

Curriculum INTENT: Personal Development

Jesus said "I have come so that you might have life –life in all its fullness." John 10:10

Jesus encouraged all his children to live life in all its' fullness. Through our core values of **love, courage** and **fellowship**, and with an enquiry approach to our inter-disciplinary curriculum, our children enjoy learning about themselves, about others and the world which we are guardians of. We nurture a love of learning; celebrate courage to persevere in learning and fellowship through collaboration and recognising each other's strengths and special qualities.

'Be kind, never give up and work together.'



Love: To love ourselves and one another alongside developing a deep-rooted love for learning.



Courage: Perseverance. To ask questions; to take measured risks; to have the courage and confidence to stand up for what you believe is right and to have the voice to say it.



Fellowship: In fellowship with our entire community, we value strengths and uniqueness so that everyone has a strong sense of belonging. We celebrate the progress towards being independent life-long learners so that our children achieve happiness and success.

At Chawton CE Primary School, we believe that Personal Development (PSHE – Personal Social Health and Relationships and Health Education) is a vital part of school life and ultimately the children's future well-being. We aim to ensure that children have the knowledge of how to become caring and responsible global citizens. We aim to build their confidence and equip them with the tools necessary to aim for high ambitions and to have a belief in themselves about what they will become in the future.

Our intention is to:

- develop the children's confidence to share their opinions and knowledge with others
- develop skills to live a safe and healthy lifestyle (including emotional well-being)
- develop an understanding of having positive and respectful attitudes and the impact of their interaction with others
- develop tolerance of others' diversities and life choices

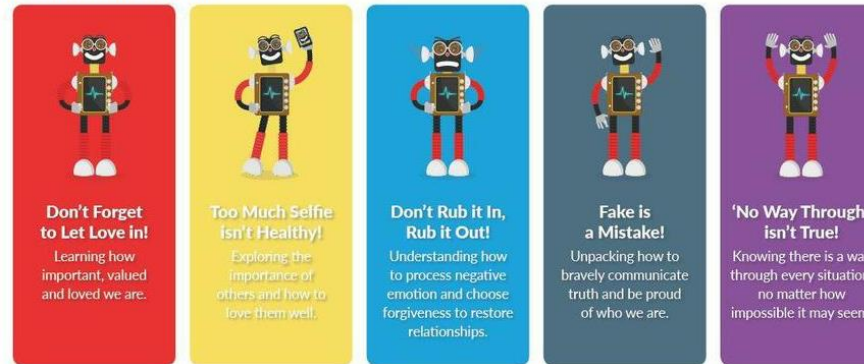
Love 'Let all that you do be done in love.' 1 Corinthians 16:14		Courage 'Be strong and courageous for the Lord your God is with you wherever you go' Joshua 1:9		Fellowship 'If we walk in the light as he is in the light, we have fellowship with one another...' 1 John 1:7	
Creativity	Reflection	Perseverance	Enquiry	Collaboration	Connection
Thinking outside of the box and responding to thinking and learning in different ways.	Thinking about and looking back on learning to decide how it went and where to go next.	The ability to stick at a challenge or a task when you feel like giving up. The desire and determination to self-improve and succeed.	A way of finding out. Asking questions and wanting to find out answers.	Working together to get a job done. Working together, co-operation and communication are essential when collaborating.	Linking the building blocks of knowledge and skills together to create new understanding.

Curriculum IMPLEMENTATION

Personal Development (PSHE) education is taught in EYES, Key Stages 1 and 2. At Chawton C of E Primary School, we follow the Heart Smart programme. The programme helps our school to fulfil the statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002. The statutory focus has three core themes within which there will be a broad overlap and flexibility: 1. Health and Wellbeing 2. Relationships 3. Living in the Wider World.

The programme outlines details of content/scheme of work and when each topic is to be taught, it takes into account the year groups. As we are a school with mixed year groups, each class uses the lower year group scheme as Cycle A and the upper year group scheme as Cycle B. Teachers are able to consider how delivery of the content will be made accessible to all pupils, including those with SEND, as the structure of HeartSmart provides a variety of teaching methods (which include film, practical activities, games as well as worksheets).

The HeartSmart High Five



As a school of religious designation, children are taught with the distinctive Church of England faith perspective on relationships, and teachers balance debates about issues that are seen as contentious – not neglecting to teach the British Value of tolerance to other faith perspectives.

School Council provides an active outlet for children to foster healthy and respectful peer-to-peer communication. The mixed interactions ensure fairness in gender and age range of the pupils. The council is made up of two pupil representatives from each year group, one boy and one girl. Pupils learn that they have a voice and that their opinion matters and they learn how to express their opinion in a diplomatic, considerate way whilst respecting the democratic process and the opinion of others.

<p>National Curriculum Requirements Relationships Education (Define Relationships Education)</p>	<p>National Curriculum Requirements Health Education</p>	<p>National Curriculum Requirements Relationships and Sex Education (KS2 only) and additional resources Changing adolescent body (Information is sent to reassure parents of the content to be taught and to clarify why parents do not have a right to withdraw their child).</p> <p>Pupils should know</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.
<p>Families and people who care for me Pupils should know</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, 	<p>Mental wellbeing Pupils should know</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 	

- sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Caring friendships

Pupils should know

- how important friendships are in making us feel happy and secure and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Internet safety and harms

Pupils should know

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

<p style="text-align: center;">Respectful relationships</p> <p>Pupils should know</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p style="text-align: center;">Physical health and fitness</p> <p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p style="text-align: center;">ADDITIONAL RESOURCES</p> <p style="text-align: center;"><u>Relationships Education</u> Safeguarding: NSPCC PANTS rule with film. Anti-Bullying week online resources.</p> <p style="text-align: center;">Example of model primary curricula from Church of England Relationships and Sex Education</p> <p style="text-align: center;"><u>Mental health</u> Mental health and emotional wellbeing lesson plans from PSHE Association. MindEd educational resources on children and young people's mental health. 'Peace out' Mindfulness meditation Mindful Kids - Barefoot Books</p> <p style="text-align: center;">CROSS CURRICULA Classical Music calming session Mindful Reading Visualisation exercises using nature background on interactive whiteboard Class Dojo – Big Ideas: Mindfulness</p> <p style="text-align: center;"><u>Online safety</u> Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.</p> <p style="text-align: center;">Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.</p> <p>Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.</p> <p style="text-align: center;"><u>Drugs and alcohol</u> Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons</p>
<p style="text-align: center;">Online relationships</p> <p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online. 	<p style="text-align: center;">Healthy eating</p> <p>Pupils should know</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <p style="text-align: center;">Drugs, alcohol and tobacco</p> <p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	

<p style="text-align: center;">Being safe</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	<p style="text-align: center;">Health and prevention</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. 	
	<p style="text-align: center;">Basic first aid</p> <p>Pupils should know</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services, if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	

Curriculum IMPACT

The impact of personal development is seen in both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. The result is that we have a community of children who enjoy participating in a variety of discussions confidently, who demonstrate our school learning dispositions of: collaboration, perseverance, creativity, reflection, enquiry and connection in a variety of contexts in and outside of the classroom.

The children's actions throughout the school will demonstrate their learning by making the right choices – how to lead from their heart, when to lead from their hearts, how to process pain, how to hope and how to love others.

Governors, through the Governor Visit Plan and Subject Leader Reports, evaluate the work of subject leaders in ensuring that the quality of teaching and learning across the school is at least good. They ensure that pupils are ready for transition to secondary school and are equipped with the skills to flourish and succeed as caring individuals.