



INTENT

Dream, Believe, Shine

Personal Development at Ambleside Academy has the purpose of educating pupils about the society that they are growing up in and providing them with the opportunity to develop and grow personally. Pupils will know and understand more about how to play a positive and successful role within our society, both as a pupil in our school and as an adult in the future.

Our aim as a school is to help shape our pupils' minds so that they have the confidence to be an active citizen in modern day Britain. The curriculum journey focuses on pupils' physical and emotional health and gives them the skills and values to keep themselves safe. Pupils learn about healthy emotional and physical relationships and develop skills to ensure that these relationships continue into adulthood. The curriculum encourages our pupils to be ambitious, motivated and hopeful for their futures.

BENEFITS FOR OUR PUPILS

Personal Development can tackle barriers to learning, raise aspirations, improve life chances and develop confident, creative and curious young adults by building their character through challenging topics and themes. There is evidence to show that it can also address:

01

Online awareness
and safety

02

Ambition and
motivation

03

Emotional health,
wellbeing and
self-regulation

ASSESSMENT

Dream, Believe, Shine

To be successful independent learners, children need regular opportunities to reflect upon and identify what they have learned, what needs to be learned and what they need to do to continue their learning. Judging the impact of our Personal Development curriculum requires a well thought out and tailored approach to assessment.

Our approach to assessment ensures progress and attainment in the knowledge, understanding, skills and attributes which Personal Development strives to enhance is recognised and evidenced.

The model of assessment we utilise within PSHE is that at the start of every new unit an initial activity is carried out to assess the pupils starting point. It is used to inform the teachers planning for that topic. At the end of the unit a summative assessment activity is carried out to allow pupils to demonstrate the progress they have made. Within the wider Personal Development curriculum, opportunities are again provided for the children to be reflective and to be able to identify what they have learnt and the impact this has had upon them. Staff use three different means of assessment. These are: verbal, action and observation, and written. This assessment then informs future planning and re-shapes the Personal Development offer ensuring it is meeting the needs of the children as they progress through the academic year.

BRITISH VALUES

DEMOCRACY

The school supports democratic values in various ways – both as part of our school curriculum and in an extra-curriculum capacity. For instance, we have an active and purposeful school council that ensures all voices are represented. Pupils' views from this forum are valued and have impacted on change within the school.

RULE OF LAW

In school we have an inclusive Relationships and Behaviour policy. Rules and expectations are promoted consistently throughout school and pupils are aware of the consequences of falling short of these expectations. The school also recognises, through its reward system the progress made by individual pupils.

INDIVIDUAL LIBERTY

We believe that all pupils should be given the opportunity to make appropriate personal choices and we offer the support and guidance to enable them to do so. Pupils have the freedom to participate in a wide range of curricular activities, including sports teams and whole school clubs. We recognize each child as a unique individual and encourage them to make informed choices.

MUTUAL RESPECT

Our motto of **Dream, Believe, Shine** ensures that we put learning and respect at the heart of everything we do. Pupils regularly take part in celebration assemblies that focus on good work and being kind. We work tirelessly to ensure that bullying is eradicated through support and understanding and restorative conversations. All pupils have a trusted adult they can turn to in times of need. The school takes part in anti-bullying week and runs a wide range of support programmes to ensure all pupils feel safe and valued in school.

TOLERANCE

Tolerance of those of different faiths and beliefs is central to our school as we work to celebrate the unique nature of every child who attends. Curricular activities are run to experience different cultures helps to broaden our pupils understanding. Lessons and assemblies explore different faiths and beliefs and carefully selected text and poems explore traditions from a range of cultures.

PROTECTED CHARACTERISTICS

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation because of the protected characteristics that we all have.

Under the Equality Act, there are nine protected characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race - including colour, nationality, ethnic or national origin
5. Religion or belief
6. Marriage or civil partnership
7. Gender
8. Sexual orientation
9. Pregnancy and maternity

No form of discrimination is tolerated at Ambleside Academy and our pupils show respect for those who share the protected characteristics.

PROTECTED CHARACTERISTICS

We do not teach about all the protected characteristics in every year group. We follow the Jigsaw Scheme of Work which is planned and delivered so that our pupils develop age-appropriate knowledge and understanding during their time at Ambleside Academy. In addition to the protected characteristics being woven through the Jigsaw PSHE lessons, we also deliver a Protected Characteristics assembly once a half term together with a stand-alone Protected Characteristics lesson.

