

Gatehouse Primary Academy: Framework for Personal Development

	EYFS	YEAR 1/2	YEAR 3/4	Year 5/6
	Recognise and name their emotions positively, e.g., an emoji chart in the classroom. -PSHE lessons and CP activities. Recognise how their behaviour affects other people, e.g., through restorative conversations. Listen to our adults and play cooperatively, e.g., through class routines and house points. Recognise what they are good at, e.g., through Wow moments being celebrated from home. Take part in discussions with the whole class, e.g., through sharing Christmas traditions in RE. Realise that people and other living things have needs and they have responsibilities to meet them, e.g., through an animal care workshop. Contribute to the life of the class, e.g., through class jobs. Meet and talk with people who help us, e.g. Police Officer visit, a Fire Safety Talk. I can recall what I have experienced and achieved. I feel positive about who I am. I can look after myself. -PSED Curriculum- dress myself, wash hands, clean teeth, healthy diet. -DT: Healthy foods/balanced plate. -Science: All about me and my body.	I am confident in requesting help. I can recognise success in learning. I am willing to challenge myself. I recognise what is fair and unfair and what is right and wrong, e.g., through PSHE: the theme of justice. I can listen to my peers and work cooperatively, e.g., through class routines and house points. I know how to set simple goals, e.g., through sharing aspirations in September or new year's resolutions in the new year. I am trying different approaches to solving challenges. I take part in simple debates about topical issues, e.g., through Picture News. I realise that people and other living things have needs and they have responsibilities to meet them, e.g., through sessions in the Forest. -PSHE Changing me- how we change and grow. -DT: Preparing fruit and Ve.g.. -PE: Healthy diets I contribute to the life of the school, e.g., through classroom jobs, school council, eco group, digital leader and Vision Team. I can take risks and work safely. -First Aid training -Walking trip to the Forest -Opportunities for exploration and connecting with nature. -PE: Develop balance and agility, master basic movements, and link to health. I attend local community and enrichment events.	I can talk about my opinion and explain my views, e.g., through Geography work on water pollution or science through deforestation. I can research topical issues to discuss, e.g., water issues locally and globally, world trade, etc. I can take part in discussions about where our food comes from, e.g., through FarmWise work and visits to the local farm and Devon County Show. I know how to set personal goals about my learning, e.g., through writing goals or setting my targets. TestBase/ Gap analysis sheets. I initially make a step-by-step plan to enable me to achieve something I would like to be able to. – Writing challenges/ maths problem solving/ Science experiments. I face new challenges positively by asking adults and my friends for help. -Eng: Two Monsters by David McKee (Problem solving) -PSHE: managing emotions -PSHE: Relationships I tackle challenges with resilience through adventurous activities, on residential and when on the playground. I recognise the roles of community groups, e.g., visit from the church leader I appreciate the range of national and regional identities of the countries of the UK in geography.	I can write about my opinion and explain my views.- Through persuasive writing units. I can research topical issues to discuss, e.g., homelessness locally and globally, WW2, waste and pollution. I recognise my mistakes and make amends, e.g., through editing and self-assessment, through restorative conversations to repair friendship issues. I face new challenges positively, e.g., show a growth mindset I can recognise, as I approach puberty, how people's emotions change at that time. Through PSHE lessons. I recognise the role of voluntary and pressure groups, e.g., Amnesty. I appreciate the range of religious and ethnic identities of the UK, e.g., through exploring the census in RE. I know how economic decisions affect individuals and communities, e.g., Fair Trade work in Geography. -PSHE: Barclays Life Skills resources. I contribute to the life of the school and care for younger pupils, e.g., Playleader role, Mental Health Ambassador. Librarian, sports leader, Vision Group, house captain. -PSHE: First Aid Training I feel positive about myself, for example, by producing portfolios of achievements. Celebrating achievements in assemblies/ class rewards. LBQ maths program/TestBase/ Gap analysis sheets.

