



Disciplinary Knowledge of Personal Development

	KS1	Lower KS2	Upper KS2
Feelings and emotions (including mental health)	<p>Know different feelings that humans can experience</p> <p>Recognise and name different feelings</p> <p>Know how feelings can affect people’s bodies and how they behave</p> <p>Recognise what others might be feeling</p> <p>Recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>Sharing feelings using a range of words</p> <p>Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>Manage feelings, to help calm themselves down and/or change their mood when they don’t feel good</p> <p>Recognise when they need help with feeling sand how to ask for it</p> <p>Understand about change and loss (including death): to identify feelings associated with this; to recognise what helps people to feel better</p>	<p>Recognise that feelings can change over time and range in intensity</p> <p>Recognise everyday things that affect feelings and the importance of expressing feelings</p> <p>Use a varied vocabulary when talking about feelings; about how to express feelings in different ways;</p> <p>Have strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>Know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>Understand that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>Understand strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>	<p>Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>Have problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>
Valuing difference	<p><u>Communities</u></p> <p>Know about the different groups they belong to</p> <p>Understand some of the different roles and responsibilities people have in their community</p> <p>Recognise the ways they are the same as, and different to, other people</p> <p><u>Respecting self and others</u></p> <p>Understand what is kind and unkind behaviour, and how this can affect others</p>	<p><u>Respecting self and others</u></p> <p>Understand personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p><u>Communities</u></p> <p>Know about the different groups that make up their community; what living in a community means</p> <p>Value the different contributions that people and groups make to the community</p> <p>Understand diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>Understand stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>



	<p>Recognise how to treat themselves and others with respect; how to be polite and courteous</p> <p>Recognise the ways in which they are the same and different to others</p> <p>Listen to other people and play and work cooperatively</p> <p>Talk about and share their opinions on things that matter to them</p>	<p>Respect the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>Discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>understand prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p><u>Media Literacy and digital resilience</u></p> <p>Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>Know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>Understand some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>Know how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>Understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
Healthy relationships	<p><u>Families and positive relationships</u></p> <p>Understand the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>Identify the people who love and care for them and what they do to help them feel cared for</p> <p>Recognise different types of families including those that may be different to their own</p> <p>Identify common features of family life</p> <p>Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p><u>Friendships</u></p> <p>Know how people make friends and what makes a good friendship</p>	<p><u>Friendships</u></p> <p>Recognise the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>Know the importance of seeking support if feeling lonely or excluded</p> <p>Recognise that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p>	<p><u>Families and positive relationships</u></p> <p>Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>Recognise that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>Recognise that marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>Recognise that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>Understand people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p>



<p>Recognise when they or someone else feels lonely and what to do</p> <p>Have simple strategies to resolve arguments between friends positively</p> <p>Know how to ask for help if a friendship is making them feel unhappy</p> <p><u>Managing hurtful behaviour</u></p> <p>Understand that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>Know about how people may feel if they experience hurtful behaviour or bullying</p> <p>Recognise 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>Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>Recognise that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>Know how to respond safely to adults they don't know</p> <p>Know how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>Know there are situations when they should ask for permission and also when their permission should be sought</p> <p>Recognise the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>Have basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>Know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>Have strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>Recognise how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>Understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p>Recognise that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><u>Managing hurtful behaviour and bullying</u></p> <p>Know the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>Have strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>Understand discrimination: what it means and how to challenge it</p> <p><u>Safe relationships</u></p> <p>Understand privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>Recognise why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>Know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>Understand about seeking and giving permission (consent) in different situations</p> <p>Understand about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rights and responsibilities	<p>Know what rules are, why they are needed, and why different rules are needed for different situations</p> <p>Understand that people and other living things have different needs; about the responsibilities of caring for them</p> <p>Recognise things they can do to help look after their environment</p>		<p>Recognise the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	<p>Know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>	<p>Recognise there are human rights, that are there to protect everyone</p> <p>Know about the relationship between rights and responsibilities</p>	<p>Recognise reasons for rules and laws; consequences of not adhering to rules and laws</p>
Keeping Safe	<p>Know rules and age restrictions that keep us safe</p> <p>Recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>Know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>Understand that household products (including medicines) can be harmful if not used correctly</p> <p>Know 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>Recognise the people whose job it is to help keep us safe</p>		<p>Know what is meant by first aid; basic techniques for dealing with common injuries</p> <p>Know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>Recognise hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>Know the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p>Knows the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>Can predict, assess and manage risk in different situations</p> <p>Has strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>Recognises the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>Understands that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p>