PROTECTED CHARACTERISTICS

The 9 Protected Characteristics are also actively promoted in school through:

- Our school DREAM expectations
- Our school behaviour policy
- Conscious role modelling by all adults in the school community
- Active engagement and communication by all adults in the school community
- Assemblies
- Discussion within curriculum subjects, taking a cross-curricular approach
- Promoting articulation by building appropriate language and a coherent vocabulary
- PSHE lessons and RSE lessons
- Religious Education lessons
- Pupil Voice
- Educational visits
- Student council
- Year 5 and 6 Pupil Forum
- Extra-curricular activities, after-school and lunchtime clubs and work within the local community
- Anti-bullying work
- Diversity focus days

THE BIG PICTURE

Dream, Believe, Shine

During their time at Ambleside Academy, pupils receive a broad programme that gives them the knowledge they need to make decisions and contributes to developing and building their character.



We have many different Personal Development experiences that are run for the whole school going from Nursery up to Year 6.



Specialised provision

Behaviour Therapist work
Gardening Therapy
School Counsellor

Whole school events

Diversity Day	Children's Mental Health Week
Careers Day	Anti-Bullying Week
Dress to Express	Commando Joe
Online Safety Week	Money Matters Week
Hello Yellow Day	Day of Democracy
Parliament Week	DAaRT programme
Visits to local places of worship	Autism Awareness
Road Safety week	

Health and Welfare Groups

Social Skills
Yr 6 Transition to Secondary school
Self-esteem/confidence
Breakfast Support
Lunchtime Support
Breaktime Support
Caring and Sharing



Groups

Student Council
Members of Nottingham Primary Parliament
Behaviour Ambassadors
Year 5 and 6 Pupil Forum
Friendship Club with Local Care Home
Mini Traffic Cops

WHOLE SCHOOL OVERVIEW

EYFS

Jigsaw Programme of Study
EYFS Personal, emotional and social development curriculum
Superstar Cycling Scheme
Offsite visits enhancing the curriculum
Emergency Services visit
Shopping in local shops

Year 1

Jigsaw Programme of Study
Commando Joe
Emergency Services visit
Offsite visits enhancing the curriculum
Blocky Bots coding workshop
Water safety workshop

Year 2

Jigsaw Programme of Study
Commando Joe
Use of public transport to visit local places of significance.
Offsite visits enhancing the curriculum.
In school sleepover
University of Nottingham Detectives project
Water Safety workshop

Year 3

Jigsaw Programme of Study
Commando Joe
Adventure Day
Local Citizenship scheme
Into University
Offsite visits enhancing the curriculum
Blocky Bots coding workshop
Water Safety workshop

Year 4

Jigsaw Programme of Study
Commando Joe
Into University
Music Tuition
Offsite visits enhancing the curriculum.
Adventure Day
First Aid training
Water Safety workshop

Year 6

Jigsaw Programme of Study
Commando Joe
Into University
Offsite visits enhancing the curriculum
Young Enterprise
Residential
Year 6 Employability scheme

Music Tuition
Big Day
DAaRT
Bikeability
First Aid training
Water Safety workshop
End of Year show

Year 5

Jigsaw Programme of Study
Commando Joe
Into University
Mini Police scheme of work
Offsite visits enhancing the curriculum.
Rafting
Music Tuition
Swimming
DAaRT Programme
Blocky Bots coding workshop
First Aid training
Water Safety Workshop

WHOLE SCHOOL LONG TERM OVERVIEW

NURSERY (F1) OVERVIEW

Personal, Social and Emotional Development is a key strand within the Early Years curriculum. It flows through all areas. The three main strands are self-regulation, managing self and building relationships. We follow the Jigsaw scheme of work for PSHE, the objectives of which are shown in green. Our Personal Development offer specifically for each year group is shown in white.



Rolling year-round curriculum

Self-Regulation

- Select and use activities and resources with help when needed. Allowing them to achieve a goal they have chosen or one which is suggested to them
- Develop their sense of responsibility and membership of a community

Managing Self

- Becoming more outgoing with unfamiliar people in the safe context of their setting
- Show more confidence in social situations. Increasingly following rules and understanding why they're important
- Do not always need an adult to remind them of a rule
- Develop appropriate ways of being assertive.

Building Relationships

- Play with one or more other children, extending and elaborating play ideas
- Help to find solutions and conflicts and talk with others to solve rivalries
- Talk about their feelings using words like happy 'sad' and 'angry' or 'worried'.
- Begin to understand how others might be feeling.

