

**PERSONAL**

# **DEVELOPMENT**

**AIM HIGH, ASPIRE, ACHIEVE**



**Oasis**  
**Academy**  
**Aspinal**



# SUBJECT AUDIT



Date								
Is the knowledge to be acquired identified?								
Is the progression sequence in knowledge clearly mapped?								
Are there identified opportunities to apply knowledge? (components to composites)								
Does the curriculum go beyond what is stated in the NC/statutory assessments?								
Are the big concepts/threshold concepts identified and planned for?								
Is the curriculum planned to create connections, links and for transfer of knowledge?								
Does assessment measure progress as the application of knowledge?								
Which subjects have the strongest curriculum?								

## Why is Personal Development important at Aspinal?

We encourage our children to become personally, emotionally and socially effective. We encourage them to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens.

Our curriculum and ethos encourages children to make informed and responsible choices and good decisions throughout their lives.

At Aspinal we believe our children should become confident, resilient lifelong learners.

In the curriculum there are opportunities to grow as individuals and become contributors to the local and global economy.

We promote an inclusive environment so all our pupils have the opportunity to access a rounded curriculum and reach their full potential.

# What does Personal Development look like at Aspinal?

<b>PHSE</b>	<b>British Values</b>	<b>Rights Respecting Schools</b>	<b>Being Healthy</b>
Curriculum linked to the PHSE framework. Three core areas – Health and well-being, relationships and living in the wider world.	Key events throughout the year e.g. Remembrance Day Pupil voice School council School ambassadors Annual Family Learning Week Fundraising for local and global partnerships.	Articles mapped out across the curriculum. Articles highlighted on displays Welcome display in entrance hall. Bronze award achieved Action plan for silver award this academic year.	Bronze Healthy Schools award achieved. Taught through Science and PE. Healthy lunchtime menus. Zoning in playgrounds with activities.
<b>Oasis Ethos and 9 Habits</b>	<b>Protected Characteristics</b>	<b>Character Development</b>	<b>Safeguarding</b>
Taught through assemblies, in class. Linked to behaviour policy.	Equality action plan. Equality Champion Stonewall training.	Commando Joe BLP Trips and visits Visitors into school Aspirations week Range of after school clubs	Safeguarding week Safeguarding in the curriculum map Online safety taught in Computing lessons. National Online Safety Day.

# How do we know our children have made progress?

Health and well being			Relationships			Living in the wider world		
Healthy lifestyles	Growing and changing (SRE)	Keeping safe	Feelings and emotions	Healthy relationships	Valuing difference	Rights and Responsibilities	Taking care of the environment	Financial capability
<p><b>EYFS:</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>			<p><b>EYFS:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>			<p><b>EYFS:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>		

	<b>End of KS1</b>	<b>End of Y3/4</b>	<b>End of 5/6</b>
Healthy Lifestyles	Know that fruit and vegetables are important in a healthy diet, and that some foods can be harmful in excess. Know that exercise is important for a healthy heart.	Know that a balanced diet includes different food groups, and that other factors contribute to keeping healthy eg. Exercise, relaxation and sleep.	Know that some lifestyle choices can be harmful to our bodies. Understand that the media can have a negative impact on self-esteem.
Growing & Changing (SRE)	Know that humans and animals grow and change as they get older, and that needs can change over time. Know that sometimes touching is okay/not okay.	Know that as we get older our emotions change and that family relationships can become challenging at times. Recognise how we have changed since starting school. Develop the vocabulary to talk about our feelings and our bodies with increasing maturity.	Know how to recognise and prepare for the emotional and physical changes that occur at puberty. Know the qualities required to maintain positive relationships, and recognise the difference between a 'crush' and genuine affection.
Keeping Safe	Know that medicines should be stored in a safe place and administered by an adult. Identify safe/unsafe places in the environment where we feel comfortable/uncomfortable.	Know how to minimise risk around personal safety, and know that some risky behaviours are not legal. Know how to keep ourselves safe in the home and near water .	Know how to resist peer pressure when considering risky behaviour. Gain a clearer understanding of the legal and physical consequences of harmful substances.
Feelings and Emotions	Know that we belong to a wider community and that we need to respect the feelings of others. Begin to manage emotions through simple relaxation techniques.	Recognise that success and failure are part of the learning process. Know that our body language can give both positive and negative messages to others. Develop a repertoire of relaxation techniques to manage emotions.	Know that affirmation can build confidence and practice self-talk to build self –esteem. Recognise triggers to our own emotions, and begin to select and implement relaxation techniques independently.
Healthy Relationships	Know that families can be different, and that sometimes families can change. Know that we can communicate our feelings through gestures and expression.	Understand what it feels like to be included or excluded from a group. Develop techniques to empathise and articulate the feelings of others - in class, in stories and in the past.	Know the qualities it takes to be a good friend, and that provocative behaviours have consequences. Understand the impact of bullying – and build resilience to stand up to coercive behaviours.

Valuing Difference	<p>Understand that we all belong to families and communities but not all families and communities are the same.</p> <p>Recognise similarities and respect the differences between ourselves and others.</p>	<p>Recognise inequalities in society, and learn how inequalities have been challenged in the past eg Peterloo, Women's Suffrage.</p> <p>Develop an understanding of different viewpoints eg 'walking in another man's shoes'.</p>	<p>Understand that inequalities still exist today and how steps need to be taken to address this.</p> <p>Understand that change can be more effective when joining together as a group. .</p>
Rights & Responsibilities	<p>Know how to access help if you feel unsafe.</p> <p>Become aware that children have rights and that rights should be respected.</p>	<p>Know how some groups protect inequalities eg NSPCC, Action Aid etc.</p> <p>To develop an increasing awareness of how rights should be protected and respected.</p>	<p>Know how pressure groups lobby for global issues eg WWF, Save the Children and Greenpeace.</p> <p>Knowing how to question and challenge with confidence when rights are not being upheld.</p>
Taking Care of the Environment	<p>Developing an understanding of our immediate environment and pride in our locality.</p> <p>Know what a positive community and how to keep it safe.</p>	<p>Know that certain behaviours can have a negative impact on the local environment.</p> <p>Know that humans have a responsibility to protect habitats.</p>	<p>Know that resources are not shared equally on a global basis.</p> <p>Know that political decisions can have an adverse effect on the environment.</p>
Financial Capability	<p>Know about the value of money and that we need more/less money to buy large/small items.</p> <p>To understand some items are more expensive than others.</p>	<p>Know where money comes from and how to store it.</p> <p>Begin to understand the value of saving money.</p>	<p>To be able to plan and budget for an event.</p> <p>Develop an understanding of what happens when people overspend.</p>

Autumn	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploration, Invention & Adventure	What can we see in our locality? Bear Hunt	How did London change after the Great Fire? Samuel Pepys	What Can We Learn From Early Man? (Stonehenge)	How did the Romans Change Britain?	Who was the Greatest Polar Explorer? Amundsen, Scott, Tete Michael Kpmoassi	Who was the World's Greatest Explorer? Did Columbus discover America?- <b>make links with the growth of world trade.</b>
	Humans The Senses	Materials	Rocks and Fossils Mary Anning	Sound How sound is made Pitch and volume	Earth and Space Tim Peake	Light How light travels
Black History	Rosa Parks Article X	Usain Bolt <b>(Ruby Bridges)</b> Article X	Mary Seacole Article X	Barack Obama Article X	Martin Luther King Article X	Nelson Mandela Article X
Anti-Bullying Week	Please Help Mitali – knowing the difference between right and wrong, understanding how rules help	More than one friend – dealing with loyalty and jealousy. Article X	I Won't Be Made to Feel Bad – dealing with bullying incidents. Article X -	Stand Up And Stand Out – developing a positive body image. New arrivals in school. Article	Keeping Safe in Cyberspace – the effects of cyber bullying and internet safety. Article X	Homophobia: respecting All Our Differences – identifying what is unique about all of us. Article X-
Our Heritage	<b>What Does It Mean to be Me?</b> Personal history compared to my grandparents. Article X - Identity	<b>What Does it Mean to belong to my school?</b> Maps, schools past and present Article X - Education	<b>Gorton Then &amp; Now</b> Victorian children working Children's rights. Article X – free from work	<b>What does it mean to be a citizen of Manchester?</b> Industrial revolution and the rise of the cotton trade in Manchester. <b>Peterloo – Protest against injustice</b> Article X – voice to be heard	<b>What does it mean to be a citizen of Britain?</b> How did the Vikings shape the UK? Compare with modern day arrivals – invaders or refugees? Article X -	<b>What does it mean to be a citizen of Britain?</b> Word War 2 <b>Including the contribution of soldiers from the Commonwealth</b> <b>Who was Alan Turing?</b> <b>Who was Nancy Wake?</b> Article X – free from violence
	Human Body Sequencing age	Animals inc humans Growing changing/basic needs	Animals inc humans Nutrition Animal skeletons	States of Matter Compare S/L/G evaporation	The Solar System	Living things Characterisation

