



Personal Development and Wellbeing

At Kingsway Junior School

How do we teach Personal Development at Kingsway Junior School?

Intent

At Kingsway Junior School, our Personal Development curriculum nurtures the whole child and equips pupils with the knowledge, skills and character they need to thrive now and in the future. Our curriculum brings together RSHE, SMSC and Fundamental British Values within a clear, well-sequenced structure that supports pupils to build on prior knowledge and develop as '**confident, happy and enthusiastic learners**' who demonstrate our **Core Values of Kindness, Respect and Equity**.

Our approach supports and highlights the importance of wellbeing, inclusion, emotional development and pupil voice at the heart of our school life. We prioritise creating a culture where every pupil feels safe, valued and able to contribute. Our provision supports pupils to develop resilience, confidence and independence, while offering meaningful opportunities for leadership, teamwork and community involvement.

High-quality PSHE, Relationships Education and Health Education ensure that pupils learn how to keep themselves safe—online, offline, at school and at home—and develop healthy, respectful relationships. Where age-appropriate sex education is taught beyond the statutory National Curriculum Science content, this is planned carefully in accordance with current statutory guidance and with appropriate parental information and consultation.

Our Personal Development provision also promotes pupils' understanding of equality, protected characteristics, Fundamental British Values and their responsibilities as members of the school and wider community. Through the taught curriculum and wider opportunities and experiences, pupils are prepared for the next stage of their education and for life in modern Britain. We promote emotional and social wellbeing across the whole school, recognising that strong relationships and a sense of belonging are

essential foundations for learning, behaviour and personal growth. Our curriculum also introduces pupils to a wide range of careers and aspirations, helping them understand the world beyond school and the opportunities available to them.

Through this cohesive approach, Kingsway Junior School aims to ensure every pupil feels confident, happy, supported and enthusiastic about learning, and is ready for the next stage of their education and their life beyond junior school.

Enrichment is an integral part of our Personal Development offer. It provides pupils with meaningful opportunities beyond the taught curriculum to broaden their experiences, develop interests and talents, build confidence and resilience, strengthen relationships and prepare for life beyond primary school. Our enrichment offer is designed to be broad, inclusive and purposeful, reflecting the five areas identified in the Department for Education's 2026 Enrichment Framework.

Every pupil at Kingsway Junior School is entitled to experience a broad, balanced and purposeful programme of enrichment across their time at the school. Leaders map opportunities across Years 3–6 to ensure that pupils experience all five areas identified within the Department for Education's enrichment framework: civic engagement; arts and culture; nature, outdoors and adventure; sport and physical activities; and developing wider life and future skills. Opportunities are designed to develop pupils' interests, talents, confidence, character, wellbeing and wider life skills.

Implementation

Kingsway Junior School teaches personal development in a wide range of ways throughout the children's school lives. For example:

- We are a Gold Level 'Rights Respecting School' so children experience and are an integral part of a *community where children's rights are learned, taught, practised, respected, protected and promoted.*

Taken from UNICEF website: 'There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem.

The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.

- *Children are healthier and happier*
- *Children feel safe*
- *Children have better relationships*
- *Children become active and involved in school life and the wider world'*
- Personal Development is taught with cross-curricular links in other lessons, such as English, Physical Education, Computing and Religious Education and some areas taught as a discrete session
- Staff members consistently model how to be good citizens and demonstrate our Core Values of Kindness, Respect and Equity.
- Links with Parliament and local MPs

- Assemblies (whole school and special visitors)
- PSHCE Scheme 'Jigsaw' with regular updates and linked to RSE
- Specialist staff working with individuals and groups (Mental Health, Drama Groups, Music teachers, Sports Coaches)
- E-Safety lessons in computing, assembly and specialist visitors
- Celebrating positive learning attributes with weekly certificates for Respect and 'Golden Book'
- An improving array of extra-curricular clubs
- Well thought through transitions throughout the school and beyond
- Focusing on mental and physical health (class based discussions, Mental Health/ Feeling Good Weeks)
- School council
- Rights Respecting Team
- Peer Mentoring (BigFoot)
- Celebrating different languages, cultures and religions through assemblies, class based discussions and class celebration assemblies
- Out of school trips
- Careers Assemblies

Jigsaw

Jigsaw is a mindful and child-centred approach to PSHE. It is a comprehensive scheme of learning that supports the delivery of Personal Development, including personal, social, health and economic education, with a particular emphasis on emotional literacy, mental health, relationships and SMSC, especially spiritual development. Jigsaw supports the teaching of Relationships Education and Health Education, with age-appropriate sex education included where this forms part of the school's planned programme.

