

Oakham Primary School

Personal Development Policy



Approved by Governors on:

27/03/23

Signature of Chair of Governors:

A handwritten signature in black ink, appearing to read "N Skett".

Lead Personnel:

N Skett

Date to be reviewed:

27/03/25

"Educating the mind, without educating the heart, is no education at all." Aristotle

INTENT

Personal Development is embedded throughout every child's school learning journey at Oakham. It encourages and promotes a range of skills that allow children to be effective, life-long learners that demonstrate our school motto of 'Succeeding Together'

By enabling our children and young people to develop these key own skills, knowledge and understanding of how to be who they are, we aim to encourage an age appropriate understanding of the world they are growing up in and have the confidence to tackle many of the moral, social and cultural issues that are part of growing up.

The aim of our Personal Development curriculum is for it to be accessible to all and for it to maximise the outcomes for every child so that they 'know more, remember more and understand more'.

Our Personal Development curriculum reflects the school's vision and values; at the core of this is to demonstrate and teach the skills, knowledge and understanding that pupils need to lead confident, healthy lives and to become informed, active and responsible citizens.

The curriculum is planned with clear end points in mind and learning is sequenced so that there is progression in knowledge and understanding.

Our balanced and broad-based Personal Development curriculum will promote the spiritual, moral, cultural, mental, and physical development of pupils and prepare them for the opportunities, responsibilities, and experiences for later life. Our curriculum is designed to equip pupils with the knowledge, skills, capabilities, and resilience which they need for mental, emotional, social, and physical wellbeing now and in the future.

Our pupil's sense of self-worth is enhanced by playing a positive role and contributing to school life and the wider community. Pupils will develop the understanding of how to stay safe at school, at home and online. The Personal Development curriculum incorporates the understanding of RSE so that children know how to be safe and to understand and develop healthy, respectful relationships both now and within their adult lives.

IMPLEMENTATION

Our personal development curriculum is structured into the following units that are distributed across the academic year:

- 'Healthy Mind Happy Me'
- British Values
- Safety Weeks
- Health Weeks
- Health & Relationships (RSE)

The objectives within these topics have been developed for the PSHE Association, the non-statutory document Promoting British Values as part of SMSC in schools, Relationships Education and Sex Education (RSE) and Health Education, The Christopher Winter Project (RSE) and Sandwell Inclusion Support.

'Healthy Mind, Happy Me'

This new curriculum is underpinned by a philosophy of positive psychology. It focuses on how pupils' mental health and emotional well-being can be nurtured within the school environment. This is achieved through exposure to ongoing opportunities in school that facilitate emotional self-awareness and support the development and learning of an attitude and skills that can promote resilience and emotional wellbeing.

The curriculum is structured and delivered using a spiral approach where three themes are undertaken during each academic year. This curriculum is comprised of six key modules, which can be introduced and then revisited at different points, allowing young people to develop their thinking, skills and knowledge.

These modules are:

- **All About Me** (Self-Awareness, Understanding feelings, Self-Esteem & Self-Regulation)
- **Friendships** (Considering other people's emotions and perspectives, Working together & Social problem solving)
- **Resilience and Coping** (Conflict management, Positive coping strategies, Reframing failure, Facing adversity, Self-Regulation/self-control, Responsible decision making & Self-management)
- **Belonging** (Celebrating differences, Attachment, Respecting others, Culture & Supporting others)
- **Being the Best Me I Can Be** (Effective learning, Setting -planning - reaching goals, Creativity, Encouraging mastery goals & High expectations)
- **My Wider World** (Being a member of my community, Celebrating community/differences Cultural awareness)

	All About Me	Friendships	Resilience and Coping	Belonging	Being the Best Me I Can Be	My Wider World
Reception						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

British Values

We follow the Department for Education published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. The five British values that we focus on are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs.

At Oakham Primary School we take very seriously our responsibility to prepare children for life in modern Britain. We value the backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate and explore these alongside other cultures in our country.

We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. We believe that this blend of Oakham and British values, highlighted above, enable our children to develop into reflective, empathetic and well-rounded citizens who will make a positive contribution to modern society.

Spiritual, Moral, Social & Cultural Development

The personal development of pupils; spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

A variety of religious beliefs values and principles will be explored in RE lessons and Collective Worship assemblies. The integrity and spirituality of pupils from other faith backgrounds will be respected and explored; recognising the diversity of spirituality in our school and wider community.

The school community is a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again and learn from mistakes is fundamental to the ethos of the school.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Be able to resolve disagreements.
- Show respect for the environment.
- Make informed and independent judgements.
- Morally reflect beyond their own immediate experience, to national and international issues.

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- An awareness of moral issues as well as fostering a sense of responsibility and community values.
- Discuss and display expected standards of behaviour.
- Participate in enrichment and extension activities.
- Develop an international perspective through the school's active support of charitable organisations.

