Personal Development in the OCL Primary Curriculum

Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self-efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

At Oasis, we are deeply committed to the extensive personal development of all our pupils, consistently striving to go beyond the expected in nurturing well-rounded individuals. Our comprehensive approach aims for all pupils to:

- Aspire beyond academics by exploring vocational pathways and developing a broad range of skills.
- Build resilience, confidence, and independence to face challenges and thrive.
- Maintain mental and physical well-being, fostering a healthy lifestyle.
- Engage fully in diverse curricular and extra-curricular activities, including sports, arts, leadership, and community involvement.
- Become respectful, curious, and responsible citizens who contribute positively to society.
- Feel comfortable with their identity, embracing and celebrating diversity and differences.
- Adopt a values-driven approach to life, grounded in empathy, integrity, and compassion.
- Have equitable access to opportunities, ensuring disadvantaged pupils and those with SEND benefit fully.
- Develop the knowledge of the choices available to them and the skills to make informed, confident decisions for their future.
- Grow into lifelong learners who are prepared with transferable skills for future success.
- Develop strong character, instilling values such as resilience, respect, responsibility, and kindness.

Through this thoughtful and inclusive approach, including the discrete teaching of our 9 habits, we support the academic and personal success of our pupils, helping them become confident, capable, and compassionate individuals who are ready for the future. Therefore, we focus on developing character, competence and community. The Personal Development curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

Character: A strong Personal Development curriculum fosters well-rounded, empathetic, and respectful individuals. Children will cultivate a strong sense of self and learn the importance of integrity and compassion, enabling them to engage positively with others and develop resilience in the face of challenges.
Competence: Through a comprehensive Personal Development curriculum, children will be equipped with essential skills for lifelong learning. They will have opportunities to explore critical thinking, decision-making, and problem-solving, ensuring they understand equality and diversity from an early age and can engage meaningfully with complex issues.
Community: Children will build strong relationships within the school community and beyond, actively participating in collaborative projects and leadership opportunities. They will learn about different communities both locally and globally, fostering a sense of belonging and responsibility as they explore their role in the wider world and the importance of civic engagement.

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised

coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Williamson's Models of Memory, Sweller's Cognitive Load Theory, Rosenshine's Principles of Instruction and the thinking behind Ebbinghaus' Forgetting Curve, the personal development offer is implemented effectively through a set of core elements. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

The elements of Personal Development:

Elements of Personal Development							
Assemblies	Chunk Weeks	The Oasis Way	Character Development Curriculum	PSHE Curriculum	Religious and World Views Curriculum	Physical Education Curriculum	You HQ Well-Being App

Subject Delivery

Lesson Timings	Type of delivery

Character development is integrated throughout our entire curriculum, with personal development explicitly taught through dedicated, timetabled content.
Each week, pupils participate in a 30-minute character development session and a 30-minute assembly focused on key values. Additionally, PSHE and RE play a central role in our personal development program, with annual chunked content that addresses important themes. The 9 Habits, British Values, and the Rights Respecting framework are embedded in every lesson through our "Golden Thread of Character." These values also form the foundation for our behaviour reward system and are celebrated throughout the school.
	Mixture of thematic and discrete:
	○ Weekly PD Assemblies
	○ Weekly Character Slots including:
	  ○ YouHQ content
	  ○ The Oasis Way
	  ○ 9 Habit lessons
	○ Weekly Celebration Assemblies
	○ Daily Reflection Foci
	○ PSHE lessons
	○ RW lessons
	○ Character-based behaviour approach

Golden Threads of Our Curriculum

At the heart of our curriculum, 9 habits, SMSC, British Values, and Rights Respecting are golden threads that run through every aspect of school life. These essential components are embedded not only in lessons but also in chunk weeks, assemblies, and our safeguarding practices, ensuring that all students feel safe, supported, and ready to learn.

