

Personal Development (inc. PSHE) in the OCL Primary Curriculum

Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The Personal Development curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

	<p>Character: A strong PHSE curriculum ensures children are well rounded, empathetic, respectful, tolerant citizens. Children will have strong social skills and be able to interact confidently with other children and adults.</p>
	<p>Competence: Through a well-rounded PHSE curriculum children will reach their full potential and will have opportunities to debate different issues. Children will understand equality and protected characteristics from a young age.</p>
	<p>Community: Children will have strong relationships across the school community. Student leaders will be a part of each academy with strong links to the Hub Council and local community. Children will understand different communities both locally and globally and will learn about living in the wider world.</p>

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Williamson's Models of Memory, Sweller's Cognitive Load Theory, Rosenshine's Principles of Instruction and the thinking behind Ebbinghaus' Forgetting Curve, the curriculum is implemented effectively through a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

The core concepts for Personal Development:

Core Concepts in SUBJECT					
Healthy Lifestyles	Keeping Safe	Mental and Emotional Health	Relationships and Sex Education	Living in the Wider World	9 Habits Character Education

The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

Subject Delivery

Lesson Timings	Type of delivery
Personal Development is woven into the curriculum in both thematic and discrete teaching. There is a weekly 30-minute character development session and 30-minute assembly content. In addition to this, PSHE takes a lead role in the thematic content delivery and in the annual chunked content. The 9 habits are woven into every lesson through the Golden Thread of Character and also form the rewards section of the behaviour approach and celebrations.	Mixture of thematic and discrete: <ul style="list-style-type: none"> <input type="radio"/> Discrete weekly PD slot <input type="radio"/> Weekly Character Assemblies <input type="radio"/> Weekly Celebration Assemblies <input type="radio"/> Daily Reflection Foci <input type="radio"/> Thematic PHSE lessons <input type="radio"/> Character-based behaviour approach <input type="radio"/> Flourishing model

Annual organisation of Assemblies

Term	Annual Coverage	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Who am I and who am I becoming?	Who am I? 1	Who am I? 2	Who am I? 3	Who am I? 4	Who am I becoming? 1	Who am I becoming? 2	Who am I becoming? 3
Autumn 2	Hopeful Joyful	Hopeful 1	Hopeful 2	Hopeful 3	Joyful 1	Joyful 2	Joyful 3	Joyful 4
Spring 1	Patient Compassionate	Patient 1	Patient 2	Patient 3	Compassionate 1	Compassionate 2	Compassionate 3	
Spring 2	Forgiving Considerate	Forgiving 1	Forgiving 2	Forgiving 3	Considerate 1	Considerate 2	Considerate 3	
Summer 1	Self-controlled Humble	Self-controlled 1	Self-controlled 2	Humble 1	Humble 2	Humble 3		
Summer 1	Honest	Honest 1	Honest 2	Honest 3	Recap of habits	Recap of habits	Recap of habits	End of Term

Annual organisation of 9-habit character development session

Term	Habit Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Who am I and who am I becoming?	Welcome Week Content	SOY and Behaviour	9 Habit Focus	Habitudes	Assessment	My strengths	My analysis and targets
Autumn 2	Hopeful Joyful	Hopeful	Habitudes	Updating the log	Joyful	Habitudes	Updating the log	Presenting my strengths profile
Spring 1	Patient Compassionate	Patient	Habitudes	Updating the log and Presenting	Compassionate	Habitudes	Updating the log and Presenting	
Spring 2	Forgiving Considerate	Forgiving	Habitudes	Updating the log and Presenting	Considerate	Habitudes	Updating the log and Presenting	
Summer 1	Self-controlled Humble	Self-controlled	Habitudes	Updating the log and presenting	Humble	Habitudes		

Summer 1	Honest	Updating the log and presenting	Honest	Habitudes	Updating the log and presenting	Transition	Transition	Transition
----------	--------	---------------------------------	--------	-----------	---------------------------------	------------	------------	------------

Annual organisation per year group of PSHE Objective within the curriculum chunks

Term	Chunk	Week	Hour 1	Hour 2	Hour 3	Hour 4
Autumn 1	Well-being	2	What is well-being? (KS2 What is mental health?)	Mental Health champions and appointments	Yoga	Self-Regulation Techniques and well-being quiz
Autumn 2	Heritage	9 (Before Citizenship and the World)	Rights respecting schools' content/ Break the cycle (with historical links)			National Links and Sharing
	Human Rights	14 (After Citizenship and the World)	School of Sanctuary content			National Links and Sharing
Spring 1	Safeguarding	16 (Before Heritage and Values)	Internet Safety Theme	Contextual SG	Contextual SG	National Links and Sharing
			Contextual SG content will be covered here and should be planned alongside the DSL			
Spring 2	Careers	27 (After STEAM)	Careers relevant to annual content taught and Oasis Global Links (National OCL Role models)		Exploring career and pathways relevant to local and national context. (National OCL Role models)	

