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| **Personal Development at Dale Community Primary School and Stonehill Nursery School****2022-23** |

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| **Develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults** |
| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Developing ideas through stories e.g. How special is my GrandmaMy Daddy is fantasticMy Mummy is amazingRole play areaLearning about different festivals and religions | Eco-school councilSchool rules – ready, respect, safePSHE – Changes, Being me, Difference and Diversity, Being responsible | School councilEco-school councilSchool rules – ready, respect, safePSHE – Difference and Diversity, Being responsible, DHT Friday assemblyHT Monday assembly - values | School councilEco-school councilSchool rules – ready, respect, safePSHE – Being me, Money mattersDHT Friday assemblyHT Monday assembly – valuesFire safety visits |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| School councilEco-school councilSchool rules – ready, respect, safePSHE – Difference and Diversity, Being responsibleDHT Friday assemblyHT Monday assembly - values | School councilEco-school councilSchool rules – ready, respect, safePlayground leaders (training through Sporting Communities)PSHE – Being me, Money Matters, Drugs EducationDHT Friday assemblyHT Monday assembly - values | School councilEco-school councilSchool rules – ready, respect, safePlayground leaders (training through Sporting Communities)PSHE – Difference and Diversity, Being responsibleDHT Friday assemblyHT Monday assembly - values | School councilEco-school councilSchool rules – ready, respect, safePlayground leadersPSHE – Being me, Money Matters, Drugs EducationDHT Friday assemblyHT Monday assembly – valuesFire safety visits |

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| **Develop pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance** |
| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Learning about and celebrating different festivals e.g. Chinese New Year, Diwali, Eid, ChristmasFollowing classroom rules and routinesDeveloping their sense of self  | PSHE – Being meRE curriculum – mutual respect and tolerance | Thursday story assemblyFriday DHT assemblyPSHE – Difference and Diversity, Being Responsible, Relationships MattersRE curriculum – mutual respect and toleranceHistory (Florence Nightingale) ‘Individual Liberty’ – medicine was a male dominated profession but Florence made the choice that she wanted to train to be a Nurse irrespective of the disapproval of her parents and society. | Thursday story assemblyFriday DHT assemblyPSHE – Being meRE curriculum – mutual respect and toleranceHistory (Amy Johnson) ‘Individual Liberty’ – aviation was a male dominated profession but Amy made her own personal choice. |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Thursday story assemblyFriday DHT assemblyPSHE – Difference and Diversity, Being Responsible, Relationships MattersRE curriculum – mutual respect and toleranceHistory (Greeks) ‘Democracy’ and ‘Rule of Law’. When a new law was proposed all the citizens of Athens had the opportunity to vote on it – make a link to voting in British elections (local and national). | Thursday story assemblyFriday DHT assemblyPSHE – Being meRE curriculum – mutual respect and toleranceHistory (Anglo-Saxons) ‘The rule of law’- Anglo-Saxons attempted to bring law and order into the country as rules help to develop order within a society.  | Thursday story assemblyFriday DHT assemblyPSHE – Difference and Diversity, Being Responsible, Relationships MattersRE curriculum – mutual respect and toleranceHistory (Vikings) ‘Rule of law’ and ‘Democracy’. Rather than disputes between people being settled by fights or family feuds, a meeting took place called the Thing. | Thursday story assemblyFriday DHT assemblyPSHE – Being meRE curriculum – mutual respect and toleranceHistory (World War Two) ‘Individual Liberty.’ Hitler was a dictator who oppressed different parts of society that he did not agree with e.g. Jews, gypsies, those with disabilities. |

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| **Develop pupils’ character (a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others)** |
| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Forest schoolsAll about me and My family topicsTeaching children to play with others, co-operate and shareCelebrating successesTrips in the local area | PSHE – Difference and Diversity, Relationships Matter | PSHE – Difference and Diversity, Relationships MatterHT Monday assembly – valuesDHT Friday assembly | PSHE – Money MattersHT Monday assembly – valuesDHT Friday assembly |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| MFLPSHE – Difference and Diversity, Relationships MatterPromoting a love of language learning and curiosity about other places and culturesHT Monday assembly – valuesDHT Friday assembly | MFLPSHE – Money MattersPromoting a love of language learning and curiosity about other places and culturesHT Monday assembly – valuesDHT Friday assembly | MFLPSHE – Difference and Diversity, RelationshipsPromoting a love of language learning and curiosity about other places and culturesHT Monday assembly – valuesDHT Friday assembly | MFLPSHE – Money MattersPromoting a love of language learning and curiosity about other places and culturesHT Monday assembly – valuesDHT Friday assembly |

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| **Develop pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy** |
| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Promotion of the characteristics of effective learningLearning resilience through making mistakesLearning to take risks within a safe environment | Promotion of the characteristics of effective learningPSHE – Exploring Emotions, Changes, Being MePE – Me and my healthy body | PSHE – Exploring Emotions, Being Healthy, Relationships Matter | PSHE – Changes, Being Me |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| PSHE – Exploring Emotions, Being Healthy, Relationships Matter | PSHE – Changes, Being Me, Money MattersWider Opportunities – learning to play an instrument (resilience, wellbeing) | PSHE – Exploring Emotions, Being Healthy, Relationships Matter | PSHE – Changes, Being Me, Money Matters |

