



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

### Dart Class Year 1/2

British Values	PSHCE	Protected Characteristics	Collective Worship Values	Wider Opportunities/ spiritual development
<p><b>Democracy</b> Expresses and justifies opinions. Understands that own and others' views count. Understands the importance of teamwork. Can take part in house challenges with other members of their house. Understands that taking part in a vote for their House Captain is an example of having a choice or say in a decision.</p> <p><b>Rule of Law</b> Can understand that everyone in school and in the community has rights and responsibilities. Knows who helps me in school and in the wider community. Is aware of what is right/wrong and can apply this in school</p>	<p><b>Exploring Emotions</b> Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals.</p> <p><b>Being Healthy</b> Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings what constitutes, and how to</p>	<p>Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. Explain some of their school rules and how those rules help to keep everybody safe. Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that</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 1/2 to read poems/ prayers/ sing a song.</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>Charity work/activities-</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 taking part in school run activities. (Children In Need, Harvest)</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 some 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 Reception children)</p>

<p>and society. Understands the need for rules.</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 and Tolerance</b> Has an awareness that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds etc. Recognises that people have things in common but everyone is unique. Identifies and respects the similarities and differences between people.</p>	<p>maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health <sup>[1]</sup><sub>SEP</sub> what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p> <p><b>Living in the Wider World</b> Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.</p>	<p>show respect for other people. Recognise and explain how a person's behaviour can affect other people Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school. Understand and explain some of the reasons why different people are bullied Explore why people have prejudiced views and understand what this is.</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 to learn about maintaining</p>	<p><b>Christmas Play-</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 performance.</p> <p><b>School trip to the Pantomime</b> To appreciate art and dance performance. Positive mental health. To make connections to English lessons (fairy stories)</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 and performing.</p> <p><b>Science Week-</b> Making connections to the science curriculum. To know more and remember more. To be able to apply scientific skills. To work together to solve problems. To make links to maths.</p> <p><b>Easter Service-</b> To sing/ perform to an audience.</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>
---	---	--	---	---

			a balance between ecological issues and technological human progress. For children to make spiritual connections through creativity.	<b>First Aid-</b> To be able to keep yourself safe and to be able to keep others safe. To apply basic first aid and to know how to get help.
--	--	--	--	--