

















# Foxbridge Primary School

## Personal Development Curriculum

Activities	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>An overview of the key events and learning experiences that support the personal development of our children</b>							
<b>Trips &amp; Visits</b>	Farm (UTW) Explore the natural world around them, making observations and drawing pictures of plants and animals ELG	Local Area Fieldwork (Geography)  Zoo (Science)  Fire Fighters - Visit to school (PSHE)	Local Area Fieldwork (Geography)  Space Centre (Science)	Local Area Fieldwork (Geography)  Roman Day – Visitor in school (History)	Local Area Fieldwork (Geography)  Sea Life Centre (Geography – Rainforests)	Local Area Fieldwork (Geography)  Bosworth Battlefield (History - Tudors)	Local Area Fieldwork (Geography)  Warning Zone (PSHE)  Beaumanor Hall (History - WW2)
<b>Residential</b>					Discovery Trip to Ravenstor in Spring (TBC)		Condover Multi-Activity-Summer (TBC)
<b>RE</b>  <b>Religious Assemblies</b>	<p>We teach RE following the Kapow scheme. The religion and worldviews scheme of work supports an inclusive understanding of beliefs, fosters critical thinking and respect for diverse perspectives among children. Children explore concepts through an enquiry-based approach and investigate a variety of religions and world views including: Christianity, Buddhism, Hinduism, Islam, Sikhism, Judaism and Humanism.</p> <p>We have visitors from different faiths who come in and talk to our children about their beliefs and traditions that are important to them. In whole school and class assemblies, we learn about a range of different beliefs and celebrations.</p>						
<b>STEM Week/ British Science Week</b>	<b>British Science week 7<sup>th</sup> – 16<sup>th</sup> March</b> <b>A celebration of science, technology, engineering and maths in every year group.</b>						
<b>Mental Health Awareness</b>	<b>World Kindness Day and Children’s Mental Health Week</b> <b>13<sup>th</sup> November</b>						
	<b>The importance of children’s mental health is prioritised within our school. Staff are all trauma aware, and this understanding underpins our positive and restorative approach to behaviour management. We teach PSHE using the “Jigsaw” scheme. This teaches about relationships, emotional literacy and resilience in age-appropriate ways. Outdoor and physical activities are planned to further support wellbeing, such as yoga and Bushcraft sessions.</b>						
	<b>PSED-</b> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian	<b>Dreams and Goals:</b> Setting goals, tackling new challenges, identifying and overcoming obstacles  <b>Healthy Me:</b> Keeping myself healthy, healthier lifestyle choices, linking health and happiness	<b>Dreams and Goals:</b> Achieving realistic goals, perseverance, learning strengths, group cooperation  <b>Healthy Me:</b> Motivation, healthier choices, relaxation	<b>Dreams and Goals:</b> Difficult challenges and achieving success, motivation and enthusiasm, managing feelings  <b>Healthy Me:</b> Exercise, keeping safe, respect for myself and others, healthy and safe choices	<b>Dreams and Goals:</b> Overcoming disappointment, achieving goals, resilience, positive attitudes  <b>Healthy Me:</b> Healthier friendships, assertiveness, peer pressure, celebrating inner strength	<b>Dreams and Goals:</b> Future dreams, motivation  <b>Healthy Me:</b> Relationships with food, healthy choices, motivation and behaviour  <b>Relationships:</b> Self-recognition and self-worth, building self-esteem	<b>Dreams and Goals:</b> Personal learning goals, emotions in success, motivation,  <b>Healthy Me:</b> Emotional and mental health, managing stress  <b>Relationships:</b> Mental health, identifying mental health worries and sources of support

