

Personal Development - Progression of Knowledge and Skills 2025-26

Me and my Relationships (Autumn 1)												
EYFS	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:
	Prior Learning: Children will understand the school rules and will be able to make friends with at least one other child.		Prior learning: Children will understand a range of feelings and understanding how to be safe at school.		Prior learning: Children will understand how to respond different feelings and understand the difference between bullying and teasing.		Prior learning: Children will understand rules and consequences. Children will understand how to work collaboratively and how to maintain positive relationships.		Prior learning: Children will know how to express feelings, understand how feelings change and have strategies to deal with uncomfortable situations.		Prior learning: Children will learn about resolving difficult situations, building strong friendships and understanding healthy relationships	
Settle into school	This year is about understanding emotions and that classroom rules help to keep us safe .		This year is about understanding how to respond to other people's feelings and understand the difference between teasing and bullying .		This year is about rules and consequences . Children will understand how to work collaboratively and how to maintain positive relationships .		This year is about expressing feelings, understanding how feelings change and have strategies to deal with uncomfortable situations .		This year is about resolving difficult situations, building strong friendships and understanding healthy relationships .		This year is about be able to demonstrate strategies to maintain healthy relationships , be able to work collaboratively and to understand how actions have consequences .	
Become confident with new people	Classroom rules help everyone to learn and be safe;	Identify a range of feelings.	People have different ways of expressing their feelings.	Be able to use a range of words to describe feelings.	Feelings are normal and a way of dealing with the situation	Explain why we have rules and these will be different for different age groups	There are 'good' and 'not so good' feelings and how feelings can affect our physical state.	Explain how different words can express the intensity of feelings.	The children will learn what collaboration means	Describe the attributes needed to work collaboratively	Explain what is meant by the terms 'negotiation' and 'compromise'.	Demonstrate positive strategies for negotiating and compromising within a collaborative task.
Make new friends and play with more than one child		To recognise how others might be feeling by reading body language/facial expressions.	There are different types of bullying and unkind behaviour.	Identify helpful ways of responding to other's feelings	Friendships provide different qualities	Discuss the consequences of breaking rules		Recognise that different people can have different feelings in the same situation.	Explain what collaboration means and give examples of how they have worked collaboratively;	Describe strategies for resolving difficult issues or situations.	Challenges can arise from friendships.	Suggest positive strategies for negotiating and compromising within a collaborative task.
Learn to share	Understand and explain how our emotions can give a physical reaction in our body	To suggest strategies for someone experiencing 'not so good' feelings to manage these.	Friendship is a special kind of relationship.	Identify situations as to whether they are incidents of teasing or bullying		Define and demonstrate cooperation and collaboration	There are times when they might need to say 'no' to a friend;	Explain what is meant by a 'positive, healthy relationship	Children will learn what is meant by the terms negotiation and compromise.	To give examples of some key qualities of friendship.	Children will learn about peer influence and pressure	Suggest strategies for negotiating and compromising within a collaborative task.
Learn how to resolve conflict		To give and receive positive feedback, and experience how this makes them feel.		Understand and describe strategies for dealing with bullying	There are different strategies that can be used to solve conflicts	Identify people who they have a special relationship with		Describe appropriate assertive strategies for saying 'no' to a friend.	Children will be able demonstrate how to respond to a wide range of feelings in others.	Reflect on their own friendship qualities.	Children will learn the different consequences of reacting to others in a positive or negative way	Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
Have a go at new things	People's bodies and feelings can be hurt	To suggest ways of dealing with different kinds of hurt.		Understand that bullying and unkind behaviour are both unacceptable ways of behaving		Suggest strategies for maintaining a positive relationship with their special people		Recognise that their feelings might change towards someone or something once they have further information		Identify characteristics of passive, aggressive and assertive behaviours;	Children will learn about marriage and understand that everyone has the right to be free to choose who and whether to marry.	Recognise basic emotional needs and understand that they change according to circumstance.
Learn how to take care of their own needs e.g. toileting, taking jumper of and putting coat on	Listening skills are important	To suggest simple strategies for resolving conflict situations		Explain where someone could get help if they were being upset by someone else's behaviour	No-one has the right to force them to do a dare	Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare	Children will learn the different strategies to respond to being bullied, including what people can do and say;	Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from	Some relationships can be unhealthy	Understand that online communication can be misinterpreted.	Some inappropriate touch is illegal.	Recognise that some types of physical contact can produce strong negative feelings.
Understand school rules									Identify who they could talk to if they needed help.	Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	Children will learn the strategies for keeping personal information safe online.	Describe safe and respectful behaviours when using communication technology.
Understand their emotions and the emotions of others									Recognise basic emotional needs, understand that they change according to circumstances			
Listen and follow 2 step instructions												
	Future Learning: Children will learn how to respond to other people's feelings and understand the difference between teasing and bullying.		Future Learning: Children will be learning about rules and consequences. Children will understand how to work collaboratively and how to maintain positive relationships.		Future Learning: The children will learning about expressing feelings, understanding how feelings change and have strategies to deal with uncomfortable situations		Future Learning: The children will learn about resolving difficult situations, building strong friendships and understanding healthy relationships.		Future Learning: The children will be able to demonstrate strategies to maintain healthy relationships, be able to work collaboratively and to understand how actions have consequences		Future Learning:	
Key vocabulary: friends, play, rules, share, feelings	Key vocabulary: emotions, reaction, conflict		Key vocabulary: respond, unacceptable, expressing,		Key vocabulary: consequences, collaboratively		Key vocabulary: peer pressure,		Key vocabulary: healthy relationship, misinterpret, circumstances		Key vocabulary: influence, legal and illegal	

