



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

### Griffon Class Year5/6

#### Cycle

| British Values  | PSHCE   | Protected Characteristics  | Collective Worship Values   | Wider Opportunities/ spiritual development  |
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| <p><b>Democracy</b><br/>Understands the term democracy and why it matters to have your say. Can take part in delivering their desires powerfully through argument, persuasion, fact and opinion. Can take part in a fair vote. (House captain elections and applications)</p> <p><b>Rule of Law</b><br/>Think about why we have the rule of law. Can follow and value rules made in school. Can think thoughtfully about why rules are needed and can explain this to someone else. Can explore rules, learning their value and purpose. (school council, pupil voice).</p> <p><b>Individual Liberty</b><br/>Can explore the right to live in freedom and</p> | <p><b>Being Healthy</b><br/>Understand why having a balanced diet is important and can identify why sometimes eating a balanced diet is difficult. Pupils can identify some factors that affect emotional health and well-being. They develop an understand of well being familiarising themselves with the five factors of <b>well being</b></p> <p><b>keep active</b><br/><b>take notice</b><br/><b>connect</b><br/><b>keep learning</b><br/><b>give</b></p> <p>The children can identify how their body and their emotions may, change as they approach and move through puberty.</p> <p><b>Being Safe</b><br/>Children understand that increased independence brings increased responsibility to keep themselves safe. Children have developed strategies for keeping physically and emotionally safe in different situations. They</p> | <p>Demonstrate respectfulness in responding to others; • Develop an understanding of discrimination and its injustice, and describe this, using examples; • Empathise with people who have been, and currently are, subjected to injustice, including through racism; • Consider how discriminatory behaviour can be challenged. • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Understand and explain</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?</p> <p><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 5/6 to plan and present in Church. Parents invited to attend.</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.</p> <p><b>Flute lessons-</b> To learn how to play a musical instrument. To learn how to read music. To be able to play simple tunes. To take part in a performance.</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 designing posters, leading Collective Worship and presenting to others. To organize events/ activities in school to help raise money. (Children In Need, Harvest)</p> |

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| <p>individual liberty. Explore ways to support other people's right to live in freedom and individual liberty. Explore the idea that we need to allow other people to have liberty. Understand that individual liberty needs to be within the rules. Can explore the UN Children's Rights. Can explore own individual liberty to be who I want to be (within the rules).</p> <p><b>Mutual Respect</b><br/>Can understand how all people are equal and different. Can describe how to welcome people and practice being welcoming. (Buddy system in school, Year 6 readers, Playground friends, Collective worship Leaders)</p> | <p>understand the importance of protecting information particularly online. They understand how to become digitally responsible.</p> <p><b>Drug Education</b> They can list some ways of resisting negative peer pressure around issues affecting their health and well-being. They can list the commonly available substances and drugs that are legal and illegal, They can describe some of the effects and risks of these. The children can identify how taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that - Identifying influences and when an influence becomes a pressure. Developing skills of how to ask for help. Identify basic emergency procedures</p> <p>Understanding the term 'habit' and why habits can be hard to change</p> <p><b>Relationships</b><br/>– Puberty<br/>Explore the emotional and physical changes occurring in puberty. Understand male and female puberty changes in more detail and how puberty affects the reproductive organs. Understand how to keep clean during puberty, understand how emotions change during puberty. To know how to ask for advice or help for themselves or others and to keep trying until they are heard</p> <p><b>Puberty, Relationships and</b></p> | <p>the difference between sex, gender identity, gender expression and sexual orientation. • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else; • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.</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</p> <p><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.</p> <p><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.</p> <p><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>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/ Carol Singing-</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.</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 skills. To work together to solve problems. To make links to maths.</p> <p><b>Bikeability-</b> To know how to stay safe on the roads. To know how to keep their bike in good order.</p> |
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|  | <p><b>Reproduction</b> consider puberty and reproduction, describing how and why the body changes during puberty in preparation for reproduction. Discuss the importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. Identify qualities of a healthy relationship. Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> |  | <p>a balance between ecological issues and technological human progress. For children to make spiritual connections through creativity.</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-</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.</p> <p><b>First Aid-</b> To be able to keep yourself safe and to be able to keep others safe.</p> <p><b>Residential-</b> To develop organizational skills. To learn to be independent in a safe environment. To be encouraged to challenge yourself. To develop resilience. To be part of a team. To care for others.</p> |
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