Annual organisation per year group of PSHE Objective within the curriculum themes

Areas	Y1	Y2	Y3	Y4	Y5	Y6
Healthy Lifestyles Links to PE and Science	<ul style="list-style-type: none"> What foods should I eat? How can I look after my teeth? Why is it important to wash my hands?	<ul style="list-style-type: none"> How do I keep myself healthy? Why is it important to keep active? How can I prevent diseases spreading?	<ul style="list-style-type: none"> What is a healthy diet? What is an unhealthy diet? How do I keep safe in the sun? Why is personal hygiene important? 	<ul style="list-style-type: none"> How do I make sure I sleep well? What is fuel for the body? How do I know if I'm physically ill? 	<ul style="list-style-type: none"> How can we stop the spread of infection? Why is it important to know about nutritional content of food? 	<ul style="list-style-type: none"> How is my mental and physical wellbeing connected? How do I keep physically healthy? Can I plan and prepare a healthy
Safeguarding week/Internet Safety Day/Computing and discrete Keeping Safe	What are the rules for keeping me safe at school and outside? What are rules about household substances? What is an emergency and what do I do?	How do medicines help us when we are unwell? How do I keep safe at home? What is my responsibility for keeping myself and others safe?	What happens when I breathe smoke in the air? How do I recognise risks in my life? What do I do in an emergency?	How do I manage risks in my life? What is self-control? What is the difference between legal and illegal drugs?	How do I respond to dares? What are 'habits'? Who or what influences me?	How do drugs affect the mind and body? How do I manage peer pressure? What are basic emergency first aid skills? How do I make an emergency call?
Who Am I Becoming? Mental Health and Emotional Health	What makes me happy? What are feelings? Naming feelings What is the difference between good and bad secrets? How does my behaviour affect others?	What is the difference between small and big feelings? How can I keep safe online? What makes others happy? Difference between teasing, joking and bullying To know not everyone feels the same or the same way about things	How do feelings affect my behaviour? How can I manage my feelings? What am I good at? (Strengths and weaknesses) Varied vocabulary to talk about feelings in different ways	What is resilience? What does it mean to have responsibility over my choices and actions? To know about discrimination To know feelings can change over time and intensity Everyday things affect feelings and the importance of expressing feelings	What is mental health? How do I negotiate and compromise? How do I stay safe on a mobile or a tablet? How can I be happy being me? (Body image) Recognise warning signs and mental health and wellbeing and how to seek support for themselves and others	How can I challenge negative thoughts and feelings? What is stereotyping? How can the internet positively and negatively affect mental health? That mental and physical health are part of daily life – the importance of taking care of mental health Know strategies and behaviours that support mental health

<p>Discrete – Summer term Relationships and Sex Education</p>	<p>Who are people in my life who love and care for me? Similarities and differences between people Ways in which we are unique Similarities and differences between girls and boys</p>	<p>What is private? (Body parts) Name main parts of the body including external genitalia What happens when the body changes from old to young? How people's needs change as they grow older How to manage when finding things difficult What is fair/unkind/kind?</p>	<p>What is personal space? What does a healthy relationship look like? Why is being equal important in relationships? To recognise own individuality and personal strengths</p>	<p>What is diversity? Do boys and girls have different roles? What changes happen to my body? To know about personal identity (ethnicity, faith, culture, hobbies)</p>	<p>What is puberty? Hygiene routines around puberty Physical and emotional changes What are the different relationships in my life? What is unwanted touch? Understanding FGM (can opt out) Know that for some people gender identity does not correspond with their biological sex</p>	<p>What changes happen in my life? What happens in a loving relationship? What is forced marriage? How is a baby made? How to manage setbacks and failures Identify reproductive organs in males and females and how puberty relates to human reproduction</p>
<p>Links to Citizenship and Heritage and STEM and Careers Living in the Wider World</p>	<p>What are class rules? (British Values) What groups do I belong too? (School/Family) How are we the same and different (Class) Why do we need rules? Where does money come from? What is the environment?</p>	<p>Why do we need rules and why we have different rules for different situations How to care for the environment How people and other living things can help to look after the environment. What groups and communities am I a part of? How do we make choices are spending money?</p>	<p>How do rules and the law protect me? What is the difference between my local British communities and global communities? What does being a community mean? What are the links between money and work?</p>	<p>What are the rights of the child? (RRS) Know some groups protect inequalities (NSPCC, Action Aid etc) How do we look after our money? Know we need more/less money for large/small items What is sustainability? Have pride in locality To value the contributions people and groups make to the community.</p>	<p>How are rules and the law made and changed? What is Fair Trade? How can I develop my enterprise skills? What are the benefits of living in a diverse community? To understand prejudice and discrimination and how to respond if witnessed or experienced. Begin to understand value of saving money</p>	<p>Why is it important to be critical of the media online and offline? How do people manage money? Know resources are not shared equally on a global basis Know political decisions have an adverse effect on the environment Plan and budget for an event What happens when people overspend? What do I want to be?</p>

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for Personal Development in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through **Socratic** quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through spaced quizzing, **end of unit assessment quizzes** and Student Portfolios in Showbie.

