



# Harrietsham Church of England Primary School

## Personal Development Overview



**Nurture**  
**Character Development**  
**Sustainability**  
**Wider Opportunities**  
**Spirituality**  
**British Values**  
**Lifeskills**

Nurture							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>All behavior is communication</b>	Begin to recognise and express basic emotions (happy, sad, angry, tired).  Start identifying that behaviour (like crying or hitting) can mean a child is upset or needs help.	Understand that all behaviour has a reason.  Learn to ask for help or talk about feelings instead of unsafe or behaviours which are not respectful	Begin identifying causes behind their own and others' behaviours.  Recognise that behaviours can affect others.	Develop empathy by recognising that behaviour can reflect hidden emotions.  Understand how unmet needs (e.g. tiredness, hunger) can affect behaviour.	Learn to interpret non-verbal cues (body language, tone) as forms of communication.  Reflect on their own behaviours and what they might be communicating.	Understand the link between emotions, thoughts, and behaviours (early emotional regulation skills).  Identify strategies to manage behaviours that come from strong emotions.	Analyse complex emotions and behaviours in themselves and others.  Develop problem-solving and communication skills to replace negative behaviours.
<b>Children's learning is understood developmentally</b>	Use of Boxall profile strands as whole class	Use of Boxall profile strands as whole class	Use of Boxall profile strands as whole class	Use of Boxall profile strands as whole class	Use of Boxall profile strands as whole class	Use of Boxall profile strands as whole class	Use of Boxall profile strands as whole class
<b>Focus on developmental</b>	Strand A	Strand B	Strand C	Strand D	Strand E	Strand F	Strand G

<b>The classroom offers a safe base</b>	Routines and safe adults are introduced and relationships understood	Routines and safe adults are embedded  Identifying parts of classroom that make a safe base	Explore the safe bases within school community  Identifying parts of classroom that make a safe base	Explore the safe bases within school community  Offer further suggestions to making classroom safe base	Offer further suggestions to making classroom safe base	Developing understanding of how your own behaviour can contribute to the safe base	Developing understanding of how they can contribute to the safe base
<b>The importance of nurture for the development of wellbeing</b>	How to use a nurture nook  Staff modelling of well-being activities	Co-regulating for wellbeing Planned shared activities to promote well being	Co-regulating for wellbeing Planned shared activities to promote well being	Planning and developing 'on the go' nurture nook	Understand what mindfulness is and why it matters?	Plan and carry out own mindfulness activities	Children plan their own well-being activities Moving to sharing these with younger children
<b>Language is a vital means of communication</b>	Language of school introduced  Communication with Makaton and visual cues	How to express if I don't understand  Modelled language related to emotions	How to express if I don't understand  Modelled social interaction language	Understanding gesture as part of language  How to express what I want with the right words	Understanding gesture as part of language  How to express what I want with the right words	Learn about the nuance of language and how to respond to this	Learn about the nuance of language and how to respond to this
<b>The importance of transition in our lives</b>	Recognise and use routines in school to manage everyday transitions  Transition to new year groups – June	Learn about what transitions we have in the school day  Transition to new year groups – June	What will the transition to KS2 be like?  Transition to new year groups – June	Transition to new year groups – June	What big life transitions might there be for people?  Transition to new year groups – June	How can I help my friends who find transition difficult?  Transition to new year groups – June	Transition to Secondary School

Character Development							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Explore and Discover</b>	Play based learning environment. Interest based with topic woven in.	Transition from play based planned environment to four challenges in E and D time. COEL, W and I observed. Interest based with curriculum skills woven in.  Sept-Dec – Replicate Year R Observation based learning structure. Jan-July – Four challenges 2.5 hours pw	Environment planned for all areas of learning. Four challenges in E and D time. COEL, W and I observed. Interest based with skills woven in.  2.5 hours pw	Eight challenges - targeted learning to support PSHE and learning skills for each term. Opportunities to factor in interest-based learning or extra explore time from lessons, when there was not time.  Covering: Writing, Maths, Reading, Art, Topic (Geography, Science, History) Construction Computing and PSHE.  2.5 hours pw	Eight challenges - targeted learning to support PSHE and learning skills for each term. Opportunities to factor in interest-based learning or extra explore time from lessons, when there was not time.  Covering: Writing, Maths, Reading, Art, Topic (Geography, Science, History) Construction Computing and PSHE.  1 hour pw	Genius Hour and classroom enhanced provision dedicated to children investigating certain lines of enquiry, career development, community and character development. Encourages students to develop positive character traits like resilience, honesty, respect, and empathy.  Teachers plan enquiries.  1 hour pw	Genius Hour and classroom dedicated to children independently work with flexible seating options. Time to develop their own lines of enquiry, career development, community and character development. Encourages students to develop positive character traits like resilience, honesty, respect, and empathy.  Children lead on enquiries.  1 hour pw
<b>Courageous Advocacy</b>	School: Advocacy for our year group	Local: Advocacy for our school (Y1) / village (Y2)		National: Advocacy for a charity within the UK		Global: Advocacy at a worldwide level	
<b>Community</b>	Family tea party	Food bank	Litter pick	Growing in our area	Care home	Pre-school event	Work in your local community
<b>Aspirations</b>	Heroes in our community	Caring for others	Caring for animals	Physical development	The Arts	STEM	Careers Day University

