







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

Class – 4D Curriculum – Personal Development /2 Lessons weekly



	 2025 – 2026 Autumn 1 Unit 1 Relationships	 2025 – 2026 Autumn 2 Unit 2 Health and Wellbeing	 2025 – 2026 Spring 1 Unit 3 Relationships	 2025 – 2026 Spring 2 Unit 4 Living in the Wider World	 2025 – 2026 Summer 1 Unit 5 Health and Wellbeing	 2025 – 2026 Summer 2 Unit 6 Health and Wellbeing
	<p>Topic: How can we be a good friend?</p> <p><i>Friendship; making positive friendships, managing loneliness, dealing with arguments</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. How friendships support wellbeing and what is the importance of seeking support if feeling lonely or excluded? 2. How can you recognise if others are feeling lonely and excluded and strategies to include them? 3. How can you build good friendships, including identifying qualities that contribute to 	<p>Topic: What keeps us safe?</p> <p><i>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. Can you recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe? 2. How can we help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers? 3. Do you know that your body belongs to you? and should not be hurt or touched without 	<p>Topic: What are families like?</p> <p><i>Families; family life; caring for each other</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)? 2. What are the common features of positive family life? 3. What shared experiences, e.g. celebrations, special days or holidays Might you take part in? 	<p>Topic: What makes a community?</p> <p><i>Community; belonging to groups; similarities and differences; respect for others</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. How do you belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups? 2. What is meant by a diverse community; how different groups make up the wider/local community around the school? 3. How does the community helps everyone to feel included and valued 	<p>Topic: Why should we eat well and look after our teeth?</p> <p><i>Being healthy: eating well, dental care</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. What do we eat in a healthy diet and what are the benefits of nutritionally rich foods? 2. How can you maintain good oral hygiene (including regular brushing and flossing) and What is the importance of regular visits to the dentist? 3. How can eating a balanced diet can affect health, including the 	<p>Topic: Why should we keep active and sleep well?</p> <p><i>Being healthy: keeping active, taking rest</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. How does regular physical activity benefits bodies and feelings? 2. How can you be active on a daily and weekly basis – how can you balance time online with other activities? 3. Why we make choices about physical activity, including what and who influences decisions? 4. How does a lack of physical activity







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<p>positive friendships?</p> <p>4. Can friendships sometimes have difficulties? How to manage them when there is a problem or an argument between friends,</p> <p>5. Can I recognise if a friendship is making me unhappy, feel uncomfortable or unsafe and how to ask for support</p> <p>6. Can I resolve disputes and reconcile differences</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. Know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>2. Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the</p>	<p>your permission; what to do and who to tell if you feel uncomfortable</p> <p>4. Can you recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)?</p> <p>5. Why do everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products responsibly)?</p> <p>6. What can you do if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns- what to do in an emergency, including calling for help and speaking to the emergency services?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. Know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread</p>	<p>4. How should people within families care for each other and what are the different ways they demonstrate this?</p> <p>5 How you ask for help or advice if family relationships are making you feel unhappy, worried or unsafe?</p> <p>6.</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>2. Know that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>3. Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family</p>	<p>4. What are the different contributions that people make in our community?</p> <p>5. How can you be respectful towards people who may live differently to them?</p> <p>6.</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. Know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>2. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>3. Listen and respond respectfully to a wide range of people, including those whose</p>	<p>impact of too much sugar/acidic drinks on dental health?</p> <p>4. How do people make choices about what to eat and drink, including who or what influences these?</p> <p>5. When and where can you ask for advice and help about healthy eating and dental care?</p> <p>6</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. know what keeping healthy means; different ways to keep healthy</p> <p>2. Know foods that support good health and the risks of eating too much sugar</p> <p>3. Know how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>4. Know different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>5. know how to keep safe in the sun</p>	<p>can affect health and wellbeing?</p> <p>5. How does a lack of sleep can affect the body and mood and simple routines that support good quality sleep?</p> <p>6. Where could you seek support in relation to physical activity, sleep and rest and who to talk to if they are worried?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. make informed decisions about health</p> <p>2. Know about the elements of a balanced, healthy lifestyle- Know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>3 Know about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>4. To recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>5. know how regular (daily/weekly) exercise benefits</p>
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	<p>same principles apply to online friendships as to face-to-face relationships</p> <p>3. know the importance of seeking support if feeling lonely or excluded</p> <p>4. Know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>5. Know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>6. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>of infection; the wider importance of personal hygiene and how to maintain it</p> <p>2. Know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>3. know that for some people gender identity does not correspond with their biological sex</p> <p>4. know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>5. Know about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>6. Know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how</p>	<p>members love, security and stability</p> <p>4. Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>5.</p> <p>6.</p>	<p>traditions, beliefs and lifestyle are different to their own</p> <p>4. Value the different contributions that people and groups make to the community</p> <p>5. Know about diversity: what it means; the benefits of living in a diverse community.</p> <p>6. Know about valuing diversity within communities</p>	<p>and protect skin from sun damage</p> <p>6. Know about Vitamins in particular D</p>	<p>mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>6. know about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn- know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
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		to contact them and what to say- know about what is meant by first aid; basic techniques for dealing with common injuries ²				
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	<p><u>Topic:</u> How do we treat each other with respect?</p> <p><i>respect for self and others; courteous behaviour; safety; human rights</i></p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. How do people's behaviour affects themselves and others, including online? 2. How can you model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return? 3. What is your right to privacy? and how to recognise when a confidence or secret should be 	<p><u>Topic:</u> What strengths, skills and interests do we have?</p> <p><i>self-esteem: self-worth; personal qualities; goal setting; managing set backs</i></p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. Can you recognise personal qualities and individuality? 2. Can you develop self-worth by identifying positive things about themselves and their achievements? 3. How can your personal attributes, strengths, skills and interests contribute to your self-esteem? 4. How can you set goals for yourself? 	<p><u>Topic:</u> How can we manage our feelings?</p> <p><i>Feelings and emotions; expression of feelings; behavior</i></p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. How everyday things can affect feelings? 2. How can feelings change over time and can be experienced at different levels of intensity? 3. What is the importance of expressing feelings and how they can be expressed in different ways? 4. How can you respond proportionately to, and manage, feelings in different circumstances? 	<p><u>Topic:</u> How will we grow and change?</p> <p><i>Growing and changing; puberty</i></p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. What is puberty? and how does your body change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams? 2. How can puberty affect emotions and feelings? 3. How do personal hygiene routines change during puberty? 4. Where/how can you ask for advice and support about growing and changing and puberty? 	<p><u>Topic:</u> How can our choices make a difference to others and the environment?</p> <p><i>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</i></p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. How do people have a shared responsibility to help protect the world around them? 2. How can everyday choices can affect the environment? 3. Does what people choose to buy or spend money on affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)? 	<p><u>Topic:</u> How can we manage risk in different places?</p> <p><i>Keeping safe; out and about; recognising and managing risk</i></p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. How can recognise, predict, assess and manage risk in different situations? 2. How can you to keep safe in the local environment and less familiar locations? (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) 3. How can people be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence- how does

