

3-4 Yr Olds	AUTUMN TERM	SPRING TERM	SUMMER TERM
New Learning	PSED		
Connections	Self-Regulation, Managing Self, Building Relationships	Self-Regulation, Managing Self, Building Relationship	Self-Regulation, Managing Self, Building Relationships
Key Knowledge	ELD	ELD	ELD
	<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. • Form positive attachments to adults and friendships with peers. 	<ul style="list-style-type: none"> • 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. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Work and play cooperatively and take turns with others. • Know which adults look after them and who to tell if they feel worried or scared.

Reception	AUTUMN TERM	SPRING TERM	SUMMER TERM
Revisit	Personal Development		
	Links to prior learning: EYFS PD curriculum builds directly on the learning undertaken in Pre-School. (PD) <ul style="list-style-type: none"> • 		
New Learning (Cycle B)	<u>Relationships</u> (Self-Regulation; Managing Self; Building Relationships)	<u>Living in the Wider World</u> (Self-Regulation; Managing Self; Building Relationships)	<u>Health and Well-Being</u> (Self-Regulation; Managing Self; Building Relationships)
Key Knowledge	<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. • 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. • 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. 	<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. • 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. • 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. 	<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. • 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. • 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.

Key Stage 1	AUTUMN TERM	SPRING TERM	SUMMER TERM
Personal Development (including PSHCE)			
Revisit	<p>Links to prior learning: EYFS PD curriculum builds directly on the learning undertaken in Pre-School. (PD: SR, MS, BR)</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 • 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 • 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. 		
New Learning Cycle A	<p>Relationships</p> <ul style="list-style-type: none"> • <u>Families and Friendships</u>: making friends, feeling lonely and getting help. • <u>Safe Relationships</u>: managing secrets, resisting pressure and getting help, recognising hurtful behaviour • <u>Respecting Ourselves & Others</u>: recognising things in common and differences; playing and working co-operatively; sharing opinions 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> • <u>Belonging to a Community</u>: belonging to a group; roles and responsibilities; being the same and different in the community. • <u>Media Literacy & Digital Resilience</u>: the internet in everyday life; online content and information • <u>Money & Work</u>: what money is; needs and wants; looking after money. 	<p>Health and Well-Being</p> <ul style="list-style-type: none"> • <u>Physical Health & Well-Being</u>: why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. • <u>Growing & Changing</u>: growing older; naming body parts; moving class or year. • <u>Keeping Safe</u>: safety in different environments; risk and safety at home; emergencies
New Learning Cycle B	<p>Relationships</p> <ul style="list-style-type: none"> • <u>Families and Friendships</u>: roles of different people; families; feeling cared for. • <u>Safe Relationships</u>: recognising privacy, staying safe, seeking permission. • <u>Respecting Ourselves & Others</u>: how behaviour affects others, being polite and respectful. 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> • <u>Belonging to a Community</u>: what rules are; caring for others' needs; looking after the environment. • <u>Media Literacy & Digital Resilience</u>: using the internet and digital services; communicating online. • <u>Money & Work</u>: strengths and interests; jobs in the community. 	<p>Health and Well-Being</p> <ul style="list-style-type: none"> • <u>Physical Health & Well-Being</u>: keeping healthy; food and exercise, hygiene routines; sun safety. • <u>Growing & Changing</u>: recognising what makes them unique and special; feelings; managing when things go wrong. • <u>Keeping Safe</u>: how rules and age restrictions help us; keeping safe online

Lower Key Stage 2	AUTUMN TERM	SPRING TERM	SUMMER TERM
Personal Development (including PSHCE)			
Revisit Cycle A	<p>Relationships</p> <ul style="list-style-type: none"> <u>Families and Friendships</u>: making friends, feeling lonely and getting help. <u>Safe Relationships</u>: managing secrets, resisting pressure and getting help, recognising hurtful behaviour <u>Respecting Ourselves & Others</u>: recognising things in common and differences; playing and working co-operatively; sharing opinions 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <u>Belonging to a Community</u>: belonging to a group; roles and responsibilities; being the same and different in the community. <u>Media Literacy & Digital Resilience</u>: the internet in everyday life; online content and information <u>Money & Work</u>: what money is; needs and wants; looking after money. 	<p>Health and Well-Being</p> <ul style="list-style-type: none"> <u>Physical Health & Well-Being</u>: why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. <u>Growing & Changing</u>: growing older; naming body parts; moving class or year. <u>Keeping Safe</u>: safety in different environments; risk and safety at home; emergencies
Revisit Cycle B	<p>Relationships</p> <ul style="list-style-type: none"> <u>Families and Friendships</u>: roles of different people; families; feeling cared for. <u>Safe Relationships</u>: recognising privacy, staying safe, seeking permission. <u>Respecting Ourselves & Others</u>: how behaviour affects others, being polite and respectful. 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <u>Belonging to a Community</u>: what rules are; caring for others' needs; looking after the environment. <u>Media Literacy & Digital Resilience</u>: using the internet and digital services; communicating online. <u>Money & Work</u>: strengths and interests; jobs in the community. 	<p>Health and Well-Being</p> <ul style="list-style-type: none"> <u>Physical Health & Well-Being</u>: keeping healthy; food and exercise, hygiene routines; sun safety. <u>Growing & Changing</u>: recognising what makes them unique and special; feelings; managing when things go wrong. <u>Keeping Safe</u>: how rules and age restrictions help us; keeping safe online
New Learning Cycle A	<p>Relationships</p> <ul style="list-style-type: none"> <u>Families and Friendships</u>: what makes a family; features of family life. <u>Safe Relationships</u>: personal boundaries; safely responding to others; the impact of hurtful behaviour. <u>Respecting Ourselves & Others</u>: recognising respectful behaviour; the importance of self-respect; courtesy and being polite 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <u>Belonging to a Community</u>: the value of rules and laws; rights, freedoms and responsibilities. <u>Media Literacy & Digital Resilience</u>: how the internet is used; assessing information online. <u>Money & Work</u>: different jobs and skills; job stereotypes; setting personal goals. 	<p>Health and Well-Being</p> <ul style="list-style-type: none"> <u>Physical Health & Well-Being</u>: health choices and habits; what affects feelings; expressing feelings. <u>Growing & Changing</u>: personal strengths and achievements; managing and reframing setbacks. <u>Keeping Safe</u>: risks and hazards; safety in the local environment and unfamiliar places.
New Learning Cycle B	<p>Relationships</p> <ul style="list-style-type: none"> <u>Families and Friendships</u>: positive friendships, including online <u>Safe Relationships</u>: responding to hurtful behaviour; managing confidentiality; recognising risks online <u>Respecting Ourselves & Others</u>: respecting differences and similarities; discussing difference sensitively 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <u>Belonging to a Community</u>: what makes a community; shared responsibilities. <u>Media Literacy & Digital Resilience</u>: how data is shared and used <u>Money & Work</u>: making decisions about money; using and keeping money safe. 	<p>Health and Well-Being</p> <ul style="list-style-type: none"> <u>Physical Health & Well-Being</u>: maintaining a balanced lifestyle; oral hygiene and dental care. <u>Growing & Changing</u>: physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. <u>Keeping Safe</u>: medicines and household products; drugs common to everyday life