Opportunities for pupil voice

Our curriculum has considered pupil contributions about what they want from a Personal Development/RSE education. Our children will have opportunities to reflect on their education through surveys conducted twice yearly and through Pupil Voice taken by class teachers, subject leaders and members of SLT.

Parental Consultation

Parents and carers are informed about the content and approach to Relationships Education, Health Education and any sex education taught beyond the statutory National Curriculum Science content. Information is shared through class transition meetings, planned information sessions and other appropriate communication. Further support and clarification are provided where required.

Where sex education is taught beyond the statutory science curriculum, parents are informed about the content and have the opportunity to request withdrawal in accordance with current statutory guidance. *Parents cannot withdraw their child from statutory Relationships Education, Health Education or National Curriculum Science.*

Parents and carers are also given appropriate opportunities to view or discuss resources used to support sex education, where applicable. Parent and carer feedback is sought through questionnaires and other appropriate consultation opportunities.

Wider Curriculum Links

Our Personal Development curriculum, including Relationships Education, Health Education and, where taught, sex education, has been designed to fit within the school's wider curriculum, allowing pupils to make links across subjects and encouraging language to be used consistently by staff and pupils. The personal development foci also relate closely to our **Core Values of Kindness, Respect and Equity**, which underpin Kingsway Junior School's ethos and our ambition to develop **confident, happy and enthusiastic learners**. We also encourage trips, visitors and links with other schools to enrich the curriculum.

Enrichment

Enrichment is an integral part of Kingsway Junior School's Personal Development provision. It extends learning beyond the classroom and provides pupils with opportunities to develop their talents and interests, broaden their experiences, develop confidence and resilience, build relationships, and prepare for future education, employment and life.

Our enrichment offer is aligned with the **Department for Education's *The enrichment framework for schools and colleges (2026)***. The framework provides non-statutory guidance to support schools and colleges in planning, delivering and evaluating high-quality enrichment opportunities. It identifies five key areas of enrichment:

- Civic engagement
- Arts and culture
- Nature, outdoor and adventure
- Sport and physical activities
- Developing wider life skills

The framework also sets out eight benchmarks which schools and colleges can use to evaluate their enrichment provision and identify areas for further development.

These areas are delivered through curriculum-linked experiences, educational visits, residential, workshops, visitors, clubs, competitions, performances, leadership opportunities and partnerships with external organisations. Enrichment may take place within the school day through curriculum experiences, or beyond the taught curriculum through clubs, trips, competitions and other opportunities.

The enrichment offer is intentionally linked to our Personal Development curriculum, the school's **Core Values of Respect, Kindness and Equity**, and our ambition for pupils to be **confident, happy and enthusiastic learners**.

Civic Engagement

Pupils develop an understanding of rights, responsibilities, democracy, leadership, community and the rule of law. They are given opportunities to contribute to school

life, express their views, take responsibility and understand how their actions can influence and support others.

Opportunities include:

- Head Boy, Head Girl and Deputy Head Boy/Head Girl
- House Captains
- School Council
- Rights Respecting Team
- Eco-Warriors and environmental activities
- Fundraising and charitable activities
- Anti-bullying initiatives
- Children's Rights activities
- Opportunities to learn about Parliament and engage with local MPs
- Visits and workshops with the police and other visitors linked to the rule of law
- Opportunities to contribute to school decision-making
- Community activities and initiatives

These experiences support pupils in developing an understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance, while also encouraging them to become active and responsible members of their school and wider community.

Arts and Culture

Pupils are provided with a broad range of arts and cultural experiences that develop creativity, confidence, self-expression and cultural awareness. These opportunities help pupils to broaden their experiences and develop their cultural capital.

Examples include:

- Choir and music opportunities
- Art Club and creative workshops
- Talent shows and performances
- Class assemblies and productions
- Christmas performances, pantomimes and carol concerts
- Visits from authors and writers
- World Book Day activities
- Black History Month activities
- African dance and art
- Drama and theatre workshops
- History and cultural workshops
- Cultural and religious celebrations
- Visits to museums and cultural venues
- Visits from artists, musicians and performers

Through these experiences, pupils encounter different cultures, traditions and perspectives and are encouraged to express themselves creatively and appreciate the contributions of others.

Nature, Outdoors and Adventure

Pupils are provided with opportunities to experience and learn in outdoor environments. These experiences support the development of independence, resilience, teamwork, confidence, problem-solving and personal responsibility.

