

# High Clarence Primary Academy



## Personal Development Curriculum 2025-26

## Personal Development at High Clarence:

Our curriculum extends far beyond the academic, to allow pupils to develop in many diverse aspects of life. This is encapsulated in our Personal Development Curriculum.

We aim to ensure that, over their time at High Clarence Primary Academy, learners receive a Personal Development programme that gives them the knowledge that they need to make decisions, to strengthen them personally and to allow them to develop their character and personality. We provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities.

At High Clarence Primary Academy, there are four key drivers that underpin our Personal Development approach:

- Healthy & safe behaviours
- Awareness of the world
- Character development
- British Values

**Healthy & safe behaviours** include our PSHE curriculum, Relationship Education, Sex Education, Physical Health, Mental Wellbeing and Wider Aspects of Safety.

**Awareness of the world** includes Economic Understanding, Understanding Media and Technology and Spiritual, Moral, Social and Cultural development.

**Character development** includes development of children's own character and personality, our School values – Happiness, resilience, ambition, respect and healthiness, children's behaviour and wider opportunities for children to engage with.

**British Values** includes *Democracy, Rule of Law, Respect & Tolerance and Individual Liberty*.

## Personal Development Curriculum Overview:

Some areas of our personal development approach are taught through subjects with their own curriculum, e.g. our PSHE curriculum, or the online safety strand of our Computing curriculum. Other aspects are taught discretely. The following table illustrates which aspects are taught through which approach.

Aspect of Personal Development	Integrated area of wider school curriculum	Discrete personal development curriculum
Safe Behaviours  <i>Including; Relationship Education, Sex Education, Physical Health, Mental Wellbeing, Wider Safety</i>	<ul style="list-style-type: none"> <li>Jigsaw PSHE curriculum – Healthy Me, Relationships, Changing Me</li> <li>Computing Curriculum – online safety strand</li> <li>Whole-school mental health approach</li> </ul>	<ul style="list-style-type: none"> <li>Anti-bullying week – November</li> <li>E-safety day – February</li> <li>Jigsaw PSHE</li> <li>NSPCC Speak Out Stay Safe</li> <li>Physical safeguarding curriculum (Sun safety, fire safety, firework safety, water safety, road safety)</li> <li>Mini First Aiders First Aid (KS2)</li> <li>NHS Toothbrushing scheme (Whole school)</li> </ul>
Awareness of the world  <i>Including; Economic Understanding, Understanding Media and Technology, Spiritual, Social, Moral, Cultural</i>	<ul style="list-style-type: none"> <li>Jigsaw PSHE curriculum – Dreams and Goals</li> <li>RE Curriculum</li> <li>Individual, ongoing subject contribution to SMSC (see statements)</li> <li>School visits programme</li> <li>Fifty famous faces' across the curriculum (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>Virgin Money make £5 grow (Year 5 &amp; 6)</li> <li>E-safety day – February</li> <li>Christmas Theatre Visit</li> <li>Picture News Assembly twice a week</li> </ul>
Character  <i>Including; development of character, confidence and resilience, citizenship, wider opportunities</i>	<ul style="list-style-type: none"> <li>Jigsaw PSHE curriculum – Rights and responsibilities, being my best</li> <li>School values – Healthiness, Respect, Ambition, Resilience, Happiness</li> <li>School Behaviour Curriculum</li> <li>Extra-curricular clubs programme</li> <li>Christmas performances &amp; other performances (e.g. music)</li> </ul>	<ul style="list-style-type: none"> <li>Streonshalh – East Whitby residential Centre 2 nights (LKS2)</li> <li>Derwent Hill Residential Trip 4 nights (UKS2)</li> <li>Charity opportunities e.g. Comic Relief, Children In Need</li> <li>Pupil leadership roles (librarians, lunchtime club leaders)</li> </ul>
British Values  <i>Including; Democracy, Rule of Law, Respect &amp; Tolerance, Individual Liberty. This also includes elements of citizenship.</i>	<ul style="list-style-type: none"> <li>Jigsaw PSHE curriculum – Being Me In My World, Celebrating Difference</li> <li>Individual, ongoing subject contribution to British Values (see statements)</li> <li>RE Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Picture News assemblies with explicit links to British Values and protected characteristics</li> <li>Black History Month – books mapped out</li> <li>Pride &amp; Diversity week study - books mapped out</li> </ul>

