

Year B PERSONAL DEVELOPMENT

EYFS

Y1/2

Y3/4

Y5/6

Procedural knowledge (from NC)

AREA OF DEVELOPMENT
Personal, Social & Emotional Development

STRAND
Self Regulation

* Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

* Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

STRAND
Managing Self

* Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

* Explain the reasons for rules, know right from wrong and try to behave accordingly

STRAND
Building relationships

* Work and play co-operatively and take turns with others

* Form positive attachments to adults and friendships with peers

* Show sensitivity to their own and to others' needs

AREA OF DEVELOPMENT
Physical Development

* Know and talk about the different factors that support their overall health and wellbeing (regular physical exercise, healthy eating, toothbrushing, screen time use, good sleep routine, being a safe pedestrian)

* Further develop the skills they need to manage the school day successfully (lining up and queuing, mealtimes, personal hygiene)

To try new things.

- Try new things with the help of others.
- Talk about some things of personal interest.
- Join in with familiar activities.
- Concentrate on things of interest.

To work hard.

- Work hard with the help of others.
- Enjoy the results of effort in areas of interest.
- Take encouragement from others in areas of interest

To concentrate

- Give attention to areas of interest.
- Begin to 'tune out' distractions.
- Begin to show signs of concentration.
- Begin to seek help when needed

To push themselves

- Express doubts and fears.
- Explain feelings in uncomfortable situations.
- Begin to push past fears (with encouragement).
- Listen to people who try to help.
- Begin to try to do something more than once.

To imagine.

- With help, develop ideas.
- Respond to the ideas of others'.
- Respond to questions about ideas.
- Act on some ideas.

To improve

- Share with others likes about own efforts.
- Choose one thing to improve (with help).
- Make a small improvement (with help).

To understand others

- Show an awareness of someone who is talking.
- Show an understanding that ones own behaviour affects other people.
- Listen to other people's point of view.

To not give up

- Try again with the help of others.
- Try to carry on even if a failure causes upset.
- Keep going in activities of interest.
- Try to think of oneself as lucky.

To try new things.

- Try new things when encouraged.
- Enjoy new experiences.
- Join clubs or groups.
- Talk about new experiences with others.

To work hard.

- Enjoy working hard in a range of activities.
- Reflect on how effort leads to success.
- Begin to encourage others to work hard.

To concentrate

- Focus on activities.
- 'Tune out' some distractions.
- Search for methods to help with concentration.
- Develop areas of deep interest.

To push themselves

- Begin to understand why some activities feel uncomfortable.
- Show a willingness to overcome fears.
- Push past fears and reflect upon the emotions felt afterwards.
- Begin to take encouragement and advice from others.
- Keep trying after a first attempt.

To imagine.

- Begin to enjoy having new ideas.
- Show some enthusiasm for the ideas of others.
- Ask some questions in order to develop ideas.
- Show enjoyment in trying out some ideas.

To improve

- Share with others a number of positive features of own efforts.
- Identify a few areas for improvement.
- Attempt to make improvements.

To understand others

- Listen to others, showing attention.
- Think of the effect of behaviour on others before acting.
- Describe the points of view of others.

To not give up

- Find alternative ways if the first attempt does not work.
- Bounce back after a disappointment or failure.
- Show the ability to stick at an activity (or a club or interest).
- See oneself as lucky.

To try new things.

- Enjoy new things and take opportunities wherever possible.
- Find things to do that give energy.
- Become fully involved in clubs or groups.
- Meet up with others who share interests in a safe environment.

To work hard.

- Have fun working hard.
- Understand the benefits of effort and commitment.
- Continue to practise even when accomplished.
- Encourage others by pointing out how their efforts gain results.

To concentrate

- Give full concentration.
- 'Tune out' most distractions.
- Understand techniques and methods that aid concentration.
- Develop expertise and deep interest in some things.

To push themselves

- Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.
- Push oneself in areas that are not so enjoyable.
- Listen to others who encourage and help, thanking them for their advice.
- Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.

