Personal Development Long Term Plan

Together we love, learn and flourish

'Let all you do be done with love' 1 Corinthians 16:14

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 Forest school weekly	Super Me How I feel Look what I can do!		My Body Being Safe Positive Relationships		Working together Reach for the stars Me and My world	
Class 2 – A	Be Yourself	Safety First	Year 2 Forest school TEAM **1**	Year 1 Forest school TEAM **2**	Diverse Britain	One World
Class 2 – B	VIPs Digital Wellbeing x 3	Think Positive	Y1 discrete learning It's My Body	Y2 discrete learning Growing Up	Money Matters Digital Wellbeing x 3	Aiming High
Class 3 – A	Year 4 Forest school TEAM **1**	Year 3 Forest school TEAM **2**	Diverse Britain	Safety First	Be Yourself	One World
Class 3 – B	Y3 discrete learning It's My Body	Y4 discrete learning Growing Up	Money Matters Digital Wellbeing x 3	Think Positive	VIPs Digital Wellbeing x 3	Aiming High
Class 4 – A	Be Yourself	Safety First	Diverse Britain	One World	Year 6 Forest school TEAM **1**	Year 5 Forest school TEAM 2
Class 4 – B	VIPs Digital Wellbeing **X 3**	Think Positive	Money Matters Digital Wellbeing **X 3**	Aiming High	Y5 discrete learning It's My Body	Y6 discrete learning Growing Up

RELATIONSHIPS

	KS1	LKS2	UKS2
TEAM Together Everyone Achieves More) *TAUGHT THROUGH FOREST SCHOOL SESSIONS*	**The core value of this unit is belonging. It focuses on the rules of our class, school and community and how a positive learning environment creates success for all.** • talk about the different teams they belong to; • describe how we can listen to others; • list some ways we can show kindness to others; • provide examples of friendly joking, teasing and bullying behaviours; • identify helpful and not-so-helpful thoughts; • talk about different choices we can make within our team.	**This unit explores challenges that come with a new class, new school or new year group and ways we can manage these. It introduces ways we can work through conflict within out teams and promotes discussion of feelings and emotions.** • talk about changes people may go through and what feelings or emotions these changes may bring; • list some helpful behaviours that support teamwork; • understand how different behaviours affect the whole team; • talk about different emotions our teammates may experience; • discuss ways we can resolve disputes within a team; • talk about how fulfilling our responsibilities benefits our team.	**This unit builds on the importance of belonging and feeling secure in our various teams and communities by considering the positive qualities of a team. We will explore how to disagree respectfully and how to communicate effectively as well as how to collaborate and compromise. This also reflects on how we manage and deal with bullying and unkind behaviour.** • talk about qualities and attributes of teams they identify as successful; • talk about the importance of respectful communication; • explain what it means to compromise and collaborate; • describe ways we can care for people in our team; • list examples of unkind behaviour and talk about what we can do to help; • talk about different responsibilities we have to help the team function well.
VIPS	**The unit focuses on how we can nurture and develop positive and healthy relationships with the very important people in our lives. We will explore who these special people may be and how they can be different for everyone. We will develop strategies for resolving issues as they arise and getting help when we need it.** • explain who the special people in their lives are; • talk about the importance of families; • describe what makes someone a good friend; • know how to resolve an argument in a positive way; • know the skills involved in successful cooperation; • identify a way to show others that they care	**This unit focuses on special people in our lives whom we call friends. It explores how friendships are formed and maintained and what qualities are important in a friend. We will also discuss disputes, bullying and strategies to manage each of these.** • talk about ways we can show respect to our VIPs both online and offline; • talk about different ways to make new friends; • talk about ways we can tell whether a relationship is healthy or unhealthy; • describe positive resolutions we can use to solve a dispute in a friendship; • list different forms of bullying and suggest effects of these; • identify people and organisations who can offer support if we or someone we know is being bullied.	**This unit continues to build on and help children to understand the close relationships which we are a part of, particularly focusing on family and friends exploring; conflicts and resolutions, secrets and dares, healthy and unhealthy relationships.** • share ideas for ways we can care for our VIPs; • identify some aspects of healthy and unhealthy relationships; • discuss a range of calming techniques with support; • discuss ways to handle a disagreement with support; • explain ways to resist pressure with support; • identify which secrets are OK to keep and which need to be shared with support; • list factors that might show a relationship is unhealthy.

