

**Personal Development at**  
**Cheadle Catholic Junior School**

We aim to ensure that, over their time our children receive a Personal Development programme that gives them the knowledge that they need to make decisions, to be resilient and to develop their character and personality. We provide these rich experiences in a coherently planned way – through our curriculum and extra-curricular activities.

Children know and understand their role in society; they have a sound sense of self and contribute positively to their community. They are tolerant and understand that everyone's voice should be heard and everyone's views should be acknowledged and respected. They leave primary school armed with the core values of **Faith, Respect and Growth**. They are aware of their responsibility as a citizen of the modern world and have secure and developed moral foundations on which to further build. Our curriculum offer extends far beyond the academic to allow all pupils to develop in many diverse aspects of life.

We aim to ensure that, over their time at CCJS, learners receive a Personal Development programme that gives them the knowledge that they need to make decisions, to be resilient and to develop their character and personality. We provide these rich experiences in a coherently planned way – through our curriculum and extra-curricular activities.

Children leave CCJS with the confidence to try new things and make mistakes, seeing the opportunity that lies within adversity. Our bespoke curriculum has been designed to get the best out of each and every learner. Children are resilient, hardworking and driven. They have been taught how to converse respectfully; how to value the responses offered by peers by celebrating ideas that aren't their own, and how to politely disagree, offering their own thoughts and ideas. They stretch their own thinking by asking questions of both their peers and themselves.

## Our Curriculum Drivers

At Cheadle Catholic Junior School, everything begins with our curriculum drivers. They are woven through all that we do and underpin our shared belief that our role is to support children in aspiring to achieve, understanding their place in the world and broadening their horizons.



We believe it is our responsibility to show children that there is a world of possibility awaiting them, outside of the school gates. We also strive to encourage a love of learning, and a metacognitive understanding of how we can best learn and self-regulate, that will continue into secondary school and beyond.

We also ensure that we teach the following key aspects of Personal Development:

**Healthy & Safe Behaviours** - includes our Personal, Social and Health Education (PSHE) curriculum, Relationship and Sex Education (RSE), Physical Health, Mental Wellbeing and Wider Aspects of Safety.

**Character Development** - includes development of children's own character and personality, children's behaviour and wider, extra-curricular opportunities for children to engage with.

**Our Values and British Values** - includes Democracy, Rule of Law, Respect & Tolerance and Individual Liberty.

## **Relationships and Sex Education**

The DFE guidance defines RSE as “Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals. At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship, as it is there that sexuality grows and develops.

### **Aims of RSE & Mission Statement**

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise children’s self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a “positive and prudent sexual education” which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Objectives:

To develop the following attitudes and virtues:

- Respect for the dignity of every human being – in their own person and in the person of others
- Joy in the goodness of the created world and their own bodily natures
- Responsibility for their own actions and a recognition of the impact of these on others
- Celebrating the gift of life-long, self-giving love
- Recognising the importance of marriage and family life

To Develop the Following Personal and Social Skills:

- Making sound judgements and good choices which have integrity and which are
- respectful of the individual’s commitments

- Loving and being loved, and the ability to form friendships and loving, stable relationships free
- from exploitation, abuse and bullying
- Managing emotions within relationships, and when relationships break down,
- with confidence, sensitivity and dignity
- Managing conflict positively, recognising the value of difference
- Cultivating humility, mercy and compassion, learning to forgive and be forgiven
- Developing self-esteem and confidence, demonstrating self-respect and empathy for others
- Building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately

To Know and Understand:

- The Church's teaching on marriage and the importance of marriage and family life
- The centrality and importance of virtue in guiding human living and loving

## **Spiritual, Moral, Social and Cultural (SMSC)**

Spiritual, Moral, Social and Cultural (SMSC) development is central to the personal development and growth of our pupils as people.

### **Spiritual Development**

Spiritual Development is about expanding your experience of self and life – learning about whom you are and your connection to God. Teaching children that they are connected to God, and that He loves us no matter what, is fundamental to our faith and enables children to recognise that we are all God's children and as such have been created as loving beings.

- Daily collective worship
- Supporting charities
- Celebration assemblies
- Other world faith weeks
- Partnership with local Jewish School
- Visitors in to school e.g. local priest, Local Rabbi
- Religious visitors (parish priest, Rabbi, Methodist Church etc.)
- Performing in music festivals/show
- Entering art competitions
- Self-assessment
- Faith Council
- Mini Vinnies

### **Moral Development**

Morality is about our ability to learn the difference between right and wrong and understand how to make the right choices. Children's experiences at home, the environment around them and their physical, cognitive, emotional and social skills influence their moral development. As a Catholic school, we aim to focus on the dignity and worth of each person and a vision of a just, social world.

