

Personal Development & Character Education- growing to become the end of Year 6 Curzon Child

Our vision is for all to grow like the mustard seed. We aim to teach all our pupils to be the best they can be, to think of others and how to make the world a better place. We aim that once all our pupils have left school, they will continue to grow academically and socially, live out our Curzon values and ultimately aspire to make positive contributions to society.

Our curriculum is carefully planned so that pupils can develop their personal development skills. Our curriculum extends beyond the academic and supports pupils to develop in many diverse aspects of life. We aim to provide the essential knowledge that pupils need to be educated citizens, preparing pupils for their adult life and, teaching them to understand how to engage with society.

We offer opportunities for pupils to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

At the end of Year 6 a typical Curzon pupil:

- Understands their achievements and can articulate how they have grown during their time at Curzon.
- Lives out the Curzon values of courage, kindness and respect.
- Is respectful to those from different world views and accepting of different needs.
- Has a deep understanding of the Christian faith and its role within the world today.
- Collaborates well with their peers.
- Enjoys supporting younger pupils and others within their community.

- Is able to step outside their comfort zone and challenge themselves.
- Is able to reflect, revisit and improve on their work.
- Shows care towards the environment.
- Is able to use technology respectfully and to enhance their learning.
- Is curious and asks questions about their learning and the world around them.
- Is articulate in explaining thoughts and opinions.
- Advocates for what is fair and just.
- Is keen to raise money for charity and make a difference.
- Seeks to help those who need it.
- Knows what is right and wrong and can make the right behaviour choices.

Specific adjustments for SEND pupils in purple.

	Whole school culture	Reception	KS1	Y3,4	Y5,6
Understands their achievements and can	Discussions with pupils showing them how they have been learning in ways beyond the academic.				

<p>articulate how they have grown during their time at Curzon.</p>	<p>Explicitly explaining to the pupils the purpose of the curriculum beyond the academic.</p> <p>Pupils self-assess how they have been growing in personal development for their end of year reports. Pupils asked in achievement assembly how they have grown each term.</p> <p>Achievements at school and home celebrated weekly. Y6 exit survey Governor pupil voice 1-1 TA check ins with a focus on successes Social and emotional worker targeted work on self-confidence and resilience</p>				
<p>Lives out the Curzon values of courage, kindness and respect.</p>	<p>Mapped out in detail below.</p>				
<p>Is respectful to those from different world views and accepting of different needs.</p> <p>RESPECT</p> <p>In accordance support plans, pupils are given prior warning of events and teaching is visual.</p>	<p>Collective worship is inclusive and invitational.</p> <p>Whole school participates in Sign to sing to raise awareness of deaf people.</p> <p>Neuro diversity week is celebrated with whole school assemblies.</p>	<p>World faith – Judaism</p> <p>PSHE celebrating the differences in everyone</p>	<p>World faith – Judaism</p> <p>PSHE celebrating the differences in everyone and remaining friends.</p>	<p>Y3 world faith Hinduism Y4 world faith Sikhism PE unit on disability sports</p> <p>PSHE giving and receiving compliments Identifying how special and unique everyone is.</p>	<p>Y5 world faith Buddhism Three Universal Truths and 8 Spoke Wheel Y6 world faith Islam Teachings from the Qur’an, Hadith and Sunnah of Muhammad about living together and our duties to others and the world. Fundamentalism</p>

	Celebrating difference is a PSHE topic across the school.				Less able-bodied artists- Uttam Kumar, Peter Longstaff PSHE understanding disability, enjoying and respecting other cultures.
Has a deep understanding of the Christian faith and its role within the world today.	RE Understanding Christianity curriculum Daily acts of Christian collective worship. Acts of collective worship led by local ministers. Church services. IsingpPOP workshops creating a worship service.	Who made the world? What makes some things Sacred? Why does Christmas matter to Christians? Who was Abraham? What is the good news that Jesus brings? Why does Easter matter to Christians? Why does it not matter to others?	Who made the world? What makes some things Sacred? Why does Christmas matter to Christians? Who was Abraham? What is the good news that Jesus brings? Why does Easter matter to Christians? Why does it not matter to others?	What is the trinity? Incarnation Why Do Christians call Good Friday the day Jesus died? Salvation What kind of world did Jesus want? Gospel What do Christians learn from the Creation Story? Creation and Fall When Jesus left, what was the impact of Pentecost? Kingdom of God What is it like to follow God? People of God	1 What does it mean if God is holy and loving? God Ethics Morals and Issues What did Jesus do to save Human Beings? Salvation Rites of Passage What makes life so important? Creation and Science – Complimentary or Contradictory? Link to evolution Creation and Fall