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- Recognise and celebrate the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Recognise different religions around the world and their cultural implications
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Safety Weeks

Focused 'Safety Weeks' enable time to be spent in key stage assemblies and follow-up class sessions learning about staying safe in a wide range of contexts and provided opportunities for discussion and learning tasks about:

- 'Pants – The Underwear Rule' (NSPCC)
- Anti-Bullying Week (Anti-Bullying Alliance)
- Firework & Bonfire Night (ROSPA)
- Road Safety (Sandwell Road Safety Team)
- Personal Safety (Clever Never Goes)
- Internet Safety (CEOP)
- First Aid (St Johns Ambulance)
- Water Safety (Canal & River Trust/RNLI)
- 'Staying Safe in the Sun' (NHS)

Health Week

The whole school participates in Health week, every year. Health week incorporates many aspects around being and staying healthy; including looking after our emotional and mental health as well as our physical health and eating healthily. Health week also includes a variety of activities to encourage being physical active and try new sports or activities.

Children also complete learning activities on the effects of Drugs, Alcohol and Tobacco using resources from the 'Christopher Winter Project' and additional sessions from the Sandwell DECCA team.

Future Careers Week

The purpose of FC week is to create interest and excitement in a variety of careers using props, uniform and visuals. We ask for parents, carers and other relatives of the children to visit classes across the school to discuss their occupations and share their employment journey.

Ww aim to widen children's understanding of potential careers or roles in the future and benefitted from a wide range of occupation, trades and professions being represented to children in all phases of the school. Follow-up sessions in PSHE lessons are designed for children to discuss what they have learnt and reflect on potential interests in the future.

Opportunities for Pupil Voice

Members of the SLT and curriculum leads meet with groups of children from across the school to discuss their experiences and views of their learning journey through Oakham. This feedback is invaluable to the ongoing review and self-improvement of the school's offer and education provision; this takes the form of small group Q&A sessions and online questionnaires.

Pupils are elected by peers to represent class and phase views in School Council Meetings, who meet throughout the school year. Votes are also cast in Year Six to select eight children to represent the four school houses; Britons, Romans, Saxons & Vikings.

The Wider School Community

Children volunteer for a wide range of roles across the school; they are encouraged to help others and apply the communication and collaborative skills they acquire through their time at Oakham:

- Well Being Champions
- Young Leaders (Playground Activities)
- Litter Patrol
- Eco Green Team
- Reading Buddies
- Lunchtime Helpers
- Tuck Shop staff

Extra- Curricular Clubs

Team sports, multi-spots clubs, RR Learning Community tournaments, yoga and well-being activities, archery and performance magic,

Key Stage One & Two choirs; performing in school, visiting local nursing homes and participating in the Young Voice performances.

Trips, Visitors, Residential and VIP's

Every class, from Nursey to Year Six, will have the opportunity to participate in a class or year group trip linked to learning in school.

Oakham children have the opportunity to experience 2 and 4 night residential at Sandwell centres:

- Y2 Edgmond Hall, Shropshire
- Y4 Frank Chapman, Worcestershire
- Y6 Plas Gwynant, Snowdonia

Here, children experience a range of outdoor learning experiences and challenges, working on personal and group development targets, in amazing settings. Disadvantaged pupils benefit from subsidised residential costs with Pupil Premium funding being used to match fund parental contributions and there are no charges for day trips or visits. The school's ethos is to enable every child the opportunity to experience as wide a range of opportunities as possible, regardless of their socio-economic background.

Residential support the Growth Mind-Set approach; we encourage with our children and provide opportunities for developing resilience, collaboration, confidence and self-esteem.

Children gain from interaction external agencies and organisations; VIP visitor's are often linked to current curriculum learning or their wider personal development. Recent visitors include:

- Rt. Honourable Shaun Bailey MP, West Bromwich West
- Police Officers/PCSOs from the local Community policing team
- Loudmouth Theatre Group
- Wolverhampton Grand Theatre workshops
- Fire Officers and Paramedics form local Emergency Services Stations

- Sandwell NHS Nursing Team

Oakham Learners

Basing our learning philosophy around our **Oakham Learner Qualities**, we aim to do this by creating a learning environment that develops children who:

- Feel empowered to show **investment** in all aspects of school life, with an intrinsic motivation to engage positively with lessons as well as wider school contributions.
- Have a sense of wonder and mystery allowing them to explore different ideas, paths and outcomes. Harnessing their natural **curiosity**, they have the courage to ask questions and the desire to want to know more about the world around them.
- Seek out and celebrate **links and patterns** in previous learning experiences as a means to build future understanding and meaning.
- Cherish the power of **collaboration**, understanding that no one person knows all the answers and that, if they support and challenge one another, we can achieve so much together.
- Demonstrate a variety of **communication** skills, using empathy to enrich their discussion with their peers and their ability to listen and hear the views of others.
- Unleash their **imagination** to open up creative and innovative possibilities to challenges they will face inside and outside of the classroom.
- Plan and manage their time, resources and learning journey effectively, using a variety of approaches to ensure their **organisation** sets them up to triumph.
- Display the ability to learn from their mistakes, using **reflection** to build on prior experiences to motivate success in new situations.

Staff encourage children to identify and reflect which learning qualities can be used to complete learning tasks, solve problems or physical challenges.

