

# 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 3/4
Year A Autumn 1	<b>The Right To Be Me</b>  <b>Human Rights – moral responsibility</b>  Martin Luther King Rosa Parks Gandhi Oskar Schindler (Yr5/6) Nelson Mandela Jimmy Carter Dalai Lama	Knowing about human rights including the UN Convention on the Rights of the Child. <ul style="list-style-type: none"> <li>valuing our common humanity, the meaning of universal human rights</li> <li>understanding rights and responsibilities in a global context and the and the relationship between the global and the local</li> <li>understanding human rights as a framework for challenging inequalities and prejudice such as racism</li> <li>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</li> </ul>	UN Convention on the Rights of the Child <ul style="list-style-type: none"> <li>reasons why some people have their rights denied</li> <li>those responsible for rights being met (e.g. teachers, local and national government)</li> </ul>
Year B Autumn 1	<b>Garden to plate</b>  <b>Sustainability</b>	Cooking and growing food. Understanding where different foods come from. Understanding what processes food will have gone through before arriving on their plate.	Can they name the sources of common ingredients found in meals? <ul style="list-style-type: none"> <li>Can they name some foods produced in the UK? Can they name some foods produced outside the UK?</li> <li>Can they explain the climate and conditions affect when and where food is produced?</li> </ul> Do they Know that there is a vast range of ingredients used around the world? <ul style="list-style-type: none"> <li>Do they understand that diets around the world are based on similar food groups?</li> <li>Do they know that food is prepared in different ways due to a number of factors, including country, culture, custom and religion?</li> <li>Can they use the eat-well plate and consider the needs of different people when planning and cooking food?</li> <li>Can they suggest and demonstrate healthier ways to prepare and cook foods?</li> <li>Can they read and interpret basic nutrition information on food packaging when making choices?</li> </ul>

			<ul style="list-style-type: none"> <li>• Can they plan and prepare food appropriate for a range of different occasions?</li> <li>Do they understand that a range of factors determine what is eaten throughout the world?</li> <li>• Can they see the differences between diets varying in individuals for reasons such as availability, preference, resources, time, culture and religion?</li> </ul>
Year A Autumn 2	<b>Value of money?</b>  <b>Financial Capability</b>	The value of money Budgeting and spending Using money effectively	Can they develop an understanding of how global trade works and some of the consequences e.g.) Fair Trade <ul style="list-style-type: none"> <li>• Do they understand how we get money from work and earnings?</li> <li>• Do they know that we may get money from benefit payments if there is insufficient or no work?</li> <li>• Can they identify regular financial commitments</li> </ul>
Year B Autumn 2	<b>Peace and conflict</b>  <b>Social responsibility</b>	Understanding what conflict is. Solutions for resolving conflict.	some causes and effects of conflict at all levels from personal to global <ul style="list-style-type: none"> <li>• strategies for managing, resolving and preventing conflict, including 'win-win' solutions</li> <li>• examples of conflicts past and present in own society and others work cooperatively to solve problems or achieve goals</li> <li>• use strategies to manage anger, frustration and aggressive feelings</li> <li>• use knowledge of others' viewpoints to resolve problems and compromise</li> </ul>
Year A Spring 1	<b>Colours of the rainbow?</b>  <b>Diversity</b>  Understand how everyone's life may be different. Understand growing up in different backgrounds and countries. Understand the importance to some in	Understanding and respecting differences and relating these to our common humanity. <ul style="list-style-type: none"> <li>• appreciating similarities and differences around the world in the context of universal human rights</li> <li>• understanding the importance of respecting differences in culture, customs and traditions</li> <li>• developing a sense of awe at the variety of peoples and environments around the world</li> <li>• understanding the impact of the environment on culture and societies</li> <li>• appreciating diverse perspectives on global issues and how identities affect opinions and perspectives</li> <li>• understanding the nature of prejudice and discrimination and how they can be challenged and combated</li> </ul>	Children develop their understanding beyond their own experience and build up their knowledge of the wider world and of diverse societies and cultures. They learn about the similarities and differences between people and places around the world and about disparities in the world.  Diversity of cultures and societies within and beyond own experience <ul style="list-style-type: none"> <li>• contributions of different cultures to our lives</li> <li>• nature of prejudice, racism and sexism and ways to combat these</li> </ul>

	having a strong cultural belief.		
Year B Spring1	<b>Investors</b>  <b>Financial Capability</b>	Using money effectively. Understanding making and losing money. Understanding the importance of saving. Understanding good value for money.	Can they decide how to spend money, real or imagined? E.g.) What would you do if you were given £10? £100? £1,000? £10,000? • Can they justify needs and wants and prioritise spending using a limited budget? • Are they able to assess best buys in a variety of circumstances? E.g.) Are the most expensive trainers always worth it? • Do they know that looking after a budget may include saving money for future wants and needs? • Are they aware that donations to charity might be included in spending? • Can they compare standards of living across time and place? E.g.) compare earnings and prices nowadays with another period of history.
Year A Spring2	<b>Food glorious food</b>  <b>Sustainability</b>	Nutrition and Enjoying food. Understanding diet and nutrition. Understanding food for special occasions.	Do they understand that a range of factors determine what is eaten throughout the world? • Can they see the differences between diets varying in individuals for reasons such as availability, preference, resources, time, culture and religion? • Do they understand that a variety and balance of food and drink is needed in a healthy diet? • Can they identify and classify unfamiliar and composite dishes according to the 5 groups depicted in the eat-well plate? • Understand that different diets may comprise similar raw foods combined in different ways? • Do they understand the different proportions of the model in relation to their own diet? • Can they use the eat-well plate when devising meals and menus for themselves and others? Do they understand the important social aspects of food and how families in the past used to eat? • Can they explain that lots of food ingredients are used around the world? • Can they experience food from a different culture and comment on their opinions? • Can they recognise that diets around the world are based on the 5 food groups? • Can they use their prior skills to create food for special occasions?

