



HIGHLANDS PRIMARY SCHOOL

Personal Development Overview

2023-2024

Early Years - Y6

Personal Development Curriculum

At Highlands Primary School, personal development underpins all aspects of school life as we aim to develop well-rounded pupils who develop socially, morally, spiritually and culturally and have opportunities to explore and develop their own values, whilst recognising that those of others may differ. Our curriculum includes development of pupils' understanding of religious education, citizenship, equality and diversity, healthy living, British Values, career guidance and preparing our pupils for their next stage. This is taught through timetabled lessons, is threaded throughout the wider curriculum and through personal development themed days. As well as weekly Rights Respecting assemblies and keeping safe and moral values assemblies, we have weekly Personal, Social and Health Education lessons. Relationships and Health Education is included in Healthy Living and is taught in an age-appropriate manner. We have created a whole school personal development award scheme through our pupil leadership roles to create a deepened understanding of pupils' responsibilities as citizens and to enable opportunities to demonstrate and reflect upon their own personal development.

Curriculum Intent:

From Early Years to Year 6 pupils are encouraged to grow their personal development skills through using age specific reflections, which are a fundamental part of our personal development curriculum. We are a Gold Rights Respecting School and the ethos can be clearly seen in every aspect of school life; each class has a class charter, weekly rights assemblies, a whole school Rights Team and it is prominent in our behaviour policy. This works in collaboration with our whole school values which helps develop children's: sense of responsibility, respect, empathy, friendship, kindness, justice and friendship. The SEMH team in cohesion with the teaching staff target children with specific social, emotional or mental health needs through the Wellbeing Inclusion offer to encourage them to develop their resilience and healthy minds. Pupils are given the opportunity to be involved with the direction of the schools ethos through the School Parliament, the Rights Team, Curriculum Committee, Wellbeing Committee and Sports Leaders. The school regularly takes part in whole school themed days, weeks and months such as, World Mental Health Day, Black History Month, Anti Bullying Week.

Early Years

Children's early personal, social and emotional development is crucial for them to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. We therefore ensure that our staff have ample opportunities to build strong working relationships with children and their parents from the start.

The Early Years personal, social and emotional development curriculum is designed to support children to manage their emotions, develop a positive sense of self, set themselves goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, children learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

Key Stage 1 and 2

The Personal Development Curriculum is designed to help pupils gain the skills knowledge and understanding they need to lead, healthy, happy, independent lives and to become informed, active and responsible citizens. All our pupils are encouraged to take part in a wide range of activities and experiences, not only within PSHE, but across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, pupils learn to recognise their own worth, develop a sense of their own identity and the ability to take their place in the community as well as respect and work with others. Pupils are encouraged to reflect on their experiences and to recognise how they are developing personally and socially, addressing the spiritual social, moral and cultural issues that form an intrinsic part of growing up.

PDC applies to all areas of the curriculum, including lessons, assemblies, workshops led by external visitors, and out of hours provision.

The main strands of PDC at Highlands are:

1. SMSC Relationships and Healthy Living
2. Equalities and Diversity
3. British and Universal Values
4. Living in the Wider World
5. Citizenship
6. Transition

We assess pupils learning and progress made within PSHE on a termly basis and issue pupils with achievement certificates at the end of term assemblies. The main strands for the assessment are judged on:

- Participation
- Personal Development knowledge and understanding

We also engage in weekly Lyfta Time, using story worlds to build greater universal empathy as Global Citizens.

