

**Intent:**

*"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"* (DfE statutory guidance for RSE)

At Banks Road our school vision: 'a home for learning, laughing, caring and trying' and values: 'Be Kind, Be Brave, Be Curious' underpin our intent to provide a developmentally appropriate, inclusive and comprehensive personal development curriculum through which they are encouraged to explore their identities to prepare our children for a rapidly changing world. Through four key strands: understanding me; looking after me; understanding others and groups; and emotional wellbeing we aim to support personal development, foster positive relationships, promote health awareness (mental and physical) and ensure safeguarding to equip our children to future learning and life. Our curriculum is designed to be culturally responsive, recognising and celebrating diversity within our school community.

Disadvantaged/SEND – We aim to provide a curriculum that is relevant and tailored to the unique needs of our disadvantaged/SEND pupils, ensuring they are equipped with the essential skills and knowledge to thrive both within and beyond the school environment. We know our children well and focus on their individual strengths and needs. We have high expectations of our disadvantaged/SEND children and provide tailored support, while maintaining inclusive learning and developing pupil independence.

**Implementation:**

The implementation of our personal development curriculum follows a structured and coherent approach:

1. **Curriculum design.** Our formal curriculum is divided into key themes covering topics such as understanding me, looking after me, understanding others and groups and emotional wellbeing covering relationships, emotional awareness and understanding, health and self-care and safety (both online and in person). Lessons are mapped against the EYFS and National Curriculum requirements and statutory guidance. At Banks Road our carefully considered additional provision including Dementia awareness, British Values and Diversity, Equity, Inclusion and Belonging enhances the personal development of our pupils.
2. **Teaching strategies.** Our personal development programme is taught through a range of age-appropriate activities, discussions, role-play, stories and creative activities in a safe, supportive classroom environment to cater for the diverse learning styles of our pupils. Teachers facilitate a safe environment that encourages open dialogue, communication between children and adults, questions, discussions around personal experiences and critical thinking.
3. **Cross-Curricular links.** RSHE, PSHE and PSED are woven through the broader curriculum and wider school life, ensuring that concepts are reinforced. This holistic approach enhances the relevance and application of learning.
4. **Individualised support.** We monitor pupils' progress closely and provide additional support for those who need it, helping to foster resilience, emotional wellbeing and regulation and self-confidence. Our dedicated staff are trained to identify individual needs and respond in a timely manner.
5. **Celebration of achievements.** We have a strong emphasis on recognising and celebrating personal achievements, festivals and events, instilling a sense of pride, belonging and acceptance and reinforcing positive behaviours through recognition assemblies.
6. **Professional development.** Our staff engage in ongoing professional development to stay updated with best practices in personal development, including DEIB, British Values, EAL and SEND to ensure they are well-equipped to deliver high quality personal development teaching, addressing the needs of all pupils while fostering an inclusive school culture. This includes staff meetings, CPD feedback, surgery meetings and collaborative planning to share effective strategies and resources.

Disadvantaged/SEND – The implementation of our personal development curriculum is built upon a strong foundation of collaborative teaching methods and bespoke adaptations for our disadvantaged and SEND pupils. Key elements of this include: adapted teaching/learning/activities, scaffolded support, preparation for adulthood and cross-curricular links.

**Impact:**

Our personal development programme has a positive impact on children's personal development and well-being. Children have gained a good understanding of themselves and others, developed positive relationships with peers and adults, and are more empathetic and respectful towards others. Children have a good understanding of health and self-care, and how to stay safe in different situations, including online.

Observations and feedback indicate that children are exhibiting increased empathy, respect for others, and improved interpersonal skills. Pupils report feeling safe and valued in their school environment. Children demonstrate a clear understanding of essential concepts related to health, relationships and personal responsibility. They are equipped to articulate their feelings, understand their rights and responsibilities and make informed choices. The school's behaviour policy reflects the principles taught in RSHE, PSHE and PSED. Incidents of bullying and conflict are minimal, and children demonstrate positive attitudes towards learning and each other. Children are actively involved in community projects and understand the importance of contributing to society. Regular evaluation of our personal development programme through triangulated monitoring such as learning walks, pupil/staff/parent questionnaires and discussions, book looks, planning scrutinies etc.

Overall, our personal development curriculum has helped us to create a culture of respect, inclusivity, and understanding, which has an impact in all areas of school life, helping all children grow up healthy, happy and safe.

Disadvantaged/SEND – Through strong links with our feeder junior school the impact of the early intervention in personal development, life-long learning and independence is evident. The gap between SEND children and their peers is narrowed and they are able to participate in all areas of school life effectively. Our children feel like they belong, have friends and are part of our community. They have a growing awareness of themselves and the changing world around them.