	<p>Knows the 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>Knows what to do if there is an accident and someone is hurt</p> <p>Knows how to get help in an emergency (how to dial 999 and what to say)</p>				
Healthy lifestyles	<p><u>Healthy Lifestyles (Physical wellbeing)</u></p> <p>Know what keeping healthy means; different ways to keep healthy</p> <p>Recognise foods that support good health and the risks of eating too much sugar</p> <p>Know how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>Recognise why sleep is important and different ways to rest and relax</p> <p>Know simple hygiene routines that can stop germs from spreading</p> <p>Know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>Know about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>Know how to keep safe in the sun and protect skin from sun damage</p> <p>Know different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>Know about the people who help us to stay physically healthy</p> <p><u>Drugs, alcohol and tobacco</u></p> <p>Understands the things that people can put into their body or on their skin; how these can affect how people feel</p>	<p>Know how to make informed decisions about health</p> <p>Know about the elements of a balanced, healthy lifestyle</p> <p>Know about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>Know what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>	<p>Recognise how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>Know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>Know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	<p>Recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>Know what good physical health means; how to recognise early signs of physical illness</p> <p>Recognise how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>Recognise how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>Understand the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p>	<p>Know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>Recognises that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>Knows why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>Recognises the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>Knows about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>



Growing and changing	<p><u>Ourselves – Growing and changing</u></p> <p>Recognise what makes them special</p> <p>Recognises the ways in which we are all unique</p> <p>Can identify what they are good at, what they like and dislike</p> <p>Knows how to manage when finding things difficult</p> <p>Can name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>Knows about growing and changing from young to old and how people’s needs change</p> <p>Recognises how to prepare to move to a new class/year group</p>	<p>Recognises their individuality and personal qualities</p> <p>Can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Can manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>Recognises personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Know that for some people gender identity does not correspond with their biological sex</p>	<p>Can identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>Recognises how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>Understands the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>Knows where to get more information, help and advice about growing and changing, especially about puberty</p>	<p>Recognises the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>Knows where to get more information, help and advice about growing and changing, especially about puberty</p> <p>Recognises the new opportunities and responsibilities that increasing independence may bring</p> <p>Has strategies to manage transitions between classes and key stage</p>
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	KS1	<p>Lower KS2</p> <p>Know the different ways to pay for things and the choices people have about this</p> <p>Recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p> <p>Know that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>Recognise that people make spending decisions based on priorities, needs and wants</p> <p>Understand different ways to keep track of money</p>	<p>Upper KS2</p> <p>Recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’</p> <p>Know that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>Understand different ways to keep track of money</p> <p>Understands the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>
Economical wellbeing/ Money matters	<p>Knows that everyone has different strengths</p> <p>Knows that jobs help people to earn money to pay for things</p> <p>Recognise different jobs that people they know or people who work in the community do</p> <p>Recognise some of the strengths and interests someone might need to do different jobs</p> <p>Know what money is; forms that money comes in; that money comes from different sources</p> <p>Know that people make different choices about how to save and spend money</p>		



	<p>Knows the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>Understand that money needs to be looked after; different ways of doing this</p>	<p>Knows about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>Can identify the ways that money can impact on people’s feelings and emotions</p>	<p>Understands the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>Can identify the ways that money can impact on people’s feelings and emotions</p>
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	KS1	KS2
Aspirations, work and career		<p>Recognises positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Know there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>Recognise about stereotypes in the workplace and that a person’s career aspirations should not be limited by them</p> <p>Understand what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>Know that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>Know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>