



## Personal development at Sale and Davys Church of England Primary School

### Trent Class Year 3/4

British Values	PSHCE	Protected Characteristics	Collective Worship Values	Wider Opportunities/ spiritual development
<p><b>Democracy</b> Begins to understand that the term democracy means to have your say. Can explore ways to express own opinions and campaign for a democratic change (school council, pupil voice). Can take part in delivering their desires powerfully through argument, persuasion, fact and opinion.</p> <p><b>Rule of Law</b> Understands that we follow rules that are made in parliament. Can follow and value rules made in school. Can think thoughtfully about why rules are needed and can explain this to</p>	<p><b>Exploring Emotions</b> They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems. Children develop strategies to resolve disputes. Children develop a range of strategies to manage emotions Children extend their vocabulary to help explain the range and intensity of feelings.</p> <p><b>Relationships</b> Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. Understanding when it is right to 'break a confidence' or 'share a secret'. Understanding personal boundaries</p> <p><b>Difference and diversity</b> Children can Identifying how to listen and respond respectfully to a wide range of people.</p>	<p>Recognise that there are many different types of family;(marriage/civil partnership, sexual orientation) Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'(sexual orientation, pregnancy and maternity) Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. Explain that people living in the UK have different origins;(race) Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;(race, religion and belief)</p>	<p><b>Service-</b> people who serve us. Identifying workers in the public sector. People who have dedicated their lives to help others. Children look at different types of service- Sacrificial Service(Hannah Senesh) , Courageous Service-Peter from holland. Serving the Community.Service of a King or Queen. Awards linked to service- OBE, MBE and CBE. How can pupils serve in school and at home? <b>Thankfulness-</b> To know that Christians believe that God loves and cares for them in many different ways in all aspects of life. To know that Christians believe that they should be thankful for this. To have a thankful attitude towards others. To try not to take things for granted To encourage children to show gratitude.</p>	<p><b>Pupil Led Harvest Festival</b> in St Wilfrid's Church. Year 3/4 to read poems/ prayers/research out in church.</p> <p><b>Forest School Activities-</b> to know how to use tools and equipment safely. To work as part of a team and to understand the importance of working together. To be able to name common British plants, animals and trees. To make connections to the science curriculum.</p> <p><b>Swimming-</b> To know about water safety. To learn how to swim a range of strokes. To take part in competitive sports.To be aware that exercise contributes to positive mental health.</p> <p><b>Justice and Responsibility-</b> To understand that there are people that need help from time to time. To be pro-active in helping others. To raise awareness through designing posters and presenting to others. To participate in events/ activities in school to help raise money. (Children In Need, Harvest) To identify a need within the school community. To regularly encourage the school community to keep the playground tidy. To develop a plan. To carry out tasks to ensure the school is tidy. (sweep up leaves, sort through play equipment, tidy toys)</p>

<p>someone else. Can explore and make rules, learning their value and purpose (school council, pupil voice).).</p> <p><b>Individual Liberty</b> Understand we have the freedom to make our own choices. Can explore ways that you are free to be yourself. Understand ways to help others to be free to be themselves. Can value and respect everyone's individual name.</p> <p><b>Mutual Respect</b> Understands that we respect people who are different than us. Can think about what different people in Britain are like. Can describe how to welcome people and practice being welcoming. (link to new people starting the school)</p>	<p>Children can recognising the nature of discrimination. Children have an awareness of stereotypes.</p> <p><b>Being Healthy</b> Children can make choices about how to develop healthy Lifestyles. Understanding the concept and benefits of a balanced healthy lifestyle. The children can understand what a balanced diet is giving a reference to the eatwell plate. . what positively and negatively affects their physical, mental and emotional health to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p><b>Being Safe</b> They understand that increased independence brings increased responsibility to keep themselves safe They have developing strategies for keeping physically and emotionally safe in different situations. <b>Drug Education</b> They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. . They understand when they should keep secrets and promises, and when they should tell somebody about them. . Children recognise, and assess risks in different situations , Children develop how to manage a risk responsibly</p>	<p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. Recognise the factors that make people similar to and different from each other; Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. List some of the ways that people are different to each other (including differences race, gender, religion religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences. Understand and identify stereotypes, including those promoted in the media.</p>	<p><b>Perseverance-</b> To encourage children to persevere through difficult times. To know that school supports children who are struggling to succeed. For children to identify learning and teaching strategies that encourage and motivate children <b>Justice-</b> This includes the call to take responsibility for one another. To know how the school make children aware of global justice issues. To know that as a school we support charities. To know that there are procedures in place to ensure that rules are fair and just. To take responsibility for each other in the school community and to develop a sense of responsibility towards their 'neighbours' both near and far. To ensure that there is an inclusive community for all. <b>Wisdom-</b>Children are encouraged to act responsibly and think about wisdom in their actions and words. To know the difference between being clever and being wise. <b>Creativity-</b> To know that creativity is promoted through the curriculum. Pupils are encouraged to take responsibility for their environment. For children</p>	<p><b>Anti-Bullying Week-</b> To know how to stay safe and how to get help. To be able to recognize what bullying is STOP. To be aware of the different types of bullying.</p> <p><b>House Challenges-</b> To take part in a range of House Challenges. To work as a team. To undertake work at home in order to prepare for the challenges. To make connections to knowledge taught in the curriculum. To be good role models for the rest of the school.</p> <p><b>Festive Showcase-</b> to perform in front of an audience. To know the importance of practicing for an event. To make connections to knowledge taught in the music curriculum. To engage in public speaking.</p> <p><b>Playground Friends-</b>To understand that younger children need more support and help in order to develop independence. To know the importance of the values-kindness, helpfulness and patience.</p> <p><b>Arts Week-</b> To make connections to knowledge taught in the Art Curriculum. To apply skills and techniques to a Christmas theme. To be able to appreciate art and learn about specific artists and the movements they belonged to.</p> <p><b>Safer Internet day-</b> To revisit the importance of staying safe online and how to get help if you feel unsafe. To make others aware of staying safe online.</p> <p><b>World Book Day-</b> Developing a love of reading. Sharing books. To take part in public speaking.</p> <p><b>Science Week-</b> Making connections to the science curriculum. To know more and remember more. To be able to apply scientific</p>
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	<p>(including sensible road use and risks in their local environment) and to use this as an opportunity to build resilienc</p> <p>The children can say where they can get help and how to ask for help.</p> <p>Children can identify rules to keep themselves safe.</p> <p><b>Drug Education</b></p> <p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <ul style="list-style-type: none"> <li>. They understand when they should keep secrets and promises, and when they should tell somebody about them.</li> <li>. Children recognise, and assess risks in different situations , Children develop how to manage a risk responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilienc</li> </ul> <p>The children can say where they can get help and how to ask for help.</p> <p>Children can identify rules to keep themselves safe.</p>		<p>to learn about maintaining a balance between ecological issues and technological human progress. For children to make spiritual connections through creativity.</p>	<p>skills. To work together to solve problems. To make links to maths.</p> <p><b>Easter Service-</b> To present to an audience. To research and write for a purpose.</p> <p><b>Cyclo-Cross-</b> Developing a new skill. To be physically active. To know how to stay healthy. To take part in competitive sports.</p> <p><b>Sports Week/ Sports Day-</b>To be aware of physical and positive mental health. To learn new skills.To gain confidence. To know what it's like to work as part of a team. To develop a love of sport and being active. To take part in competitive sports</p> <p><b>First Aid-</b> To be able to keep yourself safe and to be able to keep others safe. To apply basic first aid.</p>
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