



*Every Pupil Matters; Every Moment Counts.*

# PERSONAL DEVELOPMENT OVERVIEW

OUR  
SCHOOL  
VALUES

WE ALL BELONG TO THE MARTON MANOR  
FAMILY AND SHARE THE SAME VALUES...



KINDNESS

BE  
CARING

BE  
CONSIDERATE

RESILIENCE

BE  
POSITIVE

BE  
COURAGEOUS

RESPECT

BE  
UNDERSTANDING

BE  
ACCEPTING

HONEST

BE  
REFLECTIVE

BE  
RESPONSIBLE

HARDWORKING

BE  
AMBITIOUS

BE  
DETERMINED



BE THE BEST YOU CAN BE!



# OUR PSHE CURRICULUM

We use the Jigsaw scheme of work to teach all the key aspects of PSHE.

## Outline of the Scheme for EYFS up to Year 3

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	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	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



# OUR PSHE CURRICULUM

We use the Jigsaw scheme of work to teach all the key aspects of PSHE.

## Outline of the Scheme for Year 4 to Year 6

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Rights and responsibilities online Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

# HOW WE TEACH OUR VALUES

## How our PSHE Curriculum Promotes our School Values.

Being Me in My World							
Opportunities to promote School Values in the puzzle: Being Me in My World	F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Kindness	1, 2, 3, 4, 5	1, 3, 5, 6	2, 3, 4, 5, 6	3, 4, 5, 6	1, 4, 5, 6	2, 3, 4, 5	4, 5, 6
Resilience	2, 4, 5	4	3, 5, 6	3,	5, 6	4, 5	5, 6
Respect	1, 2, 3, 4, 5	2, 3, 4, 6	2, 3, 4, 5, 6	1, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 3, 4, 5	4, 5, 6
Honesty	3,	5,	1, 2, 3, 4, 5, 6	3, 4, 5	5, 6	4, 5	4, 5, 6
Hardworking	6	2, 3, 4, 6	2, 3, 5, 6	3, 4, 5	1, 5, 6	2, 3, 4, 5	5, 6

Celebrating Difference							
Opportunities to promote School Values in the puzzle: Celebrating Difference	F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Kindness	3, 4, 5, 6	2, 3, 4, 5, 6	3, 4, 5, 6	2, 3, 4, 5, 6	1, 2, 3, 5	1, 2, 3, 4	1, 2
Resilience	6		4,			3, 4	2, 3, 4, 5
Respect	1, 2, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 3, 5, 6	2, 3, 4, 5, 6	1, 2, 3, 5	1, 2, 3, 4, 6	1, 2, 5
Honesty	6	6	1, 2	2, 4, 5	2, 3, 5, 6	2, 3, 4	4
Hardworking							5

# HOW WE TEACH OUR VALUES

## PSHE Curriculum

Dreams and Goals							
Opportunities to promote School Values in the puzzle: Dreams and Goals	F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Kindness	4	3, 5	3, 4, 5, 6	3	1, 5	3, 5, 6	4, 5, 6
Resilience	1, 2, 3	2, 4, 5, 6	1, 2, 4, 5, 6	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	1, 3, 5	1, 2, 5
Respect	4,	3, 5	3, 4, 5, 6	1, 3, 4	5	3, 4, 5, 6	2, 4, 5, 6
Honesty	6	1, 3	4, 5, 6	4, 6	5, 6	3, 5	2, 5, 6
Hardworking	1, 2, 3, 5	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	1, 2, 3, 4	1, 4, 5	1, 2, 3, 5, 6	1, 2, 5

Healthy Me							
Opportunities to promote School Values in the puzzle: Healthy Me	F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Kindness	2,	4, 5		4	1, 2		
Resilience		3		3	2, 3, 4, 5, 6	2	2, 3, 4, 5, 6
Respect	5	1, 2, 3	1, 4, 6	2, 6	1, 2	1, 2, 4, 5, 6	1, 2, 4, 5, 6
Honesty	5, 6	2, 6			1, 2	4	3, 4, 5, 6
Hardworking	1, 2					6	