- Whole School positive behaviour policy
- Class Rules agreed and displayed
- House points/ house winners reward
- Rights Respecting School - Silver Award
- Democratically elected pupil councils
- PSHE lessons
- Restorative Ambassadors
- E-safety lessons/assemblies
- Visiting speakers - Lady Grenfell-Baines (Kinder transport survivor)

## **Social Development**

Catholic education also promotes the development of critical skills and the integration of social issues into the learning process. To this end, learning includes a moral and ethical framework from which to discuss current social concerns such as world hunger, the interconnection between issues of justice and peace and the call to ministry in Jesus' name.

- Student Leadership e.g. Faith Leaders, Restorative Ambassadors, Rights Respecting Councillors
- School productions
- Before, during and after school clubs
- Play Leaders
- Local visits
- Book sharing events
- Open days
- Evenings for parents
- Sports Days
- Pupil Councils

## **Cultural Development**

Catholic education promotes an appreciation of the value and richness of a child's own culture and that of the cultural diversity in Britain and beyond. It calls for an awareness that cultures, different from one's own, have their own special qualities and that the people of these cultures need to be met and understood as they are, not stereotyped.

- Sporting competitions through SHAPES local sports alliance
- Class trips
- Assemblies
- Other world faith weeks
- RE lessons
- Music and Art, in lessons, from other cultures
- Performing in music festivals/show
- Entering art competitions
- School music lessons - Every Child in every year group plays an instrument
- Time to Shine Parallel Curriculum
- Other faith visitors
- Dance workshops
- Visiting theatre groups
- Visiting musicians

## **How is SMSC taught at Cheadle Catholic Junior School?**

<https://www.cheadle-jun.stockport.sch.uk/page/?title=SMSC&pid=100>

## British Values

### Promoting British Values

**British Values and Our Catholic Ethos** The government set out its definition of 'British values' in the 'Prevent Strategy' (2011), which was designed to prevent the extremism and religious radicalisation of young people. British values are considered by the present government to be **democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs**. The promotion of 'British values' is central to Catholic education because British values have their origin in the Christian values of our nation.

*"We are proud that Catholic schools promote values that are both Catholic and British, including: respect for the individual, democracy, individual liberty, respect, tolerance and inclusiveness. Our schools promote cohesion by serving more ethnically diverse and poorer communities. Catholic schools provide high standards of education which are popular with parents from all social, economic and faith backgrounds."*

**(Paul Barber – Catholic Education Service 15 December 2014).**

At Cheadle Catholic Junior School we recognise, not only the importance of helping students to flourish academically but also spiritually, morally, socially and culturally, so they are fully prepared for life in British society and for their role as citizens, able to make the strongest possible contribution to the Common Good of all.

We teach the importance of British Values by going much deeper into the meaning of what it means to live a good life, within a framework of Catholic Christian Values. This provides the context and meaning for understanding why *British values* are important. Our framework for understanding British values draws on the example of Jesus and his welcome and inclusion of all, which is developed in Catholic Social Teaching.

We are guided by our mission statement 'Forward in Faith – following in the footsteps of Jesus' and by the Christian values of honourable purpose (that is, vocation and service), respect, compassion, co-operation and stewardship as we reflect on our place and purpose in the world. We place a significant emphasis on the celebration of individuality and difference within our communities and our calling to work for the Common Good, in the service of others.

Our Catholic ethos, which includes explicit reference to Christian and *British values*, makes a tangible difference to the way we work together and with our wider communities. Within this framework, it would be impossible to overlook the government's view of British values expressed as 'democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.'

At Cheadle Catholic Junior School, British Values is an integral part within the Curriculum. This has taken the form of both stand-alone themes such as Justice Week and Democracy Day, and through cross-curricular links such as Multi Faith Day and RE. Wherever possible, we strive to deliver British Values through an interesting approach throughout all areas of the Curriculum.

## **Democracy**

Each year the children decide upon their class charter/classroom rules and the rights associated with these. All the children contribute to the drawing up of the rules.

Children have many opportunities for their voices to be heard. We have a number of pupil leader groups, which meets to discuss a range of school improvement issues.

Children have questionnaires with which they are able to put forward their views about the school. In 2021-2022, we asked the children about staying safe, bullying and improving the playground.

## **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Visits from authorities such as the local magistrates and Fire Service help reinforce this message.

## **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our PSHE lessons. Whether it be through choice of learning challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

## **Mutual Respect**

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. Our curriculum reflects the protected characteristics.

## **Tolerance of those of Different Faiths and Beliefs**

We place an emphasis on promoting and celebrating diversity and similarities with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from other faiths and cultures. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths.

We will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.



## UNICEF Rights respecting School

Cheadle Catholic Junior School is a UNICEF Rights Respecting School. We place the UN Convention on the Rights of the Child at the heart of our ethos.

This is an award given to schools by UNICEF, a leading charity organisation for children and their rights. It recognises the work that duty-bearers (teachers, staff and other adults) do to ensure that all rights-holders (children) can access their rights as defined in the United Nations Convention on the Rights of the Child.



A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils.

The 'Rights Respecting School Award' helps our children grow into thoughtful, respectful and responsible young members of the school and wider community. By learning about their rights, our children also learn about the importance of respecting the rights of others.

