



Ramsgate Arts Primary School Whole School Personal Development Overview					
	Term 2				
YR	Value Development: enquiry + engagement	British Values: Rule of Law	Citizenship/Politics: responsibility	Oracy Development/Debate	Emotional Literacy: responsible decision making
	Engagement: how can I make my choosing time?	Big Question: what are the rules of choosing time?	Big Question: what is a classroom monitor?	Big Question: Can I share my plan?	Big Question: what can I choose to play?
	Teach pupils the importance of planning their play. Relate this to engagement, enjoyment and success. Use stem sentences and practise planning. (For enquiry- staff to model questions throughout CI).	Teach pupils the basic rules of choosing time. This would include how to plan, how to gather resources, how to ask someone for help/to play, initiating play, tidying up, story lines.	Discuss roles within the community and link to roles within the classroom. Define and assign classroom monitors.	Teach pupils how to share their plans using stem sentences. Practise with a partner and then in front of a group/class.	Explore a range of choices available for CIT. Model and explore a range of choices available. Discuss preferences and what makes a good choice/bad choice for choosing time.
Year 1	Value Development: enquiry + engagement	British Values: Rule of Law	Citizenship/Politics: responsibility	Oracy Development/Debate	Emotional Literacy: responsible decision making
	Enquiry: what are questions? Engagement: what do I enjoy?	Big Question: what rules do we have?	Big Question: what am I responsible for?	IK: how to lead a good show and tell. ME: what makes a good story teller? ME: can I practise speaking in front of a group?	Big Question: what choices do I have?
	E1. Discuss what questions are. Show different question openers. Pupils can come up with own questions with different openers. E2. Discuss and reflect on what we enjoy engaging in and why.	Discuss that one of the BV is rule of law. Explain what this means and discuss that we have rules in school and what these are. Pupils can represent the class or school rules.	Discuss what young people might take responsibility for. Give examples like taking care of a pet, a plant, caring for a friend or family member. Discuss how to care for a pet/plant/space etc.		Discuss that in life we face lots and lots of choices. Give examples of choices e.g. food, friends, pass times, clothes we wear, books we read. Read You Choose. Discuss choices we make.
Year 2	Enquiry: what big questions do I have? Engagement: why is engagement important?	Big Question: what if we didn't have any school rules?	Big Question: how can I take care of my school?	IALT: tell a story orally. ME: can I use tone to engage a listener? HDI: perform on stage to an audience?	Big Question: which choices are mine to make?
	E1. Model some big questions you have about the world. Pupils can come up with their own questions. E2. Discuss what engagement is and why it is important to be engaged in learning.	Recap the class and school rules. Discuss why we have rules and discuss what life at school might be like without rules. Pupils can reflect on this, representing their understanding through presentations, drama, art or written work.	Discuss that we are all citizens of the school community and we are all responsible for the school environment. Share examples of how to care of the school. Pupils can present or record ideas.		Discuss the difference between choices that are completely up to us and choices that are not up to us. Discuss and give examples of each. Pupils can sort choices into 'my choice' or 'not my choice'. Example: what I eat, what I play, if I go to school.
Year 3	Enquiry: why is enquiry so important? Engagement: what are the levels of involvement?	Big Question: what are laws?	Big Question: Who takes care of our country?	ME: what is 'say it again better'? IALT: ask my partner to SIAB.	Big Question: do I know the right thing to do?
	E1. recap question types (5 Ws etc.). Discuss why enquiry is important. Discuss jobs that use enquiry methods. Pupils to identify why enquiry is important in school/beyond. E2. Show the levels of involvement and explain each one. Ask them to reflect on these and their significance for learning. Pupils can represent each level on a poster.	Recap the school rules we have. Discuss that in society we have laws that people must abide by. Ask what laws pupils know of. Share common laws for UK and discuss why we have these laws. Pupils can represent their understand of laws by explaining what laws are, giving examples and saying why we have them.	Discuss that we have people who are responsible for the management of people and places. Recap the political parties and MPs. Discuss that the UK has a monarchy. Explain that not all countries have this. Explore the monarchy family by exploring and creating a monarchy family tree.		Explain that sometimes there are right and wrong choices but sometimes it can be tricky to decide what is right or wrong. Discuss Give examples and ask pupils to respond to case studies and 'what would you do if...' scenarios. Share examples or complete as a poll and choose some pupils to explain and justify their choices.
Year 4	Enquiry: what types of questions are there? Engagement: how can I increase my engagement?	Big Question: what happens if you break the law?	Big Question: what do the monarchy do?	ME: why do words matter? ME: can I use new and ambitious words?	Big Question: what are consequences?
	E1. Discuss and recap common question openers. Discuss/model that there are open and closed questions. Ask pupils to generate open and closed, discussing the benefits of each. E2. Recap levels of involvement. Discuss and model how these can be used to up level learning. Pupils to reflect on this.	Recap what laws are and why we have them. Discuss how when someone breaks the law, this is called a crime and is illegal. Discuss the outcomes of breaking different laws (age-appropriate content). Discuss the systems and outcomes we have in place if a law is broken.	Recap the monarchy in the UK. Discuss their names and relations. Recap that the PMs and MPs make laws but the leader of the monarchy must pass laws. Explain all roles and responsibilities of the monarchy in the UK.		Discuss the choices we face and how we are responsible for the choices we make. Discuss the word consequences and its meaning. Discuss the consequences we receive for the choices we make (good or bad). Provide examples of behaviours and ask pupils to decide the consequences.
Year 5	Enquiry: are all sources reliable? Engagement: what is metacognition?	Big Question: How are laws in the UK made?	Big Question: who are the other world leaders?	ME: does stance make a difference to audience perception? ME: what is the difference between volume, pitch and tone in talk?	Big Question: Can we control other people's decisions or behaviour?
	E1. Discuss that we can find answers to questions from a range of sources. Teach the reliability of different sources, pros and cons to using each. E2. Recap involvement levels. Teach what meta-cognition and why it is valuable. Pupils can define metacognition and its value.	Recap what happens if you break the law. Discuss that in the UK, before a law is passed it must be agreed the HOP and the Queen/King. Discuss the process in depth. Pupils can then represent their understanding of this.	Recap the role of the monarchs in the UK. Discuss that not all countries have a monarchy. Share examples of leadership structures of other European countries, as well as USA, Russia, Canada, Aus, Asia etc.		Discuss how we cannot directly control other people's behaviour or reactions but we can influence these with our words and actions. Give examples of how to make the right choices, even when others are not.
Y	Enquiry: what role does research play? Engagement: how does the brain learn?	Big Question: Do all countries have the same laws?	Big Question: how do UK monarchs interact with other world leaders?	ME: what is TOL and why is it useful?	Big Question: what do I do if I made a bad choice?



	E1. Recap benefits of enquiry and reliable sources. Discuss how research can be used to answer an enquiry. Pupils to conduct own mini research surveys to answer a line of enquiry. E2. Recap involvement and metacognition. Introduce how the brain learns; discuss long-term memory and strategies for revision. Link this to engagement.	Recap how laws are passed in the UK. Discuss that each country will have its own laws but discuss common themes for laws. Make comparisons between laws in UK, an EU country and a country from S/N America. Pupils can present their understanding.	Recap famous world leaders from across the world. Discuss how the world leaders interact and why they do so. Discuss that the UN is and how and why they interact. Explore their aims. Pupils can research their website and present their findings.	HDI: hold my partner to account?	Discuss that sometimes we make the wrong choice. Explain why this might happen. Tell stories or give examples. Discuss what we can do following making a bad choice. Present scenarios and ask pupils to reflect on what the character could do following their bad choice.
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