

# Personal Development Progression Grid



	Autumn	Spring	Summer
Birth to three years			
Self-regulation	Ability to be calmed and comforted by their Key Person	Developing confidence in own abilities and feeling proud of simple achievements.	Developing the ability to wait for a turn during games and activities
Managing self	Beginning to establish early self-confidence and sense of self with likes and opinions.	Developing the ability to express a range of emotions	Developing the ability to talk about and manage their feelings. Safely explore ideas of different feelings and emotions Children can talk about their feelings in more elaborated ways with more than one word, e.g. 'I am happy'.
Building Relationships	Develop a strong, positive relationship with a Key Person	Begin to notice differences in others	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities
Understanding the world	Noticing the physical differences or similarities between ourselves and others Talk about our immediate family members	Explore and notice how we are all different from each other. See the similarities between families	
3 and 4 year olds			
Self-regulation	Able to explore the classroom independently as they self-select toys and resources they want to play with	Starting to recognise own successes and share their achievements with others	Recognises the need to communicate needs and wishes. Develops appropriate ways of being assertive. For example, saying, "Stop. I don't like it," when someone is doing something that they do not approve of
Managing self	Develop an understanding of their role within the classroom. For example, responding to the Shakespeare Golden rules, joining in at group time, and helping to keep the classroom safe and tidy Becoming more confident to explore new social situations. For example, playing with different groups of children and beginning to form strong friendships with peers	Makes good choices and follows rules and routines without always having to be reminded by an adult	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
Building Relationships	Quickly develop a strong, positive relationship with a Key Person as they settle into a new environment with new people	Beginning to solve problems that occur during play. For example, making suggestions to solve conflicts and rivalries	Understand gradually how others might be feeling and beginning to respond to the feelings of others appropriately
Understanding the world	Exploring and talking about the physical differences between ourselves and others Talk about our immediate family members and extended family (grandparents, aunts, uncles, etc.)	Continue to develop an understanding of the differences between ourselves and others. Meet visitors from the local community,	
Reception			
Self-regulation	Beginning to value themselves as an individual, recognising their strengths and values	Developing the ability to talk confidently about themselves including: - Likes and dislikes - Strengths and weaknesses - Things that make them special and different to others	Developing the ability to manage their own needs. For example, trying to solve problems independently
Managing self	Beginning to be able to regulate own emotions and solve problems without adult support	Becoming more able to express and label feelings Developing resilience and perseverance, and bouncing back when challenges occur	Identify and moderate their own feelings socially and emotionally, including being able to label and explain their feelings
Building Relationships	Develop the ability to build and maintain meaningful friendships with peers Demonstrate respect when playing, interacting and communicating with peers and adults	Developing the ability to identify and understand the feelings of others Respond appropriately to the needs and wishes of peers	Think about the perspectives of others when planning and organising play
Understanding the world	Knowing the physical differences between ourselves and others Talk about our immediate family members and extended family (grandparents, aunts, uncles, etc.)	Share experiences of familiar people across the community, such as doctors, hairdressers, dentists, etc	