The Award is based on the key principles of **equality, respect, dignity, participation** and **non-discrimination** and putting these at the heart of our ethos and culture will enhance relationships, wellbeing and enable all children to flourish - developing their talents and abilities to their full potential. It will also raise children's awareness of local and global issues in relation to human rights.

The school council will play a pivotal role in placing the UN convention for the Rights of the Child at the centre of all we do at school - the Respect council will form a steering group that helps to guide us through. Have a look at the different versions of the UN convention on the Rights of the Child below.

## Personal Development Whole School Teaching

Some areas of our personal development approach are taught through subjects with their own curriculum, e.g. our PSHE/RSE and RE curriculum, or the online safety strand of our Computing curriculum. Other aspects are taught discretely. The following table illustrates which aspects are taught through which approach.

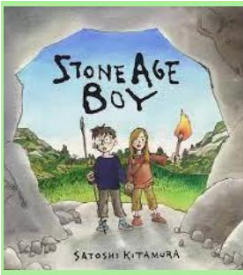
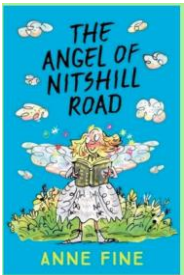
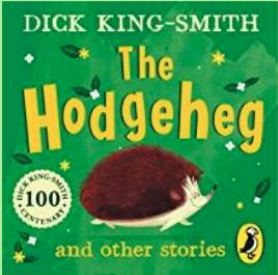
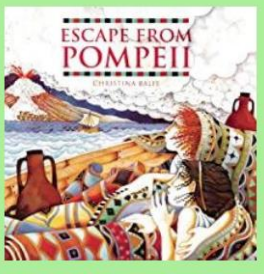
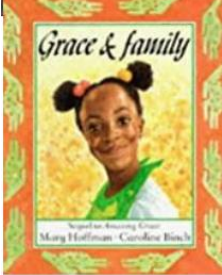
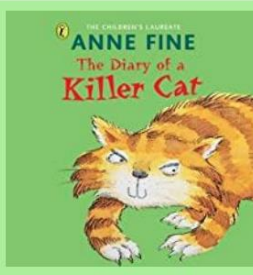
Aspect of Enhanced Personal Development	Integrated in our wider school curriculum	Discrete personal development programme
<p><b>Healthy and Safe Behaviours</b>  <i>Personal, Social and Health Education (PSHE) curriculum, Relationship and Sex Education (RSE), Physical Health, Mental Wellbeing and Wider Aspects of Safety</i></p>	<p>Expected behaviours and school rules  PSHE / RSE curriculum  PE curriculum  RE Curriculum  Computing Curriculum – online safety strand  DT – Food and Nutrition  Whole-school mental health approach  Outdoor Play And Learning  Collective Worship  Individual, ongoing subject contribution to SMSC  School experiences programme, including external, residential and virtual visits  Time to shine</p>	<p>Zones of Regulation curriculum  Anti-bullying week –  November Safer Internet Day –  February NSPCC Pants  NSPCC Speak Out Stay Safe RISE  Mental Health Awareness Project  Bikeability Training (Y5 and Y6) NHS  Tooth brushing scheme (Y3) Daily  classroom dashboard  Daily BBC Newsround Assembly  programme</p>
<p><b>Character Development</b>  <i>Development of children's own character and personality, our Cheadle Catholic Junior values, children's behaviour and wider, extra-curricular opportunities for children to engage with. Economic Understanding, Understanding Media and Technology, Spiritual</i></p>	<p>Expected behaviours and school rules  Behaviour and Achievement  PSHE / RSE curriculum  RE Curriculum  Extra-curricular clubs programme linked to curriculum with outcomes  Instrument tuition programme  Career links across the curriculum  Computing curriculum – building resilience and independence</p>	<p>Zones of Regulation curriculum  Anti-bullying week –  November Safer Internet Day –  February Time to shine  Residential Trip (Y6)  Charity opportunities e.g. Comic Relief, Children In Need  Economic development (Year 6) Christmas performances &amp; other performances (e.g. music)  Show Racism The Red Card  Assembly programme  Career links – visits, speakers, virtual immersion</p>
<p><b>Cheadle Catholic Junior Values &amp; British Values</b>  <i>Democracy, Rule of Law, Respect &amp; Tolerance, Individual Liberty. This also includes elements of citizenship.</i></p>	<p>Expected behaviours and school rules  Behaviour and Achievement  PSHE / RSE curriculum  Individual, ongoing subject contribution to British Values  RE Curriculum  School Council and Leadership / Pupil voice</p>	<p>Faith assembly programme  British Values assembly programme  Assembly programme  British Values discrete lessons  Black History Month study  Show Racism The Red Card</p>

