







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

Class – 3Q2 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
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. Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique 2. Identify when people are being 	<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. Describe things that all people have in common. Identify some differences and similarities between people in 	<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 an 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 how our needs have changed since we were a baby 2. Describe the main physical differences between 	<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. Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel. 2. Recognise that when we experience a 	<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 some of the ways in which we may be cared for by our families, friends and other adults. Identify some simple self-care techniques (e.g. brushing teeth, washing hands, 	<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. Identify some examples of healthy foods. 2. Identify some examples of foods that should only be eaten once in a while 3. Describe or demonstrate simple hygiene routines. Identify the physical

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	<p>kind or unkind — either to us or to others. Give examples of how our feelings can be hurt. Describe how this may make us feel angry, worried or upset</p> <p>3 Identify reasons why it is important to listen to other people. Identify some actions/ behaviours that show we are being polite and courteous to other people. Demonstrate ways of playing and working cooperatively. Explain what we mean by ‘being fair’ to one another.</p> <p>4. Describe what makes our family, friends, teachers, carers special to us. Identify the people who make up our family</p> <p>5.. Describe ways in which friends, classmates, family members may disagree and ‘fall out’. Demonstrate some ways of ‘making up’ after a falling out.</p> <p>6.</p>	<p>terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010).</p> <p>2. Identify some of the ways in which different adults who work in school contribute to school life. Teachers, Cooks Lunch time staff ETC</p> <p>3. Explain how rules help us; rules we have in the classroom and at home</p> <p>4. Give reasons why it is important to take care of people, animals and all living things</p> <p>5. Describe things we do in the groups we belong to.</p> <p>6. Identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/ train). Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment). Explain some different ways of keeping money safe.</p>	<p>male and female bodies, including the onset of menstruation at puberty (when appropriate). Identify whom we can talk to about growing and changing.</p> <p>3. Explain that our bodies belong to us and that we have a right to feel safe. Recognise the need to respect other people’s bodies and to ask for permission before we touch them</p> <p>4. Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it). Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.</p> <p>5. Identify different types of family. Recognise others’ families in school may be different from their family.</p> <p>6.</p>	<p>change or a loss we may feel sad/ unhappy. Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling</p> <p>3. Demonstrate vocabulary/ communication skills to express a range of different feelings</p> <p>4. Recognise ways we can help ourselves to feel better if we are feeling sad or upset.</p> <p>5.</p> <p>6.</p>	<p>getting dressed etc.).</p> <p>2. Give simple reasons why it is important to help keep ourselves physically safe. Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends. Explain how we know when we might need to ask for help. Identify people at home, school and in other settings who are responsible for helping us keep physically safe</p> <p>3. Explain why ‘trust’ is not the same as ‘like’. Give examples of what is meant by trust. Identify how we feel when we trust someone. Identify some reasons for keeping personal information private. Identify the difference between a ‘surprise’ and a ‘secret’. Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad. Demonstrate how to ask for help or</p>	<p>activities we like doing; describe how they might make us feel (physically and emotionally).</p> <p>4. Describe some simple ways of staying safe in the sun. Recognise that sleeping well is one way we can stay healthy.</p> <p>5.</p> <p>6.</p>
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Links to Gatsby Benchmarks:						