**Knowledge and skills:**

Underpinning the intent are 4 key concepts: understanding me (includes self-regulation, feelings, wellbeing, my place in the class, school & global community, goal setting and aspirations for yourself); understanding others and groups (includes relationships, celebrating difference, anti-bullying, people, culture and communities and living in the wider world); looking after me (includes keeping safe in person & online, self-care, health and wellbeing independence and managing self); emotional wellbeing, awareness and understanding (including mental health). Knowledge and skills area carefully sequenced through our curriculum; our life-long learning and enhanced provision that we learn alongside this. The understanding of knowledge has been carefully sequenced to build year-on-year. This is clearly outlined in our **progression of knowledge and threads of learning planning**.

All of these elements will be taught from nursery to Year 2 and vocabulary is taught explicitly and will be deliberately practised and applied through the key elements and throughout the school day.

**Vocabulary** is crucial to academic success for our children. Tier 3 vocabulary is mapped out throughout our curriculum in order to ensure progression and ambition.

Our **Sticky Knowledge** for Personal Development outlines the key knowledge and skills that we want our children to know and remember from each unit of work as well as revisiting and encouraging discussions around difference, British Values and acceptance. This incorporates key vocabulary, knowledge, stories, key questions and discussions. **Retrieval** is built into every lesson and **spaced retrieval** each term using retrieval sessions, learning walls and sticky knowledge books.

## Component Plan

(Formal curriculum &amp; Kindness curriculum)

|               | <u>Term 1</u>                                                                                           | <u>Term 2</u>                                     | <u>Term 3</u>                                    | <u>Term 4</u>                            | <u>Term 5</u>                                   | <u>Term 6</u>                                   |
|---------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------|------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| <u>FS1</u>    | Emotional literacy                                                                                      | Concentrate                                       | Calm                                             | Calm                                     | Connect                                         | Connect                                         |
| <u>FS2</u>    | Who am I?<br>Emotional literacy                                                                         | Self-regulation;<br>Helping others<br>Concentrate | Others' feelings and<br>viewpoints<br>Calm       | Healthy bodies,<br>healthy minds<br>Calm | Our special world<br>Connect                    | Changes in ourselves;<br>Transitions<br>Connect |
| <u>Year 1</u> | Understanding me<br>Understanding others<br>Emotional literacy Concentrate                              |                                                   | Looking after me<br>Understanding others<br>Calm |                                          | Looking after me<br>Understanding me<br>Connect |                                                 |
| <u>Year 2</u> | Looking after me<br>Understanding me<br>Understanding others & groups<br>Emotional literacy Concentrate |                                                   | Understanding others & groups<br>Calm            |                                          | Looking after me<br>Understanding me<br>Connect |                                                 |

# Personal Development (inc. RSHE & PSHE)

Banks Road Infant and Nursery School

## Progression of Knowledge and Threads of Learning

| Progression of Knowledge and Threads of Learning |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                     |
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| FS1                                              | Understanding me (inc. EYFS Self-regulation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Understanding others and groups (inc. EYFS Building relationships; People, culture and communities)                                                                                                                                                                                                                                                                                                                                                                                                                                   | Looking after me                                                                                                                                                                                                                                         | Kindness Curriculum Emotional wellbeing                                                                                                                                                                                                                                                                                                                                             |
|                                                  | <p><b>Knowledge &amp; skills:</b><br/>I can show an understanding of my feelings and those of others, and begin to regulate my behaviour accordingly</p> <p>I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate</p> <p>I can give focused attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions</p> <p>I am confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> | <p><b>Knowledge &amp; skills:</b><br/>I can explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>I am beginning to develop appropriate ways of being assertive.</p> <p>I talk with others to solve conflicts.</p> <p>I am beginning to understand how others might be feeling.</p> <p>I can work and play cooperatively and take turns with others with support</p> <p>I have formed positive attachments to adults and friendships with peers.</p> <p>I can show an interest in new peers.</p> | <p><b>Knowledge &amp; skills:</b><br/>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>I can talk about the importance of oral health.</p> | <p><b>Knowledge &amp; skills:</b><br/>Emotional literacy<br/>Concentrate<br/>Mindful looking, listening, smelling, touch, eating<br/>Calm<br/>Finding calm, my breath, breath in my belly, breathe and move, the body scan, calm basket<br/>Connect<br/>Exploring kindness, kind words and gestures, talking kindly to myself, loving kindness, I am grateful, growing kindness</p> |
| FS2                                              | Understanding me (inc. EYFS Self-regulation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Understanding others and groups (inc. EYFS Building relationships; People, culture and communities)                                                                                                                                                                                                                                                                                                                                                                                                                                   | Looking after me                                                                                                                                                                                                                                         | Kindness Curriculum Emotional wellbeing                                                                                                                                                                                                                                                                                                                                             |