Upper Key Stage 2	AUTUMN TERM	SPRING TERM	SUMMER TERM
	Personal Development (including PSHCE)		
Revisit Cycle A	<p>Relationships</p> <ul style="list-style-type: none"> <u>Families and Friendships</u>: what makes a family; features of family life. <u>Safe Relationships</u>: personal boundaries; safely responding to others; the impact of hurtful behaviour. <u>Respecting Ourselves & Others</u>: recognising respectful behaviour; the importance of self-respect; courtesy and being polite 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <u>Belonging to a Community</u>: the value of rules and laws; rights, freedoms and responsibilities. <u>Media Literacy & Digital Resilience</u>: how the internet is used; assessing information online. <u>Money & Work</u>: different jobs and skills; job stereotypes; setting personal goals. 	<p>Health and Well-Being</p> <ul style="list-style-type: none"> <u>Physical Health & Well-Being</u>: health choices and habits; what affects feelings; expressing feelings. <u>Growing & Changing</u>: personal strengths and achievements; managing and reframing setbacks. <u>Keeping Safe</u>: risks and hazards; safety in the local environment and unfamiliar places.
Revisit Cycle B	<p>Relationships</p> <ul style="list-style-type: none"> <u>Families and Friendships</u>: positive friendships, including online <u>Safe Relationships</u>: responding to hurtful behaviour; managing confidentiality; recognising risks online <u>Respecting Ourselves & Others</u>: respecting differences and similarities; discussing difference sensitively 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <u>Belonging to a Community</u>: what makes a community; shared responsibilities. <u>Media Literacy & Digital Resilience</u>: how data is shared and used <u>Money & Work</u>: making decisions about money; using and keeping money safe. 	<p>Health and Well-Being</p> <ul style="list-style-type: none"> <u>Physical Health & Well-Being</u>: maintaining a balanced lifestyle; oral hygiene and dental care. <u>Growing & Changing</u>: physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. <u>Keeping Safe</u>: medicines and household products; drugs common to everyday life
New Learning Cycle A	<p>Relationships</p> <ul style="list-style-type: none"> <u>Families and Friendships</u>: managing friendships and peer influence; Attraction to others; romantic relationships; civil partnership and marriage. <u>Safe Relationships</u>: physical contact and feeling safe; recognising and managing pressure; consent in different situations. <u>Respecting Ourselves & Others</u>: responding respectfully to a wide range of people; recognising prejudice and discrimination; expressing opinions and respecting others' points of view including discussing topical ideas. 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <u>Belonging to a Community</u>: protecting the environment; compassion towards others. <u>Media Literacy & Digital Resilience</u>: how information online is targeted; different media types, their role and impact. <u>Money & Work</u>: identifying job interests and aspirations; what influences career choices; workplace stereotypes. 	<p>Health and Well-Being</p> <ul style="list-style-type: none"> <u>Physical Health & Well-Being</u>: healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies <u>Growing & Changing</u>: personal identity; recognising individuality and different qualities; mental wellbeing. <u>Keeping Safe</u>: keeping safe in different situations, including responding in emergencies, first aid and FGM; keeping personal information safe
New Learning Cycle B	<p>Relationships</p> <ul style="list-style-type: none"> <u>Families and Friendships</u>: attraction to others, romantic relationships; civil partnerships and marriage <u>Safe Relationships</u>: recognising and managing pressure; consent in different situations <u>Respecting Ourselves & Others</u>: expressing opinions and respecting other points of view including discussing topical issues 	<p>Living in the Wider World</p> <ul style="list-style-type: none"> <u>Belonging to a Community</u>: valuing diversity; challenging discrimination and stereotypes. <u>Media Literacy & Digital Resilience</u>: evaluating media sources; sharing things online. <u>Money & Work</u>: influences and attitudes to money; money and financial risks 	<p>Health and Well-Being</p> <ul style="list-style-type: none"> <u>Physical Health & Well-Being</u>: what affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online <u>Growing & Changing</u>: human reproduction and birth; increasing independence; managing transition <u>Keeping Safe</u>: regulations and choices; drug use and the law; drug use and the media.