RELATIONSHIPS

	KS1	LKS2	UKS2
Be yourself	**This unit is inspired by the idea that being comfortable and confident with yourself can support positive mental health and wellbeing. We explore our positive qualities and our individuality. We discuss the different feelings people experience and consider strategies for managing uncomfortable emotions.** • identify their own special traits and qualities; • identify and name common feelings; • select times and situations that make them feel happy; • talk about what makes them feel unhappy or cross; • explain how change and loss make them feel; • understand the importance of sharing their thoughts and feelings	**This unit continues to promote a positive sense of self, building on the foundations laid in KS1. It explores strategies for managing uncomfortable situations and being assertive when needed while maintaining respectful relationships. It considers the role of the media in promoting a particular image and supports children to view these more analytically.** • List some of their achievements and say why they are proud of them; • identify facial expressions associated with different feelings; • describe some strategies that they could use to help them cope with uncomfortable feelings; • suggest assertive solutions to scenarios; • explain that the messages they receive from the media about how they should look, think and behave are not always realistic; • suggest ways to make things right after a mistake has been made; • explain that mistakes help them to learn and grow.	**This unit continues to celebrate children's individuality and promotes the idea that we are all unique. We will look at how making positive choices can help us to do the right thing and how we can manage uncomfortable feelings and peer pressure.** • discuss scenarios where children are torn between 'fitting in' and being true to themselves; • explain how to communicate their feelings in different situations; • discuss different ways to manage uncomfortable feelings; • discuss which situations would make people fight or flee and why; • create resolutions to different tricky situations; • identify the feelings involved in making a mistake and understand how to make amends.
Digital Wellbeing	**In this unit we will explore how to use the internet safely and responsibly. We consider the many ways the internet helps us and the importance of balancing our online and offline activities in a healthy way. We will consider risks that we may face on the internet and how to manage these as well as the fact that not everything we see on the internet is true.** • identify ways we use the Internet; • talk about different activities they like to do both online and offline; • discuss some of the risks that are present when we go online; • explain how to get help if anything online frightens them; • give examples of personal information and understand that we keep it private; • talk about ways people communicate online and explain what to do if something they see worries them; • understand that not everything we see on the Internet is true.	**We will continue to explore safe, responsible use of the internet. We will look at online relationships including cyberbullying, online stranger danger and social media interactions that may create peer pressure. We will consider privacy issues such as passwords, personal information and sharing or forwarding videos or content and how we can manage these responsibly.** • identify some positives and negatives of the Internet; • explain what to do if they experience or see bullying online; • explain ways to communicate safely online and identify ways to get support if they do not feel safe; • assess the reliability of online information; • explain what personal information includes; • know why we shouldn't share passwords and private information; • explain why we have rules and restrictions around the technology we use.	**We will consider how to look after our wellbeing whe using technologies. We will consider risks and look at strategies for using the internet safely and responsibly. This includes understanding what healthy and positive online communication looks like. We will explore ways we can get help if needed and the importance of doing this if something makes us uncomfortable. We will also explore cyberbullying, social media and fake news.** • identify the benefits and risks of the Internet; • understand it is important to look after their digital wellbeing; • recognise the signs of inappropriate and harmful online relationships; • identify the benefits and risks of social media; • understand that online bullying is wrong and what to do to get help to make it stop; • explain that not all online information is true

