

# PERSONAL DEVELOPMENT OVERVIEW



## Our Vision:

When Jesus walked our earth, his message was revolutionary and transformative. He shared God's message to mankind through love, acceptance, and forgiveness. Jesus emphasised the importance of loving God and loving one's neighbour as oneself. This is foundational to our mission statement 'Growing Together in God's love'. Market Harborough CE Academy is a school with a heart. Our aim is to nurture those in our community and encourage children and staff to reach their full potential. Our vision statement 'Growing Together in God's Love' our values and our golden threads reflect the caring ethos of our school. We are all growing, and we grow best in an environment where we feel special and valued for who we are. Where we are all noticed, known and cherished. We believe in the power of education to transform all our children's life chances. What we teach them now will affect eternity as they take their place in our world.

In the Parable of the Mustard Seed "Jesus told the crowd 'The kingdom of heaven is like a mustard seed. Someone took the seed and planted it in a field. It is the smallest of all seeds. But when it grows, it is the largest of all garden plants. It becomes a tree. Birds come and rest in its branches.' Matthew 13:31-32 NIRV.

In our school, we are all seeds growing. Through our focus on growing in God's love, we provide the foundations for each person [adult and child] to flourish. We all start as small seeds with so much potential with us. As we nurture our pupils within a community where they are noticed and known, they blossom. Pupils know they have a place, and they belong. As a school community, our aim is to cherish all those who walk through our doors and, in turn, encourage each of us to 'love our neighbours as ourselves'. We nurture each child and provide the right conditions for growth through our expression of our school Christian values and Golden Threads. As our pupils grow and mature, they bless our wider community. Just as the mustard seed becomes a tree and provides a home to many animals so our pupils provide compassion and kindness to others – showing what it looks like to love your neighbour in school and in the wider community. Through the care they show each other and our relentless focus on our school values and the work of our Golden Threads team, our pupils are enabled to be a blessing to others. They reach out and care for others and our world. They become courageous advocates for Jesus' radical message for mankind- love your neighbour as you love yourself.

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| Growing Together in God's Love  |  |  |  |  |
| <b>Golden Threads</b>   |  |  |  |  |
| <b>Hope for humanity.</b><br>John 8:12<br>I am the light of the world. Whoever follows me will not walk in darkness but will have the light of life.  | <b>Stewards of the earth</b><br>Genesis 2:15<br>Treat the Earth as if your life depends on it.   | <b>Community of Learners</b><br>Proverbs 18:15<br>Wise men and women are always learning, always listening for fresh insights.   | <b>Passionate speakers, passionate readers</b><br>Colossians 4:6<br>Let your conversation be gracious and attractive[a] so that you will have the right <a href="#">response</a> for everyone. |  |
| <b>Values</b>   |  |  |  |  |
| <b>THINK TOGETHER</b><br><b>Service and Relationships</b><br><i>We will welcome everyone in our community.</i><br><i>We will look out for each other.</i><br><i>We will make time to serve others and never say 'it is not my job'.</i> | <b>THINK SHARE</b><br><b>Generosity and Thankfulness</b><br><i>We support each other.</i><br><i>We appreciate each other and say thank you.</i><br><i>We are grateful for all the many things we have.</i> | <b>THINK LOVE</b><br><b>Forgiveness and Compassion</b><br><i>We will help others who are having a difficult time.</i><br><i>We will try to let go of our hurts and forgive the mistakes of others.</i><br><i>We will try and stand in other people's shoes and understand them</i> |  |  |
| <b>THINK POSITIVE</b><br><b>Hope and Trust</b><br><i>We try to look on the bright side of life and spread a message of hope for the future.</i><br><i>We know that being trustworthy shows you care.</i>                                | <b>THINK VALUE</b><br><b>Respect and Dignity</b><br><i>We are honest with each other but never humiliate.</i><br><i>We will treat others as we would like to be treated.</i>                               | <b>THINK STRENGTH</b><br><b>Courage and Perseverance</b><br><i>We will keep going even when things are hard or don't go our way.</i><br><i>We will be brave and stick at things even when they seem scary</i>  |  |  |
| <b>School Values Statements to guide our behaviour.</b>   |  |  |  |  |
| <b>In our school with God's help, we will...</b>  |  |  |  |  |
| Respect ourselves, value others and our environment and show compassion in all we do.   | Build strong relationships based on good manners, trust, generosity and forgiveness.   | Follow instructions and always try our hardest even when we find things difficult.   | Think carefully about the choices we make and try to be wise and courageous.   | Will count our blessings and be grateful for the good things in our world and trust that as each day closes, we have been better people than we were the day before. |

Some aspects of Personal Development are mandatory across all schools; others are bespoke to Market Harborough C of E Academy as an expression of what we value in the unique offer here. In every case, this curriculum is carefully designed to support our young people holistically on their journey through primary school and to prepare them for life in modern Britain.

Our Personal Development curriculum has the following aims:

- Promote equality of opportunity in schools and prevent discrimination.

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- Teach children about the Equality Act 2010.
- To contribute positively to society and life in Britain as they grow up.
- To be responsible citizens who are a hope for humanity at a local, national and global level.
- To develop and deepen pupils understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.
- To be respectful of ourselves and others; developing an understanding of different cultures, faiths and the richness of the world we live in.
- To support pupils in recognising online and offline risks to their wellbeing and to recognise the dangers of inappropriate use of mobile technology and social media.
- To be outward facing; keen to serve our community; exemplifying 'love our neighbour'.
- Aspiring to 'live life in all its fullness' [John 10:10], knowing who we are and knowing our own self-worth, exploring ways we can maintain good positive mental and physical health.
- Promote inclusivity, welcoming and cherishing everyone.

### Schoolwide Personal Development Map

| Wk  | School Value<br>Character, Confidence and Resilience<br>SMSC | British Value<br>SMSC  | Family Circles<br>Character, Confidence and Resilience<br>SMSC  | Collective Worship- focus on a different religion.<br>Dates are only where they are static  | Collective Worship<br>Christian Festivals which are focused on [dates are based on the calendar of 24-25]<br>SMSC<br>Dates are only where they are static  | Right Respecting School<br>Character, Confidence and Resilience<br>SMSC<br>Dates are only where they are static  | Special days<br>SMSC<br>Dates are only where they are static   |
|-----|--|--|---|---|--|--|--|
| 1-3 | <b>Respect</b>   | Mutual respect<br>Tolerance<br>Individual liberty              | <p><b>Respect</b><br/>The word respect means "honour or value." It literally means "to place a great value or high price on something."</p> <p><b>Respect – Key Questions</b><br/>Who should we respect? Should respect be earned?</p> <p><b>Respect – Key Questions</b><br/>How can we show respect for each other?</p> <p><b>Respect – Key Questions</b><br/><i>In what ways can we encourage others to respect us?</i></p> | <p>Rosh Hashanah<br/>Judaism<br/>Yom Kippur<br/>Judaism</p> <p>VIJAYA DASHAMI/<br/>Dussehra -<br/>HINDUISM*</p> <p>Divali / Diwali<br/>HINDUISM/SIKHISM</p> <p>15<sup>th</sup> Sept – Prophet<br/>Mohammad's birthday</p> | <p>21<sup>st</sup> September- St<br/>Matthew's Day<br/>November 1<sup>st</sup> – All<br/>Saint's Day<br/>30<sup>th</sup> November - St<br/>Andrew's Day<br/>3<sup>rd</sup> Dec- Advent<br/>Christmas<br/>6<sup>th</sup> Jan – Epiphany<br/>25<sup>th</sup> Jan- Conversion<br/>of St Paul<br/>2<sup>nd</sup> Feb Candlemas</p> <p>Shrove Tuesday<br/>Ash Wednesday<br/>Lent<br/>1<sup>st</sup> March- St David's<br/>Day</p> | <p>2-non discrimination<br/>3 – best interests<br/>30 - ethnic identity<br/>31 - wellbeing</p> <p>12 – express views<br/>13 – freedom of<br/>expression<br/>14- freedom of religion<br/>15 - belonging<br/>16 – right to privacy</p> | <p>15<sup>th</sup> Sept International<br/>Day of Democracy<br/>21<sup>st</sup> Sept-<br/>International Day of<br/>Peace<br/>Black History Month<br/>October</p> <p>World Mental Health<br/>Day – 10<sup>th</sup> October<br/>Anti- Bullying Week<br/>13<sup>th</sup>-17<sup>th</sup> Nov</p> |
| 4-6 | <b>Relationships</b>   | Mutual respect<br>Tolerance<br>Individual liberty<br>Democracy | <p><b>Relationship [friendship]</b><br/>True friendship enables each person to grow and ensures that the unique individuality of each person is recognised. All this echoes the value placed by God on the preciousness of each person.</p> <p><b>Relationship -Key Questions</b></p>   | <p>2<sup>nd</sup> October – Gandhi's<br/>birthday<br/>SUKKOT [Jewish]</p>   |  |  |  |

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|       |                     |   | <p>What does it mean to be in relationship with others [focus on friendship]? How can I be a good friend?</p> <p><b>Relationship -Key Questions</b><br/>What happens when my relationships go wrong?<br/>What does God tell me to do?</p> <p><b>Relationship -Key Questions</b><br/>What can I learn about friendship from Jesus?</p>  | <p>Hanukkah -Judaism<br/>Chinese New Year</p> <p>Ramadan –Islam</p> <p>Purim [Esther’s story]<br/>Judaism</p> <p>HOLI-HINDUISM<br/>‘Festival of Colours’</p> <p>22<sup>nd</sup> March World Water Day.</p> <p>Eid al-Fitr – Islam [marks the end of Ramadan]</p> | <p>17<sup>th</sup> March- St Patrick’s Day</p> <p>Palm Sunday</p> <p>Easter<br/>Passover 23<sup>rd</sup> to 30<sup>th</sup> April</p> |  | <p>10<sup>th</sup> Dec- International Human Rights Day<br/>1<sup>st</sup>- 7<sup>th</sup> Feb- Interface Harmony Week<br/>Safer Internet Day 11<sup>th</sup> Feb</p> <p>World Book Day –6<sup>th</sup> March<br/>World Water Day – Fri 22<sup>nd</sup> March</p> |
| 7-9   | <b>Service</b>      | <p>Mutual respect<br/>Tolerance<br/>Rule of Law</p> | <p><b>Helpfulness [serving others]</b><br/>Words relating to ‘servant’ and ‘service’ are central in Christian theology. That is why Jesus said that he ‘came not to be served, but to serve.<br/>The parable of the Good Samaritan shows we should help those in need whoever they are. ‘Going the extra mile’ involves sacrifice, putting ourselves out for someone else’s benefit.<br/>Serving God means serving others.</p> <p><b>Service – Key Questions</b><br/>What are other motivations in my heart for serving others?<br/>Do I just serve people I like?<br/>When did I last serve others?<br/>How can I serve my community?</p> <p><b>Service – Key Questions</b><br/>Am I serving wholeheartedly when I serve others?<br/>Do I complain when I have to serve others?<br/>Does serving make me happy?</p> <p><b>Service – Key Questions</b><br/>Can you think of people in your life who serve you, others? Do you every say thank you?<br/>Did Jesus serve people?<br/>Why was Jesus called the ‘Servant King’?<br/>What does the Bible say about serving others?<br/>What do other faiths say about serving others?</p> |  |   |  |  |
| 10-12 | <b>Thankfulness</b> |   | <p><b>Thankfulness- Key Questions</b><br/>Are we people who say ‘thank you’ easily?<br/>Are we people who look for the good in any situation?</p>  |  |   |  |  |

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|       |   |   | <p><b>Thankfulness- Key questions</b><br/>Are we people who take everything for granted without realizing how fortunate we are?</p>  |  |  |  |  |
| 13-15 | <p><b>Hope</b><br/><b>Christmas</b></p> |   | <p><b>Hope</b><br/>Christian hope is when God has promised that something is going to happen, and you put your trust in that promise. Christian hope is grounded in the character of God. It is a hope rooted in the love and faithfulness of God.</p> <p><b>Hope Key Questions</b><br/>'Put your hope in God.' What does this mean?<br/>What does it mean to hope?</p>                              |  |  | <p>27 – living standards<br/>28 - Education<br/>29 – education potential</p> |  |
|       |   |   | <p><b>Hope Key Question</b><br/>What are your hopes and dreams?<br/>What do you need to do to reach them?<br/>Can you think of any people from the Bible that put their hope in God? Why do you think they did that? Do you think it was easy?</p>   |  |  |  |  |
| 16-18 | <p><b>Generosity</b></p>                | <p><b>Mutual respect</b><br/><b>Tolerance</b></p> | <p><b>Generosity</b><br/>Christians believe that all good things come from God. This leads to a feeling of God loved people so much that He gave. He gave His best. He gave His Son for you and for me. This act of generosity began in His heart first. He loved so He gave.</p> <p><b>Generosity – Key Questions</b><br/>What is generosity?<br/>Can you give some examples of being generous?</p> |  |  |  |  |
|       |   |   | <p><b>Generosity – Key Questions</b><br/>How could you be generous today?<br/>How does it make you feel to be generous?</p>  |  |  |  |  |