Opportunities include:

- Year 5 Phasels Wood residential
- Year 6 PGL residential
- Orienteering and navigation activities
- Outdoor learning
- Environmental and sustainability activities
- Visits to parks and outdoor spaces
- Team-building activities
- Bikeability
- Activities that promote independence and personal responsibility

Residential experiences are particularly valuable in supporting pupils to develop independence, resilience and confidence. They provide opportunities for pupils to work as part of a team, overcome challenges, try new experiences and develop skills away from the familiar school environment.

Sport and Physical Activities

Pupils are provided with a broad range of sporting and physical activity opportunities that promote physical and mental wellbeing. These experiences develop teamwork, discipline, perseverance, confidence and respect for others.

Opportunities include:

- Football
- Badminton
- Athletics
- Fun Runs
- Dance festivals
- Rugby festivals
- Inter-school competitions
- Cricket
- Bikeability
- Sports workshops and coaching
- Futures Academy opportunities
- Physical activity clubs
- Opportunities to represent the school
- Sports Day

Participation in sport helps pupils to develop collaboration and sportsmanship. Pupils learn how to respond positively to both success and setbacks and develop resilience, perseverance and a positive attitude towards physical activity.

Developing Wider Life and Future Skills

Pupils are provided with practical, technical and future-focused experiences that support the development of independence, problem-solving, communication, financial awareness, digital skills, creativity and aspirations.

Opportunities include:

- STEM workshops
- World of Work and Careers Assemblies
- Cooking and nutrition
- Young Enterprise
- Digital and technology opportunities
- Practical problem-solving activities
- Enterprise activities
- Careers and aspirations activities
- Opportunities to learn about different jobs, roles and pathways
- Transition and preparation for secondary school

These experiences help pupils to develop practical skills and an understanding of the wider world. They also support pupils in thinking about their interests, strengths, aspirations and possible future pathways.

A Broad and Well-Rounded Enrichment Offer

Kingsway Junior School provides opportunities across all five enrichment areas. Opportunities are planned across the school year and across Years 3 to 6 to ensure that pupils experience a broad and varied programme.

The enrichment offer includes educational visits, museum visits, cultural experiences, theatre and drama, sports competitions, STEM activities, environmental activities, careers and aspirations opportunities, leadership experiences and residential.

The school reviews opportunities across the year to ensure that pupils experience a balance of different types of enrichment and are not repeatedly accessing only one particular area. Where appropriate, opportunities are planned to build on previous experiences and develop pupils' knowledge, skills, interests and confidence over time.

Access, Inclusion and Participation

Enrichment is an entitlement for every pupil. The school aims to ensure that all pupils have equitable access to enrichment opportunities and are supported to participate fully.

Leaders consider potential barriers to participation, including:

- Financial or socioeconomic disadvantage
- SEND and individual learning needs
- Physical accessibility
- Access to appropriate equipment and resources
- Transport
- Confidence or previous experience
- Individual needs and circumstances

Reasonable adjustments, adaptations, additional support, appropriate equipment and financial support are provided where necessary to enable pupils to participate.

Participation is monitored to identify any groups or individual pupils who may be missing out on opportunities. Where gaps are identified, appropriate action is taken to improve access and participation.

Particular consideration is given to ensuring that disadvantaged pupils and pupils with SEND are supported to access and benefit from the full range of enrichment opportunities.

Pupil Voice and Choice

Pupil voice contributes to the development and evaluation of the enrichment offer. Pupils have opportunities to share their views through:

- School Council
- Pupil Voice activities
- Pupil leadership groups
- Surveys and questionnaires
- Feedback following trips, workshops and events
- Informal feedback and discussions with staff

Where appropriate, pupils are involved in planning, leading and evaluating enrichment activities, with support from staff.

Pupil feedback, alongside staff and parent feedback, is used to inform future planning and help ensure that enrichment opportunities reflect pupils' interests, needs and aspirations.

Communication and Celebration

Enrichment opportunities are communicated clearly to pupils and families. Participation and achievement are recognised and celebrated through a range of school-based opportunities.

These may include:

- The school website
- Newsletters
- Assemblies
- Displays
- Parent communication
- Golden Book
- Rights Respecting certificates
- Other certificates and celebration events
- Photographs and other evidence, where appropriate

Pupils are encouraged to reflect on the knowledge, skills, interests and personal qualities they have developed through their enrichment experiences.

Partnerships and the Wider Community

The school works with a range of external organisations and community partners to enhance its enrichment offer and provide pupils with experiences and expertise beyond the school.