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Golden Theme	Voice and Influence	Social justice and equity	Peace and conflict	Identity and diversity	Human rights	Sustainable development
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One						
You, Me, PSHE	Physical health and wellbeing Fun times	Mental health and emotional wellbeing Feelings	Drug, alcohol and tobacco education What do we put into and on to bodies?	Keeping safe and managing risk Feeling safe	Relationship and sex education Boys and girls, families	Identity, society and equality Me and other
Mindmate	Life changes New school/class Making new friends - I understand that talking about my feelings can help	Strong emotions Recognise what is fair/ unfair right/wrong - I know when someone is being unkind, including myself	Solving problems Setting goals & targets - I can work & play well in a small group	Being the same/being different Celebrating differences - I know the people in my class are all different	Friends and Family Recognise how others show feelings & know how to respond - I know when my friends are feeling happy	Feeling good and being me Recognise feelings - I can talk about how I am feeling
Additional		Underwear rule (Keeping myself safe)			Relationships with friends and family	
Year Two						
You, Me, PSHE	Physical health and wellbeing What keeps me healthy?	Mental health and emotional wellbeing Friendship	Drug, alcohol and tobacco education Medicines and me	Career, financial capability and economic wellbeing My money	Keeping safe and managing risk Indoors and outdoors	Relationship and sex education Boys and girls, families
Mindmate	Feeling good and being me Celebrate strengths – I'm good at... I will be better at...	Friends and Family Impact of behaviour on others - I know that what I say & do can affect my friends	Solving problems Not giving up/ Perseverance - I understand it is important to keep going when something is tricky	Being the same/being different Beginning to understand empathy - I understand my friend might have different feelings to me	Life changes Loss; Losing loved object/ pet/person - I can talk about feeling sad when I have lost something	Strong emotions Comfortable & uncomfortable feelings - I can talk about what makes me feel sad
Year Three						
You, Me, PSHE	Mental health and emotional wellbeing Strengths and challenges	Keeping safe and managing risk Bullying – see it, say it, stop it out	Drug, alcohol and tobacco education Tobacco is a drug	Identity, society and equality Celebrating difference	Physical health and wellbeing What helps me choose?	Relationship and sex education Growing up and changing (mentioning the word puberty when looking at changes throughout the life cycle)
Mindmate	Feeling good and being me Goals & aspirations - I'm good at... & I am going to try & be better at...by setting myself a simple target	Friends and Family Unkind behaviours - I understand that when I am unkind it impacts on others	Solving problems Dealing with difficult situations – I can work with different people in my class.	Being the same/being different Differing opinions - I accept that my friends & I might have different opinions	Life changes Life in KS2 New faces/ new routines - I am learning to handle change	Strong emotions Introducing strong emotions, including anger – I know it's ok to feel strong emotions sometimes.
Year Four						
You, Me, PSHE	Mental health and emotional wellbeing Democracy	Physical health and wellbeing What is important to me	Drug, alcohol and tobacco education Making choices	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)	Keeping safe and managing risk Playing safe	Relationship and sex education Growing up and changing
Mindmate	Feeling good and being me Feelings – Intensity - I can use a range a words to describe my feelings	Life changes Positive & negative effects on emotional wellbeing & mental health - I am learning to accept that I will feel a wide range of emotions depending on the situation	Strong emotions Resisting pressure - I can stand up for myself without hurting others	Being the same/being different Stigma - I know what stereotyping is	Friends and Family Skills to maintain & keep positive relationships - I can describe a healthy relationship	Solving problems Coping with difficult situations - I can cope in difficult situations
Additional		Changes in the human life cycle	Biological differences between male and female children			Feeling good about being different
Year Five						
You, Me, PSHE	Physical health and wellbeing In the media	Mental health and emotional wellbeing Dealing with feelings	Keeping safe and managing risk When things go wrong	Drug, alcohol and tobacco education Different influences	Career, financial capability and economic wellbeing Saving, spending and budgeting	Relationship and sex education Growing up and changing
Mindmate	Feeling good and being me Self-Belief - I can do...	Strong emotions Strong emotions & mental health - I know what mental health is	Solving problems Talking it through - Restorative justice I can support my friends when things go wrong	Being the same/being different Know actions affect themselves & others - I know that discrimination can hurt people's feelings]	Friends and Family Unhealthy friendships & relationships - I can describe an unhealthy relationship	Life changes Aspirations to manage change positively - I am seeing changes in a more positive light
Additional	What are the male and female parts of the body? D-Side – Social Media Awareness	What happens during puberty? What happens to girls during puberty? What happens to boys during puberty? (Delivered to all). Why is personal hygiene even more important? Why might emotions change?		Why are families important? Are all families like mine? D-Side – Drug and Alcohol Awareness workshop		
Year Six						
You, Me, PSHE	Mental health and emotional wellbeing Healthy Minds	Drug, alcohol and tobacco education Weighing up risk	Relationship and sex education Healthy Relationships	Being the same/ being different Body image/social media – I can talk and listen in difficult discussions	Identity, society and equality Human Rights	Relationship and sex education How a baby is made
Mindmate	Strong Emotions Happiness: I have a good understanding of emotional wellbeing	Keeping safe and managing risks Keeping safe out and about	Friends and Family Celebrating friendship – I can talk about how I will maintain positive relationships	Feeling good and being me Self-Integrity: I can stay true to myself despite external pressures	Solving problems Winning: what does it take? I can look after my mental health	Life changes Moving on: I can talk about changes that I'm looking forward to
Additional	Puberty and changes to our body	D-Side – Drug and Alcohol Awareness workshop D-Side – Social Media Awareness		RSE – Puberty and Sex	Alright Charlie	FGM