Personal Development Specific Impact Measures

In Personal Development quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning. Pop tasks at the end of the year pull together the learning for the subject under the core concept areas to consolidate learning and to prepare children to make links to the future learning in subsequent years through the 9-habit character log.

In addition to this pupils complete the 'Flourishing Lives' assessment each year which give an social-emotional strengths based analysis to show the development over time.

Progression Points against the Core Concepts

Core Concepts	Progression Point 1 (KS1)	Progression Point 2 (LKS2)	Progression Point 3 (UKS2)
Healthy Lifestyles	<ul style="list-style-type: none"> • Be aware we need a balanced diet to grow, be active and maintain health. • Know we need some foods more than others • Be aware being active and looking after yourself are important e.g. brushing teeth 	<ul style="list-style-type: none"> • Know about different food groups for a balanced diet • Understand other factors contribute to keeping healthy 	<ul style="list-style-type: none"> • Know that some lifestyles choices can be harmful to our bodies. • Understand that the media can have a negative impact on self-esteem
Keeping Safe	<ul style="list-style-type: none"> • Know about medicines • Identify safe and unsafe places in the environment 	<ul style="list-style-type: none"> • Know how to minimise risk around personal safety • Know how to keep safe in the home and around water • Know some risky behaviours are illegal 	<ul style="list-style-type: none"> • Know how to resist peer pressure when considering risky behaviour • Gain a clearer understanding of the legal and physical consequences of harmful substances
Mental Health and Emotional Health	<ul style="list-style-type: none"> • Respect the feelings of others • Manage own emotions • Recognise how own behaviours affect others 	<ul style="list-style-type: none"> • Recognise success and failure are part of the learning process • Know about body language and the messages this can send • Know how own feelings affect behaviour • Understand resilience 	<ul style="list-style-type: none"> • Understand how to build self-esteem • Recognise triggers to own emotions • Know about mental health and how to challenge negative thoughts and feelings • Understand stereotyping
Relationships and Sex Education	<ul style="list-style-type: none"> • Know similarities and differences between people and girls and boys • Know what is private (body parts) • Know about friendships (being kind/fair etc) 	<ul style="list-style-type: none"> • How about personal space • Know about healthy relationships and being equal • Understand diversity • Know about changes happening to the body 	<ul style="list-style-type: none"> • Know what puberty is • Know about different types of relationships • Know what is unwanted touch • Know about forced marriage • FGM • Know how babies are made
Living in the Wider World	<ul style="list-style-type: none"> • Know about rules • Where money comes from • Know about different groups and communities • Know how to look after the environment 	<ul style="list-style-type: none"> • Know links between work and money • Know how to look after money • Know about sustainability • Know about the rights of the child 	<ul style="list-style-type: none"> • Know about Fair Trade • Know about enterprise • Know about rules and laws and how/why they might be changed • Know how people managed money, know about debt • Know about the media • Know about what they want to be - aspirations

