws, anti-social</b>
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Year 5	<p><b><u>Society Ready – What makes up our identity? (Images/stereotypes)</u></b></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><b><u>Society Ready -How can friends communicate safely?</u></b></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><b><u>Health Ready – What are healthy/unhealthy habits?</u></b></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><b><u>Health Ready – How can I help in an accident/ Emergency?</u></b></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><b><u>Work Ready – What jobs would we like?</u></b></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><b><u>Work Ready What decisions can people make with money?</u></b></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><b>Similarities, differences, identity, ethnicity, culture, gender, stereotype, faith, biological sex,</b></p>	<p><b>Relationship, communicate, risk, online, social media, consent, positive/negative peer pressure</b></p>	<p><b>Nicotine, alcohol, caffeine, drugs (legal/illegal), risk, habit</b></p>	<p><b>First aid, 999, emergency</b></p>	<p><b>Job, career, voluntary, qualifications, stereotypes</b></p>	<p><b>Spending, saving, value, wages, earnings,</b></p>



Year 6	<p><b><u>Health Ready – How can we make healthy choices?</u></b></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><b><u>Society Ready -How do relationships change as we become more independent?</u></b></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><b><u>Work Ready – How can the media can affect people’s wellbeing?</u></b></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><b><u>Health Ready – How can we look after our mental Health as we grow?</u></b></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><b><u>Work Ready – How can the media influence people?</u></b></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><b><u>Society Ready – What will change as we grow up?</u></b></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 made<sup>2</sup></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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