Autumn	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Art &amp; DT</b>	Doodle Art/Fabric Lenny  Family Portraits – Van Gogh/Picasso	Sparks & Flames – Mixed Media  Aerial Views	Clay Coil Pots – Sculpture  Industrial Landscapes LS Lowry/Helen Bradbury	Roman Mosaics – Painting & Collage  Cityscapes – Seurat & Pointillism	Van Gogh  Viking Boats & Shields - DT	Shadow Puppets  Propaganda Art
<b>Music Autumn 1</b>	<b>Hey You! – Hip Hop Songs</b> Joanna Mangona De La Soul Will Smith The Sugarhill Gang MC Hammer Run DMC	<b>Hands, Feet, Heart – South African Music.</b> Joanna Mangona Miriam Makeba Soweto Gospel Choir Hugh Masekela Paul Simon Arthur Mofokate.	<b>Let Your Spirit Fly – R&amp;B</b> Joanna Mangona Kenneth Alford Oliver the musical Marvin Gaye R&B favourite.	<b>Mama Mia! – Abba Pop</b> Dancing Queen Winner Takes it All Waterloo Super Trouper Thank You For The Music.	<b>Living On A Prayer – Bon Jovi. Rock</b> Queen Deep Purple Status Quo Chuck Berry The Beatles.	<b>Happy – Pharrell Williams</b> The Carpenters Bobby McFerrin Katrina & The Waves Frank Sinatra Brendan Reilly
<b>Music Autumn 2</b>	<b>Rhythm In The Way We Walk/Banana Rap</b> Joanna Mangana Gustav Holst Mike Oldfield Pharell Williams The Beatles.	<b>Ho Ho Ho – A Christmas song</b> Joanna Mangana Hugh Masekela Elvis Presley Stevie Wonder Frank Sinatra	<b>Glockenspiel – Stage 1</b>	<b>Glockenspiel – Stage 2</b>	<b>Classroom Jazz 1</b> Three Note Bossa The Five Note Swing	<b>Classroom Jazz 2</b> Bacharach Anorak Meet the Blues
<b>Quality Texts</b>	Beegu The Boy Who Spoke  The Robot & The Bluebird Traction Man	Grace & Family The Adventures of Egg Box Dragon  The Snail & The Whale How To Find Gold	Jemmy Button Ug  Street Child Pebble In My Pocket	The Boy At The Back of The Class Wolves  Belonging Iron Man	Running On Empty Ice Trap – Shackleton's Amazing Adventure  Cosmic A Boy And A Bear In A Boat.	Way Home The Boy In The Girls Bathroom.  The Boy In The Striped Pyjamas Goodnight Mr Tom

Spring	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1 Cultures	What can we learn about Awesome Africa? <b>Article</b>	How is Life different for an Innuit?	What was life like in Ancient Egypt?	What can we find out about China?	What can we learn from the Ancient Greeks?	Why should we remember the Mayans?
	<b>Animals inc Humans</b> Classification Carnivores & Herbivores	<b>Living Things</b> Living or not? Habitats Food chains	<b>Light</b> Why we need it Reflections Shadows Thomas Edison	<b>Animals</b> Digestive System Teeth Food Chains	<b>Living Things</b> Life cycle amphibians Reproduction of plants/animals	<b>Evolution</b> Fossils Genetics Adaptation Charles Darwin
Safeguarding Week Drugs & Alcohol Awareness	Keeping Safe in the Community Stranger Danger  Harmful Household Products	Keeping Safe Outside Road Safety Know who helps us if we are unwell. Adults administer medicine	Keeping Safe in the Home  Recognise that smoke can make it difficult for us to breathe	Keeping Safe Near Water  Some drugs are helpful, some drugs are age restricted, and some drugs are illegal.	Drugs & Alcohol Use and Misuse Explore the meaning of the word 'habit,' and why a habit is hard to change. Managing peer pressure	Keeping Safe Near Railways. Learn how commonly available drugs can damage health. Legal and illegal.
International Women's Day	Grace Darling	Florence Nightingale  <b>Pocahontas</b>	Women Engineers  <b>Helen Keller</b>	Emmeline Pankhurst & Emily Davison Article <b>Greta Thunberg Article</b>	Marie Curie  <b>Malala Yousafzai Article</b>	Mary Anning  <b>Maya Angelou Article</b>
Spring 2 Growing & Changing	<b>Toys Past &amp; Present</b>	<b>Communication Then and Now</b> Tim Berners Lee William Caxton Alexander Graham Bell	<b>Investigating Our Local Area?</b> <b>What makes our community special?</b> <b>Commerce, ethnic groups, faith and beliefs.</b>	<b>Picts &amp; Scots UK then and Now</b> <b>Boudicca</b>	<b>Exploring the UK Geographical features.</b> <b>Towns, cities and counties.</b>	<b>Crime &amp; Punishment</b> Rule of Law (BV) <b>Article</b>
	Plants Common or wild Deciduous evergreen Common structure	Plants Seeds and bulbs How plants stay healthy	Plants Label function Water transportation Flowering life cycles	Living things Grouping and classification Environmental changes conservation	Animals inc humans Changes Puberty???	Humans Circulatory System Diet, exercise drugs Nutrient transportation

Spring	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Art &amp; DT</b>	African Landscapes  Puppets/Textiles	Guiseppe Arcimboldo Still Life  Printing & Collage	Egyptian Jewellery DT  Stained Glass Windows	Willow Pattern Design  Textiles/Weaving Tartans – Picts & scots	Greek Vases Sculpture  Famous Landmarks Anthony Gormley	Mayan Art Masks  Frida Kahlo
<b>Music Spring 1</b>	<b>In The Groove</b> BB King Handel Ricky Martin JR Rahman Ronan Hardiman Tower of Power	<b>I Wanna Play In A Band - Rock</b> Queen Deep Purple Status Quo Chuck Berry The Beatles	<b>Three Little Birds – Reggae</b> Bob Marley Ziggy Marley Toots & The Maytals Pluto Shervington Amy Winehouse	<b>Stop! – Rap about Bullying -Grime</b> Secret Agent 23 Skidoo Hip Hop Strauss – classical Justin Timberlake – funk Astor Piazzolla - tango	<b>Make You Feel My Love – pop ballad</b> Bob Dylan Adele Luther Van Dross Lionel Richie Jerome Kern Elvis Presley	<b>New Year Carol</b> Benjamin Britten's Friday Afternoons - <b>classical</b>
<b>Music Spring 2</b>	<b>Round &amp; Round</b> Ricky Martin John Williams Michael Buble Gramophonized Santana	<b>Zootime – Reggae</b> UB40 Aswad Donald Fagen Marcia Griffiths Jimmy Cliff	<b>The Dragon Song –</b> kindness and respect. Chinese Folk Hindu Song Turkish Traditional Tune Polynesian Drum Dance Song From Sudan	<b>Lean On Me – soul/gospel</b> Bill Withers W Williams & Beyonce Mary Mary Elvis Presley Beethoven ACM Gospel Choir	<b>The Fresh Prince of Bel Air – hip hop</b> Will Smith De La Soul The Fugees The Sugarhill Gang MC Hammer Run DMC	<b>You've Got A Friend – songs about friendship</b> Carol King Little Eva The Chiffons The Drifters.
<b>Quality Texts</b>	A First Book Of Poems Anna Hibiscus  The Secret sky Garden The Story Tree	Poems to Perform Leaf  Wild Orion & The Dark	Jelly Boots & Smelly Boots Oliver & The Seawig  Leon & The Place Between Krindlekrax	Werewolf Club Rules Tales Told In Tense  Mouse Bird Snake Wolf Charlotte's Web	Cosmic Disco The Adventures of Odysseus  The London Eye Mystery The Viewer	A Kid In My Class Just So Stories  Highwayman Treason