Valuing Difference (Autumn 2)												
EYFS	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:
	Prior Learning: Children will understand what feelings are at will understand that not everyone is the same or thinks the same.		Prior Learning: Children will understand that not everyone is the same and will be able to identify ways we are different.		Prior Learning: Children will understand that the way we act and the words we use can impact how someone feels.		Prior Learning: Children will understand that not all families are the same.		Prior Learning: Children will understand that not all relationships are the same.		Prior Learning: Children will understand what is meant by discrimination.	
Children in EYFS will learn how to:	This year is about identifying similarities and differences between people and understanding that it is okay to be different.		This year is about understanding that the way we behave can impact how others feel.		This year is about understanding that not all families are the same.		This year is about understanding that not all relationships are the same and that we have different relationships with different people.		This year is about taking a closer look at friendships and starting to understand what is meant by discrimination and injustice.		This year is about understanding the difference between a friend and an acquaintance and how discrimination links to disrespect of differences.	
Think about the perspectives of others	Identify the differences and similarities between people	Bullying is usually quite rare.	Identify some of the physical and non-physical differences and similarities between people	There are active listening techniques (making eye contact, nodding head, making positive noises, not being distracted)	There are many different types of family	Use respectful language Challenge another's viewpoint respectfully	We have different types of relationships with people we know	Recognise potential consequences of aggressive behaviour	Qualities of friendship	Make a friendship last	There is a difference between a friend and an acquaintance and explain what it is	Recognise qualities of a strong, positive relationship
Express their feelings and consider the feelings of others	Empathise with those who are different from them	There is a difference between unkindness, teasing and bullying	Know and use words and phrases that show respect for other people		What is meant by the term 'adoption', 'fostering', and 'same-sex relationships'		Features of these different relationships	Appreciate their own uniqueness	Discriminatory behaviour can be challenged	Explain why friendship sometimes ends Describe discrimination and injustice, using examples	Bullying and discriminatory behaviour can result from disrespect of people's differences	Show respect to others
Identify and moderate their own feelings socially and emotionally	Begin to appreciate the positive aspects of these differences	There are special people in their lives	Recognise and explain how a person's behaviour can affect other people	There words impact on other people's feelings	Repeated name calling is a form of bullying	Deal with name calling (including talking to a trusted adult)				Empathise with people who have been and currently are subjected to injustice, including through racism		Describe positive attributes of their peers
Future Learning:	Future Learning: Understand that words and phrases can be used to show respect and how our behaviour can impact another person.		Future Learning: use their knowledge of similarities and differences to find out about different types of families.		Future Learning: Use their knowledge of different families to learn that not all relationships are the same.		Future Learning: Children will use the knowledge they have learnt so far to learn about discrimination.		Future Learning: Children will deepen their knowledge of discrimination and understand the difference between an acquaintance and a friend.		Future Learning: Deepening knowledge of equality into KS3	
Key vocabulary: emotion,	Key vocabulary: viewpoint, identity		Key vocabulary: respect, impact, strategies		Key vocabulary: family, fostering, adoption, same sex, perspective		Key vocabulary: features, consequences, equal		Key vocabulary: discriminatory		Key vocabulary: acquaintance	

