

Personal growth curriculum

Personal growth curriculum aims

- Aims to give pupils the cultural capital they need to succeed in life.
- Knowledge and skills that they can draw upon to demonstrate their cultural awareness.
- Knowledge and competence
- Ingredients they need to be successful in society
- Give them the skills and knowledge to be successful in their career and work.
- Communication skills
- Cross-cultural communication
- Awareness on the diverse perspective on issues around the world.
- An ability to work well with others.

At Glenmere, we like to ensure our pupils to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, are able to adapt to new work and leisure patterns and keep up with the rapid expansion of communication technologies.

Our school curriculum passes on enduring values, developing pupils' integrity and autonomy and helping them to be responsible and caring citizens capable of contributing to the development of a just society.

We will provide rich opportunities for the children to explore citizenship and real-life world issues, which at times they may have to grapple with to make sense of it. This, in turn, helps them to develop skills such as collaboration and communication, thus equipping them with the necessary skills for life in the 21st century.

		Main theme	Year 2
Year A Autumn 1	<p>The Right To Be Me</p> <p>Human Rights – moral responsibility</p> <p>Martin Luther King Rosa Parks</p>	<p>Knowing about human rights including the UN Convention on the Rights of the Child.</p> <ul style="list-style-type: none"> • valuing our common humanity, the meaning of universal human rights • understanding rights and responsibilities in a global context and the and the relationship between the global and the local 	<p>They learn that all humanity shares the same basic needs but that there are differences in how and to what extent these needs are met.</p> <p>Children learn about themselves as members of a community, with rights and responsibilities for themselves, for others and for their environment.</p>

	<p>Gandhi Oskar Schindler (Yr5/6) Nelson Mandela Jimmy Carter Dalai Lama</p>	<ul style="list-style-type: none"> • understanding human rights as a framework for challenging inequalities and prejudice such as racism • knowing about the UN Convention on the Rights of the Child, the European declaration on Human Rights and the Human Rights Act in UK law 	<ul style="list-style-type: none"> • rights in class and school • the need to respect the rights of others • basic human rights and how some people have these denied
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Whole school focus: Class debates around a chosen topic.

<p>Year B Autumn 1</p>	<p>Garden to plate</p> <p>Sustainability</p>	<p>Cooking and growing food. Understanding where different foods come from. Understanding what processes food will have gone through before arriving on their plate.</p>	<p>Do they understand that all food comes from plants or animals? • Can they sort a number of foods into plant or animal groups?</p> <ul style="list-style-type: none"> • Can they give examples of foods from animal sources? • Can they give examples of foods from plant sources? • Can they explain how animals are farmed? <ul style="list-style-type: none"> • Can they explain how plants are farmed? • Can they describe how people can grow their own food at home? • Can they describe how food changes from farm to fork to make it safe to eat for some basic foods? <p>Can they recognise a range of basic ingredients?</p> <ul style="list-style-type: none"> • Can they explain that ingredients are available from different shops, markets, or grown at home? • Can they explain that some ingredients need to be prepared before they can be eaten? • Can they explain that some equipment has a special job and know what that special job is, e.g. colander, peeler? • Can they use a range of simple equipment? • Can they use basic cooking skills to make a dish? • Can they identify that different foods need to be stored differently? • Can they explain the hygiene and safety rules, which
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			<p>need to be followed before, during and after cooking?</p> <ul style="list-style-type: none"> • Can they explain that people eat different food and meals according to the time of day, which they are and the occasion?
Whole school-buying, growing, preparing food for a special occasion.			
Year A Autumn 2	<p>Value of money?</p> <p>Financial Capability</p>	<p>The value of money Budgeting and spending Using money effectively</p>	<ul style="list-style-type: none"> • Do they understand that different countries use different coins and notes? • Can they pick out foreign coins from a selection and discuss them? • Do they understand the exchange of coins and notes and giving change. <p>Are they able to talk about things that they may want to spend their money on? E.g. How the class might spend £50 on resources</p> <ul style="list-style-type: none"> • Do they recognise that adults also have to spend money on familiar things like household bills and food bills etc.?
Whole school focus: grow a pound challenge.			
Year B Autumn 2	<p>Peace and conflict</p> <p>Social responsibility</p>	<p>Understanding what conflict is. Solutions for resolving conflict.</p>	<p>causes of disagreement and conflict at personal, classroom and household levels</p> <ul style="list-style-type: none"> • some ways of avoiding, managing and resolving conflict • play and work cooperatively • help to ensure that everyone in own group is included • begin to show tact and diplomacy
Whole school focus-external visit to court rooms or making debating teams in classes with conflicts to solve. Create a Poppy wall/remembrance wall.			
Year A Spring 1	<p>Colours of the rainbow?</p> <p>Diversity</p> <p>Understand how everyone's life may be different. Understand growing up in different backgrounds and countries. Understand the importance to some in having a strong cultural belief.</p>	<p>Understanding and respecting differences and relating these to our common humanity.</p> <ul style="list-style-type: none"> • appreciating similarities and differences around the world in the context of universal human rights • understanding the importance of respecting differences in culture, customs and traditions • developing a sense of awe at the variety of peoples and environments around the world • understanding the impact of the environment on culture and societies • appreciating diverse perspectives on global issues and how identities affect opinions and perspectives 	<p>Children begin to develop a sense of their own worth and the worth of others. They develop a sense of themselves as part of a wider world and gain awareness of a range of cultures and places.</p> <ul style="list-style-type: none"> • similarities and differences between peoples in local setting and also in wider contexts

