

PD Progression Map and Level Descriptors

Progression in Personal Development

Progression in PD should be planned for. It is important for teachers to establish what prior PD learning has taken place. Provision should be planned to lay a firm foundation for future learning for PD. In developing a cohesive and comprehensive PD programme, teachers should use the key stage statutory statements as a point of reference and address the following key questions:

What do we want our pupils to:

- be?
- know?
- do?

What do we want our pupils to be?

In answering this question, teachers should focus on establishing a vision for their pupils as individuals. Teachers may wish to engage in discussing the values, attitudes and dispositions that their pupils may need to develop to become fully functioning individuals for the world of today and tomorrow.

What do we want our pupils to know?

PD has very discrete content that is based around the key themes of: Self Awareness, Personal Health and relationships. At any key stage, it is important for teachers to build upon the pupils' experiences and achievements by seeking to provide depth and breadth and by being sensitive of the learning needs of the pupils.

What do we want our pupils to do?

In addressing this question, teachers should reflect on the skills that they believe are important for pupils to develop in PD across the key stage.

PROGRESSION IN PERSONAL DEVELOPMENT

| Key Stage and Area of Learning | Foundation Stage Personal Development and Mutual Understanding | Key Stage 1 Personal Development and Mutual Understanding | Key Stage 2 Personal Development and Mutual Understanding | Key Stage 3 Learning for Life and Work | Key Stage 4 Learning for Life and work |
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| Personal Development | <p><i>Personal understanding and health:</i></p> <ul style="list-style-type: none"> • Self-Awareness • Feelings and Emotions • Health and Safety <p><i>Mutual understanding in the Local and Global Community:</i></p> <ul style="list-style-type: none"> • Relationships with Families • Relationships with Friends • Relationships in School and the Community | <p><i>Personal understanding and health:</i></p> <ul style="list-style-type: none"> • Self-Awareness • Health, Growth and Change • Keeping Safe <p><i>Mutual understanding in the Local and Global Community:</i></p> <ul style="list-style-type: none"> • Relationships with Family and Friends • Relationships at School | <p><i>Personal understanding and health:</i></p> <ul style="list-style-type: none"> • The Person I Am • Health, Growth and Change • Keeping Safe <p><i>Mutual understanding in the Local and Global Community:</i></p> <ul style="list-style-type: none"> • Relationships with Family, Friends and at School | <i>Personal Development</i> | <i>Personal Development</i> |
| Providing experiences to explore... | <p><i>Personal understanding and health:</i></p> <ul style="list-style-type: none"> • themselves and their personal attributes; • their own and others' feelings and emotions; • their dispositions and attitudes to learning; | <p><i>Personal understanding and health:</i></p> <ul style="list-style-type: none"> • their self-esteem and self-confidence; • their own and others' feelings and emotions and | <p><i>Personal understanding and health:</i></p> <ul style="list-style-type: none"> • their self-esteem, self-confidence and how they develop as individuals; • their management of a range of feelings and | <p><i>Learning for life and Work:</i></p> <p>...through the key concepts of...</p> <ul style="list-style-type: none"> • Self-Awareness • Personal Health • Relationships | <p><i>Learning for life and Work:</i></p> <p>...through the key concepts of...</p> <ul style="list-style-type: none"> • Self-Awareness • Personal Health • Relationships • Parenting |