Assembly Programme		
Weekly Gospel linked assembly Rights Respecting School annual launch Be Safe Be Seen Show Racism the Red Card Black History month Women in STEM Anti-Bullying week Curriculum celebration - History Remembrance Day Curriculum celebration - History Advent x 4 weeks Nativity/ Carol Concert	Weekly Gospel linked assembly Curriculum celebration - Art Lent assembly themes/ Reconciliation Holy week Easter Assembly – celebrating the life of Jesus, Christian Values Safer Internet Day assembly Protected Characteristics Right's Respecting School	Weekly Gospel linked assembly NSPCC Eid Celebrations Peace Celebrating Success Transition – Moving On
Outdoor Learning		
Stone Age Afternoon linked to history topic. Children sit around the campfire and use mapwork/orienteering to find information in small groups (tribes).  Forest Schools - Work as a team to create a Tree Champion.	Geography fieldwork on local area study.  Forest Schools – Linked to Geography fieldwork	Walk to Bruntwood Park – linked to Science topic  Forest school – weather monitoring (Science) large parts building - DT

Specialist Clubs		
<p>Art Club – final piece outcome</p> <p>Sustainability Club – whole school and community project</p> <p>Digital Leaders – pupils lead computing projects across school</p> <p>Science Ambassadors – promoting science and investigation across school</p> <p>Lunchtime Sports and Wellbeing Club – linked to school competition and team sports</p> <p>NEST North East Solidarity and Teaching –developing EAL language skills</p>	<p>Singing Club – performing for the community</p> <p>Musical instrument - Keyboards</p> <p>Dance Club – performing with Newcastle schools</p> <p>STEAM Club – whole school project</p> <p>Sustainability Club – whole school and community project</p> <p>Digital Leaders – pupils lead computing projects across school</p> <p>Science Ambassadors – promoting science and investigation across school</p> <p>Lego Club – targeted SEN/SEMH support</p> <p>Lunchtime Sports and Wellbeing Club – linked to school competition and team sports</p> <p>NEST North East Solidarity and Teaching – developing EAL language skills</p>	<p>Singing Club – performing for the community</p> <p>Sustainability Club – whole school and community project</p> <p>Digital Leaders – pupils lead computing projects across school</p> <p>Science Ambassadors – promoting science and investigation across school</p> <p>Lego Club – targeted SEN/SEMH support</p> <p>Lunchtime Sports and Wellbeing Club – linked to school competition and team sports</p> <p>NEST North East Solidarity and Teaching – developing EAL language skills</p>
Experiences/Visits		
See <a href="#">Time to Shine at CCJS</a>		
<p>Year 4 visit to Chester</p> <p>Year 6 Crucial Crew (All aspects of Safety)</p> <p>Stockport County – Internet Safety with Y6</p> <p>Frequent regional sporting competitions and events</p> <p>Class visits to ChristChurch</p> <p>Faith Council visit to North Cheshire Jewish School</p>	<p>Year 5 to Chester Zoo</p> <p>Frequent regional sporting competitions and events</p> <p>Class visits to ChristChurch</p>	<p>Year 3 to Knowsley Safari Park</p> <p>Year 6 Residential visit to PGL</p> <p>Class visits to ChristChurch</p> <p>Frequent regional sporting competitions and events</p>
Pupil Leadership		
<p>School Council election School Council meetings</p> <p>Pupil Voice groups</p> <p>Faith Council election and meetings</p> <p>Respect Council election and meetings</p> <p>Mini Vinnies</p> <p>House point treat voting</p>	<p>School Council meetings</p> <p>Respect Council meetings</p> <p>Faith Council Meetings</p> <p>Book Studies across all subjects</p> <p>Mini Vinnies</p> <p>House point treat voting</p>	<p>School Council meetings</p> <p>Respect Council meetings</p> <p>Faith Council Meetings</p> <p>Book Studies across all subjects</p> <p>Mini Vinnies</p> <p>Year 6 buddies for incoming Y3</p> <p>Sporting leadership at Infant school</p>

Special Events/Days		
Black History Month Dare to be Different Day Anti-Bullying Week Children In Need Diwali	Chinese New Year Easter Comic Relief Safer Internet Day	Sports Day Summer Fair

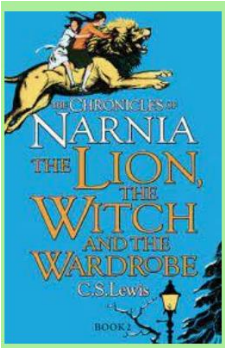
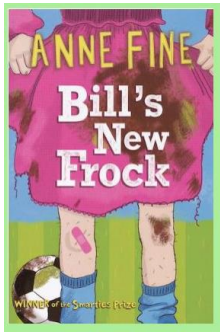
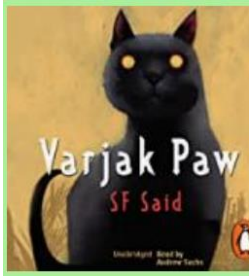