## Discrete Personal Development Long Term Plan:

	Autumn	Spring	Summer
Discrete personal development curriculum (lesson time)	<p><b>Safe behaviours:</b> NSPCC PANTS</p> <p>Anti-Bullying</p> <p>Fire &amp; Firework safety assembly – Fire Brigade</p> <p><b>British Values</b> See Picture News Curriculum X2 assembly a week</p> <p><b>Awareness of the world:</b> Game of Actual life life &amp; financial educational programme</p> <p><b>British Values</b> Democracy (KS2)</p> <p><b>British Values</b> Discrimination (KS2)</p>	<p><b>Safe behaviours:</b> NSPCC Speak Out Stay Safe</p> <p>Water safety</p> <p><b>British Values</b> Rule of law – the big legal lesson</p> <p><b>British Values</b> See Picture News Curriculum X2 assembly a week</p>	<p><b>Safe behaviours:</b> Sun Safety</p> <p>Road Safety</p> <p>First Aid (KS2)</p> <p><b>British Values</b> See Picture News Curriculum X2 assembly a week</p> <p><b>Awareness of the world:</b> Economic Understanding: Virgin Money make £5 grow</p>
Special Events / Days	<p>Black History Month each class have a famous person to study (mapped out on two year rolling programme)</p> <p>Children In Need</p> <p>Anti-Bullying Week</p> <p>Remembrance Day</p> <p>Xmas Jumper Day</p> <p>Theatre Production Visit</p>	<p>Chinese New Year</p> <p>Shrove Tuesday</p> <p>Safer Internet Day</p> <p>World Book Day</p> <p>Red Nose Day</p> <p>Easter</p>	<p>NSPCC Number Day</p> <p>High Clarence Got Talent</p> <p>Class Learning Celebration Assemblies</p> <p>Pride &amp; Diversity - each year group to have a famous person linked to book (two year rolling programme)</p>

## Personal Development Curriculum – Objectives / Progression of Learning:

Some aspects of personal development – such as the PSHE curriculum – are already mapped out in their own documentation.

Events – such as anti-bullying week – are thematic each year and do not have year group specific progression.

### Safe behaviours

	EYFS	KS1	LKS2	UKS2		
NSPCC PANTS	<ul style="list-style-type: none"><li>Understand and learn the PANTS rules</li><li>Name body parts and know which parts should be private</li><li>Know the difference between appropriate and inappropriate touch</li><li>Understand that they have the right to say “no” to unwanted touch start thinking about who they trust and who they can ask for help.</li></ul>					
NSPCC Speak Out Stay Safe		<ul style="list-style-type: none"><li>Understand abuse in all its forms and recognise the signs of abuse</li><li>Understand that abuse is never their fault, and they have the right to be safe</li><li>Know how to get help, and the sources of help available to them, including the Childline service.</li><li>(Lesson plans are differentiated for KS1 and ks2)</li></ul>				
Sun Safety		<ul style="list-style-type: none"><li>UV rays cannot be seen, but they can damage the skin and lead to sunburn, wrinkles, rashes and more serious conditions in later life, including skin cancer. UVA and UVB are the two types of UV rays that affect humans the most.</li><li>SPF stands for Sun Protection Factor: the higher the SPF number, the more protection the sun cream gives you. Children should use sun cream with an SPF of 30 or higher.</li><li>The Star Rating refers to the product’s protection from UVA. The Star Rating goes from 1 to 5 and it is recommended that children use sun cream with five stars, as this gives the best protection.</li></ul>				
First Aid			<p><i>Emergencies &amp; calling for help:</i></p> <ul style="list-style-type: none"><li>Understand it's most important to ensure the safety of myself and others in the event of an emergency</li><li>Assist in an emergency by correctly calling for help</li><li>Know the information I need to give to emergency services if they are called to an incident</li></ul> <p><i>Head injuries</i></p> <ul style="list-style-type: none"><li>Identify a minor or major head injury</li><li>Give first aid to a casualty who</li></ul>	<p><i>Asthma:</i></p> <ul style="list-style-type: none"><li>identify a casualty who is having an asthma attack</li><li>assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack</li><li>understand when to seek medical help for a casualty who is choking</li></ul>	<p><i>Bleeding:</i></p> <ul style="list-style-type: none"><li>Ensure the safety of themselves and others.</li><li>Assess a casualty's condition calmly and give first aid to a casualty who is bleeding</li><li>I can give first aid to a casualty who is in shock.</li><li>I can seek medical help if required for a casualty who is bleeding</li></ul>	<p><i>Choking;</i></p> <ul style="list-style-type: none"><li>Identify a casualty who is choking</li><li>Assess and give first aid to a casualty who is choking</li><li>Seek medical help if required</li></ul> <p><i>Basic Life Support</i></p> <ul style="list-style-type: none"><li>Conduct a primary survey</li><li>Place an unresponsive casualty, who is breathing normally, into the recovery position</li><li>Know when and how to deliver CPR to an</li></ul>

