



Intent, Implementation & Impact OVERVIEW: PDL

Intent	Implementation	Impact
<ul style="list-style-type: none"> – We want our children to recognise characteristics of healthy family life, and that families may look different from their own but are also characterised by love and care. – We want our children to know how important friendships are in making us feel happy and secure, and understand the characteristics of friendships. – We want our children to know the importance of respecting and valuing each person’s uniqueness, even when they are very different from them, or make different choices or have different preferences or beliefs. – We want our children to respect and value themselves and the contributions they make, and to show respect to others. – We want our children to begin to identify and name their feelings and emotions, and to work through problems. – We want our children to be able to identify and name their feelings, and develop strategies to help them manage their emotions and increase their resilience. – We want our children to have an understanding of characteristics of their local community, such as the significance of the military community. – We want our children understand the importance of being healthy. – We want our children to know how to keep themselves safe, including online, and knowing that their body belongs to them. – We want our children to know they have a voice and should tell trusted adults in school if they have any worries or concerns. – We want our children to be able to manage and cope with change, such as changing year groups, or school. – We want our [Year 1 and Year 2] children be able to identify their body parts, know about the concept of offspring, and the basic needs of animals, including humans. 	<ul style="list-style-type: none"> – We deliver a broad and varied PDL curriculum ways to ensure it is an embedded and fundamental part of whole school life. – We follow the statutory National Curriculum guidelines to ensure all aspects of RSE are taught to all children. – We adopt a question-based approach to Personal Development Learning (PDL), following the PSHE Association model. – We teach children to develop their emotional literacy and strategies to self-regulate through the whole-school ‘Bounce Programme’. – We exploit opportunities for cross-curricular links, including PDL, RSE, Science, Computing, PE. – We use quality recommended texts to explore health and wellbeing, relationships, and how we interact within our living world. High-quality texts celebrate diversity. – All staff are positive role models, demonstrating and modelling respectful relationships, positive language and support to help children to resolve conflict. – Our school ethos promotes a diverse, respectful and positive environment, reflective of the wider world. – We teach the importance of keeping safe through initiatives such as ‘Clever Never Goes’ and the NSPCC TALK Pants programme. – We teach children about change and about how to cope with change, through a comprehensive transition programme between year groups and as they move to KS2 or a new school. – We ensure all children can access PDL and RSE teaching through universal high quality teaching, which is differentiated and personalised from a child’s starting point. – We closely monitor and evaluate curriculum coverage to ensure impact and progression throughout the child’s journey within our school. 	<ul style="list-style-type: none"> – Children understand that families are made up differently and they value and respect these differences. – Children value themselves; they form happy and secure friendships with their peers and positive relationships with adults. – Children begin to name, express and manage their feelings and emotions, including feelings associated with change. They can resolve problems and conflict with their peers. – Children treat others with kindness, consideration and respect. They show respect by listening to what other people say. – Children begin to recognise the potential signs of danger, including online, and begin to develop an understanding of how to engage with the wider world. – Children begin to understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried. – Children begin to understand the importance of healthy eating and exercise. – Children [Year 1 and Year 2] are able to identify basic parts of the human body and say which part of the body is to do with each sense – science curriculum. – Children [Year 1 and Year 2] know that animals, including humans, have offspring that grow into adults. They describe the basic needs of animals - science curriculum. – Our children can confidently transition and cope with changes in their lives, and are able to talk about how they feel about change.



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Intent Document: PDL				
EY Area	ELG	KS1 Key Skills	Year 1	Year 2
Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • 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. 	Health and Wellbeing	<ul style="list-style-type: none"> • I understand what being healthy means, and who/what can help me to stay healthy. • I understand that some things are not safe to put into my body. • I recognise people in jobs who can help keep me safe. • I know what to do if I feel uncertain, worried or unsafe about a situation • I know how to call for help in an emergency 	<ul style="list-style-type: none"> • I understand how rules can help keep me safe (e.g. basic road, fire, water safety) • I am learning to identify potentially unsafe situations (including online) and take steps to avoid or remove myself from them. • I know different ways to keep my body healthy, including food and drink, physical activity, sleep and rest, and sunshine. • I understand the risks of having too much sugar to my physical and dental health. • I can recognise a range of feelings and identify strategies to help me feel good, or better. • I understand how different things/times/experiences (e.g. loss, change) can change the way a person feels. • I now that feelings can affect people in their bodies and behaviours. • I recognise when my problem is big and how to share my feelings and ask for help.
Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	Relationships	<ul style="list-style-type: none"> • I understand and respect similarities and differences in myself and others. • I recognise that I am unique and special • I recognise characteristics of healthy families, and people who care for me, and that I belong to a number of groups. • I understand how importance friendships are in making us feel happy and secure, and the characteristics of friendships. • I know that I should tell an adult if have any worries about my family, and how to do this. 	<ul style="list-style-type: none"> • I can recognise when I am feeling lonely and what I could do about it. • I am learning to resolve arguments with my friends • I know how to ask help if a friendship is making me feel unhappy. • I understand that words and actions can affect how people feel. • I can ask for/give/not give permission regarding physical contact. • I understand that hurtful name-calling, teasing, bullying and excluding others is unacceptable.



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				<ul style="list-style-type: none"> • I know what to do if I experience or witness hurt behaviour or bullying, including online. • I am learning how to resist pressure to do something that makes me feel uncomfortable, including keeping secrets. • I know how to tell a trusted adult if I am worried for myself or others, worried that something is unsafe or come across something that scares me.
<p>Building Relationships</p>	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs. 	<p>Living in the wider world</p>	<ul style="list-style-type: none"> • I understand how kind and unkind behaviour can affect others and am learning to play work co-operatively. • I recognise my responsibilities in and out of the classroom. • I understand that we need to care for our local and global environment, and things that can harm it. • I am beginning to understand about money – what it is, how it is obtained, and about the difference between needs and wants. • I can manage and cope with change. 	<ul style="list-style-type: none"> • I know that jobs help people to earn money to pay for things. • I can talk about a range of jobs that people I know have, and people who work in my community. • I can identify some of the strengths and interests someone might need to do different jobs. • I understand how people use the internet and digital devices in their jobs and everyday life. • I recognise that not everything I see online is true or trustworthy and that people can pretend to be someone they are not.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>What is the same and different about us?</p> <p style="text-align: center; color: red;">Caring friendships/Respectful relationships</p>	<p>Who is special to us?</p> <p style="text-align: center; color: red;">Families and people who care me/ Respectful relationships</p>	<p>What helps us stay healthy?</p> <p style="text-align: center; color: red;">Health education</p>	<p>What can we do with money?</p>	<p>Who helps to keep us safe?</p> <p style="text-align: center; color: red;">Being safe/On-line relationships</p>	<p>How can we look after each other and the world?</p> <p style="text-align: center; color: red;">Caring friendships/Respectful relationships</p>
Year 2	<p>What makes a good friend?</p> <p style="text-align: center; color: red;">Caring friendships/Respectful relationships</p>	<p>What is bullying?</p> <p style="text-align: center; color: red;">Being safe/On-line relationships</p>	<p>What jobs do people do?</p> <p style="text-align: center; color: red;">Being safe/On-line relationships</p>	<p>What helps us to stay safe?</p> <p style="text-align: center; color: red;">Being safe/On-line relationships</p>	<p>What helps us grow and stay healthy?</p> <p style="text-align: center; color: red;">Health education</p>	<p>How do we recognise our feelings?</p> <p style="text-align: center; color: red;">Families and people who care me/ Respectful relationships</p>