

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

## Class – 3D2 Curriculum – Personal Development /2 Lessons weekly









Year	 2025 – 2026 Autumn 1 Unit 1 Relationships	 2025 – 2026 Autumn 2 Unit 2 Living in the Wider World	 2025 – 2026 Spring 1 Unit 3 Health and Wellbeing	 2025 – 2026 Spring 2 Unit 4 Living in the Wider World	 2025 – 2026 Summer 1 Unit 5 Relationships	 2025 – 2026 Summer 2 Unit 6 Health and Wellbeing
2025-2026	<p><b>Topic:</b> What is the same and different about us? <i>Ourselves and others; similarities and differences; individuality; our bodies</i></p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What do you like/dislike and are good at?</li> <li>2. What makes them special and how everyone has different strengths?</li> <li>3. How are your personal features or qualities are unique to you?</li> <li>4. How are you similar or different to others, and what have you got in common?</li> </ol>	<p><b>Topic:</b> How can we look after each other and the world? <i>Ourselves and others; the world around us; caring for others; growing and changing</i></p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can kind and unkind behaviour can affect others; how can I be polite and courteous; how can I play and work co-operatively?</li> <li>2. What responsibilities do you have in and out of the classroom?</li> <li>3. Why do people and animals need to be looked after and cared for?</li> <li>4. What can harm the local and global</li> </ol>	<p><b>Topic:</b> What helps us stay healthy? <i>Being healthy; hygiene; medicines; people who help us with health</i></p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What being healthy mean?</li> <li>2. Who helps help you to stay healthy (e.g. parent, dentist, doctor)?</li> <li>3. How do things people put into or onto their bodies can affect how they feel?</li> <li>4. How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines</li> </ol>	<p><b>Topic:</b> What can we do with money? <i>Money; making choices; needs and wants</i></p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What money is - that money comes in different forms?</li> <li>2. How money is obtained (e.g. earned, won, borrowed, presents)?</li> <li>3. How do people make choices about what to do with money, including spending and saving?</li> <li>4. What is the difference between needs and wants - that people may not always be able to</li> </ol>	<p><b>Topic:</b> Who is special to us? <i>Ourselves and others; people who care for us; groups we belong to; families</i></p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. How is family one of the groups they belong to, as well as, for example, school, friends, clubs?</li> <li>2. Who are the different people in their family / those that love and care for them?</li> <li>3. What do family members, or people that are special to them, do to make them feel loved and cared for?</li> <li>4. How are families all different but share common</li> </ol>	<p><b>Topic:</b> Who helps to keep us safe? <i>Keeping safe; people who help us</i></p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people?</li> <li>2. Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say?</li> <li>3. How do you respond safely to adults they don't know?</li> <li>4. What can you do if you feel unsafe or worried for themselves or others;</li> </ol>

