

Personal Development at Beit Shvidler Primary School

Personal Development (PD) is a core part of our curriculum and school values, together with our broad and balanced curriculum which gives the children transferable life skills. **Our curriculum values** reflect personal development within our school. **Curiosity** builds resilience, confidence and knowledge. **Aspiration** promotes inclusive, inspirational individuals within the school community and wider community to inspire our pupils to dig deeper and aim higher.

Community runs across our curriculum from EYFS to Year 6. Our pupils are members of our Beit Shvidler community, the wider Jewish community, the community surrounding our school and they are active and responsible citizens of Modern Britain who respect British values. Our curriculum builds links with all these strands within **community** and uses these links to enhance our curriculum. This is the foundation of our Personal Development curriculum and our PSHE curriculum.

Community - On a whole school level, assemblies work with external communal organisations such as Jewish Blind and Disabled, Streetwise and Jewish Care to deliver key messages. We are part of the wider Barnet school community and we take part in National school events such as World Book Day, Anti bullying week and British Science Week. Assemblies also highlight wider communal events such as The Big Plastic Count and Ocean Clean up. On a class level, Foundation subjects such as Geography and History make links between community in the past and present such as WW2 studies in Year 6 or communal land use in the past and communal land use at present. PD is taught both discreetly in PSHE lessons and with cross curricular links (see below)

We teach children to be the best versions of themselves and to strive to improve on both their weaknesses and their talents. Children are given the opportunity to do this at Beit Shvidler Primary School.

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Assembly	<p>Weekly Oneg linked to Sedra and middos are linked to stories and experiences.</p> <p>Values imbedded into every part of the day</p> <p>Focus on- kindness to others, rules and expectations, tolerance, understanding emotions, being safe in school.</p>	<p>Weekly Oneg linked to Sedra and middos are linked to stories and experiences.</p> <p>Weekly Monday Celebration assemblies and monthly WOW assemblies</p> <p>People who help us</p> <p>Protected characteristics e.g., Disability assembly- JBD, Religious celebrations eg Diwali, Eid and Chinese New Year</p>	<p>Weekly Oneg linked to Sedra and middos are linked to stories and experiences.</p> <p>Weekly Monday Celebration assemblies and monthly WOW assemblies.</p> <p>People who help us</p> <p>Protected characteristics e.g. Disability assembly- JBD, Religious celebrations eg</p>	<p>Weekly Oneg linked to Sedra and middos are linked to stories and experiences.</p> <p>Weekly Monday Celebration assemblies and monthly WOW assemblies.</p> <p>People who help us</p> <p>Remembrance Day</p> <p>Protected characteristics e.g. Disability assembly- JBD, Religious</p>	<p>Weekly Oneg linked to Sedra and middos are linked to stories and experiences.</p> <p>Weekly Monday Celebration assemblies and monthly WOW assemblies.</p> <p>People who help us</p> <p>Remembrance Day</p> <p>Protected characteristics e.g. Disability assembly- JBD, Religious</p>	<p>Weekly Oneg linked to Sedra and middos are linked to stories and experiences.</p> <p>Weekly Monday Celebration assemblies and monthly WOW assemblies.</p> <p>People who help us</p> <p>Remembrance Day</p> <p>Protected characteristics e.g. Disability assembly- JBD, Religious</p>	<p>Weekly Oneg linked to Sedra and middos are linked to stories and experiences.</p> <p>Weekly Monday Celebration assemblies and monthly WOW assemblies.</p> <p>People who help us</p> <p>Remembrance Day</p> <p>Protected characteristics e.g. Disability assembly- JBD, Religious celebrations eg Diwali, Eid and</p>

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		Black History Month, African Dance Workshop Road safety Friendships in the playground Music appreciation Energy saving Raising money for charity: GOSH Weekly Dojo awards	Diwali, Eid and Chinese new year Black History Month, African Dance Workshop Road safety Friendships in the playground Music appreciation Energy saving Raising money for charity: GOSH Weekly Dojo awards	celebrations e.g. Diwali, Eid and Chinese new year Black History Month, African Dance Workshop Road safety Good and bad mental health Music appreciation Energy saving Disability awareness Raising money for charity: GOSH Weekly Dojo awards	celebrations e.g. Diwali, Eid and Chinese new year Black History Month, African Dance Workshop Road safety Good and bad mental health Music appreciation Energy saving Disability awareness Raising money for charity: GOSH Weekly Dojo awards	Religious celebrations e.g. Diwali, Eid and Chinese new year Black History Month, African Dance Workshop Holocaust memorial Road safety Good and bad mental health Music appreciation Energy saving Disability awareness Raising money for charity: GOSH Weekly Dojo awards	Chinese new year Black History Month, African Dance Workshop Holocaust memorial Road safety Good and bad mental health Music appreciation Energy saving Disability awareness Raising money for charity: GOSH Weekly Dojo awards
R.S.E	We cover the expectations of the National Curriculum Teach children about consent (permission from their peers), trusted adults, internet safety Heads up training						