AUTUMN

SPRING

SUMMER

Being Me in My World Celebrating Difference

- Self-identity
- Understanding feelings
- Being gentle
- Rights and responsibilities
- Identifying talents
- Being special
- Families
- Where we live
- Making friends
- Assemblies (see programme).

Dreams and Goals Healthy Me

- Challenges
- Perseverance
- Goal-setting
- Overcoming obstacles
- Seeking help
- Jobs
- Exercising bodies
- Healthy food
- Sleep
- Safety
- Keeping clean
- Assemblies (see programme).

Relationships Changing Me

- Family life
- Friendships
- Falling out
- Dealing with bullying
- Being a good friend
- Bodies
- Respecting my body
- Growing up
- Fun and fears
- Celebrations
- Assemblies (see programme).

This runs in conjunction with whole school events, themed weeks, curriculum enhancement days and offsite visits to enhance the curriculum. Ambleside Academy Values and Fundamental British Values are interwoven throughout all.

RECEPTION (F2) OVERVIEW

Personal, Social and Emotional Development is a key strand within the Early Years curriculum. It flows through all areas. The three main strands are self-regulation, managing self and building relationships. We follow the Jigsaw scheme of work for PSHE, the objectives of which are shown in green. Our Personal Development offer specifically for each year group is shown in white.



Rolling year-round curriculum

Self-Regulation

- See themselves as valuable individuals – All children have a named key person who will work closely with them and build positive relationships with. Children's interests are investigated and facilitated by adults.
- Identify and moderate their own feelings socially and emotionally – Children regularly take part in Jigsaw circle times. Children are encouraged to have a voice and discuss how they are feeling during all parts of the day. Speech and language interventions are put in place for children who may not be able to articulate their feelings.

Managing Self

- Manage their own needs – children are encouraged to be independent throughout the day. Water and snacks are available for them to access and they are encouraged to use the bathroom freely.
- Show resilience and perseverance – children are encouraged to persevere and continue any tasks in which they may find a challenge with support from an adult. They are given time and the tools to do their best.

Building Relationships

- Build constructive and respectful relationships – children are given vast opportunity to play with all children in the unit at independent learning time.
- Express their feelings and consider feelings of others – during the day adults may intervene to help children express their feelings finding the correct language to articulate their needs.

AUTUMN

SPRING

SUMMER

Being Me in My World Celebrating Difference

- Self-identity
- Understanding feelings
- Being gentle
- Rights and responsibilities
- Identifying talents
- Being special
- Families
- Where we live
- Making friends
- Assemblies (see programme)

Dreams and Goals Healthy Me

- Challenges
- Perseverance
- Goal-setting
- Overcoming obstacles
- Seeking help
- Jobs
- Exercising bodies
- Healthy food
- Sleep
- Safety
- Keeping clean
- Walk in local area – how we can impact our local community, what keeps us safe in our local area
- Assemblies (see programme).

Relationships Changing Me

- Family life
- Friendships
- Falling out
- Dealing with bullying
- Being a good friend
- Bodies
- Respecting my body
- Growing up
- Fun and fears
- Celebrations
- Assemblies (see programme).

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YEAR 1 OVERVIEW

We follow the Jigsaw scheme of work for PSHE, the objectives of which are shown in green.



Being Me in My World

- Feeling special and safe
- Rights and responsibilities
- Rewards and feeling proud
- Consequences
- Assemblies (see programme).

Dreams and Goals

- Setting goals
- Identifying successes and achievements
- Learning styles
- Working well and celebrating achievement
- Tackling new challenges
- Identifying and overcoming obstacles
- Assemblies (see programme).

Relationships

- Belonging to a family
- Making friends/being a good friend
- People who help us
- Qualities as a friend and person
- Self-acknowledgement
- Celebrating special relationship
- Assemblies (see programme).

AUTUMN

SPRING

SUMMER

Celebrating Difference

- Similarities and differences
- Understanding bullying and knowing how to deal with it
- Making new friends
- Celebrating the differences in everyone
- Assemblies (see programme).

Healthy Me

- Keeping myself healthy
- Healthier lifestyle choices
- Keeping clean
- Being safe
- Medicine safety/household safety
- Road safety
- Assemblies (see programme).

Changing Me

- Life cycles
- Changes in me
- Changes since being a baby
- Differences between male and female bodies
- Growing and learning
- Assemblies (see programme).

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YEAR 2 OVERVIEW

We follow the Jigsaw scheme of work for PSHE, the objectives of which are shown in green.