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|       |                    |  | <p><b>Generosity- Key Question</b><br/>Is being generous always easy? Why?<br/>How do you feel when someone has been generous to you?</p>   |  |  |  |
| 19-21 | <b>Dignity</b>     | <p><b>Mutual respect</b><br/><b>Tolerance</b><br/><b>Individual</b><br/><b>Liberty</b></p> | <p><b>Dignity</b><br/>Dignity is the result of being treated with respect. It is internal and is often associated with a sense of worth, well-being, a sense of being valued and of having purpose. To treat someone with dignity is to treat them as being of worth, in a way that is respectful of them as individuals. It sees the heart of the person.</p> <p><b>Dignity – Key Questions</b><br/>What is dignity?<br/>How do you show dignity?</p> <p><b>Dignity -Key Question</b><br/>Who deserves to be treated with dignity?<br/>Why is it important?</p> <p><b>Dignity- Key Question</b><br/>How might it feel to be treated with dignity?<br/>Who might not be treated with dignity? (homeless, mentally ill, disabled, ...)</p> |  |  | <p>19 – protection from abuse<br/>20 - looked after chn<br/>21- adoption<br/>22 - refugees<br/>23 - disability</p> |
| 22-23 | <b>Forgiveness</b> | <p><b>Mutual respect</b><br/><b>Tolerance</b></p>  | <p><b>Forgiveness</b><br/>Forgiveness is fundamental to the character of God. Jesus was uncompromising in his command to forgive. Forgive and keep on forgiving without limit. Forgiveness was at the heart of everything he did and is at the heart of the Lord's Prayer.</p> <p><b>Forgiveness - Key Questions</b><br/>When did you last say sorry?</p> <p><b>Forgiveness- Key Question</b><br/>Who do you need to forgive?<br/>Why is it hard to forgive?<br/>How many times must you forgive someone?</p> <p><b>Forgiveness- Key Question</b><br/>What does it feel like to be forgiven?</p>  |  |  |  |

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|       |                              |  | How do you know when you are forgiven?   |   |   |   |   |
| 24-25 | <b>Compassion<br/>Easter</b> | <b>Mutual respect<br/>Tolerance<br/>Individual<br/>Liberty</b> | <p><b>Compassion</b><br/>‘Compassion’ is stronger in meaning than simply ‘feeling sorry for’ someone. The words have their roots in the idea of ‘suffering with’ someone, putting yourself in someone else’s shoes. This leads to a desire to act, to do something. It requires an act of imagination and humility to share in the lives.</p> <p><b>Compassion - Key Questions</b><br/>What does compassion mean?<br/>How can we show it?</p> <p><b>Compassion- Key Questions</b><br/>How does it make others feel when we show them compassion?<br/>When have you shown compassion to someone else?</p> <p><b>Compassion- Key Questions</b><br/>What happens when we are not compassionate?<br/>What does be compassionate look like?<br/>Is being compassionate good for me too?<br/>What does Jesus saying about being compassionate?</p> |   |   | <p>8 – refugees, human trafficking<br/>9 – separation from parents<br/>10 – reuniting with families<br/>32 – child labour<br/>33 – drug abuse<br/>34 – sexual exploitation<br/>35 - trafficking</p> |   |
| 28-30 | <b>Courage</b>               | <b>Individual<br/>Liberty<br/>Rule of Law</b>                  | <p><b>Courage</b><br/>Biblical courage is defined as the ability to do something brave out of a motivation of the heart.</p> <p><b>Courage- Key Questions</b><br/>How does it feel to be the odd one out?<br/>Why might people choose to go along with the crowd rather than sticking to what they believe?<br/>In what situation have you ever felt the odd one out? What did you do? Did you stand up for what you believed in, or did you go with the crowd?</p>  | <p>14<sup>th</sup> April Vaisakhi<br/>Sikhism<br/>Vesak- Buddhism<br/><br/>Shavuot –Judaism<br/><br/>Eid al Adha Sacrifice<br/>Day Islam - sacrifice<br/>Ibrahim.</p> | <p>25<sup>th</sup> April- St Mark’s Day<br/>23<sup>rd</sup> April- St George’s Day<br/>Ascension Day<br/><br/>Pentecost<br/><br/>Trinity Sunday<br/><br/>29<sup>th</sup> June- St Peter’s Day</p> |   | <p>World Environment Day Wed 5<sup>th</sup> June<br/><br/>Wellbeing Week 23<sup>rd</sup> – 27<sup>th</sup> June 2024<br/><br/>World Day against Child Labour – 12<sup>th</sup> June</p> |

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|                     |                            |  | <p><b>Courage- Key Questions</b><br/>         Reflect on times when you have been faced with a difficult dilemma. Did you have courage?</p>   |  |  |  | <p>World Refuge Day –<br/>         20<sup>th</sup> June</p> |
|                     | <p><b>Perseverance</b></p> |  | <p><b>Courage Key Questions</b><br/>         Have you ever let something bad or wrong happen when you could have done something about it? – someone being hurt when you could have told an adult, or someone feeling afraid or unhappy when you could have helped them or comforted them? Have you ever thought, "I can't be bothered?" Have you ever turned away when help was needed?</p>   |  |  |  |   |
| <p><b>31-33</b></p> |                            |  | <p><b>Perseverance</b><br/>         At its root, endurance is recognition that life is sometimes difficult and that it is important not to give up in the face of adversity. Perseverance is only possible where there is hope and that hope is based on the enduring nature of God's love and faithfulness.<br/> <b>Perseverance -Key Questions</b><br/>         When we have to do something difficult is it easy to carry on?<br/>         Why might you want to give up?<br/>         What might keep you going to finish it?</p> |  |  |  |   |
|                     |                            |  | <p><b>Perseverance – Key Questions</b><br/>         How could you encourage someone to continue when they are finding something hard?<br/>         What did Jesus do that was hard for him to endure?<br/>         Why did he keep going?<br/>         How do Christians get strength to endure and persevere?</p>  |  |  |  |   |
|                     |                            |  | <p><b>Perseverance- Key Questions</b><br/>         How do you feel when you have achieved something after persevering for a long time?<br/>         Have you been in a lesson that you found hard to understand? How did you feel? Did you want to give up? Did you switch off, or did you try harder?<br/>         Can you think of anyone who kept going, even though things were tough?<br/>         Who helps you to keep going?<br/>         How can I encourage others today to keep trying?</p>                                |  |  |  |   |



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| 34-36 | <b>Trust</b> | <b>Individual Liberty Rule of Law Respect</b> | <b>Trust</b><br>Trust is a major part of the foundation of interpersonal relationships. It is just as easy to build trust as it is to break it down on a daily basis.<br>Trust is the very essence of faith; trust in the God who is trustworthy. Time and time again, God is acknowledged as the source of all true security and strength. Trust is central to civilised society, to living together in harmony, so it is to be valued and honoured. Jesus entrusted his ongoing work to his disciples and ultimately to us.<br><b>Trust - Key Questions</b><br>What is trust?<br>What does it mean? |  |  |  |  |
|       |              |   | <b>Trust- Key Question</b><br>Who do you trust?<br>How do you know if you can trust someone?  |  |  |  |  |
|       |              |   | <b>Trust- Key Question</b><br>Why is it so difficult for some people to trust and why is it important for us to trust people?<br>Should we trust everyone?<br>How do you know if you're a trustworthy person? What qualities should a trustworthy person have?  |  |  |  |  |

## Year Group Personal Development Map

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|  | <b>Myself and my relationships</b> <ul style="list-style-type: none"> <li>Beginning and Belonging</li> <li>Anti-Bullying</li> <li>Family &amp; Friends</li> <li>Managing Change</li> </ul> | <b>Healthy and safer lifestyles:</b> <ul style="list-style-type: none"> <li>Relationship and Sex Education</li> <li>Managing safety and Risk</li> </ul> | <b>Citizenship - Living in the Wider World:</b> <ul style="list-style-type: none"> <li>Diversity and Communities</li> <li>Rights Rules and</li> </ul> | <b>Economic Enterprise Day Summer Term</b><br><u>Economic understanding</u><br>KS1 - how money is obtained (presents, won, earned, | <b>Protected Characteristics</b> [Circle Time with SLT] | <b>Wider curriculum opportunities</b> [in addition to extended provision] |
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|-------------|--|--|--|--|--|--|
|             | <ul style="list-style-type: none"> <li>• <b>My Emotions</b></li> <li>• <b>Personal Safety</b></li> </ul> <p><i>Relationship Education</i><br/><i>Pupils Wider Safety</i></p>   | <ul style="list-style-type: none"> <li>• <b>Digital Lifestyles</b></li> <li>• <b>Drug Education</b></li> <li>• <b>Healthy Lifestyles</b></li> </ul> <p><i>Sex Education</i><br/><i>Physical and Mental Health</i><br/><i>Pupils Wider Safety -road safety, water, fire, unfamiliar situations, emergency decisions, medicines, drugs, use of equipment</i></p>   | <p><b>responsibilities</b></p> <ul style="list-style-type: none"> <li>• <b>Working Together</b></li> </ul>   | <p>borrowed), choices about money, keeping money safe. KS2 -decisions about money and influences upon them, spending vs saving, loans/debt, 'value' vs cost, risks to money (loss, theft) keeping it safe.</p> |  |  |
| <b>EYFS</b> | <p><b>Beginning and Belonging</b><br/>Belonging in the class<br/>Likes and dislikes.<br/>Similarities and differences<br/>Setting goals<br/>Listening skills<br/>Rights Rules and Responsibilities<br/>Communication &amp; cooperation<br/>Ground Rules<br/>Right and wrong<br/>Fair and unfair</p> <p><b>Family &amp; Friends</b><br/>Families<br/>Kindness, coo <b>Mindfulness</b> co-operation &amp; turn taking<br/>Friendship<br/>Bullying<br/>Conflict resolution<br/>Telling an adult &amp; asking for help<br/>Being assertive<br/>Networks of support<br/>Supporting others<br/>Managing Change</p> <p><b>My Emotions</b><br/>Identifying and managing emotions (mindfulness)<br/>Feelings, thoughts and behaviour (mindfulness)<br/>Fair and unfair (mindfulness)<br/>Loss and change (mindfulness)<br/>Empathy (mindfulness)<br/>Perseverance &amp; resilience<br/>Independence &amp; asking for help</p> | <p><b>Mindfulness</b><br/><b>Forest School</b></p> <p><b>My Body &amp; Growing Up</b><br/><b>Valuing the body</b> (Science)<br/><b>External body parts</b> (Science)<br/><b>My teeth</b> (Science)<br/><b>Similarities &amp; differences</b> (Science)<br/><b>Self care skills</b> (Science)<br/>Change and responsibilities</p> <p><b>Keeping Safe</b><br/>Assessing risk/following rules<br/>Personal safety skills<br/>Networks of Support<br/>Safe and unsafe secrets<br/>Safe and unsafe touches<br/>Safer play &amp; help when lost<br/>Road Safety<br/>Safe use of medicines<br/>Medicines, pills, injections</p> <p><b>Healthy Lifestyles</b><br/>Healthy choices<br/>My teeth<br/>Food and drink<br/>Exercise<br/>Rest and sleep<br/>Leisure time</p> | <p><b>Identities and Diversity</b><br/><b>Similarities, difference and diversity</b> (RE)<br/><b>Respecting and valuing others</b> (RE)<br/>The way we live<br/>Neighbourhood<br/><b>Our beliefs</b> (RE)<br/><b>Routines, customs and traditions</b> (RE)<br/><b>Culture, race and religion</b> (RE)</p> <p><b>Me and My World</b><br/>People and places<br/><b>Family, school, neighbourhood</b> (RE)<br/>Jobs, roles and responsibilities<br/><b>Helping and working together</b> (RE)<br/><b>Caring for living things</b> (Science)<br/>Local environments<br/>Money</p> <p><b>Rights Rules and responsibilities</b><br/>Listening and turn taking</p> | <p><b>Financial Capability</b><br/>Money in different /familiar contexts<br/>Cash values (Maths)<br/>Uses of money<br/>Charity</p>   | <p>Hello, Hello- To say hello.</p> <p>Blue Chameleon- To make friends with someone different.</p> <p>The Family Book- To understand that all families are different.</p> <p>Red Rocket and Rainbow Jelly- To understand that it is okay to like different things.</p> <p>You Choose – To say what I think.</p> | <p>Visit to police and fire station - Geography.</p> <p>Talk from a doctor/paramedic - Geography.</p> <p>Grandparent visit – Talking about toys - History.</p> <p>Messy church</p> <p>Christmas performance and Christingle in Church</p> <p>Old toys to view for toys and games- history.</p> <p>Grandparents' toys and games afternoon- history</p> <p>Visit church – RE key features of a church.</p> <p>Trip to West Lodge Rural Centre in Desborough – Science insects and their habitats</p> <p>Forest School</p> <p>Big moves- from outside agency.</p> |