IMPACT

- Children will be able to recognise, apply and utilise the British Values of Democracy, Tolerance and mutual respect, Rule of Law, and Individual Liberty.
- Children will be able to understand the physical aspects of RSE at an age-appropriate level and acquire a range of strategies and awareness of risk to enable them to stay safe and make appropriate choices in the real and virtual world.
- Children in the school will be mindful citizens and will be globally aware. They will be able to discuss global and local issues with increasing confidence and be encouraged to support others.
- Our children will be open to differences, appreciate and respect the protected characteristics and celebrate diversity in all forms.
- Children will develop positive and healthy relationships with their peers both now and in the future to enable them to be role models to younger pupils and their peers.
- Oracy skills will be enhanced through discussions, vocabulary enrichment activities and frequent opportunities to share thoughts and personal opinions whilst respecting others and their views.
- Trips and residential support cultural capital; our children's appreciation of our history and culture will be developed through visits across the country.
- Children will demonstrate a healthy outlook towards school – attendance will be at least in-line with the national picture or better and behaviour will be exemplary.

- Our 'Oakham Learners' will develop a passion for learning and develop a detailed and sustainable understanding how they learn and how to be successful in a wide range of contexts. They will be able to effectively reflect on their learning, be resilient when challenged and develop a positive, growth mind-set
- Have an age appropriate understanding of the key faiths and beliefs in our community and, through RE Focus weeks, appreciate the importance of celebrations and festivals throughout the year.
- Children will understand the importance of healthy lifestyles, how this can impact on their mental and physical health and how to share worries and ask for help from trusted adults or peers.

Oakham Primary – RE Overview (PlanIt RE)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Belonging	Caring for Others	Easter and Surprises	Friendship	Gifts and Giving	Places of Worship
Year 2	Nature and God	Light and Dark	Rules and Routines	Beginnings and Endings	Ceremonies	Places of Worship
Year 3	Hinduism	The Nativity Story	Good Friday	Islam	Sikhism	Judaism
Year 4	Buddhism	Food and Fasting	Christianity	People of Faith	Pilgrimages	The Bible
Year 5	Worship	The True Meaning of Christmas	Easter Assembly	Peace	Forgiveness	Commitment
Year 6	Humanism	Christmas Story	Crucifixion	Justice and Freedom	Creation Stories	Eternity

RE & Significant Events - Focus Weeks 2022-23

Autumn 1	Harvest Festival (Y3) w/b 17 th October		
Autumn 2	Diwali w/b 31 st October (Hinduism, Sikhism & Jainism)	Birthday of Guru Nanak w/b 7 th November (Sikhism)	Advent w/b 21 st November (Christianity)
Spring 1	Chinese New Year w/b 30 th January 'Rabbit' (Enrichment PM)		
Spring 2	Shrove Tuesday & Wednesday w/b 27 th February (Christianity)	Ash Holi w/b 6 th March (Hinduism)	Easter (Phase Day) Friday 27 th March (Christianity)
Summer 1	Passover w/b 17 th April (Judaism)	Ramadam & Eid w/b 20 th March (Islam)	
Summer 2			Black Country Day (14/7) w/b 12 th July

PSHE Focus Weeks 2022 - 2023								
Autumn 1	05/09	12/09	19/09	26/09	03/10	10/10	17/10	
	British and Oakham Values Class Rules	British and Oakham Values Democracy	British and Oakham Values Rule of Law Macmillan	British and Oakham Values Individual Liberty NSPCC PANTS	British and Oakham Values Mutual respect and Tolerance	Black History Month		
Autumn 2	31/10	07/11	14/11	21/11	28/11	05/12	12/12	
	Safety Week 1 Firework Safety	Anti-Bulling	Anti-Bulling Week Children in Need	Safety Week 2 Road Safety	Healthy Mind Happy Me First Module Lesson 1	Healthy Mind Happy Me First Module Lesson 2	Healthy Mind Happy Me First Module Lesson 3	
Spring 1	02/01	09/01	16/01	23/01	30/01	06/02	13/02	
	Healthy Mind Happy Me First Module Lesson 4	Healthy Mind Happy Me First Module Lesson 5	Healthy Mind Happy Me First Module Lesson 6	Safety Week 3 Clever Never Goes	Safety Week 3 Clever Never Goes	Safety Week 4 Internet Safety	Safety Week 4 Internet Safety	
Spring 2	27/02	06/03	13/03	20/03	27/03			
	Healthy Mind Happy Me Second Module Lesson 1	Healthy Mind Happy Me Second Module Lesson 2	Comic Relief Healthy Mind Happy Me Second Module Lesson 3	Down Syndrome Awareness Healthy Mind Happy Me Second Module Lesson 4	Healthy Mind Happy Me Second Module Lesson 5			
Summer 1	17/04	24/04	01/05	08/05	15/05	22/05		
	Healthy Mind Happy Me Second Module Lesson 6	Safety Week 5 First Aid (Basic First Aid) Enrichment Healthy Mind Happy Me Third Module Lesson 1	Safety Week 5 First Aid (Year group focus) Enrichment Healthy Mind Happy Me Third Module Lesson 2	Healthy Mind Happy Me Third Module Lesson 3	Health Week Physical Health and Fitness Drugs, Alcohol and Tobacco Sun Safety	Follow on Health Week during PSHE lessons		
Summer 2	05/06	12/06	19/06	26/06	03/07	10/07	17/07	
	Safety Week 6 Water Safety	Health & Relationships Monday Assemblies: Families	Health & Relationships Monday Assemblies: Families	Health & Relationships Monday Assemblies: Families	Healthy Mind Happy Me Third Module Lesson 4	Healthy Mind Happy Me Third Module Lesson 5	Healthy Mind Happy Me Third Module Lesson 6	
<p>Whole School Celebrations Safety Week Phase Assembly with follow up activity Healthy Mind Happy Me Phase Assembly</p> <p>Whole-school PSHE focus weeks are additional sessions to supplement the coverage provided by Healthy Mind, Happy Me.</p>								

