

Knowledge and skills map- PDL

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Autumn 1</u>	<p><u>Settling in</u> Knowledge: know the rules and understand the expectations for Key Stage 2, know where to get help in school Skills: enjoy life at school, co-operate, share and take turns and recognise what is special about themselves and their abilities and interests.</p>	<p><u>Feeling good</u> Knowledge: understand the link between physical exercise and mental well-being Skills: recognise and be sensitive to the needs and feelings of others, appreciate home and school values, make statements about their interests and feelings, clarify what is important to them and form reasoned opinions</p>	<p><u>Who decides?</u> Knowledge: understand the importance of respecting others, know how advertising can influence them, understand that people sometimes behave differently online and the importance of making good decisions Skills: be able to put themselves in someone else's shoes, challenge the opinions and actions of others, describe what is important to them, form and express reasoned opinions, recognise that actions have consequences for oneself and others</p>	<p><u>Rights respecting education and the law</u> Knowledge: know their individual rights and responsibilities at home, in school and in the community, gain simple knowledge about the law and understand that rules and the law are designed to protect. Skills: appreciate the positive impact of human beings on plants, animals and the environment, think about the decisions that need to be made about the use of scarce resources, evaluating information about priorities for spending, demonstrate that their reasoning is informed and considered, use varied and appropriate language to express their ideas, be able to manage money, budgeting and accounting.</p>
<u>Autumn 2</u>	<p><u>Focus on feelings</u> Skills: develop the language of feelings, recognise feelings in different situations, to be able to express feelings in different ways, recognise the impact of feelings on others.</p>	<p><u>Keeping healthy</u> Knowledge: know about the different cultural practices in health and hygiene, know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used, understand the important and beneficial role which drugs have played in society, know some of the options open to them in developing a healthy lifestyle now and in the future. Skills: accept responsibility for personal cleanliness and handle food safely and understand some basic first aid.</p>	<p><u>We're all different</u> Knowledge: know that differences between people are caused by different genes and different environments, know that people's responses to ideas and events may be determined by age, religion or culture, know that different people live their lives in different ways and that different cultures may have different life patterns, understand that bullying is an unacceptable response to difference. Skills: value cultural background of self and others, contrast work in different cultures and at different times, demonstrate and promote tolerance, understanding, respect and acceptance of difference</p>	<p><u>Managing conflict</u> Skills: recognise stereotyping in attitudes in the media in reinforcing equal opportunities, talk about their own feelings and reactions, read and express non-verbal messages, recognise that one's actions have consequences for themselves and others, manage a range of emotions such as excitement, anger, jealousy, develop strategies to avoid conflict in situations including bullying, negotiate and resolve conflicts peacefully, resolving problems and conflicts democratically using discussion, develop a sense of fair play in their dealings with peers and others.</p>
<u>Spring 1</u>	<p><u>Making friends</u> Knowledge: to know what we do that makes each other happy, sad and cross and know what helps and hinders friendships. Skills: think about being a friend, be able to initiate friendships and consider ways of resolving differences.</p>	<p><u>Changes in families</u> Knowledge: understand what families are, and what members expect of each other, know the different changes that take place in human life, understand what a stereotype is. Skills: develop understanding and respect of different types of relationships and families, develop the skills needed for relationships, such as listening, supporting, showing care, develop the concept of privacy.</p>	<p><u>Being involved in my community</u> Knowledge: know what they are good at and how it can help a group perform a task Skills: value opportunities for new experiences in and out of school including opportunities to meet adults other than teachers, take a constructive interest in their local community and begin to take on a wider sense of social responsibility, appreciate the aesthetic quality of their surroundings, understand how they and others can cause changes for better or for worse, both in their immediate surroundings and wider community, contribute to a discussion and put their own views forward clearly and appropriately.</p>	<p><u>The world of work</u> Knowledge: understand what affects mental health, e.g. the balance between work and leisure, positive relationships, know that certain skills can be used for different tasks, know the range of knowledge, skills and personal qualities required for different types of work Skills: respect other people's work and career choice and act confidently.</p>
<u>Spring 2</u>	<p><u>Keeping safe in school</u> Knowledge: know school safety rules relating to medicines, alcohol, solvents and illegal drugs and know that discarded syringes and needles can be dangerous Skills: consider how they contribute to making the school environment a safe place, think about how to deal with bullying and how to stop it happening</p>	<p><u>Ups and downs in relationships</u> Knowledge: know where to get help in school and through helplines when facing problems, know that there are many different patterns of friendship, understand the meaning of friendship and loyalty, how to recognise if a relationship is making them feel unhappy or unsafe. Skills: to be able to be honest.</p>	<p><u>Risks and pressures</u> Skills: develop a positive approach and self-motivation towards personal safety and risk taking, identify decisions they may need to make, explore attitudes about different drugs and the people who use and misuse them, exercise different techniques for resisting pressure from friends particularly in relating to smoking (and vaping), learn to be assertive especially in the</p>	<p><u>Taking responsibility for my own safety</u> Skills: be able to express positive thing about themselves and their values, choose the right decision-making approach in a real or simulated situation, including being assertive, recognise the need to ask for support, sometimes, know who to ask and how to find out more, know that some substances are illegal and have some understanding of their effects and associated risks, understand that the pressures to take</p>

