

Benedict Biscop C.E. Academy
Personal Development Curriculum
Whole School Overview of Coverage

<u>Year Group</u>	<u>One</u>	<u>Two</u>	<u>Three</u>	<u>Four</u>	<u>Five</u>	<u>Six</u>
<u>Term and Events</u> Autumn 1 *Y1-Y6 Becoming part of a new class (family and school community) – learning about each other, establishing routines and a class charter to help care for each other *Y5 Cycling awareness *Y1 Beach School – ongoing throughout the year	<u>Families and People Who Care for Me</u> *To identify similarities and differences between people *To identify their special people (friends, families, carers) and what makes them special *That they belong to different groups, such as school and family *To recognise different types of relationships e.g. friends and family *To understand that if people who look after them make them feel unhappy or unsafe they can go to someone trusted <u>Caring Friendships</u> * To recognise that their behaviour can affect other people *To recognise what is kind and unkind, right and wrong *Develop strategies to resolve disputes and conflicts as modelled by and adult * To recognise and understand what is fair and unfair <u>Basic First Aid</u> *To know school rules about health and safety	<u>Families and People Who Care for Me</u> *To respect similarities and differences between people * To know and how special people should care for one another * That they belong to different groups and communities such as school and family *To understand the difference between these relationships *To understand that if people who look after them make them feel unhappy or unsafe they can go to someone trusted and know how to attract attention <u>Caring Friendships</u> *To recognise that their behaviour can affect other people and understand the impact of their behaviour on the other person (positive and negative) *To understand that people's bodies and feelings can be hurt and identify what makes them feel comfortable or uncomfortable *Develop strategies to resolve disputes and conflicts as through negotiation and compromise	<u>Families and People Who Care for Me</u> *To recognise different types of relationships including those between acquaintances, friends, relatives and families *To begin to recognise traits of unhealthy relationships (e.g. family members, peer to peer) and know who they can talk to if they need support <u>Caring Friendships</u> *To begin to recognise traits of positive and healthy relationships (<i>using these to help establish a positive and healthy classroom environment</i>) <u>Basic First Aid</u> *To know school rules about health and safety, where to go to get help	<u>Families and People Who Care for Me</u> *To recognise different types of relationships including those between acquaintances, friends, relatives and families and the distinct differences between these types of relationships *To identify traits of unhealthy relationships (e.g. family members, peer to peer) and know who they can talk to if they need support <u>Caring Friendships</u> *To identify traits of positive and healthy relationships and develop skills to form these (<i>using these to help establish a positive and healthy classroom environment</i>) <u>Basic First Aid</u> *To know school rules about health and safety, where to go to get help	<u>Families and People Who Care for Me</u> *To understand traits of unhealthy relationships (e.g. family members, peer to peer) and know who they can talk to if they need support *to understand that marriage and civil partnerships are examples of public demonstrations of the commitment made between 2 people <u>Caring Friendships</u> *To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (<i>using these to help establish and maintain a positive and healthy classroom environment</i>) <u>Basic First Aid</u> *To know school rules about health and safety, where to go to get help	<u>Families and People Who Care for Me</u> *To understand and recognise traits of unhealthy relationships (e.g. family members, peer to peer) and know who they can talk to if they need support *to understand that marriage and civil partnerships are examples of public demonstrations of the commitment made between 2 people who love and care for one another and want to spend their lives together and who are the legal age to make that commitment. <u>Caring Friendships</u> *To understand and recognise traits of positive and healthy relationships and develop skills to form and maintain these (<i>using these to help establish and maintain a positive and healthy classroom environment</i>) <u>Basic First Aid</u> *To know school rules about health and safety

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		<p>Basic First Aid *To know school rules about health and safety</p>				