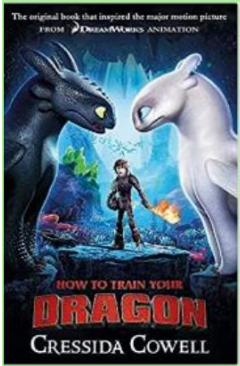
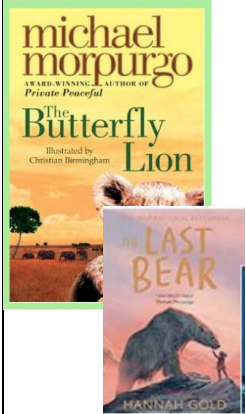
## Personal Development Programme Overview Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History	Bullying/ Self-confidence	Road safety, difference	History/ Friendship	Family and home	Justice
Whole Shared Text						
Prime Areas of Development						
PSHE/RSE	<b><u>Physical Health and Mental Wellbeing</u></b>  How do different people show how they are feeling? Is how they are behaving appropriate and proportionate to the emotions they are feeling?  Why should we be active, eat well and make sure we have good quality sleep? PE – Healthy Lifestyle Science – Animals Including Humans  Why do people use the internet? How much time should I spend online? Computing – Online Safety  Career focus: Paleontologist Link to significant person/ curriculum area: Science Autumn 2 - Rocks (Mary Anning)		<b><u>Relationships</u></b>  What does a stable, caring family look like? What are the different family structures in the wider world?  How can friendships be repaired or strengthened?  How do I respect the differences of others? What is bullying and how can I help it stop?  How do I stay safe online? How do I treat people online? Computing – Online Safety  How can I stay safe? Where can I go for help?  Career focus: Engineer Link to significant person/ curriculum area: DT Spring - Systems		<b><u>Living in the Wider World</u></b>  <b>Belonging to a Community</b> What makes a community?  Why is it important to save money?  <b>Careers</b> <b>Autumn</b> Career focus: Paleontologist Link to significant person/ curriculum area: Science Autumn 2 - Rocks (Mary Anning) <b>Spring</b> Career focus: Chef Link to significant person/ curriculum area: DT Spring 1 - Cuisine <b>Summer</b> Career focus: Anatomist Link to significant person/ curriculum area: Science Summer 1 - Animals Including Humans	

	RE	The Christian Family	Mary, Our Mother	Called to change	Eucharist	Celebrating Easter and Pentecost	Being a Christian  Inter Faith and Harmony
	PE	Invasion Games Basketball, Hockey, Tag Rugby, Netball	Dance Agility, Balance and Co-Ordination	Gymnastics Agility, Balance and Co-Ordination	Net/Wall Agility, Balance and Co-Ordination	Striking and fielding Rounders and Cricket	Athletics Running and Jumping
	Science	Light Work of Ibn al-Haytham, a scientist who achieved progress despite the technological limitations of their era The impact of UV light on human skin	Rocks The achievements of Mary Anning despite discrimination against women The use of scientific evidence to contradict a received orthodoxy		Animals, including Humans Understanding the composition of four modern diets & the need for a healthy nutrition		Plants Learning how plants are an essential part of our food chain & their role in biodiversity Interacting with living things safely & respectfully
	Computing	Class teachers to ensure <b>online safety</b> (Digital Literacy) is taught discretely in the Autumn term but also incidentally to <b>respond to the needs of their class</b> .					
		<b><u>Online Safety - Project Evolve</u></b> Self-Image & Identity Online Relationships Online Reputation Online Bullying Online Bullying Managing Online Information Privacy and Security		<b><u>Programming</u></b> Children will build resilience when working independently and as part of a team to write algorithms and debug programs.		<b><u>AfL</u></b> Teachers and children reflect upon their growth and learning throughout the year and address any areas of the curriculum that require further attention.	
	DT				Food and Nutrition How healthy is your food? PSHE – Physical Health and Mental Wellbeing (Health)		



## Personal Development Programme Overview Year 4

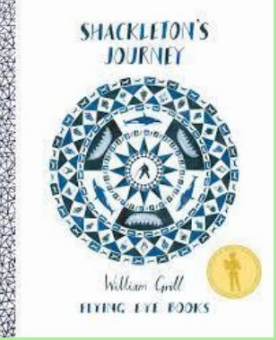
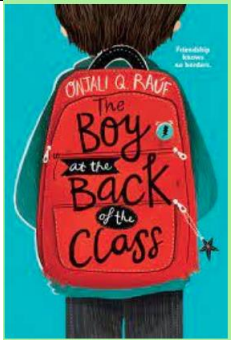
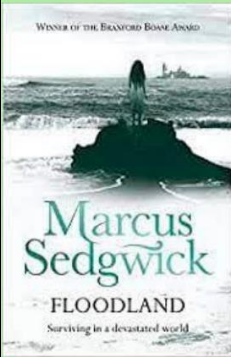
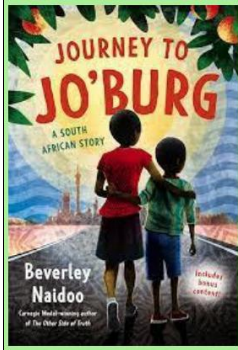
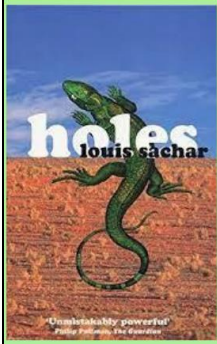
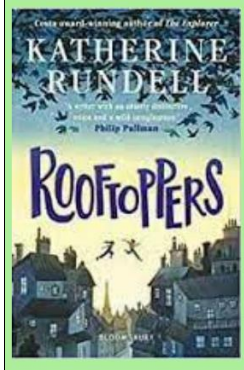
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Shared Text		WWII, Evacuation	Prejudice, stereotyping and bullying	Perseverance and courage	Hidden disability, difference	Difference, challenge and perseverance	Friendship – The environment
							