Nursery - Personal Social Emotional Development

	Autumn term	Spring term	Summer term	End of Nursery goal
Learning Opportunities	<ul style="list-style-type: none"> • Provide familiar resources that allow children to explore and experiment but feel safe to do so. • Follow children's interests and fascinations. 	<ul style="list-style-type: none"> • Encourage and support children's increasing independence and sense of responsibility. • Increase the range of resources and challenges, outdoors and inside. • Model inviting new activities that encourage children to come over and join in. • Teach children to use and care for materials, and then trust them to do so independently. • Make materials easily accessible at child height, to ensure everybody can make choices. • Talk about goals, support children to reach a set or self-chosen goal. 	<ul style="list-style-type: none"> • Widen the range of activities that children feel confident to take part in, outdoors and inside. • Vary activities so that children are introduced to different materials. • Encourage talk around what children want to achieve and how they are going to achieve it. 	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
	<ul style="list-style-type: none"> • Give children simple tasks to complete, e.g. put away their mat after group time. • Model looking after resources, model tidying away toys. 	<ul style="list-style-type: none"> • Give children more complex tasks to complete, e.g. fruit monitor. • Involve children in agreeing codes of behaviour and taking responsibility for implementing them. • Introduce group books. 	<ul style="list-style-type: none"> • Support children in their transition, discuss how they are members of the wider school community. • Collect for local food bank. 	Develop their sense of responsibility and membership of a community
	<ul style="list-style-type: none"> • Support children when starting nursery- key person, comfort toy etc. • Parents to come in and read to children. 	<ul style="list-style-type: none"> • Invite trusted people into the setting to talk about and show the work they do. • Take children out on short walks around the neighbourhood. 	<ul style="list-style-type: none"> • Take children on trips to interesting places like a local place of worship. 	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.
	<ul style="list-style-type: none"> • Support children who find it difficult to play. Model play following their interests. Model co-operation. • Social group. • Set up play opportunities in quiet spaces. • Model social language e.g. can I play? • Provide activities that involve turn-taking and sharing in small groups. 	<ul style="list-style-type: none"> • Set up a special role-play area in response to children's fascinations and interests. • Further resource and enrich children's play, based on their interests. • Teach children ways of solving conflicts • 	<ul style="list-style-type: none"> • Involve children in making decisions about room layout and resources. • Set up open ended collaborative play experiences. • Support and model to children to listen to someone else and agree a compromise. 	Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
	<ul style="list-style-type: none"> • Model class rules to children during settling. • Use picture prompts to support children to follow the rules. 	<ul style="list-style-type: none"> • Collaborate with children in creating class charter. • Provide books with stories about characters that follow or break rules 	<ul style="list-style-type: none"> • Ensure that children have opportunities to identify and discuss boundaries. 	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
	<ul style="list-style-type: none"> • Introduce emotions during key group time. • Create cosy spaces for children to engage with each other. • Model ways that you calm yourself down, such as stopping and taking a few deep breaths. • 	<ul style="list-style-type: none"> • Introduce a variety of emotions and encourage children to discuss why they feel this way. • Introduce worry box. • Model being a considerate and responsive partner in interactions. • Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. 	<ul style="list-style-type: none"> • Encourage children to identify a wide range of emotions and why they feel that way. • Pause before intervening in children's arguments to allow children time resolve issues if they can. 	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'

	<ul style="list-style-type: none"> • Introduce kind hands. • Support children to show a range of emotions on their faces. 	<ul style="list-style-type: none"> • Help children explore situations from different points of view. • Bring these ideas into children's pretend play and when looking at books together e.g. how might the little red hen feel when no one helps her? 	<ul style="list-style-type: none"> • Talk together about how others might be feeling. • Encourage children to think of ways to make someone feel better when they are upset. 	Understand gradually how others might be feeling.
	<ul style="list-style-type: none"> • Introduce handwashing-support children to wash their hands correctly. • Support children with potty training. • Support children to choose their snack. • Talk about healthy food. 	<ul style="list-style-type: none"> • Talk to children about the importance brushing their teeth. • Consider ways to support oral health e.g. dentist visit to talk to children/families. • Talk to children about the importance of eating healthily. • Talk about the effect of healthy eating in relation to their bodies. 	<ul style="list-style-type: none"> • Independent challenge-children are challenged to meet their own care needs at home e.g. feeding themselves, getting dressed etc. parents to send in photos via Evidence me. • Grow and try healthy vegetables. • Sort healthy and unhealthy foods. 	<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and tooth-brushing.</p>
Key Vocabulary	Happy, sad, feeling, germs, kind	Health, behaviour, responsibility, angry, excited, surprised	Unhealthy, healthy, community	
Additional experiences	Parents reading stories,	Class charter, Walks around local area, invite people in the community in to talk about jobs.	Interesting visits in the local community e.g. a place of worship, visit to Reception classes	

