



Harrietsham Church of England Primary School

Personal Development Overview



Spirituality

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		Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Love for self	Windows	This is me Self portraits			Looking after myself physically – hygiene and road safety	What am I good at and what would I like to achieve? (maker bulbs)	Metro bank - Money	Create a mind dump of healthy ways to look after your mind.
	Mirrors	What are feelings? What makes me happy?	What do I like to do in my spare time? What is right and wrong?	What do I value? What should I do about right and wrong?	Who am I? What am I worth? How do I decide what is right and wrong?	What do I want from life? What type of person do I want to be? Is belief in something important?	Where does your identity come from? Does more mean being happier? What sort of relationships make me happy?	Should you respect yourself over all other things? Are the opinions of my friends important to me? What are my values?
	Doors	An evolving awareness of what I like and what I don't like	I can say what I like and what I am good at. Knowing when I need to say sorry.	Knowing how to apologise and to try again.	Beginning to recognise mistakes and how to deal with them in a positive way.	A growing realisation that being content with who you are is important for personal happiness.	The awareness that the growing development of a personal identity is an important aspect of being human. Being able to explain my opinions or defend my position when in conflict with someone else.	An understanding that we express our personal values in the way that we approach our relationship with others and the world around us. The awareness of the value of reflection to explore deeper responses to thoughts that

								help shape the 'inner self'.
Love for others	Windows	Sharing toys	Playing together	Helping our friends in class	Exposure to national events More opportunities for group work.	Exposure to national events RE topic: homelessness and charity.	Exposure to world events Charity event	Exposure to world events Charity event
	Mirrors	What makes a good friend? How do my friends make me feel?	Why are my friends important to me? What do I like in my friends?	How do I look after my friends and family? How do I treat others?	Why do people bully others? Should I treat everyone the same way? Is being a good friend easy? Why do we sometimes hurt the feelings of our friends?	Why do we fight and argue? Should we always be loyal to our friends? How can I show compassion? Why do people ignore others when they need help?	Will we ever live in a world without fighting? Why are there wars? How can I tell what the right side is? Why isn't life always fair?	In a war, who are the 'goodies' and who are the 'badies'? Do they exist? What is worth striving for? Is being fair always the right thing to do?
	Doors	Children suggest ways to help each other.	Understanding that other people have their own views and opinions and may value different things to you.	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.	Acknowledgement and respect for the rights of others to have their own deep thoughts that shape their inner self. A developing ability to enter into discussions with others about their values and opinions.	Children can suggest causes that they want to support and can advocate fairness for 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.	Children design their own activities to support others or causes of their own choosing. Children actively engage in speaking out for injustice and causes that matter to them and can campaign for others where support or charity as needed.
The world, beauty and creation	Windows	Forest school RE: the Christian creation story	Forest school	Forest school Science: growing plants	Forest school	Forest school Science: animals and their habitats	Forest school Anglo-Saxon Theme Day at Kent Life,	Forest school Nature based charity event

						RE: creation and our wonderful world	London Imperial War Museum – Noble 1900's Metro bank - Money	
	Mirrors	What types of weather do you like the most and why? What is your favourite colour and why? What sounds do you like to listen to?	What makes you afraid? What is your favourite time of day/season? Why should I care about animals and plants?	Do different colours have different moods? What is the most beautiful thing in the world? How/why does the weather affect our mood?	What season do you feel reflects your personality? What is the difference between hearing and listening?	Should we try to tame nature? What is wonderful about our world? What is not wonderful about it?	What does it mean that beauty is in the eye of the beholder? What is a perfect world? Why is there ugliness in the world?	Why do you like certain types of music? What response do you get when you look at a piece of art? Is beauty something that you can learn, or do you just have to feel it? What is the point of being creative?
	Doors	Have an instant response to something wonderful, exciting and awesome happening – evident in expression and simple phrases. Respond to sensory feelings and be able to show it.	Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language. Children can explain ways to look after the planet.	Give a verbal response that explains a reaction 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.	Be able to understand and give meaning to something wonderful, exciting or awesome. Children can explain and design ways in which they can look after God's world and can actively follow campaigns or initiatives of their own choosing to support.	Be able to explain/give an emotional response to stimuli and begin to articulate this from a personal perspective. A developing understanding that some things don't have answers.	Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. Be able to create art and music which expresses an emotional response to something in nature.	Children design their own initiatives to encourage others to engage in ecological issues that support the protection of the natural world. Children actively campaign for support for ecological issues of their own choosing.

Beyond the unexplained	Windows			Science: Space	RE: People of God (What is it like to follow God?)	RE: Incarnation (What is the trinity?)	Science: Space and Oceans London Science Museum	Debate
	Mirrors	What are the stars for? Why do we have rainbows? How big is the sky?	What is the smallest thing there is? Why are people different? What does God look like?	Where is God? What might Heaven be like? If you can't see something, is it still real? What is true happiness?	When have you experienced moments of awe and wonder? What is the purpose of the earth? Is God alive now? Which is stronger – love or hate?	Is it good that scientists can't explain everything? Why are there religions? What is beyond the universe?	Do we come back after death as a different being? Is there life after death? Why do we love? What lasts forever?	Where do our spirits go when we are dead? Do we have a soul? What is unknowable? What else is there to discover? How do we know what we don't know?
	Doors	Have the confidence to ask questions that have no answers.	Understand what big questions are.	Have a sense of enjoyment in devising and discussing questions that have no answer.	Use imagination to interpret responses to big questions.	Can generate big questions.	Begin to express, through a personal vocabulary, responses to big questions.	Begin to be able to use critical reasoning in responding to a big question. Can engage in debate about issues that matter to them including 'life after death'.
Collective worship		Attend whole school worship Take part in class worship			Attend whole school worship. Take an active role in class worship. Attend church led worship. Support with leading worship – opportunity to plan and lead through Shining Lights club.			