<p>Autumn 2</p> <p>* Y1-Y6 Anti-bullying week</p> <p>* Y1-Y6 Bonfire Night- Personal safety</p> <p>*Y2 Walkwise</p> <p>*Y6 HeartStart</p> <p>*Y1 Beach School – ongoing throughout the year</p>	<p>Respectful Relationships *To recognise unkindness, teasing and bullying to themselves or others, knowing that this is wrong</p> <p>*To know that people and living things have rights and it is everyone's responsibility to protect these (e.g. protecting bodies and feelings)</p> <p>* To develop strategies to resist teasing or bullying if they experience of witness it.</p> <p>Basic First Aid *To know school rules about health and safety (linked to Bonfire night safety and Beach School)</p>	<p>Respectful Relationships *To identify and respect the differences and similarities between people</p> <p>* To recognise unkindness, teasing and bullying to themselves or others, knowing that this is wrong and understanding how to respond, who to tell, what to say.</p> <p>Basic First Aid *To know school rules about health and safety (linked to Bonfire night safety and road safety - Walkwise)</p>	<p>Respectful Relationships *To listen and respond respectfully to a wide range of people.</p> <p>*To recognise and care about others' feelings and respect other points of view.</p> <p>*To begin to have an understanding about personal boundaries</p> <p>*to recognise bullying in all its forms (e.g. in person and online)</p> <p>*To realise the nature and consequences of teasing, bullying and aggressive behaviours</p> <p>Basic First Aid *To know school rules about health and safety (linked to Bonfire night safety)</p>	<p>Respectful Relationships *To listen and respond respectfully to a wide range of people and feel confident to raise their own concerns</p> <p>*To try to see, respect and if necessary constructively challenge other points of view, trying to see things from this point of view.</p> <p>*To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying and how to respond/ask for help)</p> <p>Basic First Aid *To know school rules about health and safety (linked to Bonfire night safety)</p> <p>KidSafe *Cyberbullying workshop – to be delivered during Anti-bullying week</p>	<p>Respectful Relationships *To recognise and challenge stereotypes</p> <p>*To begin to have an understanding about personal boundaries and identify what they are willing to share with special people, friends, classmates and others.</p> <p>*To recognise bullying and abuse in all its forms (e.g. in person, through social media and online)</p> <p>*To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, trolling, use of prejudice-based language, how to respond and ask for help)</p> <p>*To realise the consequences on aggressive and anti-social behaviours on individuals and develop strategies to support.</p> <p>Basic First Aid *To know school rules about health and safety (linked to Bonfire night safety)</p> <p>KidSafe</p>	<p>Respectful Relationships *To realise the nature and consequences of discrimination, teasing, trolling, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p> <p>*To recognise and care about others' feelings and respect other points of view, trying to see from this point of view and if necessary constructively challenging others' points of view.</p> <p>*To recognise and challenge stereotypes.</p> <p>*To begin to have an understanding about personal boundaries and identify what they are willing to share with special people, friends, classmates and others, and that we all have a right to privacy.</p> <p>*To realise the consequences on aggressive and anti-social behaviours on individuals and communities develop strategies to support for themselves and others at risk</p> <p>Basic First Aid (HeartStart)</p>

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					*Full programme 2 (Y5) - 12 sessions	*To know basic emergency first aid procedures *To know school rules about health and safety (linked to Bonfire night safety)
<p>Spring 1</p> <p>* Y1-Y6 Internet/Online Safety week-linked to computing curriculum</p> <p>*Chinese New Year</p> <p>*Y1 Beach School – ongoing throughout the year</p> <p>*Y1-6 RNLI Water Safety visit.