Reception – Personal, Social & Emotional Development

	Autumn term	Spring term	Summer term	End of Reception goal
Learning Opportunities	<ul style="list-style-type: none"> Conduct home visits and meet the teacher sessions, to get to know each child and their family Allow dedicated time for adults to play with children, to find out more about their interests. Plan provision in the classroom based on children's interests 	<ul style="list-style-type: none"> Give opportunities for children to 'show and tell' special items from home or work they are proud of Plan activities for children to talk about the similarities and differences between themselves and others 	<ul style="list-style-type: none"> Provide opportunities for children to talk about what they think they are good at and what they think they could improve 	See themselves as a valuable individual
	<ul style="list-style-type: none"> Offer constructive support and recognition of children's personal achievements Help children to set their own goals and encourage them to carry on until completion 	<ul style="list-style-type: none"> Model making mistakes, and explain they are an important part of learning Encourage children to reflect on and evaluate their work to review their own learning 	<ul style="list-style-type: none"> Encourage children to describe problems they encounter and suggest ways they could solve them 	Show resilience and perseverance in the face of challenge
	<ul style="list-style-type: none"> Allow dedicated time for adults to play with children, to build positive relationships Develop a Class and Talk Charter to help children understand how to take turns with others Provide positive feedback during play to acknowledge children's kindness towards each other Plan dedicated time to play games which develop social skills, such as turn taking on the interactive whiteboard Plan dedicated time to support children to learn how to tidy up effectively 	<ul style="list-style-type: none"> Refer to the Class and Talk Charter regularly, to support children to develop an embedded understanding of these rules Have high expectations for children following instructions Provide intervention opportunities for children continuing to develop their social skills – P,S&ED group 	<ul style="list-style-type: none"> Plan opportunities for children to engage in team activities, such as collaborative model building or research projects 	Build constructive and respectful relationships Think about the perspectives of others
	<ul style="list-style-type: none"> Create a listening culture which is calm and caring so children feel able to express their emotions Explicitly teach the language of emotions alongside visual support e.g. happy, sad, frustrated, nervous, scared Encourage children to express their feelings using words, reassure them when they are feeling upset Model expressing your own feelings, explaining why you feel that way, e.g. 'I'm sad because a toy was broken and now no one can play with it' 	<ul style="list-style-type: none"> Encourage children to explain why they are feeling a certain way Help children to recognise when their actions hurt others, help them to suggest ways to resolve the conflict Provide intervention opportunities for children continuing to develop their emotional regulation skills – P,S&ED group 	<ul style="list-style-type: none"> Actively listen to children's talk, play, body language and behaviour and think about what the child is telling you – respond to children's emotional needs as appropriate 	Express their feelings and consider the feelings of others Identify and moderate their own feelings, socially and emotionally
	<ul style="list-style-type: none"> Find out more about children's health and wellbeing during home visit and meet the teacher sessions – support families as necessary e.g. direct them to support for toilet training or to visit a dentist Establish good daily hygiene routines with the children, e.g. independent toileting and hand washing – talk about the importance of this happening out of the school day too Talk about and provide opportunities for children to practise being a safe pedestrian e.g. local visits 	<ul style="list-style-type: none"> Talk to children about the importance of exercise, healthy eating, minimal screen time and sleep, use stories to support their understanding Create opportunities for the children to talk about their daily routines Talk about and provide opportunities for children to practise being a safe pedestrian e.g. local visits Provide opportunities for children to learn about dental health and healthy foods, e.g. through stories and cooking activities 	<ul style="list-style-type: none"> Continue to encourage good personal care Acknowledge and encourage children's efforts to manage their personal needs 	Manage their own needs – personal hygiene Know and talk about the different factors that support their overall health and wellbeing <ul style="list-style-type: none"> Regular physical activity Healthy eating Tooth brushing Sensible amounts of 'screen time' Having a good sleep routine Being a safe pedestrian

Key Vocabulary	Charter - friendship, kindness, respect, responsibility Feelings – happy, sad, upset, excited, angry, nervous, tired, unwell Social – listen, share, turn Personal – germs, wash hands	Charter - perseverance, empathy, justice Social – stop, I don't like it Personal – safe, healthy, unhealthy, exercise, teeth, brush,	Mistake, improve, collaboration, team	
Additional experiences				

Workshops and PSHE lessons:

