


**Personal Development at Mill View Primary**

**A curriculum that enables children to develop their self-knowledge, self-esteem and self-confidence, preparing them for life in modern Britain.**

	RHSE Focus -No Outsiders	Safeguarding	Residential Visits	Pupil Parliament	Gathering Pupil Voice	Other
<b>Autumn A</b>	<b>Relationships</b>	Internet Safety focus PCSO parent event		Elections for PP	Health	Y2&Y5 Safety Central trip Oct -Black History Month
<b>Autumn B</b>		Y5/6 Internet Safety lesson - PCSO  PCSO- Halloween and Bonfire Night safety  Anti-Bullying Week		PP charity/project for the term chosen  Visits from local MP, councillors Fundraising for charity/project	Attitudes to Learning	EYFS/KS1 & KS2 Christmas Celebration Class Community Deed
<b>Spring A</b>	<b>Living in the Wider World +</b>	Safer Internet Day		Elections for second term PP members PP charity/project for the term chosen	Safety/ Safeguarding	Feb-LGBT History Month
<b>Spring B</b>		<b>RSE – Relationships and Sex Education</b> 3 age appropriate lessons taught to each year group 	PCSO Road Safety visit Internet Safety assembly – Computing Lead	Year 4 Loggerheads (2 nights)	PP trip to Houses of Parliament Fundraising for nominated charity/project	Bullying
<b>Summer A</b>	<b>Health and Wellbeing +</b> <b>Drugs and Alcohol Education</b> 3 age appropriate lessons taught to each year group 	PCSO visit – Anti bullying, hate crime		PP charity/project for the term chosen	Behaviour	Y3/4 Production  May – Move it May  Mental Health Awareness Week
<b>Summer B</b>		Internet Safety assembly – Computing Lead  Y6 – Internet Safety workshop with PCSO	Year 5 PGL Boreatton Park (2 nights) Year 6 , Isle of man (3 nights) Year 3 Tattenhall (1 night)	Fundraising for nominated charity/project	Pupil Voice	Bikeability  Y1/2 Production Y5/6 Production  Sports Day Fundraising for nominated charity/project  Class Community Deed

## British Values

At Mill View we uphold and develop pupils' understanding of British Values.  
These are taught across the curriculum and in some cases as discreet lessons. Take a further look on the year group overviews.

<b>Democracy</b> Considering how citizens can influence decision making through the democratic process. Encouraging respect for and participation in democratic processes.	<b>Rule of law</b> Distinguishing right from wrong. Developing respect for the rule of law and an understanding that it protects and is essential for wellbeing and safety. The role of the police and courts in maintaining the rule of law.	<b>Individual liberty</b> The freedom to choose and hold other faiths and beliefs is protected in law.	<b>Mutual respect</b> The importance of identifying and combatting discrimination	<b>Tolerance of those of different faiths and beliefs</b> Other people having different faiths or beliefs to us (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
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## Conscious Discipline

At Mill View our behaviour system is based on the Conscious Discipline model

<b>Safety</b> We recognise that children need to feel safe to function optimally. Adults use the language of safety when discussing behaviour and expectations. Class safe places to be quiet and calm selves	<b>Connection</b> We recognise that children need to feel connected to the adults they work with in order to reach their full potential. Adults aim to connect with each child they work with.	<b>Problem Solving</b> We recognise that problem solving is an important part of learning how to make good behaviour choices. Mistakes are opportunities to learn. Adults enable children to take part in solving problems when they occur.
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<b>Becoming Brain Smart</b> Adults and children recognising and understanding their own feelings. Teaching our children to <b>respond</b> not react.	<b>Composure</b> Adults deal with problems calmly. Children are taught calming strategies to enable them to self-calm when upset and engage in solving problems.	<b>Encouragement</b> Adults <b>notice</b> children making good choices. Children <b>acknowledge</b> what they see others doing well. Class jobs Kindness Boards We Miss You Board	<b>Assertiveness</b> Adults use assertive commands. Children are taught to be assertive in telling others when they don't like their behaviour.	<b>Making Choices</b> Adults enable children to make choices. When a child is resistant to an expectation they are offered 2 positive choices to enable them to succeed in achieving the expectation.	<b>Empathy</b> Adults model empathy to children when dealing with behaviours to help children fully engage with solving problems.	<b>Intent</b> Adults will deal with behaviour issues with the <b>intent to teach</b> children improved patterns and make better choices.	<b>Consequences</b> Consequences for poor behaviour choices are linked to the behaviour in order to help children to learn how to adjust behaviours in future.
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## Daily Collective Worship