Autumn 1

Week 1 Class Rules	Whole School Activity Setting expectations within class and signing charter		
Week 2 British Values Democracy	KS1 To express and justify my opinion. To know mine and others' views count To understand the importance of teamwork. To make choices and begin to understand and respect the democratic process.	LKS2 To explore ways we can express our opinions and campaign for democratic change.	UKS2 To understand the term democracy and why it matters.
Week 3 British Values Rule of Law	KS1 To know what is right/wrong and apply this is my life. To understand the need for rules.	LKS2 To follow and value rules.	UKS2 To think about why we have the 'rule of law'.
Week 4 British Values Individual Liberty	KS1 To develop an awareness of my own needs, views and feelings. To talk about how I feel. To be sensitive to and respect the feelings of others.	LKS2 To explore ways I am free to be me. To understand ways to help others to be free to be themselves.	UKS2 To explore the right to live in freedom and individual liberty.
Week 5 British Values Mutual Respect and Tolerance	KS1 To know that there are similarities and differences between people. To know that people have things in common but everyone is unique. To identify and respect similarities and differences between people.	LKS2 To describe how to welcome people and practice being welcoming.	UKS2 To perform a poem in groups as a class. To understand how all people are equal and different.

Week 6 Black History Month Historic Focus	Year 1 Rosa Parks	Year 2 Pablo Fanque	Year 3 Harriet Tubman	Year 4 Nelson Mandela	Year 5 Solomon Northup	Year 6 Martin Luther King
Week 7 Black History Month Modern Focus	Year 1 Barack Obama	Year 2 Bob Marley	Year 3 Mo Farah	Year 4 Tessa Sanderson	Year 5 Colin Kaepernick	Year 6 Marcus Rashford

Autumn 2

Week 1 Safety Week 1 Firework Safety	Whole School Activity Phase Assembly on Firework Safety with follow up activity.					
Weeks 2&3 Children In Need Anti-Bullying Week	Whole School Activity Phase Assembly on Anti-bullying with follow up activity based on the year's theme.					
Week 4 Safety Week 2 Road Safety	Whole School Activity Phase Assembly on Road Safety with follow up activity. Visit from Sandwell Road Safety Team (EYFS, KS1&2)					
Week 5 Healthy Mind Happy Me First Module Lesson 1	Year 1 Friendships To be able to identify the characteristics related to being a 'good friend'.	Year 2 All About Me To be able to identify what makes them unique.	Year 3 Friendships To be able to identify positive characteristics they would like to see in a good friend.	Year 4 All About Me To be able to celebrate differences between their own characteristics and the characteristics of their peers.	Year 5 Friendships To be able to identify a wide range of characteristics that contribute towards being a good friend.	Year 6 All About Me To be able to identify their unique characteristics to promote self-identity and self-esteem.

<p>Week 6 Healthy Mind Happy Me First Module Lesson 3</p>	<p>Year 1 Friendships To be able to recognise that people can have different opinions/think differently to others.</p>	<p>Year 2 All About Me To be able to label core emotions in themselves and others</p>	<p>Year 3 Friendships To be able to recognise a range of emotions and understand that their thoughts and emotions may differ to others’.</p>	<p>Year 4 All About Me To build upon their knowledge base to explore more abstract emotions.</p>	<p>Year 5 Friendships To be able to recognise that their preferences, thoughts and feelings may differ to others.</p>	<p>Year 6 All About Me To begin to develop enhanced emotional understanding by applying emotion labels to real-life situations.</p>
<p>Week 7 Healthy Mind Happy Me First Module Lesson 3</p>	<p>Year 1 Friendships To be able to identify and understand why working together is important.</p>	<p>Year 2 All About Me To understand the importance of finding ways to understand and express their emotions.</p>	<p>Year 3 Friendships To be able to identify and discuss the importance of working together & cooperating and be able to identify what this could look like.</p>	<p>Year 4 All About Me To explore how to express their emotions in a safe and healthy way.</p>	<p>Year 5 Friendships To be able to understand the importance of working together and to identify features of effective collaboration.</p>	<p>Year 6 All About Me To begin to develop enhanced emotional understanding by applying emotion labels to real-life situations.</p>

