

Moredon Primary and Nursery School



Personal Development Curriculum

We aim to ensure that, over their time at Moredon Primary and Nursery School, learners receive a Personal Development curriculum that gives them the knowledge that they need to make decisions, to be resilient and to develop their character and personality with high aspirations for success in life. We provide these rich experiences in a coherently planned way – through our curriculum, extra-curricular activities as well as through rigorous staff support. Our Offer extends far beyond the academic to allow all pupils to develop in many diverse aspects of life.

We aim for all children at Moredon to know and understand their role in society; we work hard to ensure they have a sound sense of self and contribute positively to their community. They are tolerant and understand that everyone's voice should be heard and everyone's views should be acknowledged and respected. They leave primary school armed with core values and are aware of their responsibility as a citizen of the modern world and have secure and developed moral foundations on which to further build.

Children leave Moredon with the confidence to try new things and make mistakes, seeing the opportunity that lies within adversity. They leave our school with a sense of pride and feel valued. Our bespoke curriculum has been designed to get the best out of each and every learner. Children are resilient, hardworking and driven. They have been taught how to converse respectfully; how to value the responses offered by peers by celebrating ideas that aren't their own, and how to politely disagree, offering their own thoughts and ideas. They stretch their own thinking by asking questions of both their peers and themselves and they are equipped with tools to allow them to face challenges and difficulties.

At Moredon Primary and Nursery School, we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their school career and opens the doors to the wider world. We want our children to aspire to achieve and believe that it is essential that they understand the world they live in. Broadening our children's horizons and giving them the belief that they are capable of achieving great things drives our curriculum. Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly on, and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. We believe it is our responsibility to show children that at there is a world of possibility awaiting them, outside of the school gates. We also strive to encourage a love of learning, and a metacognitive understanding of how we can best learn and self-regulate, that will continue into secondary school and beyond.

Our **PSHE/RSHE** curriculum gives the children the knowledge and understanding they need make informed choices and to be a positive influence in the communities to which they belong.

Jigsaw learning

Jigsaw is a whole-school approach which embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

Jigsaw has two main aims for all children:

- **To build their capacity for learning**
- **To equip them for life**

Jigsaw brings together PSHE Education, Compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. Our implementation ensures clear progression across each year group with the skills, understanding and strategies taught embedded in everyday situations both in and out of school.

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community. It also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including online and homophobic bullying, is an important aspect of this Puzzle.

Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising and financial education. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

Healthy Me covers two main areas of health: Emotional/mental health (relaxation, being safe, managing peer influence, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, substance



awareness, being safe, first aid). Children develop essential safety skills across different contexts – including water, fire, road and rail safety - learning strategies they can build on and revisit as they grow. For example, they learn the Safety STAR approach (Stop, Think, Assess, React) which gives them a simple framework to use in any safety situation.

Relationships starts with building a respectful relationship with self and covers topics including families, friendships, pets, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe, including online safety and navigating social media. Children learn to recognise healthy and unhealthy relationships, understand when and how to seek help, and build confidence to speak up if something doesn't feel right. They develop skills to deal with conflict, build assertiveness, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Children learn to recognise when something doesn't feel right and understand how to get help and support. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. More information in the section, 'Relationships and Health Education' below.

Relationships and Health Education

RSHE is about the emotional, social and cultural development of pupils, and involves learning about different types of relationships, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values.

In addition to the statutory requirements, our PSHE curriculum will also include work on finances and managing money for Year 5 and 6. This includes learning about economic wellbeing: ambitions, work and career: money, media literacy and digital resilience, community and shared responsibility.

More information about the content of each strand and specific year group learning can be found in the PSHE curriculum overview document.

The content set out in the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our curriculum should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

At the time of writing, we do not intend to teach non-statutory Sex Education other than that set out as part of the Science curriculum therefore there is no right for parents to withdraw children from the content being taught.

Why parents do not have the right to withdraw children from Relationships Education in primary school.