To imagine.

- Generate lots of ideas.
- Show a willingness to be wrong.
- Know which ideas are useful and have value.
- Act on ideas.
- Ask lots of questions.

To improve

- Clearly identify own strengths.
- Identify areas for improvement.
- Seek the opinion of others to help identify improvements.
- Show effort and commitment in refining and adjusting work.

To understand others

- Listen first to others before trying to be understood.
- Change behaviours to suit different situations.
- Describe and understand others' points of view.

To not give up

- Show a determination to keep going, despite failures or set-backs.
- Reflect upon the reasons for failures and find ways to bounce back.
- Stick at an activity even in the most challenging of circumstances.
- See possibilities and opportunities even after a disappointment.
- Consider oneself to be lucky and understand the need to look for luck.

Unit and declarative knowledge (specific information we want children to know and remember)

Non-subject specific unit

<p>EYFS AUTUMN 1 ALL ABOUT ME * Develop their sense of responsibility and membership of a community * Be more outgoing with unfamiliar people in the safe context of their setting * Show more confidence in new social situations</p> <p>SEASONS & WEATHER – ALL ABOUT AUTUMN * Find solutions to conflicts and rivalries, suggesting other ideas * Increasingly follow rules and understand why they are important</p> <p>AUTUMN 2 NIGHT & DAY * Remember rules without needing an adult to remind them * Develop appropriate ways of being assertive * Talk with others to solve conflicts</p> <p>CHRISTMAS IS COMING * Talk about their feelings * Gradually understand how others might be feeling * Protected Characteristics links to Religion and Belief (see Embedding Protected Characteristics Document)</p> <p>SPRING 1 SEASONS & WEATHER – WINTER WONDERLAND * See themselves as a valued individual * Build constructive and respectful relationships * Protected Characteristics links to Marriage & Civil Partnership (see Embedding Protected Characteristics Document)</p> <p>ANIMALS AROUND THE WORLD * Express their feelings and consider the feelings of others</p> <p>SPRING 2 LIFE ON THE FARM * Show resilience and perseverance in the face of challenge</p> <p>TRANSPORT * Identify and moderate their own feelings socially and emotionally</p> <p>SUMMER 1 THE BIG WIDE WORLD/BUILD IT UP * Think about the perspective of others</p> <p>SUMMER 2 SEASONS & WEATHER – SUMMERTIME * Dealing with change and transition</p> <p>MACHINES & TECHNOLOGY/MOVING ON * Manage their own needs</p>	<p>Year 1:</p> <p>Autumn 1: The Enchanted Woodland</p> <ul style="list-style-type: none"> It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively. The local environment can be improved by people looking after it. This might include picking up litter, planting wildflowers and trees to encourage wildlife and walking rather than travelling by car. The local area can be harmed by air pollution from car emissions and smoke, litter, graffiti and dog fouling. <p>Autumn 2: Moon Zoom</p> <ul style="list-style-type: none"> Strengths are things we are good at, such as football, art or dancing. Goals are things we are aiming to achieve, such as joining a football team, learning a new painting technique or performing in a show. <p>Spring 1 Superheroes</p> <ul style="list-style-type: none"> Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. People can be special and have a special place in someone's life for many different reasons. Special people should be treated with love and respect. It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively. Contributing to the life of the class and school could include joining a club or school team, taking part in a concert or play, volunteering as a playtime buddy or classroom helper and following the class and school rules. Relationship and Sex Ed. Policy link: Recognise similarities and differences between themselves and others and treat others with sensitivity Protected Characteristics links to Marriage & Civil Partnership (see Embedding Protected Characteristics Document) Protected Characteristics links to Race (see Embedding Protected Characteristics Document) <p>Spring 2 Rio de Vida</p> <ul style="list-style-type: none"> It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively. Good feelings can be described as happy, glad, joyful, loved, cheerful and content. Not so good feelings may be sad, upset, miserable, scared, frightened, worried, tired and angry. It is important to be able to express feelings to others, understand that feelings are normal and work out strategies for managing them. 	<p>Autumn 2: I Am Warrior! (Y4)</p> <ul style="list-style-type: none"> Aspirations are things that an individual hopes to achieve. These can involve education, jobs, personality, hobbies or lifestyle. For example, a person may aspire to become more confident or eat a healthier diet. <p>Summer 2: Road Trip USA! (Y4)</p> <ul style="list-style-type: none"> People's thoughts, feelings and responses to a circumstance or event may be different. It is sometimes important to challenge others' points of view in a calm, fair and constructive way. Protected Characteristics links to Race (see Embedding Protected Characteristics Document) 	<p>Spring 2: Yr4/5 Sow, Grow and Farm A debate is a serious discussion of a subject in which many people take part. In a debate, facts and opinions are used to support a viewpoint. Topical issues might include global warming or whether a school uniform should be worn.</p> <p>Farmers work throughout the year to rear animals and grow crops. The type of work they need to do changes with the seasons.</p> <p>There are arguments for and against importing food. For example, on the one hand, importing food gives consumers more choice of food all year round, but on the other hand, it adds to greenhouse gas emissions that have caused climate change.</p> <p>Summer 2: Off with Her Head! (Y5)</p> <ul style="list-style-type: none"> Rules and laws are made to protect members of society. Different rules and laws are needed in different situations. People can take part in democratic activities, such as voting in elections. There are consequences of not following rules and laws, such as fines or imprisonment for breaking different laws. 	<p>Autumn 1: A Child's War (Y6)</p> <ul style="list-style-type: none"> Constructive feedback is supportive guidance that is given to help people strengthen their areas for development. Strategies for providing constructive feedback include giving a 'feedback sandwich' (positive comment, area for improvement and positive comment), using the passive voice and giving specific areas for improvement. Human rights were set out in 1948 by the member countries of the United Nations to ensure the atrocities of the Holocaust never happened again. The Human Rights Act 1998 was passed by Parliament to put the European Convention on Human Rights into British law. Protected Characteristics links to Religion and Belief (see Embedding Protected Characteristics Document) <p>Autumn 2: Blood Heart (Y6)</p> <ul style="list-style-type: none"> Constructive feedback is supportive guidance that is given to help people strengthen their areas for development. Strategies for providing constructive feedback include giving a 'feedback sandwich' (positive comment, area for improvement and positive comment), using the passive voice and giving specific areas for improvement.
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- Protected Characteristics links to Race (see Embedding Protected Characteristics Document)