Year 1	
<p>Term 1 (Sept - Dec)</p> <p>SMSC</p> <p>Healthy Living</p> <p>Equalities and Diversity</p>	<p>SMSC</p> <p>Ss1. What is and is not telling the truth.</p> <p>Ss2. To understand the importance of turn taking. (Reciprocal reading, structured play)</p> <p>R6. What is kind and unkind behaviour and how kindness makes them feel.</p> <p>R9. That their choices can impact the emotions of them and others.</p> <p>R2. Common characteristics of family life (care, spending time together, protection). R3. That families can provide love and safety. R4. What makes them feel happy and safe with their family.</p> <p>R5. How to be a good friend and to ask for help if they are finding it difficult to make or maintain friendships.</p> <p>R7. How to build new friendships in safe settings.</p> <p>R8. How to make others feel welcomed and not excluded</p> <p>Ss8. To identify boundaries of play for different children.</p> <p>Ss9. To understand personal space.</p> <p>Communities:</p> <p>L4 Learn about the different groups they belong to,</p> <p>L5: Learn about the different roles and responsibilities people have in their community.</p> <p>Healthy Living:</p> <ul style="list-style-type: none"> • Hw2. That they should wash their hands to prevent germs spreading. <p>Equalities and Diversity):</p> <ul style="list-style-type: none"> • Black History Month • Anti -Bullying Week • Inter Faith Week – Visit to Buddhist Temple • R1. What makes them special (this can include culture, religion, race etc). • R10. To celebrate and share their similarities and differences (hobbies, race, religion, culture, interests). • Diwali Assembly/ Christmas Assembly
<p>Term 2 (Jan-March)</p> <p>British Values and Universal Values</p> <p>Living in the Wider World</p>	<p>British and Human Values:</p> <ul style="list-style-type: none"> • Describe what it is like to live in Britain • Talk about what democracy is • Talk about what rules and laws are <p>Living in the Wider World (including economic wellbeing):</p> <p><i>Media literacy & digital resilience</i></p> <ul style="list-style-type: none"> • L7. about how the internet and digital devices can be used safely to find things out and to communicate with others • L9. that not all information seen online is true <p><i>Economic wellbeing: Aspirations, work and career</i></p> <ul style="list-style-type: none"> • L16. different jobs that people they know or people who work in the community do
<p>Term 3 (April-July)</p> <p>Citizenship Transition</p>	<p>Citizenship:</p> <ul style="list-style-type: none"> • R7. how to recognise when they or someone else feels lonely and what to do <p>Transition:</p> <ul style="list-style-type: none"> • List some of their achievements and say why they are proud of them • Identify facial expressions associated with different feelings • Describe some strategies that they could use to help them cope with uncomfortable feelings <ul style="list-style-type: none"> • Suggest assertive solutions to scenarios

Year 2

<p>Term 1 (Sept - Dec)</p> <p>SMSC</p> <p>Healthy Living</p> <p>Equalities and Diversity</p>	<p>SMSC</p> <ul style="list-style-type: none"> • R5. That healthy friendships are kind and welcoming. • R6. That honesty, sharing interests and being respectful are some characteristics of friendship. • R7. That their friendships might have ups and downs (including the difference between alone and lonely). <p>Communities:</p> <ul style="list-style-type: none"> • L6: to recognise the ways they are the same as and different to other people. • Shared responsibilities: • L2. how people and other living things have different needs; about the responsibilities of caring for them • L3. about things they can do to help look after their environment <p>Healthy Living:</p> <ul style="list-style-type: none"> • Hw4. What an active lifestyle looks like for children their age and the benefits of it (walking to school, hobbies, PE). • Hw5. What a healthy diet can include – eat well guide. • Hw6. What are emergency services and when to call them. <p>Equalities and Diversity):</p> <ul style="list-style-type: none"> • Black History Month • Anti -Bullying Week • Inter Faith Week – Visit to Church • Diwali Assembly • Christmas Assembly
<p>Term 2 (Jan-March)</p> <p>British Values and Universal Values</p> <p>Living in the Wider World</p>	<p>British and Human Values:</p> <ul style="list-style-type: none"> • Talk about what liberty means; • Describe a diverse society; • Describe what being British means to them. • Describe what being a global citizen means to them <p>Living in the Wider World (including economic wellbeing, aspirations):</p> <p>Economic Wellbeing. Money.</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>
<p>Term 3 (April-July)</p> <p>Citizenship</p> <p>Transition</p>	<p>Citizenship:</p> <ul style="list-style-type: none"> • L3. about things they can do to help look after their environment (SDGs) <p>Transition:</p> <ul style="list-style-type: none"> • Suggest ways to make things right after a mistake has been made • Explain that mistakes help them to learn and grow • Identify their own strengths • How can I manage my fears