Spring 1

<p>Week 1 Healthy Mind Happy Me First Module Lesson 4</p>	<p>Year 1 Friendships To be able to identify positive strategies that can be used to resolve</p>	<p>Year 2 All About Me To be able to label the character traits of their peers.</p>	<p>Year 3 Friendships To be able to explain the importance of being kind and</p>	<p>Year 4 All About Me To continue to build their vocabulary and knowledge around</p>	<p>Year 5 Friendships To understand the importance of helping each other resolve conflicts.</p>	<p>Year 6 All About Me To be able to label their own character traits and understand</p>
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	issues that may arise between friends.		helping each other. They should be able to describe what this could look like in a range of situations.	different character traits.	They should be able to outline possible strategies to resolve conflict in a range of situations.	these traits in real-world contexts.
Week 2 Healthy Mind Happy Me First Module Lesson 5	Year 1 Friendships To be able to think of positive strategies for resolving conflict	Year 2 All About Me To be able to identify character traits in themselves.	Year 3 Friendships To be able to consider the importance of forgiveness and how to 'make things right'.	Year 4 All About Me To build upon their knowledge base to explore more abstract emotions.	Year 5 Friendships To be able to understand the importance of resolving conflicts and moving on.	Year 6 All About Me To be able to understand that character elements can be inappropriate at times and how to address this in real-life contexts.
Week 3 Healthy Mind Happy Me First Module Lesson 6	Year 1 Friendships To be able to reflect on their work throughout the previous lessons and be able to reflect upon how to be a good friend.	Year 2 All About Me To be able to reflect on their prior learning in the module.	Year 3 Friendships To be able to reflect on their work throughout the previous lessons.	Year 4 All About Me To be able to reflect on their prior learning in the module.	Year 5 Friendships To be able to reflect on their work throughout the previous lessons.	Year 6 All About Me To be able to reflect on their prior learning in the module.
Weeks 4&5 Safety Week 3 Clever Never Goes	KS1 – Phase Assembly To understand the Clever Never Goes rule, and can say what it means in their own words.			KS2 – Phase Assembly To understand the Clever Never Goes rule; can say what it means in their own words; and can apply it to a scenario to correctly determine what they should do		

Weeks 6&7 Safety Week 4 Internet Safety	Whole School Activity Phase Assembly on Internet Safety with follow up activity based on this year's theme.
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Spring 2

Week 1 Healthy Mind Happy Me Second Module Lesson 1	Year 1 Belonging To create a positive classroom ethos that is personal to the them within the classroom	Year 2 Resilience and Coping To develop their understanding of mindfulness and what it means to be calm.	Year 3 Belonging To understand the different features of what makes a good school.	Year 4 Resilience and Coping To be able to understand what it means to be 'mindful' and will have started to consider the benefits of mindfulness.	Year 5 Belonging To understand the different features of what makes a good school.	Year 6 Resilience and Coping To be able to identify times they may benefit from engaging in mindfulness activities.
Week 2 Healthy Mind Happy Me Second Module Lesson 2	Year 1 Belonging To recognise difference and identify how families can all look different.	Year 2 Resilience and Coping To be able to identify times they may need help from others and be introduced to the concept of 'worry'.	Year 3 Belonging To understand that all families are different.	Year 4 Resilience and Coping To understand what it means to have a 'kind mind'.	Year 5 Belonging To understand that all families are different.	Year 6 Resilience and Coping To be able to identify times they may need to address their thinking styles to be more positive.
Week 3 Healthy Mind Happy Me	Year 1 Belonging	Year 2 Resilience and Coping	Year 3 Belonging	Year 4 Resilience and Coping	Year 5 Belonging	Year 6 Resilience and Coping

<p>Second Module Lesson 3</p> <p>Red Nose Day</p>	<p>To identify important figures in their lives.</p>	<p>To understand what it means to be resilient and 'bounce back'.</p>	<p>To identify people who are important to them and why.</p>	<p>To develop their understanding of what it means to be a resilient person</p>	<p>To identify important figures in their lives and understand how these figures can offer different things depending on the context.</p>	<p>To think about positive ways they can support themselves during times of need.</p>
<p>Week 4</p> <p>Healthy Mind Happy Me Second Module Lesson 4</p> <p>Down Syndrome Day</p>	<p>Year 1 Belonging To identify people/places/things that make them feel happy in their lives.</p>	<p>Year 2 Resilience and Coping To be able to identify concrete examples of change in their lives.</p>	<p>Year 3 Belonging To identify what it means to feel safe and happy.</p>	<p>Year 4 Resilience and Coping To be able to understand that changes in families are normal and be comfortable with the emotions linked to such changes.</p>	<p>Year 5 Belonging To identify what it means to feel 'safe' and why this is important for everyone.</p>	<p>Year 6 Resilience and Coping To be able to understand that change happens and that this can feel uncomfortable, but that this is okay</p>
<p>Week 5</p> <p>Healthy Mind Happy Me Second Module Lesson 5</p>	<p>Year 1 Belonging To identify the emotions that are associated with being included.</p>	<p>Year 2 Resilience and Coping To think about the choices they make and how healthy/safe these choices can be.</p>	<p>Year 3 Belonging To discuss ways in which they could help others to feel like they belong.</p>	<p>Year 4 Resilience and Coping To understand that it is sometimes okay to change your mind.</p>	<p>Year 5 Belonging To discuss ways in which they could help others to feel like they belong.</p>	<p>Year 6 Resilience and Coping To understand that it is okay to change their mind.</p>

