



Ramsgate Arts Primary School Whole School Personal Development Overview					
Term 6					
	Value Development: autonomy	British Values: individual liberty	Navigating change/transition	Oracy Development/Debate	Emotional Literacy: responsible decision making
	Big Question: what is autonomy?	Big Question: what do I love about myself?	Big Question: what is change?	Big Question: can I present my booklet?	Big Question: what would you do? Character study: red riding hood
YR	Introduce Sydney the Spider story. Explain what autonomy is. Discuss ways we show autonomy in school and at home. Set a challenge to show autonomy for school and home.	Revisit term 1 when we explored who we are by making gingerbread people. Discuss that it is good to be positive about ourselves and celebrate who we are. Model how to make a I love me booklet. Pupils to make a little book.	Discuss what change is. Explore some changes they are familiar with for example the seasons and growing up, changes in our daily routines, new siblings etc. Discuss how changes can make us feel different emotions, drawing back to the colour monster.	Discuss how to talk at a good volume and pace. Model this and give examples. Pupils will rehearse presenting their books in pairs and then in small groups. Some can be selected to present to whole class. Film the presentations/QR code these for journals. Use for end of KS assessment.	Discuss what a decision is and how we face decisions all the time. Some are big and some small. Read the Red Riding Hood discussing the choices throughout. Were they the right decisions?
Year 1	Value Development: autonomy	British Values: individual liberty	Navigating change/transition	Oracy Development/Debate	Emotional Literacy: responsible decision making
	Big Question: what can I safely do on my own?	Big Question: do we all have the same opinion?	Big Question: how will year 2 be different?	ME: can I control the volume of my voice? ME: how does our volume change in different talk situations? HDI: use a steady talking pace?	Big Question: what would you do? Character study: three little pigs
	Discuss that the value this term is autonomy. Explain and define this. Discuss that there are something children their age can do on their own and some things they cannot do on their own. Share examples.	Teach pupils what an opinion is and discuss the meaning of the BV individual liberty. Ask pupils open and closed questions to help them see others' opinions.	Discuss that as we move into term 6, we need to think about change and transition. Explore what you have enjoyed about time in Y1 and how you think Y1 might be the same/different.		Discuss what a decision is and how we face decisions all the time. Some are big and some small. Read the 3 little pigs discussing the choices throughout. Were they responsible decisions?
Year 2	Big Question: can children be leaders?	Big Question: what is the difference between a fact and an opinion?	Big Question: is change good or bad?	ME: can our bodies help us talk? ME: how can I use volume to impress a listener? HDI: use tone to engage a listener?	Big Question: what would you do? Character study: Goldilocks and the three bears
	Recap what autonomy means. Discuss the use of the prefix auto- and other words that use this. Share examples of young leaders who have achieved things on their own. Explain that doing something for or by yourself is an important life skill and that, in a way, this is leading yourself!	Recap what an opinion and individual liberty is. Discuss that when we have an opinion, it cannot be regarded as a fact. Share facts and opinions for pupils to review and sort. Ensure that children know what makes something a fact/opinion.	What changes have you been through in your life? Share and discuss. Discuss that changes can sometimes feel exciting and sometimes a bit worrying. Provide examples of changes and discuss how they might can make us feel.		Recap what a decision is and discuss responsible decision-making, relating this to thinking about the impact of our decisions on others. Orally tell Goldilocks discussing the decisions throughout. What should the character have done? Why?
Year 3	Big Question: how can I take responsibility for my behaviour?	Big Question: can opinions be expressed as facts?	Big Question: how can I prepare myself for change?	ME: how can we use physical elements of talk to present? (P) ME: what makes an effective presentation?	Big Question: what would you do? Character study: King Midas
	Recap the meaning and etymology of autonomy. Discuss the big question. Explain that we can all, no matter our age, take autonomy of our own behaviour. Give examples of how young children do this (self-care choices, play choices, food choices). Discuss how our behaviour is our responsibility but sometimes we behave in the wrong way. Share ways of taking responsibility for our actions.	Recap individual liberty, facts and opinions. Discuss why it is important that we do not believe that opinions are facts but that sometimes expressing opinions as facts is used as a persuasive method. Give examples. Discuss how this can be harmless or harmful. E.g. Best coffee in town is... VS Best use of taxes is...	Recap that changes can make us feel positive or negative feelings. Give some examples. Discuss that one way to make sure you are ready for change is to prepare. Share examples of how to plan and prepare for change (e.g. being organised, predicting what will happen, and communicating with others).		Show the story of King Midas. Discuss the decisions that Midas faced throughout the story. Evaluate his decisions- were they responsible? What should/could he have done? How would this impact the story? Present alternatives in the narrative e.g. What if he had... instead?