		What do Christians believe God is like?	What do Christians believe God is like?		What difference does the resurrection make to Christians? Salvation Y6 evolution unit Visits to the Baptist church
Collaborates well with their peers. RESPECT Pairs chosen carefully to support SEND pupils.	Key part of teaching and learning blueprint. Forest school, PSHE and PE emphasis on collaboration.	Turn taking activities	Turn taking activities	Forest school Y3 at start of Y3 to help new Y3 pupils make friends and feel welcome. Team building activities at Woodrow	Team building activities at Woodrow and then Paccar Buddy reading with KS1 Leading collective worship
Shows care towards the environment. RESPECT	Eco councillors in all year groups lead initiatives Termly community litter picks Soft plastic recycling scheme	Recycling and environmental art Natural 3D sculptures Art inspired by nature Andy Goldsworthy Van Gogh	Recycling and environmental art Natural 3D sculptures Art inspired by nature Andy Goldsworthy Van Gogh	Winter Trees Peter Longstaff Hokusai Great Wave Monet Water lilies Rivers topic Rainforest topic	RE Stewardship Eco summit

				DT inspired by nature	
<p>Enjoys supporting younger pupils and others within their community.</p> <p>KINDNESS</p> <p>We ensure that SEND pupils have equal opportunities for key roles within schools e.g. house captains, tour guides.</p>	<p>School council, eco council</p> <p>Curriculum days where pupils work with pupils from other year groups</p>	<p>Grandparents' tea</p> <p>Y1s support new reception children.</p>	<p>Y2s support new Y1 children.</p>	<p>Buddies for new Y3s.</p>	<p>Buddy reading with KS1</p> <p>House captains</p> <p>Sharing a book with KS1 for world book day.</p> <p>Older pupils lead younger classes out of collective worship.</p> <p>Y6 lead playground games for Ks1 and co-ordinate sports day.</p>
<p>Is able to step outside their comfort zone and challenge themselves.</p> <p>COURAGE</p> <p>Events and trips adapted to support</p>	<p>Weekly rockets for showing the Curzon value of courage.</p> <p>Cookery- trying new foods</p> <p>Forest school- building up to going</p>	<p>Nativity</p> <p>IsingPOP</p>	<p>Y1 Anti bullying week assembly</p> <p>Y2 speaking part in Nativity</p> <p>IsingPOP</p>	<p>Y4 Woodrow activity day</p> <p>Harvest service</p> <p>IsingPOP</p> <p>Y3 class text: the Owl who was Afraid of the Dark</p>	<p>Y5 Woodrow night away</p> <p>Y6 Paccar residential</p> <p>Echoes at Albert Hall</p> <p>Y6 Valedictory service and leaver's production</p> <p>Y6 talks</p>

<p>SEND pupils e.g. pre visit to residential. Additional transition support nursery-Ks1; KS1-KS2; KS2-KS3</p>	<p>further afield and using more tools.</p> <p>Using new tools in DT and new techniques in art. Pupils are encouraged to share talents and play in assemblies and in front of parents.</p> <p>Examples of courage in the Bible are shared in collective worship.</p> <p>Dream and Goals PSHE unit throughout the school</p> <p>Growth mindset culture</p> <p>Range of artistic, creative sporting opportunities planned. CAP enrichment days, RE</p>			<p>Making lunch for staff, serving staff, eating their lunch with staff and making conversation.</p>	<p>Y6 Collective worship for KS1 IsingPOP Bike ability</p> <p>Making and serving tea for their parents and entertaining their visitors.</p> <p>Key focus of secondary transfer programme</p>
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	group, Holmer Green Sports partnership				
<p>Is able to reflect, revisit and improve on their work.</p> <p>COURAGE Small group/ individual adult support to enable SEND pupils to do this. Pre teach used.</p>	<p>All lessons include reflecting on what has been learnt. Written reflection tasks at end of each Computing, music, PSHE and RE unit.</p> <p>Pupils self-assess how they have been growing in personal development for their end of year reports. Pupils asked in achievement assembly how they have grown each term.</p>	<p>Small adult to pupil ratios means that adults model to pupils how they are learning in continuous provision.</p>	<p>Self-assessment Y2 editing Checking it makes sense, a couple of spelling and punctuation corrections</p> <p>Writing targets</p>	<p>Self-assessment Y3,4 editing Checking it makes sense , punctuation, spelling and rewriting sentence</p> <p>Writing targets</p>	<p>Self-assessment Y5,6 editing redrafting a section</p> <p>Peer assessment End of Y6 survey</p> <p>Writing targets</p>
<p>Is able to use technology respectfully and to enhance their learning.</p>	<p>E safety woven through Computing curriculum E safety reminders at start of each term. E safety day</p>	<p>Know what to do if they see disturbing content online at home or at school.</p>	<p>Can keep safe and show respect to others while using digital technology Know that info on</p>	<p>Can use digital technology safely and show respect for others when working online.</p>	<p>Can demonstrate that they can act responsibly when using the internet. Can discuss the consequences of particular behaviours</p>

RESPECT			internet can be seen by others Know they should not share personal information online. Know what to do if they have concerns about content or contact online. .	Can recognise and understand unacceptable behaviour when using digital technology. Know who to talk to about concerns and inappropriate behaviour in school or at home.	when using digital technology. Know how to report concerns and inappropriate behaviour in a range of contexts. Key focus of secondary transfer programme
Is curious and asks questions about their learning and the world around them. Daily check ins enable all pupils, especially SEND, to feel listened to.	Geography curriculum topics chosen to inspire curiosity about the world e.g. volcanoes in Y4. Themed days in History enable pupils to immerse themselves in that period. Science Oxford visits Visitors and RE workshops	Role play areas set up to encourage creative thinking and questioning Trip to Lookout Trip round local area	Trip to Lookout Trip round local area. Letters to Kirongo (linked school)	Penn Woods and River fieldwork Trip to COAM	Trip to Ufton Court-Anglo Saxons Trip to Penn House. Amersham museum chair visit. Local area fieldwork RE club

