







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

## 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	<p><b>Topic:</b> Self awareness</p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What things are you good at?</li> <li>2. What are kind and unkind behaviours?</li> <li>3. Can you work and play together?</li> <li>4. Who are the people special to us?</li> <li>5. How can we get on with others?</li> <li>6.</li> </ol> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <ol style="list-style-type: none"> <li>1. Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our family- Describe</li> </ol>	<p><b>Topic:</b> The world we live in?</p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do we respect people’s differences?</li> <li>2. What jobs do people do?</li> <li>3. What are rules and law?</li> <li>4. How can we care for the environment?</li> <li>5. How do we belong to a community?</li> <li>6. What can we do with Money</li> </ol> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <ol style="list-style-type: none"> <li>1. Respond to stimuli with awareness and curiosity about the physical differences between people-</li> </ol>	<p><b>Topic:</b> Changing and Growing.</p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the difference between baby and an adult?</li> <li>2. What changes at puberty?</li> <li>3. What is appropriate touch?</li> <li>4. What are the different relationships?</li> <li>5.</li> <li>6.</li> </ol> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <ol style="list-style-type: none"> <li>1. Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have</li> </ol>	<p><b>Topic:</b> Managing feelings.</p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What feelings can I identify?</li> <li>2. How can I express my feelings?</li> <li>3. What are strong feelings?</li> <li>4. How can I manage strong feelings?</li> <li>5.</li> <li>6.</li> </ol> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <ol style="list-style-type: none"> <li>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.</li> </ol>	<p><b>Topic:</b> Self-care support and safety</p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do we take care of ourselves?</li> <li>2. How do we keep safe?</li> <li>3. What is trust?</li> <li>4. How do you keep safe online?</li> <li>5. What is public?</li> <li>6. What is private?</li> </ol> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <ol style="list-style-type: none"> <li>1. Respond to stimuli about the people who look after us-Identify people who look after us and help us to take care of ourselves.</li> <li>2. Respond to stimuli about</li> </ol>	<p><b>Topic:</b> Healthy Lifestyles</p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is healthy eating?</li> <li>2. How to care of our physical health?</li> <li>3. What can we do when we don’t feel well?</li> <li>4.</li> <li>5.</li> <li>6.</li> </ol> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <ol style="list-style-type: none"> <li>1. Respond to different stimuli about what it means to be ‘healthy’- Identify foods that we like and dislike to eat.</li> <li>2. Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our</li> </ol>

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