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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 Grandma  My Daddy is fantastic  My Mummy is amazing  Role play area  Learning about different festivals and religions | Eco-school council  School rules – ready, respect, safe  PSHE – Changes, Being me, Difference and Diversity, Being responsible | School council  Eco-school council  School rules – ready, respect, safe  PSHE – Difference and Diversity, Being responsible,  DHT Friday assembly  HT Monday assembly - values | School council  Eco-school council  School rules – ready, respect, safe  PSHE – Being me, Money matters  DHT Friday assembly  HT Monday assembly – values  Fire safety visits |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| School council  Eco-school council  School rules – ready, respect, safe  PSHE – Difference and Diversity, Being responsible  DHT Friday assembly  HT Monday assembly - values | School council  Eco-school council  School rules – ready, respect, safe  Playground leaders (training through Sporting Communities)  PSHE – Being me, Money Matters, Drugs Education  DHT Friday assembly  HT Monday assembly - values | School council  Eco-school council  School rules – ready, respect, safe  Playground leaders (training through Sporting Communities)  PSHE – Difference and Diversity, Being responsible  DHT Friday assembly  HT Monday assembly - values | School council  Eco-school council  School rules – ready, respect, safe  Playground leaders  PSHE – Being me, Money Matters, Drugs Education  DHT Friday assembly  HT Monday assembly – values  Fire 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, Christmas  Following classroom rules and routines  Developing their sense of self | PSHE – Being me  RE curriculum – mutual respect and tolerance | Thursday story assembly  Friday DHT assembly  PSHE – Difference and Diversity, Being Responsible, Relationships Matters  RE curriculum – mutual respect and tolerance  History (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 assembly  Friday DHT assembly  PSHE – Being me  RE curriculum – mutual respect and tolerance  History (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 assembly  Friday DHT assembly  PSHE – Difference and Diversity, Being Responsible, Relationships Matters  RE curriculum – mutual respect and tolerance  History (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 assembly  Friday DHT assembly  PSHE – Being me  RE curriculum – mutual respect and tolerance  History (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 assembly  Friday DHT assembly  PSHE – Difference and Diversity, Being Responsible, Relationships Matters  RE curriculum – mutual respect and tolerance  History (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 assembly  Friday DHT assembly  PSHE – Being me  RE curriculum – mutual respect and tolerance  History (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 schools  All about me and My family topics  Teaching children to play with others, co-operate and share  Celebrating successes  Trips in the local area | PSHE – Difference and Diversity, Relationships Matter | PSHE – Difference and Diversity, Relationships Matter  HT Monday assembly – values  DHT Friday assembly | PSHE – Money Matters  HT Monday assembly – values  DHT Friday assembly |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| MFL  PSHE – Difference and Diversity, Relationships Matter  Promoting a love of language learning and curiosity about other places and cultures  HT Monday assembly – values  DHT Friday assembly | MFL  PSHE – Money Matters  Promoting a love of language learning and curiosity about other places and cultures  HT Monday assembly – values  DHT Friday assembly | MFL  PSHE – Difference and Diversity, Relationships  Promoting a love of language learning and curiosity about other places and cultures  HT Monday assembly – values  DHT Friday assembly | MFL  PSHE – Money Matters  Promoting a love of language learning and curiosity about other places and cultures  HT Monday assembly – values  DHT 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 learning  Learning resilience through making mistakes  Learning to take risks within a safe environment | Promotion of the characteristics of effective learning  PSHE – Exploring Emotions, Changes, Being Me  PE – 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 Matters  Wider 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 time  Daily outdoor provision  Forest Schools  Learning through stories e.g. Supertato  Growing own fruit and vegetables | Breakfast Club provision  PSHE – Drugs Education, Being Healthy  Daily outdoor provision  Daily Big Run  PE curriculum | Breakfast Club provision  PSHE – Being Healthy  PE curriculum | Breakfast Club provision  PSHE – Drugs Education, Growing Up  After-school clubs – sports  PE curriculum  Science – 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 provision  PSHE – Being Healthy  After-school clubs – sports  PE curriculum  Science – Animals including humans need the right types and amount of nutrition  Targeted provision – AV Healthy Bodies club | Breakfast Club provision  PSHE – Drugs Education, Growing Up  After-school clubs – sports  PE curriculum  Science – Teeth (how to keep them healthy)  Targeted provision – AV Healthy Bodies club | Breakfast Club provision  PSHE – Being Healthy  After-school clubs – sports  PE curriculum  Targeted provision – AV Healthy Bodies club | Breakfast Club provision  PSHE – Drugs Education, Growing Up  After-school clubs – sports  PE curriculum  Science – Know the positive and negative impact of diet, exercise, drugs and lifestyle on health  Targeted 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 share  Learning how to look after themselves and their own bodies  Understanding boundaries and roles in the Nursery | PSHE – Bullying Matters | PSHE – Bullying Matters, Relationships  NSPCC assembly – Speak out, Stay safe | PSHE – Growing Up  NSPCC assembly – Speak out, Stay safe |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| PSHE – Bullying Matters, Relationships  NSPCC assembly – Speak out, Stay safe | PSHE – Growing Up  NSPCC assembly – Speak out, Stay safe | PSHE – Bullying Matters, Relationships  NSPCC assembly – Speak out, Stay safe  [Relationships without Fear project](file:///M:\SMT\SEF\SEF%20evidence\Relationships%20without%20fear%20Year%205%202022-23.docx) | PSHE – Growing Up  NSPCC 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 share  Doctor 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 visits  Planned transition for new N1 starters  Nursery staff used between the 2YO and 3YO rooms  Open evenings for parents  Virtual tours on the website | Whole school city wide transition days  Pastoral and academic handover  FS2 staff visits to Nursery provision | Whole school city wide transition days  Pastoral and academic handover | Whole school city wide transition days  Pastoral and academic handover  PSHE - Changes |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Whole school city wide transition days  Pastoral and academic handover | Whole school city wide transition days  Pastoral and academic handover  PSHE - Changes | Whole school city wide transition days  Pastoral and academic handover | Whole school city wide transition days  Transition portal including identification of pupils who will need extra transition  PSHE - 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** | | | |
| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Enrichment opportunities – Watching eggs hatch  Learning about different religions and festivals  Celebrating personal achievements and events in their life | PSHE – Being me  PSHE – Difference and Diversity  RE curriculum  Enrichment experiences – Watching caterpillars/tadpoles change | SMSC Thursday assemblies  PSHE – Difference and Diversity  RE curriculum  DHT Friday assemblies  HT Tuesday assemblies | SMSC Thursday assemblies  PSHE – Being me  RE curriculum  DHT Friday assemblies  HT Tuesday assemblies |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| SMSC Thursday assemblies  PSHE – Difference and Diversity  RE curriculum  DHT Friday assemblies  HT Tuesday assemblies | SMSC Thursday assemblies  PSHE – Being me  RE curriculum  DHT Friday assemblies  HT Tuesday assemblies | SMSC Thursday assemblies  PSHE – Difference and Diversity  RE curriculum  DHT Friday assemblies  HT Tuesday assemblies | SMSC Thursday assemblies  PSHE – Being me  RE curriculum  DHT Friday assemblies  HT 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** | | | |
| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Restorative approach to behaviour, encouraging reflection  Caring for animals  Use of social stories | Behaviour Policy – Restorative Conversations  PSHE – Bullying Matters, Being Responsible | SMSC/British Values Thursday assemblies  Behaviour Policy – Restorative Conversations  PSHE – Bullying Matters, Being Responsible | SMSC/British Values Thursday assemblies  Behaviour Policy – Restorative Conversations |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| SMSC/British Values Thursday assemblies  Behaviour Policy – Restorative Conversations  PSHE – Bullying Matters, Being Responsible | SMSC/British Values Thursday assemblies  Behaviour Policy – Restorative Conversations | SMSC/British Values Thursday assemblies  Behaviour Policy – Restorative Conversations  PSHE – Bullying Matters, Being Responsible | SMSC/British Values Thursday assemblies  Behaviour 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** | | | |
| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Role play and small world play  Caring for animals  Visitors – people who help us  Supporting charities | PSHE – Difference and Diversity, Being Responsible, Relationships  RE curriculum  Behaviour Policy – Restorative Conversations | SMSC Thursday assemblies  DHT Friday assembly  HT Monday assembly - values  PSHE – Difference and Diversity, Being Responsible, Relationships  RE curriculum  Behaviour Policy – Restorative Conversations  PE – Team games | SMSC Thursday assemblies  DHT Friday assembly  HT Monday assembly - values  PSHE – Being Me  RE curriculum  Behaviour Policy – Restorative Conversations  PE – Team games |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| SMSC Thursday assemblies  DHT Friday assembly  HT Monday assembly - values  PSHE – Difference and Diversity, Being Responsible, Relationships  RE curriculum  Behaviour Policy – Restorative Conversations  PE – Invasion games | SMSC Thursday assemblies  DHT Friday assembly  HT Monday assembly - values  Playground leaders (training through Sporting Communities)  PSHE – Being Me  RE curriculum  Residential opportunity - Castleton  Behaviour Policy – Restorative Conversations  PE – Invasion games | SMSC Thursday assemblies  DHT Friday assembly  HT Monday assembly - values  Playground leaders (training through Sporting Communities)  PSHE – Difference and Diversity, Being Responsible, Relationships  RE curriculum  Behaviour Policy – Restorative Conversations  PE – Invasion games | SMSC Thursday assemblies  DHT Friday assembly  HT Monday assembly - values  Playground Leaders  PSHE – Being Me  RE curriculum  Residential opportunity  Behaviour Policy – Restorative Conversations  PE – 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** | | | |
| **Nursery (Stonehill)** | **Reception** | **Year 1** | **Year 2** |
| Learning about different religions and festivals  Listening to music from different countries  Reading stories from around the world  Dolls, small world play to reflect a range of cultures | PSHE – Difference and Diversity  RE curriculum  Art – range of artists  Enrichment experiences – Magical Mystery Tour | SMSC/British Values Thursday assemblies  PSHE – Difference and Diversity  RE curriculum  Art – range of artists  Enrichment experiences – Kedleston Hall | SMSC/British Values Thursday assemblies  RE curriculum  Art – range of artists  Enrichment experiences – - Chatsworth House, Arboretum Park |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| SMSC/British Values Thursday assemblies  PSHE – Difference and Diversity  RE curriculum  Art – study of great artists  Visits to local religious buildings – Easter and Christmas  Enrichment experiences – Creswell Crags, Dovedale  History (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 assemblies  RE curriculum  Art – study of great artists  Enrichment experiences – Castleton day trip | SMSC/British Values Thursday assemblies  PSHE – Difference and Diversity  RE curriculum  Art – study of great artists  Enrichment experiences – Virtual Gallery, Derby Museum | SMSC/British Values Thursday assemblies  RE curriculum  Art – study of great artists  Enrichment experiences – Arkwright Mills, Virtual Gallery |