HEALTHY LIVING

	KS1	LKS2	UKS2
Safety First	**We will learn about dangers and how to keep ourselves safe by making informed decisions. Lessons focus on staying safe outside, in the home, online and around strangers.** • identify some everyday dangers; • understand some basic rules that help keep people safe; • know what to do if they feel in danger; • identify some dangers in the home; • identify some dangers outside; • identify which information they should never share on the Internet; • know that their private body parts are private; • recall the number to call in an emergency; • list some people who can help them stay safe	**We will explore ways we can take more responsibility for our own safety as we grow up. We will discuss decisions we can make to help protect ourselves and strategies for dealing with peer pressure. We will consider everyday hazards, risks and dangers and how to manage these. We will consider safety around rail, water, road, substances.** • identify and discuss some school rules for staying safe and healthy; • list some of the dangers we face when we are using roads, water or railways; • describe drugs, cigarettes and alcohol in basic terms; • identify some common injuries and know they can be treated with first aid; • recognise hazards and dangers in an emergency situation; • state 999 as the number to call to seek help in an emergency	**We will continue to look at various risks, hazards and dangers both inside and outside the home. This time the unit will develop understanding by considering how we can take responsibility for our own safety and how to make informed, responsible decisions which keep us safe.** • describe what a dare is and identify situations involving peer pressure; • know when to seek help in risky or dangerous situations; • identify and discuss some school rules for staying safe and healthy; • recall the number to dial in an emergency; • list some of the hazards they might find at home; • understand some substances at home can be dangerous; • list some of the dangers we face when we are around roads, railways or water; • know the key points of the firework code
It's my body	**The messages of choice and consent are core to this unit. We will learn about how we can take care of our bodies and make safe choices. Themes include; sleep and exercise, diet, cleanliness and substances.** • explain how much sleep they need; discuss why exercise is good for them; • understand they can choose what happens to their bodies; • list healthy snacks; • know to ask a trusted adult if uncertain about whether something is safe to eat or drink; • demonstrate hygienic ways to look after their bodies	**Building on the foundations from the KS1 unit, we will explore the different strategies which help us to take care of ourselves regarding cleanliness, sleep and exercise, diet and substances.** • understand the importance of sleep, exercise and healthy eating; • discuss what happens to muscles when we exercise them; • understand they can choose what happens to their body and know when a 'secret' should be shared; • explain that too much sugar is bad for health; • know the difference between medicine and harmful drugs and chemicals; • explain how germs travel and spread disease; • identify ways to protect their bodies from ill health.	**The unit builds on the ways we can take care of our bodies and explores consent and autonomy. We will learn about body image, stereotypes and substances which can be harmful to our bodies. We will also discuss pressures we may face, where these pressures may come from and ways we can resist them.** • understand that they can choose what happens to their own bodies; • know where and how to get help if they are worried; • understand the importance of sleep, exercise and healthy eating; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; • identify positive aspects about themselves; • discuss the choices related to health that they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'; • identify ways to protect their bodies from ill health