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	<p>Assemblies about expectations, swim safety, being streetwise. Year 6 transition in summer term Fire, first aid visits to the school</p>						
P.E.	<p>The children have the opportunity to build their skills of 6 different sports each year. A healthy lifestyle is woven into these lessons and encouraging sport outside of school. After school activities enable the children to improve their skills and achieve more active hours 3x breaks a day Emphasis on walking to school or park and stride throughout the year</p>						
Eco council	<p>The Eco council meets to discuss ways in which they can improve our schools' carbon footprint. As part of Eco week, we took part in the big plastic count, walk to school and used recycling as part of the whole school upcycling D&T project. Over the past year the children have introduced paper recycling bins in the classroom, regularly go litter picking, and are introducing recycling bins for foil in the lunch hall.</p>						
Maths-Money	<p>Nursery – relate coins to having different numerical values</p> <p>Rec – unitising Recognise coins and notes</p> <p>Count in coins</p> <p>Enterprise Week linked to Money Sense</p>	<p>Money- Recognise coins Recognise notes Count in coins</p> <p>Enterprise Week linked to Money Sense</p>	<p>Count money choose notes and coins make the same amount</p> <p>compare amounts of money</p> <p>calculate with money</p> <p>find change make a pound</p> <p>Enterprise Week linked to Money Sense</p>	<p>Add money find change convert pounds and pence</p>	<p>Convert between pence and pounds Compare amounts of money</p> <p>Estimate with money</p> <p>solve money problems calculate money</p>	<p>Problem solving Decimals and percentages</p>	<p>Problem solving Decimals and percentages</p>

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Science-Developing responsible and resilient citizens	Forming good relationships with adults and children	World Science Day 'Global Science for Global Wellbeing'. Presentation Week	World Science Day 'Global Science for Global Wellbeing'. Presentation Week	World Science Day 'Global Science for Global Wellbeing'. Presentation Week	World Science Day 'Global Science for Global Wellbeing'. Presentation Week	World Science Day 'Global Science for Global Wellbeing'. Presentation Week	World Science Day 'Global Science for Global Wellbeing'. Presentation Week
Recognising world around us	Seasons and changes	Animals including humans	Animals including humans	Animals including humans	Eating and Teeth	Earth and Space	Evolution and Inheritance
Inspirational scientists - Famous Scientists	The 5 senses	Plants	Materials	Rocks and Soils	Living things and their habitat	Plants	Animals including Humans
working scientifically	Healthy eating	Everyday Materials	Sustainability	Forces and Magnets	Sound	Human Life Cycle	Light
	Planting and growing	Seasonal Changes	Living things and their habitats	Light	Electricity	Forces	Electricity
	Exploring materials and their properties	Sustainability	Plants	Plants	Materials	Sustainability	Sustainability
Refer to the Science Curriculum document for greater detail of Science learning in Beit Shvidler.	Cooking and baking			Sustainability	Sustainability		
	Discuss weather and changes in weather and appropriate clothing.						