Partnerships and opportunities include:

- Local MPs and the Mayor of Watford
- Hertfordshire Constabulary
- Museums and cultural organisations
- Bigfoot Theatre
- Sports organisations and coaches, including CSE
- Theatre and drama providers
- STEM and science providers
- Employers and careers organisations
- Other schools and Futures Academy
- Residential providers, including Phasels Wood and PGL
- Community and charitable organisations

These partnerships provide specialist expertise and experiences that complement the curriculum and wider Personal Development provision. They enable pupils to encounter people, organisations, careers and experiences that they may not otherwise have access to.

Enrichment, Character and Personal Development

Enrichment opportunities contribute to the development of pupils' character and personal qualities. Through participation in a wide range of experiences, pupils are supported to develop:

- **Kindness**
- **Respect**
- **Confidence**
- A sense of belonging
- Resilience
- Independence
- Responsibility for themselves, others and their community
- Teamwork
- Communication
- Leadership
- Creativity
- Problem-solving
- Perseverance
- Aspiration

Enrichment provides pupils with opportunities to apply knowledge, skills and values in different contexts. It enables them to take on new challenges, work with others, develop interests and talents, and reflect on their own strengths and areas for development.

Evaluation and Continuous Improvement

Leaders evaluate the enrichment offer through pupil voice, participation information, staff feedback and wider evidence. The school regularly reviews the breadth, quality, accessibility and impact of enrichment opportunities to ensure that the provision remains purposeful, inclusive and responsive to pupils' needs.

Evaluation considers:

- The breadth and balance of opportunities across the five enrichment areas
- Which pupils participate and whether any pupils or groups are missing out
- Accessibility for disadvantaged pupils and pupils with SEND
- Pupil and parent views
- The quality and relevance of opportunities
- Links with the curriculum and Personal Development provision
- The contribution to character development
- The development of skills, confidence and independence
- The development of aspirations and future readiness

This information is used to identify strengths, address gaps and further develop the enrichment offer so that pupils continue to benefit from a broad, balanced and inclusive range of experiences.

DfE and Ofsted

The school's enrichment provision is informed by the **Department for Education's *The enrichment framework for schools and colleges (2026)***. This non-statutory framework identifies five key areas of enrichment and provides eight benchmarks to support schools in planning, evaluating and continually improving their enrichment offer.

The school's approach to Personal Development also reflects the **Ofsted State-funded school inspection toolkit for use from September 2026**. Ofsted considers the quality, breadth and inclusivity of pupils' personal development, including purposeful and varied enrichment, opportunities to develop interests and talents, character development, wellbeing and preparation for later life. The school therefore reviews its wider Personal Development and enrichment offer to ensure that opportunities are broad, purposeful, inclusive and accessible to pupils

Personal Development Focused Displays

- Personal Development displays throughout school focus on key aspects of PSHE and exemplify the terminology used throughout the teaching of PSHE, RSE and SMSC, which enables pupils to make links across the wider curriculum.
- Displays for Children's Rights and School Council to share what the leadership teams are working on and highlighting the importance of 'Children as Leaders'.

Impact

The impact of the Personal Development and Wellbeing curriculum is evident in pupils' knowledge, understanding, confidence and ability to apply their learning in appropriate contexts.

Pupils:

- Develop and retain knowledge and understanding across the Personal Development curriculum.
- Understand and increasingly apply Fundamental British Values in their everyday lives.
- Develop age-appropriate knowledge and understanding of relationships, health and, where taught, sex education.
- Develop an understanding of local, national and global issues and are encouraged to consider different perspectives.
- Develop positive and healthy relationships with their peers and adults.
- Develop positive attitudes towards school, learning and their own wellbeing and understand the importance of regular attendance.
- Understand how to support their physical and mental health and make informed choices about healthy lifestyles.
- Develop an understanding of protected characteristics, equality, diversity and respect for others.
- Develop confidence, resilience, independence, responsibility, teamwork, communication and leadership skills.
- Develop aspirations and an understanding of future opportunities, education, employment and life beyond school.
- Are prepared to participate positively and responsibly in their school, community and wider society.

Assessment is primarily formative and is used to identify pupils' developing knowledge, understanding and ability to apply learning. Teachers use questioning, discussion, retrieval, written work, pupil reflection and other appropriate assessment approaches to check understanding and identify misconceptions.

Where appropriate, summative assessment or end-of-unit checks are used to assess pupils' knowledge and understanding and to identify areas for further teaching or consolidation.

Assessment focuses on what pupils know, understand and can apply rather than attempting to measure personal beliefs, attitudes or individual values.

Pupils' books and other curriculum evidence demonstrate the development of knowledge, understanding, vocabulary and links with previous learning. This evidence is considered alongside pupil voice, discussion, observations and wider evidence of personal development.