</p>	<p><u>Online Relationships/Internet Safety and Harms</u></p> <p>*To recognise that they share a responsibility for keeping themselves and others safe (both on and offline) when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p> <p>* To know and develop rules and ways of keeping physically and emotionally safe (linked to Beach School, Water Safety & Online Safety)</p>	<p><u>Online Relationships/Internet Safety and Harms</u></p> <p>* To know and develop rules for keeping emotionally and physically safe, including responsible ICT use and rules for online safety</p> <p>*To recognise that they have a responsibility in keeping themselves safe (both on and offline) and when to say 'yes', 'no', 'I'll ask' and 'I'll tell' (linked to Water Safety & Online Safety)</p>	<p><u>Online Relationships/Internet Safety and Harms</u></p> <p>*To know strategies to keep safe online and understand the importance of protecting personal information e.g. passwords and addresses</p> <p>*To know the people who are responsible for helping them stay safe or healthy (linked to Water Safety & Online Safety)</p> <p><u>KidSafe</u> Cyberbullying workshop – to be delivered during Internet Safety week</p>	<p><u>Online Relationships/Internet Safety and Harms</u></p> <p>*To recognise how images and media (including online) do not always reflect reality</p> <p>*To know the people who are responsible for helping them stay safe or healthy and how these people can help. (linked to Water Safety & Online Safety)</p> <p>*To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p> <p>*To know the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p>	<p><u>Online Relationships/Internet Safety and Harms</u></p> <p>*To know strategies to keep safe online and understand the importance of protecting personal information e.g. passwords and addresses, the distribution of images of themselves and others</p> <p>*To explore how pressure to behave can come from a variety of sources, including who they know and the media</p> <p>*To critically examine what is presented to them in social media and why it is important to do so</p> <p><u>KidSafe</u> Cyberbullying workshop – to be delivered during Anti-bullying week</p>	<p><u>Online Relationships/Internet Safety and Harms</u></p> <p>* To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media (linked to Water Safety & Online Safety)</p> <p>*To critically examine what is presented to them in social media and why it is important to do so; understand how information on social media can be misinterpreted or mislead, the importance of being careful what they forward to others</p>
<p>Spring 2</p> <p>*Introduce/revisit Zentangling</p> <p>*Room2talk</p>	<p><u>Well-being</u></p> <p>*To learn about what constitutes, and how to maintain, a healthy lifestyle.</p> <p>*To identify things that positively and negatively affects their physical, mental and emotional health.</p>	<p><u>Well-being</u></p> <p>*To know what constitutes, and how to maintain, a healthy lifestyle. (linked PE & healthy lifestyles)</p> <p>*To know what positively and negatively affects their physical, mental and emotional health.</p>	<p><u>Well-being</u></p> <p>*To know what positively and negatively affects their physical, mental and emotional health.</p> <p>*To make informed choices and to begin to understand the concept of a 'balanced lifestyle' (linked PE & healthy lifestyles)</p>	<p><u>Well-being</u></p> <p>*To know what positively and negatively affects their physical, mental and emotional health.</p> <p>*To make informed choices and to begin to understand the concept of a 'balanced lifestyle' (linked PE & healthy lifestyles)</p>	<p><u>Well-being</u></p> <p>*To know what positively and negatively affects their physical, mental and emotional health.</p> <p>*To make informed choices (including recognising that choices can have positive, neutral and negative</p>	<p><u>Well-being</u></p> <p>*To know what positively and negatively affects their physical, mental and emotional health.</p> <p>*To make informed choices (including recognising that choices can have positive, neutral and negative</p>

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<p>*Y1 Beach School – ongoing throughout the year</p> <p>*Y1 – 6 PE and Healthy lifestyles</p>	<p>*To learn about good and not so good feelings. *To develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. *To know about people who look after them, their family networks, who to go to if they are worried and how to attract attention. (linked to Beach School and PE & healthy lifestyles)</p>	<p>*To learn about and identify good and not so good feelings. *To extend their vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. *To know about people who look after them, their family and school networks, who to go to if they are worried and how to attract attention.</p> <p>KidSafe Full programme 1- 5 sessions</p>	<p>*To 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. *To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. *To recognise when they need help and to develop skills to ask for help. *To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p>	<p>*To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. *To recognise when they need help and to develop skills to ask for help. *To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>KidSafe Full programme 2 (Y3/4)- 11 sessions*</p> <p>*start in Spring 1 to allow coverage.</p>	<p>consequences) and to begin to understand the concept of a 'balanced lifestyle' (linked PE & healthy lifestyles) *To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. *To recognise when they need help and to develop skills to ask for help. *To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p>	<p>consequences) and to begin to understand the concept of a 'balanced lifestyle' (linked PE & healthy lifestyles) *To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. *To recognise when they need help and to develop skills to ask for help. *To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p>