Being Me in My World

- Hopes and fears
- Rights and responsibilities
- Rewards and consequences
- Safe and fair learning environment
- Valuing contributions
- Choices
- Recognising feelings
- Assemblies (see programme)

Dreams and Goals

- Achieving realistic goals
- Perseverance
- Learning strengths
- Learning with others
- Group co-operation
- Contributing to and sharing success
- Assemblies (see programme)

Relationships

- Different types of family
- Physical contact boundaries
- Friendship and conflict
- Secrets
- Trust and appreciation
- Expressing appreciation
- Assemblies (see programme)

AUTUMN

SPRING

SUMMER

Celebrating Difference

- Assumptions and stereotypes about gender
- Understanding bullying
- Standing up for self and others
- Making new friends
- Celebrating difference
- Assemblies (see programme).

Healthy Me

- Motivation
- Healthier choices
- Relaxation
- Healthy eating and nutrition
- Assemblies (see programme).

Changing Me

- Life cycles in nature
- Growing from young to old
- Increasing independence
- Differences in female and male bodies
- Assertiveness
- In school sleepover – confidence, empathetic, curiosity, kind
- University of Nottingham project – curiosity, ambitious
- Assemblies (see programme).

This runs in conjunction with whole school events, themed weeks, curriculum enhancement days and offsite visits to enhance the curriculum. Ambleside Academy Values and Fundamental British Values are interwoven throughout all.

YEAR 3 OVERVIEW

We follow the Jigsaw scheme of work for PSHE, the objectives of which are shown in green.



Being Me in My World

- Setting personal goals
- Self-identity and worth
- Positivity in challenges
- Rules, rights and responsibilities
- Rewards and consequences
- Responsible choices
- Seeing things from others' perspective
- Assemblies (see programme).

Dreams and Goals

- Difficult challenges and achieving success
- Dreams and ambitions
- New challenges
- Motivation and enthusiasm
- Recognising and trying to overcome obstacles
- Evaluating learning processes
- Managing feelings
- Simple budgeting
- Assemblies (see programme).

Relationships

- Family roles and responsibilities
- Friendships
- Being a global citizen
- Being aware of how my choices affect others
- Awareness of how other children have different lives
- Expressing appreciation
- Assemblies (see programme).

AUTUMN

SPRING

SUMMER

Celebrating Difference

- Families and their differences
- Family conflict and how to manage it
- Witnessing bullying and how to solve it
- Recognising how words can be hurtful
- Giving and receiving compliments
- Assemblies (see programme).

Healthy Me

- Exercise and fitness challenges
- Food labelling and healthy swaps
- Attitudes towards drugs
- Keeping safe both online and offline
- Respect for myself and others
- Healthy and safe choices
- Assemblies (see programme).

Changing Me

- How babies grow
- Understanding a baby's needs
- Outside body changes
- Inside body changes
- Family stereotypes
- Challenging my ideas
- Assemblies (see programme).

This runs in conjunction with whole school events, themed weeks, curriculum enhancement days and offsite visits to enhance the curriculum. Ambleside Academy Values and Fundamental British Values are interwoven throughout all.

YEAR 4 OVERVIEW

We follow the Jigsaw scheme of work for PSHE, the objectives of which are shown in green.



Being Me in My World

- Being a school citizen
- Rights, responsibilities and democracy
- Rewards and consequences
- Group decision-making
- Having a voice
- What motivates behaviour
- Assemblies (see programme).

Dreams and Goals

- Hopes and dreams
- Overcoming disappointment
- Creating new, realistic dreams
- Achieving goals
- Celebrating contributions
- Resilience
- Positive attitudes
- Assemblies (see programme).

Relationships

- Jealousy
- Love and loss
- Memories of loved ones
- Getting on and falling out
- Girlfriends and boyfriends
- Showing appreciation
- Assemblies (see programme).

AUTUMN

SPRING

SUMMER

Celebrating Difference

- Challenging assumptions
- Judging by appearance
- Accepting self and others
- Understanding influences
- Understanding bullying
- Problem-solving
- Identifying how special and unique everyone is
- First impressions
- Assemblies (see programme).

Healthy Me

- Healthier friendships
- Group dynamics
- Smoking
- Alcohol
- Assertiveness
- Peer pressure
- Celebrating inner strength
- Assemblies (see programme).

Changing Me

- Being unique
- Having a baby
- Girls and puberty
- Confidence in change
- Accepting change
- Environmental change
- Assemblies (see programme).

This runs in conjunction with whole school events, themed weeks, curriculum enhancement days and offsite visits to enhance the curriculum. Ambleside Academy Values and Fundamental British Values are interwoven throughout all.