# PERSONAL DEVELOPMENT OVERVIEW

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| <p><b>Yr. 1 &amp; 2</b></p> | <p><b><u>Beginning and Belonging</u></b><br/>         Feeling safe and happy<br/>         Belonging in the class /school / community<br/>         Ground rules / class charters<br/>         Doing new things<br/>         Resilience<br/>         Asking for help</p> <p><b><u>Anti-Bullying</u></b><br/>         Respecting difference (mindfulness)<br/>         Defining bullying<br/>         Physical, mental and emotional wellbeing (mindfulness)<br/>         Assertiveness<br/>         Networks of support<br/>         Telling &amp; asking for help<br/>         Supporting others<br/>         Creating an anti-bullying ethos</p> <p><b><u>Family &amp; Friends</u></b><br/>         Friendship<br/>         Truthfulness<br/>         My family<br/>         Special people<br/>         Problem solving in relationships<br/>         Different points of view<br/>         Personal space (mindfulness Yr. 1)<br/>         Networks of support</p> <p><b><u>Managing Change</u></b><br/>         Changing friendship patterns<br/>         Changing skills &amp; responsibilities<br/>         Changing habits<br/>         Transitions within school<br/>         Losing things<br/>         • Emotions involved with change</p> <p><b><u>My Emotions</u></b><br/>         Self awareness<br/>         Assertiveness<br/>         Identifying &amp; naming emotions (Mindfulness Yr. 2)<br/>         Coping with feelings (Mindfulness Yr. 2)<br/>         Feelings, thoughts &amp; behaviour<br/>         Likes &amp; dislikes</p> | <p><b><u>Mindfulness</u></b><br/> <b><u>Forest School</u></b></p> <p><b><u>Relationship and Sex Education</u></b><br/>         Yr. 1<br/>         External parts of the body<br/>         My amazing body<br/>         Germs<br/>         Hand washing</p> <p>Yr2<br/> <b>Babies to children to adults</b> (Science)<br/> <b>Growing up</b> (Science)<br/>         Caring families<br/>         Family variety<br/>         Marriage<br/>         Changing responsibilities</p> <p><b><u>Managing safety and Risk</u></b><br/>         Risky situations<br/>         Emotions associated with risk<br/>         Basic personal information<br/>         Asking for &amp; giving help in an emergency<br/>         Safety eyes &amp; ears<br/>         Road safety<br/>         Travel to &amp; from school<br/>         Rules for keeping safer<br/>         Sun safety<br/>         Water safety<br/>         Keeping safe from accidents</p> <p><b><u>Digital Lifestyles</u></b><br/> <b>Decision making</b> (computing)<br/>         Positive contributions &amp; identity<br/> <b>Evaluating content</b> (computing)<br/> <b>Information storage &amp; sharing</b> (computing)<br/>         Mental &amp; physical wellbeing<br/> <b>Responsibilities</b> (internet safety)<br/> <b>Reporting</b> (internet safety)</p> <p><b><u>Drug Education</u></b><br/>         Medicines<br/>         Health professionals<br/>         Going to the doctors</p> | <p><b><u>Diversity and Communities</u></b><br/>         My identity<br/>         Different families (RE)<br/>         Different cultures and beliefs (RE)<br/>         Groups in and out of school<br/>         Respect<br/>         Community (RE)<br/>         Stereotypes (RE)<br/>         People who help us<br/>         School environment<br/>         Needs of people/animals /pets/plants</p> <p><b><u>Rights Rules and responsibilities</u></b><br/>         Class and school rules and charters<br/>         Rules and laws in society<br/>         Understanding right and wrong<br/>         Explaining views<br/>         Decision making<br/>         School and class councils<br/>         Responsibilities to other people</p> <p><b><u>Working Together</u></b><br/>         Recognising strengths<br/>         Developing skills<br/>         Steps towards goals<br/>         Effective communication<br/>         Compromise &amp; co-operation<br/>         Discussion &amp; negotiation<br/>         Applying group work &amp; communication skills<br/>         Evaluating</p> | <p><b><u>Financial Capability</u></b><br/>         Money in different / familiar contexts<br/>         Cash values (Maths)<br/>         Uses of money - <b>Charity</b></p> <p><b><u>Enterprise Day</u></b><br/>         Aspects to cover<br/>         Money as a finite resource<br/>         Saving and spending<br/>         How banks etc work<br/>         Emotions in relation to money</p> | <p><b>Year 1</b><br/>         Want to Play Trucks - To find ways to play together.<br/>         Errol's Garden – To work together.<br/>         Elmer- To like the way I am.<br/>         Going to the volcano- To Join in.<br/>         Hair it's a Family Affair - Proud to be me.</p> <p><b>Year 2</b><br/>         Amazing- To think what makes a good friend.<br/>         Can I join your club? - To welcome different people.<br/>         The Great Big Book of Families- To understand what diversity is.<br/>         What the Jackdaw saw- To communicate in different ways.<br/>         How to be a Lion- To have self- confidence.</p> | <p><b>Year 1</b><br/>         3 Eco Days each year including the responsibility for the school wormery.<br/>         Owl experience visit - Science<br/>         Theatre production visit - history (Great Fire of London)<br/>         Trip to The Botanical gardens - Science<br/>         Messy church<br/>         KS1 multi-sports at Robert Smyth<br/>         Visit from Rev Bryson – RE Unit: Why does Christmas matter to Christians?<br/>         Walk through Harborough town - Geography.<br/>         Allotment visit<br/>         Forest school sessions x 2<br/>         Fire safety talk</p> <p><b>Year 2</b><br/>         3 Eco Days each year including the responsibility for the recycling of batteries and pens.<br/>         Forest School sessions 3 x a year<br/>         Sea Life Centre - Geography<br/>         East Carlton Park - Science</p> |
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# PERSONAL DEVELOPMENT OVERVIEW

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|           | <p>Impulsive behaviour (Mindfulness Yr. 2)<br/>Calming down &amp; relaxing (Mindfulness Yr. 2)<br/>Seeking support</p> <p><b>Personal Safety</b><br/>Identifying and communicating feelings<br/>School/classroom rules<br/>Early Warning signs<br/>Identifying trusted adults<br/>Networks of support (Mindfulness Yr. 2)<br/>Recognising unkind behaviour<br/>Bodily autonomy<br/>Safe, unsafe &amp; unwanted touch<br/>Safe and unsafe secrets<br/>• <b>Online safety</b> (computing)</p>  | <p>Feeling ill, feeling better<br/>Risky household substances<br/>Safety rules<br/>Being persuaded</p> <p><b>Healthy Lifestyles</b><br/><b>Staying healthy</b> (Science Yr2)<br/><b>Rest and sleep</b> (Science Yr2)<br/>Dental health<br/>Eatwell Guide (DT Yr. 2)<br/>Physical activity<br/><b>Healthy eating</b> (Science/DT Yr. 2)<br/>Food preparation (DT Yr. 2)<br/>Making real choices</p>   |  |  | <p>Messy church</p> <p>Railway Safety</p> <p>KS1 multi-sports at Robert Smyth</p> <p>Harborough theatre</p> <p>Walk through Harborough town - History.</p> <p>Harborough museum and library visit – English</p> <p>Parent with baby - Science</p>   |   |
| Yr. 3 & 4 | <p><b>Beginning and Belonging</b><br/>Ground rules / class charters<br/>Responsibilities<br/>Belonging<br/>New situations<br/>Meeting new people<br/>Resilience<br/>Managing feelings<br/>Asking for help<br/>Networks of support</p> <p><b>Anti-Bullying</b><br/>Falling out<br/>Prejudiced-based bullying<br/>Respect (Mindfulness Yr. 4)<br/>Direct and indirect bullying<br/>Cyberbullying<br/>Bystanders and followers<br/>Being supportive (Mindfulness Yr. 4)<br/>Getting help</p> <p><b>Family &amp; Friends</b><br/>Developing friendships (Mindfulness Yr. 3)<br/>On and offline friendships<br/>Emotions in relationships (Mindfulness Yr. 4)<br/>Trustworthiness<br/>Special people and networks</p> | <p><b>Mindfulness</b><br/><b>Forest School</b></p> <p><b>Relationship and Sex Education</b><br/>Yr. 3<br/>Male and female bodies<br/>Talking about bodies<br/>Valuing the body's uniqueness &amp; capabilities<br/>Responsibilities for hygiene<br/>Preventing spread of illnesses</p> <p>Yr. 4<br/><b>Stages of human life cycle</b> (Science)<br/><b>Seed + egg</b> (sex education)<br/>Being grown up<br/><b>Emotions at Puberty</b> (Mindfulness/PSHE Yr. 4)<br/>My responsibilities<br/>Families' responsibilities<br/>Caring families<br/><b>Managing safety and Risk</b><br/>Emotions in risky situations<br/>Dealing with pressure in risky situations<br/>Reactions to risk<br/>Taking action in an emergency</p> | <p><b>Diversity and Communities</b><br/>Similarities and differences<br/><b>People in the community</b> (RE/PSHE)<br/><b>People with different backgrounds</b> (RE/PSHE)<br/>Stereotypes<br/><b>Roles in the community</b> (RE)<br/>Local environment<br/>Animal welfare<br/>Role of the media</p> <p><b>Rights Rules and responsibilities</b><br/><b>Respect</b> (RE)<br/>Authority<br/>Class/school rules &amp; charters<br/>Rights and responsibilities<br/>Democracy at school<br/>School and class councils<br/>Decision making<br/>Debating and voting<br/>Responsibilities at school and at home</p> <p><b>Working Together</b><br/>Recognising and valuing strengths</p> | <p><b>Financial Capability</b><br/>Understanding large amounts of money (Maths)<br/>Value for money (Maths)<br/><b>Charities</b></p> <p><b>Enterprise Day</b><br/><b>Aspects to cover</b><br/><b>Sources of money</b><br/><b>Saving and spending</b><br/><b>Cash versus money.</b><br/><b>Keeping track of money</b><br/><b>Emotions</b></p> | <p><b>Year 3</b><br/>Beegu- To Be Welcoming<br/>We're all wonders – To understand what a bystander is.<br/>This is our House - To understand what discrimination is.<br/>Omar – To consider living in Britain today.<br/>The New Jumper - To recognise and Help an Outsider.</p> <p><b>Year 4</b><br/>Alfred and Albert- To find common ground.<br/>Along Came Different – To help someone accept difference.</p> | <p><b>Year 3</b><br/>3 Eco Days each year including the responsibility for the year 3 garden.<br/><b>Trip to Leicester Museum - History</b><br/><b>Visitor from the River Trust – Science</b><br/><b>Visit to the River Welland – Geography</b><br/><b>Trip to Aldi to publish stories - English.</b><br/><b>Trip to Robert Smyth music concert</b><br/><b>Theatre trip – Film Festival</b></p> <p>Canal trust safety talk</p> <p><b>Year 4</b><br/>3 Eco Days each year including the responsibility for the school allotment.</p> |