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	I can take risks and problem-solve. -Balance-ability sessions -CP activities inside and out.	-visiting the local care home	I take responsibility, for example, by looking after the school environment or being part of the Eco Team. I look after my money and realise that future wants may be met through saving. E.g., PSHE lessons- MoneyWise lessons, enterprise sessions. -PSHE: Barclays Life Skills Resources I know where individuals can get help and support, including themselves, e.g., through NSPCC workshops and posters. -PSHE: managing emotions. -English: The Hueys in the New Jumper by Oliver Jeffers (Self-esteem) -PSHE: First Aid Training -Eng: A crayon's story by Michael Hall (self-confidence) -Eng: Dogs don't do ballet by A Kempb and S Ogilve (Self-confidence) -Eng: How to heal a broken wing by Bob Graham (Choosing to help). I attend local community and enrichment events. -Bike ability -Sleepover at school (Y3) -Residential (Y4- 2 nights) -Beach walk -Choir visits local places such as residential homes, the Festival of Light. -Charity enterprise	I explore how the media presents information, e.g., learning about propaganda in history lessons. I know where families and groups can get help and support, e.g., through food banks and growing their food. I am prepared for the transition through the transition program with my local secondary school. I attend local community and enrichment events. -Bikeability -First Aid Training -Swimming (Life skills and health) -End of Y6 Production. -Visits to secondary school. -Residential Y5 -Residential- 3 nights Y6 -Enterprise project
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Whole school opportunities:

- Thinking Schools work, embedding skills of metacognition and oracy across all teaching.
- Targeted interventions to help build confidence, resilience, and mental health (The Forest)
- Music Assemblies- to listen and be present in the moment/ Live performances (communication and oracy)
- Weekly trophies to celebrate characters and learning behaviours.
- Termly taught sessions to develop understanding of learning characters and characteristics of the mind.
- Sports clubs for children to choose from, and children are given opportunities to attend sporting events.
- Clear models and reminders about politeness and courtesy, including in the dining hall.
- Opportunities to volunteer and serve society, e.g., community litter picking. Collaboration with the local community, e.g., visits to local churches, charities, and industry groups.
- Behaviour Policy
- Whole School celebrations: World Book Day, Mental Health Week, Anti-Bullying Week, Online Safety Week, EduKid, Comic Relief and Sports Relief, Children in Need.
- Opportunities to peer mentor, where older pupils may support younger pupils with reading or at lunch time, or as mental health ambassadors.

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Fundamental British Values

EYFS

Democracy: I know my views matter e.g., voting for a class story.
Choose activities in CP through informed choices.
Eng: 'You Choose' by Nick Sharratt and Pippa Goodheart (Pupil Voice).

Rule of Law: I know what is right and wrong, e.g., through class rules.
PSED: I can remember the rules without having to be reminded.

Individual Liberty: I know what I need to be happy and safe, e.g., through PSHE, managing my own needs in the EYFS framework.

PSHE: Being special: where do we belong?

Mutual Respect and Tolerance of Different Faiths and Beliefs: I know that people have things in common but are also unique, e.g., what is special about me? PSHE

UTW- Recognise some similarities and differences between life in this country and life in other countries.

YEAR 1/2

Democracy: I can make choices and be.g..in to understand and respect the democratic process, e.g..

-Voting for class jobs, voting for school council, ethos, and eco reps.

-PSHE Aut- Rights and responsibilities of being a class member and a school member.

-History Aut- Significant events- Railways

-History Spr- Monarchs

Rule of Law: I understand the need for rules. I know what fairness means and can demonstrate this when dealing with others.

Geog - UK Capital Cities (Government)

Computing - Online Safety

PSHE - Being me in my world unit. (Co-construction of class rules)

English- Little Red Hen (Consequences)

English- Goldilocks story (Breaking rules)

History - Monarchs and Government.

PE- Following rules in team games.

Individual Liberty: I can be sensitive to and respect the feelings of others.

PSHE: Restorative conversations, empathy work.
'Being me in my world.'