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| | <ul style="list-style-type: none"> the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments. <p><i>Mutual understanding in the Local and Global Community:</i></p> <ul style="list-style-type: none"> their relationships with family and friends; their responsibilities for self and others; how to respond appropriately in conflict situations; similarities and differences. | <p>how their actions affect others;</p> <ul style="list-style-type: none"> positive attitudes to learning and achievement; strategies and skills for keeping themselves healthy and safe. <p><i>Mutual understanding in the Local and Global Community:</i></p> <ul style="list-style-type: none"> initiating and developing mutually satisfying relationships; responsibility and respect, honesty and fairness; constructive approaches to conflict; similarities and differences between people; | <p>emotions and the feelings and emotions of others;</p> <ul style="list-style-type: none"> effective learning strategies; how to sustain their health, growth and wellbeing and coping safely and efficiently with their environment. <p><i>Mutual understanding in the Local and Global Community:</i></p> <ul style="list-style-type: none"> initiating and developing mutually satisfying relationships; people's rights and responsibilities; causes of conflict and appropriate responses; valuing and celebrating cultural difference and diversity. | | <ul style="list-style-type: none"> Independent Living |
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Descriptors

These descriptors provide a framework to assess and guide students' personal development as they progress through their education, aligning with the goals of the UK National Curriculum.

KS1

| PD Focus: Developing basic social and emotional skills, understanding rules, and beginning to take responsibility for actions. | |
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| Objectives to be met by the end of KS1... | Met/Partially met/Developing |
| <ul style="list-style-type: none"> • Self-Awareness and Self-Regulation: <ul style="list-style-type: none"> ○ Begins to identify and express basic emotions (e.g., happy, sad, angry). ○ Shows increasing ability to manage emotions with support (e.g., calming down when upset). ○ Recognises and respects key classroom rules and routines. | |
| <ul style="list-style-type: none"> • Social Skills and Relationships: <ul style="list-style-type: none"> ○ Begins to interact positively with peers and adults (e.g., sharing, taking turns). ○ Developing basic empathy, showing concern for others' feelings. ○ Starting to form friendships and understands the importance of being kind. | |
| <ul style="list-style-type: none"> • Independence and Responsibility: <ul style="list-style-type: none"> ○ Takes some responsibility for basic personal tasks (e.g., tidying up, personal hygiene). ○ Beginning to follow basic instructions and complete simple tasks somewhat independently. ○ Shows some pride in completing tasks and recognises the value of effort. | |

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| <ul style="list-style-type: none"> • Communication and Collaboration: <ul style="list-style-type: none"> ○ Participates in some class discussions with increasing confidence. ○ Beginning to listen attentively to others and sometimes responds appropriately. ○ Works with others in small groups or pairs sometimes. ○ Beginning to share ideas. | |
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| <i>KS1</i> <i>PSHE/ RHSE/SMSC</i> | |
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| Objectives to be met by the end of KS1... | Met/Partially met/Developing |
| <p>PSHE:</p> <ul style="list-style-type: none"> • Health and Wellbeing: Understands some basic hygiene (e.g., handwashing) • Health: Can identify some healthy foods. • Safety: Recognises some safe and unsafe situations and knows when to ask for help. • Emotional Wellbeing: Beginning to name and manage simple emotions like happiness and sadness. | |
| <p>RHSE:</p> <ul style="list-style-type: none"> • Relationships: Knows the difference between family and friends, and shows kindness. • Consent: Understands personal boundaries. • Consent: Understands the importance of asking for permission (e.g., sharing toys). | |
| <p>SMSC:</p> <ul style="list-style-type: none"> • Spiritual: Expresses some curiosity about the world and enjoys exploring nature and creativity. | |

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| <ul style="list-style-type: none"> • Moral: Understands simple concepts of right and wrong, and follows some key classroom rules. • Social: Engages in some group activities, sharing, and taking turns with peers. • Cultural: Recognises and respects some different traditions and celebrations in the classroom. | |
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KS2