Prime Areas of Development							
PSHE/RSE		<b><u>Physical Health and Mental Wellbeing</u></b>  <b>Mental Wellbeing</b>  Do I understand the scale of emotions that different people feel?  Where can I/ people turn for support?  <b>Health</b>  Why Should we be active, eat well and look after our teeth?  Internet Safety and Harms  So what if I'm not old enough?  How can I be respectful online?		<b><u>Relationships</u></b>  <b>Families and people who care for me</b> What are the characteristics of a healthy family life? How do family members support each other in challenging times?  <b>Caring Friendships</b> Who can I trust? Respectful Relationships How does self-respect link to happiness? What is bullying? How can I help when someone is being bullied?  <b>Online Relationships</b> How do I stay safe online? How do I know who I am taking to online? Is my information safe online?  <b>Being Safe</b>		<b><u>Living in the Wider World</u></b>  <b>Belonging to a Community</b> (Community, Environment & Rule of Law) How can our choices make a difference to others and the environment?  <b>Economic Wellbeing</b> (Money) What decisions can people make with money? (media influence)  <b>Careers</b> <b>Autumn</b> Career focus: Electrician Link to Thomas Edison/ Joseph Swan curriculum area: Science- electricity <b>Spring</b> Career focus: Nutritionist / Chef	



			<p>What are boundaries? How do I tell someone I don't feel safe?</p>	<p>Link to Elsie Widdowson curriculum area: Design &amp; Technology</p> <p><b>Summer</b></p> <p>Career focus: Explorer</p> <p>Link to Sir Ranulph Twisleton-Wykeham-Fiennes Curriculum area: English (Morpurgo/Vernes) &amp; Science (States of Matter)</p>
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	RE	The Bible	Trust in God	Jesus, the teacher	Jesus, the saviour	The Mission of the Church	Belonging to the Church
	PE	<b>Invasion Games</b> Basketball, Hockey, Tag Rugby, Netball	<b>Dance</b> Agility, Balance and Co-Ordination	<b>Gymnastics</b> Agility, Balance and Co-Ordination	<b>Net/Wall</b> Agility, Balance and Co-Ordination	<b>Striking and fielding</b> Rounders and Cricket	<b>Athletics</b> Running and Jumping
	Science	<b>Living Things &amp; their Habitats</b> Appreciation for the negative impacts of human behaviour on the local & wider environment, including extinction, & positive actions they cantake to improve biodiversity		<b>Animals, including Humans</b> Understanding dental hygiene in the context of the formation of plaque acid, cavities & abscesses		<b>Electricity</b> Understanding the impact of reliance on non-renewable energy sources now and in the future, in tandem with the pioneering work of Lord Armstrong at Cragside in promoting alternative energy sources	
	Computing	Class teachers to ensure <b>online safety</b> (Digital Literacy) is taught discretely in the Autumn term but also incidentally to <b>respond to the needs of their class</b> .					
		<b><u>Online Safety - Project Evolve</u></b> Self-Image & Identity Online Relationships Online Reputation Online Bullying Online Bullying Managing Online Information Privacy and Security		<b><u>Programming</u></b> Children will build resilience when working independently and as part of a team to writealgorithms and debug programs.		<b><u>AfL</u></b> Teachers and children reflect upon their growth and learning throughout the year and address any areas of the curriculum that require further attention.	
	DT					<b><u>Food and Nutrition</u></b> What’s really in your food?	

