



Personal Development Learning (PDL)

Vision

At South Farnborough Junior School, our motto is: Embracing our values today... to be a successful part of the world tomorrow!

We provide an inclusive environment in which every child is encouraged to develop a knowledge of how the world works around them. Our PDL curriculum aims to support our children to develop an appreciation of others and a deeper understanding of themselves so that they become good citizens, who appreciate other cultures and celebrate differences, whilst ensuring that they are mentally fit, healthy and happy. In PDL, this includes the children considering covering a number of curriculum threads: safeguarding, school values, British values, rights of a child, growth mindset, and diversity.

Our curriculum design allows children to develop their personal skills and understanding whilst promoting their spiritual, moral, social, cultural and mental development which prepare them for future opportunities and experiences.

Implementation

Our curriculum is built up of a number of repeating topics: Identity, society and equality; Mental health and emotional wellbeing; Careers, financial capability and economic wellbeing; Keeping safe and managing risk; Physical health and wellbeing; Drug, alcohol and tobacco education; Relationship and sex education. As the children progress through these topics, they begin with a very self-considered approach: how does this impact upon you? As they move into Upper School, they consider in more depth the impact upon others, whether this is individuals or communities.

In addition to our quality first classroom practice, including differentiation, use of resources, assessment and so on, our MTP and STP covers important details, which are unique to us and we feel have an impact on the way we successfully implement our curriculum:

Big Picture- <i>What is our end goal?</i>	Prior Knowledge- <i>Links to threads and previous learning to make links.</i>	Misconceptions- <i>How can we pre-empt where children may struggle to make the most of learning time?</i>	Values/SMSC- <i>Embedding personal development learning within our curriculum to achieve our school vision.</i>	Cultural Capital- <i>Visitors, themed days, workshops, school trips.</i>	Explain, Change, Create- <i>We challenge our children through a mastery approach.</i>
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Unit Overview			
Year 3	Year 4	Year 5	Year 6
<p><u>Identity, society and equality</u> Children can identify similarities and differences between themselves and others. They can also explain the importance of belonging to a community.</p> <p><u>Keeping safe and managing risk</u> Children can explain how their actions have consequences.</p> <p><u>Mental health and emotional wellbeing</u> Children show a resilience and a positive mind set when tackling new tasks. They understand that a negative mind set can be harmful to their wellbeing.</p> <p><u>Physical health and wellbeing</u> Children can make choices about how to develop healthy Lifestyles</p> <p><u>Careers, financial capability and economic wellbeing</u> They can demonstrate how to look after and save money.</p> <p><u>Relationship and sex education</u> Children recognise their own worth and that of others. They can express their views confidently; listen to and show respect for the views of others.</p>	<p><u>Identity, society and equality</u> Children understand that the UK is a democracy and what this means for them.</p> <p><u>Identity, society and equality</u> They know their rights and how these keep them safe.</p> <p><u>Physical health and wellbeing</u> Children can make positive choices to improve their physical and mental health. They can identify factors that could influence their choices.</p> <p><u>Keeping safe and managing risk</u> Children can keep themselves and others safe online and in real life.</p> <p><u>Careers, financial capability and economic wellbeing</u> They can talk about a range of jobs, and explain how they will develop skills to work in the future.</p> <p><u>Relationship and sex education:</u> They can discuss some of the bodily and emotional changes at puberty.</p>	<p><u>Physical health and wellbeing</u> Children continue to explore what influences their choices and learn to navigate adverts and online influences</p> <p><u>Identity, society and equality</u> Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p><u>Keeping safe and managing risk</u> Children can recognise and display respectful behaviour.</p> <p><u>Mental health and emotional wellbeing</u> They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations.</p> <p><u>Drug, alcohol and tobacco education</u> They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p><u>Relationship and sex education</u> They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p>	<p><u>Identity, society and equality</u> They can describe some of the hardships people face in the world and can demonstrate respect and tolerance towards people different from themselves.</p> <p><u>Keeping safe and managing risk</u> They can make judgements and decisions that will keep them safe. They can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.</p> <p><u>Mental health and emotional wellbeing</u> They can identify factors that affect emotional health and well-being.</p> <p><u>Relationship and sex education</u> They can identify positive ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty. They can demonstrate positive and respectful relationships with their peers.</p> <p><u>Drug, alcohol and tobacco education</u> They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p>