## Personal Development (inc. RSHE & PSHE)

## Banks Road Infant and Nursery School

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|               | <p><b>Knowledge &amp; skills:</b><br/>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> | <p><b>Knowledge &amp; skills:</b><br/>Describe their immediate environment.</p> <p>Know some similarities and differences between different religious and cultural communities in this country.</p> <p>Explain some similarities and differences between life in this country and life in other countries.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p> | <p><b>Knowledge &amp; skills:</b><br/>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> | <p><b>Knowledge &amp; skills:</b><br/>Emotional literacy<br/>Concentrate<br/>Mindful looking, listening, smelling, touch, eating<br/>Calm<br/>Finding calm, my breath, breath in my belly, breathe and move, the body scan, calm basket<br/>Connect<br/>Exploring kindness, kind words and gestures, talking kindly to myself, loving kindness, I am grateful, growing kindness</p> |
| <b>YEAR 1</b> | <b>Understanding me (inc. EYFS Self-regulation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Understanding others and groups (inc. EYFS Building relationships; People, culture and communities)</b>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Looking after me</b>                                                                                                                                                                                                                                                                                                                                                                                          | <b>Kindness Curriculum<br/>Emotional wellbeing</b>                                                                                                                                                                                                                                                                                                                                  |

## Personal Development (inc. RSHE & PSHE)

## Banks Road Infant and Nursery School

|  | Knowledge & skills:                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Knowledge & skills:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Knowledge & skills:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Knowledge & skills:                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|  | <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H27. about preparing to move to a new class/year group</p> | <p>H14. how to recognise what others might be feeling</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> | <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>R13. to recognise that some things are private and the importance of</p> | <p>Emotional literacy</p> <p>Concentrate</p> <p>Meeting my mind, mindful looking, listening, smelling, touch, eating</p> <p>Calm</p> <p>My brain and emotions, my breath, breathing circuits, CALM body scan, my thoughts and worries, thoughts-feelings-actions</p> <p>Connect</p> <p>Exploring kindness, kind words and gestures, talking kindly to myself, loving kindness, gratitude and happiness, moving with kindness and gratitude</p> |

## Personal Development (inc. RSHE & PSHE)

## Banks Road Infant and Nursery School

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|        |                                                                                            | <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> | respecting privacy; that parts of their body covered by underwear are private                          |                                                                                                           |
| YEAR 2 | Understanding me (inc. EYFS Self-regulation)                                               | Understanding others and groups (inc. EYFS Building relationships; People, culture and communities)                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Looking after me                                                                                       | Kindness Curriculum<br>Emotional wellbeing                                                                |
|        | <b>Knowledge &amp; skills:</b><br>H11. about different feelings that humans can experience | <b>Knowledge &amp; skills:</b><br>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Knowledge &amp; skills:</b><br>H1. about what keeping healthy means; different ways to keep healthy | Emotional literacy<br>Concentrate<br>Meeting my mind, mindful looking, listening, smelling, touch, eating |



## Personal Development (inc. RSHE & PSHE)

## Banks Road Infant and Nursery School

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|            | <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people’s bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H21. to recognise what makes them special</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people’s needs change</p> | <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> | <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R15. how to respond safely to adults they don’t know</p> <p>R18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)</p> | <p>Calm</p> <p>My brain and emotions, my breath, breathing circuits, CALM body scan, my thoughts and worries, thoughts-feelings-actions</p> <p>Connect</p> <p>Exploring kindness, kind words and gestures, talking kindly to myself, loving kindness, gratitude and happiness, moving with kindness and gratitude</p> |
| Vocabulary | <p>Happy, pleased, calm, sad, grumpy, cross, run, jump, hop, swim, growing up, baby, child, skills, responsibility, change, discover, size, shape, hands, head, hair, body, teeth</p> <p>Familiar terms for private parts will be acknowledged e.g. willy, fairy</p>                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Male, female, girl, boy, man, woman, baby, child, teenager, adult, birth, death, same, similar, different, unique, special, stomach, chest, arms, legs, hands, feet, penis, vagina, testicles, bottom</p> <p>Familiar terms for private parts will be acknowledged but scientific terms will be used.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                       |