Sustainability							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Waste</b>	Waste investigators – activity 3	Litter pick	Waste investigators – activity 5	Recycling and composting Reduce, reuse, recycle - kapow	How sustainable is our school? - kapow	What is fast fashion and why is it a problem? - kapow	What actions can we take to make the world more sustainable? - kapow
<b>Transport</b>	Different modes of transport – what are they?	Why do we have/need different modes of transport?	How can our journey to school help the environment? - kapow	Community rail network – Daffnee Green	Pollution patrol – interactive content	Pollution patrol – pollution investigation	Climate detective kids - ESA
<b>Food</b>	Where does food come from? - learning how we can grow food	Food bank How can we look after a garden? - kapow	Growing fruit	Growing vegetables	Food miles	Prepare a healthy snack: The fruits of our labour	Prepare a healthy meal: The fruits of our labour
<b>Climate education</b>	How can we welcome animals on the school grounds? - kapow	Local		National		Global	
<b>Energy monitoring</b>	My classroom	My school	My village	My county	My country	My world	The future

Spirituality								
		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 RE: creation and our wonderful world	Forest school Anglo-Saxon Theme Day at Kent Life, London Imperial War Museum – Noble 1900's Metro bank - Money	Forest school Nature based charity event
	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	Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language. Children can explain ways to	Give a verbal response that explains a reaction to something wonderful, exciting or awesome. Be able to verbalise their sensory responses	Be able to understand and give meaning to something wonderful, exciting or awesome. Children can explain and design ways in which they can look	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	Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. Be able to create art and music	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

		and be able to show it.	look after the planet.	and begin to explore their reactions to stimuli. A growing confidence to explore concepts orally.	after God's world and can actively follow campaigns or initiatives of their own choosing to support.	don't have answers.	which expresses an emotional response to something in nature.	support for ecological issues of their own choosing.
<b>Beyond the unexplained</b>	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'.
<b>Collective worship</b>		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.
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Wider Opportunities							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Visits/Visitors</b>	Doctors and Dentists	Police and paramedics	Authors and Illustrators	Scientists and Engineers	Artists and Musicians	Environmentalists and Historians	Magistrates Bakers and Builder
<b>Trips</b>	Post Office Castle	Woods/Gardens Village Walk	Space dome in school  Beach Trip  Maidstone Museum	Living Land Kent life Local – Shop visit	One night sleep over at school Kent life Local – Train journey to a new place.	Camping at school – 1 nights – 1 day of activities at school. London Local	PGL City – University Local - Train journey Bus journey
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Intra – competition x 2</li> <li>Balance bikes</li> <li>Sports Day</li> </ul>	<ul style="list-style-type: none"> <li>Intra – competition x 2</li> <li>Sports Day</li> <li>Infant multi skills competition</li> <li>Infant agility competition.</li> </ul>	<ul style="list-style-type: none"> <li>Intra – competition x 2</li> <li>Sports Day</li> <li>Infant multi skills competition</li> <li>Infant agility competition.</li> </ul>	<ul style="list-style-type: none"> <li>Intra – competition x 2 (Cricket – link with transition)</li> <li>House Football competition. (Year 6 to lead)</li> <li>House Cricket Competition (Year 6 to lead)</li> <li>Sports Day</li> <li>Swimming</li> <li>Multi Skills competition</li> <li>Sports hall athletics competition</li> </ul>	<ul style="list-style-type: none"> <li>Intra – competition x 2 (Cricket – link with transition)</li> <li>House Football competition (Year 6 to lead)</li> <li>House Cricket Competition (Year 6 to lead)</li> <li>Sports Day</li> <li>Swimming</li> <li>Level 1 - Bikeability</li> <li>Multi Skills competition</li> </ul>	<ul style="list-style-type: none"> <li>Intra – competition x 2, (Cricket – link with transition)</li> <li>House Football Competition (Leaders from The Lenham school)</li> <li>House Cricket competition (Leaders from The Lenham School)</li> <li>Sports Day</li> <li>Swimming</li> <li>Super league football tournament boys</li> </ul>	<ul style="list-style-type: none"> <li>Intra – competition x 2 (Cricket – to support year 1-6 transition)</li> <li>Swimming</li> <li>House Football Competition (Leaders from The Lenham school)</li> <li>House Cricket (Leaders from The Lenham school)</li> <li>Sports Day</li> <li>Level 2 - Bikeability</li> <li>Super league football tournament boys</li> </ul>