## Personal Development Programme Overview Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	World Exploration	Refugees	Global warming	Racism and Apartheid	Consequence of choices Importance of friendship	Loyalty and Bravery
Whole class Shared Text						
Prime Areas of Development						
PSHE/RSE	<p><b>Physical Health and Mental Wellbeing</b> Children will consider how they can take care of their mental health. They will understand the importance of being active, eating well and making informed choices. They will develop an understanding and awareness of how their body will change. Children will also explore online safety including how the media influence people and how other people's actions online could impact their mental health.</p> <p><b>Mental Wellbeing</b> How can I take care of my mental health?</p> <p><b>Health</b> Do I understand the importance of being active, eating well and making informed choices? Am I aware of how my body will change?</p> <p><b>Internet Safety and Harms</b> How can the media influence people? How do other people's actions impact my mental health online?</p>		<p><b>Relationships</b> Children will understand how to identify if family relationships are making them feel unhappy or unsafe and how to get support. They will consider why they need their friends and further develop their understanding of respect for others. Children will explore bullying, being bullied online, and how to get help. They will also understand how they should behave online and how to stay safe both online and in real life.</p> <p><b>Families and People Who Care For Me</b> How do you know if family relationships are making you feel unhappy or unsafe and how do you get help?</p> <p><b>Caring Friendships</b> Do I need my friends?</p> <p><b>Respectful Relationships</b> Why should I respect others? What is bullying? Can I be bullied online? How do I get help?</p>		<p><b>Living in the wider world</b> Children will explore how they can be an active member of their local community. They will find out why they do not get to keep all of the money they earn if they get a job.</p> <p><b>Belonging To a Community</b> How can I be an active member of my local community?</p> <p><b>Economic Wellbeing (Money)</b> Why do I not get to keep all of the money I earn?</p> <p><b>Careers</b> Career focus: Explorer Link to significant person/ curriculum area: Ernest Shackleton / Geography Career focus: Astronomer Link to significant person/ curriculum area: The Harvard Computers / Science</p> <p style="text-align: center;"><b>Summer</b></p>	

				<b>Online Relationships</b> How do I stay safe online?  How should I behave online?  <b>Being Safe</b> How can I stay safe? Who do I report concerns to?		Career focus: Film editor  Link to significant person/ curriculum area: Richard Francis-Bruce (edited Harry Potter) / Computing / English	
	RE	Gifts from God	The Commandments  Law, order – British values	Inspirational People  Civil Rights	Reconciliation	Life in the risen Jesus	People of other Faiths
	PE	<b>Invasion Games</b> Children will develop their skills in games such as rugby, netball, hockey and basketball.	<b>Dance/OAA</b> Children will form movements to music to create dance performances for Christmas shows. Children will take part in team building activities such as orienteering.	<b>Gymnastics</b> Children will develop their balance, strength and flexibility whilst performing a range of gymnastic moves.	<b>Net/Wall</b> Children will further develop their racket control and hand-eye co-ordination in games such as tennis and badminton.	<b>Striking and Fielding</b> Children will develop their throwing, catching, and batting skills through games such as cricket and rounders.	<b>Athletics</b> Children will develop their running, jumping and throwing skill working towards a successful performance at sports day.
	Science	<b>Living Things &amp; their Habitats</b> Understanding the capacity of nature to endure via sexual and	<b>Animals, including Humans</b> Understanding the changes to humans during puberty including secondary	<b>Earth &amp; Space</b> Understanding their place in the universe on the only known astral body in the universe to foster life, within an apparently continuum of time and space		<b>Properties &amp; Changes of Materials</b> Learning to act responsibly around combustible materials in order to make	

		asexual reproduction in plants and animals	sexual characteristics with an emphasis on menstruation as a subject for universal, respectful understanding		systematic and accurate observations
	Computing	Class teachers to ensure <b>online safety</b> (Digital Literacy) is taught discretely in the Autumn term but also incidentally to <b>respond to the needs of their class</b> .			
		<b><u>Online Safety - Project Evolve</u></b> Self-Image & Identity Online Relationships Online Reputation Online Bullying Online Bullying Managing Online Information Privacy and Security	<b><u>Programming</u></b> Children will build resilience when working independently and as part of a team to write algorithms and debug programs.	<b><u>AfL</u></b> Teachers and children reflect upon their growth and learning throughout the year and address any areas of the curriculum that require further attention.	
	DT	<b>Cooking and nutrition</b> Why are our diets so different? Children will: make, roll and cook a flatbread; prepare a range of vegetables and present foods to a high standard.			