Safer Internet Day (February) - Whole School Awareness & assembly							
 <p><b>Safer Internet</b></p>	<p><b>E safety through computing-</b> Keeping passwords safe Reporting pop ups to a trusted adult <b>PSED-</b> Build constructive and respectful relationships</p>	<p><b>Computing (Online Safety):</b> Using the internet safely, online emotions, always be kind and considerate, posting and sharing online, how much time should we spend on technology?  <b>PSHE:</b> Being safe</p>	<p><b>Computing (Online Safety):</b> What happens when I post online? How do I keep my things safe online? It's my choice. Is it true?  <b>PSHE:</b> Friendship and conflict, secrets</p>	<p><b>Computing (Online Safety):</b> Beliefs, opinions and facts on the internet. Who should I ask? When being online makes me upset. Sharing of information. Rules of social media platforms.  <b>PSHE:</b> Keeping safe and why it's important online and offline, keeping safe online and who to go to for help</p>	<p><b>Computing (Online Safety):</b> What happens when I search online? How do companies encourage us to buy online? Fact, opinion or belief? What is a bot? What is my #TechTimetable like?  <b>PSHE:</b> Understanding influences</p>	<p><b>Computing (Online Safety):</b> Online protection, Online communication, Online reputation, Online bullying, Online health  <b>PSHE:</b> Safer online communities, rights and responsibilities online, online gaming and gambling, reducing screen time, dangers of online grooming, SMART internet safety rules</p>	<p><b>Computing (Online Safety):</b> Life online, Sharing online, Creating a positive online reputation. Capturing evidence, Password protection, Think before you click  <b>PSHE:</b> Technology safety, take responsibility with technology use</p>
  <p><b>Charities</b></p>	<p><b>Whole school Fundraising and awareness for Children in Need</b> <b>Other charities, linked to school context are also supported such as Developmental Language Disorder Awareness.</b> <b>Each year we collect food donations for the local food bank.</b></p>						
 <p><b>Anti-Bullying</b></p>	<p><b>We take a proactive approach to bullying – staff are vigilant and intervene quickly to address situations which could lead to bullying.</b> <b>Children are taught about what bullying is and is not.</b> <b>Anti- bullying week is further used to learn about the importance of being kind and inclusive – we join in with odd socks day as a school.</b></p>						
	<p><b>PSHE-</b> Breaking friendships, falling out, dealing with bullying, being a good friend</p>	<p><b>PSHE –</b> Making friends/being a good friend, physical contact preferences, people who help us, qualities as a friend and person, understanding bullying and knowing how to deal with it, making new friends</p>	<p><b>PSHE –</b> Physical contact boundaries, friendship and conflict, secrets, trust and appreciation, understanding bullying, standing up for self and others, making new friends</p>	<p><b>PSHE –</b> Friendship and negotiation, keeping safe online and who to go to for help, being aware of how my choices affect others, family conflict and how to manage it (child-centred), witnessing bullying and how to solve it, recognising how words can be hurtful</p>	<p><b>PSHE –</b> Jealousy, getting on and falling out, accepting self and others, understanding influences, understanding bullying, identifying how special and unique everyone it</p>	<p><b>PSHE –</b> Rights and responsibilities online, cultural differences and how they can cause conflict, racism, rumours and name-calling, types of bullying, enjoying and respecting other cultures.</p>	<p><b>PSHE –</b> Power and control, perceptions of normality, understanding disability, understanding bullying, inclusion/exclusion, differences as conflict, difference as celebration, empathy</p>
 <p><b>Safety</b></p>	<p>People who help us talking about the fire service and police.  Expressive Arts and Design – safely use and explore a variety of materials, tools and techniques.  PD – use a range of small tools safely including scissors, paintbrushes and cutlery.  <b>PSHE (Healthy Me):</b> Safety</p>	<p><b>PSHE (Healthy Me):</b> Being safe, medicine safety/safety with household items, road safety  Leicestershire Fire and Rescue Service Visit</p>	<p><b>PSHE (Healthy Me):</b> Safe and fair learning environment</p>	<p><b>PSHE (Healthy Me):</b> Rules, rights and responsibilities, responsible choices, keeping safe, healthy and safe choices</p>	<p><b>PSHE (Healthy Me):</b> Smoking, alcohol</p>	<p><b>PSHE (Healthy Me):</b> Smoking, alcohol, emergency aid</p>	<p><b>PSHE (Healthy Me):</b> How substances affect the body, exploitation  Warning Zone Visit  First Aid workshop</p>
 <p><b>Performance &amp; Drama</b></p>	<p>Theatre visit Leics play live (Leicestershire Music Hub)</p>						
 <p><b>World Book Day</b></p>	<p><b>Whole School Reading Day: Staff and pupils dress up as a character. Masked Reader Competition.</b></p>						

