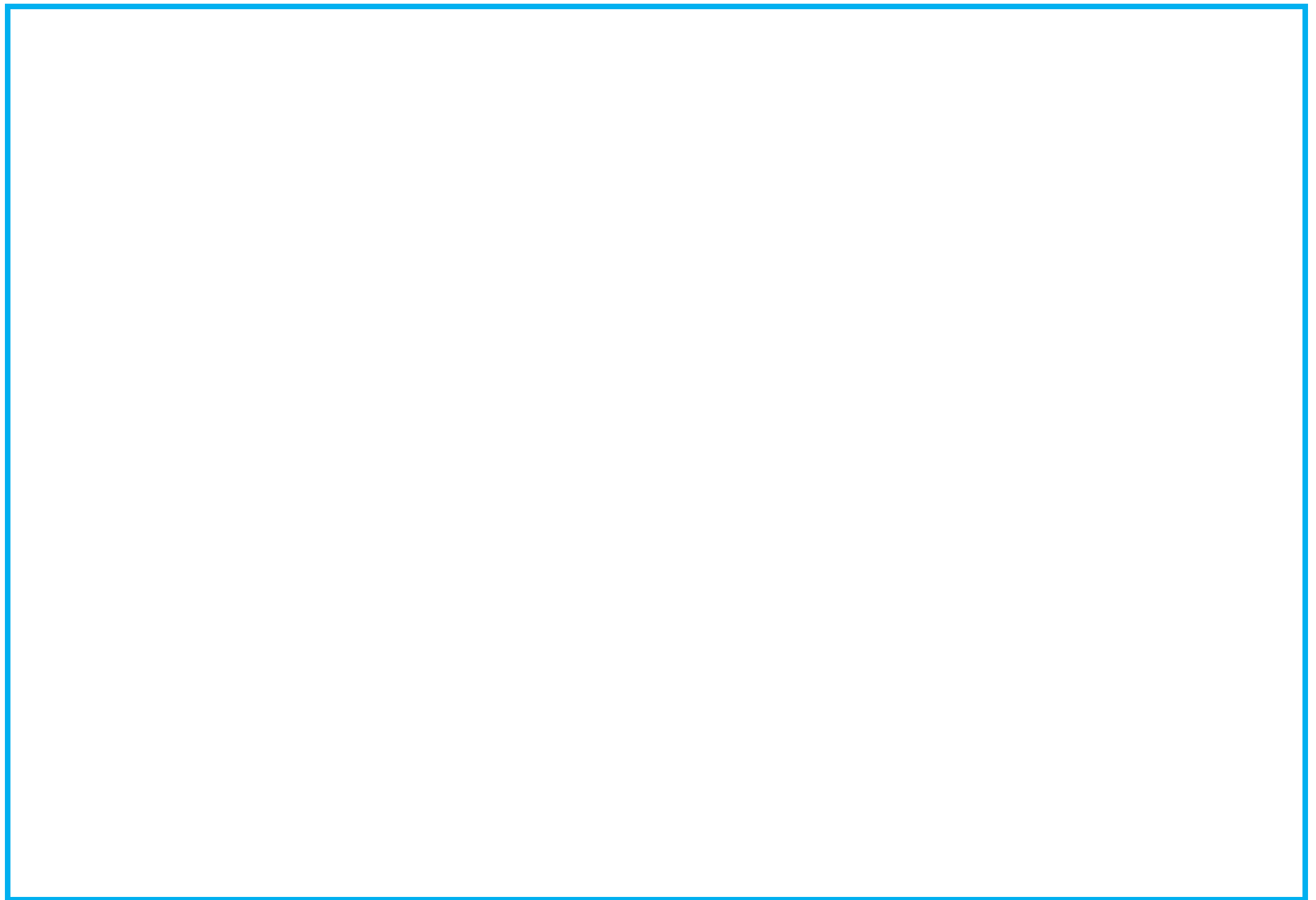


West Denton Primary School



Personal Development Curriculum 2026-27



Personal Development is crucial for fostering holistic growth, equipping children with essential life skills, emotional intelligence and resilience. At West Denton Primary School, personal development is at the heart of everything we do. We are committed to nurturing well-rounded, confident, and compassionate individuals who are prepared for life in a diverse and ever-changing world. **Our core values—Respect, Persevere, and Achieve**—are central to this vision and are embedded in every aspect of school life.



Respect



Persevere



Achieve

Respect underpins our inclusive ethos. We celebrate the uniqueness of every child and actively promote understanding of different cultures, backgrounds, and perspectives. Our Diversity School Council plays a key role in this, giving pupils a voice and empowering them to lead on initiatives that promote equality, inclusion, and belonging. Through this, children develop empathy, tolerance, and a strong moral compass.

Perseverance is encouraged through a supportive environment where effort is recognised and mistakes are seen as opportunities to learn. Our bespoke personal development curriculum is carefully designed to build resilience, confidence, and independence. Pupils are taught how to manage challenges, work collaboratively, and develop the emotional literacy needed to navigate both school and life successfully.

Achievement is celebrated in its broadest sense. We value not only academic success but also personal growth, creativity, and character development. Through a wide range of enrichment opportunities, including leadership roles, extracurricular activities, bush-craft and real-life experiences, pupils are given the chance to discover their strengths and talents.

By embedding our core values and prioritising personal development, we ensure that every child leaves West Denton Primary School as a respectful, resilient, and aspirational individual, ready to contribute positively to their community and beyond.

Relationships and Sex Education

Rationale

Today's children and young people are growing up in an increasingly complex world, where their lives are lived seamlessly both online and offline. While this presents many exciting opportunities, it also brings new challenges and risks. In this environment, children and young people need the knowledge, skills and understanding to stay safe, healthy and resilient, and to manage their academic, personal and social lives positively and responsibly.

At West Denton Primary School (WDPS), we recognise the vital role that Relationships Education plays in supporting pupils' personal development, wellbeing and safeguarding. We are committed to providing high-quality, inclusive education that equips children with the key building blocks for healthy, respectful relationships, including friendships, family relationships and online interactions. This sits alongside teaching pupils how to maintain good physical and mental health, develop emotional wellbeing, and make informed and safe choices.

Our curriculum reflects the evolving needs of children in modern society and incorporates current statutory guidance (Sept 2026) and emerging safeguarding priorities.

At WDPS, every pupil will receive their full entitlement to Relationships Education regardless of educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We are committed to creating a safe, inclusive and respectful environment where all children feel valued, supported and prepared for life in modern Britain.

The Relationships Education curriculum is designed to meet the needs of all pupils, including those with special educational needs and disabilities (SEND), as well as pupils with differing family experiences and backgrounds. Teaching and resources will be adapted where necessary to ensure all children can access the curriculum and fully participate in learning.

Aims

The aims of relationships and sex education (RSE) at WDPS are to:

- Support pupils to develop healthy, respectful relationships and recognise the importance of kindness, empathy, inclusion and mutual respect.
- Focus on personal safety and risk management, including age-appropriate learning around conflict resolution, knife crime awareness, water, road and rail safety.
- Prepare pupils for puberty and give them an understanding of human development, sexual development, health and hygiene.
- Teach accurate anatomical terminology and age-appropriate knowledge about growing up, puberty and personal health.
- Help pupils develop self-respect, confidence, resilience and emotional wellbeing.
- Promote safeguarding by helping pupils recognise unsafe situations, understand consent and boundaries, and know how and where to seek help.
- Teach pupils about online safety and digital literacy, including the safe and responsible use of technology, awareness of artificial intelligence (AI), online exploitation, cyberbullying, online pornography, misinformation and harmful online influences such as digital misogyny.
- Encourage pupils to think critically, behave responsibly online and develop strategies to keep themselves safe in both online and offline environments.
- Create a positive and inclusive culture around relationships, identity and wellbeing that respects diversity and challenges discrimination.
- Work in partnership with parents and carers by ensuring openness and transparency about the RSE curriculum, resources and approaches used within school.

Statutory requirements

Relationships Education is compulsory in all primary schools in England. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Sex education in primary schools is not compulsory. At WDPS, we recognise that the needs of each cohort may differ. Therefore, the content and delivery of Relationships and Sex Education (RSE) may be adapted to reflect the age, maturity and needs of pupils. Where additional Sex Education content is identified as appropriate for a cohort, parents and carers will be informed by letter and they will have the right to withdraw their child from such lessons.

At West Denton Primary School, we provide a purposeful, empowering curriculum that prepares pupils for future education and life beyond school. We encourage children to aspire, understand the world around them, and believe in their potential. By broadening horizons, we help them recognise they can achieve great things. In an increasingly complex, both online and offline world, pupils face many opportunities and challenges. Our PSHE/RSE curriculum equips them with the knowledge and skills to stay safe, maintain healthy lifestyles, and manage academic, personal, and social responsibilities. It supports them in making informed choices and becoming positive, active members of their communities. In addition to the statutory requirements, our PSHE curriculum will also include ABC. Life skills and educational trips and events. Our PSHE/RSE curriculum consists of three main strands

- **Relationships**
- **Physical Health and Mental Wellbeing**
- **Living in the Wider World**

These are taught through 1Descion's 9 modules

Keeping/Staying Safe YEAR 1 Form a basic understanding of how to stay safe YEAR 2 Develop awareness of risks and personal responsibility YEAR 3 Identify hazards and warning signs YEAR 4 Apply strategies to stay safe and consider consequences YEAR 5 Manage influence and peer pressure YEAR 6 Evaluate risks and make responsible decisions	Keeping/Staying Healthy YEAR 1 Build an understanding of healthy choices and habits YEAR 2 Explore everyday choices that support health YEAR 3 Recognise routines and behaviours that support wellbeing YEAR 4 Apply knowledge to maintain a healthy lifestyle YEAR 5 Respond to influences that affect health choices YEAR 6 Evaluate health risks and make positive lifestyle decisions	Relationships / Growing and Changing YEAR 1 Begin to understand positive relationships YEAR 2 Recognise feelings and show empathy for others YEAR 3 Explore personal boundaries and respect for others YEAR 4 Learn about healthy and unhealthy relationships YEAR 5 Identify changes that puberty and growing up can bring YEAR 6 Evaluate relationships and make respectful choices
Being Responsible YEAR 1 Begin to understand responsibility in everyday situations YEAR 2 Recognise responsible and irresponsible choices YEAR 3 Identify responsible behaviours and their impact on others YEAR 4 Understand responsibility in different situations YEAR 5 Consider how personal choices can affect others YEAR 6 Evaluate responsibilities and make informed decisions	Feelings and Emotions YEAR 1 Build an understanding of feelings and emotions YEAR 2 Recognise a range of emotions and their effects YEAR 3 Identify emotions and ways to manage them YEAR 4 Understand more complex emotions and responses YEAR 5 Manage strong emotions and recognise triggers YEAR 6 Reflect on emotional responses and manage personal wellbeing	Computer / Online Safety YEAR 1 Form a basic understanding of safe technology use YEAR 2 Develop awareness of responsible technology use YEAR 3 Recognise online risks and safe choices YEAR 4 Understand respectful online behaviour and cyberbullying YEAR 5 Manage pressures and influences online YEAR 6 Evaluate online risks and make responsible digital choices
Our World / The Working World YEAR 1 Form a basic understanding of family life and the world around us YEAR 2 Develop awareness of caring for living things and early money concepts YEAR 3 Recognise how people help care for the environment YEAR 4 Understand roles and responsibilities in family and community life YEAR 5 Explore future careers, money and enterprise YEAR 6 Evaluate financial choices and future responsibilities	A World Without Judgement YEAR 1 Develop an understanding of fairness and democracy YEAR 2 Recognise individual liberty and the rule of law YEAR 3 Identify the importance of tolerance and respect YEAR 4 Explore how judgement and discrimination can affect others YEAR 5 Further explore diversity, inclusion and acceptance YEAR 6 Evaluate British values and community cohesion	Fire Safety / First Aid YEAR 1 Begin to understand emergency services and staying safe YEAR 2 Recognise responsibility and safe choices YEAR 3 Identify risks and how actions can affect others YEAR 4 Understand basic first aid and how to seek help YEAR 5 Explore first aid responses in a range of situations YEAR 6 Evaluate situations and confidently share first aid knowledge

More information about the content of each strand and specific year group learning can be found in the PSHE curriculum overview document.

Spiritual, Moral, Social and Cultural Development

At West Denton Primary School, spiritual development nurtures pupils' sense of self, awareness of their strengths and potential, and curiosity about their place in the world. Pupils explore life's deeper questions, show respect for others' values, enjoy learning about themselves and the wider world, use creativity, and reflect on their experiences.

Moral development enables pupils to understand right and wrong, consider consequences, and develop a strong sense of fairness. They apply these values in their own lives and engage thoughtfully with moral and ethical issues.

Social development supports pupils in understanding their roles and responsibilities within communities. They build positive relationships, work collaboratively with diverse groups, and develop skills to participate and resolve conflict effectively.

Cultural development encourages appreciation of their own heritage and that of others. Pupils engage with a wide range of experiences and show curiosity, respect, and understanding of cultural diversity locally and globally.

We work hard to promote SMSC across our curriculum.

	Spiritual	Moral	Social	Cultural
Promoting SMSC in:				
Art and Design	- In looking at creative works, pupils have time to reflect on the themes and emotions that are communicated. - In learning about different artists and what has inspired them, they are able to learn	In exploring work of different artists from different times and cultures, pupils are able to consider and discuss moral and ethical issues.	Collaborative work in lessons, in children's own sketch books and when contributing to larger shared pieces teaches children the value and the skills of working together.	The study of a range of artists allows pupils to describe similarities and differences across different disciplines and cultures.

	more about the world around them. • Through a unit of work, children are encouraged to reflect first of all on examples of art work from others including what they like, what they don't like and why. • Through learning skills they reflect on what works well and what doesn't. • Children produce creative pieces to express their own ideas and are encouraged to reflect on these at the end of a project.			
Design Technology	● Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of our lives ● Evaluation of products – does it meet the criteria – self and peer review and reflection	● Awareness of the moral dilemmas created by technological advances ● Use of sustainable materials	● Opportunities to work as a team recognising others' strengths, sharing equipment. ● Make healthy choices in designing menus.	● How different cultures have contributed to Technology.
History	• Through looking at a range of sources the children will develop their opinion and understanding on a range of topics. • Children are encouraged to ask questions about the past. They will listen to each other's opinion and use it to influence their own decision.	• Children will debate issues where right and wrong can be blurred. • They will listen to others and construct their own opinion knowing they are able to change their opinion as they go. • When considering different scenarios and points of view	• Children are encouraged to listen to others opinions and respect them, even if they are different. • Throughout the school children will have the opportunity to work collaboratively by making decisions as a team as well as making compromises.	• Through visits, crafts and themed days, children can appreciate the cultural diversity of different societies. • They will be encouraged to celebrate historical events on world level.

	Use of visits, visitors and artefacts stimulates curiosity and interest.	through drama, role play, stories and pictures.	By comparing different aspects of history e.g. Saxons, Romans they will have the opportunity to analyse different social structures.	
Geography	Opportunity to learn about how different countries might have different religions and this would influence the culture in these countries. Learning about volcanoes, earthquakes and extreme landscapes promotes awe and wonder about the world around us. A chance to reflect on world events such as natural disasters. Children are able to imagine being in these situations	Discussions about the moral implications of how we treat the environment and the impacts of climate change. Conservation of the local area, recycling, saving energy and protecting the environment. Children learn about the responsible use of natural resources. Opportunities for learning about fair trade and why this is important	Increasing social awareness by taking part in charity fundraising activities to help people from home and different countries in need. Reflecting on world events. Developing an understanding that people come from different socioeconomic and ethnic backgrounds and how this varies greatly around the world. Addressing misconceptions and stereotypes.	Develop a deeper understanding of different cultures, celebrating differences and learning about diversity.
Music	- The chance to reflect on events, opinions, composers, music, songs, instruments and different styles of music through music lessons. - The chance for children of all abilities to partake in collaborative activities and encourage reflection in a positive, non-judgemental way. - Teachers encourage children to make contributions and take part in performances and to listen to those of others. This	- When considering different viewpoints about various pieces of music and the impact they have on individuals, we encourage children to consider and respect the viewpoints of others with regards to personal preferences. - Opportunities to learn about historical attitudes to different types of music.	- The structure of techniques in music gives pupils the skills and setting to participate and co-operate. This helps increase participation as music lessons are generally practical. - Music lessons which encourage action and help pupils develop and form relationships give pupils the skills to work in different social contexts.	Music and performances are chosen carefully and selected to understand, accept, respect and celebrate diversity and cultural differences.

	helps to ensure an ethos of mutual respect and tolerance. • Use of imagination and creativity through composing and improvisation. • Working as part of a team, listening to others and reflecting upon their own experiences enhance their sense of enjoyment through playing as part of group and feeling part of a team. (performing together and learning the violin in class tuition)		• Children of all abilities have access to the music curriculum, and it is often an area where the less able achieve. This inclusive approach models active participation. • Participation in music as part of a group develops social skills.	
Physical Education	• The chance to reflect on performance is key in PE and games lessons. The children will reflect on their teamwork, participation and role. • It is crucial to abide by the rules for the activity children are participating in. We learn to respect the rules and enjoy our activity. • It is critical that children challenge themselves – this could be through increasing the difficulty of their activity or creating a new activity which progresses their learning. • In PE and games, we reflect, via self-assessment, peer assessment and teacher assessment, in a non-judgemental way so children	• In a range of different activities, the children will be faced with choices of what is right and wrong. • Children will be taught the rules of a sport/activity and we will discuss our right choices. We will discuss how making the correct choice is beneficial for both parties/teams. When you win, you win fairly. • If we are participating in a sport and a child makes the wrong choice we will discuss the consequences of their actions. For example, if someone is sent off their team will be without a player.	• It is key that children have the opportunity to work with a range of children throughout lessons as well as outer school activities. • We will continuously mix children and ask children to resolve issues with an adult acting as a supervisory role. We will discuss how teams don't always get on but they need to adapt to work together and this is what creates a team.	• We have the opportunity to participate in a number of different sporting activities. • In our Sports day all children participate in a range of different activities including some Paralympic activities.

	can challenge themselves to their next steps.			
Science	• Inspiring science topics to inspire awe and wonder. Offsite visits to inspire children • Residential trips to ensure that children can draw upon a range of knowledge. • Use of the local environment, including the school grounds, to explore nature and the seasons. • Discussions and assemblies with local religious leaders to discuss varying views with scientifically discoveries	• Risk management and safety • Respecting living things and their environments • Importance of exercise and looking after our bodies including looking after teeth and healthy living. • The importance of morale and ethical decisions to be made in science - circle time discussions.	• To look at how the structure and expectations of society have been challenged throughout history when major scientific discoveries have been made. • Working with others. • Presenting work to others across the school. • Collaborating with other schools on projects. • Taking part in activities and experience days across the wider community. • Posing and answering questions through scientific enquiry work.	• The ability to learn about different scientists from across the world and how their discoveries may have been seen as controversial. • Taking part in open-ended enquiries where they may not always be an answer. • Showing respect to people's beliefs when discussing areas of science that are challenging.
Religious Education	• Discuss and reflect upon key questions of meaning. • The enquiries provide opportunities to reflect on concepts and how these are relevant to the children's lives. • Learn and reflect upon important concepts, experiences and beliefs which are at the heart of religious traditions and practices in lessons and as part of collective worship. • Consider how beliefs and concepts in religion may be expressed through the creative and expressive arts.	• Value diversity and engage in issues of truth, justice and trust. • Explore the influence on moral choices of family, friends and the media and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders. • Consider what is of ultimate value to pupils through studying the key beliefs and teachings from religion on values and ethical codes of practice.	• Consider how religious beliefs lead to actions and concerns. • Investigate social issues from religious perspectives, recognising diversity of viewpoint within and between religions.	• Promote cultural understanding from a religious perspective through encounters with people, literature, the creative and expressive arts and resources from differing cultures. • Consider the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices • Promote racial harmony and respect for all,

	Consider how religions perceive the values of human beings and their relationships with one another, with the natural world and with God.	Study a range of moral issues, including those that focus on justice, to promote racial and religious respect.		combating prejudice and discrimination. Visitors to school Handling artefacts
Computing	- Online Interactions—E-Safety - Respect others and themselves. - Values, principles and beliefs. - Understanding feelings, emotions and impact. - An appreciation of the intangible	- E-Safety / Online. - Collaborative working—respect (coding, making films). - Respect for others' feelings.	- E-Safety / Online. - Working collaboratively on projects. - Appreciate rights and responsibilities.	- Online interactions—E-Safety. - Using range of cultural pics/names etc for creating publishing. - Use language & understand images / icons.
Spanish	- Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases. - Pupils get excited about learning a new language. - All pupils are at the same starting point, and it allows them to build a foundation for their next step in MFL.	- Pupils recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. - Pupils learning to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language.	Explore ways of inviting guest speakers into Spanish lessons after clearance from SLT, e.g. Spanish speaking pupils from local universities.	- In learning a MFL from another culture pupils begin to appreciate the similarities and differences between Spain and Britain. - Pupils explore famous landmarks and the history and heritage linked to these landmarks in Britain and Spain.

WHAT ARE THE BRITISH VALUES?

The British values are:

Democracy

We all have equal rights.
Everyone has a voice and should be listened to.



The Rule of Law

We should know what's right and wrong and
behave within the boundaries of the law.

Individual Liberty

We are free to be ourselves.



Mutual Respect

We have a right to be respected for our choices.
I know my actions affect others.

Tolerance of those with different faiths and beliefs, and for those without faith

We treat others as we want to be treated.



www.1decision.co.uk

At West Denton Primary School, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are embedded across our curriculum, collective worship, and daily school life, reflecting the diverse backgrounds within our community. We encourage all pupils to respect and value people of all faiths, cultures, and backgrounds.

Democracy is central to our school ethos. Pupils are encouraged to share their views, listen to others, and understand that every voice matters. Opportunities such as School Council elections and pupil questionnaires allow children to experience democracy in action, reflecting the principles of the British electoral system.

The Rule of Law is reinforced through clear expectations for behaviour and shared class rules. Pupils learn the importance of laws in school and society, why they exist, and the responsibilities they bring. They understand the consequences of actions and the role laws play in keeping everyone safe and enabling a positive learning environment.

Individual Liberty is promoted by encouraging pupils to make choices within a safe and supportive setting. Through PSHE, e-safety education, and everyday learning, pupils develop an understanding of their rights and freedoms and how to exercise them responsibly. They are given opportunities to take ownership of their learning, participate in a range of activities, and show initiative.

Mutual Respect underpins all aspects of school life. Our core values, particularly respect, are explicitly taught and consistently modelled by staff and pupils. Children learn to value others' opinions and contributions, fostering positive relationships within school and the wider community.

Tolerance of Different Faiths and Beliefs is developed through Religious Education, PSHE, assemblies, and enrichment opportunities. Pupils learn about a range of cultures, religions, and traditions, both locally and globally. Visits, visitors, and celebrations of different festivals help deepen understanding and appreciation. Through this, pupils develop respect for diversity and an awareness of the importance of challenging discrimination.

Together, these values prepare our pupils to be thoughtful, responsible, and active members of a diverse and ever-changing society.

Teaching & Progression Overview of British Values

In our Early Years, we explore British values in way that is meaningful to our children. We give our children choices and voices giving them opportunities to vote for activities, decide on some class rules and encouraging them to value each other's views. We talk about their feelings, and make opportunities for children to take turns, share, discuss and collaborate in a range of activities. We use group times and circle times to promote turn-taking, to encourage children to listen to each other and to value everyone's contribution.

In KS1 we Learn about rules at home and school, fair decisions and pupil roles. Through 1Descion and lots of discussion we learn about safe choices and responsibilities; our emotions, friendship and community.

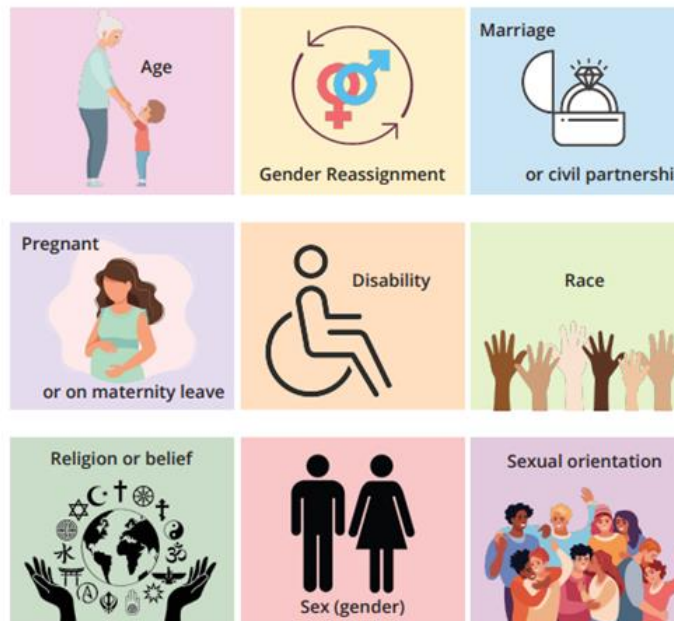
In KS2 we learn about laws, sanctions, human rights, discrimination and online conduct. Our pupils are given a voice through elections and school council. We have leadership and ambassador roles for our pupils. We have discussions about safe choices, independence and the futures. We have respectful debates and informative discussions about protected characteristics, racism and equality.

Please see Appendix 1 for more details.

Protected Characteristics

WHAT ARE THE PROTECTED CHARACTERISTICS?

It is against the law to discriminate against anyone because of:



www.1decision.co.uk

What do we do in school to protect these characteristics?

- We believe in our school values and demonstrate them throughout our school
- Everyone is welcome in our school
- Everyone can take part in our clubs
- We help people if they have a disability
- We have assemblies that teach us about equality and diversity
- Everyone has a voice
- We have lots of diverse, informative books
- We respect our visitors
- Everyone is different and we celebrate everyone!

West Denton Primary School

Personal Development Timetable 2026-27: Year A / Year B Cycle

The West Denton Way: We care. We contribute. We belong.

Purpose A clear annual personal development spine linked to WDPS values, British Values, diversity and citizenship.	How to use Use the shared table for whole-school/EYFS planning, then the Year A or Year B phase table for class planning.	Keep evidence light Each half term: one photo, one pupil quote, one impact note and one BV link.
---	---	--

Termly whole-school book spine

Cycle	Autumn	Spring	Summer
Year A	The Day You Begin - belonging, courage and pupil voice.	The Proudest Blue - faith, dignity and respectful questions.	There's a Rang-Tan in My Bedroom - eco-citizenship and advocacy.
Year B	All Are Welcome - inclusion, welcome and school community.	What Happened to You? - disability, curiosity and respectful language.	The Promise - hope, stewardship and leaving a legacy.

Shared whole-school programme

	A1: West Denton's Wellbeing	A2: West Denton's Giving Back	Sp1: West Denton's Cultures & Diversity	Sp2: West Denton's Community	Su1: West Denton's World	Su2: West Denton's Futures
						
Big question	How do we help everyone belong?	How can small acts strengthen community?	What can we learn from different stories, faiths and cultures?	How do rules, rights and responsibilities keep us safe?	How can we care for school, Newcastle and the wider world?	What kind of person do I want to become?
School value	Persevere / Respect	Respect	Respect	Achieve / Persevere	Respect / Persevere	Achieve / Persevere
British Value	Mutual Respect / Liberty / Democracy	Mutual Respect / Rule of Law	Tolerance / Liberty / Rule of Law	Rule of Law / Democracy	Democracy / Liberty / Respect	Liberty / Democracy / Respect
Collective Worship	Cycle book launch; Respect assembly; School, Eco and	Children in Need; Harvest; Anti-Bullying Week; Christmas kindness.	MLK Jr.; Lunar New Year; diversity; protected characteristics.	Ramadan/Eid/Holi/Easter; Community Safety; Safer Internet.	Eco-week; outdoor learning; courageous advocacy.	Careers; Big Me; moving on; transition.

	Diversity Council launch.					
Whole School	Do: launch the cycle text; create class charters; hold council elections. Evidence: display, floor-book, pupil voice. BV: democracy, liberty, mutual respect.	Do: Gift Tree, food bank, kindness chain and vote for a local cause. Evidence: totals, photos, reflections. BV: mutual respect, fairness, responsibility.	Do: Windows/Mirrors/Doors fortnight; Diversity Council assembly; book-corner audit. Evidence: recommendations, inclusion reflections. BV: tolerance, respect, anti-discrimination.	Do: Community Safety Week; visitors; respectful online conduct pledge. Evidence: class safety charter. BV: rule of law, rights and responsibilities.	Do: eco manifestos; vote on 3 Green Promises; bushcraft/growing/litter action. Evidence: Green Promise board, outdoor floor-book. BV: democracy, stewardship, liberty.	Do: Careers Fair/RAP; enterprise; passports; Year 6 legacy. Evidence: passport, legacy product. BV: liberty, aspiration, positive contribution.
EYFS	Do: All About Me baskets; family photos; class-story vote; kind words promise. Evidence:	Do: kindness cards; Harvest sorting/counting; Feeding Families. Evidence: cards, count chart. BV: helping,	Do: diverse stories, music and celebrations; same/different circle time. Evidence: floor-book comments. BV: difference is good; use kind words.	Do: EYFS litter pick; people who help us; safe walking/playground rules. Evidence: safety poster. BV: rules keep us safe.	Do: Hedgehog Week; minibests; seed planting; author story session. Evidence: growing diary, class story page. BV: respect living things and shared spaces.	Do: When I grow role play; helpers visit; transition story. Evidence: pupil voice, transition

	photo wall, pupil quotes. BV: choices, voting, kind/unkind .	gratitude, fairness.				notes. BV: choices and respect for others.
--	--	----------------------	--	--	--	--

Year A phase-specific timetable

	A1: West Denton's Wellbeing	A2: West Denton's Giving Back	Sp1: West Denton's Cultures & Diversity	Sp2: West Denton's Community	Su1: West Denton's World	Su2: West Denton's Futures
						
Phase 1 Year A	Do: yoga/calm bodies; friendship recipe; worry box; vote for	Do: kindness calendar; thank-you letters; Children in	Do: explore belonging in Christianity, Judaism and Sikhism;	Do: road/rail/water safety; compare home/school rules; kind online words. Evidence: safety guide.	Do: bug hotel/bird feeder; litter-pick; KS1 author	Do: jobs that help; Future Me drawing; visitor. Evidence: Future Me

	playground games. Evidence: wellbeing toolkit. BV: choices, feelings, listening.	Need empathy circle. Evidence: letters, kindness chain. BV: impact of words/actions.	symbols of light; respectful questions. Evidence: RE/PSHE floor-book. BV: faith, worship, community.	BV: rules and laws keep people safe.	workshop; teamwork challenge. Evidence: before/after photo, story page. BV: democracy, respect shared spaces.	display. BV: choice, leadership, respect for work.
Phase 2 Year A	Do: identity shields; peer compliments; resilience challenge. Evidence: shield, passport entry. BV: identity, rights, respect.	Do: research a local cause; persuasive posters; class vote; charity maths. Evidence: poster, vote result. BV: democracy, moral responsibility.	Do: Diversity Map of WDPS; anti-stereotype drama. Evidence: map, drama notes. BV: equality, equity, inclusion.	Do: community safety walk; rules/laws/consequences; safety campaign. Evidence: campaign poster. BV: rule of law, responsibility.	Do: grow/cook/taste produce; food-waste enquiry; River Tyne/local link. Evidence: enquiry page. BV: stewardship, shared responsibility.	Do: mini-enterprise; future skills; meet a professional. Evidence: enterprise plan. BV: liberty, aspiration, teamwork.
Phase 3 Year A	Do: human rights in school; council manifestos; wellbeing ambassadors.	Do: lead donation sorting; report charity impact; support younger	Do: protected characteristics; anti-discrimination; challenge unkind	Do: Whorlton Grange; ABC; law, responsibility and online conduct. Evidence: citizenship notes.	Do: parent/carer bushcraft planting; tool/fire safety; eco speeches.	Do: Careers Fair; RAP speaker response; university/further education;

	Evidence: speeches, ambassador actions. BV: democracy, liberty, human rights.	pupils. Evidence: impact report. BV: contribution, fairness, service.	language. Evidence: reflection, language toolkit. BV: rule of law, tolerance, equality.	BV: law, consequences, safety.	Evidence: Green Promise speech. BV: democracy, responsible liberty.	transition leadership. Evidence: aspiration reflection. BV: future choice, contribution.
--	--	---	--	--	---	---

Year B phase-specific timetable

	A1: West Denton's Wellbeing	A2: West Denton's Giving Back	Sp1: West Denton's Cultures & Diversity	Sp2: West Denton's Community	Su1: West Denton's World	Su2: West Denton's Futures
						

Phase 1 Year B	Do: belonging map; feelings wheel/Zones; class roles. Evidence: map, role chart. BV: voice, choice, respect.	Do: warm-winter campaign; care messages; giving posters. Evidence: poster, reflection. BV: fairness, empathy, dignity.	Do: compare celebrations; respectful questions wall. Evidence: questions wall. BV: beliefs, values, belonging.	Do: vote for playground improvement; playground charter; restorative talk. Evidence: charter, vote result. BV: democracy, rules, sanctions.	Do: grow herbs/salad; author story-making; Small Hands, Big Planet display. Evidence: growing log, story page. BV: responsibility, respect spaces.	Do: design a helpful invention; prototype and present. Evidence: invention card. BV: liberty, teamwork, respect.
Phase 2 Year B	Do: digital wellbeing pledge; respectful disagreement; outdoor reflection. Evidence: pledge, pupil voice. BV: safe liberty online.	Do: plan a giving-back action; make video/script for younger pupils. Evidence: storyboard/script. BV: participation, responsibility.	Do: local faith/culture study; places of worship; equality/equity scenarios. Evidence: comparison grid. BV: tolerance, identity, respect.	Do: Community Question Time prep; restorative role play; privacy/Al/trusted adults. Evidence: questions, safety advice. BV: law online/offline, consent.	Do: biodiversity survey; Eco Council data; habitat improvements. Evidence: survey, action plan. BV: democracy, stewardship.	Do: curriculum career links; personal strengths interview. Evidence: strengths profile. BV: aspiration, respect routes.

Phase 3 Year B	Do: identity poems/speeches; peer support; stress/sleep/resilience strategies. Evidence: speech, wellbeing plan. BV: identity, liberty, respect.	Do: budget social action; charity campaign; advocacy presentation. Evidence: campaign pack. BV: democracy, contribution.	Do: faith, identity and belonging enquiry; equality/equity debate. Evidence: debate notes. BV: tolerance, challenge racism.	Do: Community Question Time; crime/sanctions/discrimination/hate crime; digital citizenship. Evidence: citizenship notes. BV: laws apply to all, online too.	Do: parent/carer bushcraft planting; climate debate; sustainable-change proposal. Evidence: proposal, vote. BV: advocacy, democracy, responsibility.	Do: Careers Fair; enterprise pitch; secondary toolkit; legacy project. Evidence: toolkit, legacy product. BV: independence, future choice.

Leader monitoring and British Values progression

Leader check		What to look for		
Pupil voice		Can pupils explain the WDPS value and British Value they used?		
Evidence		One phase floor-book page per half term: photo + caption + pupil quote + impact.		
Inclusion		Check SEND, disadvantaged and quieter pupils are represented in leadership, clubs and voice.		
Impact		Look for accurate language: rights, rules, equality, equity, liberty, responsibility, respect.		
Rule of Law EYFS: right/wrong and safe rules. KS1: school/home rules and simple laws. KS2: laws, consequences, discrimination and online conduct.	Democracy EYFS: simple voting. KS1: fair choices and roles. KS2: elections, representation, debate and advocacy.	Individual Liberty EYFS: choices and feelings. KS1: safe choices. KS2: rights, identity, future choices and responsibility.	Mutual Respect EYFS: kind words/actions. KS1: friendship and fairness. KS2: human rights, identity and respectful challenge.	Tolerance & Diversity EYFS: same/different. KS1: faith and community. KS2: protected characteristics, equality, equity and anti-racism.

West Denton Primary School Educational Trips, Visits and Events

Subject	Geography	History	Science	PSHE/RE/SMSC/Sport	Arts/ Drama	DT
---------	-----------	---------	---------	--------------------	-------------	----

Phase/Class	Whole School	Nursery	Reception	Phase 1	Phase 2	Phase 3
Autumn A	Harvest Festival Christmas mission supporting our families Young Carers – Skills for life	Zoolab	Zoolab	Jesmond Dene Science, season and tress	River Trust Heritage Project. Willow artist and river trust at school outdoor workshop	York - Vikings
Autumn B	Santa in school Panto in school Young Carers – Skills for life			Lillidori Santa experience		Robin Wood residential
Spring A	Eid Celebration Young Carers – Skills for life		Commotion in the Ocean Poem Book - Trip to Tynemouth Aquarium	Visit to Synagogue	River Trust Heritage Project North shields fish Quay water safety local history	Studio West production NHSG production London residential
Spring B	Young Carers – Skills for life				Shipley Art Gallery	
Summer A	Young Carers – Skills for life	Pond visit Bushcraft – minibeast hunt				
Summer B	Young Carers – Skills for life	Soft Play Kenton	Northumberland Zoo – Animals			Lightwater Valley

Phase/Class	Whole School	Nursery	Reception	Phase 1	Phase 2	Phase 3
Autumn A	Harvest Festival Christmas mission supporting our families Young Carers – Skills for life	Zoolab	Zoolab	WWT Ava the Osprey		
Autumn B	Santa in school Young Carers – Skills for life			Lillidori Santa experience		Robin Wood residential
Spring A	Eid Celebration Young Carers – Skills for life		Commotion in the Ocean Poem Book - Trip to Tynemouth Aquarium	Visit to Synagogue		Studio West production NHSG production London residential
Spring B	Young Carers – Skills for life			Pizza Express	Pizza Express	
Summer A	Young Carers – Skills for life	Pond visit Bushcraft – minibeast hunt				
Summer B	Young Carers – Skills for life	Soft P lay Kenton	Northumberland Zoo – Animals			Lightwater Valley



**West Denton's World – all year long - Outdoor Learning –
respecting our environment and learning new skills**

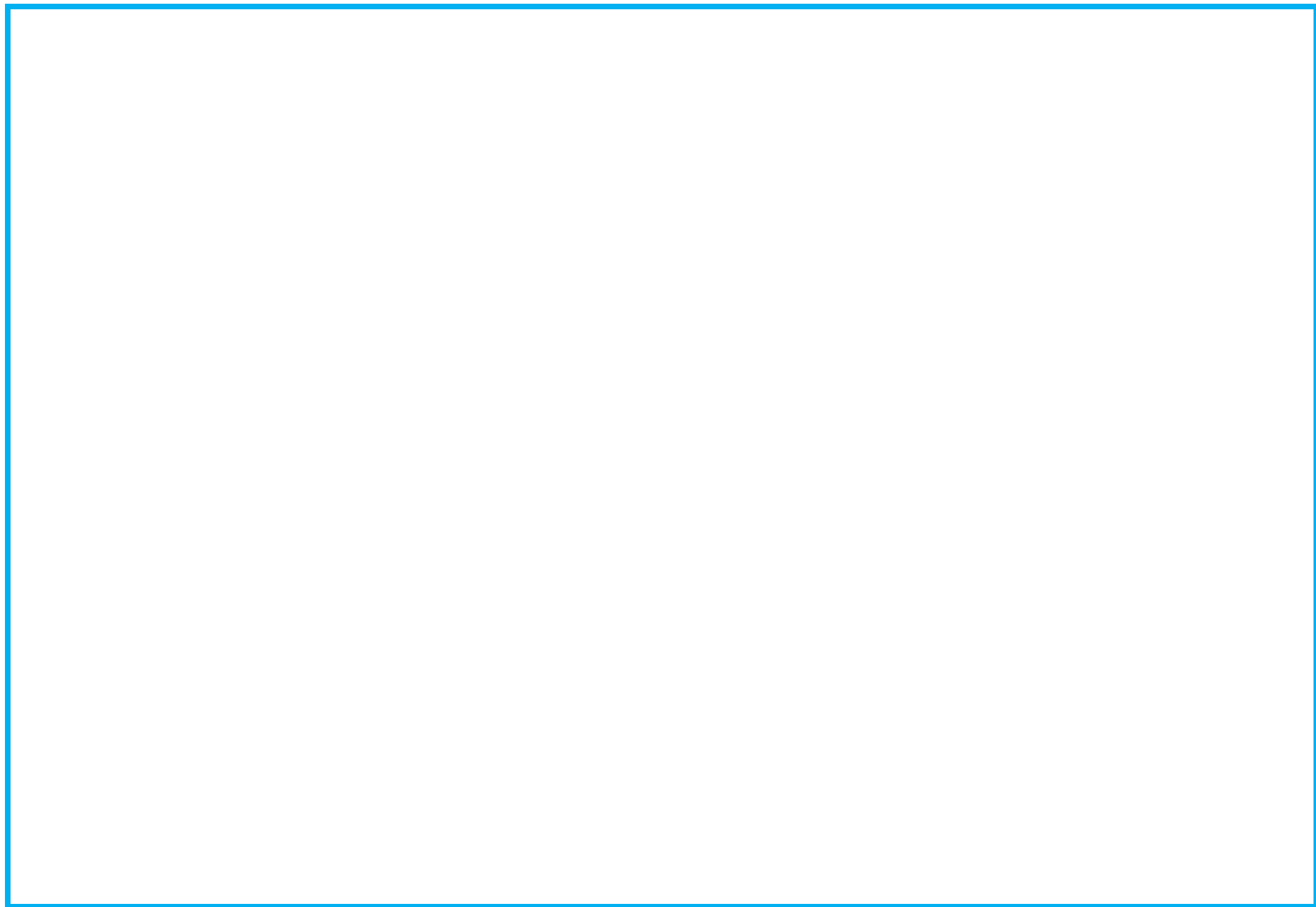
	Autumn	Spring	Summer
EYFSS	Exploring a new area	Life Cycle of Frogs	Mini beast hunt
Phase 1	Outdoor art and skills	Season changes	Dens and habitats
Phase 2	Wellbeing in Bushcraft and Allotments	Outdoor art and Child led	Allotment work
Phase 3	Outdoor skills and child led	Wellbeing in Bushcraft and Allotments	Allotment work

In EYFS, we engage in outdoor learning most days

In Phase 1, we engage in outdoor learning most weeks

In Phase 2 & 3, we engage in outdoor learning each half term

What we will learn:	Understanding	Giving back	Creativity	Resilience
Perseverance	Respect	Empathy	Confidence	Determination
Aspiration	Inspiration	Opportunities	Responsibility	Manage Own Risk
Boundaries	Self-regulation	Independence	Communication	Well being
Supporting Mental Health	Learning New Skills	Diversity	Team work	Social Skills
Community Engagement	Cultural Development	Decision making		





Extra-Curricular Clubs Strategic Plan

We are delighted to offer a range of extra-curricular clubs for our children throughout the year, led by our dedicated team of staff. These clubs enable children to engage in new groups, learn new skills, have experiences, and create a strong sense of belonging.

	The arts	Creative	Outdoor	Sport	Other	Targeted Clubs
Autumn	Y3-Y4 Drawing club (Tuesday) Laura Jenks 3.15pm-4pm			Y5-Y6 Football club (Tuesday) 3.15pm-4pm Neil Jones Y5-Y6 football team Neil Jones Y 5-6 Fitness club (Friday) 3.15pm-4pm Nick Shiel	KS1/KS2 choir club (Wednesday) Lunchtime Martyn Matthews Y2 board games (Monday) 3.15pm-4pm Bethan Elliott	Young carers Bushcraft
Spring				Y5-Y6 football team Neil Jones	KS1/KS2 choir club (Wednesday)	

				Y1/2 Multi skills (Tuesday) 3.15pm-4pm Chris Gains	Lunchtime Martyn Matthews KS1 Spanish club (Tuesday) Lunchtime Inma Perez	
Summer	KS1 Around the world club (Art) (Tuesday) 3.15pm-4pm Nazneen Khan	Y1 Craft club (Tuesday) 3.15pm-4pm Carol Knowles KS1 design club (Thursday) 3.15pm-4pm Mel Alexander		Cricket Club (Year 5-6) Thursday 3.15pm-4pm Sarah Singleton	KS1/KS2 choir club (Wednesday) Lunchtime Martyn Matthews	



Cycling Overview

We are lucky to have a set of bikes at West Denton Primary School. We aim to use these with our trained cycle instructor to help all children learn to ride a bike. We also have a cycling track around our school field and like to get out and about on cycling trips as the children gain confidence towards the end of key stage 2.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn				Cycling x6 2-hour session per class. Class split into two groups. (Y3/4) Autum A	Cycling x6 2-hour session per class. Class split into two groups. Autum B	Cycling x6 2-hour session per class. Class split into two groups. Autum A	
Spring		Cycling x6 2-hour session per class. Class split into two groups. Spring B				Cycling x6 2-hour session per class. Class split into two groups. (Y5/6) Spring B	
Summer		Cycling x6 2-hour session per class. Class split into two groups. (Y1/2) Summer A	Cycling x6 2-hour session per class. Class split into two groups. Summer B	Cycling x6 2-hour session per class. Class split into two groups. Summer A			Cycling x6 2-hour session per class. Class split into two groups. Summer B

British Values

RULE OF LAW



Early Years

- To develop an understanding of right and wrong
- To develop an understanding of rules e.g. can talk about a specific rule for example, kind hands and feet.
- To develop an understanding of consequences of action. For example, unkind hands and feet can hurt people.

Key vocabulary: right, wrong, fair, share, rule, kind, unkind

Key Stage 1

- To further develop children's understanding of rules in school and their purpose. For example, lining up is important because an orderly corridor prevents people getting hurt. unkind words make friends feel sad
- To further develop an understanding of consequence of action. For example, unkind words make friends feel sad.
- To further develop an understanding of sanctions in line with school's Behaviour Policy. For example, repeated unkind actions and words will result in a red card.
- Can discuss why we have class rules and the impact of not following them.
- To understand that rules apply to words and actions both online and offline.
- To understand that there are rules outside of school that we call 'laws'. For example, not stealing or damaging property.

Key vocabulary: consequence, sanction, law, society

Key Stage 2

- To understand and discuss the purpose of rules within school and laws within wider society. To give age-appropriate examples.
- To outline the impact on others of not following school rules. To show empathy and understanding, by giving examples of how not following a rule can impact others emotionally, or physically.

- To discuss school sanctions and share their understanding of the purpose of sanctions and restorative practice.
- To discuss rules at school and at home and understand why these might be different.
- To show an increasing understanding of the rules of law in the UK. To give examples of laws and why these are important in society.
- To understand that Laws are rules that have been passed by a government's legislature.
- To understand that, if someone breaks the law, a crime has been committed, and this leads to a sanction.
- To understand and discuss sanctions in society, if a person were to break a law. To discuss different types of sanction depending on severity of crime, such as fines, community service, jail.
- An understanding of human rights for children: the right to health, education, family life, play and recreation, an adequate standard of living and to be protected from abuse and harm.
- To discuss that children and adults must agree to abide by certain rules, which keep us all safe. To give examples, such as the school's Acceptable User Agreement, Home School Agreement and our Behaviour Policy
- To understand that rules apply both in person and online
- To understand that the criminal age of responsibility in the U.K. is 10 years old. To discuss the impact of this – that children over 10 can be arrested and charged with a crime.
- To show an age-appropriate understanding of the 9 protected characteristics. To understand that it is against the law to treat a person unfairly or differently because of age; disability; gender; gender identity; being married or in a civil partnership; being pregnant or having a child; religion or beliefs; race or skin colour or where they were born; or sexuality. To understand that this is called discrimination.
- To understand that discrimination and hate crime are against the law. To give examples, outlining that it is wrong to treat other people unfairly or unkindly.
- To understand that the rule of law applies to online activity. To know that unlawful words and actions on line are punishable by law.
- To understand school sanctions in dealing with any behavioural or bullying issues and the very rare incidents of racial, homophobic and other forms of discrimination.
- Understand that rules apply to everyone in school and in society. To give examples where, in school, adjustments may be made depending on individual need.

Key vocabulary: Crime, Government, legislature, restorative, responsibility, discrimination, hate crime, protected characteristics

--	--

DEMOCRACY



Early Years

- To understand that we can hold a vote to help us make decisions as a group. This makes things fair.
- To understand that sometimes, we don't get what we'd like, because the other option got more votes.
- To vote for something meaningful, such as a story to read as a class.
- To take turns and talk about why this is important.
- To understand that some countries, like England, have a King or Queen.
- To understand that the people make decisions where we live, by voting.

Key vocabulary: Vote, King, Queen, England, United Kingdom

Key Stage 1

- To discuss a wider range of activities in school, which children can vote for. Such as school council representative, roles in class, choices on the yard.
- To understand that democracy means that 'the people rule' and everyone has their say.
- To discuss why it's important to vote for group decisions, so that the outcome is fair.
- To understand that adults over 18 vote for decisions made for our country. This is part of a democracy.
- To understand that, in our country, everyone has the right to choose their own religion and enjoy their own culture. We have lots of people of different religions and cultures in our country.
- To talk about leaders in school and discuss their role.
- To understand that Great Britain has a Government. The Government makes decisions on behalf of the people. Members of the Government are voted for by the people.
- To understand that Laws are rules that we must all follow.
- To discuss what could happen without Laws – everyone could do what they wanted and this might be unsafe.

Key vocabulary: Rule, Law, Democracy, vote, Government, decisions

	Key Stage 2 • To explain fully why we have school rules. To give examples of the impact of not following rules and to discuss sanctions and consequences. • To discuss pupil leaders in school and outline relevant roles. • To explain the etymology of the word 'democracy' – from the Greek words demos – by the people and kratos – rule or strength. • To discuss the importance of living in a democratic society – so that life is fair and people are treated fairly. • To understand the term 'equity' and discuss why it is important to treat others fairly. • To understand that, in a democracy, we hold an election to choose someone to represent the people. • To understand that most 'candidates' stand for a political party. A political party are a group of people who share similar beliefs. • To name the Prime Minister, who is the leader of _____ party. • To discuss four main features of our democracy system: human rights are protected; depends on laws which apply to all; encourages people to participate in politics; allows the people a way to choose their representatives through a fair and free election. Key vocabulary: Sanction, Consequence, Equity, candidate, politics, election, human rights
TOLERANCE OF DIFFERENT CULTURES 	Early Years • To understand that not everyone is the same. • To read stories that represent different ethnic, religious and cultural groups. • To experience and discuss music from different cultures. • To explain some simple differences and similarities between own life and the life of someone living in another country. • To encounter celebrations within different faiths: Diwali; Thanksgiving; Eid; Harvest; Christmas; Lunar New Year • To feel represented in the stories read in class. • To understand that not everyone believes the same thing – and that is a good thing. • To explore what it means to belong and explain what that means within school, family, community and religious groups. • To understand what it means to be a good friend.

- To discuss what we are grateful for.
- To use kind words.

Key vocabulary: Same; different; friend; kind; grateful

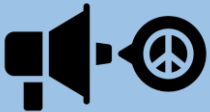
Key Stage 1

- To relate own understanding of belonging to other religious groups.
- To outline what belonging can mean within a faith.
- To explore and compare Christianity, Sikhism and Judaism (for example, common use of candles and symbols of light).
- To discuss the meaning of gifts to self and within different religions.
- To discuss what is meant by community.
- To discuss worship and explain why it may be important to people of faith.
- To learn about different places of worship.
- To ask questions in order to broaden understanding of how other people may live their lives
- Develop respect for the opinions, values and beliefs of others
-

Key vocabulary: religion; faith; worship; community; value; belief; respect

Key Stage Two

- To explore religions within the local community
- To explore worship within Hinduism
- To explore sense of identity within faiths and communities
- To explore religious journeys
- To further explore similarities and differences within religions, including Christianity, Islam, Judaism and Sikhism.
- To discuss moral and ethical choices we make in life
- To show respect to all; irrespective of cultures and beliefs.
- To ask questions and listen with interest when peers are sharing their own beliefs.
- To ask questions openly about diversity and inclusion.
- To visit places of worship and respect their practices.
- To discuss issues in the news with respect and maturity e.g. racism in football.
- To learn that racist slurs and offensive terms are unacceptable, and illegal, and to learn strategies for challenge

	Key vocabulary: compare; diversity; inclusion; respect; tolerance; racism; equality; equity
INDIVIDUAL LIBERTY AND MUTUAL RESPECT  	Early Years • To treat others fairly – we are taught to share • To celebrate difference • To understand that being unkind makes others sad • To understand and make choices when appropriate, such as during story time. • To explore the language and feelings of possibility when presented with choices. • To respect that others have made a choice and it might not be the same as ours. • To take managed risks, for example, in an obstacle course in P.E. • To reflect on activities of the day, talking together about how children felt about different activities. • To celebrate differences of opinion. • To use zones of regulation to reflect on how I feel. Key vocabulary: Friend; Fairness; sharing; risk; kind; unkind Key Stage 1 • To discuss the importance of sharing and the impact on not doing so. • To discuss choice and fairness, showing increasing awareness of the feelings and emotions of others. • To acknowledge own feelings through the zones of regulation and to begin to draw on taught strategies to regulate. • To take responsibility for own behavior and choices. • To participate in whole class discussions.

- To make choices during free play activities at break time. To respect the choices of others.
- To have leadership opportunities within school life, such as book bag monitor, school council.
- To discuss what it means to feel safe.
- Right to feel safe

Key vocabulary: Safe; awareness; emotions; choice; responsibility; liberty; freedom; leaders; respect

Key Stage 2

- To understand that human rights must be protected and respected so that we can all lead happy, safe lives
- To understand that everyone has the right to a home; to education; to express own opinions; to a private and family life; to not be mistreated
- To understand that, as we grow older, we have the freedom to live or lives and express ourselves in a way that we choose, while protecting and respecting the choices of other people.
- To engage in age-appropriate discussions around human rights and individual liberty – to share examples and non-examples, i.e. when an individuals rights are not being respected. To discuss the impact of this.
- To have an understanding of identity – to understand that this is ‘who you are’
- To have a developed understanding of freedom and choice in an age appropriate manner. TO discuss choices we make in everyday life, such as what to wear and what to eat.
- To discuss choices we will be able to make as we grow older, such as further education; work; politics; hobbies
- Understanding of the concept of freedom and choice
- To have a developing understanding of career and future choices. To discuss interests for the future
- To safely exercise own rights and freedoms.
- To develop independence through a ranged of broader experiences, such as trips and residentials.

Key vocabulary: opinion; liberty; independence; identity; human rights