Keeping Myself Safe (Spring 1)												
EYFS	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:
	Prior Learning: Children will have learnt about keeping active and how to move their body.		Prior Learning: Children will have learnt about the role of sleep and exercise in order to be healthy.		Prior Learning: Children will understand what facial expressions are and how medicine can be used in a helpful way.		Prior Learning: Children will understand that medicine can be used in a positive and negative way.		Prior Learning: Children will understand about risks and dangers and making choices.		Prior Learning: Children will understand about norms and misconceptions around drugs and smoking.	
Build constructive and respectful relationships	This year is about understanding the <u>importance of exercise and sleep.</u>		This year is about understanding that <u>medicine</u> can help when people are unwell and that <u>facial expressions</u> can help us understand <u>how people feel.</u>		This year is about looking at how <u>medicine</u> can sometimes be used in a <u>harmful way</u> and how to <u>stay safe online.</u>		This year is about <u>defining risks</u> and <u>dangers</u> and how we can make <u>choices for our health.</u>		This year is about looking at <u>norms around smoking and drinking</u> and the misconceptions.		This year is about <u>addiction</u> and the <u>legal rules on drugs.</u>	
Show resilience and perseverance in the face of challenge	exercise and sleep are important parts of a healthy lifestyle	Identify simple bedtime routines that promote healthy sleep.	There are different medicines can sometimes make people feel better when they're ill	Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell	There are potential risks associated with browsing online	Suggest strategies for keeping safe	Define 'Danger', 'Risk' and 'Hazard' and know the difference between them	Identify images that are safe and unsafe to share online	The difference between online and face-to-face bullying	Explain what a habit is and give examples	How to keep personal information safe online	How a risk can be reduced
See themselves as a valuable individual	exercise and sleep are important parts of a healthy lifestyle	Recognise emotions and physical feelings associated with feeling unsafe	body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;	Explain simple issues of safety and responsibility about medicines and their use	Medicines are drugs and suggest ways that they can be helpful or harmful	Identify situations which are safe or unsafe	Increasing numbers of young people are choosing not to drink or smoke	Explain how different people in the school and community help them stay safe and healthy	Responsible and respectable behaviour is necessary when interacting with others online and face-to-face	Describe how and why a habit can be hard to change	What is meant by addiction and that addiction is a form of behaviour	Assess a risk to keep themselves safe
	sleep is important in maintaining a healthy, balanced lifestyle	Recognise people who can help them when they feel unsafe	There are people they can talk to if someone touches them in a way that makes them feel uncomfortable	Suggest actions for dealing with unsafe situations including who they could ask for help	There are strategies to manage online safety	Define the words danger and risk and explain the difference between the two	Understand some of the risks of drinking and smoking		The norms around smoking and drinking and the reasons for misperceptions of these	Suggest what someone should do when faced with a risky situation	All humans have basic emotional needs and how these can be met	How to keep their information safe online
	That medicines can sometimes make people feel better when they're ill	Recognise the range of feelings that are associated with loss	It is important of telling someone they trust about a secret which makes them feel unsafe or uncomfortable	Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe		Demonstrate strategies for dealing with a risky situation	We can be influenced both positively and negatively		All medicines are drugs but not all drugs are medicines	Identify factors in a given situation (smoking or drinking) and consider outcomes of risks (including emotional)	It is illegal to create and share sexual images of children under 18 years old	
	That they have the right to say "no" to unwanted touch	Explain simple issues of safety and responsibility about medicines and their use		Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable		Identify risk factors in given situations	Medicines are drugs				People can feel pressured to behave in a certain way because of the influence of their peer group	
		Name and know which parts should be private		Identify safe secrets (including surprises) and unsafe secrets		Suggest ways of reducing or managing those risks	Consequences of behaving in an unacceptable, unhealthy or risky way					
						Identify some key risks from and effects of cigarettes and alcohol						
						Evaluate the validity of statements relating to online safety						
Future Learning:	Future Learning: Children will learn how medicine can help them if they are unwell.		Future Learning: Children will learn about how medicine can be used in a negative way		Future Learning: Children will learn about risks and dangers and how to make a choice		Future Learning: Children will learn about misconceptions around drug use.		Future Learning: Children will learn about addiction and the legal rules on drugs.		Future Learning: Linking into biology and drug use in KS3	
Key Vocabulary:	Key Vocabulary: balanced maintaining		Key Vocabulary: expression facial		Key Vocabulary: medicines harmful		Key Vocabulary: risk danger positive negative consequence		Key Vocabulary: norms misconceptions		Key Vocabulary: addiction pressured influence	