Summer	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1 Our world & Beyond	Life in the City	What is it like at the Seaside	Why do we need to protect the Rainforest? Article	How did rivers make valleys?	Which is the most dangerous natural disaster? Article	Mountains
	Materials Physical properties Grouping materials	Animals inc Humans Keeping healthy	Forces Moving on surfaces Friction	Electricity Appliances Simple circuits Series circuits	Materials Filtration & Separation Dissolving – reversible and irreversible	Light Brightness symbols
Relationship and Sex Education RSE	What Makes Me Happy? Males and Females Baby Animals Babies, Children and Adults Looking After Our Teeth Tamara and Charlie - Safety	What makes other people happy? Different and Similar How Did I Get Here? Life Cycles Clean Hands! People I Trust	What Is Good About Me? Friend Wanted Changing and Staying the Same Different Clothes What Can I Do to Keep Myself Clean? Who Can I Talk To?	What Am I Good At? What Is A Friend? When Will I Start To Change? How Will I Change? How Do I Keep Myself clean? How Do I Keep Myself Safe?	Different Roles Different Relationships Puberty Changes Recognising Puberty Changes Hygiene in a Social Situation Keeping Myself Safe	Respecting Difference Different Feelings Girl Talk/Boy Talk My Up and Down Day Watching What I Say Texting & Chatrooms
Summer 2 Our Future	<b>Famous Queens</b> Elizabeth 1- exploration Victoria – empire Elizabeth 11 - Commonwealth What is monarchy? (BV) Compare 3 periods in time.	<b>Who Lives Here?</b> Nomadic communities Living as a community Alternative accommodation Article	<b>Spain &amp; Catalonia</b> Human features. Physical features. Compare with the UK. Catalonia – why does it want to become an independent state?	<b>European Neighbours</b> Human features. Physical features. Compare two European capital cities.	<b>Britain Since 1948</b> The Windrush Notting Hill Race Riots 'Thatchers' Britain Live Aid	<b>Natural Resources</b> Renewable energy Industry, production and trade Article
	Seasonal Changes Weather	Our Planet climate change, recycling, endangered animals	Forces Magnets Magnetic materials Magnetic poles	Electricity Switches and conductors	Forces Gravity and air resistance Levers and pulleys Isaac Newton	Materials Science linked to food.
Sustainability ESR	<b>Thanks for Everything Ethical Trading</b> Global Production – clothing and toys Children at work Article	<b>Where does this Come From?</b> <b>Finite Planet</b> Using resources responsibly Paper production recycling	<b>What is Fair Trade? Ethical Trading</b> Why is fair trade important? How can we encourage people to buy FT products? Article	<b>Reduce, Reuse Recycle. Finite Planet</b> Explore the life of plastic objects. Looking at ways to reduce waste.	<b>Fast Fashion Ethical Trading</b> Clothing production Durability. Advertising	<b>Circular Economies. Finite Planet</b> Linear and circular economies Collaborative consumption

Summer	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>S1 Art &amp; DT Enterprise Project</b>	<b>Acrobats</b> 	<b>Dream Catchers</b> 	<b>Purses</b> 	<b>Mosaic Coasters</b> 	<b>Bird Boxes</b> 	<b>Memory Boxes</b> 
<b>S2</b>	Jubilee Plate/Mug	Can Buildings Speak?	Picasso - Guernica	Cityscapes	Fashion Through the Ages	Future Me – Fabric Lenny
<b>Music Summer 1</b>	<b>Your Imagination – songs from</b> Mary Poppins Willy Wonka The Monkees Muppet Movie Aladdin	<b>Friendship Song – songs about friendship</b> Bruno Mars Grease soundtrack Bugsy Malone Gladys Knight & friends Randy Newman	<b>Bringing Us Together – peace, hope and unity.</b> Nile Rogers Chaka Khan Sister Sledge McFadden & Whitehead Rose Royce.	<b>Blackbird – songs by the Beatles</b> Yellow Submarine Hey Jude Can't Buy Me Love Yesterday Let It Be	<b>Dancing In The Street – Motown</b> Martha Reeves Four Tops Marvin Gaye M Gaye & T Terrell Stevie Wonder	<b>Music and Me – Inspirational women</b> Shiva Feshareki – British/Iranian orchestral DJ. Eska Mtungwazi – British born songwriter. Afrodeutsche – British born Ghanaian/Russian/German composer based in Manchester.
<b>Music Summer 2</b>	Reflect, Rewind & Replay	Reflect, Rewind & Replay	Reflect, Rewind & Replay	Reflect, Rewind & Replay	Reflect, Rewind & Replay	Reflect, Rewind & Replay
<b>Quality Texts</b>	Claude In The City Man On The Moon  A Necklace Of Raindrops Halibut Jackson  We're Going On A Bear Hunt	Rapunzel Hodgeheg  The Secret Of The Black Rock The Princess & The White Bear King  Vlad & The Great Fire of London	Into the Forest The Great Kapok Tree  The Magic Finger Arthur & The Golden Rope  Stone Age Boy	I Was A Rat! Or the Scarlet Slippers The Tin Forest  One Plastic Bag The Ice Palace  Escape From Pompeii	The Princess' Blankets Floodland  The Matchbox Diary Clockwork Or All Wound Up  Polar Explorers For Kids	If You Find This Macbeth  Wonder

## Safeguarding in the Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>All about me</b>  Who keeps me safe at home?  Healthy schools  Mental health day  Bonfire safety & Halloween  Family learning week	<b>Friendships</b>  Road safety week  Anti-bullying week  Remembrance day  Playground buddies	<b>People who help us</b>  Safer internet day	<b>Who keeps me safe in the community?</b>  Safeguarding week	<b>Relationships and sex education</b>  <i>Concern for others</i>  <i>Growth and Change</i>  Healthy lifestyles	<b>Safe or unsafe</b>  Summer safety  Water safety
<b>Year 1</b>	<b>Keeping safe in the community</b>  Bonfire safety & Halloween  Family learning week	Anti-bullying week <i>Name calling</i>  Our body  Road safety week  Remembrance day  Playground buddies	Safer internet day	Safeguarding week  Keeping safe near animals  Healthy relationships	<b>Relationships and sex education</b>  <i>Looking after a plant</i>	Relationships – Dear diary  Summer safety
<b>Year 2</b>	Bonfire safety & Halloween  Making friends  Family learning week	Anti-bullying week <i>Loyalty/jealousy</i>  Road safety week  Remembrance day  Playground buddies	Safer internet day  People around us  Keeping healthy	Safeguarding week  Keeping safe near the road.  Healthy relationships  Growing and changing	<b>Relationships and sex education</b>  <i>Growth – baby to adult</i>  Stranger danger	Changes  Summer safety

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	Bonfire safety & Halloween  Family learning week	Anti-bullying week <i>Belonging to a group</i>  Road safety week  Remembrance day  Playground buddies	Safer internet day	Safeguarding week  Keeping safe in the home.  Healthy relationships	<b>Relationships and sex education</b> <i>Responsibilities of growth</i>	Summer safety
<b>Year 4</b>	Bonfire safety & Halloween  Family learning week  Swimming safety	Anti-bullying week <i>Welcoming new arrivals</i>  Road safety week  Remembrance day  Swimming safety	Safer internet day  Swimming safety  Knife crime	Safeguarding week  Keeping safe near water  Swimming safety	<b>Relationships and sex education</b> <i>Family relationships</i>  Swimming safety	Summer safety  Swimming safety  Junior PCSOs
<b>Year 5</b>	Bonfire safety & Halloween  Family learning week	Anti-bullying week <i>homophobia</i>  Remembrance day  Road safety week  Playground buddies	Safer internet day  Knife crime	Safeguarding week  Safety with substance misuse	<b>Relationships and sex education</b> <i>Emotional and physical changes</i>  Bike Right	Summer safety  Junior PCSOs
<b>Year 6</b>	Bonfire safety & Halloween  Family learning week	Anti-bullying week <i>Cyber-bullying</i>  Remembrance day  Road safety week	Safer internet day  Knife crime	Safeguarding week  Keeping safe near railways.	<b>Relationships and sex education</b> <i>Effective relationships and positive body image</i> Bike Right	Summer safety  Crucial Crew  Stop the Traffik