Summer 1

<p>Week 1 Healthy Mind Happy Me Second Module Lesson 6</p>	<p>Year 1 Belonging To reflect on their prior learning in the module.</p>	<p>Year 2 Resilience and Coping To build up effective resources for use in day-to-day life when they need to be resilient.</p>	<p>Year 3 Belonging To reflect on their prior learning in the module.</p>	<p>Year 4 Resilience and Coping To build up effective resources to develop a resilience toolkit which can be applied to real life situations.</p>	<p>Year 5 Belonging To reflect on their prior learning in the module.</p>	<p>Year 6 Resilience and Coping To build up effective resources to provide psychological First Aid to themselves and others.</p>
<p>Week 2 Healthy Mind Happy Me Third Module Lesson 1</p>	<p>Year 1 My Wider World To understand what a community is.</p>	<p>Year 2 Being the Best Me I Can Be To be introduced to the character trait of 'determination'.</p>	<p>Year 3 My Wider World To understand that their community can be different to that of others.</p>	<p>Year 4 Being the Best Me I Can Be To reflect on the various 'personal strengths' that they have.</p>	<p>Year 5 My Wider World To understand what it means to be part of a diverse community.</p>	<p>Year 6 Being the Best Me I Can Be To reflect on situations in which they would use particular 'personal strengths' over others.</p>
<p>Safety Week 5 First Aid</p>	<p>Year 1 Understanding What First Aid Is Story by Benjamin Bear and introduction to a First Aid Kit.</p>	<p>Year 2 Emergencies and Calling for Help Understand it's most important to ensure the safety of myself and</p>	<p>Year 3 Bites and Stings Identify when a casualty is having an allergic reaction to a bite or sting. Provide first aid treatment for a</p>	<p>Year 4 Asthma Identify a casualty who is having an asthma attack. Assess a casualty's condition calmly and give first aid</p>	<p>Year 5 Bleeding Ensure the safety of themselves and others. Assess a casualty's condition calmly and give first aid to</p>	<p>Year 6 Choking Identify a casualty who is choking. Assess and give first aid to a casualty who is choking.</p>

		<p>others in the event of an emergency. Assist in an emergency by correctly calling for help. Know the information I need to give to emergency services if they are called to an incident.</p>	<p>casualty who has been bitten or stung. Comfort and reassure a casualty who has been bitten or stung. Seek medical help if required.</p>	<p>to someone who is having difficulty breathing due to asthma. Seek medical help, if required, for someone who is having an asthma attack.</p>	<p>a casualty who is bleeding. I can give first aid to a casualty who is in shock. I can seek medical help if required for a casualty who is bleeding.</p>	<p>Seek medical help if required.</p>
<p>Week 3 Healthy Mind Happy Me Third Module Lesson 2</p>	<p>Year 1 My Wider World To think about their community.</p>	<p>Year 2 Being the Best Me I Can Be To reflect on the achievements they have made and how this relates to being a role model.</p>	<p>Year 3 My Wider World To think about the different communities to which they belong and their identity in these communities.</p>	<p>Year 4 Being the Best Me I Can Be To reflect on role models in the wider community and what character traits they may possess.</p>	<p>Year 5 My Wider World To understand what it means to be part of a diverse community.</p>	<p>Year 6 Being the Best Me I Can Be To reflect on situations in which they have been a role model and what character traits they possessed.</p>
<p>Week 4 Healthy Mind Happy Me Third Module Lesson 3</p>	<p>Year 1 My Wider World To be introduced to the idea of being connected to others and will start to identify connections</p>	<p>Year 2 Being the Best Me I Can Be To be introduced to the character trait of 'perseverance' and what this means.</p>	<p>Year 3 My Wider World To build on their knowledge of what it means to be connected to others and how</p>	<p>Year 4 Being the Best Me I Can Be To reflect on and discuss times in which they have 'persevered'.</p>	<p>Year 5 My Wider World To identify ways in which they are connected to others around the world.</p>	<p>Year 6 Being the Best Me I Can Be To reflect on situations in which they have tried their best.</p>

	between themselves and peers.		this can support them.			
Health Week	VIP Inspirational Visitor					
Health Week Weeks 5&6 Drugs, Alcohol and Tobacco	Year 1 Medicines and People Who Help Us To understand how to look after our bodies To know how medicines get into our bodies To know why people use medicines To understand that some people need to take medicines all the time to stay healthy. To know when we should take medicines and who should give them to us. To know the rules about medicines.	Year 2 Keeping Safe To know what is safe or unsafe To know when something is too risky To know that some things we put into our bodies can harm us To know some rules about keeping safe To be able to follow safety instructions and rules at home and at school.	Year 3 Smoking To know how smoking affects people To consider why people smoke To know some of the effects of smoking on the body To know about passive smoking To know the rules and laws to prevent smoking To be able to make the positive choice not to smoke.	Year 4 Alcohol To know what alcohol is and how it affects the body To understand that everyone will be affected differently by alcohol To know there are risks to drinking alcohol To know some laws about drinking alcohol To consider ways of persuading people to drink alcohol sensibly.	Year 5 Legal and Illegal Drugs To know about a range of legal and illegal drugs To have some understanding of the effects and risks of illegal drugs To explore attitudes to drug use To understand that all sorts of people may misuse drugs To challenge myths about drug use To know a range of skills to resist peer pressure To develop some assertiveness skills	Year 6 Preventing Early Use To know what effect cannabis can have on your health and life To know the legal consequences of using cannabis To know the effects and risks of volatile substance abuse To know how to get and to give help To have practised communicating with adults To know how to access help and support

Health Week Sun Safety	KS1 Identify ways to stay sun safe when adventuring outside. Explore their surroundings to find all the items they need for a summer adventure, including sun safety items. Explain how to be sun safe.	KS2 Identify the benefits of spending time outside and the potential dangers of the sun. Explore their surroundings using their senses. Describe the great outdoors, using sensory descriptions.
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Summer 2