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Religious Education

Religious Education at Moredon Primary and Nursery School uses both the Swindon Borough Council curriculum which gives us a specific guide on the religions in our local area and also Jigsaw RE for our progression and planning. Each Year group focuses on a key question each term. Work is completed in topic books, floor books and through whole class discussions and role play.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	What makes people special to me and others?	What is Christmas to me and others?	How do I and other people celebrate?	What is Easter to me and others?	What can I and other people learn from stories?	What makes places special to me and others?
Reception	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Year 1	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Who is God to the Jews?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Does visiting the synagogue help Jewish children feel closer to God?
Year 2	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	Who is God to Muslims?	How important is it to Christians that Jesus came back to life after his crucifixion?	How important is the prophet Muhammad to Muslims?	How important is the Qur'an to Muslims?
Year 3/4 Cycle A	What is the best way for a Jew to lead a good life?	Has Christmas lost its true meaning?	Could Jesus heal people? Did He perform miracles or was there some other explanation?	What is 'good' about Good Friday?	How do Jewish beliefs, teachings and stories impact on daily life?	How does celebrating Shavuot help Jewish children feel closer to God?
Year 3/4 Cycle B	Does praying at regular intervals help Muslims in their everyday lives?	What is the most significant part of the nativity story for Christians today?	Is forgiveness always possible for Christians?	Do people need to go to church to show they are Christians?	Does completing a pilgrimage make a person a better Muslim?	What is the best way for a Muslim to lead a good life?
Year 5	What is the best way for a Sanatani to show commitment to God?	Is the Christmas story true?	How significant is it for Christians to believe that God intended Jesus to die?	What is the best way for a Christian to show commitment to God?	How can Brahman be everywhere and in everything?	Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives?
Year 6	What is the best way for a Muslim to show commitment to God?	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	Is anything ever eternal?	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	How is the Qur'an vital to Muslims today?	Does belief in Akhirah (life after death) help Muslims lead a good life?

Additional wellbeing at Moredon

At Moredon, pupil wellbeing is well supported through a range of inclusive interventions that help children develop positive mental health and resilience. We are passionate that children use and apply the skills, understanding and strategies taught in PSHE lesson in their wider lives. Our school promotes resilience and independence in dealing with the trickier times in life and encourage children to manage their emotions in an age-appropriate way to develop their ability to cope with life in the future. We believe the children who leave us deserve to feel valued with a rich sense of achievement and determination to achieve in their future.

Our Learning Mentor/ELSA provides targeted emotional support, helping pupils to understand and manage their feelings, build confidence and develop coping strategies when facing challenges. The OPAL play initiative promotes high-quality, engaging play opportunities during lunchtimes, encouraging social interaction, problem-solving, creativity and physical activity, all of which contribute positively to wellbeing. In addition, our Lunch Club offers a safe, supportive environment where children can build friendships, develop social skills and feel valued for their individual strengths. Together, these approaches help create a nurturing school culture where pupils feel supported, connected and better equipped to manage everyday challenges.

Wellbeing boxes

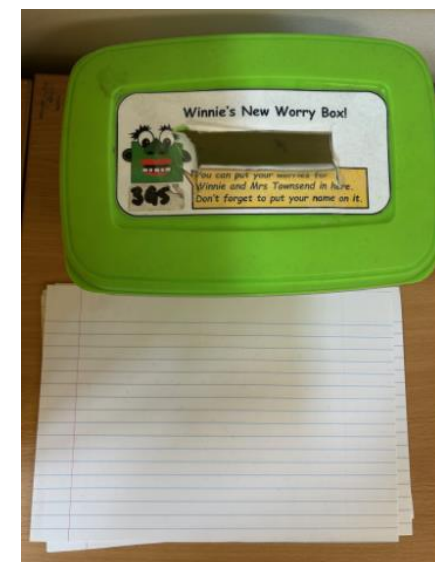
To further promote independence and resilience, each classroom has access to a personalised wellbeing box. These boxes, tailored to KS1 and KS2 separately, contain a mix of mindfulness activities, sensory toys, games, challenges and physical activity ideas which are available for children to use. The boxes provide the children with a choice of activities designed to calm and regulate and can be used in order to reset themselves before learning continues. Wellbeing boxes are designed to be used without interrupting lessons and so can be used independently of an adult, with or without a friend. Through discussions with teaching or pastoral staff, children are then able to continue with their day or request further support.



Worry boxes

Each classroom also has access to a Winnie's worry box. Placed within each classroom alongside the wellbeing boxes, these provide children with a chance to share worries or concerns at a time that is right for them. The worry is 'offloaded', allowing our children a chance to work more productively, knowing that their worry has been shared. Teachers check the worry box frequently and children are then supported either in class or by our pastoral team.