**PSHCE Development – Y1**

Health and well being			Relationships			Living in the wider world		
Healthy Lifestyles	Growing and Changing (SRE)	Keeping Safe	Feelings and emotions	Healthy relationships	Valuing difference	Rights and responsibilities	Taking care of the environment	Financial capability
Understand the importance of fruit and vegetables as a healthy diet.	Being aware as we grow we change e.g. height, teeth etc.	Bonfire and Halloween safety.	Anti-bullying week – understands the impact of name calling.	Discuss ways to help and support each other in class	To understand different ages have different needs.	RRS A9	Listen to sounds in the environment.	To know we need money to buy things and can save money for special occasions.
Aware hands should be clean and fruit and vegetables should be washed prior to eating.	To be aware of appropriate responses to good and bad touching.	Being aware medicine should be kept in a safe place and schools have rules in relation to medicines	Understand that belonging is important.	To understand our faces show different emotions and give different messages to people	Be aware that families are different and what they do for us.	RRS A10	Be aware of different homes in the locality	To contribute to a range of local and global fundraising events throughout the year.
		Safety in the sun	Begin to use relaxation techniques.	To recognise that I have a choice but appropriate behaviour is expected.		RRS A24	To be aware of facilities in the local environment and safe places to play.	
		Keeping safe around animals – (Safeguarding week)				RRS A29	To suggest how we can improve the school and immediate local environment.	

**PSHCE Development – Y2**

Health and well being			Relationships			Living in the wider world		
Healthy Lifestyles	Growing and Changing (SRE)	Keeping Safe	Feelings and emotions	Healthy relationships	Valuing difference	Rights and responsibilities	Taking care of the environment	Financial capability
To be aware of the main food groups and the importance of balance and the dangers of in balance.	To understand humans and animals grow and change.	To understand that all medicines are drugs and not all drugs are medicines.	Anti-bullying week understanding loyalty and jealousy	To be aware family structures vary and be able to identify family members, relationships and change. (Break up, possible bereavement).	To understand people in the community are not all the same and to respect peoples differences.	RRS A28	To learn about people who care for the environment and their roles.	To know we need money to buy things and discuss large and small things we like to buy.
To be aware of where different foods come from.	To understand humans and animals have basic needs.	Be aware that caffeine is a drug and is found in tea, coffee and cola.	To practise empathy techniques for people and known living creatures.	To identify people who help us gain independence and interest for example in clubs, sport and music.	Begin to understand the challenges that face global communities. E.g. Inuit's	RRS A29	To be aware of things that harm the local environment.	To understand how we can save money to buy larger items from pocket money.
To begin to become aware of the importance of exercise.	To identify times and places where we feel safe and feel frightened.	Being safe around hazardous litter e.g. broken glass. Keeping safe on the road – (Safeguarding week)	To use relaxation techniques increasingly.			RRS A24	To develop a sense of pride of the school grounds and immediate area.	To recognise notes have a higher value than coins and how we can keep them safe.
		Bonfire and Halloween safety.				RRS A31		

**PSHCE Development – Y3**

Health and well being			Relationships			Living in the wider world		
Healthy Lifestyles	Growing and Changing (SRE)	Keeping Safe	Feelings and emotions	Healthy relationships	Valuing difference	Rights and responsibilities	Taking care of the environment	Financial capability
To learn about what makes a healthy lifestyle and how this has a positive effect on mental health.	To increase strategies to safeguard personal safety e.g. when alone, lost strangers.	Bonfire and Halloween safety.	To learn that failing is a part of the learning process and is acceptable.	To be aware my success may affect others self-esteem (being humble)	To begin to understand how inequality has been challenged overtime e.g. Victorian children	RRS A2	To learn about local facilities and amenities e.g. how Gorton has changed over the years.	Discuss how we get money, e.g. gifts, pocket money, jobs around the home.
To be aware food comes from a variety of sources.	To deal with varying feelings within families e.g. relationships with siblings.	To know how to keep safe in the home. (Safeguarding week)	To practice techniques for managing emotions e.g. exercise, mediation.	Anti-bullying week – belonging to a group.	To learn about the needs of the local community and the environment and these needs may change over time.	RRS A24	To identify actions that spoil the environment. E.g. graffiti, dog fouling, noisy neighbours litter.	Discuss what we do with our money e.g sending, saving.
	To identify personal, physical and class changes from KS1 to KS2.	To identify dangerous and safe places in the home (Safeguarding week)	To learn to talk about my feelings and how body language can give clues to feelings.			RRS A32	To learn that humans have the responsibility to protect some habitats e.g. rainforests.	Explore different types of saving e.g. piggy bank, high street bank, and building society.
						RRS A31	To understand biodiversity in different habitats.	
						RRS A6		

**PSHCE Development – Y4**

Health and well being			Relationships			Living in the wider world		
Healthy Lifestyles	Growing and Changing (SRE)	Keeping Safe	Feelings and emotions	Healthy relationships	Valuing difference	Rights and responsibilities	Taking care of the environment	Financial capability
To be aware of how and why it is important to keep teeth healthy.	To discuss the concept of personal space and how good and bad touching impacts on this.	To know how to keep safe in and near water (Safeguarding week, swimming lessons)	To learn to talk about my feelings and how body language can give clues to feelings.	To recognise the emotions of family and friends, e.g. worry, sadness, bereavement and fear and ways to support them.	To learn that citizens can make change and how to do it e.g. Peterloo.	RRS A26	To identify things that pollute the environment, e.g. bonfire smoke, pollution, litter.	To learn about the benefits of different types of bank accounts e.g. current accounts and saving accounts.
To know about food which is kind and unkind to teeth.	To know that touching should not involve secrets or surprises.	To have some understanding of illegal drugs, what they are and the laws relating to them.	To use relaxation techniques regularly.	To practice empathy techniques for example people in history e.g. Peterloo.	To understand the importance of valuing different viewpoints.	RRS A27	To learn about ways of caring for habitats (conservation areas).	To learn about the advantages of long term saving
To understand how exercise, sleep, rest, cleanliness and a balanced diet combine to keep us healthy.	To be able to name body parts including external organs.				Anti-bullying week – Welcoming new arrivals.	RRS A24 A6	To learn that humans have responsibilities to protect some habitats (endangered species).	To learn about the advantages of savings accounts e.g. earning interest, long term saving.
						RRS A2	To identify things that can damage habitats e.g. river pollution.	
						RRS A30		

**PSHCE Development – Y5**

Health and well being			Relationships			Living in the wider world		
Healthy Lifestyles	Growing and Changing (SRE)	Keeping Safe	Feelings and emotions	Healthy relationships	Valuing difference	Rights and responsibilities	Taking care of the environment	Financial capability
To be aware of the need to resume responsibility to develop a personal hygiene routine.	To be aware that TV, fiends and other groups can exert pressure to conform to certain images.	To learn how to keep safe when cycling. (BikeRight!)	To be aware of the things that can change the way I feel about myself and to develop coping strategies.	To discuss what makes a good friend.	Anti-bullying week – tackling homophobia.	RRS A2	To understand how changes to the environment effect different people in different ways. E.g. Earthquakes.	To make a long term realistic plan to save money for a specific purpose e.g. mobile phone, computer game
To have some information on how the body works and how to take care of it with regards to alcohol and tobacco.	To introduce the changes during puberty. To be aware of emotional and physical changes in boys and girls.	To consider peer influence when making good choices and how it can affect decision making.	To learn how to channel emotions and the importance of personal belief.	To learn to resolve conflicts by communicating feelings to and with others.	To learn that sometimes group decisions are needed in communities.	RRS A24	To debate the impact of changes on the global community and peoples point of view.	To use a spreadsheet to plan weekly spending/saving.
To have some understanding that alcohol and tobacco can have a harmful effect.	To understand what makes a good relationship to understand the differences between crushes and relationships e.g. pop star	To learn about drug and alcohol misuse (Safeguarding week)	To use relaxation techniques regularly.	To understand the impact of non-verbal talk and body posture.	To understand about telling the truth and skills needed in conflict resolution.	RRS A14		To recognise that needs and wants can be met through saving.
	.			To practice empathy techniques with family and peers.	To learn about community services and how some are essential to care for people and to help people with disabilities.	RRS A16		