| PD Focus: Building on social and emotional skills, developing greater independence, and beginning to set personal goals. | |
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| Objectives to be met by the end of KS2... | Met/Partially met/Developing |
| <ul style="list-style-type: none"> • Self-Awareness and Self-Regulation: <ul style="list-style-type: none"> ○ Identifies a range of emotions and understands how they impact behaviour. ○ Demonstrates increasing self-control in challenging situations (e.g., resolving conflicts peacefully). ○ Beginning to set simple personal goals and is beginning to work towards achieving them. | |
| <ul style="list-style-type: none"> • Social Skills and Relationships: <ul style="list-style-type: none"> ○ Developing meaningful friendships, showing loyalty and understanding. ○ Demonstrating respect for differences in others (e.g., cultural, personal). ○ Working effectively in groups sometimes, showing the ability to compromise and share responsibilities | |
| <ul style="list-style-type: none"> • Independence and Responsibility: <ul style="list-style-type: none"> ○ Managing time effectively, sometimes with guidance (e.g., completing homework, meeting deadlines). ○ Takes some responsibility for personal belongings and schoolwork. ○ Beginning to reflect on own strengths and areas for development. | |
| <ul style="list-style-type: none"> • Communication and Collaboration: <ul style="list-style-type: none"> ○ Sometimes communicates ideas clearly in both speech and writing, considering the audience. | |

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| <ul style="list-style-type: none"> ○ Listening to and respects different points of view, responding constructively. ○ Demonstrating some leadership in group tasks and takes on different roles as needed. | |
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| <i>KS2 PSHE/RHSE/SMSC</i> | |
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| Objectives to be met by the end of KS2... | Met/Partially met/Developing |
| <p>PSHE:</p> <ul style="list-style-type: none"> ● Health and Wellbeing: Understanding the importance of physical activity, balanced diet, and personal hygiene. ● Safety: Knows basic first aid, road safety, and online safety rules. ● Emotional Wellbeing: Can express and manage a range of emotions and knows when to seek support. | |
| <p>RHSE:</p> <ul style="list-style-type: none"> ● Relationships: Understands the qualities of a good friend and how to maintain positive relationships. ● Consent: Recognising and respecting others' personal space ● Consent: Understanding the concept of privacy. ● Growing Up: Beginning to understand physical changes in the body during puberty. | |
| <p>SMSC:</p> <ul style="list-style-type: none"> ● Spiritual: Reflecting on personal experiences and asking questions about beliefs and values. ● Moral: Understanding the impact of actions on others and making choices considering fairness and kindness. ● Social: Participating in some group work, respecting others' ideas, and contributing to team tasks. ● Cultural: Showing some interest in and respect for different cultures, traditions, and viewpoints. | |

KS3

| PD Focus: Enhancing self-regulation, setting and achieving personal goals, and developing stronger social and communication skills. | |
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| Objectives to be met by the end of KS3... | Met/Partially met/Developing |
| <ul style="list-style-type: none"> • Self-Awareness and Self-Regulation: <ul style="list-style-type: none"> ○ Reflecting on personal strengths and weaknesses, setting realistic goals for improvement. ○ Demonstrating resilience in the face of setbacks, learning from mistakes. ○ Managing stress and emotions in more complex situations, independently. | |
| <ul style="list-style-type: none"> • Social Skills and Relationships: <ul style="list-style-type: none"> ○ Building and maintaining healthy relationships, showing respect, empathy, and honesty. ○ Understanding and appreciating diverse perspectives and backgrounds. ○ Resolving conflicts effectively, using negotiation and compromise, with some support if needed. | |
| <ul style="list-style-type: none"> • Independence and Responsibility: <ul style="list-style-type: none"> ○ Demonstrating a high level of personal responsibility in managing academic and extracurricular commitments. ○ Planning and organising tasks independently, seeking help when necessary. ○ Taking some initiative in learning, exploring interests and asking questions. | |
| <ul style="list-style-type: none"> • Communication and Collaboration: <ul style="list-style-type: none"> ○ Engaging in some thoughtful discussion and debate, presenting arguments clearly and respectfully. ○ Collaborating effectively in a range of some group settings, taking on some leadership or supportive roles as appropriate. | |