# PERSONAL DEVELOPMENT OVERVIEW

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|  | <p>Compromise (Mindfulness Yr. 4)<br/>Empathy (Mindfulness Yr. 3/4)<br/>Conflict resolution<br/>Personal boundaries<br/>Networks of support</p> <p><b>Managing Change</b><br/>Range of experiences of change<br/>Positive changes<br/>Emotions involved in loss and change<br/>Taking responsibility for choices<br/>Confidence in new situations<br/>People I see, people I don't see<br/>Bereavement</p> <p><b>My Emotions</b><br/>Self-respect<br/>Mental wellbeing (Mindfulness)<br/>Communicating emotions<br/>Self-care (Mindfulness)<br/>Diverse emotions/responses<br/>Care &amp; respect for others (Mindfulness)<br/>Seeking support</p> <p><b>Personal Safety</b><br/>Identifying and communicating feelings<br/>School/classroom rules<br/>Early Warning signs<br/>Identifying trusted adults<br/>Networks of support<br/>Safety continuum<br/>Recognising and reporting unkind behaviour<br/>Bodily autonomy<br/>Personal boundaries<br/>Safe, unsafe and unwanted touch<br/>Safe and unsafe secrets<br/>Online safety</p> | <p>Road safety<br/>Fire safety<br/>Beach safety<br/>Safety near waterways<br/>Safety during activities and visits<br/>Preventing accidents in familiar settings</p> <p><b>Digital Lifestyles</b><br/><b>Benefits of technology</b> (Computing)<br/><b>Being healthier &amp; safer</b> (Computing)<br/><b>Online identity</b> (Computing)<br/><b>Online contact</b> (Computing)<br/><b>Liking &amp; trusting</b> (Computing)<br/><b>Mental wellbeing</b> (internet safety)<br/><b>Reliability of online content</b> (internet safety)<br/><b>Age &amp; time restrictions</b> (internet safety)<br/><b>Asking for help</b> (internet safety)</p> <p><b>Drug Education</b><br/>Medicines and legal drugs<br/>People who use medicines &amp; legal drugs<br/>Rules for safe storage<br/>Finding risky items<br/>Influence of friends and media<br/>Immunisations</p> <p><b>Healthy Lifestyles</b><br/><b>Eatwell Guide</b> (Science Yr. 3)<br/>Basic food hygiene &amp; preparation (DT)<br/>Active Lifestyles<br/><b>Mental wellbeing</b> (Mindfulness)<br/><b>Sleep</b> (Mindfulness)<br/>Influences on lifestyle choices<br/><b>Dental care</b> (Science Yr4)<br/>• Leisure activities</p> | <p>Developing skills<br/>Steps towards goals<br/>Effective communication<br/>Questioning skills<br/>Problem solving and perseverance<br/>Decision making<br/>Communication and group work skills<br/>Evaluating<br/>Feedback</p> |  | <p>Red- To be proud of who I am.</p> <p>When sadness calls- To look after my mental health.</p> <p>Dogs don't Do Ballet - To choose when to be assertive.</p> | <p>Overseeing redo of allotment – Science,</p> <p>Residential trip – PSHE, Wellbeing</p> <p>Visitor to school – Hinduism</p> <p>Visitor(s) to school – migration – Geography</p> <p>Mini Olympics – Robert Symth</p> <p>Linking schools' partnership with multicultural school in Leicestershire – RE, PSHE</p> <p>Theatre trip – film festival</p> |
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# PERSONAL DEVELOPMENT OVERVIEW

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| <p><b>Yr. 5 &amp; 6</b></p> | <p><b><u>Beginning and Belonging</u></b><br/>           Ground Rules / class charters<br/>           Responsibilities<br/>           Belonging<br/>           New experiences<br/>           Resilience<br/>           Managing emotions<br/>           Networks of support<br/>           Online sources of support</p> <p><b><u>Anti-Bullying</u></b><br/>           Friendship difficulties<br/>           Defining bullying<br/>           Bullying relating to race/religion/culture (RE YR6)<br/>           Homophobic, biphobic &amp; transphobic bullying<br/>           Cyberbullying<br/>           Physical, mental &amp; emotional wellbeing (Mindfulness Yr. 6)<br/>           Peer influence<br/>           Bystanders/colluders<br/>           Responsive strategies<br/>           Assertiveness<br/>           Equality Act<br/>           Sources of support</p> <p><b><u>Family &amp; Friends</u></b><br/>           Healthy friendships<br/>           Trust<br/>           Loyalty<br/>           Empathy (Mindfulness)<br/>           Compromise (Mindfulness)<br/>           Consent<br/>           Changing networks<br/>           Family support<br/>           Influences and pressures<br/>           Cooperation<br/>           Networks of support<br/>           Online communities</p> <p><b><u>Managing Change</u></b><br/>           Range of changes<br/>           Emotions (Wellbeing Yr. 6)<br/>           Strategies for change<br/>           Supporting others (Wellbeing Yr. 6)<br/>           School/phase transition (Wellbeing Yr. 6)</p> | <p><b><u>Mindfulness</u></b><br/> <b><u>Forest School</u></b></p> <p><b><u>Relationship and Sex Education</u></b><br/> <b>Yr. 5</b><br/>           Names of sexual parts<br/> <b>Puberty</b> (Science)<br/> <b>Physical</b> and emotional change (Science)<br/> <b>Menstruation</b> (Science)<br/>           Developing body image<br/>           Changing hygiene routines<br/>           Viruses and bacteria</p> <p><b>Yr. 6</b><br/>           Human lifecycle (sex education)<br/>           Sexual reproduction (sex education)<br/>           Changing emotions and relationships (Wellbeing Yr6)<br/>           Responsibility for others (Wellbeing Yr6)<br/>           Love and care<br/>           Marriage &amp; civil partnership<br/>           Families</p> <p><b><u>Managing safety and Risk</u></b><br/>           Personal responsibility for safety (Wellbeing Yr. 6)<br/>           Risk reduction strategies<br/>           Getting help<br/>           Sources of support<br/>           Basic first aid<br/>           Road safety<br/>           Sun safety<br/>           Cycle safety<br/>           Railway safety<br/>           Electrical safety<br/>           Health and safety rules in school<br/>           Preventing a wider range of accidents</p> <p><b><u>Digital Lifestyles</u></b><br/> <b>Decision making</b> (Computing Yr6)</p> | <p><b><u>Diversity and Communities</u></b><br/> <b>Influences on my identity</b> (RE/PSHE)<br/>           Gender<br/> <b>Diversity in communities</b> (RE/PSHE)<br/>           Challenging stereotypes<br/>           Voluntary, community, charitable and pressure groups<br/>           The media<br/>           Environmental issues<br/>           Sustainability</p> <p><b><u>Rights Rules and responsibilities</u></b><br/>           Courtesy, manners &amp; respect<br/>           Online behaviour<br/>           Privacy<br/>           Ground rules/class charters<br/>           Children's rights<br/>           Conflicting rights &amp; responsibilities<br/>           Rules and laws in society<br/>           Role of the police<br/>           Local &amp; national democracy<br/>           Participation in class &amp; school<br/>           School and class councils<br/>           Social and moral issues</p> <p><b><u>Working Together</u></b><br/>           Self-perception and self-evaluation<br/>           Developing skills<br/>           Steps towards goals<br/>           The world of work<br/>           Effective communication<br/>           Charing group discussions<br/>           Courtesy, negotiation &amp; debate<br/>           Problem solving and perseverance<br/>           Influence of the media<br/>           Evaluation</p> | <p><b><u>Financial Capability</u></b><br/>           Wants and needs RRS<br/>           Range of jobs<br/>           Poverty<br/> <b>Role of charities</b></p> <p><b><u>Enterprise Day</u></b><br/> <b>Aspects to cover Earnings &amp; deductions.</b><br/> <b>Budgeting</b><br/> <b>Debt and credit</b><br/> <b>Making choices</b><br/> <b>Managing feelings about money</b></p> | <p><b>Year 5</b><br/>           The Girls – To explore friendship.<br/><br/>           How to heal a broken wing – To recognise when someone needs help.<br/><br/>           Rose Blanche – To recognise the importance of treating everyone with dignity and our actions have consequences.<br/><br/>           Kenny-To consider consequences.<br/><br/>           Mixed – To consider responses to racist behaviour.<br/><br/> <b>Year 6</b><br/>           Introducing Teddy- To show acceptance.<br/><br/>           Marlon Bundo – To consider democracy.<br/><br/>           The Island- To consider the causes of racism.<br/><br/>           King of the Sky- To consider response to immigration.<br/><br/>           Leaf - To overcome fear about difference.</p> | <p><b>Year 5</b><br/>           3 Eco Days each year including the responsibility for the woodland and planters.<br/><br/>           Maths Challenge at Robert Smyth<br/><br/>           Space camp<br/><br/>           Secondary school visit to Welland Park<br/><br/>           Cinema trip<br/><br/>           Off-site litter picking<br/>           Places of Worship Trip to a synagogue, mosque and a mandir.<br/><br/>           Forest school<br/><br/>           Perform poems to parents.<br/><br/>           Present geography learning (The Amazon) at the eco village.<br/><br/>           Share horrible histories 'Battle of Bosworth' stories with cubs / brownies.<br/><br/> <b>Year 6</b><br/>           3 Eco Days each year including the responsibility for the school allotment.<br/><br/>           Take part in open days, giving tours to prospective EYFS parents.<br/><br/>           Visitor to school to talk about Christianity.<br/><br/>           Residential trip to Norfolk Lakes (4 nights)</p> |
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# PERSONAL DEVELOPMENT OVERVIEW

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|  | <p><b>My Emotions</b><br/> Mental health (Mindfulness)<br/> Self-respect &amp; identity<br/> Feelings, thoughts, behaviour<br/> Recognising strong feelings (Mindfulness)<br/> Loneliness<br/> Empathy<br/> Self-care techniques (Mindfulness)<br/> Networks of support</p> <p><b>Personal Safety</b><br/> Recognising own feelings &amp; considering others<br/> Rights and responsibilities<br/> Is my fun, fun for everyone?<br/> Early Warning signs (Mindfulness Yr5)<br/> Identifying trusted adults<br/> Networks of support<br/> Safety continuum<br/> Recognising and reporting abuse or neglect<br/> Bodily autonomy<br/> Personal boundaries<br/> Safe, unsafe, unwanted touch<br/> Safe and unsafe secrets<br/> Online safety<br/> Protective interruption<br/> • Assessing risk</p> | <p><b>Positive contributions</b><br/> (Computing)<br/> <b>Evaluating content</b> (Computing)<br/> <b>Information storage &amp; sharing</b> (Computing)<br/> <b>Mental &amp; physical wellbeing</b> (Computing)<br/> <b>Responsibilities</b> (internet safety)<br/> <b>Reporting</b> (internet safety)</p> <p><b>Drug Education</b><br/> Effects of drug use<br/> Essential use of medicines<br/> Drug misuse<br/> Staying safe around risky substances<br/> Influence of friends and media<br/> Reliability of information<br/> Immunisations</p> <p><b>Healthy Lifestyles</b><br/> <b>Eatwell Guide</b> (Science/DT Yr. 6)<br/> <b>Nutritional content</b> (Science/DT Yr. 6)<br/> <b>Portion sizes</b> (Science Yr. 6)<br/> Meal planning<br/> Sleep hygiene<br/> Dental health<br/> Health as a continuum<br/> <b>Risks &amp; benefits of lifestyle choices</b> (Science Yr. 6)<br/> Physical illness<br/> Gaming/social media age restrictions (internet safety)</p> |  |  |  | <p>Visitors to school to talk about Hinduism and Christianity.</p> <p>Lead Christmas service in church (bible readings and tableau)</p> <p>Trip to Warning Zone</p> <p>Bikeability</p> <p>Trip to Drayton Manor</p> <p>Leavers' service- share memories and perform a leavers' song.</p> <p>Off-site litter picking</p> <p>Nicholl's Cup Project</p> <p>Leavers' celebration afternoon</p> <p>Railway Safety</p> <p>Many sporting opportunities including football, netball, basketball, athletics.</p> <p>Area Sports</p> <p>St John's Ambulance first aid</p> |
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## RELIGIOUS EDUCATION AND ITS CONTRIBUTION

In RE, the teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs. This approach also, encompasses the areas of our SMSC development:

**Making sense of beliefs:** Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what this mean; recognising how and why texts are used in different ways and developing skills of interpretation.

**Understanding the impact:** Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

**Making connections:** Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.

**Spiritual development** - RE can support this by promoting self-awareness, curiosity, collaboration, reflection, resilience, response, values, appreciation.

# PERSONAL DEVELOPMENT OVERVIEW

**Moral development** - RE is well-suited to exploring social and personal morality through: Valuing others, Moral character development, and Moral diversity.

**Social development** - In the RE classroom, this may include exploring: shared values, idealised concepts, moral sources, influences, social insight, role models and experiential learning.