**PSHCE Development – Y6**

Health and well being			Relationships			Living in the wider world		
Healthy Lifestyles	Growing and Changing (SRE)	Keeping Safe	Feelings and emotions	Healthy relationships	Valuing difference	Rights and responsibilities	Taking care of the environment	Financial capability
To raise awareness of media and peer pressure to conform to particular stereotypes.	To discuss more fully the physical and emotional changes and the responsibilities associated with puberty.	To learn how to keep safe on the railways and tram lines (Safeguarding week)	To learn about affirmation, self-talk and the importance of self-esteem.	To know how to use the internet safely re chatrooms and social networking.	To make choices learning about peer group pressure and ways to overcome this.	RRS A20	To learn that supplying energy to the world has an adverse effect e.g. global warming.	To help plan and cost a mini-enterprise (Street food market)
To have an understanding of different foods from around the world and their nutritional value.	To understand changes in males and females.	To have some knowledge that laws relating legal and illegal drugs and to understand that cannabis an illegal drug and have some knowledge of its effects and risk.	To recognise that stress can be positive and negative and to learn coping strategies e.g. SATS and transition.	To learn strategies to cope with pressure e.g. media and peer influences and to maintain high standards of behaviour.	To learn ways to serve their local community e.g. making a difference, link to charities and minority groups e.g. Wood St mission.	RRS A38	To understand that humans have responsibility for sharing the world's resources, education and sustainable development.	To plan a spreadsheet to allocate virtual class budget and discuss the importance that spending does not exceed savings.
	To learn how to deal with responsibilities with moving up and moving on.	To have some knowledge of the law relating to the use of legal/illegal drugs and the	To select and use own relaxation techniques regularly.	To understand our words can have a powerful impact on others e.g. bullying.		RRS A24		Discuss the dangers linked to debt and credit card.

		people who can help answer their concerns.						
	To develop strategies to say no to pressure groups, friends and media. To be assertive not aggressive in their point of view.					RRS A2		
						RRS A30		

**CLASSIFIED**

## 4.2 CHARACTER LEARNING JOURNEY STATEMENT - CELEBRATING **YEAR 1** CHILDREN'S LEARNING & ACHIEVEMENT

### Prompts to support learning direction and tracking achievement

<b>YEAR 1</b>	<b>YELLOW</b>	<b>LILAC</b>	<b>GREEN</b>	<b>BLUE</b>	<b>RED</b>
<b>Resilience</b>	➤ I am beginning to show focus on activities with support	➤ I am beginning to show focus on activities for longer periods of time	➤ I can focus on activities independently	➤ I can focus on activities independently and show self-control	➤ I can focus on activities and show self-control and want to take part in different activities.
<b>Empathy</b>	➤ I share with people in my group	➤ I share with people in my group and take turns.	➤ I am polite, share with people in my group and can take turns without prompting	➤ I am polite and try hard to be kind and thoughtful	➤ I am polite and try hard to be kind and thoughtful. I share and cooperate with others in my group.
<b>Self aware</b>	➤ I am confident to speak in a familiar group	➤ I am confident to speak in a familiar group and talk about my ideas.	➤ I am confident to speak in a familiar group and talk about my ideas. I know when to ask for help on my own	➤ Most of the time I respond positively to instructions and can recognise right from wrong. I am growing in confidence.	➤ I respond positively to instructions and know the difference between right and wrong. I am confident in environments I know.
<b>Passion</b>	➤ I am confident to try new activities, and say why I enjoy some activities more than others	➤ I seek new activities, and I understand why I enjoy things	➤ I seek new activities and can explain what I like to do and why	➤ I enjoy activities and I am beginning to take part in some groups that I feel confident in	➤ I enjoy activities and am keen to take part with different group members. I listen to instructions and help when asked.
<b>Excellence</b>	➤ I express myself effectively, showing awareness of listeners' needs.	➤ I listen and respond to support given	➤ I know what I am good at and why	➤ I know what I am good at and why, and how to get better.	➤ I explain what I am proud of and my contribution to activities. I can describe what 'was best' about my work.
<b>Communication</b>	➤ I show sensitivity to others' needs and feelings, and form positive relationships with adults and other children	➤ I have a growing understanding of the needs of others	➤ I can talk and share information with adults	➤ I can talk and share information with adults and my friends	➤ I can talk and share information with my friends clearly, describing what I have done and listen to them.
<b>Teamwork</b>	➤ I work as part of a group and understand and follow the rules.	➤ I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations	➤ I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations. I can take into account the ideas of others with support	➤ I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations. I can take into account the ideas of others independently	➤ I can work in a team, in a role, cooperate, follow instructions and keep within the rules set for the task.

**CLASSIFIED**

### 4.3 CHARACTER LEARNING JOURNEY STATEMENT - CELEBRATING **YEAR 2** CHILDREN'S LEARNING & ACHIEVEMENT

#### Prompts to support learning direction and tracking achievement

<b>YEAR 2</b>	<b>YELLOW</b>	<b>LILAC</b>	<b>GREEN</b>	<b>BLUE</b>	<b>RED</b>
<b>Resilience</b>	➤ I can focus on activities independently	➤ I can focus on activities independently and show self-control	➤ I can focus on activities and show self-control and want to take part in different activities.	➤ I am keen to participate and need minimum support in challenging activities.	➤ I am determined and respond positively to a range of tasks -not giving up when they are challenging.
<b>Empathy</b>	➤ I am polite, share with people in my group and can take turns without prompting	➤ I am polite and try hard to be kind and thoughtful	➤ I am polite and try hard to be kind and thoughtful. I share and cooperate with others in my group.	➤ I take care and listen to my friends, responding positively to their feelings so we can help each other in tasks.	➤ I am positive and fair with everyone in the group and give others a chance to put their points forward.
<b>Self aware</b>	➤ I am confident to speak in a familiar group and talk about my ideas. I know when to ask for help on my own	➤ Most of the time I respond positively to instructions and can recognise right from wrong. I am growing in confidence.	➤ I respond positively to instructions and know the difference between right and wrong. I am confident in environments I know.	➤ I stay on task and show respect for task rules. I can control my feelings when things don't go quite right.	➤ I am confident in making choices that help me do my best and can describe how I feel after tasks finish.
<b>Passion</b>	➤ I seek new activities and can explain what I like to do and why	➤ I enjoy activities and I am beginning to take part in some groups that I feel confident in	➤ I enjoy activities and am keen to take part with different group members. I listen to instructions and help when asked.	➤ I am patient and will not let my group down. I know why roles are important to the successful achievement of tasks.	➤ I am enthusiastic and positive and put ideas forward to help find solutions to problems. My attitude helps engage the group.
<b>Excellence</b>	➤ I know what I am good at and why	➤ I know what I am good at and why, and how to get better.	➤ I explain what I am proud of and my contribution to activities. I can describe what 'was best' about my work.	➤ I am excited about my performance and share ideas linked to my work. I ask questions to help me be even better.	➤ I take time to investigate different ways tasks can be completed and respect others and their contribution to the group.
<b>Communication</b>	➤ I can talk and share information with adults	➤ I can talk and share information with adults and my friends	➤ I can talk and share information with my friends clearly, describing what I have done and listen to them.	➤ I give clear information and am actively involved in discussion. I understand how tasks can be affected by poor communication.	➤ I can communicate clearly, remembering information and task details. I am able to listen for an extended period of time.
<b>Teamwork</b>	➤ I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations. I can take into account the ideas of others with support	➤ I work as part of a group and understand and follow the rules. I can adjust my behaviour to different situations. I can take into account the ideas of others independently	➤ I can work in a team, in a role, cooperate, follow instructions and keep within the rules set for the task.	➤ I stay on task and in role within the team and know when it is important to cooperate and work together.	➤ I understand the importance of teamwork and can make decisions that I am able to tell the team about.