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<p>kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*</p> <p>4. What rights do children have and why it is important to protect these? and what is the relationship between rights and responsibilities?</p> <p>5. Why should everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination?</p> <p>6. How can you respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns?</p> <p>Key Skills and Knowledge: Students should be able to...</p> <p>1. Know about the importance of friendships;</p>	<p>5. How can you manage when you face set-backs?</p> <p>6. What are the benefits of learning from mistakes and reframe unhelpful thinking?</p> <p>Key Skills and Knowledge: Students should be able to...</p> <p>1. Recognise their individuality and personal qualities</p> <p>2. Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>3. How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>4. Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>5.</p> <p>6.</p>	<p>5 What the ways of managing feelings at times of loss, grief and change?</p> <p>6. How do you access advice and support to help manage their own or others' feelings?</p> <p>Key Skills and Knowledge: Students should be able to...</p> <p>1. Recognise that feelings can change over time and range in intensity</p> <p>2. Know about everyday things that affect feelings and the importance of expressing feelings</p> <p>3. Know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>4. know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>5. Know about change and loss, including death, and how these can affect feelings; ways of expressing</p>	<p>5.</p> <p>6.</p> <p>Key Skills and Knowledge: Students should be able to...</p> <p>1. Know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>2 Know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>3. Know about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>4.</p> <p>5.</p> <p>6.</p>	<p>5. Can you use skills and vocabulary to share your thoughts, ideas and opinions in discussion about topical issues?</p> <p>6 How can you show care and concern for others (people and animals)?- how to carry out personal responsibilities in a caring and compassionate way?</p> <p>Key Skills and Knowledge: Students should be able to...</p> <p>1. know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>2. Know the ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	<p>people's online actions can impact on other people?</p> <p>4. How can you keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online?</p> <p>5. How and where can you report concerns, including about inappropriate online content and contact?</p> <p>6. What rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law?</p> <p>Key Skills and Knowledge: Students should be able to...</p> <p>1. know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>2. Know the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote</p>
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<p>strategies for building positive friendships; how positive friendships support wellbeing</p> <p>2. Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>3. know the importance of seeking support if feeling lonely or excluded</p> <p>4. Know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>5. Know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>		<p>and managing grief and bereavement</p> <p>6.</p>		<p>3. Know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>4. know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>5.</p> <p>6.</p>	<p>personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>3 Know how to predict, assess and manage risk in different situations- strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others- about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>4. Know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about- to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating</p>
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	<p>6. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>					<p>online with others not known face-to-face</p> <p>5. Know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>6. Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p>
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