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| **Develop pupils’ understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities** |
| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Daily snack timeDaily outdoor provision Forest SchoolsLearning through stories e.g. SupertatoGrowing own fruit and vegetables | Breakfast Club provisionPSHE – Drugs Education, Being HealthyDaily outdoor provisionDaily Big RunPE curriculum | Breakfast Club provisionPSHE – Being HealthyPE curriculum | Breakfast Club provisionPSHE – Drugs Education, Growing UpAfter-school clubs – sportsPE curriculumScience – Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Breakfast Club provisionPSHE – Being HealthyAfter-school clubs – sportsPE curriculumScience – Animals including humans need the right types and amount of nutritionTargeted provision – AV Healthy Bodies club | Breakfast Club provisionPSHE – Drugs Education, Growing UpAfter-school clubs – sportsPE curriculumScience – Teeth (how to keep them healthy)Targeted provision – AV Healthy Bodies club | Breakfast Club provisionPSHE – Being HealthyAfter-school clubs – sportsPE curriculumTargeted provision – AV Healthy Bodies club | Breakfast Club provisionPSHE – Drugs Education, Growing UpAfter-school clubs – sportsPE curriculumScience – Know the positive and negative impact of diet, exercise, drugs and lifestyle on healthTargeted provision – AV Healthy Bodies club[Life skills education project](https://dalecp-my.sharepoint.com/personal/lfoster_dale_derby_sch_uk/Documents/Desktop/Personal%20development/Life%20skillls%20project%20Year%206) |

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| **Develop pupils’ age-appropriate understanding of healthy relationships through appropriate relationships and sex education** |
| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Teaching children to play with others, co-operate and shareLearning how to look after themselves and their own bodiesUnderstanding boundaries and roles in the Nursery | PSHE – Bullying Matters | PSHE – Bullying Matters, RelationshipsNSPCC assembly – Speak out, Stay safe | PSHE – Growing UpNSPCC assembly – Speak out, Stay safe |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| PSHE – Bullying Matters, RelationshipsNSPCC assembly – Speak out, Stay safe | PSHE – Growing UpNSPCC assembly – Speak out, Stay safe | PSHE – Bullying Matters, RelationshipsNSPCC assembly – Speak out, Stay safe[Relationships without Fear project](file:///M%3A%5CSMT%5CSEF%5CSEF%20evidence%5CRelationships%20without%20fear%20Year%205%202022-23.docx) | PSHE – Growing UpNSPCC assembly – Speak out, Stay safe |

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| **Enabling pupils to recognise online and offline risks to their wellbeing – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them** |
| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Teaching children to play with others, co-operate and shareDoctor role play – learning to be safe with medicines | PSHE – Drugs Education | PSHE – Bullying Matters, Relationships | PSHE – Drugs Education, Growing up, Being Safe |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| PSHE – Bullying Matters, Relationships | PSHE – Drugs Education, Growing up, Being Safe | PSHE – Bullying Matters, Relationships | PSHE – Drugs Education, Growing up, Being Safe |

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| **Enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media** |
| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Ongoing conversations about what they should be watching on devices at home |  |  | PSHE – Keeping Safe |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| PSHE – Bullying Matters | PSHE – Growing Up, Keeping Safe | PSHE – Bullying Matters | PSHE – Growing Up, Keeping safe |

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| **Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully** |
| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Home visitsPlanned transition for new N1 startersNursery staff used between the 2YO and 3YO roomsOpen evenings for parentsVirtual tours on the website | Whole school city wide transition daysPastoral and academic handoverFS2 staff visits to Nursery provision | Whole school city wide transition daysPastoral and academic handover | Whole school city wide transition daysPastoral and academic handoverPSHE - Changes |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Whole school city wide transition daysPastoral and academic handover | Whole school city wide transition daysPastoral and academic handoverPSHE - Changes | Whole school city wide transition daysPastoral and academic handover | Whole school city wide transition daysTransition portal including identification of pupils who will need extra transitionPSHE - Changes |

*The following statements are shown in the protected characteristics overview:*

Promoting:

* Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
* An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