Disadvantaged pupils and pupils with SEND are supported to access the curriculum and wider enrichment opportunities. Leaders monitor participation, progress and barriers to identify where additional support, adaptations or reasonable adjustments may be required.

Enrichment contributes to pupils' personal development by providing opportunities to develop confidence, resilience, teamwork, communication, leadership, independence, problem-solving and perseverance. It broadens pupils' experiences, interests and talents, strengthens relationships and a sense of belonging, and provides opportunities for pupils to reflect on their strengths, develop aspirations and prepare for future education, employment and life.



Enrichment in Practice (Progression and Learning) (Y3-6) Kingsway Junior School

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Jigsaw Unit Title- Whole School	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
UNICEF Rights and Responsibility (focus article)	- Views of the Child – Article 12 - International Day of Peace – Articles 38 & 39 - Making Rights Happen – Articles 1, 4 & 41 - Black History Month – Articles 2 & 30 - Right to Education – Article 28 - OutRight 2025/6 – Articles 24 & 13 - Right to Privacy – Article 16 - Law and Justice – Articles 37 & 40	- Remembrance – Article 38 - Anti-Bullying Week – Articles 19, 15 & 2 - World Children's Day – Children's rights - International Day of People with Disabilities – Articles 23 & 2 - Human Rights Day – Articles 4 and 41 - Social Security and Adequate Standard of Living – Articles 26 & 27 - Freedom of Thought – Article 14	- Identity – Articles 7 & 8 - LGBT History Month – Article 2 - Safer Internet Day, Articles 19, 17 & 34 – Safer Internet Day - Freedom of Expression – Article 13 - Best Interests of the Child – Article 3 - World Book Day – Articles 17, 29 & 31	- International Women's Day - Article 17- Access to information from the media - Article 35 – abduction, sale and trafficking - World Water Week, Articles 24 & 27 - Responsibility Articles 5 & 18	- Earth Day - Access to information from the media- Article 17 - Article 31 I have the right to relax and play - Article 6 Right to life and survival - Articles 9, 20 and 25 I have a right to live with family who care - Article 15 I have the right to meet with friends and have fun - Gypsy and Roma Traveller History Month	- Children's rights and responsibilities - Article 24 Health and wellbeing - Article 31 Rest and Leisure - World Refugee Day – Children's Rights
Whole School Assembly and SMSC	• Pupil leadership – Who will lead our school and be the voice of the pupils? • School Council – representation, direction and the voice of others • The Pledge - I believe in myself!	• Rights Respecting • Remembrance Day • Anti-Bullying • Inclusion • Respect • Christmas • Presentation Assembly • Whole School House Assembly	• New beginnings • Inclusion- Rights Respecting • Chinese New Year • Respect • Mental Health Week • Feeling Good Week	• Ramadan • World Book Day • School Council • Eid-UL-Fitr • Presentation Assembly • Easter	• Environment Awareness- Earth Day • National Child Safety Week • Festival of Wesak • Cultural Diversity Day • VE Day • Worry Wizard Workshops	• World Oceans Day • Refugee Week • Sustainability- School Council • Sports Day • Growth Mind Set • Transition Day • Moving On • Leavers Assembly

	- Giving thanks for the food we have - Harvest festival - Black History Month - Diwali					
Year 3						
Jigsaw Learning (PSHE, SMSC, Citizenship)	- Setting personal goals - Self-identity and worth - Positivity in challenges - Rules, rights and responsibilities - Rewards and consequences - Responsible choices - Seeing things from others' perspectives	- Families and their differences - Family conflict and how to manage it (child-centred) - Witnessing bullying and how to solve it - Recognising how words can be hurtful - Giving and receiving compliments	- Difficult challenges and achieving success - Dreams and ambitions - New challenges - Choices that help us grow - Recognising and trying to overcome obstacles - Evaluating learning processes - Managing feelings - Simple budgeting	- Exercise - Fitness challenges - Food labelling and healthy swaps - Attitudes towards drugs - Keeping safe and why it's important online and offline scenarios - Respect for myself and others - Healthy and safe choices - Safe or Unsafe	- Family roles and responsibilities - Friendship and negotiation - Keeping safe online and who to go to for help - Global Connections and Thinking Critically - Rights, Needs and Wellbeing - Awareness of how other children have different lives - Expressing appreciation for family and friends	- How babies grow - Understanding a baby's needs - Outside body changes - Keeping Ourselves Clean - Family stereotypes - Challenging my ideas - Preparing for transition
Cross Curricular links to Personal Development	Science- Animals and Humans (please see Science Curriculum Map for progression in this area) Physical Education- Health and Wellbeing- taught across the year (please see PE Curriculum Map for progression Healthy living Skills) PSHE and Citizenship- British Values, Being a good citizen, Careers, Healthy, Bullying Computing- Being Safe (please see Computing Curriculum Map for progression of online safety skills)					