YEAR 5 OVERVIEW

We follow the Jigsaw scheme of work for PSHE, the objectives of which are shown in green.



Being Me in My World

- Being a good citizen in my school and country
- Rights and responsibilities
- Rewards and consequences
- How behaviour affects groups
- Assemblies (see programme).

Dreams and Goals

- Future dreams
- The importance of money
- Jobs and careers
- Dream job and how to get there
- Goals in different cultures
- Supporting others
- Motivation
- Assemblies (see programme).

Relationships

- Self-recognition and self-worth
- Building self-esteem
- Online safety
- Rights and responsibilities online
- Online gaming and gambling
- Reducing screen time
- Online grooming
- Assemblies (see programme).

AUTUMN

SPRING

SUMMER

Celebrating Difference

- Cultural differences
- Racism
- Rumours and name-calling
- Types of bullying
- Material wealth and happiness
- Enjoying and respecting others cultures
- Assemblies (see programme).

Healthy Me

- Smoking including vaping
- Alcohol and anti-social behaviour
- Emergency Aid
- Body image
- Relationships with food
- Healthy choices
- Motivation and behaviour
- Assemblies (see programme).

Changing Me

- Self and body image
- Influence of online and media
- Puberty
- Conception
- Growing responsibility
- Preparing for change
- Assemblies (see programme).

This runs in conjunction with whole school events, themed weeks, curriculum enhancement days and offsite visits to enhance the curriculum. Ambleside Academy Values and Fundamental British Values are interwoven throughout all.

YEAR 6 OVERVIEW

We follow the Jigsaw scheme of work for PSHE, the objectives of which are shown in green.



Being Me in My World

- Global citizenship
- Children's universal rights
- Feeling welcomed and valued
- Choices, consequences and rewards
- Group dynamics
- Anti-social behaviour
- Assemblies (see programme).

Dreams and Goals

- Personal learning goals
- Emotions in success
- Making a difference in the world
- Motivation
- Recognising achievements
- Compliments
- Assemblies (see programme).

Relationships

- Identifying mental health worries and sources of support
- Love and loss
- Managing feelings
- Power and control
- Assertiveness
- Technology safety and responsibility
- Assemblies (see programme).

AUTUMN

SPRING

SUMMER

Celebrating Difference

- Perceptions of normality
- Understanding disability
- Power Struggles
- Understanding bullying
- Inclusion/exclusion
- Empathy
- Differences
- Assemblies (see programme).

Healthy Me


- Taking personal responsibility
- How substances affect the body
- Exploitation
- Emotional and mental health
- Managing stress
- Assemblies (see programme).

Changing Me


- Self image and body image
- Puberty and feelings
- Conception to birth
- Reflections about change
- Physical attraction
- Respect and consent
- Boyfriends/girlfriends
- Into University - Transition to Assemblies (see programme).

This runs conjunction with whole school events, themed weeks, curriculum enhancement days and offsite visits to enhance the curriculum. Ambleside Academy Values and Fundamental British Values are interwoven throughout all.


Foundation Stage

 Ambleside	Topics	In these sessions pupils will learn...	Key knowledge that builds on...	Assessment
Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
Summer 1				
Summer 2				


Reception Stage

 Ambleside	Topics	In these sessions pupils will learn...	Key knowledge that builds on...	Assessment
Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
Summer 1				
Summer 2				


Key Stage 1: Year 1

 Ambleside Primary School	Topics	In these sessions pupils will learn...	Key knowledge that builds on...	Assessment
Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
Summer 1				
Summer 2				


Key Stage 1: Year 2

 Ambleside Primary School	Topics	In these sessions pupils will learn...	Key knowledge that builds on...	Assessment
Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
Summer 1				
Summer 2				


Key Stage 2: Year 3

 Topics	In these sessions pupils will learn...	Key knowledge that builds on...	Assessment
Autumn 1			
Autumn 2			
Spring 1			
Spring 2			
Summer 1			
Summer 2			


Key Stage 2: Year 4

 Topics	In these sessions pupils will learn...	Key knowledge that builds on...	Assessment
Autumn 1			
Autumn 2			
Spring 1			
Spring 2			
Summer 1			
Summer 2			

Key Stage 2: Year 5

 Ambleside	Topics	In these sessions pupils will learn...	Key knowledge that builds on...	Assessment
Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
Summer 1				
Summer 2				

Key Stage 2: Year 6

 Ambleside	Topics	In these sessions pupils will learn...	Key knowledge that builds on...	Assessment
Autumn 1				
Autumn 2				
Spring 1				
Spring 2				
Summer 1				
Summer 2				