

| Ramsgate Arts Primary School | | Whole School Personal Development Overview | | | |
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| Term 1 | | | | | |
| | Values Development :aspiration | Values Development: challenge | Citizenship/Managing Self | Oracy Development | Emotional literacy/Managing Self |
| Y R | Big Question: what is aspiration? | Big Question: what if I face a challenge? | Big Question: how do we tidy up our classroom? | Big Question: what makes a good talk partner? | Big Question: how can I be marvellous at school? |
| | Explore the story of Cora the Caterpillar and teach the meaning of aspiration. Children can share a wish for the future. | Explore the story of Sally the Snail and teach the meaning of challenge. Children to learn about resilience and how to face a challenge. | Children explore the classroom to notice how tidy things are. Teach the pupils how to tidy and why we all contribute. Practise tidying up. | Introduce what a talk partner is. Teach specifically how to sit, track, listen, talk appropriately. | Children have a series 2 lessons covering the importance of following classroom rules and showing three good things. |
| | Value Development: aspiration | British Values: democracy | Citizenship/Politics: an introduction | Oracy Development/Debate | Emotional Literacy: self-awareness |
| Year 1 | Big Question: what is my aspiration for this year? | Big Question: do we all get to have a choice? | Big Question: how can I be a good school citizen? | HDI: speak in full sentences? HDI: show good listening? ME: can I track the speaker to show good listening? | Big Question: how does our behaviour change? |
| | Teach what aspiration means and why it is a core value. Discuss and model aspirations and how to select these. Pupils can decide and share their own aspirations. | Discuss how people might make the same choices or different choices. Discuss where there are right/wrong choices and free choices. Share examples of right/wrong and free choices. | Discuss what a citizen is and how we are all school citizens. Explain what makes a good school citizen asking pupils for experiences/examples. Pupils can reflect on how to be a good school citizen. | | Discuss that our behaviour changes depending on who we are with, how we feel, where we are and what we are doing. Give and discuss examples together. Match behaviours with scenarios. |
| Year 2 | Big Question: who in my life do I aspire to? | Big Question: how can everybody have their say? | Big Question: how can I be a good citizen in the community? | HDI: speak in full sentences? HDI: use MTTT? ME: how can I be a good talk partner? | Big Question: how can I control my own behaviour? |
| | Recap what aspiration means and why it is a core value. Discuss who is aspirational to us in our lives (e.g. people we know closely). Pupils can choose their own aspiration role model. | Recap right, wrong and free choices. Discuss times when it is appropriate or inappropriate for people to have their say. Discuss the meaning of democracy and voting. Hold class votes. | Recap how to be a good school citizen. Discuss that we are also citizens of the community (explain what this means). Discuss and reflect on what good community citizens should do. | | Recap how our behaviour changes. Discuss why we need to be able to control our own behaviour but why this is sometimes tricky. Discuss and reflect on ways to control our own behaviour. |
| Year 3 | Big Question: what are my aspirations for this year? | Big Question: do we need democracy? | Big Question: which political parties do we have in the UK? | ME: how can SLANT help my listening? ME: how can I use volume to engage a listener? | Big Question: what am I good at and what do I still need to work on? |
| | Recap what aspiration means and why it is a core value. Recap aspiration role models. Discuss your aspirations for the academic year. Ask pupils to define and share their own aspirations for their time during year 3. | Recap the meaning of democracy and its value. Discuss and identify the advantages and disadvantages of democracy. Explain why we need democracy. Pupils can reflect on the purpose and value of democracy. | Recap what a good citizen does. Explain that some people put themselves forward as leaders of the citizens. Explain the main political parties of the UK. Describe each. Pupils can explore their core approaches about key topics. | | Reflect on how we can control our behaviours. Define self-awareness as key. Discuss that one way to develop SA is to know what we are good at and how we could improve further. Discuss and model this. Pupils can reflect on their personal strengths and areas for improvement. |
| Year 4 | Big Question: who is my aspiration role model? | Big Question: how does democracy work in Britain? | Big Question: who is the Prime Minister of the UK? | ME: what role does eye contact play in communication? ME: can my hands support my talk? | Big Question: what is a growth mindset? |
| | Recap what aspiration means and why it is a core value. Show aspirational role models of your own. Explain why they are role models. Pupils can choose their own aspiration role model from the wider world. | Recap the meaning and value of democracy. Explain that we will in a democratic country. Explain the way people's votes, views and thoughts are considered. Discuss the democratic processes we have in the UK. | Recap the main political parties in the UK. Discuss that each party has a part leader. Show the party leaders. Explain that the party with the most votes becomes the PM. Learn facts about the PM. | | Recap how we all have strengths/areas for development. Discuss how knowing these is key for SA. Discuss the difference between fixed/ growth mindsets in the context of self-efficacy. Pupils to reflect on this. |
| Year 5 | Big Question: how can I reach my aspirations? | Big Question: does every country have the same types of democracy? | Big Question: what do politicians do? | ME: what are the 4 strands of oracy? ME: what makes excellent physical oracy? | Big Question: can my mindset improve my success? |
| | Recap what aspiration means and why it is a core value. Model an aspiration and explore how you can achieve the aspiration. Ask pupils to discuss and plan how they can achieve their aspirations. | Recap the democratic processes in the UK. Explain that not all countries use the same strategies, and some countries don't have democracy at all. Compare democracy across a range of learning-relevant countries. | Recap the leading party and PM. Discuss what leaders are expected to do. Explore this learning about the duties, responsibilities and actions of the PM. Pupils can reflect on this. | | Recap the difference between growth and fixed mindsets. Explain that these can impact the way we learn and the quality of our outcomes too. Give examples and discuss ways to aim for a growth mindset. Pupils can reflect on this. |
| Year 6 | Big Question: what is aspiration for the future? | Big Question: have we always lived with democracy? | Big Question: what are the Houses of Parliament? | ME: what are the 4 strands of oracy? ME: what makes excellent cognitive oracy? | Big Question: is it ok to have self-confidence? |
| | Recap what aspiration means and why it is a core value. Discuss your aspirations in the long-term future. Discuss why having long-term aspirations is useful. Discuss and share pupils' long-term aspirations, helping them plan for their futures. | Recap democracy in the UK. Explain that during the past the UK didn't use democracy. Explain the history of democracy and where it began (in Athens, Greece, 5 th century BC). Discuss democracy in the past, voting rights and how things changed over time. | Recap the main political parties and their current leaders. Discuss their duties. Explain that the HOP is a special building for those in charge. Show images and discuss the structure and use of the HOP. Pupils can reflect upon this. | | Recap the difference between growth mindset and fixed mindset. Explain the benefits of growth mindset and high self-efficacy. Pose the big question and discuss and reflect on the balance between confidence and over-confidence or unrealistic views of self. |