There is also a worry box on the door of the Learning Mentors room so that any child can place a worry at any time.



Five ways to wellbeing

At Moredon, the **5 Ways to Wellbeing** are at the heart of our personal development curriculum and play a key role in promoting positive mental health, wellbeing and resilience. Throughout the year, each term has a dedicated focus on one of the five areas: **Keep Learning, Give, Connect, Take Notice** and **Be Active**. Alongside each wellbeing theme, we identify and promote three core values that become the focus for the term, helping pupils to understand and apply these values in their daily lives. Through assemblies, class discussions, enrichment activities and wider school experiences, children explore how these values support their wellbeing and relationships with others. This whole-school approach ensures that wellbeing is embedded across the curriculum and school community, enabling pupils to develop the knowledge, skills and attitudes needed to thrive both in and beyond school. Whole school play swap mornings, parent open mornings and class Topic afternoons also centre around our 5 ways to wellbeing ensuring children's understanding of the values develops in a myriad of ways, both in and out of class.



Roles and Responsibilities

There are a range of opportunities for the children to contribute to our whole school community. Every child in Year 6 is given a role with a responsibility – these range from hall monitors to sports leaders. Children apply for the positions they would like to hold. Across the school there are other opportunities to contribute to the school community. These include:

Whole School Roles/ Responsibilities/ Committees	Year 6 Specific
School Council Opal Play Leaders Digital Leaders Anti Bullying Ambassadors Young Carers Neuro Ninjas	Head Boy/ Head Girl Deputy Head Boy/ Deputy Head Girl Sports Leaders Orange Star Committee (fundraising/ charity committee) Librarians Hall monitors

Clubs

We offer a range of clubs across the school. We aim to make these as accessible for as many children as possible. There is a free club available for every children from Reception to Year 6. Whilst the majority of clubs run after school we also run in school lunchtime clubs to ensure as many children as possible access wider opportunities.

After School Clubs	In school clubs
KS1 Mixed Sports Karate Dance KS2 Mixed Sports Girls Football Mixed Football Craft Club	Lunch time club Art club Computing club Gardening club

British Values at Moredon

We promote fundamental British values and mutual respect and tolerance of those with different faiths and beliefs. We reflect the religious backgrounds represented in our community in collective worship and actively promote British Values, encouraging our pupils to regard people of all faiths, races and cultures with respect and tolerance.

The Government set out its definition of British Values in the 2011 Prevent Strategy. At Moredon these values are reinforced regularly and in the following ways:

Democracy

Democracy is embedded throughout our school curriculum. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our School Council. The elections of the School Council members as well as other pupil responsibilities such as Head Boy/Girl, Heads of Houses, Sports Leaders et are based on an application process and pupil votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law

The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced. Our school has very high expectations for behaviour, which are deeply embedded in our work every day. Each class also discusses right from wrong and sets their own class rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our pupils are taught our school values and what they look like in practice which is progressive across phases. They are taught the reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.



Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our online-safety and PSHE lessons.

Mutual Respect

Mutual Respect is actively promoted and embedded throughout our school culture and curriculum. As part of our 5-Ways-to-Wellbeing curriculum, pupils learn about the importance of respect for themselves, others and the wider community. Through assemblies, classroom discussions and daily interactions, children are encouraged to value different perspectives, celebrate diversity and demonstrate kindness, empathy and consideration. Respect is modelled by staff and reinforced through our school values, helping pupils to build positive relationships and develop an understanding of their role as responsible and respectful members of society.

Tolerance of Those with Different Faiths and Beliefs

Respect ensures an inclusive environment for all and an appreciation for all faiths and beliefs. Moredun enhances pupils' understanding of different faiths and beliefs through Religious Education studies; PSHE work; assemblies and visits to other schools in order to participate in celebrations. Beliefs, traditions and customs from around the world are studied, with visitors being invited into our school to enrich and extend understanding. Through these activities, our pupils gain an enhanced understanding of their place in a culturally diverse society and an understanding of the importance of identifying and combatting discrimination.