		<ul style="list-style-type: none"> • understanding the nature of prejudice and discrimination and how they can be challenged and combated 	
Whole school focus: Dress up day linked to different cultures.			
Year B Spring1	Investors Financial Capability	Using money effectively. Understanding making and losing money. Understanding the importance of saving. Understanding good value for money.	Do they understand the consequences of losing money or having it stolen? e.g. discuss if we lose something that it needs replacing <ul style="list-style-type: none"> • Can they choose how to spend money e.g. pocket money/class raised money • Can they begin to talk about the value of money e.g. discuss whether, or in what circumstances £5 is a lot of money? • Can they recognise how we spend money and that our satisfaction from the purchase may vary? (link to wants and needs) • Do they understand that there are consequences to having more or less money e.g. What happens if you have no money for sweets? Or the bus home? (link to wants and needs) • Are they beginning to understand that people have different standards of living in different countries? E.g. find out about different incomes and prices in different countries
Whole school, investment interview, getting out and making contact with business owners and interviewing them.			
Year A Spring2	Food glorious food Sustainability	Nutrition and Enjoying food. Understanding diet and nutrition. Understanding food for special occasions.	Can they talk about foods they like and dislike with reasons? <ul style="list-style-type: none"> • Can they discuss the food that they eat during special occasions or cultural celebrations? (E.g. birthday, Eid, etc.) • Are they willing to try new foods? Can they explain the important social aspects of food and how families in the past ate? <ul style="list-style-type: none"> • Can identify lots of food ingredients that are used around the world? • Can show a deeper understanding of the country they are studying, their food and customs? • Can experience food from a different culture and explain their opinion?

			<ul style="list-style-type: none"> • Can explain the part that food plays in special social occasions • Do they understand that a family sitting and eating together is a good thing and that taking part in what they eat at home is fun
Whole school :inviting families in to bring in foods linked to different countries and parents to try he food the children have cooked in school.			
Year B Spring2	Planet heroes Environmental sustainability	<p>Understanding of the things that affect their immediate, local and global environment.</p> <p>Working on something that could improve their immediate, local or global environment.</p>	<p>concern about the local environment and willingness to care for it</p> <ul style="list-style-type: none"> • taking care of resources and not wasting them • belief that people can make a difference, both on their own and when they work together
Whole school: create whole school art sculpture representing environmental sustainability			
Year A Summer1	Title?? Commitment and determination	<p>An ability to show resilience with different practical challenges.</p> <p>‘personal capabilities’70 emphasises ‘tenacity, self-motivation, problem solving and self-image</p> <p>Practical weekly tasks to build resilience, working in pairs or small groups.</p>	<ul style="list-style-type: none"> • Importance of believing they can achieve. • Recognising what skills they already have and could develop. <p>Sharing ideas and solutions.</p> <ul style="list-style-type: none"> • Making judgments on what went well, what needs improving, what did they learn. • Understand listening to others and trying both ideas. <ul style="list-style-type: none"> • Try,cupstacking, recorders, Spinning plates, getting round obstacle course without falling off.
Whole school: circus skills day.			
Year B Summer1	Escape rooms Resilience and cooperation	<p>To develop resilience skills with different practical activities linked to the idea of escape rooms. Children will develop the skills in relation to decision making, problem solving and emotional regulation. This will including looking at breaking problems down into smaller steps – linking this to problems in everyday life</p>	<ul style="list-style-type: none"> • Can they name some their own characteristics which makes them able to achieve? • Do they know different ways of dealing with problems the encounters? • Do they understand the importance of working with each other? • Can they name what makes good team work?
Whole school: family day linked to the theme			

Year A Summer 2	<p>Matters of the Mind</p> <p>Positivity</p>	<p>Mental health Healthy mind, healthy body. Understanding feelings. Goal setting and aspirations. Relaxation techniques.</p>	<p>Can they recognise and celebrate their own strengths?</p> <ul style="list-style-type: none"> • Can they set simple but challenging goals? • Can they use vocabulary to describe good and not so good feelings? • Can they use simple strategies to manage feelings? • Can they discuss change and loss and the associated feelings? (e.g. moving home, losing toys, pets or friends) • Are they aware of rules for and ways of keeping physically and emotionally safe? (including online safety) • Can they explain why teasing and bullying is wrong and how to get help? • Can they recognise when people are being unkind either to them or others, and know how to respond, who to tell, and what to say? • Can they explain the difference between secrets and surprises?
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Whole school activity: run mental health and wellbeing afternoon for parents, ran by the children, with different stall and activities.