<p>Summer 1</p> <p>*Y6 Safety Works visit</p> <p>*Y1 Beach School – ongoing throughout the year</p> <p>*Y5&6 NSPCC visit (2 year cycle)</p> <p>*Y1-6 Computing curriculum</p>	<p>Being Safe *To know the difference between secrets and nice surprises (that everyone will eventually find out) and the importance of not keeping secrets that make them feel uncomfortable. *To know what is meant by the term privacy *Name people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</p>	<p>Being Safe *Know what is meant by privacy, their right to keep things private; the importance of respecting others' privacy *To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p>Being Safe *Understanding the concept of keeping something confidential or secret. When they should and should not agree to this. When it is right to 'break confidence' or 'share a secret'. *To recognise when they need help and to develop the skills to ask for help.</p> <p>KidSafe *Full programme 2 (Y3/4)- 11 sessions)</p>	<p>Being Safe * To know about people who are responsible for keeping them healthy and safe; and how they can help those people to keep them healthy and safe. *To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others.</p>	<p>Being Safe (NSPCC VISIT) *To know about taking care of their body, understanding that they have the right to protect their body from inappropriate or unwanted contact. *How to manage requests for images of themselves and others; what is and is not appropriate to ask for and share. *To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p>	<p>Being Safe (NSPCC VISIT) *How to manage requests for images of themselves and others; what is and is not appropriate to ask for and share – who to talk to if they feel uncomfortable.</p>

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<p>Summer 2</p> <p>*Y1-Y6 Transition</p> <p>*Y1-Y6 Sports Day</p> <p>*Y1 Beach School – ongoing throughout the year</p> <p>* Y1 – 6 PE and OPAL and Healthy lifestyles</p> <p>*Year 5 Puberty school Nurse Visit</p>	<p><u>Health</u></p> <p>*To know what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>*To know the importance of maintaining personal hygiene.</p> <p>*To know how some diseases are spread and can be controlled; the responsibilities they have for their own health; to develop simple skills to help prevent diseases spreading.</p> <p>*To know that household products, can be harmful if not used properly.</p>	<p><u>Health</u></p> <p>*To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>*To know the importance of, and how to, maintain personal hygiene.</p> <p>*To know 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.</p> <p>*To know that household products, including medicines, can be harmful if not used properly.</p>	<p><u>Health (Hygiene)</u></p> <p>*To know what positively and negatively affects their physical, mental and emotional health.</p> <p>*To 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'</p> <p>*To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>*To learn about taking care of their body, understanding that they have the right to protect their body.</p>	<p><u>Health (Healthy Eating)</u></p> <p>*To know what positively and negatively affects their physical, mental and emotional health.</p> <p>*To 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.</p> <p>*To learn about taking care of their body, understanding that they have the right to protect their body.</p>	<p><u>Health (Puberty)</u> (School Nurse Visit)</p> <p>*To know what positively and negatively affects their physical, mental and emotional health.</p> <p>*To know how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>*To learn about human reproduction.</p> <p>*To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies to support if they have fears for themselves or their peers.</p>	<p><u>Health (Drugs)</u> (SAFETY WORKS)</p> <p>*To know what positively and negatively affects their physical, mental and emotional health.</p> <p>*To 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'</p> <p>*To learn about 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 use and give to others.</p> <p>*To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies to support if they have fears for themselves or their peers.</p>
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