<b>Monday</b> -Whole school assembly led by Mrs Doyle linking to No Outsiders programme	<b>Tuesday</b> Whole school assembly led by members of staff and linked to a range of faiths;	<b>Wednesday</b> -Open the Book assembly led by Chester Schools Christian Workers and alternative faith groups	<b>Thursday</b> EYFS/Key Stage 1 singing Assembly, Key Stage 2 Singing Assembly	<b>Friday</b> Whole School Celebration Assembly Days may alter
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## Further Cross Curricular Opportunities for Personal Development Skills and British Values

At Mill View we work together to create a curriculum and environment that encourages children to think and feel.  
It is our aim to ensure that our curriculum leads children through deep knowledge, while allowing them wide opportunities to develop enquiring minds and develop their own opinions. We want our children to leave us equipped with the skills and motivation to contribute to the common good, address global challenges and flourish in a complex world.

<b>7 Characteristics of Effective Learning</b>	Woven throughout our work in all curriculum areas: <ul style="list-style-type: none"> <li><b>CONFIDENCE</b></li> <li><b>COMMUNICATION</b></li> <li><b>COLLABORATION</b></li> <li><b>DETERMINATION</b></li> <li><b>CREATIVITY</b></li> <li><b>INDEPENDENCE</b></li> <li><b>CURIOSITY</b></li> </ul>	<b>STEAM Week (Termly)</b>	The <b>purpose</b> is for children to: <ul style="list-style-type: none"> <li>see how science, technology, engineering, art and maths combine together in the real-world to create exciting job opportunities</li> <li>see and understand the diversity of those roles</li> <li>understand how these subjects open so many more doors to future careers</li> <li>be inspired with the breadth of opportunity on offer and be engaged in learning</li> </ul> <b>How?</b> <ul style="list-style-type: none"> <li>Each class will share a common theme</li> <li>Each class will complete a project with 3 set elements: <b>Research, Apply, Share</b></li> <li>Learning will be shared with the school community as part of a <b>STEAM</b> celebration</li> </ul>
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<b>Outdoor Learning</b>	<ul style="list-style-type: none"> <li>• Opportunities to engage with and appreciate the natural world;</li> <li>• Confidently approaching a range of activities and learning to assess and manage risk within these;</li> <li>• Learning that effective communication requires listening and consideration of others views alongside effective expression of own ideas;</li> <li>• Opportunities for paired and team work, developing collaborative skills;</li> <li>• Developing perseverance when a task is challenging;</li> <li>• Developing creative thinking skills and being willing to try out different ideas;</li> <li>• Working with an increasing level of independence;</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• Developing confidence and expertise in language, an important aspect of individual and local identity;</li> <li>• Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television from a variety of cultures;</li> <li>• Developing pupils' awareness of moral and social issues in media;</li> <li>• Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• An emphasis on providing a broad range of physical activities in order to engage pupils and build good habits for exercise in later life</li> <li>• Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play;</li> <li>• Exploring sports people from a range of cultures.</li> <li>• Activities that provide the opportunity for self-reflection, awareness and challenge.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• An emphasis on understanding how to keep the human body healthy and well</li> <li>• Encouraging pupils to reflect on the wonder of the natural world;</li> <li>• Posing questions and developing enquiring minds;</li> <li>• Recognising similarities and differences;</li> <li>• Awareness of the ways that science and technology can affect society and the environment;</li> <li>• Consideration of the moral dilemmas that can result in scientific developments;</li> <li>• Showing respect for differing opinions, on creation for example;</li> <li>• Co-operation in practical activities;</li> <li>• Raising awareness that scientific developments are the product of many different cultures.</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Developing children's aesthetic appreciation;</li> <li>• Children are encouraged to explore the feelings evoked by pieces of art and the awe and wonder they can experience through art;</li> <li>• Giving opportunities to reflect on nature, their environment and surroundings;</li> <li>• Studying a diverse range of artists;</li> <li>• Exploring issues raised by artists which concern ethical issues.</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Learning about the beliefs and practises of people from a range of faith groups;</li> <li>• Considering and appreciating a variety of beliefs and demonstrating respect in discussion with peers;</li> <li>• Expressing own beliefs.</li> </ul>
<b>DT</b>	<ul style="list-style-type: none"> <li>• Reflecting on products and inventions, the diversity of material and ways in which design can improve the quality of our lives;</li> <li>• Developing awareness of the moral dilemmas created by technological advances;</li> <li>• Considering how different cultures have contributed to technological advancements;</li> <li>• Opportunities to work collaboratively, recognising others' strengths, sharing equipment, taking on roles.</li> </ul>
<b>MFL</b>	<ul style="list-style-type: none"> <li>• Gaining insights into the way of life, cultural traditions, moral and social developments of other people;</li> <li>• Developing listening skills through oral/aural work.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Using a range of primary sources to deduce information, consider historical opinions and support the expression of own ideas;</li> <li>• Exploring the creation and evolution of British society;</li> <li>• Enabling pupils to reflect on ethical issues such as migration and war;</li> <li>• Showing an awareness of the moral implications of the actions of historical figures.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Opportunities for reflecting on earth's origins, future and diversity;</li> <li>• Reflecting on the fair distribution of the earth's resources and responsibility for issues surrounding climate change;</li> <li>• Studies of human and physical geography give our children opportunities to reflect on the social and cultural characteristics of society.</li> <li>• Considering and expressing solutions to problems.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Learning to be thoughtfully critical about information presented to them;</li> </ul>