 <p><b>Remembrance Day</b></p>	<p><b>Support Royal British Legion. Observe 1 min silence. Whole School Assembly. Related Art work and PSHE activities</b></p>						
 <p><b>Healthy Lifestyles</b></p>	<p><b>PSHE (PSED)</b>– manage their own basic hygiene needs including dressing themselves, going to the toilet and understand the importance of healthy food choices.</p> <p><b>PSHE</b> – Exercising bodies, physical activity, healthy food, sleep, keeping clean</p> <p><b>PE (PD)</b> – negotiate space and obstacles, demonstrate strength, balance and co-ordination, move energetically (e.g. running, jumping, dancing, hopping, climbing and skipping).</p> <p><b>DT</b> - know that vegetables are grown, recognise and name some common vegetables, know that different vegetables taste different, know that eating vegetables is good for us.</p>	<p><b>PSHE</b> – Keeping myself healthy, healthier lifestyle choices, keeping clean</p> <p><b>Science</b> – To know the difference between carnivore, herbivore and omnivore</p> <p><b>DT</b> – To know fruits have seeds and grow on trees or vines, vegetables grow above or below the ground, a vegetable is any edible part of the plant.</p>	<p><b>PSHE</b> – Healthier choices, healthy eating and nutrition, healthier snacks and sharing food</p> <p><b>Science</b> – To know that animals, including humans, need water, food and air to survive. To understand the importance of exercise, a balanced diet and hygiene for humans</p> <p><b>DT</b> – To know diet is what a person or animal usually eats, five main food groups, what is a balanced diet and the importance of eating a range of different foods.</p>	<p><b>PSHE</b> – Exercise, fitness challenges, food labelling and healthy swaps, healthy and safe choices</p> <p><b>Science</b> – To know that animals, including humans, need the right types and amounts of nutrition. To know the main food groups and their simple functions. To know that a balanced diet should include all food groups.</p> <p><b>DT</b> – To know the impact of climate on the fruit and vegetables that can be grown, understand how seasons effect the food available, similar coloured fruit/veg have similar benefits.</p>	<p><b>PSHE</b> – Smoking, alcohol</p> <p><b>Science</b> – To know that teeth can be damaged, including the effect of sugary and acidic food. To know that is important to brush teeth twice a day, to make good food choices and visit the dentist regularly.</p> <p><b>DT</b> – The importance of safety and hygiene when cooking.</p>	<p><b>PSHE</b> – Smoking, alcohol, body image, relationships with food, healthy choices</p> <p><b>DT</b> – where meat comes from, adapting recipes to meet nutritional needs and dietary requirements, using nutritional calculator, how to avoid cross-contamination of chopping boards, nutritional information on food packaging.</p>	<p><b>PSHE</b> – How substances affect the body</p> <p><b>Science</b> – To understand the impact of diet, exercise, drugs and lifestyle on the way a body functions. To know that heart rate is the number of beats per minute. To know that exercise increases heart rate.</p> <p><b>DT</b> – what we mean by processed food, the importance of washing fruit and vegetables before eating them.</p>
 <p><b>Black History Month</b></p>	<p>Whole school: Assembly focus and various activities for each year group</p>						
 <p><b>Emotion coaching</b></p>	<p>Taught across the school at beginning of each year: Check ins with pupils</p>						
 <p><b>Assembly Themes</b></p>	<p>Protected Characteristics and British Values</p>						
 <p><b>Environmental Awareness</b></p>	<p>Bushcraft</p>	<p>Bushcraft</p> <p>Geography: What is the weather like in the UK? (Weather patterns/climate change)</p>	<p>Bushcraft</p> <p>Planted trees (donations for the National Trust)</p> <p>Science: Habitats</p> <p>Geography: Why is our world wonderful? (Awareness of different landmarks, oceans, habitats etc)</p>	<p>Bushcraft</p> <p>Geography: What are rivers and how are they used? (Water cycle)</p>	<p>Bushcraft</p> <p>Geography: Why do people live near volcanoes? (Volcanic eruption)</p>	<p>Bushcraft</p> <p>Geography: Why do oceans matter? (Plastic pollution)</p>	<p>Bushcraft</p> <p>Geography: Why do populations change? (Climate change)</p>