Rights and Responsibilities (Spring 2)												
EYFS	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	

	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:
	Prior Learning: Children will have explored coins and shops through continuous provision.		Prior Learning: Children will understand how to keep money safe.		Prior Learning: Children will understand that money can be saved for the future.		Prior Learning: Children will understand that money can be made through an income.		Prior Learning: Children will understand what responsibilities and rules people must follow.		Prior Learning: Children will understand the wider responsibilities of groups like a council.	
Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge (ELG) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG) Explain the reasons for rules, know right from wrong and try to behave accordingly	This year is about keeping money safe .		This year is about how money can be saved and you can plan for the future .		This year is about the difference between fact and opinion and how people can earn money		This year is about rules and responsibilities and what we mean by them.		This year is about local councils and the wider influence people have.		This year is about opinions and bias and how different groups make up a community .	
	A regular hygiene routine is important	Sequence personal hygiene routines into a logical order	people have choices about what they do with their money	Describe and record strategies for getting on with others in the classroom	There is a difference between fact and opinion	Define what a volunteer is	The reasons we have rules	They can contribute to the decision making process in school (school council/pupil voice...)	Some areas local councils have responsibilities for	We need to think critically about the things we read	Keywords: fact, opinion, biased, unbiased, and the difference between them	Understand why people don't tell the truth and often post the good bits about themselves online
	There are safe places to keep money	Identify what they like about the school environment	that money can be saved for a use at a future time	Explain, and be able to use, strategies for dealing with impulsive behaviour	Understand the terms 'income', 'saving' and 'spending'	Recognise some of the reasons why people volunteer including mental health and wellbeing benefits to those who volunteer	They can play a role in influencing the outcome of situations by their actions	People are different to each other	Local councillors are elected	The benefits of living in a diverse society	The legal age for social media accounts and the reasons behind them	Living in a diverse society can be beneficial
	Different notes and coins have different monetary value	Recognise who cares for and looks after the school environment	that money can be saved for a use at a future time	Know when to ask for help	That people earn their income through their jobs	Suggest ways they can help these people	Some rights and responsibilities which come with these		The difference between fact and opinion		People's lives are much more balanced in real life, with positives and negatives	
		Demonstrate responsibility in looking after something (e.g. a class pet or plant)	money can be spent on items which are essential or non-essential	Explain how they might feel when they spend money on different things	The amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)	Identify key people who are responsible for them to stay safe and healthy			What bias is in reporting		Different groups that make up our community	
		Understand the concept of 'saving money'	money can be saved for a future time and understand the reasons why people (including themselves) might do this	Recognise that they all have a responsibility for helping to look after the school environment		Define what is meant by the environment			Different groups that make up our community		What prejudice means	
		Explain the importance of looking after things that belong to themselves or to others										
		Explain where people get money from										
Future Learning: Children will look at how they can keep money safe.	Future Learning: Children will learn how to save money.		Future Learning: Children will learn how to earn money		Future Learning: Children will learn how rules and responsibilities are important.		Future Learning: Children will learn that councils have a wider responsibility.		Future Learning: Children will learn that different groups in the community influence people.		Future Learning: Children will learn about the influence of wider groups.	
Key Vocabulary: money coins	Key Vocabulary: monetary value		Key Vocabulary: save essential		Key Vocabulary: income skill		Key Vocabulary: responsibility rules influence		Key Vocabulary: council councillors community		Key Vocabulary: bias unbiased	