Year	Unit 1	
Year 3	<u>Identity, society and equality</u>	
	Children can identify similarities and differences between themselves and others. They can also explain the importance of belonging to a community.	
	Why this? To encourage children to think about what makes them special and important. To build on their individual liberty. (The right to believe, act and express oneself freely). Why now? Having just moved up from the infant school this topic will to ease the children into school life. Helping them understand our school community and making them feel included. It also links with their RE topic belonging.	
	Substantive Knowledge	Personal Development Skills
	-Identify similarities and differences between themselves and others (Physical, cultural etc.) -What is meant by community -About belonging to groups (school, clubs, families etc)	Differences: I can say some ways that people are different besides how you look. Empathy: I can name something that shows me a person is feeling worried just by their facial expressions. Listening: I can show active listening skills. Relationships: I can give some examples of how I can be positive and welcoming towards others. Boundaries: I know what personal space is.
	Learning Journey Question for Assessment	What makes you, you?
Unit 2		
Year 3	<u>Keeping safe and managing risk</u>	
	Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it.	



	Why this? Children learn that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	
	Why now? Having had a term to settle into the school this topic helps the children understand what to do if things go wrong.	
	Substantive Knowledge -Bullying is usually defined as behaviour that is: repeated intended to hurt someone either physically or emotionally often aimed at certain groups, for example because of race, religion, gender or sexual orientation <u>Types of bullying:</u> <ul style="list-style-type: none"> • Verbal bullying (is saying or writing mean things.) • Social bullying (sometimes referred to as relational bullying, involves hurting someone's reputation or relationships.) • Physical bullying (involves hurting a person's body or possessions) • Cyber bullying (online) Report it to an adult you know and trust	Personal Development Skills Tackling prejudices: I know what prejudice is. Risks: I can give some examples of risky situations. Online safety: I can give examples of positive or negative online experiences that have affected me. Getting help: I can name 5 trusted adults I could talk to if I am feeling worried or unsafe. Bullying: I can explain the difference between unkind behaviour and bullying. Emergency: I can recall my full name and address.
	Learning Journey Question for Assessment	What is a true friend?
	Unit 3	
	<u>Mental health and emotional wellbeing</u> Children show a resilience to their work and a positive mind set when tackling new tasks. Children take pride in their work/achievements and they understand that a negative mind set can be harmful to their wellbeing.	
	Why this? Resilience and pride are two of our school values as are key to helping our students become successful learners.	
	Why now? Building a positive view of themselves and encouraging pride in their work to start the new year off well. It also helps build up to the next topic where they will look at others in a similar way.	



Substantive Knowledge		Personal Development Skills
<ul style="list-style-type: none">-SMART Goals-Growth mind set-Resilience		Mental health: I can give some examples of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and explain when I have felt them. Choices: I can tell you about a choice I can make that will keep me healthy.
Learning Journey Question for Assessment	Is failing better than not trying at all?	
Unit 4		
<u>Physical health and wellbeing</u>		
Children can make choices about how to develop healthy Lifestyles		
Why this? To help them understand the benefits of physical exercise and a healthy diet.		
Why now? Links to science work on healthy eating and DT work on making a sandwich. Also preparing the for the summer holidays and encouraging them to take some responsibility of their own health. (snack choices or exercise)		
Substantive Knowledge		Personal Development Skills
<ul style="list-style-type: none">-Food plate and types of food-Reading food packages (traffic light)-Brands, slogans, designs.-Importance of keeping active		Sleep: I know that sleep I get can change how I feel. Hygiene: I know that hand washing is important and tell you how to wash your hands. Physical: I can identify which foods are healthy and which are not. Mental health: I can give some examples of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and explain when I have felt them. Choices: I can tell you about a choice I can make that will keep me healthy.
Learning Journey Question for Assessment	What helps me choose?	
Unit 5		
<u>Careers, financial capability and economic wellbeing</u>		
They can demonstrate how to look after and save money.		
Why this?		