				Mini golf tournament.	<ul style="list-style-type: none"> <li>Sports hall athletics competition</li> <li>Mini golf tournament</li> </ul>	<ul style="list-style-type: none"> <li>Super League tournament girls</li> <li>Multi skill competition</li> <li>Sports hall athletics competition</li> <li>Girls world cup football tournament</li> <li>Tag rugby festival</li> <li>Quick cricket festival</li> </ul>	<ul style="list-style-type: none"> <li>Super League tournament girls</li> <li>Multi skill competition</li> <li>Sports hall athletics competition</li> <li>Girls world cup football tournament</li> <li>Tag rugby festival</li> <li>Quick cricket festival</li> <li>SEND Transition for secondary.</li> </ul>
<b>The Arts/Performing</b>	Christmas	Nativity	The big summer sing	Christingle	Play	Concert Proms for Praise	Leavers play Proms for Praise
<b>Whole School</b>							
<p>Science Week</p> <p>Book Week</p> <p>Enterprise Week</p> <p>Black History Month</p> <p>Red Nose Day/Children in Need</p> <p>Harvest Festival</p> <p>Anti-bullying Week</p> <p>Remembrance Day</p> <p>Pantomimes</p> <p>Theatre production</p> <p>Sports Day</p> <p>7 Year cycle – Whole School Trip – Port Lympe, Marlowe, Climbing/ Bouldering, Mountain, London Landmarks Tour, Museum, Music Concert</p>							

British Values							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Democracy</b>	Conversations Build constructive and respectful relationships	Expressing opinions and listening to others point of view	Making choices and understanding the democratic process	Democracy and its importance to me and taking part in a fair vote	Expressing opinions and campaigning for democratic change	Developing a coherent argument using persuasive techniques	Using my developed understanding of democracy to know how democracy has changed over time
<b>Rule of Law</b>	Following rules within my school community	Our rules by explaining how they benefit us beyond our school community	What is the law? Knowing everyone in a community has rights and responsibilities	Understanding the importance of rights and responsibilities in our wider communities	Respect for the law and the basis on which it is made in the UK	Rule of Law and explaining its meaning and how it protects individuals	Injustice by exploring the role of the Police and court systems in a democratic society like the UK
<b>Individual Liberty</b>	Developing an awareness of my own needs and talking about our feelings.	An awareness of others and their feelings	The power of words when expressing myself and being sensitive to others.	Identities by exploring ways I am free to be me	The Power of differences by celebrating the uniqueness of everyone	Children's rights by exploring the right to live in freedom and individual liberty	Children's rights as outlined by the United Nations and discuss the right to make and implement changes
<b>Mutual Respect, Tolerance of different faiths and beliefs</b>	Comparing families when talking about similarities and differences between people	I am unique by exploring specific differences: likes, gender, appearance, abilities, families, cultural backgrounds,	Exploring our community by knowing some cultural ways of life in Great Britain	Cultural Diversity in the UK by learning about what different people in Britain are like	Welcoming all by being confident in celebrating the diversity in my local and wider community	Challenging stereotypes by knowing what prejudicial or discriminatory behaviour is	Discrimination and its impact on society past and present

Life Skills							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Money Sense</b>	Shops	Recognising coins and notes.	Where does money come from? Relationship between work and money	Saving and spending. Needs and wants	Different ways of paying for goods. Staying safe when buying goods.	Money safety and budgeting	Explore different careers
<b>Helping around the home</b>	My room	Know my address Clean my home	Is my house safe? Helping in the kitchen	Cooking at home	Using a microwave Washing clothes	Making snacks Sewing	Laundry Food shopping
<b>Caring for myself</b>	Dressing Washing hands Brushing teeth	Personal hygiene Dressing myself	Personal hygiene products	Importance of good hygiene	Positive and negative effects on mental health	Local services, such as doctors, dentists and opticians.	Emotions
<b>Caring for others</b>	People who help us	Pets	First aid	Environment	recycling	Caring for babies and younger children	First Aid
<b>Staying Safe</b>	Outside	Strangers	Electrical safety	Pedestrian safety	Using electricity safely.	Fire safety	Cycling and Road Safety. Getting to and from school safely.
<b>Future Me and Enterprise</b>	Tidy up time	Painting and decorating	Words for Work – National literacy Trust project	Gardening	Woodwork	Make a £5 grow Virgin Money Project	Supporting a local charity
<b>On the move</b>	Pavements Bikes and scooters	Pavements Bikes and Scooter safety	Traveling on the bus	Planning and undertaking a bus journey.	Travelling on a train	Planning a familiar journey.	Planning an unfamiliar journey (secondary school)
<b>Understanding the law</b>	Rules and consequences	Rules in different places What do the police do?	Jobs Money Internet	How do we enforce the law? How to be a good citizen	Protected characteristics Hate crimes	How do rules help our community? Rules around internet use. Online gambling	Theft Anti-social behaviour Legal drugs What does the law say about marriage?