# HOW WE TEACH OUR VALUES

## PSHE Curriculum

Relationships							
Opportunities to promote School Values in the puzzle: Relationships	F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Kindness	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	3, 6	2, 6	1, 2, 4, 6		
Resilience		5,			4	1, 6	1, 2, 3, 4, 5
Respect	3, 4, 6	2, 3, 5	2, 3, 4, 5, 6	2, 4, 5, 6	1, 2, 4, 6	1, 6	1, 2
Honesty	1, 3, 5	2, 3, 5, 6	2, 3, 4, 5, 6,	2	1, 2, 4	5	4
Hardworking		5,		4			

Changing Me							
Opportunities to promote School Values in the puzzle: Changing Me	F1/2 (3-5)	Year 1 (5-6)	Year 2 (6-7)	Year 3 (7-8)	Year 4 (8-9)	Year 5 (9-10)	Year 6 (10-11)
Kindness							
Resilience	6	2, 3, 6	1, 6	3, 4	3, 5	2, 3, 5, 6	1, 5, 6
Respect	1, 2	4,	4, 5			1	1, 4
Honesty	5	4, 6	5		6	6	3, 5, 6
Hardworking							

# HOW WE TEACH & PROMOTE BRITISH VALUES

Fundamental British Values: we are currently working towards our Rights Respecting Bronze Accreditation.



## DEMOCRACY

- ⇒ Curriculum Design;
- ⇒ School Council Elections;
- ⇒ Peer Award Nominations;
- ⇒ Fair and embedded school systems;
- ⇒ Assemblies;
- ⇒ Pupil Voice Initiatives.



## RULE OF LAW

- ⇒ Curriculum Design;
- ⇒ Embedded school rules;
- ⇒ Assemblies;
- ⇒ Class Charters;
- ⇒ Home/School Agreements;
- ⇒ Relevant Visits and Visitors.



## INDIVIDUAL LIBERTY

- ⇒ Curriculum Design;
- ⇒ Assemblies;
- ⇒ School Visits and Residential;
- ⇒ OPAL primary programme;
- ⇒ Core reading spine;
- ⇒ School charity work within the community and beyond.
- ⇒ Pupil Voice Initiatives.



## MUTUAL RESPECT & TOLERANCE

- ⇒ Curriculum Design;
- ⇒ Assemblies;
- ⇒ Celebration of global events and festivals;
- ⇒ Anti-bullying awareness;
- ⇒ Thrive approaches;
- ⇒ School Values
- ⇒ Reading Spine



BE THE BEST YOU CAN BE!





# HOW WE TEACH FBV

## Through Our PSHE Curriculum

Our Jigsaw PSHE Curriculum visits and revisits the concepts and ideals associated with the Fundamental British Values. They are threaded through each unit of work for every year group across school.

### Being Me in My World

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

### Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

### Dreams and Goals

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓		✓	✓	✓
Year 1	✓		✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓		✓	✓	✓

### Healthy Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2		✓	✓	✓	✓
Year 1		✓	✓	✓	
Year 2		✓	✓	✓	
Year 3		✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6		✓	✓	✓	✓

### Relationships

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4		✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

### Changing Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2			✓	✓	✓
Year 1		✓	✓	✓	✓
Year 2		✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5			✓	✓	✓
Year 6			✓	✓	✓

# HOW WE TEACH FBV

## Through Our Wider Curriculum/ Wider School Provision

	R.E	History	Geography	Quality Texts	Further Opportunities
<p><b>Respect for Rule of Law</b></p> <p>This value promotes a sense of order and stability in society, and helps to prevent crime and other harmful behaviours. The UK justice system is a large part of this, including laws, police officers and courts.</p>		Y1: Kings and Queens		'But why can't I?'	Police visits and River rescue visitors. Community Champions litter picking sessions. Stepping Programme for Y6
<p><b>Individual Liberty</b></p> <p>This British value is based on the idea that people should be free to make their own decisions and choices within the bounds of the law, of course.</p>		Range of significant people are studied through history			Junior Leadership team: head boy and girl, prefects and school council. Opal leads, reading ambassadors.
<p><b>Democracy</b></p> <p>This British value is based on the idea that everyone should have an equal say in how their country is run, and that the government should be accountable to the people.</p>		Y4: Ancient Greece.		'The Election'	Ballot box elections for school council. School Visits from Mayor and Local Councillors.
<p><b>Mutual respect and tolerance of different faiths and beliefs</b></p> <p>They both promote understanding and acceptance of people from different backgrounds and with different beliefs, and help to create a more inclusive and diverse society.</p>	N: Christmas, Easter and Eid. Rec-Y6-range of faiths, beliefs and cultures.	Y1: My Family History. Y6: World War II	Y1: Our Island Home Y3: The Geography of the UK and Our Community	'Hats of Faith' 'Exciting Eid' 'The Best Diwali Ever' 'We are Britain'	Mosque Visit, local church visits and assemblies. International Day. Ramadan and Eid focus . Intergenerational initiative. Cenotaph Visit.