<p>To start building skills that will help them make better choices as an adult</p> <p>Why now?</p> <p>The last four topics have been on the children or topics they know well. They have built the discussion skills needed to tackle the tasks in this unit.</p>	
<p>Substantive Knowledge</p> <p>-Banks vs money pots -Bills, food, shopping -Jobs and pay (pocket money?)</p>	<p>Personal Development Skills</p> <p>Money: I know money is a limited resource and we have choices to make about how to spend it.</p>
<p>Learning Journey Question for Assessment</p>	<p>Can money make you happy?</p>
<p>Unit 6</p>	
<p><u>Relationship and sex education</u></p> <p>Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently, listen to and show respect for the views of others.</p>	
<p>Why this?</p> <p>It is important for children to become tolerant of others and build a mutual respect for others in and outside of our school community.</p> <p>Why now?</p> <p>Links to spring 1. Moving on from looking at just themselves and starting to think about themselves and others.</p>	
<p>Substantive Knowledge</p> <p>-Identify similarities and differences between themselves and others (Physical, cultural etc.) -Maslow's hierarchy of needs -Different family structures (not just mum, dad and 2 children)</p>	<p>Personal Development Skills</p> <p>Assertiveness: I can give an example of when it is okay to say 'no' to someone. Puberty: I can give some examples of how people change as they grow up with support. Self-esteem: I can say good things about me. Differences: I can say some ways that people are different besides how you look. Listening: I can show active listening skills. Relationships: I can give some examples of how I can be positive and welcoming towards others. Boundaries: I know what personal space is.</p>

Embracing our values today...to be a successful part of the world tomorrow



	Learning Journey Question for Assessment	What is family?
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Year	Unit 1	
Year 4	<u>Identity, society and equality</u>	
	Children understand that the UK is a democracy and what this means for them.	
	Why this? All our children have voices in our school and it is important that they learn this. They need to understand that as they grow up their voice can help shape our country.	
	Why now? At the start of the year our children are asked to write a manifesto for the school council	
	Substantive Knowledge	Personal Development Skills
	A democracy is a system of government by the whole population or all the eligible members of a state, typically through elected representatives.	Rule of law: I am able to accept the consequences of my actions. Critical thinking: I can explain that thinks I see on TV, in newspapers or their websites might not give all the facts or might be biased. Tackling prejudices: I can recognise prejudice behaviour. Environment: I can give examples of things that impact on the environment. Risks: I can give examples of risky situations and what can make them less risky.
Learning Journey Question for Assessment	Is it okay to break some rules?	
Unit 2		
	<u>Identity, society and equality</u>	
	They know their rights and how these keep them safe.	



	<p>Why this?</p> <p>Every child should know their rights and how they are implemented around the world</p> <p>Why now?</p> <p>It would have been mentioned throughout their learning in year 3 but they would not have looked at it in detail since year 2.</p>	
	<p>Substantive Knowledge</p> <p>The UN Convention on the Rights of the Child</p>	<p>Personal Development Skills</p> <p>Assertiveness: I can give an example of how to say 'no' to someone without being aggressive, mean or unkind.</p> <p>Rights: I know that all children have the right to an education and I can explain how this helps me.</p>
	<p>Learning Journey Question for Assessment</p>	<p>What are my rights?</p>
<p>Unit 3</p>		
<p><u>Physical health and wellbeing</u></p> <p>Children can make positive choices to improve their physical and mental health. They can identify factors that could influence their choices.</p>		
<p>Why this?</p> <p>In order to build children's understanding of others it is important that they understand the characteristics of a poor diet and risks associated with unhealthy eating. However, they need to know that health isn't the only factor that influences people food choices.</p> <p>Also for them to become responsible for their own health they need to learn the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>Why now?</p> <p>January often has lots of advertisement around plant based eating (veganuary) this helps link the discussions to real world events. Link back to year 3 healthy eating topics.</p>		
	<p>Substantive Knowledge</p> <p>Religious, moral, cultural or health reasons for eating different foods. Veggie, vegan, Islam, Hinduism, diabetes</p> <p>ethical farming, fair trade and seasonality</p>	<p>Personal Development Skills</p> <p>Sleep: I can recognise that the amount of sleep I get can change how I feel.</p> <p>Hygiene: I can explain why hand washing is important and tell you how best to wash your hands.</p> <p>Physical: I can give some examples of a healthy lunch.</p>