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| **Spiritual development:** * **Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life**
* **Knowledge of, and respect for, different people’s faiths, feelings and values**
* **Sense of enjoyment and fascination in learning about themselves, others and the world around them**
* **Use of imagination and creativity in their learning**
* **Willingness to reflect on their experiences**
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| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Enrichment opportunities – Watching eggs hatchLearning about different religions and festivalsCelebrating personal achievements and events in their life | PSHE – Being mePSHE – Difference and DiversityRE curriculumEnrichment experiences – Watching caterpillars/tadpoles change | SMSC Thursday assembliesPSHE – Difference and DiversityRE curriculum DHT Friday assembliesHT Tuesday assemblies | SMSC Thursday assembliesPSHE – Being meRE curriculum DHT Friday assembliesHT Tuesday assemblies |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| SMSC Thursday assembliesPSHE – Difference and DiversityRE curriculum DHT Friday assembliesHT Tuesday assemblies | SMSC Thursday assembliesPSHE – Being meRE curriculum DHT Friday assembliesHT Tuesday assemblies | SMSC Thursday assembliesPSHE – Difference and DiversityRE curriculum DHT Friday assembliesHT Tuesday assemblies | SMSC Thursday assembliesPSHE – Being meRE curriculum DHT Friday assembliesHT Tuesday assemblies |

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| **Moral development:*** **Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England**
* **Understanding of the consequences of their behaviour and actions**
* **Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues**
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| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Restorative approach to behaviour, encouraging reflectionCaring for animalsUse of social stories | Behaviour Policy – Restorative ConversationsPSHE – Bullying Matters, Being Responsible | SMSC/British Values Thursday assembliesBehaviour Policy – Restorative ConversationsPSHE – Bullying Matters, Being Responsible | SMSC/British Values Thursday assembliesBehaviour Policy – Restorative Conversations |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| SMSC/British Values Thursday assembliesBehaviour Policy – Restorative ConversationsPSHE – Bullying Matters, Being Responsible | SMSC/British Values Thursday assembliesBehaviour Policy – Restorative Conversations | SMSC/British Values Thursday assembliesBehaviour Policy – Restorative ConversationsPSHE – Bullying Matters, Being Responsible | SMSC/British Values Thursday assembliesBehaviour Policy – Restorative Conversations |

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| **Social development:*** **Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds**
* **Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively**
* **Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs**
* **They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain**
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| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Role play and small world playCaring for animalsVisitors – people who help usSupporting charities | PSHE – Difference and Diversity, Being Responsible, RelationshipsRE curriculum Behaviour Policy – Restorative Conversations | SMSC Thursday assembliesDHT Friday assemblyHT Monday assembly - valuesPSHE – Difference and Diversity, Being Responsible, RelationshipsRE curriculum Behaviour Policy – Restorative ConversationsPE – Team games | SMSC Thursday assembliesDHT Friday assemblyHT Monday assembly - valuesPSHE – Being MeRE curriculum Behaviour Policy – Restorative ConversationsPE – Team games |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| SMSC Thursday assembliesDHT Friday assemblyHT Monday assembly - valuesPSHE – Difference and Diversity, Being Responsible, RelationshipsRE curriculum Behaviour Policy – Restorative ConversationsPE – Invasion games | SMSC Thursday assembliesDHT Friday assemblyHT Monday assembly - valuesPlayground leaders (training through Sporting Communities)PSHE – Being MeRE curriculum Residential opportunity - CastletonBehaviour Policy – Restorative ConversationsPE – Invasion games | SMSC Thursday assembliesDHT Friday assemblyHT Monday assembly - valuesPlayground leaders (training through Sporting Communities)PSHE – Difference and Diversity, Being Responsible, RelationshipsRE curriculum Behaviour Policy – Restorative ConversationsPE – Invasion games | SMSC Thursday assembliesDHT Friday assemblyHT Monday assembly - valuesPlayground LeadersPSHE – Being MeRE curriculum Residential opportunityBehaviour Policy – Restorative ConversationsPE – Invasion games |

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| **Cultural development:*** **Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others**
* **Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain**
* **Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities**
* **Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain**
* **Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities**
* **Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities**
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| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Learning about different religions and festivalsListening to music from different countriesReading stories from around the worldDolls, small world play to reflect a range of cultures | PSHE – Difference and DiversityRE curriculum Art – range of artistsEnrichment experiences – Magical Mystery Tour | SMSC/British Values Thursday assembliesPSHE – Difference and DiversityRE curriculum Art – range of artistsEnrichment experiences – Kedleston Hall | SMSC/British Values Thursday assembliesRE curriculum Art – range of artistsEnrichment experiences – - Chatsworth House, Arboretum Park |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| SMSC/British Values Thursday assembliesPSHE – Difference and DiversityRE curriculum Art – study of great artistsVisits to local religious buildings – Easter and ChristmasEnrichment experiences – Creswell Crags, DovedaleHistory (Greeks) ‘Democracy’ and ‘Rule of Law’. When a new law was proposed all the citizens of Athens had the opportunity to vote on it – make a link to voting in British elections (local and national). | SMSC/British Values Thursday assembliesRE curriculum Art – study of great artistsEnrichment experiences – Castleton day trip | SMSC/British Values Thursday assembliesPSHE – Difference and DiversityRE curriculum Art – study of great artistsEnrichment experiences – Virtual Gallery, Derby Museum | SMSC/British Values Thursday assembliesRE curriculum Art – study of great artistsEnrichment experiences – Arkwright Mills, Virtual Gallery |