Reading - The day the crayons quit (Equality of opportunity)

Eng- Amelia Earhart

Eng- Clark the Shark (Consideration for others)

History- Sig person: Florence Nightingale

Mutual Respect and Tolerance of Different Faiths and Beliefs: I can identify and respect the similarities and differences in people.

RE- Different cultures/religions/cultural celebrations, e.g., Diwali and Chinese New Year.

-Reading: Farmer Duck story (Fairness)

-Eng: The Proudest Blue Book

-Eng: Chinese New Year

-Geog: Country study- compare UK/Kenya

-Art: Indian Decorative Art

YEAR 3/4

Democracy: I know how democracy works in our country. I understand how my country is governed through laws put in place by a democratic process.

-Vote for roles in school, e.g., school council.

-Learn about roles in Government.

Rule of Law: I can explore and make rules.

Learning value and purpose. I can demonstrate an understanding of the need for rules in school and the wider society. I understand that wrong choices have consequences.

PSHE- Character setting

PSHE: Class Charter

Computing: E-Safety/Online Safety

PE- Learning rules in games and creating own games and leisure time.

Individual Liberty: I am positive and accepting when talking about everyone's differences.

Art- Select and record own interpretations of mosaics.

Geog- Settlements/Invaders

Mutual Respect and Tolerance of Different Faiths and Beliefs: I understand ways in which we can be tolerant.

-DT: Follow and adapt a recipe from another culture.

-Science: Health and Nutrition

-RE: How and why do people try and make the world a better place?

-PSHE: Relationships

-Computing: Online safety

Year 5/6

Democracy: I know how democracy underpins our government in Britain. I appreciate that there are rules in place to protect individual citizens, essential for their well-being and safety.

-History- Changing power of Monarchs

-History- Mayan Civilisation

-History - WW2

Rule of Law: I understand why we have the 'Rule of Law'

-PCSO Visit to class

-PE: Play competitive games/tactics.

-Computing: Online Safety

Individual Liberty: I can explore the right to live in freedom and individual liberty.

-History: Significant people who have had a significant influence or fought for freedoms.

-Geog: Links to land, including trade between the UK and the rest of the world.

Mutual Respect and Tolerance of Different Faiths and Beliefs: I understand how intolerance can cause challenges and an impact on people's rights.

History- Black History Month

History- WW2 and Nazi beliefs.

PSHE: Being me: Refugees, the journey.

PSHE: Celebrating differences

Computing: Online Safety.

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		-PSHE: Celebrating Differences -RE: Islam/Judaism/Christianity		
	Vocabulary: fair, right, wrong, rules, responsibility, job, safe, special, respect.	Vocabulary: vote, elect, fair, Prime Minister, Community, Equality, rights, ownership, monarch. Beliefs, differences, bullying, kind/unkind, feeling, included, valued, respect.	Vocabulary: democracy, rights, election, elected, vote, opinions, government, candidate, campaign, petition, clear, consistent, consequences, behaviour. Diversity, tolerance, belief, respect, knowledge, honesty, compassion, positivity.	Vocabulary: democracy, rights, election, elected, vote, opinions, government, candidate, campaign, petition, fair, rules. Education, appreciation, hopes, challenges, empathise, choices, collaboration, inte.g..rity, racism, discrimination, disability, and homophobia.
	Whole School Opportunities:			
	Weekly British Values assembly			