**CLASSIFIED**

### 4.3 CHARACTER LEARNING JOURNEY STATEMENT - CELEBRATING **YEAR 3** CHILDREN'S LEARNING & ACHIEVEMENT

<b>YEAR 3</b>	<b>YELLOW</b>	<b>LILAC</b>	<b>GREEN</b>	<b>BLUE</b>	<b>RED</b>
<b>Resilience</b>	I can focus on activities and show self-control and want to take part in different activities.	I am keen to participate and need minimum support in challenging activities.	I am determined and respond positively to a range of tasks - not giving up when they are challenging.	I am committed and listen carefully, showing courage when I give my ideas. I am interested in what my friends say.	I always work hard to be successful and ask questions to help me and my group do our best.
<b>Empathy</b>	I am polite and try hard to be kind and thoughtful. I share and cooperate with others in my group.	I take care and listen to my friends, responding positively to their feelings so we can help each other in tasks.	I am positive and fair with everyone in the group and give others a chance to put their points forward.	I can help build positive relationships as I trust and show respect for the views of everyone in my group.	I care about group members and know why it is important to work with them to achieve what needs to be done.
<b>Self aware</b>	I respond positively to instructions and know the difference between right and wrong. I am confident in environments I know.	I stay on task and show respect for task rules. I can control my feelings when things don't go quite right.	I am confident in making choices that help me do my best and can describe how I feel after tasks finish.	I do not give up and know it is important to do my best. I talk clearly about my contribution and role in tasks.	I can remain controlled and focused under pressure and value different people in my group and their contribution to tasks.
<b>Passion</b>	I enjoy activities and am keen to take part with different group members. I listen to instructions and help when asked.	I am patient and will not let my group down. I know why roles are important to the successful achievement of tasks.	I am enthusiastic and positive and put ideas forward to help find solutions to problems. My attitude helps engage the group.	I am positive and enthusiastic about roles and activities I participate in. I appreciate things others do and learn from mistakes.	I am curious and think of different ways to tackle task activities. I keep motivated when things are not going well.
<b>Excellence</b>	I explain what I am proud of and my contribution to activities. I can describe what 'was best' about my work.	I am excited about my performance and share ideas linked to my work. I ask questions to help me be even better.	I take time to investigate different ways tasks can be completed and respect others and their contribution to the group.	I can explain how to improve and give ideas to make this happen. I know how competition can be positive.	I am inquisitive and challenge myself to be better. I commit fully to tasks and am very proud of my achievements.
<b>Communication</b>	I can talk and share information with my friends clearly, describing what I have done and listen to them.	I give clear information and am actively involved in discussion. I understand how tasks can be affected by poor communication.	I can communicate clearly, remembering information and task details. I am able to listen for an extended period of time.	I make decisions based on facts and challenge group thinking in discussion. I can give reasons for decisions made.	I can give my point of view clearly and use my listening and reflective skills to support positive group relationships.
<b>Teamwork</b>	I can work in a team, in a role, cooperate, follow instructions and keep within the rules set for the task.	I stay on task and in role within the team and know when it is important to cooperate and work together.	I understand the importance of teamwork and can make decisions that I am able to tell the team about.	I can adapt to different tasks quickly, working cooperatively in a role and being helpful so the team is successful.	I can take responsibility and use simple strategies to ensure the team works cooperatively and individuals try their best.

**CLASSIFIED**

### 4.3 CHARACTER LEARNING JOURNEY STATEMENT - CELEBRATING **YEAR 4** CHILDREN'S LEARNING & ACHIEVEMENT

<b>YEAR 4</b>	<b>YELLOW</b>	<b>LILAC</b>	<b>GREEN</b>	<b>BLUE</b>	<b>RED</b>
<b>Resilience</b>	I am determined and respond positively to a range of tasks – not giving up when they are challenging.	I am committed and listen carefully, showing courage when I share my ideas. I am interested in what my friends say.	I always work hard to be successful and ask questions to help me and my group do our best.	I am prepared and well planned and whatever the challenge, contribute to tasks with a high level of concentration.	I never give up and am determined to do well, motivating others because of this. I find solutions based on best choices.
<b>Empathy</b>	I am positive and fair with everyone in the group and give others a chance to put their points forward.	I can help build positive relationships as I trust and show respect for the views of everyone in my group.	I care about group members and know why it is important to work with them to achieve what needs to be done.	I use praise to engage and gain commitment, supporting those who need help. I can forgive and say sorry.	I am kind and know how to make honest choices. I appreciate the value of others contribution to the group.
<b>Self-awareness</b>	I am confident in making choices that help me do my best and can describe how I feel after tasks finish.	I do not give up and know it is important to do my best. I talk clearly about my contribution and role in tasks.	I can remain controlled and focused under pressure and appreciate the contribution of different people to tasks.	I keep myself safe and understand the purpose of rules. I am able to support others in difficult situations.	I know what my strengths are and value the contribution of others. I can put my ideas forward and believe in myself.
<b>Passion</b>	I am enthusiastic and positive and put ideas forward to help find solutions to problems. My attitude helps engage the group.	I am positive and excited about roles and activities I participate in. I appreciate things others do and learn from mistakes.	I am curious and think of different ways to tackle task activities. I stay motivated when things are not going well.	I praise others and celebrate their success. I am not influenced by others' poor behaviour and stay focused under pressure.	I take the lead to help the group achieve targets, considering the needs of others and what is expected of them.
<b>Excellence</b>	I take time to explore different ways tasks can be completed and respect others and their contribution to the group.	I can explain how to improve and give ideas to make this happen. I know how competition can be positive.	I am inquisitive and challenge myself to do better. I commit fully to tasks and am very proud of my achievements.	I plan carefully and identify priorities to be successful. I reflect on how effective the plan and team has been.	I can practise independently, sustaining concentration and effort. I am positive and value and use advice I am given.
<b>Communication</b>	I can communicate clearly, remembering information and task details. I am able to listen for an extended period of time.	I make decisions based on facts and challenge group thinking in discussion. I can give reasons for decisions made.	I can give my point of view clearly and use my listening and reflection skills to support positive group relationships.	I accept rules and the purpose for them, and challenge those who break them. I will seek feedback to help me improve.	I use relevant language and questions to gain information to understand and achieve outcomes. I use praise to engage others to help.
<b>Teamwork</b>	I understand the importance of teamwork and can make decisions that I am able to explain to the team.	I can adapt to different tasks quickly, working cooperatively in a role and being helpful so the team is successful.	I can take responsibility and take the lead to ensure the team works cooperatively and individuals try their best.	I lead by example ensuring team responsibility for outcomes is taken seriously. I stay on task when others do not.	I care for team members and know when and how to help them. I appreciate their contribution to tasks.