Week 1 Safety Week 6 Water Safety	KS1 To understand there are dangers in and around water, to be prepared and stop and think about the dangers water may have.		LKS2 Know I might be at increased risk near water without an adult present and with my peers (elements of peer pressure). To recognise the need for safety planning when taking a trip to a waterside location and am aware of how to access the information I need. I know to inform an adult where I am going / when I'm back and to carry a mobile phone to call for help if needed.		UKS2 To understand that if I fall into cold water, I know to float on my back until the effect of cold water has passed, then call for help and raise my hand to draw attention or swim to safety if I'm able to do so. To understand the effect of cold water on my swimming ability and know how to stay safe.	
Weeks 2, 3 & 4 Health and Relationships Cystic Fibrosis Awareness Day	Year 1 Growing and Caring for Ourselves Know that we can be friends with	Year 2 Differences Understand that some people have fixed ideas about what boys and girls can do.	Year 3 Valuing Difference and Keeping Safe Know and respect the body differences	Year 4 Growing Up Understand that puberty is an important stage in the human lifecycle.	Year 5 Puberty Explain the main physical and emotional changes that happen during puberty.	Year 6 Puberty, Relationships and Reproduction Describe how and why the body changes during

	<p>people who are different to us. Understand that babies need care and support. Know that older children can do more by themselves. Know there are different types of families. Know which people we can ask for help.</p>	<p>Describe the difference between male and female babies. Describe some differences between male and female animals. Understand that making a new life needs a male and a female. Describe the physical differences between males and females. Name the different body part.</p>	<p>between ourselves and others. Name male and female body parts using agreed words. Understand that each person's body belongs to them. Understand personal space and unwanted touch. Understand that all families are different and have different family members. Identify who to go to for help and support.</p>	<p>Know some changes that happen during puberty. Know about the physical and emotional changes that happen in puberty. Understand that children change into adults to be able to reproduce if they choose to. Know that respect is important in all relationships including online. Explain how friendships can make people feel unhappy or uncomfortable.</p>	<p>Ask questions about puberty with confidence. Understand how puberty affects the reproductive organs. Describe what happens during menstruation and sperm production. Explain how to keep clean during puberty. Explain how emotions/relationships change during puberty. Know how to get help and support during puberty.</p>	<p>puberty in preparation for reproduction. Talk about puberty and reproduction with confidence. Explain differences between healthy and unhealthy relationships. Know that communication and permission seeking are important. To have considered when it is appropriate to share personal/private information in a relationship. To know how and where to get support if an online relationship goes wrong.</p>
<p>Week 5 Healthy Mind Happy Me Third Module</p>	<p>Year 1 My Wider World To be introduced to the concept of</p>	<p>Year 2 Being the Best Me I Can Be</p>	<p>Year 3 My Wider World To consider how they can show</p>	<p>Year 4 Being the Best Me I Can Be</p>	<p>Year 5 My Wider World</p>	<p>Year 6 Being the Best Me I Can Be</p>

Lesson 4	helping others without reward.	To reflect on their own character traits and how these are shown in the classroom.	gratitude towards others.	To reflect on their 'personal strengths' and the various jobs these may relate to in the future	To understand what it means to show gratitude.	To think of positive strategies to help them with school transitions.
Week 6 Healthy Mind Happy Me Third Module Lesson 5	Year 1 My Wider World To think about how they can work with others to improve their environment.	Year 2 Being the Best Me I Can Be To reflect on their own character traits and how these are shown at home.	Year 3 My Wider World To understand why it's important to look after their school environment.	Year 4 Being the Best Me I Can Be To identify the various character traits related to helping at home.	Year 5 My Wider World To understand ways they can help in the wider community.	Year 6 Being the Best Me I Can Be To think of positive strategies to help them with school transitions whilst at home.
Week 7 Healthy Mind Happy Me Third Module Lesson 6	Year 1 My Wider World To be introduced to what a responsibility is and will begin to think about the responsibilities of those around them.	Year 2 Being the Best Me I Can Be To reflect on their learning throughout the module and the related character traits.	Year 3 My Wider World To know the difference between rights and responsibilities.	Year 4 Being the Best Me I Can Be To reflect on their learning throughout the module and then relate this learning to practical jobs in the community.	Year 5 My Wider World To know their rights and responsibilities.	Year 6 Being the Best Me I Can Be To reflect on their prior learning in the module.

Oakham Primary RHE Whole School Overview

Year Group	P. of Study	Learning Intentions	Learning Outcomes	Titles	Key Vocabulary
Reception	<p><u>Relationships Education</u> Families and people who care for me (1a) Caring friendships (2a,2c,2d) Relationships Education Caring friendships (2d) Respectful relationships (3a) <u>Health Education</u> Mental wellbeing (6b,6c,6g)</p>	<ul style="list-style-type: none"> To recognise the importance of friendship. To recognise the importance of saying sorry and forgiveness. To recognise that all families are different. 	<ul style="list-style-type: none"> Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome. Know that arguing with friends and then making up can make friendships stronger. That resorting to violence is never right. Identify different members of the family. Understand how members of a family can help each other. 	<p>Caring Friendships Being Kind Families</p>	<p>Friendship, kindness, happy, sad, shy, feelings, lonely, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.</p>
Year 1	<p><u>Relationships Education</u> Respectful relationships (3a,3e) Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Being Safe (5d,5e) <u>Healthy Education</u> Mental wellbeing (6b,6c) <u>Key Stage 1 Science</u> Identify, name, draw and label the basic parts of the human body</p>	<ul style="list-style-type: none"> To understand that we are all different but can still be friends. To discuss how children grow and change. To explore different types of families and who to ask for help. 	<ul style="list-style-type: none"> Know that we can be friends with people who are different to us. Understand that babies need care and support. Know that older children can do more by themselves. Know there are different types of families. Know which people we can ask for help. 	<p>Different Friends Growing and Changing Families and Care</p>	<p>Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva.</p>