Teaching & Progression Overview of British Values

RULE OF LAW	Early Years • To develop an understanding of right and wrong • To develop an understanding of rules e.g. can talk about a specific rule for example, kind hands and feet. • To develop an understanding of consequences of action. For example, unkind hands and feet can hurt people. Key vocabulary: right, wrong, fair, share, rule, kind, unkind Key Stage 1 • To further develop children's understanding of rules in school and their purpose. For example, lining up is important because an orderly corridor prevents people getting hurt. unkind words make friends feel sad • To further develop an understanding of consequence of action. For example, unkind words make friends feel sad. • To further develop an understanding of sanctions in line with school's Behaviour Policy. For example, repeated unkind actions and words will result in a red card. • Can discuss why we have class rules and the impact of not following them. • To understand that rules apply to words and actions both online and offline. • To understand that there are rules outside of school that we call 'laws'. For example, not stealing or damaging property. Key vocabulary: consequence, sanction, law, society Key Stage 2 • To understand and discuss the purpose of rules within school and laws within wider society. To give age-appropriate examples. • To outline the impact on others of not following school rules. To show empathy and understanding, by giving examples of how not following a rule can impact others emotionally, or physically. • To discuss school sanctions and share their understanding of the purpose of sanctions and restorative practice.
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- To discuss rules at school and at home and understand why these might be different.
- To show an increasing understanding of the rules of law in the UK. To give examples of laws and why these are important in society.
- To understand that Laws are rules that have been passed by a government's legislature.
- To understand that, if someone breaks the law, a crime has been committed, and this leads to a sanction.
- To understand and discuss sanctions in society, if a person were to break a law. To discuss different types of sanction depending on severity of crime, such as fines, community service, jail.
- An understanding of human rights for children: the right to health, education, family life, play and recreation, an adequate standard of living and to be protected from abuse and harm.
- To discuss that children and adults must agree to abide by certain rules, which keep us all safe. To give examples, such as the school's Acceptable User Agreement, Home School Agreement and our Behaviour Policy
- To understand that rules apply both in person and online
- To understand that the criminal age of responsibility in the U.K. is 10 years old. To discuss the impact of this – that children over 10 can be arrested and charged with a crime.
- To show an age-appropriate understanding of the 9 protected characteristics. To understand that it is against the law to treat a person unfairly or differently because of age; disability; gender; gender identity; being married or in a civil partnership; being pregnant or having a child; religion or beliefs; race or skin colour or where they were born; or sexuality. To understand that this is called discrimination.
- To understand that discrimination and hate crime are against the law. To give examples, outlining that it is wrong to treat other people unfairly or unkindly.
- To understand that the rule of law applies to online activity. To know that unlawful words and actions on line are punishable by law.
- To understand school sanctions in dealing with any behavioural or bullying issues and the very rare incidents of racial, homophobic and other forms of discrimination.
- Understand that rules apply to everyone in school and in society. To give examples where, in school, adjustments may be made depending on individual need.

Key vocabulary: Crime, Government, legislature, restorative, responsibility, discrimination, hate crime, protected characteristics

DEMOCRACY

Early Years

- To understand that we can hold a vote to help us make decisions as a group. This makes things fair.
- To understand that sometimes, we don't get what we'd like, because the other option got more votes.
- To vote for something meaningful, such as a story to read as a class.
- To take turns and talk about why this is important.
- To understand that some countries, like England, have a King or Queen.
- To understand that the people make decisions where we live, by voting.

Key vocabulary: Vote, King, Queen, England, United Kingdom

Key Stage 1

- To discuss a wider range of activities in school, which children can vote for. Such as school council representative, roles in class, choices on the yard.
- To understand that democracy means that 'the people rule' and everyone has their say.
- To discuss why it's important to vote for group decisions, so that the outcome is fair.
- To understand that adults over 18 vote for decisions made for our country. This is part of a democracy.
- To understand that, in our country, everyone has the right to choose their own religion and enjoy their own culture. We have lots of people of different religions and cultures in our country.
- To talk about leaders in school and discuss their role.
- To understand that Great Britain has a Government. The Government makes decisions on behalf of the people. Members of the Government are voted for by the people.
- To understand that Laws are rules that we must all follow.
- To discuss what could happen without Laws – everyone could do what they wanted and this might be unsafe.

Key vocabulary: Rule, Law, Democracy, vote, Government, decisions

Key Stage 2

- To explain fully why we have school rules. To give examples of the impact of not following rules and to discuss sanctions and consequences.
- To discuss pupil leaders in school and outline relevant roles.