## Enhanced Provision

| Personal Development at Banks Road |                                                                                                                                                                 |                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                  |                                                                                                                                         |                                                                                              |                                                                                                                                                                                                                                            |
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| THREADS OF LEARNING                |                                                                                                                                                                 |                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                  |                                                                                                                                         |                                                                                              |                                                                                                                                                                                                                                            |
|                                    | FORMAL CURRICULUM                                                                                                                                               | EMOTIONAL LITERACY & WELLBEING                                                                                         | PREPARATION FOR ADULTHOOD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | DEMENTIA AWARENESS                                                                                                                                               | DIVERSITY, EQUITY, INCLUSION & BELONGING (inc MBV)                                                                                      | Informal provision                                                                           | Extended provision                                                                                                                                                                                                                         |
| <b>FS1</b>                         | Circle time and carpet input (teaching of the PSED EYFS curriculum with a focus on termly benchmarks)<br><br><i>As in progression &amp; threads of learning</i> | EYFS Kindness Curriculum (Short input)<br>Emotional literacy<br><br><i>As in progression &amp; threads of learning</i> | <b>Independent living</b><br>Organising self and belongings e.g getting ready for home<br>Building independence – jobs<br>School trips<br>Safety in the home<br>Independent dressing<br>E-safety<br>Self-care – hand washing, toileting<br>Real world role play<br><br><b>Employment</b><br>Role play areas linked to topics<br>Home corner<br>Shops – coins/money to play with<br>Weighing<br>People who help us topic<br>Following routines, setting boundaries                                                                                                                                                  | To be able to talk about: their own memories<br><br>Read stories with links to Dementia                                                                          | To be secure in knowing our school values – Be Kind, Be Curious, Be Brave                                                               | Focused teaching through continuous provision<br>Home visits<br>Settling into Nursery visits | Small group support – turn taking, social & emotional group support<br>Targeted support within continuous provision<br>Social stories                                                                                                      |
| <b>FS2</b>                         | Circle time and carpet input (teaching of the PSED EYFS curriculum with a focus on termly benchmarks)<br><br><i>As in progression &amp; threads of learning</i> | EYFS Kindness Curriculum (In depth)<br>Emotional literacy<br><br><i>As in progression &amp; threads of learning</i>    | <b>Community inclusion</b><br>Familiarising self with different environments – big playground, hall, Forest School etc<br>Mixing – free flow with other classes/year groups<br>Games, circle time<br>Eating together<br>School performance, shows<br>People who help us<br>Global Week<br>Sports Day<br>Celebrations & festivals<br>PSED curriculum<br><br><b>Health</b><br>Self-care – toileting, handwashing<br>Doctors, nurses, dental visits<br>Flu immunisations<br>Referrals for hearing, vision, SALT<br>Teaching healthy habits – diet/exercise<br>PE, Sports Day<br>School dinners<br>Kindness curriculum | To be able to talk about: 3 key areas to promote memories – music, talking photos<br><br>Read stories with links to Dementia & discuss Protected Characteristics | To know there are 9 areas that are protected and name some of them (1-2).<br><br>To know what our school actions look like in practice. | Focused teaching through continuous provision<br>Play Leaders<br>Settling into school visits | Small group support – turn taking, social & emotional group support<br>Targeted support within continuous provision<br>Boxall Profile<br>Nurture (Rainbow Group)<br>Playtherapy (SBAP)<br>Social stories<br>Access to nurture practitioner |