		Mental health: I can give examples of a range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and when someone might experience them. Choices: I can tell you about a choice I can make that will keep me healthy.
	Learning Journey Question for Assessment	What is important to me?
	Unit 4	
	Keeping safe and managing risk	
	Children can keep themselves and others safe online and in real life.	
	Why this? For most people the internet is an integral part of life and has many benefits. So they can make a clear and efficient call to emergency services if necessary and know concepts of basic first-aid	
	Why now? With two weeks off over Easter children need to know the benefits of balancing time spent on and offline.	
	Substantive Knowledge	Personal Development Skills
	Why social media, some computer games and online gaming, for example, are age restricted. -Green cross code Laws on trespassing and use of fireworks -Recovery position Cuts- pressure on wound (bandages.) Head injuries (SJA website has lesson plans) Phoning 999	Risks: I can give examples of risky situations and what can make them less risky. Online safety: I can give examples of positive or negative online experiences. Getting help: I can name 5 trusted adults I could talk to if I am feeling worried or unsafe. Bullying: I can explain the difference between unkind behaviour and bullying. Emergency: I can recall my full name and address.
	Learning Journey Question for Assessment	What is a hero?
Unit 5		



<p align="center"><u>Careers, financial capability and economic wellbeing</u></p> <p align="center">They can talk about a range of jobs, and explain how they will develop skills to work in the future.</p>	
<p>Why this?</p> <p>Helping them build a range of skills that will help them become a successful adult</p> <p>Why now?</p> <p>Build on their knowledge of rights and managing risks</p>	
<p>Substantive Knowledge</p> <p>Products banks offer</p> <p>Interest</p> <p>Enterprise</p> <p>1.a project or undertaking, especially a bold or complex one.</p> <p>2.a business or company.</p> <p>Different levels of pay in jobs vs skills needed or tasks (get paid a lot for a really boring job or get paid less for a fun job that you love)</p>	<p>Personal Development Skills</p> <p>Environment: I can give examples of things that impact on the environment.</p> <p>Money: I know money is a limited resource and we have choices to make about how to spend it.</p>
<p>Learning Journey Question for Assessment</p>	<p>Would you rather be happy and poor or unhappy and rich?</p>
<p align="center">Unit 6</p>	
<p align="center"><u>Relationship and sex education:</u></p> <p align="center">They can discuss some of the bodily and emotional changes at puberty.</p>	
<p>Why this?</p> <p>Children need to know key facts about puberty and the changing adolescent body</p> <p>Why now?</p>	



	While 11 is the average age of puberty come children can start it as early as 8.	
	Substantive Knowledge	Personal Development Skills
	<p>Different stages of the life. Baby, toddler child, teen, adult, elder</p> <p>Changes in puberty</p> <p>Getting taller, body hair, sweating</p>	<p>Assertiveness: I can give an example of how to say 'no' to someone without being aggressive, mean or unkind.</p> <p>Puberty: I can give some examples of how people change as they grow up.</p> <p>Self-esteem: I can say good things about me.</p> <p>Differences: I can say some ways that people are different besides how you look.</p> <p>Empathy: I can name something that shows me a person is feeling worried just by their body language.</p> <p>Listening: I can show active listening skills.</p> <p>Relationships: I can give some examples of how to be positive and welcoming towards others.</p> <p>Boundaries: I can respect other people's personal space.</p>
	Learning Journey Question for Assessment	Are you the same as you were last year?



