







Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class – Halo Curriculum – Personal Development /Lessons weekly



| Year |  2022 – 2023 Autumn 1 Unit 1 Relationships |  2022 – 2023 Autumn 2 Unit 2 Living in the Wider World |  2022 – 2023 Spring 1 Unit 3 Health and Wellbeing |  2022 – 2023 Spring 2 Unit 4 Relationships |  2022 – 2023 Summer 1 Unit 5 Living in the Wider World |  2022 – 2023 Summer 2 Unit 6 Health and Wellbeing |
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| 3D | <p>Topic: Self awareness</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. What things are you good at? 2. What are kind and unkind, behaviours? 3. Can you work and play together? 4. Who are the people special to us? 5. How can we get on with others? 6. <p>Key Skills and Knowledge: Students should be able to...</p> <ol style="list-style-type: none"> 1. Describe things that we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise | <p>Topic: The world we live in?</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. How do we respect people’s differences? 2. What jobs do people do? 3. What are rules and law? 4. How can we care for the environment? 5. How do we belong to a community? 6. What can we do with Money <p>Key Skills and Knowledge: Students should be able to...</p> <ol style="list-style-type: none"> 1. Recognise that people who share one characteristic (e.g. race, religion, gender or disability) | <p>Topic: Changing and Growing.</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. What is the difference between baby and an adult? 2. What changes at puberty? 3. What is appropriate touch? 4. What are the different relationships? 5. 6. <p>Key Skills and Knowledge: Students should be able to...</p> <ol style="list-style-type: none"> 1. Describe some of the things we can do now that we couldn’t do when we were younger 2. Describe some | <p>Topic: Managing feelings.</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. What feelings can I identify? 2. How can I express my feelings 3. What are strong feelings? 4. How can I manage strong feelings? 5. 6. <p>Key Skills and Knowledge: Students should be able to...</p> <ol style="list-style-type: none"> 1. Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to 2 Describe and demonstrate simple | <p>Topic: Self-care support and safety</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. How do we take care of ourselves? 2. How do we keep safe? 3. What is trust? 4. How do you keep safe online? 5. What is public? 6. What is private? <p>Key Skills and Knowledge: Students should be able to...</p> <ol style="list-style-type: none"> 1 Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with. 2. Name and describe feelings associated with not | <p>Topic: Healthy Lifestyles</p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. What is healthy eating? 2. How to care of our physical health? 3. What can we do when we don’t feel well? 4. 5. 6. <p>Key Skills and Knowledge: Students should be able to...</p> <ol style="list-style-type: none"> 1. Explain why some foods are healthier than others. 2. Explain why we might need to eat foods we might not like very much. 3. Give reasons why it is important to take care of personal |

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| <p>that being unique means we might like and be good at different things from other people.</p> <p>2. Identify what teasing means and how people who are teased might feel. Give reasons why teasing or name-calling is not acceptable. Identify what we can do if others are excluding us or being unkind.</p> <p>3 Identify times when we have listened to others and worked collaboratively. Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. Identify reasons why it may be upsetting for others if we don't wait for our turn.</p> <p>4 Identify some of the qualities our special people/friends may have. Describe positive feelings we may have when we spend time with friends and family- Identify whom to tell if something in our family life makes us unhappy or</p> | <p>are all different and unique. Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic.</p> <p>2. Describe a range of jobs that people might have and the qualities they might need to do them. Identify a job we might like to do in the future.</p> <p>3. Identify particular rules in school that help to keep us safe and how they do this- Describe our own home and explain how we and family members may take care of it</p> <p>4. Describe how being part of a group makes us feel. Identify specific things we take part in as a member of these groups</p> <p>5. Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member). Identify things we (or adults we know)</p> | <p>of the physical changes that occur as we grow up (e.g. body shape, height, menstruation)- Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it. Identify trusted adults we can tell.</p> <p>3. Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us. Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship</p> <p>4, 5. 6.</p> | <p>strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us.</p> <p>3. Demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss</p> <p>4. 5. 6.</p> | <p>feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way. Demonstrate ways of making it clear to others when we need help. Describe some simple rules for keeping safe near water, railways, roads and fire.</p> <p>3 Recognise that we do not have to trust someone just because they say we should. Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise. Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us. Explain when and why to ask an adult for help if we're asked to share information or keep a secret.</p> <p>4. Describe simple ways of keeping safe</p> | <p>hygiene- Describe some of the different ways to be physically health</p> <p>4. Explain how the physical activities we enjoy doing help to keep us healthy. Describe simple routines for going to bed/going to sleep</p> <p>5. 6.</p> |
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| | <p>worried.</p> <p>5. Explain how other people may feel differently to us about the same situation and offer some examples. Identify how to treat ourselves and others with respect</p> <p>6.</p> | <p>might spend money on, such as food, clothes and things we need to help us to live. Identify why some ways of keeping money safe might be better than others</p> <p>6.</p> | | | <p>online, such as using passwords or having adult help to access the internet- Explain that there may be people online who do not have our best interests at heart. Identify things that we should never share online without checking with a trusted adult first.</p> <p>5 Demonstrate how to ask to borrow or use something that belongs to someone else. Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate)</p> <p>6. Explain that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with our friends; things we are comfortable sharing with our most special people and things we do not want to, or should not share with anyone</p> | |
| <p>Links to Gatsby</p> | | | | | | |

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| Benchmarks: | | | | | | |
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