



# Abbey Park Schools Federation

## Personal Development Overview

### Year 5



At Abbey Park Federation pupil personal development is fundamental to everything we do. Through the teaching of our PSHE curriculum, assemblies, extra-curricular clubs, exposure to fundamental British Values and enrichment opportunities we strive to offer the best possible outcomes for all of our children, preparing them for later life.

*Italics* = British Values

**Bold** = Protected Characteristics

#### PSHE

Personal, Social, Health and Economic Education	zones of regulation	how people make decisions about spending and saving money and what influences them	how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions	about the different types of relationships people have in their lives	how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing	that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
Relationships, sex and health education	how to recognise and respect similarities and differences between people and what they have in common with others	how to keep track of money so people know how much they must spend or save	that if someone has experienced a head injury, they should not be moved	how friends and family communicate together; how the internet and social media can be used positively	that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal	that some jobs are paid more than others and some may be voluntary (unpaid)
	that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)	how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)	when it is appropriate to use first aid and the importance of seeking adult help	how knowing someone online differs from knowing someone face-to-face	how laws surrounding the use of drugs exist to protect them and others	about the skills, attributes, qualifications and training needed for different jobs
		how to recognise what makes	the importance of remaining calm in an emergency and providing clear	how to recognise risk in relation to friendships and keeping safe about the types of content		that there are different ways into jobs and careers,



# Abbey Park Schools Federation

## Personal Development Overview

### Year 5



		<p>something 'value for money' and what this means to them</p> <p>that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</p>	<p>information about what has happened to an adult or the emergency services</p>	<p>(including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</p> <p>how to respond if a friendship is making them feel worried, unsafe or uncomfortable</p> <p>how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</p>	<p>why people choose to use or not use different drugs</p> <p>how people can prevent or reduce the risks associated with them</p> <p>that for some people, drug use can become a habit which is difficult to break</p> <p>how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</p> <p>how to ask for help from a trusted adult if they have any worries or concerns about drugs</p>	<p>including college, apprenticeships and university</p> <p>how people choose a career/job and what influences their decision, including skills, interests and pay</p> <p>how to question and challenge stereotypes about the types of jobs people can do</p> <p>how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</p>
Fundamental British Values						
<b>British Values:</b> Democracy Rule of Law Individual Liberty	Topic – Water, water everywhere Rule of Law	Topic – WW2 Democracy Rule of Law Individual Liberty	Topic - Explorers and adventurers How has exploration changed our	Topic - How has chocolate changed the world? Democracy	Topic – What can treasure tell us about the past? (Ancient Egypt)	Topic – Is Tourism bad? Focus on Italy Mutual respect