Year B Spring2	<b>Planet heroes</b>  <b>Environmental sustainability</b>	Understanding of the things that affect their immediate, local and global environment.  Working on something that could improve their immediate, local or global environment.	<ul style="list-style-type: none"> <li>• sense of responsibility for the environment and the use of resources</li> <li>• commitment to taking action to protect and improve the environment and quality of life for people locally and globally</li> <li>• belief that individuals and groups can improve situations</li> <li>• willingness to cooperate with others to change things on the planet for the better.</li> </ul>
Year A Summer 1	<b>Title??</b>  <b>Commitment and determination</b>	An ability to show resilience with different practical challenges. ‘personal capabilities’70 emphasises ‘tenacity, self-motivation, problem solving and self-image  Practical weekly tasks to build resilience, working in pairs or small groups.	<ul style="list-style-type: none"> <li>• importance of positive view of their nature and what qualities they can offer to the task.</li> <li>• the importance of defining a problem and generating different solutions.</li> <li>• Understanding the importance of evaluating solutions and decision making.</li> <li>• Understanding the importance of developing interpersonal communication skills.</li> </ul> <p>The importance of expressing themselves in a group in the right way and listening to others. Importance of communicating ideas.</p> <ul style="list-style-type: none"> <li>• Try-juggling, two balls, three balls, finger knitting,etc flipping</li> </ul>
Year B Summer 1	<b>Escape rooms</b>  <b>Resilience and cooperation</b>	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 include looking at breaking problems down into smaller steps – linking this to problems in everyday life	<ul style="list-style-type: none"> <li>• Name what characteristics makes a particularly resilient individual</li> <li>• Know how to resolve real-life scenarios with some different strategies</li> <li>• Identify what good cooperation is and identify what bad cooperation is, being able to suggest ways this could be improved.</li> <li>• Do they understand different problems they will come across at different stages?</li> </ul>
Year A Summer 2	<b>Title?</b>  <b>Positivity</b>	Mental health Healthy mind, healthy body. Understanding feelings. Goal setting and aspirations. Relaxation techniques.	<p>Are they aware of what positively and negatively affects their physical and their emotional health? (how they are feeling)</p> <ul style="list-style-type: none"> <li>• Can they reflect on and celebrate their achievements, identify their strengths and areas for improvement?</li> <li>• Can they set high aspirations and goals?</li> <li>• Can they deepen their understanding of good and not so good feelings using appropriate vocabulary?</li> <li>• Can they discuss change, including transitions (between key stages and schools), loss, separation, divorce and bereavement?</li> <li>• Can they recognise when and how to ask for help?</li> </ul>

			<ul style="list-style-type: none"> <li>• Can they use basic techniques for resisting pressure to do something dangerous, unhealthy, or that they believe to be wrong?</li> <li>• Are they aware of how their actions affect themselves and others?</li> <li>• Are they aware of the concept of 'keeping something confidential or secret', and do they know when it is appropriate to 'break a confidence' or 'share a secret'?</li> </ul>
<p>Year B Summer 2</p>	<p><b>Failing greats</b></p> <p><b>Dreams and aspirations</b></p> <p>JK Rowling(LKS2) Michael Jordan(LKS2) Colonel Sanders, founder of KFC(LKS2) Oprah Winfrey(UKS2) Stephen King(UKS2) Thomas Edison(UKS2) Katy Perry (KS1) Eddie Eagle(KS1) Dr Seus(REC) Walt Disney(REC)</p>	<ul style="list-style-type: none"> <li>• To understand how making mistakes, help your brain grow.</li> <li>• Understanding what makes a growth mind-set.</li> <li>• Understanding how they can learn from failure.</li> <li>• Understanding how people in society may of failed before succeeding.</li> <li>• Understanding mind-set is how you see the world</li> </ul> <p>They will learn that effort,hardwork,taking Risks, practice, perseverance, Determination, and grit all lead to success.</p> <p>Try a variety of challenges each week where they will fail and need to try and try again.</p> <p>Teach the growth mindset alongside this.</p> <p>Look at famous people that have had success and failure.</p>	<ul style="list-style-type: none"> <li>• Taking risks and trying new things is part of learning and growing.</li> <li>• To understand how a growth and fixed mind-set will affect how their brain grows.</li> </ul> <p>To understand you may struggle, but it doesn't mean it can't be done.</p> <p>Children can try fitting an egg in a bottle without breaking it. Children can make a racing balloon powered car.</p>