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<p>5. Can you use the correct names for the main parts of the body, including external genitalia?</p> <p>6. Do you know What parts of bodies covered with underwear and they are private?</p> <p><b><u>Key Skills and Knowledge:</u></b> Students should be able to...</p> <p>1. Know what makes them special -To know the ways they are the same as, and different to, other people</p> <p>2. Know the ways in which we are all unique-to know the ways in which they are the same and different to others</p> <p>3. Know what they are good at, what they like and dislike- that everyone has different strengths</p> <p>4. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>5. Know that some things are private and the importance of respecting privacy; that parts of their body covered</p>	<p>environment; how can you and others help care for it?</p> <p>5. How do people grow and change and how do people's needs change as they grow from young to old?</p> <p>6. How can you manage change when moving to a new class/year group?</p> <p><b><u>Key Skills and Knowledge:</u></b> Students should be able to...</p> <p>1. Talk about growing and changing from young to old and how people's needs change</p> <p>2. Understand about preparing to move to a new class/year group</p> <p>3. Understand what is kind and unkind behaviour, and how this can affect others- know how people and other living things have different needs; about the responsibilities of caring for them</p> <p>4. To treat themselves and others with respect; how to be polite and courteous- Know</p>	<p>every day to stay healthy?</p> <p>5 Why hygiene is important and how can simple hygiene routines stop germs from being passed on?</p> <p>6. What can you do to take care of yourselves on a daily basis, e.g. brushing teeth and hair, hand washing?</p> <p><b><u>Key Skills and Knowledge:</u></b> Students should be able to...</p> <p>1. Know what keeping healthy means; different ways to keep healthy</p> <p>2. Understand that simple hygiene routines that can stop germs from spreading</p> <p>3. know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>4. Know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p>	<p>have the things they want?</p> <p>5. How can you keep money safe and what are the different ways of doing this?</p> <p>6. <b><u>Key Skills and Knowledge:</u></b> Students should be able to...</p> <p>1. know what money is; forms that money comes in; that money comes from different sources</p> <p>2. Know what people make different choices about how to save and spend money</p> <p>3. Know the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>4. Know that money needs to be looked after; different ways of doing this</p> <p>5.</p> <p>6.</p>	<p>features – what is the same and different about them?</p> <p>5. What are the different features of family life, including what families do / enjoy together?</p> <p>6. Why it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried?</p> <p><b><u>Key Skills and Knowledge:</u></b> Students should be able to...</p> <p>1. Know about the different groups they belong to</p> <p>2. Know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>3. Identify the people who love and care for them and what they do to help them feel cared for</p> <p>4. Know about different types of families including those that may be different to their own</p> <p>5. Identify common features of family life</p>	<p>and the importance of keeping on asking for support until they are heard?</p> <p>5. How can you get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say?</p> <p>6. <b><u>Key Skills and Knowledge:</u></b> Students should be able to...</p> <p>1. Know about the people whose job it is to help keep us safe</p> <p>2. Know about what to do if there is an accident and someone is hurt</p> <p>3. Know how to get help in an emergency (how to dial 999 and what to say)</p> <p>4. Know how to respond safely to adults they don't know</p> <p>5. Know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>6. Know about the different roles and responsibilities people have in their community</p>
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	by underwear are private <b>6.</b> Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	things they can do to help look after their environment <b>5.</b> To listen to other people and play and work cooperatively <b>6.</b> To talk about and share their opinions on things that matter to them	<b>5.</b> know the people who help us to stay physically healthy <b>6.</b> know about the things that people can put into their body or on their skin; how these can affect how people feel		<b>6.</b> Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	
Year	 2026 – 2027 Autumn 1 Unit 1 Relationships	 2026 – 2027 Autumn 2 Unit 2 Relationships	 2026 – 2027 Spring 1 Unit 3 Living in the Wider World	 2026 – 2027 Spring 2 Unit 4 Health and Wellbeing	 2026 – 2027 Summer 1 Unit 5 Health and Wellbeing	 2026 – 2027 Summer 2 Unit 6 Health and Wellbeing
2026-2027	<b>Topic:</b> What makes a good friend? <i>Friendship; feeling lonely; managing arguments</i> <b>Suggested Key Questions:</b> <b>1.</b> How can we make friends with others? <b>2.</b> How can we recognise when they feel lonely and what they could do about it? <b>3.</b> How do people behave when they are being friendly? what makes a good friend? <b>4.</b> What makes a good friend? <b>5.</b> How can we resolve arguments that can occur in friendships?	<b>Topic:</b> What is bullying? <i>Behaviour; bullying; words and actions; respect for others</i> <b>Suggested Key Questions:</b> <b>1.</b> How can words and actions can affect how people feel? <b>2.</b> How can you ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe? <b>3.</b> Why is name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable?	<b>Topic:</b> What jobs do people do? <i>People and jobs; money; role of the internet</i> <b>Suggested Key Questions:</b> <b>1.</b> How do jobs help people earn money to pay for things they need and want? <b>2.</b> Can you name a range of different jobs, including those done by people they know or people who work in their community)? <b>3.</b> What different strengths and interests do people have that enable them to do different jobs? <b>4.</b> How do people use the internet and	<b>Topic:</b> What helps us to stay safe? <i>Keeping safe; recognising risk; rules</i> <b>Suggested Key Questions:</b> <b>1.</b> How do rules and restrictions help keep us safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)? <b>2.</b> Can I identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them	<b>Topic:</b> What can help us grow and stay healthy? <i>Being healthy: eating, drinking, playing and sleeping</i> <b>Suggested Key Questions:</b> <b>1.</b> How do different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest? <b>2.</b> How does eating and drinking too much sugar can affect their health, including dental health? <b>3.</b> How to be physically active and how much rest and sleep you	<b>Topic:</b> How do we recognise our feelings? <i>Feelings; mood; times of change; loss and bereavement; growing up</i> <b>Suggested Key Questions:</b> <b>1.</b> What people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people? <b>2.</b> Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say? <b>3.</b> How do you respond safely to adults they don't know?