Year	Unit 1	
Year 5	<u>Physical health and wellbeing</u>	
	Children continue to explore what influences their choices and learn to navigate adverts and online influences	
	Why this? Preparing them for adult/teen life where the media plays a large role in influencing choices. Social media linking to self-esteem issues in young adults.	
	Why now? Moving on from year 4 and 3 upper KS2 start to look at how the media can influence them. In upper KS2 more likely to be seeing social media and watching things independently	
	Substantive Knowledge	Personal Development Skills
	Food adverts- types, audiences, language, how are they shared? role models – family, friends, celebrities click bait/fake news https://www.theguardian.com/newswise	Critical thinking: I can explain how reports (TV, newspapers or websites) can give messages that might influence how people think about things. Tackling prejudice: I know appropriate ways to challenge prejudice behaviour. Risks: I can give some examples of people or things that might influence someone to take risks. (e.g. friends, peers, media, celebrities) Online: I can explain some ways of making sure that I keep myself safe when online. Getting help: I can give an example of a secret that should be shared with a trusted adult. Bullying: I can give examples of how I can help someone who is upset or being bullying.
Learning Journey Question for Assessment		What does being famous mean?
Unit 2		
<u>Identity, society and equality</u>		
Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.		



	Why this? Gender stereotypes strike early. From the age of six, children associate traits like 'intelligence' with being a boy and 'niceness' with being a girl.	
	Why now? Follows on from the work done in Aut 1. It is important they know how to read images or moments fairly.	
	Substantive Knowledge Stereotypes are a widely held but fixed and oversimplified image or idea of a particular type of person or thing. - Gender stereotypes Has been banned in uk adverts 2019 (like a girl advert) The UK have 9 protected characteristics, set out in the Equality Act 2010 .	Personal Development Skills Differences: I can say more ways that people are different, including religious and cultural differences. Empathy: I can give examples of body language from a range of different emotions with growing confidence. Listening: I can actively listen and consider how to respond calmly. Relationships: I can explain what to do if a friendship/relationship is making me feel unhappy or uncomfortable. Boundaries: I can explain that people are in charge of their own bodies, and it's not okay to touch them if they don't want you to and vice versa
	Learning Journey Question for Assessment	Is it fair to treat everyone the same?
	Unit 3	
	<u>Keeping safe and managing risk</u> Children can recognise and display respectful behaviour.	
	Why this? So they can consider the effect of their actions (on and off line) on others and know how to recognise and display respectful behaviour. They also need to know what to do / who to contact if a problem arises.	
	Why now? Leads on to internet safety day (usually in Feb)	
	Substantive Knowledge Google online safety lessons	Personal Development Skills Assertive: I know what being assertive means and can give a few examples of ways of being assertive.



	https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/		Rights: I can give an example of some children’s rights and explain how they help me. Risks: I can give some examples of people or things that might influence someone to take risks. (e.g. friends, peers, media, celebrities) Online: I can explain some ways of making sure that I keep myself safe when online. Getting help: I can give an example of a secret that should be shared with a trusted adult. Bullying: I can give examples of how I can help someone who is upset or being bullying. Emergency: I can explain how to make a 999 call and what information is needed..
	Learning Journey Question for Assessment		What do I do when things go wrong?
	Unit 4		
	Mental health and emotional wellbeing		
	They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations.		
	Why this?		
	Mental wellbeing is a normal part of daily life, in the same way as physical health.		
	Why now?		
	Links to Children’s mental health week (usually in Feb)		
	Substantive Knowledge		Personal Development Skills
	a wide range of emotions-happy sad angry scared confused worried (does everyone act the same when they feel the same emotion?) about times of change and how this can make people feel-loss exams fears friends		Mental health: I can give some examples of some simple self- care techniques, (relaxation, time spend with friends and family and the benefits of hobbies) Choices: I can explain the benefits of looking after myself.
Learning Journey Question for Assessment		Is it okay to feel sad?	
Unit 5			