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SMSC	Personal Development Framework			
	EYFS	YEAR 1/2	YEAR 3/4	Year 5/6
	Social: A focus on playing together, building friendships, sharing, building patience and tolerance, e.g., through weekly outdoor learning sessions. Expressing when they are not happy or comfortable with something. Moral: Using class rules to learn what is wrong and what is right. Rewards for positive choices. Conversations to explore poor choices and how these can be improved in the future. Learning to say sorry. Spiritual: SELF: A growing awareness of knowing what I like and don't like, both materially and in the way I want to be treated. OTHERS: Understanding that other people have their views and may value different things than you. BEAUTY: Have an instant response to something wonderful/exciting/awesome happening. BEYOND: Have the confidence to ask questions that have no answers. Cultural: Regular curriculum opportunities to immerse in other places and cultures through continuous provision, choice of stories and songs to share, and direct teaching opportunities. A range of book choices to showcase a diverse society.	Social: Opportunities to build turn-taking through games and conversations. A focus on patience and tolerance when working together in lessons, e.g., working on tasks or group games, or PE lessons. Moral: Understand that the actions I take will have consequences for me and others. The importance of telling the truth, even when it might lead to a negative consequence. Build a sense of 'fair' or 'unfair'. Spiritual: SELF: An evolving awareness of self as more than physical characteristics. A growing realisation that being content with who you are is important for happiness. Know how to apologise and try again. Begin to recognise mistakes and how to deal with them positively. OTHERS: A growing appreciation that the views and opinions of others should be listened to with respect, whether those views are similar to your own or different. BEAUTY: Give a verbal response that explains a reaction to something wonderful/exciting or awesome. Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language. BEYOND: Have a sense of enjoyment in devising questions that have no answer. Use imagination to interpret responses to big questions. Cultural: Regular curriculum opportunities to immerse in other places and cultures through writing units, geography curriculum work on China to consider human geography and cultural elements.	Social: Understand that everyone in a group should be free to share ideas and opinions. Work to include others in a group with patience and tolerance. Feel confident to share my own opinions. Moral: Understand that it is not always easy to forgive others or for others to forgive me. Becoming aware that forgiveness helps us to repair and restore after something has gone wrong. Build a sense of 'justice'. Spiritual: SELF: The awareness that the development of a personal identity is an important aspect of being human. An evolving sense of concept of identity as more than just physical characteristics or our likes and hobbies. Can set goals for work and behaviour that will help me to progress. OTHERS: Acknowledgement and respect for the rights of others to have their deep thoughts that shape their inner self. A developing ability to enter into discussions with others about their opinions and values. BEAUTY: Be able to understand and give meaning to something wonderful/ exciting or awesome. Be able to verbalise their sensory responses and begin to explore their reactions to stimuli. A growing confidence to explore concepts orally. BEYOND: Understand what big questions are. Be able to explain imaginative responses to questions of meaning. Cultural: Geography curriculum work on Africa to consider human geography and cultural elements with links to EduKid sponsorship/charity work.	Social: Understand the different roles that people might take in a group and be willing to try different roles themselves. Understand how people can influence others, e.g., through curriculum work in history and significant leaders. Moral: Understand that people have different views on justice. Explore examples of needing to forgive, repair, and restore at a societal level rather than just individual, and how this links to history, religion, and culture. Spiritual SELF: Can explain my own opinions. The awareness of the value of reflection to explore deeper responses to thoughts that help shape the 'inner self.' OTHERS: A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. A growing ability to express how understanding the value of others is an important part of building meaningful relationships. BEAUTY: Be able to explain/give an emotional response to stimuli and begin to articulate this from a personal perspective. Be able to display a wealth of meaning when verbalising sensory responses and understand and interpret their reaction. A developing appreciation that some things don't have answers. BEYOND: Engage in opportunities for debate and discussion about spiritual matters. Can generate big questions. Begin to express through a personal vocabulary, responses to questions of meaning. Cultural: RE curriculum visits, e.g., to the local church. Geography units linked to South America, including fair trade and farming life.