# Abbey Park Schools Federation

## Personal Development Overview

### Year 5



<p><i>Mutual Respect</i> <i>Tolerance of those with different faiths and beliefs</i></p> <p><b>Protected characteristics:</b> <b>Age</b> <b>Race</b> <b>Religion or belief</b> <b>Disability</b> <b>Sex</b></p>	<p>R.E – Why is it important for Christians to believe that God is holy and loving? <i>Tolerance of those with different faiths and beliefs</i> <i>Individual Liberty</i> <i>Mutual respect</i> <b>Religion or belief</b></p> <p>Class text – Kensuke's Kingdom <i>Mutual respect</i> <i>Rule of Law</i> <i>Tolerance of those with different beliefs</i> <b>Race</b> <b>Age</b></p>	<p><i>Mutual Respect</i> <i>Tolerance of those with different faiths and beliefs</i> <b>Belief</b> <b>Age</b> <b>Sex</b> <b>Disability</b> <b>Race</b></p> <p>R.E – Why do Christians believe that Jesus is the Messiah? <b>Religion or belief</b> <b>Sex</b></p> <p>Class text – Goodnight Mr Tom, Anne Frank <i>Individual Liberty</i> <i>Tolerance of those with different faiths and beliefs</i> <b>Age</b> <b>Race</b> <b>Religion or belief</b></p>	<p>knowledge about the world? <i>Individual Liberty</i> <i>Rule of Law</i> <b>Disability</b> <b>Age</b> <b>Race</b> <b>Sex</b></p> <p>R.E – Creation or Science Conflicting or complementary <i>Tolerance of those with different faiths and beliefs</i> <i>Mutual respect</i> <b>Religion or belief</b></p> <p>Class text – The Explorer, Shackleton <b>Belief</b></p>	<p><i>Individual Liberty</i> <i>Mutual respect</i> <b>Race</b></p> <p>R.E – What do Christians believe that Jesus did to save people? <i>Tolerance of those with different faiths and beliefs</i> <i>Mutual respect</i> <b>Religion or belief</b></p> <p>Class text – The chocolate tree <i>Tolerance of those with different faiths and beliefs</i> <b>Race</b> <b>Religion or belief</b></p>	<p><i>Democracy</i> <i>Ruler of Law</i> <i>Individual Liberty</i> <b>Religion or belief</b></p> <p>R.E – How do Christians decide how to live? (what would Jesus do) <i>Tolerance of those with different faiths and beliefs</i> <i>Mutual respect</i> <b>Religion or belief</b></p> <p>Class text – The Secrets of a sun king <b>Religion or belief</b></p>	<p>R.E – For Christians, what kind of King was Jesus? <i>Democracy</i> <i>Tolerance of those with different faiths and beliefs</i> <i>Mutual respect</i> <b>Religion or belief</b></p> <p>Class text -</p>
Assemblies (Picture News)						
	What can we learn from new adventures?	How can we show compassion to others?	Is an e-reader better than a book? <i>Individual Liberty</i>	How can you make your voice heard? <i>Democracy</i>	What does art mean to you?	Is voting the best way to change things? <i>Democracy</i>



# Abbey Park Schools Federation

## Personal Development Overview

### Year 5



	<i>Individual Liberty</i> <b>Race</b>  How important is space exploration? <i>Individual liberty</i> <b>Race</b>  Can anyone break a world record? <i>Mutual respect and tolerance</i> <b>Religion or belief</b>  How does change happen? <i>Democracy</i> <b>Race</b>  Should speed limits be lowered in your local area? <i>Rule of Law</i> <b>Age</b>	<i>Mutual respect and Tolerance</i> <b>Age</b>  What is rubbish? <i>Individual Liberty</i> <b>Religion or belief</b>  Are decorations an important part of celebrations? <i>Democracy</i> <b>Age</b>	<b>Religion and belief</b>  Will self-driving vehicles change our lives? <i>Rule of law</i> <b>Disability</b>  What makes someone inspirational? <i>Democracy</i> <b>Disability</b>	<b>Religion or belief</b>  How do you think World Book Day should be celebrated? <i>Mutual respect and tolerance</i> <b>Age</b>  Should mobile phones be banned in all classrooms? <i>Rule of law</i> <b>Religion or belief</b>  What is the best way to handle disappointment? <i>Individual liberty</i> <b>Religion or belief</b>	<i>Mutual respect and tolerance</i> <b>Religion or belief</b>  Can you learn to persevere? <i>Individual Liberty</i> <b>Sex</b>  Is it fair to judge others based on first impressions? <i>Democracy</i> <b>Sex</b>	<b>Religion or belief</b>  Should we always be prepared for an emergency? <i>Rule of law</i> <b>Disability</b>  What makes a good friend? <i>Individual liberty</i> <b>Religion or belief</b>
Enrichment Opportunities and offsite visits						
Enrichment Opportunities and offsite visits	Fieldwork – river walk Into the film Cinema visit Walk around Pershore taking photographs Bewdley museum – Evacuee immersive experience WW2 day – food etc. Cross country competition		Teacher led dress up for explorer – orienteering challenge Litter warriors’ workshop Young Voices concert – Birmingham World book day Cadbury’s world Velodrome – key children		Escape room style hook for Egyptians Virtual visit from British museum Italian themed day Commonwealth day Thrills day Velodrome – key children	



# Abbey Park Schools Federation

## Personal Development Overview

### Year 5



	Athletics competition for a group Santa fun Velodrome – key children					
Extra-curricular clubs						
	Young Voices	Young Voices	Young voices			
Parental Engagement						
	Parents Evening  Harvest Service (in school)	Christmas Service at the Abbey	Parents evening	Y5,6,7 – Dance performance  World book day – share a book	Egyptian class assembly	