**Personal Development Criteria**

Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults

Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

Developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy

Enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media

Developing pupils’ age-appropriate understanding of healthy relationships through appropriate relationships and sex education

Developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

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

Enabling pupils to recognise online and offline risks to their well-being – 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

Developing 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

Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Developing pupils’ character, which we define as 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. This gives pupils the qualities they need to flourish in our society

Year 1 and 2

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| Personal Development Criteria  | Key stage 2 – Year 3 | Key Stage 2 – Year 4 |
| Family and relationships | Health and Well-being | Safety and the changing body | Citizenship | Economic Well-being | Family and relationships | Health and Well-being | Safety and the changing body | Citizenship | Economic Well-being |
| Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults |  |  |  | Lessons 2, 5 |  | Lesson 1 |  |  | Lesson 1 |  |
| Developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance | See British Value Mapping |
| 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 | Lessons 6, 7, 8 |  |  |  | Lesson 6 | Lessons 5, 6 |  |  | Lesson 3 |  |
| Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation | / | / | ./ | / | / | / | / | / | / | / |
| Developing pupils’ character, which we define as 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. This gives pupils the qualities they need to flourish in our society |  | Lessons 3 and 4 |  |  |  |  | Lesson 4 |  |  |  |
| Developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy |  | Lesson 5 |  |  |  |  | Lesson 3, 5, 7 |  |  |  |
| Enabling pupils to recognise online and offline risks to their well-being – 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 |  |  | Lessons 5, 6 and 7 |  |  |  |  | Lessons 2, 8 |  |  |
| Enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media |  |  | Lessons 3 and 4 |  |  |  |  | Lessons 1 and 2 |  |  |
| Developing 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 |  | Lessons 1 and 6 |  |  |  |  |  |  |  |  |
| Developing pupils’ age-appropriate understanding of healthy relationships through appropriate relationship and sex education | Lessons 1, 2 and 3 |  |  |  |  | Lessons 2, 4 |  |  |  |  |
| Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully. | All year groups have a transition lesson |
| Ofsted will expect the school’s relationships, sex and health education curriculum (and wider curriculum) to specifically address sexual harassment, online abuse and sexual violence. The curriculum should also address safeguarding risks (including online risks), issues of consent, and what constitutes a healthy relationship both online and offline. | Lessons 3 and 7 |  |  |  |  | Lessons 2 and 5 |  |  |  |  |