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	Whole School Opportunities: • Forest School sessions across the school. • Range of after-school clubs (football, life skills, woodwork, netball, cheerleading and yoga). Opportunities sought for children not involved (See tracking grid) • Range of visitors to enhance the curriculum (authors, local church leaders, guide dog affiliates) • EduKid- Whole school sponsorship. • Work through RE and collective worship to look at Christianity and the Church throughout the world. • Celebrate the cultural identity of children within the school community with different heritages.
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Wider Participation	EYFS • Christmas Nativity and Easter Service at local church. • Regular opportunities to go outside the classroom in the local area. • Opportunity to work with visitors, e.g., animal workshop, author, RNLI workshop. • Weekly forest school sessions. • Balance-ability • Trust Sports events • Trust Art Exhibition	Y1/2 • Christmas Nativity at local church. • Curriculum visits, e.g., community walks for geography fieldwork. • Opportunity to work with visitors, e.g., FarmLink, visiting author. • First Aid Training • Beach Trip • Trust Sports events • Trust Art Exhibition	Year 3/4 • Easter production. • Residential opportunity Y4 • Sleepover Y3 • Curriculum visits, e.g., local church • Inter-school competitions- Football and Netball. • Opportunity to work with visitors, e.g., artist workshop, RNLI, PE Coach. • Forest school sessions • Charity enterprise • First Aid Training • Trust Sports events • Trust Art Exhibition	Year 5/6 • Residential opportunity at a local outdoor and adventurous activity centre. • KS2 Production – speaking parts. • Curriculum visits, e.g., local church • Opportunity to work with visitors, e.g., artist workshop. • First Aid Training • Swimming- Life skills. • Residential 2 night- Y5 • Residential 3 nights- Y6 • Careers Fair • Enterprise project • Trust Sports events • Trust Art Exhibition • Forest school sessions
	Whole School Opportunities: • Whole school music event • After school, sports clubs led by coaches and teacher-led clubs meet the interests of priority groups. • Opportunities to compete against other schools, e.g., in sporting festivals.			

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Inclusion and Equality of Opportunities	EYFS	Y1/2	Y3/4	Y5/6
	Specific curriculum content to encourage including all, e.g., PSHE discussions about difference and uniqueness. Choice of story and picture books to promote conversations about differences, including through the reading spine. -PSHE Book: The Family by Todd Parr (All families are different) I show willingness to play fairly and inclusively with others. -PSHE: Being me in my world I understand the uniqueness and value of every person. -RE: What places/times/stories are special and why? (Relationships) I recognise similarities and differences between myself and others. -RE: Being special (Relationships) -Eng: Mommy, Mamma and Me' by Leslea Newman and Carol Thompson (Families are all different) -PSHE: Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt (Accepting difference) I begin to demonstrate a positive attitude towards difference and diversity. I show a willingness to listen to the ideas of others. -PSHE Book: 'My World, your world' by Melanie Walsh (Race) -ENG: Blue Chameleon by Emily Gravett (race).	Specific curriculum content to promote knowledge of equalities, e.g., different types of families in PSHE. -PSHE: Being me in my world (Relationships) Positive role models from minority groups included in the curriculum, for example 'Women who changed the world' history unit. -RE: What does it mean to belong to a faith community (relationships)? -Eng: Elmer by David McKee (Race) -Eng: That's not how you do it by Ariane Hofman-Maniyar (Accepting difference) -Eng: Max the Champion by S. Stockdale (Disability) -PSHE: Celebrating differences- understanding diversity and accepting difference (relationships). I demonstrate a willingness to participate in activities both inside and outside of the classroom. Through my actions in learning and play, I demonstrate a commitment to the belief that everyone should be included and able to participate. -PSHE: Relationships: getting on and falling out. -Eng: The Great Big Book of Families by M. Hoffman (UK is diverse) -Eng: The First Slodge by Jeanne Willis (Diversity) -Eng: The Odd Egg by Emily Gravett (Different families) -Eng: The Jackdaw Saw by Julia Donaldson and Nick Sharratt (Disability) -Eng: Blown Away by Rob Biddulph (race)	Specific curriculum content to consider prejudice and discrimination against particular groups of people. -Eng: The way back home by Oliver Jeffers (race) -Eng: The Island by Armin Greder (race/refugees) -Eng: Leaf by Sandra Dieckmann (Celebrating differences) Positive role models from minority groups included in the curriculum, for example, looking at the work of Romare Bearden and considering how their differences may have led to them being treated differently. -PSHE: Being me in my world: Rights and responsibilities roles in the community (Relationships) -RE: How do festivals/family life/worship show what matters to Muslims and Jewish people (relationships) -Eng: King and King by L.de Hann and S.Nijland (Relationships) -Eng: My Princess Boy by C Kilodavis and S DeSimone (Diversity) -Eng: The Thing by Simon Puttock and Daniel Egneus (Discrimination) -PSHE: Celebrating Differences- cultural differences (racism/conflict). -Eng: Dreams of Freedom by Amnesty International (Equality Act) I can contribute actively through participation in school-based projects, initiatives, and clubs. Within learning and playtimes, I show decision-making that demonstrates proactive inclusion of peers and children across the school. -Eng: This is our house by Michael Rosen (Bullying/discrimination) -Eng: Beegu by Alexis Deacon (Bullying/isolation) -RE: How and why do people mark the significant events in life (Relationships)? -RE: What does it mean if Christians think god is holy and loving (relationships)?	Specific curriculum content to consider stereotypes and the reasons why prejudice may occur. Consider how identity is formed through the Exploring Identity unit in art and the Inspire course. -Eng: And Tango make Three by J.Richardson and P. Parnell (prejudice. Different ideas and co-existence) Consider how people from different minority groups have been treated at different times, e.g., in World War II in history, and how they are treated in different places, e.g., in South America unit in geography. -Eng: Where do poppies now grow by H. Robinson and M. Impey (Age) -Eng: Rose Blanche by Ian McEwan and R.Innocent (religion, race, discrimination) I take a leading role by supporting and encouraging others to participate via their school positions. I show willingness to reach an agreement through compromise during learning and play.