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| <ul style="list-style-type: none"> ○ Uses digital communication tools responsibly and effectively for learning. | |
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| <i>KS3 PSHE/RHSE/SMSC</i> | |
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| Objectives to be met by the end of KS3... | Met/Partially met/Developing |
| <p>PSHE:</p> <ul style="list-style-type: none"> ● Health and Wellbeing: Showing an understanding of maintaining own health and wellbeing through exercise, nutrition, and mental health awareness. ● Safety: Applying knowledge of digital safety, including responsible social media use. ● Emotional Wellbeing: Identifying stress and anxiety triggers, and uses coping strategies effectively. | |
| <p>RHSE:</p> <ul style="list-style-type: none"> ● Relationships: Building healthy, respectful friendships ● Relationships: Beginning to understand romantic relationships. ● Consent: Understanding the importance of mutual respect and clear consent in relationships. ● Growing Up: Understanding the emotional and physical changes of puberty and how to manage them. | |
| <p>SMSC:</p> <ul style="list-style-type: none"> ● Spiritual: Exploring personal beliefs and respecting different religious and spiritual perspectives. ● Moral: Considering ethical implications of actions and making informed decisions. ● Social: Developing some teamwork and leadership skills, working well in diverse groups. ● Cultural: Appreciating cultural diversity and challenges stereotypes and prejudices. | |

KS4

| PD Focus: Preparing for adulthood, demonstrating maturity in self-regulation, goal setting, and maintaining healthy relationships. | |
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| Objectives to be met by the end of KS4... | Met/Partially met/Developing |
| <ul style="list-style-type: none"> • Self-Awareness and Self-Regulation: <ul style="list-style-type: none"> ○ Showing a clear understanding of personal identity, strengths, and areas for growth. ○ Managing complex emotions and stress independently, using appropriate coping strategies. ○ Setting challenging, long-term goals, and developing actionable plans to achieve them. | |
| <ul style="list-style-type: none"> • Social Skills and Relationships: <ul style="list-style-type: none"> ○ Maintaining mature, respectful, and supportive relationships with peers and adults. ○ Demonstrating an understanding of and respect for diversity, challenging discrimination. ○ Taking on mentorship roles, supporting younger students or peers in their personal development. | |
| <ul style="list-style-type: none"> • Independence and Responsibility: <ul style="list-style-type: none"> ○ Balancing academic, extracurricular, and personal responsibilities somewhat effectively. ○ Making informed decisions about future education and career paths. ○ Demonstrating a good sense of responsibility for own actions and their impact on others. | |
| <ul style="list-style-type: none"> • Communication and Collaboration: <ul style="list-style-type: none"> ○ Communicating fairly confidently and effectively in a variety of settings, including formal presentations. ○ Working collaboratively on complex projects, showing some leadership and the ability to delegate. ○ Using some critical thinking to analyse and evaluate information from multiple sources before making decisions. | |

| <i>KS4 PSHE/RHSE/SMSC</i> | |
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| Objectives to be met by the end of KS4... | Met/Partially met/Developing |
| <p>PSHE:</p> <ul style="list-style-type: none"> • Health and Wellbeing: Showing an understanding of maintaining a healthy lifestyle independently, including mental and physical health. • Safety: Understanding and applying advanced concepts of personal, online, and financial safety. • Emotional Wellbeing: Managing complex emotions and stress, seeking help when necessary. | |
| <p>RHSE:</p> <ul style="list-style-type: none"> • Relationships: Navigating some complex relationships, including friendships and romantic relationships, with respect and care. • Consent: Understands the importance of and practices the principles of consent in all relationships. • Sexual Health: Has knowledge about key sexual health concepts, contraception, and where to access support services. | |
| <p>SMSC:</p> <ul style="list-style-type: none"> • Spiritual: Engaging in reflective practice, considering personal beliefs and values in decision-making. • Moral: Demonstrating ethical reasoning and integrity in various situations, seeking support if needed. • Social: Contributing positively to society, showing responsibility in civic duties and community involvement. • Cultural: Celebrating and promoting cultural diversity, and actively challenges discrimination and intolerance. | |