9 Habit Progression Points						Rights Respecting School Links
Habits	Images	Rec	KS1	LKS2	UKS2	
<p>Honest “acknowledging when we are wrong and taking responsibility” Habitudes Integrity Courageous Leader Confident/Genuine</p>		<ul style="list-style-type: none"> • ELG: Knowing right from wrong 	<ul style="list-style-type: none"> • Has the courage to admit when they are wrong. 	<ul style="list-style-type: none"> • Has the courage to admit when they are wrong and recognise when a situation is wrong. 	<ul style="list-style-type: none"> • Has the courage to admit when they are wrong and challenge when a situation is wrong even when it is difficult to do so. 	<ul style="list-style-type: none"> • RR12/13: Is able to express their views, feelings and wishes and can consider and take seriously the views of others.
<p>Compassionate “place ourselves in the position of another” Habitudes Caring and kind-hearted Social Advocate Empowering</p>		<ul style="list-style-type: none"> • ELG: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. 	<ul style="list-style-type: none"> • Understands their own feelings across a range of emotions and can regulate their behaviour accordingly. 	<ul style="list-style-type: none"> • Is developing a strong social conscience through a deep respect of and empathy for others. 	<ul style="list-style-type: none"> • Has developed a strong social conscience through a deep respect of and empathy for others, and empowers others to act in this way. 	<ul style="list-style-type: none"> • RR29: Is able to show respect and care for their own human rights and others, their own cultures and other cultures and the environment.
<p>Joyful “a deep sense of contentment with life” Habitudes Optimistic Generous and Inspiring Positive Self-Esteem</p>		<ul style="list-style-type: none"> • Recognise when you are feeling happy and sad. 	<ul style="list-style-type: none"> • Uses a strengths-based approach to identify the feeling of true happiness. 	<ul style="list-style-type: none"> • Uses a strengths-based approach to identify the feeling of true contentment and recognise the cause of this. 	<ul style="list-style-type: none"> • Uses a strengths-based approach to develop optimism and show self-kindness in the ability to recognise and enjoy moments of true happiness. 	<ul style="list-style-type: none"> • RR31: Is able to find to relax and play and take part in a range of cultural and artistic activities.
<p>Hopeful “holding on and working for a better future” Habitudes Sense of Purpose Resilient Spiritual Eagerness</p>		<ul style="list-style-type: none"> • ELG: Be confident to try new activities and show independence and resilience in the face of challenge. 	<ul style="list-style-type: none"> • Knows their goals and understands the need for a growth mindset to be able to achieve them. 	<ul style="list-style-type: none"> • Knows their goals and demonstrates resilience and a growth mindset on the journey to achieve them. 	<ul style="list-style-type: none"> • Knows and clearly articulate their goals and demonstrates cognitive flexibility through resilience and a growth mindset on the journey to achieve them. 	<ul style="list-style-type: none"> • RR6: Is able to thrive and develop to reach their full potential.
<p>Self-Controlled “having the ability to manage our own emotions and actions” Habitudes Positive Emotional Awareness Criticism Receptive Positive Coping Skills</p>		<ul style="list-style-type: none"> • ELG: Being able to control immediate impulses when appropriate (Partial) 	<ul style="list-style-type: none"> • Is developing social and relational skills and mindfulness 	<ul style="list-style-type: none"> • Has developed social and relational skills and mindfulness to enable critical thinking. 	<ul style="list-style-type: none"> • Has developed social and relational skills and mindfulness to enable critical thinking and be receptive to feedback. 	n/a
<p>Patient “the way we wait and the attitude we adopt as we do so – a long-term perspective” Habitudes Competent Learner Positive GRIT Responsible Decision Maker</p>		<ul style="list-style-type: none"> • ELG: Being able to wait for what they want (Partial) 	<ul style="list-style-type: none"> • Understands the need to be patient and is beginning to develop problem solving skills. 	<ul style="list-style-type: none"> • Has developed problem solving skills, is motivated to persevere and can demonstrate good judgement. 	<ul style="list-style-type: none"> • Has developed problem solving skills through being a critical thinker, is motivated and demonstrates good judgement in a range of situations. 	n/a
<p>Forgiving “to choose not to allow actions of others in the past to determine our behaviour towards them in the future” Habitudes Selflessness Positive Self-Control Empowered</p>		<ul style="list-style-type: none"> • Being able to say sorry with meaning 	<ul style="list-style-type: none"> • To be able to accept an apology and show positive self-control in letting go. 	<ul style="list-style-type: none"> • To recognise when they find it difficult to be kind and caring towards all, due to prior differences and show positive self-control in letting go. 	<ul style="list-style-type: none"> • Is able to use positive self-control and cognitive flexibility to be kind and caring towards all, regardless of prior differences. 	n/a

<p>Considerate “Treating others in the way we would like to be treated.” Habitudes Empathetic Positive Citizenship Respectful/ Appreciative Kindness</p>		<ul style="list-style-type: none"> • ELG: To form positive attachments to adults and friendships with peers and to act with kindness at all times. 	<ul style="list-style-type: none"> • Begins to use emotional intelligence to deliberately include others, acting with kindness in a range of situations. 	<ul style="list-style-type: none"> • Is developing connectedness through being other focussed and emotionally aware. 	<ul style="list-style-type: none"> • Is a positive Influencer through developing a strong emotional awareness, developing connectedness through being other focussed. 	<ul style="list-style-type: none"> • RR14 know they have the right to think and believe what they and not stop others from enjoying their right to do the same.
<p>Humble “seeing the intrinsic worth in other, all created equal; giving honour and encouragement to all; not lauding it over others” Habitudes Positive Listener Culturally Aware/Respectful Adaptable Learner</p>		<ul style="list-style-type: none"> • ELG: Show sensitivity to their own and others needs. 	<ul style="list-style-type: none"> • Can listen to others using a growth mindset. 	<ul style="list-style-type: none"> • Is insightful when listening using a growth mindset to understand value of each individual. 	<ul style="list-style-type: none"> • Is insightful when listening using a growth mindset to be adaptable, understand the values of others and develop cultural receptiveness. 	<ul style="list-style-type: none"> • RR15 to meet with other children and join groups and organisations and know this is the choice of others to decide to join or not.