# HOW WE PROMOTE EQUALITY

Through our curriculum design, reading spine, assembly themes and PSHE curriculum, we make a conscious effort to present diverse perspectives and experiences in order to be inclusive and instil equality for all.

## Promoting Diversity and Equality through Texts

These books are read as class texts over the course of the year to encourage positive and guided discussion of the protected characteristics.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Age								
Sex								
Religion								
Pregnancy								
Race								

# HOW WE PROMOTE EQUALITY

## Through our PSHE curriculum

This is an example outline of how our PSHE Jigsaw Scheme supports the teaching of equality. There is an outline for each of the protected characteristics.

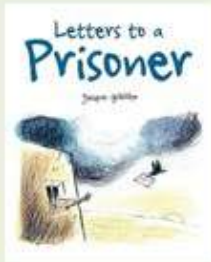
Protected characteristics	What this refers to	Links to Jigsaw 3-11	Links to Jigsaw 11-16
Age	Where this is referred to, it refers to a person belonging to a particular age (for example, 32-year-olds) or range of ages (for example, 18- to 30-year-olds).	<b>Celebrating Difference</b> Ages 10-11 Piece 3: Power Struggles	<b>Celebrating Difference</b> Ages 11-12 Piece 1: Prejudice and discrimination Ages 13-14 Piece 1: Equality Piece 5: Discrimination Piece 6: Assessment Ages 14-15 Piece 1: Equality: what does it mean to me in the UK? Piece 2: Equality in the workplace Piece 5: Challenging inequality Piece 6: Assessment
Gender reassignment	The process of transitioning from one gender to another.	<b>Celebrating Difference</b> Ages 5-6 Piece 6: Celebrating Me. Ages 7-8 Piece 5: Gender diversity Ages 8-9 Piece 1: Judging by appearances Ages 10-11 Piece 2: Understanding difference NB. In Jigsaw the focus is on accepting all people as unique individuals, not on transitioning itself.	<b>Celebrating Difference</b> Ages 11-12 Piece 4: Discrimination in school Ages 13-14 Piece 1: Equality Piece 2: Understanding difference Piece 5: Discrimination Piece 6: Assessment Ages 14-15 Piece 5: Challenging inequality Piece 6: Assessment <b>Changing Me</b> Ages 14-15 Piece 3: Gender and sexual identity Piece 4: Gender stereotypes and sexual identity



# OUR ASSEMBLY THEMES

Weekly whole school assemblies focus on our school values, fundamental British values and protected characteristics and children's rights. Below is a sample of our assembly themes and approaches.

## A SAMPLE FROM OUR ASSEMBLY PLAN

Week commencing	Key Focus	Event	Book suggestions		Notes
12.02.24	<p><b>Protected Characteristics</b></p> <p>Gender</p> <p><b>School Values</b></p> <p>Be Respectful</p> <p>Fundamental British Values</p> <p>Rights</p>	<p><b>Holiday</b></p> <p>International Day of Women and Girls in Science (11.02)</p>			<p><a href="https://www.un.org/en/observances/women-and-girls-in-science-day">https://www.un.org/en/observances/women-and-girls-in-science-day</a></p>
19.02.24	<p><b>Protected Characteristics</b></p> <p>School Values</p> <p><b>Fundamental British Values</b></p> <p>Individual Liberty</p> <p>Rule of Law</p> <p>Rights</p>	<p>World day of Social Justice (20/2)</p>			<p><a href="https://www.un.org/en/observances/social-justice-day">https://www.un.org/en/observances/social-justice-day</a></p>
26.02.24	<p><b>Protected Characteristics</b></p> <p>School Values</p> <p>Fundamental British Values</p> <p><b>Rights</b></p> <p>7: Name and Nationality</p>	<p>International Mother Language Day (21.02)</p>			<p><a href="https://www.unesco.org/en/days/mother-language">https://www.unesco.org/en/days/mother-language</a></p>