## Personal Development Programme Overview Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 <p>Resilience, relationships and teamwork</p>	 <p>Disability and bullying</p>	 <p>War and conflict</p>	 <p>Prejudice and oppression</p>	 <p>Environment, bullying, bereavement and empathy</p>	 <p>Social and cultural contribution to Britain</p>
Prime Areas of Development						
PSHE/RSE	<p><b><u>Physical Health and Mental Wellbeing</u></b> Children will build on their knowledge of <b>Mental Wellbeing, Health and Internet Safety and Harms</b> through exploring the following questions...</p> <p>How do different people show how they are feeling? Is how they are behaving appropriate and proportionate to the emotions they are feeling?</p> <p>Why should we be active, eat well and make sure we have good quality sleep? PE – Discuss regular activities and how they improve our mental and physical health. Science – Animals Including Humans</p> <p>Why do people use the internet? How much time should I spend online? Computing – Digital Literacy</p> <p><b>Mental Wellbeing</b> Can I do anything to improve my mental health and happiness?</p>		<p><b><u>Relationships</u></b> Children will build on their knowledge of <b>Families and People Who Care for Me, Caring Friends, Respectful Relationships, Online Relationships and Being Safe</b> through exploring the following questions...</p> <p>What does a stable, caring family look like? What are the different family structures in the wider world?</p> <p>How can friendships be repaired or strengthened? How do I respect the differences of others? What is bullying and how can I help it stop?</p> <p>How do I stay safe online? How do I treat people online? Computing – Digital Literacy</p> <p>How can I stay safe? Where can I go for help?</p> <p><b>Families and People Who Care For Me</b></p>		<p><b><u>Living in the wider world</u></b> Link to <b>Belonging To a Community</b> What are human rights and how do they protect people?</p> <p><b>Economic Wellbeing (Money)</b> How do I stay in control of my money?</p> <p>Careers <b>Autumn</b> Career focus: Botanist Link to significant person/ curriculum area: Science Carl Linnaeus <b>Spring</b> Career focus: Conservationist Link to significant person/ curriculum area: Greta Thunberg (Geography) <b>Summer</b> Career focus: Videographer Link to significant person/ curriculum area: Computing</p>	

		<p>What is mental ill health and how can I find support for myself or others?</p> <p><b>Health</b></p> <p>Do I understand the importance of being active, eating well and making informed choices?</p> <p>Do I understand how my body will change and do I know how to manage the change?</p> <p><b>Internet Safety and Harms</b></p> <p>How do the games and social media I use online impact on my mental health?</p> <p>How do I manage risk in different places and where can I look for support?</p>		<p>What is marriage (civil and religious)?</p> <p>Why do people get married?</p> <p>Who can get married (opposite and same sex)?</p> <p><b>Caring Friendships</b></p> <p>How do I navigate difficulties in friendships? (pressure and consent)</p> <p><b>Respectful Relationships</b></p> <p>What is a stereotype? How does it impact my life?</p> <p>Why should I seek permission?</p> <p>What is bullying? What impact does it have?</p> <p>What are my responsibilities?</p> <p><b>Online Relationships</b></p> <p>How do I stay safe online?</p> <p>Who can I trust online?</p> <p>How is my information used online?</p> <p><b>Being Safe</b></p> <p>What do appropriate friendships look like?</p> <p>Do vocabulary choices matter when reporting concerns?</p>			
	R E	The Kingdom of God	Justice	Jesus the bread of Life	Jesus the Son of God	The work of the Apostles	<p>Called to Serve</p> <p>Inter faith and harmony</p>

	PE	<b>Invasion Games</b> Children will develop their skills in games such as rugby, netball, hockey and basketball.	<b>Dance/OAA</b> Children will form movements to music tocreate dance performances for Christmas shows. Children will take part in team building activities such as orienteering.	<b>Gymnastics</b> Children will develop their balance, strength and flexibility whilst performing a range ofgymnastic moves.	<b>Net/Wall</b> Children will further develop their racket control and hand-eye co-ordination in games such as tennis and badminton.	<b>Striking and Fielding</b> Children will develop their throwing, catching, and batting skills through games such as cricket and rounders.	<b>Athletics</b> Children will develop their running, jumping and throwing skill working towards a successful performance at sports day.
	Science	<b>Living Things &amp; their Habitats</b> Understanding the impact of humanactivity on population numbers via binomial classification Appreciating the disproportionate consumption of living things in the occidental world, viz. the likely need to derive protein from invertebrates Understanding the dangers & necessity of microorganisms in humans	<b>Animals, including Humans</b> Learning how to responsibly and safely work with once-living, raw animal matter Understanding the effect of drugs (including narcotics) as well as the impact of exercise on the human body	<b>Evolution &amp; Inheritance</b> Developing a sophisticated understanding of the way received scientific orthodoxy changes over time, often but not necessarily in conflict with systems of belief, while realising that ideas do not develop gradually or universally but rather that political change can drive accepted theory	<b>Electricity</b> Examining the life of Nikola Tesla who died destitute despite his innovations due to the acts of others,often as part of political or commercial campaigning		
	Computing	Class teachers to ensure <b>online safety</b> (Digital Literacy) is taught discretely in the Autumn term but also incidentally to <b>respond to the needs of their class</b> .					
		<b><u>Online Safety - Project Evolve</u></b> Self-Image & Identity Online Relationships Online Reputation Online Bullying Online Bullying Managing Online Information Privacy and Security	<b><u>Programming</u></b> Children will build resilience when working independently and as part of a team to write algorithms and debug programs.		<b><u>AfL</u></b> Teachers and children reflect upon their growth and learning throughout the year and address any areas of the curriculum that require further attention.		
	DT	<b>Food and Nutrition</b>  Does food affect the way you feel?		<b>Textiles</b>  How can we reduce, recycle and repurpose?  Geography – Is the damage to our Earth irreparable? PSHE (Y2) - How do we look after the world we live in? PSHE (Y4) – How can our choices makea difference to others?			