

Personal Development Curriculum Map

	EYFS: Personal Social and Emotional Development (PSED)		
EYFS	R.1 Beginning and Belonging <ul style="list-style-type: none"> Being special Setting goals Working together R.2 My emotions <ul style="list-style-type: none"> Understanding feelings Managing feelings Family, friends and other special people Developing friendship skills 	R. 3Me and my world <ul style="list-style-type: none"> At school At home In the neighbourhood Caring for living things Financial capability Identities and diversity - valuing differences Our beliefs and ways of life R.4 My body and growing up <ul style="list-style-type: none"> Understanding our bodies Keeping clean People who care for me Growing up 	R.5 Keeping safe <ul style="list-style-type: none"> Identifying trusted adults Assessing risk Out and about Personal safety Being assertive and getting support Rad safety Drug education R.6 Healthy Lifestyles <ul style="list-style-type: none"> Staying healthy Healthy eating Exercise, physical activity and rest
	Term 1	Term 2	Term 3
Year 1	1.1 Beginning and Belonging <ul style="list-style-type: none"> Making the classroom safe Building relationships Coping with new situations Sources of support 1.2 Family and Friends <ul style="list-style-type: none"> Developing friendship skills Valuing difference Families and other special people Getting support 1.3 Anti-bullying <ul style="list-style-type: none"> Defining bullying Causes and types of bullying How bullying makes us feel Responding to bullying Supporting others Creating safe environments 	1.4 Diversities and Communities <ul style="list-style-type: none"> Exploring my identity Valuing difference Exploring my community Caring for the environment, animals and plants 1.5 Relationships Education <ul style="list-style-type: none"> The human life cycle 	1.6 Personal Safety <ul style="list-style-type: none"> Identifying trusted adults Using our senses Safety rules Bodies Touches Secrets Assessing risk Assertiveness What, when, who and how to tell 1.7 Managing change <ul style="list-style-type: none"> Recognising and understanding change Coping with emotions in loss and change situations
Year 2	2.1 Rights, Rules and Responsibilities <ul style="list-style-type: none"> Responsibilities Rules Rights (democracy) 	2.3 Financial Capability <ul style="list-style-type: none"> Money sources Budgeting Choices associated with money Charities 	2.6 Safety Contexts <ul style="list-style-type: none"> Dangers and accidents Water danger/safety Becoming lost Managing risk

	2.2 Anti-bullying <ul style="list-style-type: none"> Understanding bullying Feelings associated with bullying People to talk to My emotions Naming and recognising feelings Getting support 	2.4 Sex and Relationships <ul style="list-style-type: none"> Human development: Life cycle Personal responsibilities Needs of babies 2.5 Drugs Education <ul style="list-style-type: none"> Drug types Medicines Risk, influences and support 	<ul style="list-style-type: none"> Personal safety Community Safety Emergencies 2.7 Healthy Lifestyles <ul style="list-style-type: none"> How to stay healthy Exercise and physical activity Healthy eating Reasons for eating well
Year 3	3.1 Beginning and Belonging <ul style="list-style-type: none"> Making the classroom safe Building relationships Coping with new situations Sources of support 3.2 Anti-bullying <ul style="list-style-type: none"> Characteristics of bullying How bullying can occur Feelings and emotions Keeping safe from bullying Supporting others 3.3 Family and Friends <ul style="list-style-type: none"> Qualities of a good friend Similarities and differences How people affect each other 	3.4 Diversity and Communities <ul style="list-style-type: none"> What makes up my identity Different views and beliefs National, religious and ethnic communities in the UK Caring for our local environment 3.5 Healthy and Safer Lifestyles - Sex and Relationships Education <ul style="list-style-type: none"> Body knowledge and body function changes Personal hygiene Illness/disease prevention 	3.6 Healthy and Safer Lifestyles - Personal Safety <ul style="list-style-type: none"> Trusted adults Assessing the school and local environment Safety rules Identifying body parts "Yes" and "No" touches "Good" and "bad" secrets Assessing risks 3.7 Myself and My Relationships - Managing Change <ul style="list-style-type: none"> Identifying changes Recognising emotions in loss and change situations Coping with loss and change Planning for change
Year 4	4.1 Rights, Roles and Responsibilities <ul style="list-style-type: none"> Differences between rights, wants and needs The importance of rules Democracy and decision making 4.2 Myself and my relationships - My emotions <ul style="list-style-type: none"> Understanding and managing feelings Understanding and managing the impact of feelings Concentrating on one emotion Impact of feelings on actions Calming and relaxing Acting assertively Problem solving Getting support 	4.2 Working together <ul style="list-style-type: none"> Recognising and developing strengths and skills Developing communication skills Developing group work skills Applying communication and group work skills 4.3 Financial capability <ul style="list-style-type: none"> Financial understanding Financial responsibility and feelings about money Financial competence 4.3 Relationships and sex education <ul style="list-style-type: none"> The human life cycle Growing up and personal responsibilities Parents, carers and families 	4.4 Managing Risk <ul style="list-style-type: none"> Risky situations Reactions to risk Strategies in risky situations Receiving and giving help 4.5 Safety Contexts <ul style="list-style-type: none"> Identify fire and water risks and strategies to stay safe Risks involved with joining in Preventing accidents 4.6 Healthy Lifestyles <ul style="list-style-type: none"> A balanced, healthy lifestyle Physical activity Factors influencing food choices Food as a source of energy Dental hygiene Making healthy choices