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

<p>6. How can ask for help if a friendship is making them unhappy?</p> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <p>1. Know how people make friends and what makes a good friendship</p> <p>2. Know how to recognise when they or someone else feels lonely and what to do</p> <p>3. Know simple strategies to resolve arguments between friends positively</p> <p>4. Know how to ask for help if a friendship is making them feel unhappy</p> <p>5. Know to talk about and share their opinions Talk about growing and changing from young to old and how people's needs change on things that matter to them</p> <p>6.</p>	<p>4. How can you respond if this happens in different situations?</p> <p>5. How do you report bullying or other hurtful behavior to a trusted adult? and the importance of doing so?</p> <p>6. How do you report online bullying or other hurtful behavior to a trusted adult? and the importance of doing so?</p> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <p>1. Know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>2. Know about how people may feel if they experience hurtful behaviour or bullying</p> <p>3. Know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted</p>	<p>digital devices in their jobs and everyday life?</p> <p>5 How is the internet useful to search for jobs?</p> <p>6. What jobs can you find using the internet?</p> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <p>1. Know that jobs help people to earn money to pay for things</p> <p>2. Know different jobs that people they know or people who work in the community do</p> <p>3. Know about some of the strengths and interests someone might need to do different jobs</p> <p>4. Know how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>5. Know about the role of the internet in everyday life</p> <p>6. Know about how the internet is a tool to search for jobs</p>	<p>3. How can you resist pressure to do something that makes you feel unsafe or uncomfortable, including keeping secrets?</p> <p>4. Is everything they see online true or trustworthy?</p> <p>5. Are there people that can pretend to be someone they are not online?</p> <p>6. How do I tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them?</p> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <p>1. Know about rules and age restrictions that keep us safe- what rules are, why they are needed, and why different rules are needed for different situations</p> <p>2. Recognise risk in simple everyday situations and what action to take to minimise harm- that not all information seen online is true</p>	<p>should have every day?</p> <p>4. Do you know different ways to learn and play; how to know when to take a break from screen-time?</p> <p>5. How does sunshine help your body to grow? and how to keep safe and well in the sun</p> <p>6</p> <p><b>Key Skills and Knowledge:</b> 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 and protect skin from sun damage</p>	<p>4. What can you do if you feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard?</p> <p>5. How can you get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say?</p> <p>6.</p> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <p>1. Know about the people whose job it is to help keep us safe</p> <p>2. Know about what to do if there is an accident and someone is hurt</p> <p>3. Know how to get help in an emergency (how to dial 999 and what to say)</p> <p>4. Know how to respond safely to adults they don't know</p> <p>5. Know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are hear</p>
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		<p>adult- how to talk about and share their opinions on things that matter to them</p> <p>4. Know about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>5. Know about knowing there are situations when they should ask for permission and also when their permission should be sought- how to listen to other people and play and work cooperatively</p> <p>6. Know about what is kind and unkind behaviour, and how this can affect others- how to treat themselves and others with respect; how to be polite and courteous</p>		<p>3. 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>4. Know that household products (including medicines) can be harmful if not used correctly</p> <p>5. Know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>6. Know how to respond if physical contact makes them feel uncomfortable or unsafe- the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)- techniques for resisting pressure to do something they don't want to do and which may make them unsafe- what to do if they feel unsafe or worried for themselves or</p>	<p>6. Know about Vitamins in particular D</p>	<p>6. Know about the different roles and responsibilities people have in their community</p>
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				others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard		
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Year	 <p>2027 – 2028 Autumn 1 Unit 1 Relationships</p>	 <p>2027 – 2028 Autumn 2 Unit 2 Living in the Wider World</p>	 <p>2027 – 2028 Spring 1 Unit 3 Health and Wellbeing</p>	 <p>2027 – 2028 Spring 2 Unit 4 Relationships</p>	 <p>2027 – 2028 Summer 1 Unit 5 Living in the Wider World</p>	 <p>2027 – 2028 Summer 2 Unit 6 Health and Wellbeing</p>
2027-2028	<p><b>Topic:</b> Self awareness <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</li> </ol>	<p><b>Topic:</b> The world we live in? <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</li> </ol>	<p><b>Topic:</b> Changing and Growing. <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</li> </ol>	<p><b>Topic:</b> Managing feelings. <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;</li> </ol>	<p><b>Topic:</b> Self-care support and safety <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> </ol>	<p><b>Topic:</b> Healthy Lifestyles <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</li> </ol>

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<p>stimuli about our family- Describe 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</p>	<p>physical differences between people- 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>they behave; about how we have 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</p>	<p>those we like and those we don't like.</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>2. Respond to stimuli about 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</p>	<p>modelling/sensory stimuli about ways we take care of our 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>
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**Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

	<p>we might let them know they are special to us. Recognise what is meant by 'family'.</p> <p>6.</p>		<p>as part of our daily 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.</p> <p>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.</p> <p>5.</p> <p>6.</p>		<p>each other. Describe some ways that we use to communicate, including online</p> <p>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.</p> <p>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>5.</p> <p>6.</p>
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