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Careers			-RE: What matters most to humanists and Christians (relationships).	
	Whole School Opportunities: - Weekly Picture News articles discussed through the lens of Protected Characteristics. - Curriculum planning takes into account positive and diverse role models, e.g., artists, authors, figures in history, who represent different protected characteristics. - Compassion for others is a key school value. Equality is specifically referenced within the school vision. - RSHE Policy on website. - Discussions to challenge stereotypes or inaccurate preconceived ideas. - PSHE annual unit with a focus on celebrating difference and healthy me. - Weekly Picture News Assemblies with a focus on protective characteristics. (Focused assemblies)			
	EYFS I can describe tasks that I have carried out. I can describe the jobs in school and beyond. 'What's My Job?' focus with visitors linked to curriculum themes, e.g., firefighter, builder, doctor. - Visits from people who help us: police, fire service, and dental health advisor. - Science: curriculum links to 'people who help us' and jobs involving science. - Teachers to visit nurseries and homes to support with transition. EYFS parent workshops.	Y1/2 I am aware that jobs are made up of a variety of tasks. I explore what people do and can give examples of jobs in different sectors. 'Packing my Rucksack – Future Me' focuses on children exploring their strengths and interests, and what jobs they may suit. - Science: curriculum links in every unit to careers.	Y3/4 I can explain what tasks I would like and like least about particular jobs. I recognise that the subjects and topics that I take further can lead to qualifications and progress in my career. I can identify possible new jobs that might be needed in the future. - Learning about the Health and Social Care Sector, and the Environmental Sector. - Science: curriculum links in every unit to careers. - Health and Social Care lessons. - Environmental Sector lessons - Building and construction lessons. - Retail, visitor, and economic lesson - Transport: Aiming high and staying positive.	Y5/6 I can explore how people relate to each other in the workplace. I can take on different roles within group settings. - Learning about the Retail and Tourism sector and the Public Sector. - Science: curriculum links in every unit to careers. - Public lesson- listening and presenting. - Manufacturing lessons - Careers Fair - Business Serviced lesson. - Y6 teachers and SENDCO transition. - Enhanced transition to secondary school. - Year 7 school visits.
	Whole School Opportunities: - Visitors from different employment sectors to talk about their careers through an annual careers fair and careers week. - Links made in curriculum subjects to careers and application of knowledge and skills in the wider world. - Consistent visual timetables in each classroom. - Online safety is taught in each term. - Road Safety taught within PSHE - Transition to the new year group is extended over two days.			