Trips and Enrichment	Fossil workshop Class Assemblies Healthy Heroes Educational Religious Church Trip – The meaning of Christmas to Christians		Give. Help. Share workshops History – Drama Hut Workshop Romans		Light Year 3 Athletics Verulamium – St Albans - Romans	
Fundamental Values (DfE) Democracy Rule of Law Individual Liberty Mutual Respect and Tolerance of Those with Different Faiths and Beliefs	Individual Liberty – expressing ideas through oracy, writing, role play, and creative subjects	Tolerance of Different Faiths and Beliefs – Christianity, Christmas meaning, church visit	Individual Liberty – setting personal goals, creative writing, maths problem solving	Rule of Law – understanding rules in sport, health, safety, and Roman society	Tolerance of Different Faiths and Beliefs – Ganges pilgrimage, Sanatani practices	Tolerance of Different Faiths and Beliefs – multi-faith unit on spiritual journeys
	Mutual Respect – collaborative writing, peer conferencing, group investigations	Mutual Respect – PSHE Celebrating Differences, BHM texts	Tolerance of Different Faiths and Beliefs – Hindu deities and beliefs	Mutual Respect – teamwork in PE, science investigations, and history workshops	Mutual Respect – relationships education, persuasive writing about caring for the world	Individual Liberty – reflecting on change, transition, and personal growth
	Tolerance of Different Faiths and Beliefs – RE focus on Hindu Dharm and Indian art	Individual Liberty – discussing identity, beliefs, and personal viewpoints	Democracy – shared outcomes in group research and presentations	Tolerance of Different Faiths and Beliefs – Christianity and Easter beliefs	Individual Liberty – expressing opinions through letters and debate	Mutual Respect – celebrating achievements and differences
	Rule of Law – classroom routines, online safety, science fair testing	Democracy – group discussions, collaborative tasks	Mutual Respect – peer reading, teamwork in science and geography	Individual Liberty – making healthy lifestyle choices	Democracy – collaborative decision-making and shared responsibilities	Democracy – pupil voice, group reflection, presentations
Year 4						
Jigsaw Learning (PSHE, SMSC, Citizenship)	- Being part of a class team - Being a school citizen - Rights, responsibilities and democracy (school council) - Rewards and consequences - Group decision-making	- Challenging assumptions - Judging by appearance - Accepting self and others - Understanding influences - Understanding bullying	- Hopes and dreams - Overcoming disappointment - Creating new, realistic dreams - Achieving goals - Working in a group	- Healthier friendships - Group dynamics - Smoking and Vaping - Alcohol - Assertiveness - Peer pressure/ Staying Safe with Friends	- Jealousy - Love and loss - Memories of loved ones - Getting on and - Falling Out - Girlfriends and boyfriends	- Unique Me! - Circle of Change - Girls and puberty - Being Part of a Family - Accepting change - Preparing for transition