	• To explain the etymology of the word ‘democracy’ – from the Greek words demos – by the people and kratos – rule or strength. • To discuss the importance of living in a democratic society – so that life is fair and people are treated fairly. • To understand the term ‘equity’ and discuss why it is important to treat others fairly. • To understand that, in a democracy, we hold an election to choose someone to represent the people. • To understand that most ‘candidates’ stand for a political party. A political party are a group of people who share similar beliefs. • To name the Prime Minister, who is the leader of _____ party. • To discuss four main features of our democracy system: human rights are protected; depends on laws which apply to all; encourages people to participate in politics; allows the people a way to choose their representatives through a fair and free election. Key vocabulary: Sanction, Consequence, Equity, candidate, politics, election, human rights
TOLERANCE OF DIFFERENT CULTURES	Early Years • To understand that not everyone is the same. • To read stories that represent different ethnic, religious and cultural groups. • To experience and discuss music from different cultures. • To explain some simple differences and similarities between own life and the life of someone living in another country. • To encounter celebrations within different faiths: Diwali; Thanksgiving; Eid; Harvest; Christmas; Lunar New Year • To feel represented in the stories read in class. • To understand that not everyone believes the same thing – and that is a good thing. • To explore what it means to belong and explain what that means within school, family, community and religious groups. • To understand what it means to be a good friend. • To discuss what we are grateful for. • To use kind words. Key vocabulary: Same; different; friend; kind; grateful Key Stage 1 • To relate own understanding of belonging to other religious groups. • To outline what belonging can mean within a faith.

- To explore and compare Christianity, Sikhism and Judaism (for example, common use of candles and symbols of light).
- To discuss the meaning of gifts to self and within different religions.
- To discuss what is meant by community.
- To discuss worship and explain why it may be important to people of faith.
- To learn about different places of worship.
- To ask questions in order to broaden understanding of how other people may live their lives
- Develop respect for the opinions, values and beliefs of others

Key vocabulary: religion; faith; worship; community; value; belief; respect

Key Stage Two

- To explore religions within the local community
- To explore worship within Hinduism
- To explore sense of identity within faiths and communities
- To explore religious journeys
- To further explore similarities and differences within religions, including Christianity, Islam, Judaism and Sikhism.
- To discuss moral and ethical choices we make in life
- To show respect to all; irrespective of cultures and beliefs.
- To ask questions and listen with interest when peers are sharing their own beliefs.
- To ask questions openly about diversity and inclusion.
- To visit places of worship and respect their practices.
- To discuss issues in the news with respect and maturity e.g. racism in football.
 - To learn that racist slurs and offensive terms are unacceptable, and illegal, and to learn strategies for challenge

Key vocabulary: compare; diversity; inclusion; respect; tolerance; racism; equality; equity

**INDIVIDUAL
LIBERTY AND
MUTUAL
RESPECT**

Early Years

- To treat others fairly – we are taught to share
- To celebrate difference
- To understand that being unkind makes others sad
- To understand and make choices when appropriate, such as during story time.
- To explore the language and feelings of possibility when presented with choices.
- To respect that others have made a choice and it might not be the same as ours.
- To take managed risks, for example, in an obstacle course in P.E.
- To reflect on activities of the day, talking together about how children felt about different activities.
- To celebrate differences of opinion.
- To use zones of regulation to reflect on how I feel.

Key vocabulary: Friend; Fairness; sharing; risk; kind; unkind

Key Stage 1

- To discuss the importance of sharing and the impact on not doing so.
- To discuss choice and fairness, showing increasing awareness of the feelings and emotions of others.
- To acknowledge own feelings through the zones of regulation and to begin to draw on taught strategies to regulate.
- To take responsibility for own behavior and choices.
- To participate in whole class discussions.
- To make choices during free play activities at break time. To respect the choices of others.
- To have leadership opportunities within school life, such as book bag monitor, school council.
- To discuss what it means to feel safe.
- Right to feel safe

Key vocabulary: Safe; awareness; emotions; choice; responsibility; liberty; freedom; leaders; respect