		<ul style="list-style-type: none"> To identify who can help when families make us feel unhappy or unsafe. 			
Year 2	<p><u>Relationships Education</u> Respectful relationships (3a,3g)</p> <p><u>Key Stage 1 Science</u> Identify, name, draw and label the basic parts of the human body Notice that animals, including humans, have offspring that grow into adults</p>	<ul style="list-style-type: none"> To introduce the concept of gender stereotypes. To identify differences between males and females. To explore some of the differences between males and females and to understand how this is part of the lifecycle. To focus on sexual difference and name body parts. 	<ul style="list-style-type: none"> Understand that some people have fixed ideas about what boys and girls can do. Describe the difference between male and female babies. Describe some differences between male and female animals. Understand that making a new life needs a male and a female. Describe the physical differences between males and females. Name the different body part. 	Differences Male and Female Animals Naming Body Parts	Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, testicles, vulva.
Year 3	<p><u>Relationships Education</u> Respectful relationships (3a, 3b, 3d, 3f)</p>	<ul style="list-style-type: none"> To identify that people are unique and to 	<ul style="list-style-type: none"> Know and respect the body differences between ourselves and others. 	Body Differences Personal Space	Stereotypes, gender roles, similar, different,

	<p>Caring friendships (2e) Being safe (5a,5b,5c,5d,5f,5g, 5h) Families and people who care for me (1a,1b,1c,1d,1f,)</p>	<p>respect those differences.</p> <ul style="list-style-type: none"> • To explore the differences between male and female bodies. • To consider appropriate and inappropriate physical contact and consent. • To explore different types of families and who to go to for help and support. • 	<ul style="list-style-type: none"> • Name male and female body parts using agreed words. • Understand that each person's body belongs to them. • Understand personal space and unwanted touch. • Understand that all families are different and have different family members. • Identify who to go to for help and support. 	<p>Help and Support</p>	<p>male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship.</p>
<p>Year 4</p>	<p><u>Health Education</u> Changing adolescent body (8a) Mental wellbeing (6a,6b,6c,6d,6f) Menstruation (9a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals</p>	<ul style="list-style-type: none"> • To explore the human lifecycle. • To identify some basic facts about puberty. • To explore how puberty is 	<ul style="list-style-type: none"> • Understand that puberty is an important stage in the human lifecycle. • Know some changes that happen during puberty. • Know about the physical and emotional changes that happen in puberty. • Understand that children change into adults to be able to reproduce if they choose to. 	<p>Changes What is Puberty? Healthy Relationships</p>	<p>Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings.</p>

	<p>- describe the changes as humans develop to old age</p> <p><u>Relationships Education</u></p> <p>Caring friendships (2b,2c,2d,2e) Respectful relationships (3a,3b,3d,3e,3f,3h) Online relationships (4b,4d)</p>	<p>linked to reproduction.</p> <ul style="list-style-type: none"> To explore respect in a range of relationships. To discuss the characteristics of healthy relationships. 	<ul style="list-style-type: none"> Know that respect is important in all relationships including online. Explain how friendships can make people feel unhappy or uncomfortable. 		
Year 5	<p><u>Health Education</u></p> <p>Mental wellbeing (6a,6b,6c, 6d,6e,6f,)</p> <p>Changing adolescent body (8a,8b) Menstruation (9a)</p>	<ul style="list-style-type: none"> To explore the emotional and physical changes occurring in puberty. To understand male and female puberty changes in more detail. To explore the impact of puberty on the body and the importance of physical hygiene. To explore ways to get 	<ul style="list-style-type: none"> Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence. Understand how puberty affects the reproductive organs. Describe what happens during menstruation and sperm production. Explain how to keep clean during puberty. Explain how emotions/relationships change during puberty. Know how to get help and support during puberty. 	<p>Talking About Puberty</p> <p>The Reproductive System</p> <p>Puberty Help and Support</p>	<p>Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings.</p>

		support during puberty.			
Year 6	<u>Health Education</u> Mental wellbeing (6c,6d,6f,6g,6h,6i,6j) Changing Adolescent body (8a,8b) <u>Relationships Education</u> Families and people who care for us (1a,1b, 1d, 1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e, 5g) Online relationships (4a,4b,4c,4d,4e) <u>Key Stage 2 Science</u> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	<ul style="list-style-type: none"> To consider puberty and reproduction. Exploring the importance of communication and respect in relationships. To explore positive and negative ways of communicating in a relationship. 	<ul style="list-style-type: none"> Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence. Explain differences between healthy and unhealthy relationships. Know that communication and permission seeking are important. To have considered when it is appropriate to share personal/private information in a relationship. To know how and where to get support if an online relationship goes wrong. 	Puberty and Reproduction Communication in Relationships Online Relationships	Womb, sperm egg, conception, fertilisation, pregnancy, twins, fostering, adoption, relationship, friendship, love, consent, communication, personal/private information, internet safety.