<p>Is articulate in explaining thoughts and opinions.</p> <p>Teaching learning blueprint focus on talk for all.</p> <p>Processing time given.</p> <p>Specific programme for mutism,</p>	<p>Pupils asked in achievement assembly how they have grown this term.</p> <p>Circle times throughout school</p>	<p>Opportunity for pupils to ask and answer questions about what they are learning and doing.</p> <p>Role play activities</p> <p>Vocab modelled by adults</p>	<p>PSHE valuing contributions</p> <p>Curriculum provides opportunities to develop these skills:</p> <p>Ask relevant questions to extend their understanding and knowledge of different curriculum areas e.g., science, humanities and RE.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p>	<p>PSHE having a voice unit</p> <p>Start of unit vocab in Geog and Science</p> <p>Curriculum provides opportunities to develop these skills:</p> <p>Start to articulate and justify answers, arguments and opinions</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Start to consider evaluate different viewpoints.</p>	<p>PSHE democracy- having a voice.</p> <p>Year 6 talks</p> <p>Y6 Valedictory service</p> <p>Tour guides for prospective parents</p> <p>Start of unit vocab in Geog and Science</p> <p>Curriculum provides opportunities to develop these skills: Articulate and justify answers, arguments and opinions. Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective</p>
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					communication, including more formal language.
Advocates for what is fair and just. KINDNESS	Eco reps attend ODBST eco summit Opportunities for courageous advocacy response planned into English curriculum Charity events throughout the year	Nelson Mandela topic Florence Nightingale topic	Nelson Mandela topic Florence Nightingale topic	Rainforest topic covering literacy, DT and Geography. PSHE Challenging assumptions Racism	Fair trade project covering literacy, Geography, DT and art. Role of women in Ancient Greek society Young Citizenship award PSHE making a difference in the world
Is keen to raise money for charity and make a difference. KINDNESS	Whole school takes part in charitable activities e.g. sign to sing, jeans for Genes, sponsored events. School council led events e.g. stall at PTA events. Pupils then ask to do own fundraising. Neuro diversity day celebrated.			PSHE charity unit	

<p>Seeks to help those who need it</p> <p>KINDNESS</p>	<p>School food bank</p> <p>Kindness book-pupils and adults nominate Modelled by staff-step on vocab, greeting pupils each morning.</p> <p>Examples of kindness in the Bible are shared in collective worship.</p> <p>Golden time</p> <p>Adults model this</p> <p>Buddy bench system</p> <p>Opps to mix across classes e.g. Science day</p>	<p>Stories about helping others and being kind.</p>	<p>Stories about helping others and being kind.</p>	<p>Celebrated through reading curriculum</p>	<p>Supporting each other on residential. Supervising younger classes leaving assembly</p> <p>Celebrated through reading curriculum</p>
<p>Knows what is right and wrong and can</p>	<p>Behaviour policy based on reconciliation.</p>	<p>Stories about helping others and being kind.</p>	<p>Stories about helping others and being kind.</p>	<p>PSHE Witnessing bullying and how to solve it.</p>	<p>PSHE rumours and name calling</p> <p>Types of bullying</p>

<p>make the right behaviour choices.</p> <p>Time to reflect on incidents with an adult. Clear expectations given for all.</p> <p>Visual reminders.</p> <p>SEND pupils have immediate consequences or ally their anxiety and then move forward.</p>	<p>Zones of regulation used throughout the school</p> <p>Anti bullying week</p>	<p>PSHE understanding bullying and how to deal with it.</p>	<p>PSHE understanding bullying and how to deal with it.</p> <p>Standing up for self and others.</p>	<p>Recognising how words can be hurtful</p> <p>Rights and responsibilities</p>	<p>Understanding bullying inclusion/exclusion. Rights and responsibilities</p> <p>Magistrates in the community visit</p>
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<p>Specialist Provision for More Vulnerable Children (PP & SEN)</p>	
<p>All staff are aware of SEND and vulnerable children within our school.</p>	
<p>Social and emotional support worker</p>	<p>Weekly sessions with identified children either meeting 1:1 or a part of a small group</p> <p>Working through a pre-planned programme including ELSA</p> <p>Parents invited to meet with worker to support individual children</p>
<p>Soft Starts</p>	<p>Arrangements in place to support pupils who are anxious coming into school in the morning.</p> <p>Met by identified, familiar adult.</p>
<p>Zones of regulation and time out areas</p>	<p>Used to support with identifying and dealing with emotions</p>
<p>5 Safe Helpers (Network 5)</p>	<p>Each child names 5 people to go to for help</p>
<p>Daily check-ins</p>	<p>Familiar adult talks with identified children at the start of each day.</p>