Key Stage 2

- To understand that human rights must be protected and respected so that we can all lead happy, safe lives
- To understand that everyone has the right to a home; to education; to express own opinions; to a private and family life; to not be mistreated
- To understand that, as we grow older, we have the freedom to live our lives and express ourselves in a way that we choose, while protecting and respecting the choices of other people.
- To engage in age-appropriate discussions around human rights and individual liberty – to share examples and non-examples, i.e. when an individual's rights are not being respected. To discuss the impact of this.
- To have an understanding of identity – to understand that this is 'who you are'
 - To have a developed understanding of freedom and choice in an age appropriate manner. To discuss choices we make in everyday life, such as what to wear and what to eat.
- To discuss choices we will be able to make as we grow older, such as further education; work; politics; hobbies
- Understanding of the concept of freedom and choice
- To have a developing understanding of career and future choices. To discuss interests for the future
- To safely exercise own rights and freedoms.
- To develop independence through a range of broader experiences, such as trips and residential.

Key vocabulary: opinion; liberty; independence; identity; human rights

Protected Characteristics

What do we do in school to protect these characteristics?

- ▶ We believe in our school values and demonstrate them throughout our school
- ▶ Everyone is welcome in our school
- ▶ Everyone can take part in our clubs
- ▶ We help people if they have a disability
- ▶ We have assemblies that teach us about equality and diversity
- ▶ Everyone has a voice
- ▶ We have lots of diverse, informative books
- ▶ We respect our visitors
- ▶ Everyone is different and we celebrate everyone!



Personal Development Overview

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
FIVE WAYS TO WELL BEING	Keep Learning	Give	Connect	Take Notice	Be Active	Be Active
VALUES	Patience, Perseverance and Curiosity	Kindness, Generosity and Gratitude	Respect, Friendship and Happiness	Peace, Creativity and Thoughtfulness	Resilience, Sportsmanship and Teamwork	Resilience, Sportsmanship and Teamwork
PSHE	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
ASSEMBLIES	Keep Learning Rosh Hashanah British Values, Democracy European Day of Languages National Poetry Day NEST Assembly Black History	Give Anti-bullying week Children in Need/Giving to Charity St Andrew's Day Advent Hanukkah Christmas around the world	Connect New Year Resolutions World Religion Day Burns Night Chinese New Year Safer Internet Day	St David's Day World Book Day Take Notice St Patrick's Day	Be Active Earth Day Passover VE Day Deaf awareness week World Bee Day World Cultural Diversity Day	World Ocean Day Empathy Day/Story of the Good Samaritan National Schools Sport week/inspiring sports people/being active NHS birthday/People who help us International Day of Friendship Apollo 11 moon landing End of Year Assembly
WHOLE SCHOOL EXPERIENCES	Whole school play morning National day of fitness World Mental Health Day Macmillan Coffee Afternoon European Day of Languages Harvest Festival including Church visit Black History Month	Children in Need Remembrance Day Anti Bullying Week Christmas Service at local Church	Whole school play morning Safer Internet Day Pantomime	Year 3/4 Production Reading week including world book day Author visits Neurodiversity Week Comic Relief	Sports Week – workshops for all children to take part in.	Whole school play morning Sports Day Music Concerts Year 6 Production

	Nursery	Reception/One	Two	Three/ Four	Five	Six
WIDER EXPERIENCES	Zoolab Farmer Gows Fire Service visit Police visit Christmas Song performance Nurse visit Living Eggs Garden Centre visit Splash Day Teddy Bears Picnic	Local library visit Christmas Nativity Day Jungle Jonathans Roadshow Cotswold Wildlife Park Pizza Express Cooking Workshops Bowood House and Gardens Westonbirt Arboretum Zoolab Twigs Garden Centre Living Eggs	African Art Experience Day Knights in school Singing at local nursing home Story Museum – Oxford Cooking Workshops Cricklade Railway Pirate Day Picnic Experience Topic Afternoon Butterfly World Music Concert Westonbirt	Grittleton House Residential Tutankhamun workshop Steam Museum Victorian Day St Fagans Sound workshop Year 3/4 production Legoland Music Concert	Stem workshops Winchester Science Museum Mini Police Greek Experience Day Music Concert Topic afternoon Cooking workshop Workshops at local secondary school Chessington	Stem workshops Pencelli Residential Cooking Workshops Junior Good Citizen U-Turn workshop Young Voices WW2 Immersion Day Tudor World Tudor topic afternoon Forest visit Fossil workshop Thorpe Park Production Music concert