

Progression for Personal Development

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Idea: Keeping Safe and Healthy						
<p><u>Managing self</u></p> <p>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>- Explain the reasons for rules, know right from wrong and try to behave; accordingly,</p> <p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	Recognise feelings of being unsafe or feeling bad about any adult	Recognise feelings of being unsafe or feeling bad about any adult and knowing how to deal with that.	<p>Understand the importance of privacy for both children and adults</p> <p>Know that it is not always right to keep a secret if it relates to being safe.</p>	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Understand that each person's body belongs to them and the differences between appropriate and inappropriate touch or unsafe physical, and other contact	What sorts of boundaries are appropriate in friendships with peers and others including in a digital context
	Recognise situations whereby they might need help or advice	Know where to get advice eg. Family members including family members they do not live with	Know where to get advice eg. Family members including family members they do not live with; school staff or professionals such as nurses, doctors or police	Know where to get advice eg. Family members including family members they do not live with and school staff or professionals such as nurses, doctors or police and if this is not an option they can ring the NSPCC and any other outside agencies that may be relevant	<p>Know how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p>	
	<p>Understand road safety and explore real life scenarios</p> <p>Recognise that somebody needs help</p> <p>Know how we call 999</p>	<p>Develop understanding of safe and unsafe scenarios</p> <p>Recognise people who keep us safe</p> <p>Knowing to call for help when someone is in need</p> <p>Know when, why and how we should call 999</p>	<p>Recognise a bite or sting and know what to do if this happens to them</p> <p>Know when, why and how we should call 999 is and when not to call 999 if it is not an emergency</p>	<p>Know what to do if an injury leads to bleeding</p> <p>Know when, why and how we should call 999 and know what a hoax call</p>	<p>Recognise an asthma attack and know how to call for help</p>	<p>Recognise loss of consciousness and know how to call for help</p> <p>Know how and when to put somebody in the recovery position</p>
	<p>Understand germs and how they spread</p> <p>Know how to prevent the spread of germs</p>	<p>Know the difference between healthy and unhealthy food choices</p>	<p>Know and understand that too much sugar, salt and saturated fat in our food and drink can affect us when we are older and make</p>	<p>Understand the importance of exercising regularly and the effects that not exercising can have on the body</p>	<p>Understand that cigarettes contain nicotine, which is a drug, and that there are risks to future health</p>	<p>Understand and describe risk associated with alcohol</p>

	Understand how and why to brush teeth		choices about when and how much is okay		(physical, social and legal) related to smoking Understand the importance of sleep and the effects it has on the body	Develop strategies to ensure they are getting a good night's sleep and take responsibility for developing a healthy bedtime routine
	Understand how our actions online can affect others	Know how to recognise risks online and how to report them. Be able to recognise negative aspects of using technology.	Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact	Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Identify cyber bullying and its consequences	Know that people sometimes behave differently online, including by pretending to be someone they are not Know how information and data is shared and used online	Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met Know how to keep safe when using social media
Relationships - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.	Know how important friendships are in making us feel happy and secure, and how people choose to make friends	Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Know how to judge when a friendship is making them unhappy or uncomfortable and what they should do to resolve this	Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded Know how positive friendships support wellbeing and what constitutes a positive, healthy friendship	Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right Be able to identify that relationships can be healthy and unhealthy	Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. The importance of permission-seeking and giving in relationships with friends, peers and adults
	Be able to recognise and name emotions using the inner circle of the emotions wheel	Describe how emotions from the inner circle of the emotions when make us feel both physically and mentally.	Recognise and name emotions using the middle circle of the emotions wheel and their physical and mental effects	Recognise and name emotions using the middle circle of the emotions wheel and their physical and mental effects and how to deal with these emotions.	Describe how emotions from the outer circle of the emotions when make us feel both physically and mentally and how to deal with these emotions.	Understand it is natural to feel all emotions even anger, but it is how it is expressed that is important.

<p>Know the meaning of respect.</p> <p>Know the conventions of courtesy and manners.</p>	<p>Understanding the importance of self-respect</p>	<p>Know the importance of self-respect and how this links to their own happiness</p>	<p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p>	<p>Know that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous</p>	<p>Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Take practical steps in a range of different contexts to improve or support respectful relationships</p>
	<p>Recognise and understand bullying behaviours and know that bullying is different to falling out with friends</p>	<p>Know about different types of bullying (including cyberbullying) and the impact of bullying</p>	<p>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to bystanders) and how to get help</p>		

Big Idea: Living in the 21st Century.