**Cultural development** - This is explored in two major ways in RE: Own culture and Wider culture.

**Developing attitudes** - The following attitudes are fostered through RE:

- **Curiosity and wonder**
- **Commitment**
- **Respect**
- **Self-understanding**
- **Open-mindedness**
- **Enquiry**
- **Critical mindedness**

|               | <b>RE UNITS</b>   |
|---------------|---|
| <b>EYFS</b>   | <ul style="list-style-type: none"> <li>○ Being special - Where do we belong?</li> <li>○ Why is Christmas special for Christians?</li> <li>○ <b>CREATION</b> - Why is the word God important to Christians?</li> <li>○ <b>SALVATION</b> - Why is Easter special to Christians?</li> <li>○ Which places are special and why?</li> <li>○ Which stories are special and why?</li> </ul>   |
| <b>Year 1</b> | <ul style="list-style-type: none"> <li>○ <b>CREATION</b> - Who made the World?</li> <li>○ <b>INCARNATION</b> - Why does Christmas matter to Christians?</li> <li>○ Who is Jewish and how do they live?</li> <li>○ What does it mean to belong to a faith community?</li> <li>○ What makes some places sacred to believers?</li> </ul>   |
| <b>Year 2</b> | <ul style="list-style-type: none"> <li>○ Who is a Muslim and how do they live?</li> <li>○ <b>GOD</b> - What do Christians believe God is like?</li> <li>○ <b>GOSPEL</b> - What is the 'good news' Christians believe Jesus brings?</li> <li>○ <b>SALVATION</b> - Why does Easter matter to Christians?</li> <li>○ How should we care for the world and for others, and why does it matter?</li> </ul>   |
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>○ <b>CREATION</b> - What do Christians learn from the Creation story?</li> <li>○ <b>PEOPLE OF GOD</b> - What is it like to follow God?</li> <li>○ How do festivals and worship show what matters to Muslims?</li> <li>○ How do festivals and family life show what matters to Jewish people?</li> <li>○ <b>GOSPEL</b> - What kind of world did Jesus want?</li> <li>○ How and why do people try to make the world a better place?</li> </ul> |



## PERSONAL DEVELOPMENT OVERVIEW

|               |   |
|---------------|---|
| <b>Year 4</b> | <ul style="list-style-type: none"> <li>○ <b>GOD/INCARNATION</b> - What is the Trinity and why is it important for Christians?</li> <li>○ What do Hindus believe God is like?</li> <li>○ What does it mean to be a Hindu in Britain today?</li> <li>○ <b>SALVATION</b> - Why do Christians call the day Jesus died 'Good Friday'?</li> <li>○ <b>KINGDOM OF GOD</b> – For Christians, when Jesus left, what was the impact of Pentecost?</li> <li>○ How and why do people mark the significant events of life?</li> </ul> |
| <b>Year 5</b> | <ul style="list-style-type: none"> <li>○ <b>GOD</b> - What does it mean if Christians believe God is holy and loving?</li> <li>○ <b>INCARNATION</b> – Why do Christians believe Jesus was the Messiah?</li> <li>○ What does it mean to be a Muslim in Britain today?</li> <li>○ Why is the Torah so important to Jewish people?</li> <li>○ <b>GOSPEL – How do</b> Christians decide how to live: What would Jesus do?</li> <li>○ What matters most to Humanists and Christians?</li> </ul>                              |
| <b>Year 6</b> | <ul style="list-style-type: none"> <li>○ Why do some people believe in God and some not?</li> <li>○ <b>CREATION</b> - Creation and Science: conflicting or complementary?</li> <li>○ Why do Hindus want to be good?</li> <li>○ <b>KINGDOM OF GOD</b> – For Christians, what kind of King is Jesus?</li> <li>○ How does faith help people when life gets hard?</li> </ul>  |

## PROTECTED CHARACTERISTICS

At Market Harborough C of E Academy, we believe we are all growing together in God's love and our golden threads reflect the caring ethos of our school. In line with Jesus' teaching, everyone is welcome at our school and there are no outsiders. We promote the Protected Characteristics. The Equality Act became law in 2010, protecting everyone in Britain from discrimination, harassment and victimisation. The Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Act, there are nine Protected Characteristics

1. Age
2. Disability
3. Gender Reassignment
4. Race

## PERSONAL DEVELOPMENT OVERVIEW































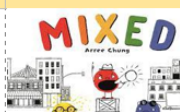





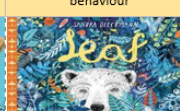
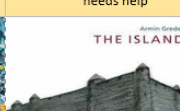


5. Religion or belief
6. Marriage or Civil Partnership
7. Sex
8. Sexual Orientation
9. Pregnancy and Maternity

At Market Harborough, we actively promote these characteristics through all our curriculum but especially through our PSHE curriculum, collective worship, Family Circle, sharing stories and our work as a Rights Respecting School. Our school community are taught how we are protected from discrimination. It is important that all pupils gain an understanding of the world they are growing up in and that they become Responsible citizens who are a hope for humanity at a local, national and global level. It is crucial that our pupils learn to respect themselves and others; developing an understanding of different cultures, faiths and the richness of the world we live in.

### **Using Picture Books**

In school, we recognise the value of storytelling and the importance of reading. This is why one of our golden threads is 'confident communicators, passionate readers. Across the school, we have introduced some key texts which will be read in classes. Each picture book has been chosen because it deals with the equalities in the Equality Act and helps to create our whole school ethos of welcoming and cherishing all.

# PERSONAL DEVELOPMENT OVERVIEW

|   |   |   |   |   |  |
|---|---|---|---|---|--|
|    |    |    |    |    |    |
| To say what I think.  | To understand that, it's OK to like different things.                               | To make friends with someone different.   | To understand that all families are different.                                      | To celebrate my family.   | To say hello   |
|    |    |    |    |    |    |
| To like the way I am.   | To find ways to play together   | Proud to be me  | To join in  | To understand that we share the world with lots of people.                          | To work together   |
|    |    |    |    |    |    |
| To welcome different people   | To have self confidence   | To understand what diversity is   | To think about what makes a good friend   | To communicate in different ways.   | To know I belong   |
|    |    |    |    |    |    |
| To understand what 'discrimination' means.  | To understand what a bystander is   | To be welcoming.  | To recognise a stereotype   | To recognise and help an outsider   | To consider living in Britain today  |
|    |    |    |    |    |    |
| To help someone accept difference   | To choose when to be assertive  | To be proud of who I am.  | To find common ground   | To look after my mental health.   | To show acceptance   |
|  |  |  |  |  |  |
| To consider consequences  | To justify my actions.  | To consider responses to racist behaviour   | To recognise when someone needs help  | To explore friendship   | To exchange dialogue and express an opinion  |
|  |  |  |  |  |  |
| To consider responses to immigration  | To consider language and freedom of speech  | To overcome fears about difference.   | To consider causes of racism  | To consider democracy   | To show acceptance   |

# PERSONAL DEVELOPMENT OVERVIEW

## BRITISH VALUES

We know it is so important that everyone in our school community learns to be respectful of themselves and others; developing an understanding of different cultures, faiths and the richness of the world we live in and being prepared for life in modern Britain. Therefore, our school reflects the British Values in all we do. In particular, our Religious Education, Personal, Social, Health and Economic Education [PSHE], Relationships and Sex Education [RSE], our Rights Respecting Schools curriculum and our assemblies and collective worship provide excellent opportunities to deepen and develop understanding of British Values.

We help children to remember the British Values through the thumb and finger model

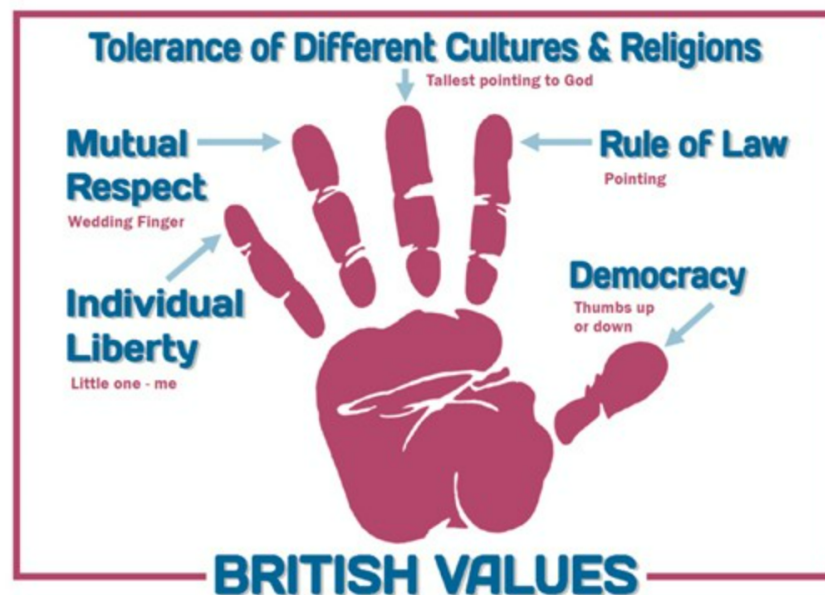
**Thumb** - Democracy - up or down to give opinion.

**Index finger** - Rule of Law - pointing

**Middle finger** - Tolerance of different faiths and beliefs - tallest finger pointing to God.

**Ring Finger** - Mutual respect - wedding ring - respect for other people

**Little finger** - Individual Liberty - sticks out on its own.



**At Market Harborough C of E Academy, we actively promote British Values in the following ways:**

**Value: Mutual respect and the tolerance of those with different faiths and beliefs**

Respect is a fundamental school value and is embedded in all we do in school. We pay explicit attention to this through:

- Our RE curriculum where links are made with local faith communities and children visit a range of places of worship and pupils are able to learn about the rich and diverse faith communities in the United Kingdom, recognising similarities as well as differences.

## PERSONAL DEVELOPMENT OVERVIEW

- Our PHSE, RSE and SMSC curriculum embody the value of mutual respect through a range of units which explore the rich tapestry of life in modern Britain and encourages pupils to reflect on the diversity.
- Special assemblies and Collective Worship where we learn about a range of important religious festivals celebrated through the year.
- Explicitly teaching our school value of respect through assemblies and Collective Worship, using real life examples and examples from the Bible and other religious texts to demonstrate to our pupils how to show respect in action, including self-respect.
- Ensuring that the value of respect is central to the school behaviour policy statements - 'Respect ourselves, value others and our environment and show compassion in all we do'.
- 

Part of our School Council is made up of:

- The Community team who supports with assemblies and times of worship. Their role is to help us all learn to be a 'Hope for Humanity' and to embody how to be respectful to everyone.
- The Eco Team who are our 'Stewards of the Earth' and promote respect for our natural world.
- School Captains and Vice Captains who led each House Team and model the behaviour we want to see in our pupils.
- The Reading Team who supports our buddy reading scheme and encouraging a love of reading in school.
- The Wellbeing Team who promotes ways we can all look after our wellbeing and mental health.

### **Value: Democracy**

The pupils at Market Harborough C of E Academy see democracy carried out in a variety of ways and see this as being an essential component of successful team working.

- Democracy is embedded in our school through teaching our values; in particular; respect, relationships, forgiveness, compassion, dignity.
- Through our behaviour statements, we encourage all members of the school community to listen to each other, respecting everyone's right to be heard and share their opinions.
- Pupils are involving in democratic processes through voting for members of the school council, reflecting our British electoral system. The school council reports back to the school and adheres to democratic processes.
- Through our 'Confident Communicators and Passionate Readers' Golden Thread, we organise debates and discussions, so children learn how to present their point of view and hear the views of others respectfully.
- In addition, pupils have the opportunity to have their voice heard through a range of surveys and focus group discussions looking at different curriculum areas including wellbeing.

### **Value: Rule of Law**

The pupils at Market Harborough recognise the importance of laws whether they are those that govern the class, the school or the country and our school rules are reinforced throughout the school day.

- Our school values focus on the rule of law, in particular, respect, dignity, forgiveness, compassion, relationships and service. Through our Rights Respecting School work and our school ethos, pupils learn about the importance of their rights and their responsibilities.
- Through our clearly structured Behaviour and Relationship Policy, the pupils learn the importance of following rules to keep everyone safe.

## PERSONAL DEVELOPMENT OVERVIEW

- Where things go wrong and rules are not adhered to, the school has clear systems of reconciliation in place to allow pupils to reflect on the consequences of their actions and to seek forgiveness. In turn, pupils are supported in forgiving others for mistakes they have made.
- In school, there are strong community links e.g., the police service, fire service, water safety officer.
- Discussions about rules are an important part of RE and PHSE lessons in school.
- Assemblies and Collective Worship have a focus on the rule of law throughout the year, helping pupils to recognise why we have laws, that they are there to govern and protect us and what happens when laws are broken.

### **Value: Individual Liberty**

Our pupils are encouraged to learn about their rights and the rights of others in particular through our Rights Respecting Schools work and embedded in our values, in particular, respect, dignity, service, relationship, courage and perseverance.

- Within our school, pupils are actively encouraged to make choices, knowing they are in a safe and secure environment.
- Through our Behaviour and Relationships Policy, our assemblies and our broader curriculum, we teach pupils about the importance of making wise choices and being courageous. We ask our pupils to recognise and count their blessings and be grateful for the good things in our world. In addition, we encourage our pupils to distinguish right from wrong, recognising that individual 'truth' can sometimes be subjective.
- Our pupils are encouraged to understand their rights and personal freedoms and are advised how to exercise these safely e.g., PSHE and E Safety lesson focus on this.
- The school has a strong Anti-Bullying culture and pupil voice is crucial in understanding challenges they are facing. Any form of bullying is challenged and addressed. The school has a robust system of logging and tracking incidents to ensure patterns are identified and quickly acted upon.
- Pupil voice through the school council, focus groups and surveys are crucial in ensuring that vulnerable pupils receive appropriate support, and the wellbeing of identified pupils is clearly monitored systematically.
- Through our school culture of cherishing and welcoming all, we encourage our pupils to become articulate individuals who can lead safe, healthy, and hopeful lives. Responsible citizens who are a hope for humanity at a local, national and global level and strong stewards of our earth, recognising the interdependence of our world and its future sustainability.