Summer 2:

Bright Lights, Big City.

- It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively.
- Protected characteristics links to Race (see Embedding Protected Characteristics Document)

Year 2:

Autumn 2:

Bounce

- People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships.
- Having different feelings is a normal part of life and people react to their feelings in different ways. There are strategies for managing feelings, such as recognising anger as a feeling, taking a deep breath, moving away from the situation and calming down before trying to discuss the cause of feeling angry.

Spring 1:

Scented Garden

- It is important to care for the local, natural and built environment. Some strategies that can be used to care for the environment include recycling, avoiding using disposable products, growing fruit and vegetables, reusing materials, walking or cycling instead of travelling by car, turning off lights when they are not needed and conserving water.
- People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships.

Spring 2

Street Detectives

- Special people who work in the community to help and protect people include police officers, firefighters and healthcare workers. They can be contacted in an emergency by dialling 999 or 112.
- Our experiences can teach us how to behave in the future.

Summer 1

Land Ahoy!

- People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships.
- Rules are needed to help people live and work together safely and effectively. They should be decided on and agreed to as a group. They involve how people should behave, treat other people, treat other people's

	<p>possessions and keep themselves and their environment safe and clean.</p> <p>Summer 2: Towers, Tunnels and Turrets</p> <ul style="list-style-type: none">• Behaviour can affect other people in both positive and negative ways.			
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