	- Having a voice - What motivates behaviour	- Problem-solving - Identifying how special and unique everyone is - First impressions	- Celebrating contributions - Resilience - Positive attitudes	- Celebrating inner strength	- Showing appreciation to people and animals	- Environmental change
Cross Curricular links to Personal Development	Science- Classification and Habitats (please see Science Curriculum Map for progression in this area) Physical Education- Health and Wellbeing- taught across the year (please see PE Curriculum Map for progression Healthy living Skills) PSHE and Citizenship- British Values, Being a good citizen, Careers, Healthy, Bullying Computing- Being Safe (please see Computing Curriculum Map for progression of online safety skills)					
Trips and Enrichment	Jewish visitor Tri-Golf – Futures Academy Give. Help. Share Workshops Shields and Crowns Class Assemblies		Cassiobury park Drama hut – History Vikings workshop British Museum Shields and Crowns Class Assemblies		VR workshop - Egyptians Explorer Dome States of matter (together)	
Fundamental British Values (DfE) Democracy Rule of Law Individual Liberty Mutual Respect and Tolerance of Those with Different Faiths and Beliefs	Tolerance of Different Faiths and Beliefs – RE focus on Judaism; synagogue visitor Individual Liberty – persuasive speeches, poetry, personal viewpoints in oracy Mutual Respect – collaborative writing, peer conferencing, group investigations Democracy – shared decision-making in group work and discussions Rule of Law – online safety, classroom routines, fair testing in science	Tolerance of Different Faiths and Beliefs – Christianity, Nativity study, BHM texts Mutual Respect – PSHE Celebrating Differences, autobiographical writing Individual Liberty – explanation texts, narrative voice, independent reading Democracy – group research and presentations	Individual Liberty – goal setting, travel leaflets, creative expression Tolerance of Different Faiths and Beliefs – Judaism and Shavuot Democracy – teamwork in history, geography and science enquiries Mutual Respect – valuing different cultures and viewpoints Rule of Law – scientific procedures, measuring	Rule of Law – understanding rules linked to health, safety, and fair play Tolerance of Different Faiths and Beliefs – Christian beliefs about forgiveness Mutual Respect – empathy, discussion of moral choices, teamwork Individual Liberty – making informed lifestyle choices Democracy – discussion, debate,	Tolerance of Different Faiths and Beliefs – Jewish teachings on leading a good life Mutual Respect – relationships education, collaborative creative projects Individual Liberty – persuasive speeches (e.g. Malala's Magic Pencil) Democracy – group decision-making in presentations and investigations	Tolerance of Different Faiths and Beliefs – multi-faith unit on prayer and worship Individual Liberty – reflection on change, identity, and personal growth Mutual Respect – valuing different beliefs, celebrating achievements Democracy – pupil voice, group reflection and presentation Rule of Law – preparation for

		Rule of Law – safe use of technology, respecting rules in PE and school life	accurately, following methods	and shared conclusions	Rule of Law – expectations in PE, online behaviour, and teamwork	transition, responsibility and expectations
Year 5						
Jigsaw Learning (PSHE, SMSC, Citizenship)	- Planning the forthcoming year - Being a citizen - Rights and responsibilities - Rewards and consequences - How behaviour affects groups - Democracy, having a voice, participating	- Cultural differences and how they can cause conflict - Racism - Rumours and name-calling - Types of bullying - Material wealth and happiness - Enjoying and respecting other cultures	- Future dreams - Keeping Track of Money - Jobs and careers - Dream job and how to get there - Goals in different cultures - Supporting others (charity) - Motivation	- Smoking, including vaping - Alcohol - Alcohol and anti-social behaviour - Emergency aid - Body image - Relationships with food - Healthy choices - Motivation and behaviour	- Self-recognition and self-worth - Building self-esteem - Safer online communities - Rights and responsibilities online - Online gaming and gambling - Reducing screen time - Dangers of online grooming - SMARRT internet safety rules	- Self- and body image - Influence of online and media on body image - Puberty for girls - Puberty for boys - Conception (including IVF) - Growing responsibility - Coping with change - Preparing for transition - Age-appropriate sex education resource/video, where included in the school's planned programme
Cross Curricular links to Personal Development	Science- Life Cycles (please see Science Curriculum Map for progression in this area) Physical Education- Health and Wellbeing- taught across the year (please see PE Curriculum Map for progression Healthy living Skills) PSHE and Citizenship- British Values, Being a good citizen, Careers, Healthy, Bullying Computing- Being Safe, Technology Safety (please see Computing Curriculum Map for progression of online safety skills)					
Trips and Enrichment	Big Foot Theatre – Black History month and Anti-bullying Year 5 Fun Run at Future Academies Knights and Archers Class Assemblies Christmas Panto Christmas Carol concert		Subject Revolution Police Workshops Knights and Archers Class Assemblies		Residential Trip - Phasels Wood Knights and Archers Class Assemblies	