## DEVELOPING CHARACTER, CONFIDENCE AND RESILIENCE

We develop character, confidence and resilience through an interplay of:

- Our strong ethos of high expectations for all, fostering a culture of resilience grounded in pupils' own efforts and so give them sufficient opportunities to experience failure.

This is implemented through:

## PERSONAL DEVELOPMENT OVERVIEW

- a well-designed, research informed curriculum,
- the promotion of a range of positive character traits which are taught to pupils and modelled by the whole school community through the development of our School Values and Golden Threads. These characteristics are foundational to our ethos and create the sense of being part of a cohesive community rooted in fundamental Christian principles and our mission statement of 'Growing Together in God's Love'. These are taught through a variety of methods including, collective worships, Celebration Assemblies, PSHE lessons, Family Circles,
- developing wider opportunities for pupils through extended day provision, Pupil Voice Teams and opportunities through the curriculum,
- through our clear, consistent approaches to positive relationships and behaviour in school where we visibly celebrate pupils' demonstrating our values, behaviour and attitudes. All pupils get recognised for following our school behaviour code.

## WIDER OPPORTUNITIES

Alongside the wider curriculum opportunities within each year group and the opportunities at Wraparound Provision, the school builds a range of opportunities to support the development of character and citizenship. The school's Golden Threads are central to all we aspire to be and do. Our aim is for our pupils to grow into responsible citizens who are a 'Hope for Humanity' at a local, national and global level, citizens who are 'Stewards of the Earth' and understand the global challenges our world faces and citizens who are 'Confident Communicators and Passionate Readers'. We know that reading opens the doors to a world of opportunity, and we know that being able to confidently articulate your views is so important in our world. To embed these threads in our school, our Pupil Voice Team leads this work across the school.

### Our Pupil Voice Team

|                          |                              |   |                              |                       |   |
|--------------------------|------------------------------|---|------------------------------|-----------------------|---|
| <b>Hope for Humanity</b> | <b>Stewards of the Earth</b> | <b>Passionate Readers and Confident Communicators</b> | <b>Wellbeing Ambassadors</b> | <b>Sports Leaders</b> | <b>House Captains and Vice Captains</b> |
|--------------------------|------------------------------|---|------------------------------|-----------------------|---|

## PERSONAL DEVELOPMENT OVERVIEW

|   |   |   |   |  |  |
|---|---|---|---|--|--|
| <p>Developing community links through curriculum showcase outcomes.<br/>Collective Worship strategic leads<br/>Lead the schoolwork in meaningful voluntary work to take responsibility for our local community.<br/>Lead pupil opportunities to contribute to a wider issue through charity work.</p> <p>Raise awareness in school of the different protected characteristics and the United Nations rights for pupils.</p> | <p>Developing whole school awareness of the environmental challenges and how we can make a difference locally and globally.</p> <p>Peace Garden<br/>Redevelopment of site; stewards of the earth focus – events such as community café etc.</p> <p>Global citizenship – this can be covered by Christian Aid and the key activities outlined above.</p> | <p>Developing a platform for children to become confident communicators.</p> <p>Promote a love of reading across the school through a range of activities e.g., reading buddies, library club.</p> <p>Leadership of the activities on World Book Day.</p> <p>Leadership of Poetry Day in school</p> <p>Opportunities to share our oracy skills within the wider community through our showcase opportunities.</p> | <p>Share an understanding of what wellbeing and mental health is for children.<br/>Promote healthy wellbeing in school through helping with lunchtimes and other initiatives.</p> | <p>Promote of love of activity and sport in school through leading a range of activities at lunchtime.</p> | <p>To motivate and lead members of their House Team through words of encouragement.<br/>To be role models for their House Team and show others the high expectations we have for our pupils.</p> |
| <p><b>This work is led by pupils in the Community Team</b></p>  | <p><b>This work is led by the Eco Team</b></p>  | <p><b>This work is led by the Reading Ambassadors</b></p>   | <p><b>This work is led by the Wellbeing Ambassadors</b></p>   | <p><b>This work is led by Sports Leaders</b></p>   | <p><b>This work is led by House Captains</b></p>   |

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

All elements of our PD programme contribute to enhancing the different aspects of pupils' SMSC development.

### Spirituality

Spiritual development differs from person to person and is a very personal experience. For this reason, it is difficult to put into words. Spirituality concerns a person's relationship with themselves, with others, with God (or the transcendent), and with nature and the environment. Spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith. In keeping with our Christian Vision, we recognise that we are all created in God's image and have a spiritual dimension to our existence. We nurture this through the academic rigour we bring to our work and through our passion to help children and adults to flourish and achieve their potential.



# PERSONAL DEVELOPMENT OVERVIEW

## Morality

In terms of morality, we aim to improve pupils' ability to discern right from wrong and know how this is reflected in laws made. Over time, pupils are expected to understand and appreciate the views of others and develop an understanding of the consequences of their own actions.

## Socially

Socially, our intention is for pupils to socialise, communicate and cooperate with confidence with a wide variety of people in different roles.

## Culturally

Our intention is to promote pupils' understanding of the wide range of cultural influences that have shaped the heritage of the UK and others; to be able to recognise and value common aspects shared across cultural, religious and ethnic groups. Pupils will use the knowledge to reflect upon their own beliefs and actions and treat the faiths, feelings and values of others with respect.

## SPIRITUAL DEVELOPMENT

### Connection with Self:

- Awareness of feelings; ability to reflect and express
- Awareness of our uniqueness; happiness with who we are
- Gratitude for the things we have and the person we are
- Exploration of personal faith
- Development of imagination and creativity

### Connection with Others:

- Empathy and understanding; respect
- To love and be loved (loving your neighbour)
- Making a difference; duty

### Connection with the wider Natural World:

- Developing a sense of awe and wonder
- Enjoying the miracles of everyday life
- Taking time for what really matters
- Appreciating beauty in art, music, nature

### Connection with Beyond:

- Encountering/experiencing God (having a sense of what lies beyond the material/physical)
- Ability to ask and discuss the 'Big Questions' (eg about life, death, suffering, nature of God)
- Opportunities for prayer, connecting with God
- Making sense of the world

## Progression Overview

By the end of Year 2

By the end of Year 6

# PERSONAL DEVELOPMENT OVERVIEW

|                                       |   |   |
|---------------------------------------|---|---|
| <b>Spiritual<br/>Develop<br/>ment</b> | <p><b>Emotional Literacy</b><br/>Recognise and explain how they, and others, are feeling.</p> <p><b>Enjoyment</b><br/>Express enjoyment in a variety of ways, including an appreciation of the enjoyment of others.</p> <p><b>Creativity</b><br/>Start to initiate creative/imaginative experiences (with less support)</p> <p><b>Reflectiveness</b><br/>Reflect on experiences and learning by recounting events (with less support)</p> <p><b>Beliefs and values</b><br/>Verbalise their own beliefs and distinguish between those that are religious and those that are not.</p> <p><b>Respecting others</b><br/>Demonstrate respect for others – e.g. choosing to help each other.</p> <p><b>Perseverance</b><br/>Demonstrate a willingness to tackle problems or challenges until they are resolved or achieved.</p> | <p><b>Emotional Literacy</b><br/>Recognise the impact of their, and others', feelings and start to modify behaviour where appropriate – e.g. compassion and empathy.</p> <p><b>Enjoyment</b><br/>Start to alter their behaviour to make allowances for others' likes and dislikes.</p> <p><b>Creativity</b><br/>Start to understand how creative/imaginative experiences can inform their perspective in life.</p> <p><b>Reflectiveness</b><br/>Show an interest in reflecting on their, and others', experiences and learning.</p> <p><b>Beliefs and values</b><br/>Be reflective about their own beliefs/values and ideas, religious or otherwise, explaining how they inform their perspective on life.</p> <p><b>Respecting others</b><br/>Demonstrate good manners and sensitively deal with others' lack of manners.</p> <p><b>Perseverance</b><br/>Persist in tackling challenges and start to help others to do so in a sensitive way</p> |
|                                       | <p><b>Spirituality is developed through:</b></p>  |   |

|                             | Rec   | Year 1   | Year 2  | Year 3   | Year 4  | Year 5   | Year 6  |
|-----------------------------|---|--|---|--|---|--|---|
| <b>Connection with self</b> | <p><b>History</b> – All About Me</p> <p><b>RE</b> – Where do we Belong?</p> <p>Messy Church</p> <p><b>PSE</b> – Myself and my relationships – Beginning and Belonging</p> <p><b>PSE</b> – Myself and my relationships – my emotions</p> | <p>Prayer workshop - teaspoon prayers, 5 finger prayers and what they are grateful and thankful for.</p> <p><b>WHEN IS THIS AND IN WHAT THEME</b></p> <p><b>PSE</b> - Myself and My Relationships</p> <p>Beginning and Belonging</p> <p><b>PSE</b> - Myself and My Relationships - My Emotions</p> <p><b>PSE</b> - Myself and My Relationships</p> <p>Managing Change</p> <p>Beginning and Belonging</p> <p><b>PSE</b> - Myself and My Relationships - Managing Change</p> <p>Messy Church</p> | <p><b>PSE</b> - Myself and My Relationships</p> <p>Beginning and Belonging</p> <p><b>PSE</b> - Myself and My Relationships - My Emotions</p> <p><b>PSE</b> - Myself and My Relationships</p> <p>Managing Change</p> | <p><b>PSE</b> - Myself and My Relationships</p> <p>Beginning and Belonging</p> <p><b>PSE</b> - Myself and My Relationships - My Emotions</p> <p><b>PSE</b> - Myself and My Relationships - Managing Change</p> | <p><b>Geography</b> – Migration theme</p> <p>Residential <b>what</b></p> <p><b>PSE</b> - Myself and My Relationships</p> <p>Beginning and Belonging</p> <p><b>PSE</b> - Myself and My Relationships - My Emotions</p> <p><b>PSE</b> - Myself and My Relationships - Managing Change</p> | <p><b>PSE</b> - Myself and My Relationships</p> <p>Beginning and Belonging</p> <p><b>PSE</b> - Myself and My Relationships - My Emotions</p> <p><b>PSE</b> - Myself and My Relationships - Managing Change</p> | <p>Wellbeing ambassador</p> <p>sand sports leader training for year 6</p> <p>Nicholl's Cup project</p> <p><b>PSE</b> - Myself and My Relationships</p> <p>Beginning and Belonging</p> <p><b>PSE</b> - Myself and My Relationships - My Emotions</p> <p><b>PSE</b> - Myself and My Relationships - Managing Change</p> |

