



DRAFT Curriculum Progression in Personal Development

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|------------------------------|--|------------------------------------|-------------------------|-----|
| PHSE lessons/assemblies | My Happy Mind | No Outsiders for a Faith Community | NSPCC assembly/workshop | SRE |
| Visitor assemblies/workshops | Other curriculum area or across the curriculum | | Rights Respecting | |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------|---|--|--|---|--|--|
| Health & Wellbeing | Identify people who look after them, their family networks, who to go to if they are worried and how to attract their attention | Know the ways that pupils can help the people who look after them to more easily protect them | Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience | Identify the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe | Recognise when they need help and to develop the skills to ask for help | Recognise how their increasing independence brings increased responsibility to keep themselves and others safe |
| | Understand the importance of, and how to, maintain personal hygiene | Make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences | | Differentiate between the terms, 'risk', 'danger' and 'hazard' | Develop strategies for keeping physically safe including road safety and safety in the environment (including rail, water and fire safety) | Develop strategies for keeping physically including road safety (including cycle safety- the Bikeability programme), |
| | Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity and rest | Know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity and rest, healthy eating and dental health | Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet | | Make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' | Know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others |
| | Explain how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading | Know that household products, including medicines, can be harmful if not used properly | | Know that bacteria and viruses can affect health and that following simple routines can reduce their spread | Understand what is meant by the term 'habit' and why habits can be hard to change | |
| | | Explore what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy | Recognise how images in the media (and online) do not always reflect reality | Understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media | Critically examine what is presented to them in social media and know why it is important to do so | Understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others |
| | Know the rules for, and ways of, keeping physically and emotionally safe including responsible ICT use and online safety | Know the rules for, and ways of, keeping physically and emotionally safe including responsible ICT use and online safety | Develop strategies for keeping safe online; the importance of protecting personal information, including passwords | Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others | Explore the responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.) | Consider how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable |
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| | Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' | Understand the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid | Recognise the importance of taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact | | | Understand that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers |
| | Communicate their feelings to others, to recognise how others show feelings and how to respond | Discuss good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings | Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these | Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others | | Recognise when someone else needs help |
| | Explore what positively and negatively affects their physical, mental and emotional health | Explore what positively and negatively affects their physical, mental and emotional health | Explore what positively and negatively affects their physical, mental and emotional health | Explore what positively and negatively affects their physical, mental and emotional health | Explore what positively and negatively affects their physical, mental and emotional health | Explore what positively and negatively affects their physical, mental and emotional health |
| | Know that our bodies work in different ways | Talk about disability | Understand what being lonely feels like | Consider how to look after my mental health | | To consider life changes |
| | Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals | Communicate in different ways | Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals | Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals | Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals | Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals |
| | Talk about change and loss and the associated feelings (including moving home, losing toys, pets or friends) | Consider growing and changing and new opportunities and responsibilities that increasing independence may bring | Know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls | Discuss change, including transitions (between key stages and schools), loss, separation, divorce and bereavement | Explore how their body will, and their emotions may, change as they approach and move through puberty | Explore change, including transitions (between key stages and schools), loss, separation, divorce and bereavement |
| | Explore the process of growing from young to old and how people's needs change | | | Learn about human reproduction | | |
| | | First aid introduction including making an emergency phone call | First aid communication and casualty care, the recovery position, bleeding | First aid Asthma, choking, fainting, first aid kit and the recovery position. | First aid Asthma, bruising (minor), burns and scalds, chest pains, choking, poisons, and shock. | To know the school rules about health and safety, basic emergency aid procedures, where and how to get help |



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| Relationships | Identify their special people (family, friends, carers), what makes them special and how special people should care for one another | Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class | Recognise different types of relationships, including those between acquaintances, friends, relatives and families | Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy | Know the difference between, and the terms associated with, sex, gender identity and sexual orientation | Support their friends | |
| | Offer constructive support and feedback to others | Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) | Recognise and respond appropriately to a wider range of feelings in others | Recognise and manage 'dares' | Work collaboratively towards shared goals | Recognise peer pressure | |
| | Be proud of my family | Understand adoption | | Know when to be assertive | To explore prejudice and discrimination | | |
| | Celebrate my family | Realise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) | Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise | Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) | To consider responses to racist behaviour | Recognise and care about other people's feelings and to try to see, respect and, if necessary, constructively challenge others' point of view | Listen and respond respectfully to a wide range of people and feel confident to raise their own concerns |
| | Identify & respect the difference and similarities between people | Understand the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid | Recognise what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond | | Understand that their actions affect themselves and others | Identify & respect the difference and similarities between people | |
| | | | | | To choose to help | | |
| | Recognise that their behaviour can affect other people | | Discuss the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' | Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships | Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support | | |



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| Living in the Wider World | Know how they can contribute to the life of the classroom and school | Recognise they belong to different groups and communities such as family and school | Understand what being an outsider is like | Know what being part of a community means, and about the varied institutions that support communities locally and nationally | Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom | Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing |
| | | Explore how to welcome different people | Understand the importance of being yourself | | To learn from our past | |
| | To understand how we share the world | Know that people of different races can get along | Know why you should be yourself differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices | To be proud of who you are | Consider the lives of people living in other places, and people with different values and customs | Challenge the causes of racism |
| | Identify ways in which we are all unique; understand that there has never been and will never be another "me" | Help construct, and agree to follow, group, class and school rules and to understand how these rules help them | | Explore why and how rules and laws are made and enforced, why different rules are needed in different situations | | Know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) |
| | ways in which we are the same as all other people; what we have in common with everyone else | Know what diversity means | To know what to do if I see someone else being unkind | Exchange dialogue and express an opinion | Know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities | Consider how the Equality Act affects me |
| | To like the way I am | Understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) | Explain what discrimination is | Explain why I'm not afraid of difference | | |
| | To know that we all do things in different ways | Recognise a stereotype | Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child | Explore artistic freedom | | Consider freedom of speech |
| | Learn about the 'special people' who work in their community and how people contact those special people when they need their help, including dialling 999 in an emergency. | Identify what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) | Explore the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer | Understand these universal rights are there to protect everyone and have primacy both over national law and family and community practices | Research, discuss and debate issues, problems and events that are of concern to them and offer recommendations to appropriate people | Learn what is meant by enterprise and begin to develop enterprise skills |
| | Recognise that money comes from different sources and can be used for different purposes, including the concepts of spending and saving | Discuss the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices | | Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) | Realise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world | |



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Fundamental British Values

All schools have a responsibility "to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." At Parkfield Community School, we promote these values through our school ethos, the *No Outsiders in a Faith Community* programme, our Equalities Assemblies and our Personal Development curriculum.

| | Democracy | The Rule of Law | Individual Liberty | Mutual Respect and Tolerance |
|---------------|--|-----------------------------|---------------------------------------|---|
| Year 1 | Our School Council | Class Rules | Respecting myself | Respecting others |
| Year 2 | Our Governing Body | School Rules | I Am Unique | Disagreements, Tolerance and Arguments |
| Year 3 | Birmingham City Council | The Rule of Law | My Talents, Interests and Abilities | Faith and Belief in the UK: Living Together |
| Year 4 | The Origins of Democracy & Other Systems of Governance | Rights and Responsibilities | My Values, Wants and Needs | Challenging Stereotypes |
| Year 5 | UK Parliaments & Voting Systems | Law Making and Enforcing | Body Image and the Media | Challenging Discrimination |
| Year 6 | The Separation of Power: The Executive and Judiciary | Human Rights | Freedom of Speech, Thought and Action | Challenging Prejudice |