Year 4	Big Question: who is responsible for my learning?	Big Question: am I always allowed to present my view?	Big Question: can I control the changes I face?	ME: what are rhetorical questions? ME: can I present my learning confidently?	Big Question: what would you do? Character study: Perseus and Medusa
	Recap the meaning and etymology of autonomy. Recap how we are responsible for our behaviours. Discuss how one behaviour that is key to school is our learning behaviours. Discuss what an effective learner looks like. Refer back to involvement. Discuss the benefits of showing autonomy in the way we respond and accept learning rather than being told or managed by adults.	Recap facts, opinions and individual liberty. Recap that we live in a country that values democracy. Explain how this supports individual liberty. Explain what 'free speech' is, referring to the Human Rights act. Differentiate this from hate speech, which is against the law.	Recap how we can prepare for upcoming changes to help us feel ready and happy. However, can we always control changes? Share examples of changes we can/can't control. Discuss how changes we cannot control will make us feel, e.g. worried, frustrated, scared etc. Pupils can discuss how they would feel about various changes.		Show the story of Perseus and Medusa. Discuss the decisions that the characters faced throughout the story. Evaluate decisions- were they responsible? What should/could he have done? How would this impact the story? Present alternatives in the narrative e.g. What if they had... instead?
Y	Big Question: how can I develop my independence?	The Opinion Project: seeking and evaluating views	Big Question: how can I deal with unexpected changes?	HDI: tell an effective story?	Big Question: what would you do? Character study: Icarus and Daedalus



	Recap the meaning and etymology of autonomy. As we get older, we often have more autonomy. What do you currently have autonomy over? Discuss what independence means and how children can develop this through jobs, roles and responsibilities around school and home. Set themselves independence challenges to adhere to.	Recap facts/opinions/individual liberty. Discuss that one way to appreciate others' opinions is to seek them! Explain that we will create a survey to gather views. This could be about anything in school. Pupils can plan categories, what to ask, who and how to conclude their findings.	Recap how some changes are beyond our control. Explain that changes can sometimes make us feel out of control because we did not predict them. Share strategies for managing unexpected changes, e.g. talking to someone about feelings, writing a plan, asking for help.	IALT: plan and tell an effective story.	Show the story of Icarus and Daedalus. Discuss the decisions that the characters faced throughout the story. Evaluate decisions- were they responsible? What should/could he have done? How would this impact the story? Present alternatives in the narrative e.g. What if they had... instead?
Year 6	Big Question: how can autonomy help me as I move into secondary school?	The Opinion Project: seeking and evaluating views	Big Question: how can I feel prepared for leaving primary school?	HDI: manage difficult conversations? ME: is communication always the answer?	Big Question: what would you do? Character study: Pandora's Box
	Recap the meaning and etymology of autonomy. Discuss the levels of autonomy in primary versus secondary school. How might these differ? How do you feel about this? How can you prepare for this as the year moves on? Help children to make an autonomy plan to enable them to develop their autonomy related to life at secondary school.	Recap facts/opinions/individual liberty. Discuss that one way to appreciate others' opinions is to seek them! Explain that we will create a survey to gather views. This could be about anything in school. Pupils can plan categories, what to ask, who and how to conclude their findings.	Recap changes we can/cannot control and/or predict. Explain that one inevitable change is moving onto a secondary school. Discuss the type of skills and knowledge needed to navigate this new experience. How can we prepare? Draw upon the core values and the SEL learning.		Show the story of Pandora's box. Discuss the decisions that the characters faced throughout the story. Evaluate decisions- were they responsible? What should/could he have done? How would this impact the story? Present alternatives in the narrative e.g. What if they had... instead?