		<p>has a head injury</p> <ul style="list-style-type: none"> <li>• Call for help for a casualty who has a head injury</li> </ul> <p><i>Bites &amp; stings</i></p> <ul style="list-style-type: none"> <li>• Identify when a casualty is having an allergic reaction to a bite or sting</li> <li>• Provide first aid treatment for a casualty who has been bitten or stung</li> <li>• Comfort and reassure a casualty who has been bitten or stung</li> <li>• Seek medical help if required</li> </ul>			<p>unresponsive casualty who is not breathing normally</p> <ul style="list-style-type: none"> <li>• Seek medical help</li> </ul>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	----------------------------------------------------------------------------------------------------------------------------------

**Awareness of the world**

Economic Development (UKS2)	<p>Virgin Money Make £5 grow</p> <p>Game of Actual Life</p>
-----------------------------	-------------------------------------------------------------

## APPENDIX 1:

### High Clarence Primary Academy's Fifty Famous Faces

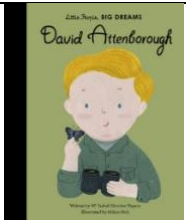

We have identified fifty famous people from a diverse range of backgrounds who have made a significant impact on our world. We study these people across the curriculum where they link to the children's planned learning using the high-quality 'Little People, Big Dreams' series as a stimulus.

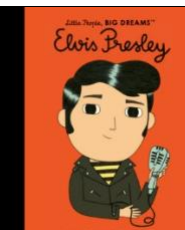
#### Special Months:




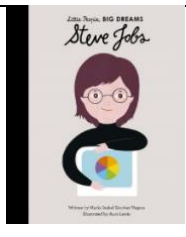
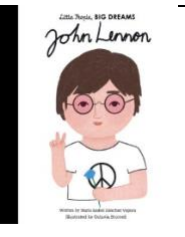
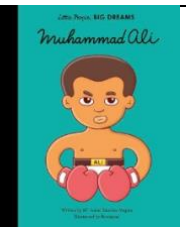
	EY Year A	EY Year B	KS1 Year A	KS1 Year B	LKS2 Year A	LKS2 Year B	UKS2 Year A	UKS2 Year B
Black History Month (October)								
	Marcus Rashford	Stevie Wonder	Mae Jemison	Jesse Owens	Harriet Tubman	Martin Luther King Jr.	Amanda Gorman	Nelson Mandela

	EY Year A	EY Year B	KS1 Year A	KS1 Year B	LKS2 Year A	LKS2 Year B	UKS2 Year A	UKS2 Year B
Pride Month (June)								
	Elton John	Billie Jean King	Megan Rapinoe	Rudolf Nureyev	Alan Turing	Simone de Beauvoir	RuPaul	Laverne Cox

Across the curriculum:

Reception		
	David Attenborough	Pablo Picasso
	Understanding of the world	Expressive arts and design

KS1							
	Amelia Earhart	David Bowie	Elvis Presley	Prince	Neil Armstrong	Alexander von Humboldt	Florence Nightingale
	History	Music	Music	Music	History	Science	History

LKS2								
	Mary Anning	Georgia O'Keeffe	Ada Lovelace	Nikola Tesla	GretaThunberg	Steve Jobs	John Lennon	Muhammed Ali
	Science	Art	Computing	Science	Science	Computing	Music	PE



UKS2									
	Anne Frank	Emmeline Pankhurst	Stephen Hawking	Andy Warhol	Frida Kahlo	Charles Darwin	Ernest Shackleton	Rosalind Franklin	Jane Goodall
	History	History	Science	Art	Art	Science	History	Science	Science

### Values Assemblies:

Democracy			
	Kamala Harris	Ruth Bader Ginsburg	Corazon Aquino

Respect & tolerance				
	Ghandi	Malala Yousafzai	Rosa Parks	Mother Teresa

## Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition