

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	Year5/6
Year A Autumn 1	<p>The Right To Be Me</p> <p>Human Rights – moral responsibility</p> <p>Martin Luther King Rosa Parks Gandhi Oskar Schindler (Yr5/6) Nelson Mandela Jimmy Carter Dalai Lama</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 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 	<p>Universal Declaration of Human Rights</p> <ul style="list-style-type: none"> importance of citizens, societies and governments respecting and defending people’s human rights current and historical human rights issues and movements in own country and elsewhere <p>Links with National Holocaust Memorial Day and how Human Rights were not met</p>
Whole school focus: Class debates around a chosen topic.			
Year B Autumn 1	<p>Garden to plate</p> <p>Sustainability</p>	<p>Cooking and growing food.</p> <p>Understanding where different foods come from.</p> <p>Understanding what processes food will have gone through before arriving on their plate.</p>	<p>Can they explain that food goes through basic processes before it reaches us?</p> <p>Can they decide which foods grow where and which are best for different times of year?</p> <p>Can they explain how that at home we process food to make it edible and safe?</p> <p>Can they describe how food is processed on a large scale in places such as restaurants and factories to make it edible and safe to eat?</p> <p>Can they write and follow recipes?</p> <p>Can they weigh and measure accurately?</p> <p>Can they select and use the most appropriate ingredients and equipment to plan and cook a range of dishes?</p> <p>Can they modify existing recipes?</p> <p>Can they demonstrate an extended range of food skills and techniques?</p>

			<p>Can they describe how food can spoil and decay due to the action of microbes, insects and other pests?</p> <p>Can they explain how to use date marks and food storage instructions on food packaging? Can they demonstrate good personal hygiene when cooking?</p> <p>Can they demonstrate good food safety and hygiene when cooking?</p>
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</p> <p>Budgeting and spending</p> <p>Using money effectively</p>	<p>Can they investigate and compare internet and mail order shopping?</p> <ul style="list-style-type: none"> • Can they understand the concept of credit e.g. investigate different credit deals? • Can they understand how global trade works e.g. understanding of chocolate trade line and the incomes of each group? • Do they understand that we need money for retirement through pensions, how this is paid for, when this happens and why?
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.</p> <p>Solutions for resolving conflict.</p>	<ul style="list-style-type: none"> • wider causes and effects of conflict at all levels • importance of resolving conflict fairly • Understanding conflicts from history that have been resolved. <p>Understanding global conflicts.</p> <ul style="list-style-type: none"> • role of non-violent protest in social and political change take on different roles in group work • employ effective strategies for repairing damaged relationships
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.</p> <p>Understand growing up in different</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 • understanding the nature of prejudice and discrimination and how they can be challenged and combated 	<p>Children and young people develop their understanding of their role as citizens within local and global contexts and extend their knowledge of the wider world.</p> <p>Benefits and challenges of diversity</p> <ul style="list-style-type: none"> • impacts of stereotyping, prejudice and discrimination and how to challenge these • importance of language, beliefs and values in cultural identities

	backgrounds and countries. Understand the importance to some in having a strong cultural belief.		
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.	Can they understand probability and insurance – weighing up likelihood of risks? • Can they understand the purpose of savings for example research and compare different ways of saving money including ease of access and interest rates? • Do they know the interest rates for savings and borrowings may change and that they have implications of finances? • Do they understand the purpose of financial of organisations (including borrowing linked to interest)? • Do they understand the differences between “good” debit (planned and manageable) and “bad” debit (unplanned and unmanageable). For example investing mobile phone charges • Can they assess best buy offers and deal in a range of circumstance? Compare buy on get one free, three for the price of two and half price. • Can they explain how spending money and are satisfaction from the purchase can vary e.g. how long things last, how well they perform and how long we are still interested in them? Are they able to make a plan for budgeting a sum of money for the class? • Can they develop methods to keep records of budgets and spending .
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.	Do they understand that different types of food provide different amounts of energy? • Can they demonstrate how different amounts of food, known as portions, provide different amounts of energy? • Can they explain that all food and drink provide nutrients? • Can they explain that other nutrients include vitamins and minerals, which are needed to keep the body healthy?