Year 3

<p>Term 1 (Sept - Dec)</p> <p>SMSC</p> <p>Healthy Living</p> <p>Equalities and Diversity</p>	<p>SMSC</p> <ul style="list-style-type: none"> • L6. about the different groups that make up their community; what living in a community means • L7. to value the different contributions that people and groups make to the community <p>Healthy Living:</p> <ul style="list-style-type: none"> • Hw5. That they can create and access various self-care routines, including hobbies, and spending time with family and friends. • Hw6. To recognise when they feel differently to usual and how to seek support for their mental wellbeing including regulating their emotions. • Hw7. That emotions are part of everyday life and humans' experiences impact on their emotional response. • Hw8. That they can speak to adults in school and at home if they are worried about their or anyone else's health. • Hw10. How to prepare a healthy meal • Hw11. That a characteristic of a poor diet can be tooth decay. • Hw12. To explore the facts around safe and unsafe sun exposure and how to reduce the risk of sun damage. • Hw13. How to maintain a good oral hygiene routine (including NHS resources). <p>Equalities and Diversity):</p> <ul style="list-style-type: none"> • Black History Month • Anti -Bullying Week • Inter Faith Week- Visit to Hindu Mandir • Ambassadors of Faith and Belief Visits • Diwali Assembly/ Christmas Assembly • L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
<p>Term 2 (Jan-March)</p> <p>British Values and Universal Values</p> <p>Living in the Wider World</p>	<p>British and Human Values:</p> <ul style="list-style-type: none"> • Describe the benefits of living in a diverse and multicultural society • Understand why democracy is important • Identify how rules and laws help them <p>Living in the Wider World (including economic wellbeing, aspirations):</p> <ul style="list-style-type: none"> • L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
<p>Term 3 (April-July)</p> <p>Citizenship Transition</p>	<p>Citizenship:</p> <ul style="list-style-type: none"> • To recognise what they like and dislike, what is fair and unfair, and what is right and wrong • To share opinions <p>Transition:</p> <ul style="list-style-type: none"> • Demonstrate how they are going to make things right after mistakes have been made • Explain what they have learnt and how they have grown from mistakes they have made

<p>Term 1 (Sept - Dec)</p> <p>SMSC</p> <p>Healthy Living</p> <p>Equalities and Diversity</p>	<p>SMSC</p> <ul style="list-style-type: none"> • R3. The characteristics of friendship include: mutual respect; truthfulness; loyalty; kindness; generosity; trust; sharing interests and experiences. • R4. That friendships have ups and downs and to be aware of how to work through repair and even strengthen without the need for violence. • R5. How to judge who to trust and not to trust. R6. How to respond to peer pressure or being encouraged to do something that makes them feel worried or unsafe. • Ss6. The responsibility of bystanders <p>Healthy Living:</p> <ul style="list-style-type: none"> • Hw2. What an active lifestyle looks like for a Year 4 child and the mental and physical benefits of this. <p>Equalities and Diversity):</p> <ul style="list-style-type: none"> • Black History Month • Anti -Bullying Week • Inter Faith Week Visit to Jewish Synagogue • Ambassadors of Faith and Belief Visits • Diwali Assembly/ Christmas Assembly • L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced • L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
<p>Term 2 (Jan-March)</p> <p>British Values and Universal Values</p> <p>Living in the Wider World</p>	<p>British and Human Values:</p> <ul style="list-style-type: none"> • Identify the rights of the British people • Understand why UNCRC is so important • Describe what being British means to others • Show empathy for situations where people are not living in a democracy <p>Living in the Wider World (including economic wellbeing, aspirations):</p> <ul style="list-style-type: none"> • L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation • L31. to identify the kind of job that they might like to do when they are older
<p>Term 3 (April-July)</p> <p>Citizenship Transition</p>	<p>Citizenship:</p> <ul style="list-style-type: none"> • L4. Understand the different groups they belong to <p>Transition:</p> <ul style="list-style-type: none"> • Discuss how they could use their strengths and achievements to set aspirational goals • Support others with their internal feelings according to their facial expressions and body language