			face of pressure from others- saying "No!", explore pressure associated with online activities.	harmful or illegal substances may come from people they know such as friends, relatives, neighbours, recognise that some role models for young people take drugs, eg in sports, and explore feelings about them, look at how to stay safe online, take responsibility for their bodies and behaviour
Summer 1	<p><u>In someone else's shoes</u> <u>Knowledge:</u> understand that there are many social groups in society in terms of culture, religion age etc, know that people live their lives in different ways and that different cultures may have different life patterns. <u>Skills:</u> to be able to recognise their own and someone else's feelings, recognise the views of their peers, parents, teachers and people of different faiths and cultures and respect other people's feelings, decisions, rights and bodies.</p>	<p><u>Keeping safe outside school</u> <u>Knowledge:</u> know about the range of legal drugs encountered in everyday life including over-the-counter drugs such as aspirin, drugs which are prescribed as medicines, tea, coffee, alcohol and tobacco, have some understanding of the effects of these drugs an associated risks and some of the costs to society of drug misuse, understand that it is wrong for children to be bullied or abused by other children or adults, know how to get help- trusted adults and emergency services <u>Skills:</u> identify hazards from substances at home and at school, think about risks and hazards in the environment and where to go for help, to recognise who to trust and who not to trust</p>	<p><u>Looking at the world</u> <u>Knowledge:</u> know the variety of communities to which they simultaneously belong- family, school, local, national, European and worldwide- and the interdependence of individuals, groups and communities, know about the public service provision, locally and nationally and that this is not free, know the benefits and costs of personal spending decisions on themselves, the local community, the local economy and on people in other parts of the world <u>Skills:</u> research information and identify relevant issues, use different modes of communication to express personal and group views about social and environmental issues, show a willingness to move on a personal position after considering new information or perspectives.</p>	<p><u>Changing relationships</u> <u>Skills:</u> understand about parenthood, know about human sexuality and that it is expressed in different ways, understand what it means and have some words to describe it, know ways of coping with difficult emotions, fears and worries, decide who has access to their bodies, think about making new relationships as they get older, appreciate different ways of loving and its importance to a range of relationships</p>
Summer 2	<p><u>Physical activity and nutrition</u> <u>Knowledge:</u> how regular (daily/weekly) exercise benefits mental health, the elements of a balanced, healthy lifestyle, the choices that support a healthy lifestyle, what good physical health means, what constitutes a healthy diet.</p>	<p><u>Looking ahead</u> <u>Knowledge:</u> understand emotions and analyse their behaviour <u>Skills:</u> look forward to new situations and recognise how feeling secure helps as they grow up, assess positive things about themselves and set personal goals, record information about current events and choices they will make in the future, have realistic aspirations when target setting, think about financial implications of future needs and wants, link self-respect to happiness.</p>	<p><u>It's my body</u> <u>Knowledge:</u> know how changes at puberty affect the body in relation to hygiene, know how to cope with periods in school, know that body changes are a preparation for sexual maturity <u>Skills:</u> be able to discuss and ask questions about changing bodily needs, be able to discuss and choose the healthy options in relation to food, exercise and rest.</p>	<p><u>Transition and managing change</u> <u>Knowledge:</u> understand how knowing first aid could save a life, know what affects positive mental health, understand what a healthy diet is <u>Skills:</u> understand about the nature of change, look forward and cope with the transition of secondary school, review personal experiences as a basis for setting new targets, develop simple vocabulary for describing personal effectiveness and setting personal goals, present themselves confidently and positively</p>