## 4.3 CHARACTER LEARNING JOURNEY STATEMENT - CELEBRATING **YEAR 5** CHILDREN'S LEARNING & ACHIEVEMENT

**CLASSIFIED**

YEAR 5	YELLOW	LILAC	GREEN	BLUE	RED
<b>Resilience</b>	I always work hard to be successful and ask questions to help me and my group do our best.	I am prepared and well planned and whatever the challenge, contribute to tasks with a high level of concentration.	I never give up and am determined to do well, motivating others because of this. I find solutions based on best choices.	I use self-control in challenging situations and can describe clearly what I do to show resilient behaviour traits.	I commit fully to activities and keep focused on what needs to be achieved. I challenge and influence situations.
<b>Empathy</b>	I care about group members and know why it is important to work with them to achieve what needs to be done.	I use praise to engage and gain commitment, supporting those who need help. I can forgive and say sorry.	I am kind and know how to make honest decisions. I appreciate the value of others' contribution to the group.	I respect and am courteous to group members, taking time to listen and help others to resolve issues as the need arises.	I treat others fairly, listening and considering different perspectives before making decisions. I act justly to resolve issues between individuals.
<b>Self aware</b>	I can remain controlled and focused under pressure and appreciate the contribution of different people to tasks.	I keep myself safe and understand the purpose of rules. I am able to support others in difficult situations.	I know what my strengths are and use them effectively in tasks. I can put my ideas forward and believe in myself.	I do my best and act as a positive role model for others. I create rules and reasons for them.	I am confident and determined and use my strengths to complete challenges. I can gather information to ensure honest outcomes.
<b>Passion</b>	I am curious and think of different ways to tackle task activities. I stay motivated when things are not going well.	I praise others and celebrate their success. I am not influenced by others' poor behaviour and stay focused under pressure.	I take the lead to help the group achieve targets, considering the needs of others and what is expected of them.	I understand the importance of being motivated and positive and use these behaviours to increase my confidence and 'can do' attitude.	I follow through and willingly complete difficult tasks. I am positive and can be relied upon to lead from the front.
<b>Excellence</b>	I am inquisitive and challenge myself to do better. I commit fully to tasks and am very proud of my achievements.	I plan carefully and identify priorities to be successful. I reflect on how effective the plan and team has been.	I can practice independently, sustaining concentration and effort. I am positive and value and use advice I am given.	I think creatively and my confidence influences how group members participate. I am proud of mine and others' achievement.	I commit fully to tasks and problems, adopting a very positive manner. I use questions to gain information to support my improvement.
<b>Communication</b>	I can give my point of view clearly and use my listening and thinking skills to support positive group relationships.	I accept rules and the purpose for them, challenging those who break them. I will seek feedback to help me improve.	I use relevant language and questions to gain information to understand and achieve outcomes. I use praise to engage others to help.	I remember information and use this to weigh up the 'pros' and 'cons' to guide decisions. I share information so that group members are involved.	I use a range of ways to communicate feelings, information and ideas. I lead discussion finding agreed solutions to choices presented.
<b>Teamwork</b>	I can be responsible and take the lead to ensure the team works cooperatively and individuals try their best.	I lead by example ensuring team responsibility for outcomes is taken seriously. I stay on task when others do not.	I care for team members and know when and how to help them. I appreciate their contribution to tasks.	I know team members have different strengths and can allocate jobs to get the best outcomes. I give support and celebrate success.	I take time to reflect and make decisions to support team effectiveness. I respond positively to feedback from team members.

## 4.3 CHARACTER LEARNING JOURNEY STATEMENT - CELEBRATING **YEAR 6** CHILDREN'S LEARNING & ACHIEVEMENT

**CLASSIFIED**

YEAR 6	YELLOW	LILAC	GREEN	BLUE	RED
<b>Resilience</b>	I never give up and am determined to do well, motivating others because of this. I find solutions based on best choices.	I use self-control in challenging situations and can describe clearly what I do to show resilient behaviour traits.	I commit fully to activities and keep focused on what needs to be achieved. I challenge and influence situations.	I set high standards for myself and am committed to my group. Leading by example I bring other group members on board.	I can influence others in my group through my will to succeed and determination. I am always in control and focused.
<b>Empathy</b>	I am kind and know how to make honest decisions. I appreciate the value of others' contribution to the group.	I respect and am courteous to group members, taking time to listen and help others to resolve issues as the need arises.	I treat others fairly, listening and considering different perspectives before making decisions. I act justly to resolve individual issues.	I help build positive relationships between group members and resolve conflict as it arises. I stand up for what is right.	I am very aware of mine and others' feelings, showing understanding and fairness to different people in a kind and unselfish way.
<b>Self aware</b>	I know what my strengths are and use them effectively in tasks. I can put my ideas forward and believe in myself.	I do my best and act as a positive role model for others. I create rules and reasons for them.	I am confident and determined, using my strengths to complete challenges. I gather information to ensure honest outcomes.	I have self-belief and do not avoid difficult situations. I can make decisions acting with others in mind as well as me.	I can identify the need for adapting my behaviour with others when under pressure and in challenging situations – using humour if needed.
<b>Passion</b>	I take the lead to help the group achieve targets, considering the needs of others and what is expected of them.	I understand the importance of being motivated and positive and use these behaviours to increase my confidence and 'can do' attitude.	I follow through and willingly complete difficult tasks. I am positive and can be relied upon to lead from the front.	I can persuade others to share my view to help keep a positive attitude and a willingness to complete activities.	I am motivated and determined to succeed. I am proud of what the group achieves and have a desire to be the best.
<b>Excellence</b>	I can practice independently, sustaining concentration and effort. I am positive and value and use advice I am given.	I think creatively and my confidence influences how group members participate. I am proud of mine and others' achievement.	I commit fully to tasks and problems, adopting a very positive manner. I use questions to gain information to support my improvement.	I can challenge my own performance and contribution to activities. I ask questions and listen carefully to find ways to be successful.	I always do my best and find solutions to be even better. I can lead and contribute to group and individual success.
<b>Communication</b>	I use relevant language and questions to gain information to understand and achieve outcomes. I use praise to engage others to help.	I remember information and use this to weigh up the 'pros' and 'cons' to guide decisions. I share information so that group members are involved.	I use a range of ways to communicate feelings, information and ideas. I lead discussion finding agreed solutions to choices presented.	I think carefully before acting and appreciate others' perspectives. I challenge without being confrontational and use information to support success.	I communicate in different ways, providing information that contributes to success. I am effective in ensuring clear understanding of what is expected.
<b>Teamwork</b>	I care for team members and know when and how to help them. I appreciate their contribution to tasks.	I know team members have different strengths and can allocate jobs to get the best outcomes. I give support and celebrate success.	I take time to reflect and make decisions to support team effectiveness. I respond positively to feedback from team members.	I am patient in a team, keeping calm when things are not going well. I use others' opinions to help with decision-making.	I support team problem solving and take the lead if needed. I am clear about task outcomes and ways these can be achieved.

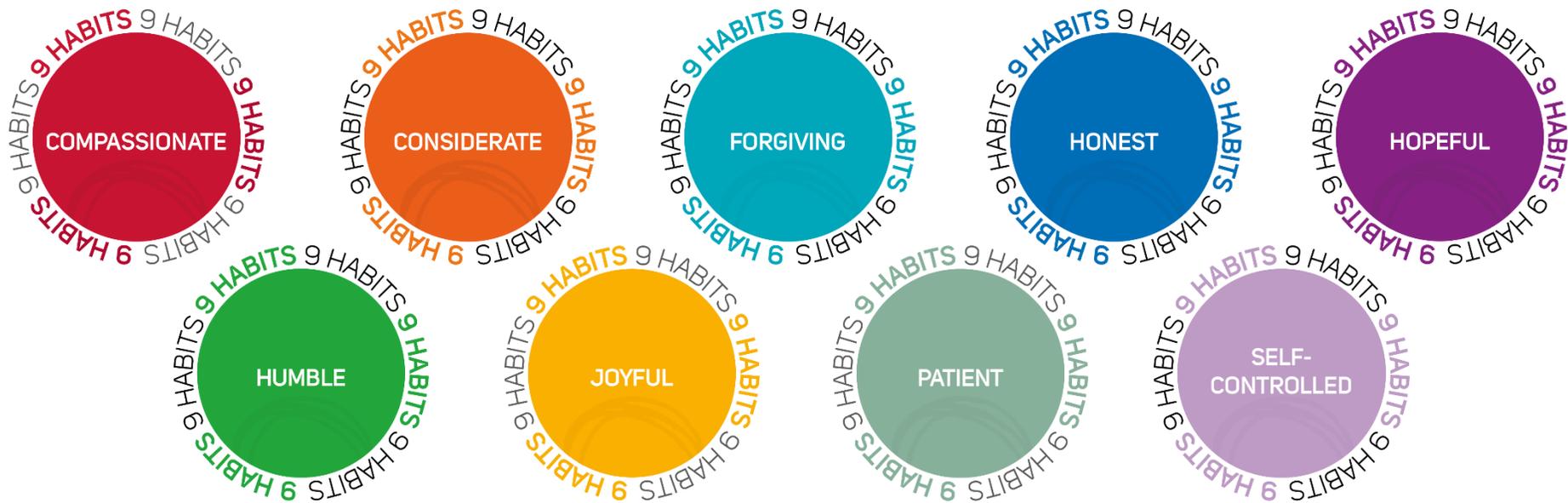
## The Oasis Ethos

Everything within Oasis Community Learning is framed by our ethos.

Our ethos is rooted in what we believe and who we are. Grounded in our story, it is an expression of our character; a set of values that inform and provide the lens on everything we do.

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

## The Oasis 9 Habits



### 9 Habits and Ethos: Autumn Term

September	October	November	December
Who am I? What Is Democracy? – (BV) Introduce the School Council. (RRS) International Day of Peace	Who Am I Becoming? Rule of Law (BV) – Establishing school rules. Creating class roles and responsibilities (RRS) Black History Month – <b>Olaudah Equiano Harriet Tubman</b>	Being Hopeful Anti-Bullying Week (RRS) Remembrance Day Children In Need (RRS)	Being Joyful Community Engagement – Christmas Productions (with specific invitations to grandparents and local retirement home).