Year 5

<p>Term 1 (Sept - Dec)</p> <p>SMSC Healthy Living Equalities and Diversity</p>	<p>SMSC</p> <ul style="list-style-type: none"> • Ss2. How to engage in respectful discussion with others who have a difference in opinion or choice. • Ss3. How to model respectful relationships • R8. How people make new friends and the positive feelings associated. • R9. That healthy friendships welcome and include others, demonstrating value and respect. • R10. How to build trust, honesty, kindness, generosity and experiences in a friendship. • Ss4. The different types of bullying and who to tell. • Ss5. How and why age restrictions on social media, apps and games protect them. <p>Healthy Living:</p> <ul style="list-style-type: none"> • Mental Health Awareness and Parent Workshops <p>Equalities and Diversity):</p> <ul style="list-style-type: none"> • Ss1. Describe what a stereotype is and identify common stereotypes (ambition, occupation, fashion, race, religion, gender). • Black History Month • Anti -Bullying Week • Inter Faith Week – Visit to Mosque • Ambassadors of Faith and Belief Visits • Diwali Assembly/ Christmas Assembly
<p>Term 2 (Jan-March)</p> <p>British Values and Universal Values Living in the Wider World</p>	<p>British and Human Values:</p> <ul style="list-style-type: none"> • Think in detail about what society would be like without rules and laws • Explain in detail their own thoughts on human rights <p>Living in the Wider World (including economic wellbeing, aspirations):</p> <ul style="list-style-type: none"> • L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life • L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
<p>Term 3 (April-July)</p> <p>Citizenship Transition</p>	<p>Citizenship:</p> <ul style="list-style-type: none"> • To recognise what they like and dislike, what is fair and unfair, and what is right and wrong • To share opinions • What improves and harms their local, natural and built environments • To understand how the law and justice system operates and what can happen to people who break the law • To understand the role parliament plays in everyone's lives. And how citizens can bring about change <p>Transition:</p> <ul style="list-style-type: none"> • Suggest strategies to others to help them cope with any uncomfortable feelings they may be experiencing • Identify if behaviour is aggressive, passive or assertive • Discuss the impact on others of making amends after a mistake has been made.

<p>Term 1 (Sept - Dec)</p> <p>SMSC</p> <p>Healthy Living</p> <p>Equalities and Diversity</p>	<p>SMSC</p> <ul style="list-style-type: none"> • R5. How to navigate changing friendships and understand managing conflict and peer pressure. • Ss4. The importance of modelling courtesy and manners, including online or when conversing anonymously • R4. What to expect from a friendship including that they might have up's and down's. • R6. How to recognise who to trust and who not to trust. • R7. To identify their unique qualities that they bring to a friendship. • R8. To understand why and how people choose friends. • Ss8. That people may behave differently online, including being dishonest about their identity. • Ss10. How to critically question online friendships and information sourced from the internet. • Ss12. That secrets are not always right to keep if they relate to being safe. • Ss13. To identify appropriate boundaries in friendships including online <p>Healthy Living:</p> <ul style="list-style-type: none"> • Hw1. How to care for their mental health and physical health daily. • Hw10. How to incorporate regular exercise into their daily and weekly routine and the importance of this. • Hw5. Discuss mental and physical self-care strategies including, community participation and volunteering, physical exercise and time outdoors <p>Equalities and Diversity):</p> <ul style="list-style-type: none"> • Black History Month • Anti -Bullying Week • Inter Faith Week- Visit to Sikh Gurdwara • Ambassadors of Faith and Belief Visits • Diwali Assembly/ Christmas Assembly
<p>Term 2 (Jan-March)</p> <p>British Values and Universal Values</p> <p>Living in the Wider World</p>	<p>British and Human Values:</p> <ul style="list-style-type: none"> • Discuss with confidence why showing respect and being tolerant of others is important • Identify how respect of differing opinions and ideas to their own can be shown <p>Living in the Wider World (including economic wellbeing, aspirations):</p> <ul style="list-style-type: none"> • ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
<p>Term 3 (April-July)</p> <p>Citizenship Transition</p>	<p>Citizenship:</p> <ul style="list-style-type: none"> • To think about the lives of people living in other places and times, and how Britain relates to other countries and their differences. (Partition project). <p>Transition:</p> <ul style="list-style-type: none"> • Secondary Transition Group