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<p>Geography</p> <p>Where do we live?</p> <p>Fieldwork</p> <p>Place knowledge</p> <p>Research</p>	<p>Different shops and services in my local area such as local library</p> <p>Transport</p>	<p>What is a map – how to plot a route using ‘Rosie’s Walk’.</p> <p>(Map skills)</p> <p>Where is the UK? Locate on a map. Name and identify the four countries of the UK</p> <p>(Map skills)</p> <p>What are the seas surrounding the UK?</p> <p>(Map skills)</p> <p>What are human and physical features and how do we identify them?</p> <p>(Drawing and labelling pictures/asking geographical questions)</p> <p>What are the seasons and how are they linked with the months of the year?</p> <p>(Studying and comparing climates)</p>	<p>What are the similarities and differences between London and Cape Town? What are the major capital cities in the world?</p> <p>(Map skills)</p> <p>What are human and physical features?</p> <p>(Map skills, recognising symbols, drawing and labelling pictures/asking geographical questions)</p> <p>What are the physical features of Edinburgh and Cape Town and can you compare them? (Location, climate and rivers)</p> <p>(Drawing and labelling pictures/asking geographical questions)</p> <p>How is the world split up into 7 continents and oceans? Can you locate them on a map?</p>	<p>How do we use land?</p> <p>What are the differences between urban and rural locations?</p> <p>(Drawing and labelling pictures/asking geographical questions/studying pictures)</p> <p>What are the different ways that humans can use land? (Drawing and labelling pictures/asking geographical questions/studying pictures)</p> <p>Why should Rainforests be important to us all?</p> <p>Where are the rainforests located?</p> <p>(Map skills)</p> <p>What is the climate like in the rainforest?</p> <p>(Studying and Comparing Climates)</p>	<p>What’s so special about Spain?</p> <p>What are the similarities and differences between Spain and the UK?</p> <p>(Drawing and labelling pictures/asking geographical questions/studying pictures)</p> <p>How do maps help us?</p> <p>What is an atlas and how do we use it?</p> <p>(Map skills, recognise symbols)</p> <p>What are ordnance survey symbols? How and why do we use them?</p> <p>(Map skills, recognise symbols)</p> <p>How extreme is our earth?</p> <p>What is a volcano, earthquake and tornado? (Map skills, recognise symbols)</p> <p>What are the similarities and differences between Spain and the UK?</p>	<p>Do we have enough for everyone?</p> <p>Which natural resources and land uses can we find in the UK? What do we need? (Map skills, recognise symbols)</p> <p>Where does our power come from?</p> <p>(Map skills, recognise symbols)</p> <p>What are the differences between renewable or non-renewable sources? What are the advantages and disadvantages of both?</p> <p>(Drawing and labelling pictures/asking geographical questions/ studying a locality)</p> <p>Where in the world does our food come from?</p> <p>(Map skills, recognise symbols)</p> <p>Where does our water come from?</p>	<p>Why is trade Vital to the UK?</p> <p>What are the main exports and imports of the UK? (Map skills, labelling pictures and maps, recording measurements and drawing a table)</p> <p>How did trade begin and how did it grow and develop?</p> <p>(Map skills)</p> <p>Is the United States United?</p> <p>Why learn about North America? What’s special about it? (Map skills, Retrieval facts)</p> <p>What are the different climate zones of North America? (Map skills and studying and comparing climates)</p> <p>Journeys where are we going?</p>
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		<p>What is the weather like in spring and how does it affect agriculture and animals? (Studying and comparing climates, studying pictures)</p> <p>What is a farm? Why are they important? The different types of farms – arable, livestock and dairy. (Studying pictures and videos of locality)</p> <p>What are the features of a farm? (Studying pictures and videos of locality)</p>	<p>Where is Europe? Can you locate France? What are the geographical features of France? (Locating the continents, map skills, recognising symbols, drawing and labelling pictures/asking geographical questions)</p> <p>Can you use a map to investigate where the Artic Circle is? (Map skills)</p> <p>What is the climate like in the Arctic and what are differences between summer and winter there? (Studying and comparing climates, studying pictures)</p> <p>What are the major capital cities in the world? (Map skills)</p> <p>What are human and physical features?</p>	<p>What are the layers in a rainforest? (Drawing and labelling pictures/asking geographical questions/studying pictures)</p> <p>What is it like to live in the UK? What are the names of the counties and cities of the UK? Are you able to locate these? (Map skills)</p> <p>What are the eight compass points and can you use these to describe the location of the countries and cities in the UK? (Use compass points)</p> <p>Can you name and locate the main rivers and seas in the UK? (Map skills)</p> <p>Where am I in the world? Can you locate the Equator, Northern and Southern hemisphere</p>	<p>(Drawing and labelling pictures/asking geographical questions/studying pictures)</p> <p>Where is Spain in the world? (Map skills, recognise symbols)</p> <p>What the physical features of Spain? (Drawing and labelling pictures/asking geographical questions)</p> <p>What the human features of Spain? (Map skills, recognising symbols, drawing and labelling pictures/asking geographical questions)</p> <p>Where is Catalonia in Spain? What is the Capital City of Catalonia? Why is Catalonia as a region so important? (Map skills, recognising</p>	<p>What is the water cycle and why is it important? (Drawing and labelling pictures)</p> <p>What are the features of a river? Can you explain the processes of erosion, transportation and deposition? (Drawing and labelling pictures, Map skills, recognise symbols)</p> <p>How are rivers used? Can you find information from secondary sources about rivers? (Map skills, recognise symbols, drawing and labelling pictures)</p> <p>What are the causes river pollution locally and globally? How does this affect the environment? (Map skills, recognise symbols, drawing and labelling pictures)</p>	