# PERSONAL DEVELOPMENT OVERVIEW

|                                      |  |   |  |  |  |   |  |
|--------------------------------------|--|---|--|--|--|---|--|
| <p><b>Connection with others</b></p> | <p>Messy Church<br/>EYFS Nativity<br/><br/>Toys and Games afternoon with parents and grandparents<br/><br/>Poetry performance to nursery children<br/><br/>MH Fire Station<br/>St Dionysius Church<br/>West Lodge Rural Centre<br/><br/><b>History</b> – All About Me<br/><b>History</b> – Toys in the Past<br/><b>Geography</b> – Lions, Tribes and Handa’s Surprise<br/><b>Geography</b> – Our Community<br/>Messy Church<br/><b>RE</b> - Why is Christmas special for Christians?<br/><b>RE</b> - Why is Easter Special to Christians?<br/><b>RE</b> - Which places are special and why?<br/><b>RE</b> - Which stories are special and why?<br/><b>PSE</b> – Myself and my relationships – Family and friends<br/><b>PSE</b> – Citizenship – People who help us</p> | <p>Messy Church<br/>Performance to parents of the Great Fire of London<br/><br/>Parent Tour and presentation of local landmarks<br/><br/>Year 1 and 2 Christmas Production<br/><br/>Seasons walk to the allotment<br/>Botanical gardens<br/>MH landmark tour (Geography)<br/>RE Church visit to re-create a wedding/Christening<br/><br/>PSE - Myself and My Relationships - Anti-bullying<br/>PSE - Citizenship<br/>Diversity and Communities<br/>PSE - Myself and My Relationships - Family and Friends<br/><b>History</b> – lives of significant people [Walther Tull/Wangari Maathai <b>Name of the unit</b><br/><b>RE</b> – Why does Christmas matter to Christians?<br/><b>RE</b> – Who is Jewish and how do they live?<br/><b>RE</b> – What does it mean to belong to a faith community?<br/><b>RE</b> – What makes some places sacred to believers?</p> | <p>Messy Church<br/>Performance to Retirement Home<br/><br/>Presentation for siblings / children from older year group about the ocean.<br/><br/>Year 1 and 2 Christmas Production<br/><br/><b>History showcase at retirement home</b><br/>MH Theatre<br/>MH war memorial walk<br/>MH museum and Gallones (recount)<br/>Birmingham sea life centre<br/>East Carlton Park<br/><br/>PSE - Myself and My Relationships<br/>Anti-bullying<br/>PSE - Citizenship<br/>Diversity and Communities<br/>Visits within the community (retirement home)- <b>What is that?</b><br/>Messy Church<br/><b>History</b> – lives of significant people [Emily Davison and Rosa Parks]<br/><b>RE</b> – Who is a Muslim and how do they live?<br/><b>RE</b> – Why does Easter matter to Christians?</p> | <p>Invite WI to crafting presentation and workshop.<br/><br/>Video presentation working alongside River Trust<br/><br/>MH Theatre<br/>Leicester New Walk Museum<br/>Welland Park river dipping<br/><br/>PSE - Myself and My Relationships<br/>Anti-Bullying<br/>PSE - Citizenship - Diversity &amp; Communities<br/>PSE - Myself and My Relationships<br/>Family &amp; Friends<br/><b>RE</b> - How do festivals and worship show what matters to Muslims?<br/><b>RE</b> - How do festivals and family life show what matters to Jewish people?<br/><b>RE</b> - How and why do people try to make the world a better place?</p> | <p>Presenting information and answering questions with audience at museum. Invite MH Historical Society <a href="https://www.marketharboroughhistoricalsociety.org/">https://www.marketharboroughhistoricalsociety.org/</a><br/><br/>Easter Experience<br/>Stations of the Cross – Act out the story of Easter.<br/>Public and pupils visit from school.<br/><br/>MH Museum - showcase<br/>MH Theatre<br/>Kingswood Residential Linking School Celebration<br/><br/>PSE - Myself and My Relationships<br/>Anti-Bullying<br/>PSE - Citizenship - Diversity &amp; Communities<br/>PSE - Myself and My Relationships<br/>Family &amp; Friends<br/>Linking Schools Project with school in Leicester<br/><b>RE</b> - What does it mean to be a Hindu in Britain today?<br/><b>RE</b> - How and why do people mark the significant events of life?<br/><b>RE</b> - Why do Christians call the day Jesus died ‘Good Friday’?<br/><b>RE</b> - For Christians, when Jesus left, what was the impact of Pentecost?</p> | <p>War poetry presentation to parents.<br/><br/>Amazon Rainforest video presentation to parents and local community.<br/><br/>Horrible History style books to be displayed in Harborough library.<br/><br/>MH Theatre<br/>Space Camp<br/>Places of worship visit<br/><br/>PSE - Myself and My Relationships<br/>Anti-Bullying<br/>PSE - Citizenship - Diversity &amp; Communities<br/>PSE - Myself and My Relationships<br/>Family &amp; Friends<br/><b>English</b> – Dobri Dobrev writing unit – about a ‘poor beggar’ who donated over £20,000 to charity by collecting coins outside of a Cathedral in Bulgaria.<br/><b>RE</b> - What does it mean to be a Muslim in Britain today?<br/><b>RE</b> - Why is the Torah so important to Jewish people?<br/><b>RE</b> - How do Christians decide how to live: What would Jesus do?<br/><b>RE</b> - What matters most to Humanists and Christians?<br/><b>Geography</b> -Slums – realising how others live and how lucky we are</p> | <p>Nichols Cup Project<br/><br/>Year 6 Residential Trip to Norfolk Lakes<br/><br/>Poetry in church<br/><br/>Nicholls Cup presentation to parents and church community.<br/><br/>Letter with Harborough Climate Action group persuading parents / Y5<br/><br/>Production – performances to parents and the members of the community.<br/><br/>Norfolk Lakes<br/>MH Theatre<br/>Warning Zone<br/>Drayton Manor<br/><br/>PSE - Myself and My Relationships<br/>Anti-Bullying<br/>PSE - Citizenship - Diversity &amp; Communities<br/>PSE - Myself and My Relationships<br/>Family &amp; Friends<br/>Wellbeing ambassadors and sports leader training<br/>Norfolk Lakes Residential Nicholl’s Cup project<br/><b>RE</b> - Why do some people believe in God and some not?<br/><b>RE</b> - Why do Hindus want to be good?<br/><b>RE</b> - For Christians, what kind of King is Jesus?</p> |
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# PERSONAL DEVELOPMENT OVERVIEW

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|  | PSE - Citizenship – identities and diversity   |  |   |  | <b>Year 4 Linking Project with a church in Leiciester.</b>  | <b>History</b> - understanding how Britain’s religion has changed – Roman – Christianity<br>Anglo Saxon – Pagan then Christian - new religions coming into Britain all throughout history.  | <b>RE</b> - How does faith help people when life gets hard?   |
| <b>Connection with the natural world</b> | <b>Geography</b> – Lions, Tribes and Handa’s Surprise<br><b>Science</b> – What’s the weather?<br><b>Science</b> – What’s in the Garden?<br><br><b>Visit to Farm Park</b><br><br>Continuous Provision in the EYFS Garden and Nature Garden  | <b>RE</b> - Who do Christians say made the world?<br><b>Science</b> - Plants (trip to Botanical Gardens), Animals including humans<br><br><b>Eco Project</b> | <b>Science</b> – Living things and their habitats<br><b>Science</b> - Animals including humans, Plants<br><b>RE</b> - How should we care for the world and others and why does this matter?<br><br><b>Eco Project</b> | <b>Science</b> – Plants, Animals including humans<br><b>RE</b> - What do Christians learn from the Creation story?<br><br><b>Eco Project</b> | <b>Science</b> – States of matter (gases, liquids and solids),<br><b>Science</b> - Living things and their habitats, Animals including humans<br><br><b>Eco Project</b> | <b>Geography</b> ‘The Amazon’ - links to sustainability<br><b>Geography</b> – Amazon – deforestation – caring about our world.<br><b>Science</b> – Living things and their habitats, Animals including humans, Earth and Space<br><b>Science</b> – Space – understanding place in the universe.<br><br><b>Eco Project</b> | <b>English</b> unit relating to sustainability and writing to parents persuading them to be more eco-friendly. <b>Name of unit</b><br><b>Science</b> - Evolution and inheritance<br><b>Science</b> - Living things and their habitats, Animals including humans<br><b>Geography</b> - Biomes and Natural Resources in Chile<br><br><b>Eco Project</b> |
| <b>Connection with beyond</b>            | <b>RE</b> – Why is the word God important to Christians?   |  | <b>RE</b> – What do Christians believe God is like?<br><b>RE</b> – What is the God News Christians believe Jesus brings?  | <b>RE</b> - What is it like to follow God?<br>RE - What kind of world did Jesus want?  | <b>RE</b> - What is the Trinity and why is it important for Christians?<br><b>RE</b> - What do Hindus believe God is like?  | <b>RE</b> - What does it mean if Christians believe God is holy and loving?<br><b>RE</b> - Why do Christians believe Jesus was the Messiah?   | Q and A session with Rev Murphy about faith.<br><b>RE</b> - Creation and Science: conflicting or complementary?   |
| <b>Whole School and staff</b>            |  |  |   |  |   |   |   |
| <b>Connection with self</b>              | <p><b>Reflection</b><br/>Mindfulness<br/>Forest School<br/>Private prayers and reflection in Collective Worship<br/>Reflection in Family Circles<br/>Behaviour approaches focus on restorative conversations and self-reflection.<br/>Being present and processing – there are opportunities for stillness and calm in classrooms – music, extra-curricular activities.</p> <p><b>Vision and Values</b><br/>Vision / Values are embedded in CW and linked to our celebration certificates – encouraging children to think about their own values and how they can make an impact.</p> <p><b>Creativity/personal growth</b><br/>Extra-Curricular – we provide opportunities to connect with what they love – sport, crafts, Pupil Voice Teams, music lessons, trips, productions and encourage them to understand</p> |  |   |  |   |   |   |

# PERSONAL DEVELOPMENT OVERVIEW

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|                                      | <p>Personal Development – prayer, reflection areas are in every classroom, thought for the value is displayed, PSHE curriculum, protected characteristics, BV, RRS,</p> <p><b>Celebration of self</b><br/>         Celebrations and wow moments – Collective Worship, certificates, parents invited to join celebrations, trophies are awarded, reports celebrate achievements, celebrate range of things – from sporting prowess to academic and extra-curricular successes as well as children displaying our values. We celebrate all children and their skills and interests, allow children to share important achievements, share news.<br/>         Family Circles are places to share good news</p> <p><b>Challenges</b><br/>         Supporting difficult moments – behaviour plans, support for key children, lunch time club, restorative club, courageous advocacy moments – Ukraine donations, bereavement support, the pastoral team support children and their families</p>  |
| <p><b>Connection with others</b></p> | <p><b>Vision and Values</b><br/>         Sharing our Vision / Values – Growing together in God’s Love – we want to care for others and be a light in our community. Sharing of these values through the year, help us to connect with others.<br/>         Family Circles allow pupil connection across the school.</p> <p><b>Celebration of others</b><br/>         Collective Worship- Celebrations of ourselves and others.<br/>         Family Circles<br/>         Special Celebration Assembly - Coffee and cake in the library with parents and the headteacher after special celebration certificates</p> <p><b>Challenges</b><br/>         Behaviour approaches focus on restorative conversations and repairing and forgiving.</p> <p><b>Respecting others</b><br/>         Debates &amp; conversations about big questions – learning to respect other’s views. Both in CW, FC and in class.<br/>         Windows – Curriculum is deliberately planned so children have to opportunity to view people other than themselves, RE – diff religions and world views.<br/>         Collective Worship develops all values and connection with others. This includes British Values and Protected Characteristics<br/>         PSHE curriculum protected characteristics, BV, RRS, Family Circles</p> <p><b>Community</b><br/>         Church connections – school has a strong link with the church this includes, end of term services, support with RE curriculum, regular worship lead by ministers, links with community services.<br/>         Enterprise club<br/>         Extended Services includes a range of opportunities to connect with others.<br/>         Range of sports competitions<br/>         Choir<br/>         School Fairs<br/>         Enterprise Week<br/>         Sports Week<br/>         Range of Charity Days</p> <p><b>Challenges</b><br/>         Pastoral Leaders/adults provide support for all pupils and families.</p> <p><b>Pupil Voice Teams</b><br/>         Wellbeing ambassadors – a team of children who promote and support mental health amongst the children<br/>         Community Team leading ‘Hope for Humanity and all charity work in school. Connected with Residential Crae home, Memory Café and Dis Ducklings. Organsie Volunteer Tea Parties.<br/>         Reading Team supporting with reading/library club and buddy reading across the school<br/>         Eco Team supporting with site development, recycling, lead gardening club in school and community litter picking. They lead 3 Eco Days in school for all<br/>         Sports Leaders provide activities for all pupils at lunchtimes.<br/>         House Captains provide support for their house team.</p> |

# PERSONAL DEVELOPMENT OVERVIEW

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|  | <p><b>Staff Wellbeing</b><br/>Focus on staff wellbeing including shared breakfasts and lunches / social events for staff.</p>   |
| <b>Connection with the natural world</b> | <p>Eco Days focusing on the beauty of our world led by Pupil Voice Teams.<br/>Ongoing areas of responsibility of each year group linked to our thread 'Stewards of the Earth'<br/>Vision / Values – we encourage and lead by example how to take care of our world.<br/>Learning outside the curriculum - connect curriculum to own lives, encourage empathy, promotes an awareness of being part of something bigger – local, national, global communities<br/>CW – always time for reflection, focuses on children, opportunities to think about feelings and views, inspirational people – Greta Thunberg<br/>Extra-Curricular – Pupil Voice Teams, trips, groups in the community, showcases, recycling, school allotment</p> |
| <b>Connection with beyond</b>            | <p>Reflection and prayer time in Collective Worship<br/>Church links</p>  |