	<ul style="list-style-type: none"> <li>• Considering how to express own thinking and explain own ideas;</li> <li>• Using mathematical understanding and skills to solve problems set in real life scenarios and contexts</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Preparing children for the challenges of living and learning in a technologically advancing and increasingly inter-connected world;</li> <li>• Making clear the guidelines about the safe and ethical use of the internet;</li> <li>• Acknowledging advances in technology and fostering an appreciation for human achievement;</li> <li>• Using logical thinking to solve problems and resolve issues when using hardware and software.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Opportunities to experience music from a diverse range of times, cultures and genres;</li> <li>• Opportunities to think flexibly in performing, composing and improvising;</li> <li>• Exploration of the cultural and social impact of music on society eg social interaction, political and social commentary</li> <li>• Opportunities to engage with and appreciate live music.</li> </ul>
<b>Extra-Curricular Opportunities</b>	
<b>Before and After School Clubs</b>	<p>After School clubs are offered out each term for pupils to attend. We aim to provide a range across the year run by staff. Below are some of the clubs available currently or previously-</p> <p><b>Sports</b> – Football Club, Tennis Club, Cricket Club, Running Club, Cross Country Club, Netball Club</p> <p><b>Creative</b> – Choir, Lego Club, Construction Club, Craft Club, Paper Craft Club, Art Club, Colour Therapy Club, Film Club, Book making, Amasing,</p> <p><b>Other</b> – Gardening Club, Book Club, Cooking Club, Times Tables Rockstars, Maths Club, Breakfast Club for Year 6</p> <p>A further range of paid opportunities are also made available for children, led by outside providers including Digital Wizards, Tennis coaching, Street Dance, Multi-skills Club, Cricket coaching</p>
<b>Further Opportunities</b>	<p><b>Music Tuition</b> paid opportunities are available during the school day provided by Music for Life for Guitar and Piano/keyboard</p> <p>School provides a term of whole class guitar tuition for Year 3</p>