<p>Self-Regulation</p> <p>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour; accordingly,</p> <p>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>Know that families are important for children growing up because they can give love, security and stability</p>	<p>Know the characteristics of a healthy family life</p> <p>Know how to recognise if family relationships are making them feel unhappy or unsafe</p>	<p>Know that stable caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p>Know the characteristics of a healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p>	<p>Know that there are different types of family structures and that other families either in the school or wider world, sometimes look different from their family but that they should respect those differences and know that other children's families are also characterised by love and care.</p>	<p>Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>Know about the complexities of family structures and be accepting and understanding of all family circumstances.</p>
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- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Know the different types of jobs and careers	Understand the importance of saving money	Understand the importance of saving money and ways in which to do this Know how to keep money safe	Set goals for the future and understand ways in which they can achieve them		
					Know what a stereotype is	Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.
	Know what RE in Reaching for the stars looks like and how to achieve this in Tany's Dell and beyond	Know what ACH in Reaching for the stars looks like and how to achieve this in Tany's Dell and beyond	Know what ST in Reaching for the stars looks like and how to achieve this in Tany's Dell and beyond	Know what AR in Reaching for the stars looks like and how to achieve this in Tany's Dell and beyond	Know what Reaching for the Stars looks like and how to achieve this in Tany's Dell	Know what Reaching for the Stars looks like and how to achieve this in Tany's Dell and beyond

British Values at Tany's Dell

	<u>Know that there are 4 different British Values</u>	<u>Know that there are 4 different British Values</u>	<u>Know that there are 4 different British Values</u>	<u>Know that there are 4 different British Values</u>	<u>Know that there are 4 different British Values</u>	<u>Know that there are 4 different British Values</u>
<u>People, Culture and Communities</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and	<u>Democracy:</u> -Know that we all have a fair voice -Make choices and know that people may make different choices to me	<u>Democracy:</u> -Know that theirs and others' views count -Take part in a fair vote	<u>Democracy:</u> -Begin to understand the term democracy and why it is important	<u>Democracy:</u> -Know that we live in a democratic society and why that is important	<u>Democracy:</u> -Express and begin to justify opinions -Say what makes a good leader	<u>Democracy:</u> -Take part in debates delivering their desires powerfully through argument, persuasion, fact and opinion
	<u>Rule of Law:</u> -Know what is right and wrong and make the right choices -Set and follow simple rules	<u>Rule of Law:</u> -Understand the need for rules and why we should follow them -Say if a rule is fair	<u>Rule of Law:</u> -Understand that there are different rules in different places -Know the values and purposes of different rules	<u>Rule of Law:</u> -Understand why rules are needed and what would happen without them -Show respect for the law	<u>Rule of Law:</u> -Explain what the 'Rule of Law' is -Know why we have the 'Rule of Law'.	<u>Rule of Law:</u> -Understand that living under the 'Rule of Law' protects individuals -Understand and appreciate the role of the police in a democratic society
	<u>Individual Liberty:</u> -Respect the feelings of others -Make decisions independently	<u>Individual Liberty:</u> -Make decisions and understand repercussions of choices	<u>Individual Liberty:</u> -Know what freedom is -Be aware of own feelings, views and needs -Choose words to describe their own personality	<u>Individual Liberty:</u> -Use encouragement when respecting everyone's differences	<u>Individual Liberty:</u> -Explore the right to live in freedom and individual liberty	<u>Individual Liberty:</u> -Understand that Individual Liberty must be within the rules -Know that they have the rights to make change and

life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.		-Understand that they are responsible for their own behaviour		-Celebrate the uniqueness of each individual and the power of being different	-Explore their own Individual Liberty to who they want to be	can use my skills to implement this
	<u>Mutual Respect, tolerance and diversity:</u> -Identify and respect the similarities and differences between people. -Understand that being different is positive.	<u>Mutual Respect, tolerance and diversity:</u> -Know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. -Know that people have things in common, but everyone is unique.	<u>Mutual Respect, tolerance and diversity:</u> -Know what mutual respect is -Discuss what different people in Britain are like -Understand some cultural ways of life in Great Britain e.g., school age, celebrating birthday, standing in line, being punctual	<u>Mutual Respect, tolerance and diversity:</u> -Know what diversity is -Recognise own strengths and appreciate strengths in others -Understand how our judgements and opinions can affect others.	<u>Mutual Respect, tolerance and diversity:</u> -Know what tolerance is and why it is important -Know what prejudicial or discriminatory behaviour is -Show respect for other people's differences and understand how people's lives may be different.	<u>Mutual Respect, tolerance and diversity:</u> -Discuss in depth the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations. -Describe what makes a community diverse and why we should embrace this.

Understanding of Deafness in our community

In all year groups:

Know that not everybody can hear and that there are lots of ways to help these people.

Understand how non-hearing people communicate and how we can help.

Find ways to communicate with HI friends including sign language and facial expressions and gestures.

Hearing impaired children to follow Personal Understanding of Deafness programme

Emotions wheel