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			<p>(Map skills, recognising symbols, drawing and labelling pictures/asking geographical questions)</p> <p>What are the physical features of Edinburgh and Cape Town and can you compare them?</p> <p>(Location, climate and rivers)</p> <p>(Drawing and labelling pictures/asking geographical questions)</p> <p>What are the human features of Edinburgh and Cape Town?</p> <p>(Transport and shops)</p> <p>(Map skills, recognising symbols, drawing and labelling pictures/asking geographical questions)</p> <p>What are city maps and symbols?</p> <p>(Map skills, recognising symbols)</p>	<p>on a map and globe?</p> <p>(Map skills, recognise symbols)</p>	<p>symbols, drawing and labelling pictures/asking geographical questions)</p> <p>What is the climate like in Spain?</p> <p>(Studying and comparing climates, studying pictures)</p> <p>Why is tourism so important to Spain?</p> <p>(Drawing and labelling pictures/asking geographical questions)</p>		
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<p>History-</p> <p>Similarities and comparison to modern day Culture Past events</p>		<p>How do we find out about the past?</p> <p>Chronological Understanding</p> <p>How do we find out about the past?</p> <p>Discovering Edgware's history through use of maps, pictures and photos, street names, observations of buildings and aerial photography.</p> <p>What was it like to explore in the past?</p> <p>Significance</p> <p>Similarity and Difference</p> <p>What does it mean to be significant?</p> <p>What does an explorer do and what does an explorer need?</p> <p>How do we know about Ibn Battuta?</p> <p>Why were Matthew Henson and Robert Peary treated so differently?</p> <p>How is Felicity</p>	<p>What does it take to be a nurse in Victorian times?</p> <p>Significance</p> <p>Similarity and Difference</p> <p>How has life changed in the past 100 years?</p> <p>Change and Continuity</p> <p>Was the fire of London great?</p> <p>Interpreting the Past</p>	<p>How did life change in the Stone Age and the Iron Age and how do we know?</p> <p>Change and Continuity</p> <p>Similarity and Difference</p> <p>Significance</p> <p>What were the greatest achievements of the Ancient Egyptians?</p> <p>Change and Continuity</p> <p>Similarity and Difference</p> <p>Significance</p>	<p>Who were the Ancient Greeks and what was their legacy?</p> <p>Change and Continuity</p> <p>Similarity and Difference</p> <p>Significance</p> <p>How did the Romans conquer Britain? What did the Romans do for us?</p> <p>Change and Continuity</p> <p>Similarity and Difference</p> <p>Significance</p> <p>Who were the Maya people? Where did the Maya people live?</p> <p>Change and Continuity</p>	<p>Were the Vikings only interested in fighting?</p> <p>Change and Continuity</p> <p>Significance</p> <p>Would you like to work in a Victorian factory?</p> <p>Change and Continuity</p> <p>Similarity and Difference</p> <p>What do we find out when we open an ancient tomb?</p> <p>Change and Continuity</p>	<p>What were the causes and effects of war in the 20th century?</p> <p>Cause and Consequence</p> <p>Significance</p> <p>Freedom and Slavery</p> <p>Cause and Consequence</p> <p>Similarity and Difference</p> <p>Journeys – where have we come from?</p> <p>Interpreting the past</p>
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		<p>Aston's exploration different to Matthew Henson's? How is it the same?</p> <p>What adventures did Isabella Bird have?</p> <p>Why is Neil Armstrong more famous than the rest of his exploration team?</p> <p>How did you bake a cake in the past?</p> <p>Change and Continuity</p> <p>What are modern kitchens like now?</p>					
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<p>Art & DT</p> <p>Inspirational Artists</p> <p>Art and Mental Health – Art representing feelings.</p> <p>BSPS Art Gallery showcasing budding artists.</p>	<p>Portraits</p> <p>Self Portraits</p>	<p>Self portrait</p>	<p>Yayoi Kasuma</p> <p>Henri Rousseau</p>	<p>Seurat and Pointillism</p> <p>William Morris</p>	<p>Sonia Delaunay</p>	<p>Frida Khalo</p> <p>Street Art</p>	<p>Landscape Art</p>
<p>Computing</p>	<p>Mini mash</p> <p>Avatar use</p>	<p>Online Safety</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Coding- Debugging</p>	<p>Online Safety</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Algorithms executing and debugging</p>	<p>Online Safety</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Networks- including the internet</p> <p>Coding- Debugging</p>	<p>Online Safety</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Coding designing creating and debugging</p>	<p>Online Safety</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Coding- Code for life</p>	<p>Online Safety</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Coding- Code for life</p>

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Heads Up PAJES

Health and well being

PHSE CURRICULUM

EARLY YEARS focused on Early Learning Goal – Social, Emotional, development components