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	Prior Learning: Children will understand about their own body and its needs.		Prior Learning: Children will understand that parts of the body are private.		Prior Learning: Children will understand that everyone's bodies are different.		Prior Learning: Children will understand how we feel when we loose something.		Prior Learning: Children will understand how to deal with change.		Prior Learning: Children will understand about the importance of healthy relationships.	
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly 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	This year is about knowing certain <u>parts of the body are private.</u>		This year is about <u>genitals</u> and how <u>everyone is different.</u>		This year is about how we might feel when we <u>loose something important.</u>		This year is about <u>coping with change and understanding consent</u>		This year is about <u>resilience</u> and how we can <u>promote healthy friendships.</u>		This year is about <u>puberty</u> and <u>reproduction.</u>	
	Parts of the body are private There are ways that we can keep things private	Name major internal body parts Explain the simple bodily processes associated with them Understand some of the tasks required to look after a baby how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding Know they could do as a baby, a toddler and can do now Identify the people who help/helped them at those different stages Identify situations as being secrets or surprises	a person's genitals help them to make babies when they are grown up; humans mostly have the same body parts but that they can look different from person to person You are not allowed to touch someone's private belongings without their permission	Demonstrate simple ways of giving positive feedback to others Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to Identify different stages of growth Identify which parts of the human body are private Explain what privacy means	The feelings someone might have when they lose something important to them These feelings are normal and a way of dealing with the situation Explain why some groups of people are not represented as much on television/in the media	Recognise their own skills and those of other children in the class Identify their achievements and areas of development Recognise that people may say kind things to help us feel good about ourselves	How important friendships are in making us feel happy and secure, and how people choose and make friends. Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Names of some positive and negative feelings Parts of the body that males and females have in common	That people sometimes behave differently online, including by pretending to be someone they are not.	How to develop resilience The difference between acceptable and unacceptable touch How to manage feelings of loss or change Name the genitals and internal organs related to puberty Healthy friendships are positive and include mutual respect and support with problems or difficulties Sometimes you need to ask for help to resolve situations Some secrets are unsafe and who to speak to Correct terminology for genitalia Why puberty happens Periods are a normal part of puberty for girls	Find appropriate support and help Recognise what is safe and unsafe Talk about my body using scientific language The onset of puberty can have emotional as well as physical impact	Define the word 'puberty' Suggest strategies to help someone who feels challenged by the changes in puberty Where to get support about their own or another's safety Define stereotype People fall into a wide range of what is seen as normal A variety of ways in which sperm can fertilise the egg to create a baby The legal age of consent and what it means	To deal with change positively Media can sometimes reinforce gender stereotypes
Future Learning: Children will learn about private body parts.	Future Learning: Children will learn that genitals can be different.		Future Learning: Children will learn that we feel different ways when we loose something important.		Future Learning: Children will learn how to cope with change.		Future Learning: Children will learn how to deal with change.		Future Learning: Children will learn about puberty and reproduction.		Future Learning: Children will learn in more depth about reproduction and puberty.	
Key Vocabulary: clean	Key Vocabulary: private toddler		Key Vocabulary: genitals vagina penis scrotum		Key Vocabulary: situations grief		Key Vocabulary: change consent genitals		Key Vocabulary: resilience genital circumcised		Key Vocabulary: puberty reproduction	

My Happy Mind Curriculum Map

<u>Year</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Pre-School</u>						
<u>Year R</u>						Private Body Parts
<u>Year 1</u>	Meet Your Brain Showing Respectful and Managing Hurtful Behaviour	Celebrate Healthy Lifestyles	Appreciate Families and Close Positive Relationships	Relate Shared Responsibilities	Engage Communities	Private Body Parts Ourselves, Growing and Changing – transition
<u>Year 2</u>	Meet Your Brain Keeping Safe	Celebrate Friendships	Appreciate Media Literacy and Digital Resilience	Relate	Engage Safe Relationships	Economic Wellbeing Ourselves, Growing and Changing – transition Private Body Parts
<u>Year 3</u>	Meet Your Brain	Celebrate Friendships	Appreciate Healthy Lifestyles	Relate Families and Close Positive Relationships	Engage Communities Shared Responsibilities	RSE Ourselves, Growing and Changing – transition & grief
<u>Year 4</u>	Meet Your Brain Showing Respectful and Managing Hurtful Behaviour	Celebrate Media Literacy and Digital Resilience	Appreciate First Aid	Relate Safe Relationships	Engage Keeping Safe	RSE Economic Wellbeing Ourselves, Growing and Changing – transition
<u>Year 5</u>	Meet Your Brain Friendships	Celebrate	Appreciate Healthy Lifestyles	Relate Families and Close Positive Relationships	Engage Economic Wellbeing	RSE Ourselves, Growing and Changing – transition & grief
<u>Year 6</u>	Meet Your Brain Shared Responsibilities Showing Respectful and Managing Hurtful Behaviour	Celebrate Communities	Appreciate Drugs, Alcohol and Tobacco Digital Literacy	Relate First Aid Safe Relationships	Engage Be Your Best	RSE Y6 Transition Programme

Key:

My Happy Mind My Happy Mind + Barncroft RSE