HEALTHY LIVING

	KS1	LKS2	UKS2
Think Positive	**Children will be supported to adopt a positive outlook and explore the benefits of this. Developing understanding of thoughts and feelings, ways to express emotions and cope with uncomfortable feelings, gratitude and mindfulness.** • identify and discuss feelings and emotions, using simple terms; • describe things that make them feel happy and unhappy; • understand that they have a choice about how to react to things that happen; • talk about personal achievements and goals; • describe difficult feelings and what might cause these feelings; • discuss things for which they are thankful; • focus on an activity, remaining calm and still.	**Children will build on the foundations of positive thinking covered in KS1. They will develop strategies to understand our feelings, cope with and manage difficult emotions, learn how to support feelings of calm, develop growth mindset, practise mindfulness and take responsibility for our decisions.** • understand that it is important to look after our mental health; • recognise and describe a range of comfortable and uncomfortable emotions; • discuss changes people may experience in their lives and how they might make them feel; • talk about things that make them happy and help them to stay calm; • identify uncomfortable emotions and what can cause them; • discuss the characteristics of a good learner.	**Children will further develop their confidence in discussing their thoughts, feelings and behaviours. Using distancing techniques, we will promote discussion of scenarios and consider how people's thoughts may affect how they feel and behave. We will explore strategies that can help us to manage uncomfortable feelings and help us to build positive thinking and resilience.** • talk about their thoughts, feelings and behaviours; • identify unhelpful and helpful thoughts; • suggest outcomes linked to certain thoughts, feelings and actions; • discuss ways in which positive thinking can be beneficial; • identify and discuss uncomfortable emotions; • identify common choices we have to make in life; • use basic mindfulness techniques, when guided; • describe what makes a good learner.
Growing Up	**Children will learn about how we change physically and emotionally as we grow. We will explore how we show respect to our own and others' bodies and what consent means. We learn about stereotypes and different types of families as well as how changes around us affect our emotions.** • talk about their own likes and dislikes; • understand that different people like different things; • understand that girls and boys can like different things, or the same things; • describe how they have changed since they were a baby; • understand that peoples' needs change as they grow older; • talk about things they would like to do when they are older; • discuss some changes that people might go through in life; • talk about their family and ask others questions about their family.	**Building on KS1 children will learn about different parts of the male and female bodies and the part they play in the reproductive process. We will explore how we change physically and emotionally as we grow and consider relationships and families.** • name the main male and female body parts • Know that puberty is a time when our bodies grow and change • describe some of the changes boys go through during puberty; • describe some of the changes girls go through during puberty; • describe some feelings young people might experience as they grow up; • talk about their own family and the relationships within it; • understand that there are many different types of family; • identify similarities and differences in different loving relationships; • identify someone they could talk to about their changing body should they need to.	**Children will build their knowledge of how we grow and change both physically and emotionally. We explore the different types of relationships that people have, discuss sexual relationships as well as the journey from conception to birth in human reproduction. We will also explore what it means to have a positive body image.** • name physical changes young people will experience during puberty; • describe emotional changes young people might experience during puberty; • appreciate that there is no such thing as a perfect body; • list things that all loving relationships have in common; • explain what a sexual relationship is; • explain how babies are conceived and how they are born; • identify someone they could talk to about their changing body, should they need to **SEX ED: Medway RSE modules**

LIVING IN THE WIDER WORLD

	KS1	LKS2	UKS2
Aiming High	**Children will discuss having high aspirations, celebrating our strengths and how having a positive attitude to learning can help us achieve. Children will have the chance to share their aspirations for the future if they would like to, discuss the importance of equal opportunities and consider difficulties caused by stereotyping.** • discuss their star qualities; • identify what a positive learning attitude is; • talk about jobs they can do when they grow up; • discuss what skills and interests are needed for different jobs; • talk about hopes they have for the future; • discuss what they are looking forward to about next year.	**Children will look at the attitudes that help us to succeed and explore how a growth mindset can improve learning outcomes. We will think a little bit about resilience and how we can break down aims to set ourselves short, medium and long term targets and to achieve our goals.** • discuss their personal achievements and skills; • identify what a positive learning attitude is; • talk about a range of jobs that people do; • discuss what skills and interests are needed for different jobs; • talk about jobs they might like to do in the future; • discuss what skills they might need to do certain jobs.	**In the context of achievements, aspirations and opportunities, children will have the chance to explore their own preferred learning style and consider what helps them to succeed. We will consider obstacles and barriers people face when learning and how we can work to overcome these. We will discuss what opportunities children have now and what opportunities they will have in the future and will also consider the damaging effects of stereotypes in the world of work.** • discuss their personal achievements and skills; • discuss different learning styles; • identify what a helpful learning attitude is; • talk about the range of jobs that people do; • understand what a stereotype is; • talk about skills employers look for in employees; • work with others in a team; • discuss the skills everyone needs to succeed
One World	**Children will be inspired by the face we can learn from people and their ways of life in different places around the world. Children will explore similarities and differences between their ways of life and that of others, considering families, school, homes. We will also think about how people around the world use their environment and how we can look after our wonderful world.** • talk about special people in their life and say why they are special; • talk about different homes around the world and identify how they are the same as and different from their own; • describe what their school is like; • explain what an environment is; • explain what natural resources are and identify how people use them; • say what they love about the world in which they live and describe how they would feel if these things disappeared.	**Children will focus on the fact that people's opportunities and life experiences differ throughout the world and encourage children to consider how we can have a positive effect on others by being an active global citizen. We will discuss issues such as stereotypes, inequality, climate change and fair trade.** • describe similarities and differences between people's lives; • identify opinions that are different from their own; • express their own opinions; • recognise that their actions impact on people in different countries; • know what climate change is; • know there are organisations working to help people in challenging situations in other communities.	**Inspired by the concept of global citizenship, we will support children to grow as active responsible citizens, considering our wonderful world and how we can positively affect it by the choices we make. Themes will include sustainability, biodiversity, global warming and natural resources.** • explain what a global citizen is; • say what global warming is; • understand that human energy use can harm the environment; • understand the importance of not wasting water; • understand what biodiversity is; • understand that their choices can have far reaching consequences