			<ul style="list-style-type: none"> • Can they describe how some foods also provide fibre but the body doesn't digest this? • Can they recognise that the amount of energy and nutrients provided by food depends on the portion eaten? • Do they understand that energy is provided by the nutrients, carbohydrates fat and protein? • Can they understand the functions of different nutrients? Can they recognise the nutrients provided by each section of the eat well plate? • Can they recognise that food around the world is prepared in different ways, sometimes because of culture, customs and religion? • Do they know about a country and how its customs and culture can affect the food people eat? • Can they describe an experience of trying food from a different culture? • Do they understand how different families eat their meals and know how to use basic cooking skills and equipment to prepare food? • Can they describe their experience the part food has to play in special, social occasions?
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>	<ul style="list-style-type: none"> • appreciation of interdependence between people and planet • concern about the effects of lifestyles and consumer choices on people and the planet willingness to take an informed stand on global issues • belief that people can often make a greater difference when they take action collectively look at examples of this that can improve the environment.
Whole school: create whole school art sculpture representing environmental sustainability			
Year A Summer 1	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"> • To understand that resilience could contribute to healthy behaviours, higher qualifications and skills, better employment, better mental wellbeing, and a quicker or more successful recovery from illness. • To understand that resilience and adversity are distributed unequally across the population, and are related to broader socio-economic inequalities. • Continue to develop and refine skills learnt in LKS2. <p>Try-Sudoku, playing, Patience,chess,sewing origami.</p>
Whole school: circus skills day.			

Year B Summer 1	Escape rooms Resilience and cooperation	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	<ul style="list-style-type: none"> • Do they know the seven C's of resilience: control, competence, coping, confidence, connection, character and contribution? • Do they know how these seven Cs can help them to overcome challenges in life? How could they be implemented during group cooperation • Can they recognise and support others within social situations who find aspects of resilience and cooperation, offering helpful solutions and putting these into practice?
Whole school: family day linked to the theme			
Year A Summer 2	Title? Positivity	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, mental and emotional health? (including the media)</p> <ul style="list-style-type: none"> • Can they recognise how images in the media do not always reflect reality and can affect how people feel about themselves? • Can they reflect on and celebrate their achievements, identify their strengths and areas for improvement? • Can they set high aspirations and goals? • Can they deepen their understanding of good and not so good feelings by extending their vocabulary to explain both the range and intensity of their feelings to others? • Can they recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them? • Are they aware of the people who are responsible for helping them stay healthy and safe and ways that they can help these people? • Can they use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong? • Can they use role play or other to demonstrate techniques they have learnt on how to deal with bullying?
Whole school activity: run mental health and wellbeing afternoon for parents, ran by the children, with different stall and activities.			
Year B Summer 2	Failing greats Dreams and aspirations	<ul style="list-style-type: none"> • To understand how making mistakes, help your brain grow. • Understanding what makes a growth mind-set. Understanding how they can learn from failure. • Understanding how people in society may of failed before succeeding. • Understanding mind-set is how you see the world 	<ul style="list-style-type: none"> • Brain power can be developed Basic abilities can be developed through hard work, thinking of their own examples. Resilience is the result of continued effort, thinking of people who have worked hard failed and succeeded. • Challenges and failures are opportunities to strive and improve. Understanding that intelligence and talent are not fixed traits.

	<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>	<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>	<p>RUBE Goldeberg video challenges, these involve using a variety of everyday objects ,to create a chain reaction to complete a simple task, like dropping a soap bar from the machine into someone’s hand.</p> <p>These challenges, get them to predict how many failures and successes they may have with their machine and to just try and try again.</p> <p>rubegoldberg.com.</p>
.Whole school activity: achievements board			