## MORAL DEVELOPMENT

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

### Progression Overview **All covered through all areas of the curriculum, but specifically Collective Worship Planner / PSHE / RE**

|              | By the end of Year 2  | By the end of Year 6   |
|--------------|---|--|
| <b>Moral</b> | <p><b>Right and wrong</b><br/>Make choices based on an understanding of right and wrong.<br/>Start to develop their own principles.</p> <p><b>Consequences</b><br/>Recognise that their actions can have negative or positive consequences.</p> <p><b>Respecting others</b><br/>Show respect by starting to explain other people's 'needs, interests and feelings, as well as their own</p> | <p><b>Right and wrong</b><br/>Make reasoned judgements on moral dilemmas in and out of context.<br/>Reassess their own values in light of this.<br/>Confidently act accordingly to their own principles in areas that are considered right by some and wrong by others.</p> <p><b>Consequences</b><br/>Lead a considerate style of life and explain what this means.</p> <p><b>Respecting others</b><br/>Sensitively cope with, and compensate for, other people's lack of respect</p> |

## SOCIAL DEVELOPMENT

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### Progression Overview

|               | By the end of Year 2   | By the end of Year 6  |
|---------------|--|---|
| <b>Social</b> | <p><b>Social skills</b><br/>Demonstrate awareness of the rules for behaviour in a religious setting <b>RE</b><br/>Where possible, play and socialise with pupils from different religious, ethnic and socio-economic backgrounds.<br/><b>All curriculum /RE/PSHE/V</b></p> | <p><b>Social skills</b><br/>Show an interest in, and explain, how diverse communities and societies function <b>RE/PSHE</b></p> <p><b>Collaboration</b></p> |

# PERSONAL DEVELOPMENT OVERVIEW

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|  | <p><b>Collaboration</b><br/>Cooperate with others in a range of shared activities <b>PSHE/RE</b></p> <p><b>Good citizenship</b><br/>Participate in activities that contribute to the school and wider community.<br/><b>RE [linking school project]/V/PSHE/Showcase outcomes/Eco outcomes/Golden Threads Team</b></p> <p><b>Accepting advice</b><br/>Willingly accept and follow advice.<br/>Start to appreciate that some advice may not be so useful.<br/><b>PSHE/V</b></p> <p><b>Respect for the environment.</b><br/>Start to show respect for people, living things, property and the environment <b>PSHE/RE/Sc/Eco</b></p> | <p>Relate to others and work towards consensus by adapting behaviour and speech – e.g. facilitating, uniting <b>RE/PSHE/all curriculum/V.</b></p> <p><b>Good citizenship</b><br/>Reflect on their own contribution to society and to the world of work.<br/><b>RE/Sc/V/PSHE/Showcase outcomes/Eco Days/Golden Threads Teams</b></p> <p><b>Accepting advice</b><br/>Distinguish where it is appropriate to ask advice and when it might not be.<br/>Understand the personal qualities of advice-givers <b>PSHE/V</b></p> <p><b>Challenging others</b><br/>Challenge others' values and opinions sensitively.<br/>Show an awareness of when it might not be necessary or appropriate to do so <b>RE/PSHE</b></p> <p><b>Respect for the environment.</b><br/>Explain how rights and responsibilities might differ from one cultural context to another<br/><b>PSHE/RE/Sc/Eco</b></p> |
| <b>CULTURAL DÉVÉÓPMENT</b>   |  |   |
| <ul style="list-style-type: none"> <li>○ understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</li> <li>○ understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> <li>○ knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>○ willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>○ interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul> |  |   |
| <b>Progression overview</b>  |  |   |
| <b>Cultur<br/>al</b>   | <b>By the end of Year 2</b>  | <b>By the end of Year 6</b>   |

# PERSONAL DEVELOPMENT OVERVIEW

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| <p><b>Race, ethnicity, faith and socio-economic background.</b><br/>Develop an understanding of different cultures within the school (race, ethnicity, religion, belief, socio-economic background)<br/><b>RE/PSHE/RRS/V/History/Geography</b></p> <p><b>World view</b><br/>Independently recount facts about towns, cities and countries beyond their own<br/><b>RE/PSHE/RRS/Geography</b></p> <p><b>Art and music</b><br/>Start to reflect on artistic, musical, sporting and other cultural experiences.<br/>Accept that other people's views might be different. <b>RE/PSHE/V/Art/DT/Music</b></p> <p><b>Disability, gender, sexual orientation</b><br/>Show an awareness of gender and sexual orientation (in an age-appropriate way in line with the school policy)<br/>Show an awareness of, and respect for, disability.<br/><b>PSHE/RRS/V/Golden Threads Teams/Protected Characteristics</b></p> | <p><b>Race, ethnicity, faith and socio-economic background.</b><br/>Explain how cultural influences shape people's heritage, both in context and in the abstract.<br/><b>RE/PSHE/RRS/V/History/Geography</b></p> <p><b>World view</b><br/>Explain how the emerging world culture of shared experiences is changing world communities – e.g. TV and the Internet<br/><b>RE/PSHE/RRS/Geography/computing</b></p> <p><b>Art and music</b><br/>Show sensitivity towards other people's views and opinions about artistic, musical, sporting and other cultural experiences.<br/><b>RE/PSHE/V/Art/DT/Music</b></p> <p><b>Disability, gender, sexual orientation</b><br/>Sensitively challenge individuals or groups whose behaviour might have a negative impact on minorities.<br/>Recognise that it might not be appropriate for them to speak 'for' someone else.<br/><b>PSHE/RRS/V/Golden Threads Teams/Protected Characteristics</b></p> |
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**Key: RE – Religious Education, PSHE – Personal, Social, Health Education, RRS – Rights Respecting Schools, V – School Values/Collective Worship, Sc - science**

| SMSC intent within subjects |  |  |  |  |
|-----------------------------|--|--|--|--|
|                             | Spiritual  | Moral  | Social   | Cultural   |
| <b>English</b>              | English supports spiritual development by engaging children with poetry, fiction and drama. Through English, children can explore and engage with the feelings and values found in a wide range of genres.   | English supports moral development by enabling children to look at, discuss and evaluate a range of social and moral issues found in a wide range of genres, including newspapers, non-fiction texts and fiction.  | English supports social development by helping children to understand how written and spoken language has changed over time. It also covers social attitudes to the use of language.   | English supports cultural development by exposing children to a wide range of written language from a range of cultures. In addition, it supports children to become confident and competent in their own language which is vital to their individual identity.  |
| <b>Mathematics</b>          | Mathematics supports pupils' spiritual development by helping them to develop deep thinking and questioning about the way in which the world works. Through mathematics, children gain an appreciation of the richness and power of mathematics in our everyday lives. | Mathematics supports pupils' moral development through discussion about mathematical understanding and challenging assumptions, supporting children to question information and data that they are presented with. Mathematics helps children to understand and use rigorous and logical arguments, and to discourage them from jumping to conclusions when trying to determine the truth. | Mathematics supports pupils' social development by promoting self-esteem and building self-confidence. Mathematics encourages collaborative learning by listening and learning from each other, and through paired discussion and working with partners. We help pupils develop a mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other. We plan events and challenges for increased pupil involvement. | Mathematics supports pupils' cultural development by developing an appreciation that mathematics, its language and symbols have developed from many different cultures around the world, for example, Egyptian, Indian, Islamic, Greek and Russian. Through mathematics we investigate and research cross cultural patterns, for example tessellation. |



## PERSONAL DEVELOPMENT OVERVIEW

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| <b>Science</b>           | Science supports spiritual development by providing many opportunities for children to think and spend time reflecting on the amazing wonders which occur in our natural world.   | Science supports moral development by showing children that different opinions need to be respected and valued. There are many moral and ethical issues that we cover in science including discussions about environmental and human issues.   | Science supports social development by exposing children to the power of collaborative working in the science community which has led to some amazing and life changing breakthroughs in medicine. When undertaking experiments and research children work collaboratively.  | Science supports cultural development by looking at how scientists from a range of cultures have had a significant impact globally. It also helps children to understand how important science is to the economy and culture of the UK.   |
| <b>Computing</b>         | Computing supports spiritual development by looking at how IT can bring rapid benefits to discussions and tolerance to an individual's beliefs. However, children are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of their own and others' belief systems.  | Computing supports moral development by looking at how IT developments have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment.   | Computing supports social development by completing group work within lessons as well as practical tasks. Children are required to understand about social media and the advantages these sites have brought as well as the numerous problems such as cyber-bullying.  | The development in technology has impacted different cultures and backgrounds in different ways. More developed countries are able to keep pace with the developments in technology whilst less developed ones can't.   |
| <b>Music</b>             | Music supports spiritual development through the experience and emotion of responding to, performing, listening to and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulation. Where pupils are sensitive about expressing their feelings, we nurture their confidence to do this by creating a supportive environment.  | Music supports moral development by encouraging pupils to engage in critical discussions of musical performances and dramas/presentations from other children and also of visiting professionals. Where there is a specific cultural or social reference that is explicit in the work examined, we encourage pupils to reflect upon this. Where pupils present their own work, we ensure fair and objective assessment and evaluation of their work. | Music supports social development with children collaborating routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks, we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively. | Music supports cultural development by encouraging a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage children to create their own music and to incorporate different musical influences in their own composition. We use a wide variety of instruments from around the world to enrich the cultural experiences of our children. |
| <b>Design Technology</b> | DT supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk-taking in analysing, designing and manufacturing a range of products. It instils a sense of awe, wonder and mystery when studying the natural world or human achievement. Encouraging creativity allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking 'why?', 'how?' and 'where?'. | DT supports moral development by raising awareness of moral dilemmas by encouraging pupils to value the environment and its natural resources and to consider the environmental impact of everyday products. It educates pupils to become responsible consumers.   | DT supports social development by providing opportunities to work as a team, recognising others' strengths and sharing equipment. Design Technology promotes equality of opportunity and provides an awareness of areas that have gender issues e.g. encouraging girls to use equipment that has been traditionally male dominated.  | DT supports cultural development by encouraging children to reflect on ingenious products and inventions, the diversity of materials and ways in which design technology can improve the quality of life. It investigates how different cultures have contributed to technology and reflects on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives.  |

## PERSONAL DEVELOPMENT OVERVIEW

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| <b>Art and Design</b> | Art supports spiritual development by introducing children to the work of great artists and experiencing wonder and awe at the achievements of their great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress.   | Art supports moral development by encouraging mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others through understanding how their comments can build up or destroy another's self- belief.   | Art supports social development because children are frequently required to work collaboratively in pairs, groups or teams, requiring cooperation and communication, linking to the values of trust and compassion.  | Art supports cultural development by enabling children to study art involving various cultures and civilisations from around the world. This leads to a greater understanding of different ways of life and a respect for cultures that are very different from our own and how they can enrich our own lives. The fusion of artwork between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work, developed by a deeper understanding of cultures.   |
| <b>PE</b>             | PE supports spiritual development by increasing knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. Through dance and sports such as gymnastics, pupils are creative, expressing feelings and emotions in their performances. Allowing pupils reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.   | PE supports moral development by encouraging pupils to live a healthy lifestyle and promoting healthy living. Pupils develop the ability to tell the difference between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils supports the importance of abiding by rules.   | <b>SPE</b> supports social development by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination. | PE supports cultural development by giving children the opportunity to explore dances and learn games from different traditions and cultures including their own, such as [example]. Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other cultures and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture may affect which sports different nations excel at and how cultural traditions can affect which sports men and women participate in. |
| <b>Geography</b>      | Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far-reaching consequences. Understand that all life is linked together and create the processes that make Earth the only known inhabited planet.   | Geography supports moral development by looking at a range of moral issues, such how the development of cities has put pressure on wildlife. We cover the moral issues of an ever-increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of global warming.  | Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.   | Geography supports cultural development by helping children to understand different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places and are introduced to their customs and traditions, allowing pupils to develop their humility and an understanding of the world as a global community.   |
| <b>History</b>        | History supports spiritual development by helping children develop a sense of curiosity and mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and to aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at. | History supports moral development by asking children to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind those decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice. | History supports social development by exploring the similarities and contrasts between past and present societies. Pupils are made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities.  | History supports cultural development by encouraging children to gain an understanding of, and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.   |

## PERSONAL DEVELOPMENT OVERVIEW

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| <b>Languages</b> | Languages support spiritual development by exploring new languages, culture and vocabulary. Children are encouraged to express themselves in the target language. They are taught to accept and embrace other languages and cultures through the teaching of languages. In relation to this, pupils are educated on the religious beliefs of the people in the countries of the language they are learning. | Languages support moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in other cultures. Pupils are encouraged to show empathy and understanding to others and learn about right from wrong and the choices historical figures from different cultures have made. | Languages support social development by encouraging a collaborative approach to learning. Children regularly converse in the target language. They are encouraged to experiment with language and learn from their mistakes. | Languages support the cultural development of a child by exposing them to a foreign language and culture. It helps promote internationalism and their role within the world. Pupils are encouraged to discuss and challenge stereotypes within a national and international context. |
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