	<u>Drug, alcohol and tobacco education</u>	
	They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.	
	Why this? Children need to know the facts about legal and illegal harmful substances. So they can make their own informed choices as they grow up.	
	Why now? In preparation for the summer where they might spend more time with older children.	
	Substantive Knowledge	Personal Development Skills
	the facts about legal and illegal harmful substances (medicine, cigarettes, alcohol, drugs) - immunisations reasons for taking/using –peers – addiction- image	Risks: I can give some examples of people or things that might influence someone to take risks. (e.g. friends, peers, media, celebrities) Choices: I can explain the benefits of looking after myself. Rule of law: I can give examples of some laws and know what could happens if they are broken.
	Learning Journey Question for Assessment	What influences your choices?
	Unit 6	
	<u>Relationship and sex education</u>	
	They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.	
	Why this? Children need to know key facts about puberty and the changing adolescent body	
	Why now? While 11 is the average age of puberty come children can start it as early as 8.	
	Substantive Knowledge	Personal Development Skills
	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11,	Puberty: I can tell you some of the emotional changes associated with puberty. Differences: I can say more ways that people are different, including religious and cultural differences.



	https://www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/	Empathy: I can give examples of body language from a range of different emotions with growing confidence. Listening: I can actively listen and consider how to respond calmly. Relationships: I can explain what to do if a friendship/relationship is making me feel unhappy or uncomfortable. Boundaries: I can explain that people are in charge of their own bodies, and it's not okay to touch them if they don't want you to and vice versa.
	Learning Journey Question for Assessment	What happens as I grow up?



Year	Unit 1	
Year 6	<u>Identity, society and equality</u>	
	They can describe some of the hardships people face in the world and can demonstrate respect and tolerance towards people different from themselves.	
	Why this? Empower students to defend the rights of refugees and understand how their voice can be used to help others.	
	Why now? By year 6 children should be able to discuss and empathises with others in a mature and sensibly	
	Substantive Knowledge	Personal Development Skills
	about people who have moved to Farnborough from other places, https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/ human rights and the UN Convention on the Rights of the Child focus on homelessness	Tackling prejudice: I can challenge prejudice behaviour. Rule of law: I can give examples of some laws and explain what could happens if they are broken. Self-esteem: I can give examples of ways a person feels about themselves can be affected. (others, social media, celebrities) Resilience: I understand that mistakes happen and can give examples of how to overcome setbacks. Differences: I can say lots of ways that people are different, including religious and cultural differences. Empathy: I can give examples of body language from a range of different emotions. Listening: I can actively listen and consider how to respond calmly.
Learning Journey Question for Assessment		What are human rights?
Unit 2		
<u>Keeping safe and managing risk</u>		
They can make judgements and decisions that will keep them safe. They can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing.		



	<p>Why this?</p> <p>To help them build strategies that will keep them safe outside of school</p> <p>Why now?</p> <p>In preparation for their growing independence and secondary school when these situations will become more likely to occur.</p>	
	<p>Substantive Knowledge</p> <p>about feelings of being out and about in the local area with increasing independence (look at Farnborough- trains, parks, main roads)</p> <p>recognising and responding to peer pressure (choices)</p> <p>the consequences of anti-social behaviour (including gangs and gang related behaviour)</p>	<p>Personal Development Skills</p> <p>Sleep: I can explain my night time routine and suggest healthy changes I could make.</p> <p>Hygiene: I recognise that my washing routine will change during and after puberty and why this is.</p> <p>Physical: I can explain the benefits of physical exercise and time outdoors on mental wellbeing and happiness. I can give examples of how I do this.</p> <p>Mental health: I can give examples of some simple self- care techniques, (relaxation, time spend with friends and family and the benefits of hobbies)</p> <p>Choices: I can explain the benefits of looking after myself both now and in the future.</p> <p>Risks: I can give examples of people or things that might influence someone to take risks. (e.g. friends, peers, media, celebrities)</p> <p>Online: I can explain some ways of making sure that I keep myself safe when online and understand the risks if I don't.</p> <p>Getting help: I can give an example of a secret that should be shared with a trusted adult.</p> <p>Bullying: I can give examples of how I can help someone who is upset or being bullying and explain why this is.</p> <p>Emergency: I can explain how to make a 999 call and what information is needed.</p> <p>Differences: I can say lots of ways that people are different, including religious and cultural differences.</p> <p>Empathy: I can give examples of body language from a range of different emotions.</p> <p>Listening: I can actively listen and consider how to respond calmly.</p>
	<p>Learning Journey Question for Assessment</p>	<p>Is it more important to fit in or stand out?</p>
	<p>Unit 3</p>	



