

'Train up a child in the way he should go; even when he is old he will not depart from it'. Proverbs 22:6

### Intent

**Personal, Social & Emotional Development** underpins our whole curriculum as we all learn best when we have confidence, resilience and positive self-esteem. Building on the natural curiosities of the youngest children in the early years our topics offer a range of opportunities for creating a learning environment and building relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. For younger children we intend to improve children's understanding of developing as members of their communities building on their own experiences. As children move through the school, children are encouraged to learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of the community. Wherever possible, we intend for children to learn the skills, values and attributes to flourish in a demanding, modern society. We want our children to take responsibility for their future and have a broad understanding of how choices they make will impact on their life. We want them to have a full understanding of what it is like in their world but to then extend this understanding to the wider society and world. In addition to the PSHE Curriculum, our children will learn how to form opinions and express their views of a wide range of current affairs through British Values and Picture News. Embedded through our whole curriculum we promote Healthy Bodies, Healthy Minds, Healthy Futures. **Religiously**, wherever possible, we intend for our children to develop an awareness of themselves, which we believe is an important role in preparing our children for adult life, employment and lifelong learning assisting them to flourish individually within our community and as citizens in a diverse society and global community. For younger children we provide opportunities for all to learn and achieve through stimulating, interesting and enjoyable lessons where we can celebrate different ways of thinking and promote acceptance and tolerance of other people's beliefs that may be different to our own. As children progress through the school we intend to enable our pupils to appreciate their own and others' beliefs and their impact on individuals and societies. Children are encouraged to reflect on their own self-worth and uniqueness as human beings. Religious Education plays a key role in the promotion of spiritual, moral, social and cultural development in our school challenging our children's mindsets to see the world through the eyes of others encouraging our children to learn, enquire and evaluate what religions have to say about fundamental questions of life - where values are explored through British values defined as democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs.

## **Implementation**

In the Early Years children learn to manage feelings and behaviour, make relationships and develop a self-confidence and self-awareness. In KS1 children learn about themselves as developing individuals and as members of their communities, keeping themselves healthy and safe, building on their own experiences and taking responsibility for their environment. In KS2, as they become more mature, independent and self-confident skills are developed further developing an understanding of the wider world, their sense of social justice and moral responsibility locally, nationally and globally. As they begin to develop into young adults, they face changes of puberty where we provide support and encouragement to allow our children to understand their changing bodies.

In the Early Years children learn to understand different ways of thinking through investigation and experiencing things with a 'have a go' attitude to promote acceptance and tolerance of other people's beliefs that may be different to our own through stimulating, interesting and enjoyable hands on experiences. In KS1, children use religious vocabulary and find out about different beliefs and practices retelling some religious and moral stories in particular the religions of Judaism and Buddhism showing sensitivity to similarities and differences from themselves. In KS2, skills are developed further describing and making connections between different features of the religions, understanding the challenges of commitment to communities and faiths looking at world views and different dimensions of religion. The use of the Cumbria Agreed Syllabus, Understanding Christianity, Jigsaw and Eaware as a planning tool ensures children revisit and consolidate skills previously learned and that they have a range of opportunities to experience the world through practical, engaging tasks beyond the classroom. Knowledge organisers are provided at the start of each topic to allow for clear key skills to be determined and children to be disseminated and children to become knowledge rich.

## **Impact**

We track the impact of our curriculum throughout the year using the Cumbria Agreed Syllabus, Understanding Christianity, Jigsaw and Eaware. Our Curriculum meets the needs of all our children, including disadvantaged pupils and those with SEND. We measure our children against their starting points and evidence of such learning is in individual assessment files. Work scrutiny of books shows a high quality evidence of work and the cross curricular links that children are making. During their time at the school our children talk enthusiastically about topic work and can make relevant links across all areas - becoming competent in collecting, analysing and communicating information they have learned, in a safe and appropriate manner. The cross curricular topic approach enables us to return to core knowledge and skills pupils should have mastered at regular intervals across the year, key stage and whole primary level. We

ensure that children have a deep understanding of their Religious, Personal, Social and Emotional development and ways in which this is changing and what we can do to help improve it using the knowledge that we already possess.