### 9 Habits & Ethos: Spring Term

January	February	March	April
Patient 15 Martin Luther King Day 27 Holocaust Memorial Day Tolerance of Different Faiths & Cultures (BV)	Compassionate Chinese New Year Safer Internet Day Mutual Respect (BV)	Forgiving Safeguarding Week International Women’s Day Individual Liberty (BV)	Considerate

### 9 Habits & Ethos: Summer Term

May	June	July
Self -Control Migration and How it Benefits Society (RRS)	Humble Aspiration Week – going for goals Everyone’s A Hero (RRS) PRIDE	Honest Fund Raising (Financial Capability) Moving On – Accepting Change



# Our Rights

In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.

These are our rights.

## Article 1

Everyone under the age of 18 has all the rights in the Convention.

## Article 2

The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

## Article 3

The best interests of the child must be a top priority in all things that affect children.

## Article 4

Governments must do all they can to make sure every child can enjoy their rights.

## Article 5

Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

## Article 6

Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

## Article 7

Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

## Article 8

Governments must respect every child's right to a name, a nationality and family ties.

## Article 9

Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

## Article 10

Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.

## Article 11

Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.

## Article 12

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

## Article 13

Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

## Article 14

Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

## Article 15

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

## Article 16

Every child has the right to privacy. The law should protect the child's private, family and home life.

## Article 17

Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

## Article 18

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work.

## Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

## Article 20

If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

## Article 21

If a child is adopted, the first concern must be what is best for the child. All children must be protected and kept safe, whether they are adopted in the country where they were born or in another country.

## Article 22

If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents.

## Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

## Article 24

Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

## Article 25

If a child lives away from home (in care, hospital or in prison, for example), they have the right to a regular check of their treatment and the way they are cared for.

## Article 26

Governments must provide extra money for the children of families in need.

## Article 27

Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

## Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

## Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## Article 30

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

## Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

## Article 32

Governments must protect children from work that is dangerous or might harm their health or education.

## Article 33

Governments must protect children from the use of illegal drugs.

## Article 34

Governments must protect children from sexual abuse and exploitation.

## Article 35

Governments must ensure that children are not abducted or sold.

## Article 36

Governments must protect children from all other forms of bad treatment.

## Article 37

No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested or put in prison only as a last resort and then for the shortest possible time. Children must not be in a prison with adults. Children who are locked up must be able to keep in contact with their family.

## Article 38

Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

## Article 39

Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

## Article 40

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

## Article 41

If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay in place.

## Article 42

Governments should make the Convention known to children and adults.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments work together to make sure that all children get all their rights.

# British Values

We treat everybody equally.

We understand right from wrong.

We understand the consequences of our actions.

We listen to and respect other people's opinions and values.

We try to help other people.

We know that we are all special.

We understand and respect the roles of people who may help us.

We respect the culture and beliefs of others.



# PLEDGE



100 things our children should do from entering school as a little superhero to leaving in Year 6

<b>1</b> Meet and interview a significant person <i>CAN I ASK YOU A FEW QUESTIONS?</i>	<b>2</b> Be a superhero	<b>3</b> Communicate with children from another school	<b>4</b> Make links with someone in another country	<b>5</b> Learn with children from another school	<b>6</b> Choose something to buy for the school	<b>7</b> Make a film	<b>8</b> Visit a place of historical significance	<b>9</b> Perform in a play		
<b>10</b> Learn to swim a length	<b>11</b> Have a conversation and perform in a different language <i>Hola</i>	<b>12</b> Join the library	<b>13</b> Give a presentation	<b>14</b> Mentor a younger child	<b>15</b> Take part in a historical re-enactment	<b>16</b> Have a posh picnic	<b>17</b> Visit a religious building			
<b>18</b> Publish a piece of writing	<b>19</b> Help organise a charity event	<b>20</b> Take part in a growing project	<b>21</b> Choose and create your own project	<b>23</b> Make a speech	<b>24</b> Take part in a treasure hunt	<b>25</b> Read a story in another language	<b>26</b> Prepare something you can eat	<b>27</b> Know the history of our local area	<b>28</b> Meet the emergency services	<b>29</b> Climb a hill/mountain
<b>30</b> Go to the seaside	<b>31</b> Make a clay model	<b>32</b> Speak in assembly	<b>33</b> Go to a museum	<b>34</b> Take part in a competition	<b>35</b> Talk about your future job <i>I want a job where I can help other people</i>	<b>36</b> Take on a job for the school	<b>37</b> Make something out of wood	<b>38</b> Make a special card		
<b>39</b> Vote in an election	<b>40</b> Recommend a favourite book	<b>41</b> Handle some animals	<b>42</b> Build a den	<b>43</b> Know the countries and capitals of the UK	<b>44</b> Learn about an artist and produce work in their style	<b>45</b> Go to the theatre or a concert	<b>46</b> Share your talent with an audience	<b>47</b> Attend a live performance	<b>48</b> Use a knife and fork	<b>49</b> Learn a musical instrument and perform in front of others
<b>50</b> Learn some first aid	<b>51</b> Write and receive a letter	<b>52</b> Learn to skip	<b>53</b> Dress up for a special event	<b>54</b> Make some best friends	<b>55</b> Tell the time and read a timetable	<b>56</b> Teach part of a lesson to your class	<b>57</b> Listen to someone talk about their job	<b>58</b> Celebrate diversity	<b>59</b> Persuade someone to act more sustainably	
<b>60</b> Perform a random act of kindness <i>Thank you</i>	<b>61</b> Make something that moves	<b>62</b> Take part in a club after school	<b>63</b> Be the leader in a group	<b>64</b> Make something by sewing	<b>65</b> Get something wrong so you can learn from your mistakes	<b>66</b> Ride a bike safely	<b>67</b> Know all your x tables	<b>68</b> Know how to brush your teeth	<b>69</b> Learn something with older children	<b>70</b> Toss a pancake
<b>71</b> Be a millionaire reader <i>MR J DONAHUE READERS CLUB</i>	<b>72</b> Bake some bread and eat it	<b>73</b> Name 20 countries in the world on a map	<b>74</b> Learn to tie a knot	<b>75</b> Invent a game	<b>76</b> Be an expert at something	<b>77</b> Tell someone how to keep safe online	<b>78</b> Make a healthy sandwich	<b>79</b> Take a photograph <i>SAY CHEESE!</i>		
<b>80</b> Go on an adventure	<b>81</b> Make something and fly it	<b>82</b> Celebrate a festival from a different culture	<b>83</b> Use a map and compass	<b>84</b> Perform a group dance	<b>85</b> Record the weather	<b>86</b> Write a letter to someone important about something you care strongly about	<b>87</b> Travel on public transport	<b>88</b> Have a piece of work on display		
<b>89</b> Play some traditional playground games	<b>90</b> Grow your own flower and take care of it	<b>91</b> Read to someone who is not a teacher	<b>92</b> Learn an unusual sport	<b>93</b> Recite a choral poem for an audience	<b>94</b> Contribute to a group picture	<b>95</b> Use your superhero powers to inspire others <i>SUPER!</i>	<b>96</b> Be a maths magician	<b>97</b> Take on the viewpoint of someone else	<b>98</b> Talk about someone you admire from history	<b>99</b> Be a writing wizard

100 Be confident and happy



## How well do children learn Personal Development at Aspinal?

How well do they learn	Evidence

#



Oasis Academy Aspinal  
Broadacre Road, Manchester, M18 7NY

**Principal:** Miss A. Sweeting - BA(Hons) QTS, NASENDCO, NPQH

**Telephone:** 0161 223 0053

**Website:** [www.oasisacademyaspinal.org](http://www.oasisacademyaspinal.org)

**Follow us on**  **@oasisaspinal**

A stylized illustration of a city skyline at night, with buildings of various heights and some windows glowing yellow. In the foreground, a large, dark blue searchlight is shown from a low angle, with its bright white beam shining upwards and illuminating the city skyline. The background is a gradient of blue, with diagonal lines suggesting light rays or a sky effect.

**AIM HIGH, ASPIRE, ACHIEVE**