## Personal Development (inc. RSHE & PSHE)

## Banks Road Infant and Nursery School

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| <b>YEAR 1</b> | Talking Points (teaching of the PSHE curriculum)<br>PE curriculum<br>Computing curriculum<br>D&T curriculum<br><br><i>As in progression &amp; threads of learning</i> | KS1 Kindness Curriculum (Short input)<br>Emotional literacy<br><br><i>As in progression &amp; threads of learning</i> | <b>Independent living</b><br>Mini middays<br>Preparation of fruit & snack<br>D&T food prep<br>Zips, buttons, shoe laces<br>Telling the time<br>E-safety<br>First aid<br>D&T – hammers, sawing<br>Enterprise<br>Moving around school independently<br>Residential<br><br><b>Employment</b><br>Maths<br>Focus on role models e.g. focus artist/gymnast<br>Y2 career day<br>Enterprise<br>Real world visits & visitors | <b>To know what Dementia is</b><br><br>Read stories with links to Dementia, complete activity linked<br><br>Half termly assembly with Dementia link             | <b>To know the term 'Protected Characteristics'</b><br><br><b>To be able to name more of the Protected Characteristics (3-4).</b><br><br><b>To know why our school values are important.</b> | Focused teaching through continuous provision<br>Playtime Pals | Talking time<br>Small group support<br>Social stories<br>Boxall Profile<br>Nurture (Rainbow Group)<br>Playtherapy (SBAP)<br>Access to nurture practitioner |
| <b>YEAR 2</b> | Talking Points (teaching of the PSHE curriculum)<br>PE curriculum<br>Computing curriculum<br>D&T curriculum<br><br><i>As in progression &amp; threads of learning</i> | KS1 Kindness Curriculum (In depth)<br>Emotional literacy<br><br><i>As in progression &amp; threads of learning</i>    | <b>Community inclusion</b><br>Assemblies<br>School shows<br>Visitors<br>Global Week<br>Celebrations & festivals<br>Charities<br>Sports Day<br>Extra-curricular clubs<br><br><b>Health</b><br>Science<br>Healthy eating<br>Dental care<br>PR<br>Wake and shake<br>Playtime<br>Mental health – Talking Points<br>PSHE<br>Kindness curriculum                                                                          | <b>To be able to: Aim for end of Year 2</b><br><br>Read stories with links to Dementia, complete activity linked<br><br>Half termly assembly with Dementia link | <b>To explain the term 'Protected Characteristics'</b><br><br><b>To be able to name most of the Protected Characteristics (6-7).</b>                                                         | Playtime Pals<br>Whole school responsibilities                 | Talking time<br>Small group support<br>Boxall Profile<br>Nurture (Rainbow Group)<br>Playtherapy (SBAP)<br>Access to nurture practitioner                   |

Informal provision for all:

- Quiet, sensory area in all classrooms
- Shared area working spaces
- Emotion check in (based around colour monster), whole school approach
- Class responsibilities (age-appropriate)
- Visual timetables
- Consistent teaching and cover staff (wherever possible)
- Acknowledgement and celebration of mental health and wellbeing awareness days
- E-safety and importance of limiting screen time
- Relationships and behaviour regulation policy
- Assemblies focused on Protected Characteristics and Modern British Values

### Assessment Criteria

| EYFS                                                                                                          |                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| ➤ Show an understanding of their own feelings and those of others; begin to regulate behaviour accordingly.   | ➤ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. |
| ➤ Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity | ➤ Be confident to try new activities and show independence and resilience in the face of challenge                                |
| ➤ Explain the reasons for rules, know right from wrong                                                        | ➤ Manage their own basic hygiene and personal needs                                                                               |
| ➤ Work and play co-operatively and take turns with others                                                     | ➤ Form positive attachments to others and friendships with peers                                                                  |
| ➤ Show sensitivity to their own and others' needs                                                             | ➤ To have a basic understanding of Protected Characteristics and know we should be kind to everyone.                              |
| YEAR 1                                                                                                        |                                                                                                                                   |
| ➤ Show a greater awareness of self-care                                                                       | ➤ Show a greater awareness of keeping myself safe e.g. medicines, road safety, e-safety                                           |
| ➤ To have an awareness of keeping myself safe and respect e.g. trusted people, who to tell, what is private   | ➤ To have a greater bank of strategies to support my emotional wellbeing. To be able to use these with greater independence.      |

## Personal Development (inc. RSHE & PSHE)

## Banks Road Infant and Nursery School

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|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ➤ To have a greater understanding and vocabulary when discussing emotional literacy.                                                | ➤ To know what to do in an emergency.                                                                                                                                |
| ➤ To understand why we have rules.                                                                                                  | ➤ To be more aware of our the effect our actions/behaviours can have on others.                                                                                      |
| ➤ To be able to talk about Dementia, what it is and some strategies to support people.                                              | ➤ To be able to talk about Protected Characteristics and British Values and identify some of these.                                                                  |
| YEAR 2                                                                                                                              |                                                                                                                                                                      |
| ➤ To know the names of the main external parts of the body, including agreed names for sexual parts and the importance of privacy.  | ➤ To know simple rules for keeping themselves safe, in person and online                                                                                             |
| ➤ To know characteristics of healthy relationships.                                                                                 | ➤ To know who to trust, who not to trust and identify a trusted person.                                                                                              |
| ➤ To know how to report concerns, feelings of being unsafe & how to ask for help.                                                   | ➤ To know the importance of respecting others, even when they are very different from them, or make different choices, or have different preferences and/or beliefs. |
| ➤ To identify and share their feelings with others                                                                                  | ➤ To be aware that their feelings and actions can have an impact on others.                                                                                          |
| ➤ To be able to talk about Dementia, how it can affect people, three strategies to support people and how we can make a difference. | ➤ To be able to talk confidently about Prtoected Characteristics and British Values.                                                                                 |