## Class – 3D 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	Topic: Self awareness Suggested Key Questions: 1. What things are you good at? 2. What ae 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. Key Skills and Knowledge: Students should be able to 1. Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our	Topic: The world we live in? Suggested Key Questions: 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 Key Skills and Knowledge: Students should be able to 1. Respond to stimuli with awareness and curiosity about the physical differences	Topic: Changing and Growing. Suggested Key Questions: 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. Key Skills and Knowledge: Students should be able to 1. Respond with curiosity to prompting about babies, what they look like and how they behave; about	Topic: Managing feelings. Suggested Key Questions: 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. Key Skills and Knowledge: Students should be able to 1. Respond with curiosity to stimuli about different emotions- Describe different kinds of feelings we may have experienced; those we like and those we don't like.	Topic:Self-caresupport andsafetySuggested KeyQuestions:1. How do we takecare of ourselves?2. How do we keepsafe?3. What is trust?4. How do you keepsafe online?5. What is public?6. What is private?Key Skills andKnowledge:Students should beable to1. Respond tostimuli about thepeople who lookafter us-Identifypeople who lookafter us and help usto take care ofourselves.2. Respond tostimuli about	Topic:HealthyLifestylesSuggested KeyQuestions:1. What is healthyeating?2. How to care of ourphysical health?3. What can we dowhen we don't feelwell?4.5.6.Key Skills andKnowledge:Students should beable to1. Respond todifferent stimuliabout what it meansto be 'healthy'-Identify foods that welike and dislike to eat.2. Respond withcuriosity to adultmodelling/sensorystimuli about ways

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prepares students for adulthood.								
	family- Describe	between people-	how we have	2. Respond with	keeping physically	we take care of our		
	ourselves —	Identify simple	changed since we	curiosity to stimuli	safe. Respond with	bodies- demonstrate		
	recognising that	differences and	were a baby-identify	which depict facial	curiosity to stimuli	or communicate an		
	there is self and	similarities between	some of the	expressions	about the adults	example of taking		
	there are others.	people.	differences between	representing	who are responsible	care of our bodies		
	2. Respond with	2. Respond to	a baby, child and	different emotions/	for keeping us safe.	(e.g. skin, hair or		
	curiosity to stimuli	stimuli about the	adult.	feelings- Identify	Describe some	teeth). Recognise the		
	about what anger is	different jobs adults	2. Respond with	things that make us	simple ways we can	importance of simple		
	and what being	in school do-identify	curiosity to adult	feel happy. Identify	help keep ourselves	rules for sun safety.		
	angry feels like.	some different jobs	prompting of the	things that may make us cry/feel	physically safe in school	Recognise how we		
	Respond to stimuli	that people we know	names for body	sad.	3. Respond to	feel if we have not		
	about what feeling	do.	parts and changes	3. Identify what	stimuli about the	had enough sleep.		
	upset means-	3. Respond to	of puberty-	makes us feel	different ways we	3. Respond to		
	Describe what feeling angry	stimuli or adult modelling about the	recognise correct	upset, angry,	can communicate	stimuli about the ways pain can affect		
	means. Describe	things we are	vocabulary for	worried, anxious,	with adults in	different parts of our		
	what feeling upset	allowed to do in	some of the main	frightened.	school. Respond to	body and how we can		
	means. Recognise	school- Give some	body parts,	4. Respond to	stimuli about ways	communicate to		
	that behaviour	simple examples of	including genitalia. Recognise that	stimuli about some	of asking for help.	someone that we are		
	which hurts others'	things we are	bodies change as	of the different	Respond to stimuli	in pain. Respond with		
	bodies or feelings is	allowed/not allowed	people become	ways we can	about what we	curiosity to stimuli		
	wrong	to do in school	adults, including	communicate our	mean by keeping a	about the people who		
	3. Respond with	(rules).	the onset of	feelings and needs	secret and what we	help us when we are		
	curiosity to	4. Respond to	menstruation (when	to others- Identify	mean by a surprise.	feeling unwell-		
	modelling of 'good	stimuli which	appropriate).	some different ways	Identify trusted	demonstrate how to		
	listening'. Respond	demonstrate the	3. Respond with	of communicating	adults in school.	tell someone that we		
	to 'taking turns' as	ways in which we	interest to stimuli	feelings and needs	Recognise things	are feeling ill,		
	modelled by both	are cared for by	about different	to others	we would call	uncomfortable, or are		
	adults and peers	trusted adults.	kinds of daily	5.	'personal' and	in pain. Explain that		
	4.Demonstrate good	Respond to stimuli	physical contact we	0.	things we would	when we are hurt or		
	listening and	about the different	experience-		call 'private'.	unwell we may have		
	describe how to	pets people have	Respond to adult		Recognise what keeping something	to go to bed, see a		
	listen to other	and ways of caring	modelling/visual		secret means.	nurse or doctor, or		
	people. Describe	for them- Identify	stimuli for how to		Identify someone	go to the hospital.		
	times when we take	simple ways in	show through our		who can help us if	Recognise that we		
	turns in school.	which we may take	responses if we are		we are afraid or	may be given		
	5. Respond with anticipation to	care of people and/or animals	unhappy/uncomfort		worried	medicines to help us get better and that		
	stimuli depicting	5.	able with the way		4. Respond with	these will be given to		
	people who are	5. 6.	someone is		curiosity to adult	us by a nurse or		
		<b>v.</b>	touching us-		modelling of	doctor (or by our		
	special to us		identify some of the		different ways that	parent/carer looking		
	identify people who		ways trusted adults/family		people	after us).		
	are special to us. Give some		members may		communicate with	4.		
	examples of ways		physically touch us		each other.	5.		
	we might let them		as part of our daily		Describe some	6.		
			as part of our ually					

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know they are special to us. Recognise what is meant by 'family'. 6.	care, during play or to show affection- Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched. 4. Respond to stimuli about some of the different kinds of relationships there are within families Give examples of different types of relationships. Identify the people who make up our family. 5. 6.	<ul> <li>ways that we use to communicate, including online</li> <li>5. Respond to stimuli about things that belong to us. Respond to stimuli about what is meant by the word private Identify and recognise some personal belongings. Recognise the difference between something that is private and something that is public.</li> <li>6. Respond to stimuli about things we might do with other people and things we would do on our own- Explain that we have a right to keep our bodies private</li> </ul>				
Gatsby Benchmarks:						