<p align="center"><u>Mental health and emotional wellbeing</u></p> <p align="center">They can identify factors that affect emotional health and well-being.</p>	
<p>Why this?</p> <p>It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Why now?</p> <p>Many children will feel anxious or unsure about their upcoming exams and hopefully these open discussions will help them overcome these. It is very important for children to discuss their feelings with an adult and seek support.</p>	
<p>Substantive Knowledge</p> <p>Mental health problems affect about 1 in 10 children and young people. They include depression, anxiety and conduct disorder, and are often a direct response to what is happening in their lives.</p> <p>how to look after wellbeing – mindfulness, talking, journaling, asking for help, exercise</p> <p>about the stigma and discrimination that can surround mental health</p>	<p>Personal Development Skills</p> <p>Mental health: I can give examples of some simple self-care techniques, (relaxation, time spent with friends and family and the benefits of hobbies)</p> <p>Choices: I can explain the benefits of looking after myself both now and in the future.</p>
<p>Learning Journey Question for Assessment</p>	<p>What is mental health?</p>
<p>Unit 4</p>	
<p align="center"><u>Relationship and sex education</u></p> <p align="center">They can identify positive ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty. They can demonstrate positive and respectful relationships with their peers.</p>	



	Why this? To help them know what healthy relationships look like and what to expect in the next few years as they become teenagers.	
	Why now? In preparation for secondary school children learn about making healthy relationships and have a chance to talk about relationship, puberty and sex in a safe environment with people they trust.	
	Substantive Knowledge	Personal Development Skills
	changes that occur during puberty •what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships (Consent) •about human reproduction in the context of the human lifecycle (conception and pregnancy) •about roles and responsibilities of carers and parents (gender stereotypes)	Getting help: I can give an example of a secret that should be shared with a trusted adult. Bullying: I can give examples of how I can help someone who is upset or being bullied and explain why this is. Emergency: I can explain how to make a 999 call and what information is needed. Empathy: I can give examples of body language from a range of different emotions. Listening: I can actively listen and consider how to respond calmly. Relationships: I can explain what to do is a friendship/relationship if making me feel unhappy or uncomfortable and support others if needed. Boundaries: I can explain that people are in charge of their own bodies, and it's not okay to touch them if they don't want you to and vice versa. Assertive: I can explain what being assertive means and give a few examples of ways of being assertive. Rights: I can give an example of some children's rights and explain how they help me and others. Puberty: I can tell you some of the emotional changes associated with puberty and how people may feel when their bodies change.
	Learning Journey Question for Assessment	What makes a healthy relationship?
	Unit 5	
	<u>Drug, alcohol and tobacco education</u>	
	They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.	
	Why this?	



<p>Children need to know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. So they can make their own informed choices as they grow up.</p> <p>Why now?</p> <p>In preparation for the summer and secondary school when these situations will become more likely to occur.</p>		
Substantive Knowledge		Personal Development Skills
<p>risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</p>		<p>Rule of law: I can give examples of some laws and explain what could happens if they are broken.</p> <p>Risks: I can give examples of people or things that might influence someone to take risks. (e.g. friends, peers, media, celebrities)</p> <p>Online: I can explain some ways of making sure that I keep myself safe when online and understand the risks if I don't.</p> <p>Getting help: I can give an example of a secret that should be shared with a thrusted adult.</p> <p>Bullying: I can give examples of how I can help someone who is upset or being bullying and explain why this is.</p> <p>Emergency: I can explain how to make a 999 call and what information is needed.</p> <p>Physical: I can explain the benefits of physical exercise and time outdoors on mental wellbeing and happiness. I can give examples of how I do this.</p> <p>Mental health: I can give examples of some simple self- care techniques, (relaxation, time spend with friends and family and the benefits of hobbies)</p> <p>Choices: I can explain the benefits of looking after myself both now and in the future.</p>
Learning Journey Question for Assessment		Can the reward justify the risk?