Fundamental Values (DfE) Democracy Rule of Law Individual Liberty Mutual Respect and Tolerance of Those with Different Faiths and Beliefs	Tolerance of Different Faiths and Beliefs – RE focus on Sikh Dham and commitment to faith		Tolerance of Different Faiths and Beliefs – Christianity, Christmas beliefs, remembrance themes		Individual Liberty – biographies of inspirational figures, ambition and aspiration		Tolerance of Different Faiths and Beliefs – Christian beliefs about sacrifice and salvation		Tolerance of Different Faiths and Beliefs – Sikh views on commitment to God		Tolerance of Different Faiths and Beliefs – multi-faith unit on commitment across religions	
	Individual Liberty – personal voice in narrative writing, poetry, oracy and self-expression		Mutual Respect – BHM biographies, valuing diverse life stories and experiences		Tolerance of Different Faiths and Beliefs – Sikh sacred teachings and interpretations		Rule of Law – understanding responsibility, health, safety and consequences		Mutual Respect – relationships education, teamwork in PE and group projects		Individual Liberty reflection on identity, transition and personal growth	
	Mutual Respect – collaborative writing, peer conferencing, group investigations		Individual Liberty – independent viewpoints in report writing and poetry		Democracy – collaboration in history (Maya studies), geography and science enquiries		Mutual Respect – thoughtful discussion of moral questions and empathy		Individual Liberty – expressive poetry, narrative voice and creative freedom		Mutual Respect – valuing differing beliefs, cultures and viewpoints	
	Democracy – shared decision-making in group work and discussion		Democracy – group research, debate and presentation		Mutual Respect – listening to others' ideas and valuing contributions		Individual Liberty – informed personal choices relating to health and wellbeing		Democracy – group decision-making in investigations and presentations		Democracy – pupil voice through presentations, debates and shared reflection	
	Rule of Law – online safety, classroom expectations, safe scientific enquiry		Rule of Law – responsible digital behaviour, fairness and respect		Rule of Law – structured scientific methods and fair testing		Democracy – discussion, debate and shared conclusions		Rule of Law – expectations in sport, online behaviour and collaborative work		Rule of Law – preparing for transition, responsibilities and expectations	
Year 6												
Jigsaw Learning (PSHE, SMSC, Citizenship)	- Identifying goals for the year - Global citizenship - Children's universal rights - Feeling welcome and valued - Choices, consequences and rewards		- Perceptions of normality - Understanding disability - Power struggles - Understanding bullying - Inclusion/exclusion - Differences as conflict,		- Personal learning goals, in and out of school - Success criteria - Emotions in success - Making a difference in the world		- Taking personal responsibility - How substances affect the body - Exploitation, including 'county lines' and gang culture		- Mental health - Identifying mental health worries and sources of support - Love and loss - Managing feelings		- Self-image - Body image - Puberty and feelings - Conception to birth - Reflections about change - Physical attraction - Respect and consent - Boyfriends/girlfriends	

	- Group dynamics - Democracy, having a voice - Anti-social behaviour - Role-modelling	- difference celebration as - Empathy	- Motivation - Recognising achievements - Compliments	- Emotional and mental health - Managing stress	- Power and control - Assertiveness - Technology safety - Take responsibility with technology use	- Recognising inappropriate sexual language and online content - Transition - Age-appropriate sex education resource/video, where included in the school's planned programme
Cross Curricular links to Personal Development	Science- Humans and Health (please see Science Curriculum Map for progression in this area) Physical Education- Health and Wellbeing- taught across the year (please see PE Curriculum Map for progression Healthy living Skills) PSHE and Citizenship- British Values, Being a good citizen, Careers, Healthy, Bullying Computing- Computing – Being Safe, Technology Safety (please see Computing Curriculum Map for progression of online safety skills) Transition- Links with Secondary School					
Trips and Enrichment	HMS Belfast Journey- WW2 experience Emperors and Monarchs Class Assemblies Big Foot Theatre – Black History month and Anti-bullying Christmas Panto Christmas Carol concert	Athletics- Futures Academy Emperors and Monarchs Class Assemblies Boys' football team Subject Revolution Boys' football team		Bikeability PGL residential Trip Year 6 Production Y6 BBQ and party		
Fundamental British Values (DfE) Democracy Rule of Law Individual Liberty Mutual Respect and Tolerance of Those with Different Faiths and Beliefs	Having a voice; children's universal rights; group dynamics; making a difference in the world; pupil voice through discussions, debates and presentations; shared decision-making in group work; Emperors and Monarchs class assemblies; Year 6 production.	Choices, consequences and rewards; anti-social behaviour; taking personal responsibility; technology safety; responsible use of technology; respect and consent; understanding responsibilities and expectations; Police Visit – Knife Crime;	Personal learning goals; making choices; assertiveness; managing feelings; taking responsibility; self-image and body image; personal identity and growth; respect and consent; responsible technology use; transition to secondary school;	Understanding disability; inclusion/exclusion; empathy; understanding bullying; differences as conflict and differences as celebration; respecting others' views and experiences; teamwork and group	Global citizenship; differences as celebration; valuing different cultures, beliefs and experiences; Black History Month; Windrush Workshop – Drama Hut; Emperors and Monarchs class assemblies; recognising diversity and	

		Bikeability; safe behaviour during trips and residential activities.	independent expression through poetry, narrative writing and performance.	dynamics; respect and consent; Big Foot Theatre – Anti-bullying; PGL residential;	challenging prejudice; developing empathy and understanding of different perspectives.
--	--	--	---	---	--