Year 5	<p>5.1 Beginning and Belonging</p> <ul style="list-style-type: none"> • Making the classroom safe • Building collaborative relationships • Recognising emotions involved in new situations • Coping with new situations • Sources of support <p>5.2 Anti-bullying</p> <ul style="list-style-type: none"> • Forms of bullying • Similarities and differences in bullying behaviours of girls and boys • Why people may engage in bullying • Prejudice driven bullying • How bullying affects those involved (bullied, perpetrators, followers and bystanders) • Responding to bullying • Supporting others • Cyberbullying • Creating safe environments <p>5.3 Family and Friends</p> <ul style="list-style-type: none"> • Networks of special people • Understanding and valuing differences • Coping with relationship issues • Giving and receiving support 	<p>5.4 Diversity and Communities</p> <ul style="list-style-type: none"> • How other people's perceptions can influence views of identity • Ethnic diversity in the local and National community • Stereotyping and prejudice • The role of the media • Caring for the environment, animals and plants <p>5.5 Drug Education</p> <ul style="list-style-type: none"> • Drug types and effects • Risk, influence and support <p>5.6 Sex and relationships education</p> <ul style="list-style-type: none"> • Body knowledge • Body functions and changes • Body awareness and how the media can influences our attitudes • Personal hygiene 	<p>5.7 Body Image</p> <ul style="list-style-type: none"> • Views of attractiveness • Priorities • Influences around us • Personal body image and that of others <p>5.8 Personal Safety</p> <ul style="list-style-type: none"> • Networks of support • Making informed judgements • Reviewing safety planning • Personal boundaries and body language • "Yes" and "No" touches • "Good" and "bad" secrets <p>5.9 Managing Change</p> <ul style="list-style-type: none"> • Identifying situations which involve loss and change • Ways to manage change
Year 6	<p>6.1 Rights, Rules and Responsibilities</p> <ul style="list-style-type: none"> • Who is responsible for children's rights • How rights, rules and responsibilities affect everyone at school • Differences and conflict between rights and responsibilities at home and school. • Rules and laws in modern society • Parliament and MPs • Local councils and how democratic elections work. <p>6.2 My emotions</p> <ul style="list-style-type: none"> • Understanding and managing feelings and the impact they can have • Boredom, worry and stress • Problem solving • Getting support • Building confidence and being assertive • 	<p>6.3 Financial Capability</p> <ul style="list-style-type: none"> • Developing a broader view of what money is (history, trade and currencies) • Spending choices and their impact on the local community and wider world • Managing money in real life situations <p>6.4 Working Together</p> <ul style="list-style-type: none"> • Challenge ourselves and others to develop new skills • Consider how different strengths might support different careers • Developing communication skills • Developing group work skills • Influences on decision making • Evaluation and feedback skills <p>6.5 Relationship and sex education</p> <ul style="list-style-type: none"> • The human lifecycle • Growing up • Responsibility for feeling and well-being of 	<p>6.6 Managing Risk</p> <ul style="list-style-type: none"> • Positive and negatives of risk taking • Degrees of risk • Being responsible for our own safety and emotions • Strategies to reduce risk • Receiving and giving help <p>6.7 Safety Contexts</p> <ul style="list-style-type: none"> • Discussing the importance of staying safe • Cycling and road safety • Sun safety • Actions to prevent accidents <p>6.8 Healthy Lifestyles</p> <ul style="list-style-type: none"> • Importance of a balanced diet • Plan, prepare and cook simple healthy meals • Know which foods provide which types of energy • Benefits of physical activity for promoting health • Influences, choices and taking responsibility

		<div>others</div> <ul style="list-style-type: none">• Trust and love• Knowledge of a wide range of family arrangements (second marriages, fostering, same sex partners and extended families)	
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