LIVING IN THE WIDER WORLD

	KS1	LKS2	UKS2
Diverse Britain	**Children will be inspired by the positive effect we can each have on the groups and communities to which we belong. The will discuss communities, being good neighbours and looking after our local environment.** • identify groups and communities that they belong to; • explain how to be a good neighbour; • pick out things that harm and things that help a neighbourhood; • describe what it is like to live in Britain; • identify similarities and differences between British people; • talk about what makes them feel proud of being British.	**Children will be inspired to celebrate the fact that we live in a multicultural, diverse and democratic society. This promotes respect for differences between people and explores British Values.** • describe what it is like to live in Britain; • talk about what democracy is; • talk about what rules and laws are; • talk about what liberty means; • describe a diverse society; • describe what being British means to them.	**Children will understand that Britian represents a wide range of faiths and ethnicities and that the structures within it are there to support all. We will explore how local and national governments work and how we can make a positive contribution to our communities and to wider society.** • talk about the range of faiths and ethnicities in Britain; • explain how and why laws are made; • explain what a community is; • discuss some roles of local government; • describe the basic structure of national government; • talk about the role of charities and voluntary groups in the community
Money Matters	**Children will explore where money comes from and how it can be used. The theme of respect, kindness is central to all learning in this unit as we explore diversity across our society.** • name some jobs they know; • talk about some different payment methods; • list ways people can keep money safe; • talk about one example of personal information; • discuss ways people can keep track of spending; • name items that people might want and ones that they might need; • discuss different emotions people might feel in certain scenarios and how to show kindness and respect.	**Children will review the different payment methods available as well as exploring the advantages of these and how they can be used to pay for things people want and need. Borrowing money is discussed as well as how to make safe choices when spending online. Children will learn about budgeting and the consideration of the effects spending can have on the environment.** • discuss where money comes from; • list four payment methods people can use to pay for items; • give examples of things people want and need; • offer reasons people might need to borrow money; • talk about ways we can keep money safe; • discuss what value for money means; • explain what it means to budget.	**Children will learn about currencies around the world as well as factors that can affect people's spending such as value for money, ethical spending choices and offers or advertisements. Children will continue to learn about budgets and how money can affect people's emotions and the importance of talking to trusted adults if they have any worries or concerns.** • talk about what currencies are; • explain the advantages of some payment methods; • talk about how advertisements and offers may influence people's spending decisions; • discuss how people can make and use a budget; • give examples of ways money can affect people's emotions; • explain the importance of keeping personal information private; • talk about factors which may influence people's career choices.