- Spiritual Development: Our students are encouraged to explore their own beliefs and the beliefs of others, respecting different faiths, feelings, and values. Through creative learning experiences, we foster curiosity about the world around them, using imagination and reflection to deepen their understanding of themselves and others.
- Moral Development: We guide our students in recognising right from wrong, respecting the law, and understanding the consequences of their actions. Through discussion and exploration of moral and ethical issues, we empower students to form reasoned views, while encouraging them to think critically about justice, fairness, and kindness.
- Social Development: Our curriculum offers a wealth of opportunities for students to develop social skills, cooperation, and teamwork. By engaging in both local and wider communities, students gain an appreciation for diverse perspectives, participate in volunteering, and learn effective conflict resolution. British values, including democracy, individual liberty, mutual respect, and tolerance, are integrated throughout, helping students understand and contribute to modern society. Additionally, they are empowered to make informed decisions and are aware of the various choices available to them.
- Cultural Development: We celebrate cultural diversity by teaching students to appreciate different cultural influences, including Britain's rich heritage and parliamentary system. Through participation in cultural opportunities, from arts to sports, students learn to respect and value the diversity that makes up our community and world, preparing them for life in an interconnected and multicultural society.
- British Values: We actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These values are woven into our curriculum and daily school life, equipping students with the skills and attitudes needed to be active, responsible citizens in modern Britain.
- Rights Respecting and Safeguarding: We are committed to the principles of Rights Respecting, ensuring that every child understands their rights and responsibilities. Safeguarding plays a significant role in this, as we strive to create a safe environment where students can explore who they are, form positive relationships, and achieve success.

Annual organisation of weekly 9-habit character development sessions

- Every lesson: Mood check in Every other lesson: WB survey
- Every term: Character survey
- 9 Habit lessons – Building over time and including habitudes – Circle time sessions

- Goal Setting and Journalling Lessons- Goal set against habit focus with steps to achieve outlined, journaling reflects on pathway to goal and next steps.
- Zone of Regulation (ZOR) Lessons – 12 lessons per year group across the year inc. welcome week.

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1 Who am I and who am I becoming?	Welcome wk Logins to YouHQ Mood/WB walkthrough ZOR/ Academy way	Mood Analysis Goal setting for September	Mood Analysis WB survey Journaling	Mood Analysis 20mins - Character Assessment VIA and SQD	Mood Analysis WB survey Character results session journal	Mood Analysis ZOR lesson	Mood Analysis WB survey Journaling
Autumn 2 Hopeful Joyful	Mood Analysis WB survey 'What great looks like' Our academy way revisit.	Mood Analysis hopeful teaching session	Mood Analysis WB survey hopeful goal setting and journal	Mood Analysis ZOR lesson	Mood Analysis WB survey Joyful teaching session	Mood Analysis ZOR lesson	Mood Analysis WB survey Joyful goal setting and journal
Spring 1 Patient Compassionate	Mood Analysis WB survey 'What great looks like' Our academy way revisit.	Mood Analysis ZOR lesson	Mood Analysis WB survey patience teaching session and journal	Mood Analysis 20mins - Character Assessment VIA and SQD	Mood Analysis WB survey Compassionate teaching session and journal	Mood Analysis ZOR lesson	
Spring 2 Forgiving Considerate	Mood Analysis WB survey 'What great looks like' Our academy way revisit.	Mood Analysis ZOR lesson	Mood Analysis WB survey Forgiving teaching session	Mood Analysis ZOR lesson	Mood Analysis WB survey Considerate teaching session	Mood Analysis Forgiving and Considerate goal setting and journal	
Summer 1 Self-controlled Humble	Mood Analysis WB survey 'What great looks like' Our academy way revisit.	Mood Analysis ZOR lesson	Mood Analysis WB survey Self-controlled teaching session and journal	Mood Analysis 20mins - Character Assessment VIA and SQD	Mood Analysis WB survey Humble teaching session and journal	Mood Analysis ZOR lesson	
Summer 2 Honest	Mood Analysis WB survey 'What great looks like' Our academy way revisit.	Mood Analysis ZOR lesson	Mood Analysis WB survey Honest teaching session	Mood Analysis ZOR lesson	Mood Analysis WB survey 9 Habit review teaching session	Mood Analysis summer goal setting and journalling plan.	

Annual organisation of Assemblies

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Aut 1	Welcome Back – roles for the year *	Who am I? - Unique strengths and talents	Who am I? Harmony	Who am I? How can you make a difference?	Who am I becoming?	Who am I becoming? Setting goals	E-Safety Assembly	Black History Month
Aut 2	What does kindness mean?	Interfaith Week	E-Safety Assembly	Aspirations and actions	Finding joy in friendship	The joy of being yourself	Celebrating joy and empathy	Human rights week – the right to education.
Spr 1	Safeguarding Week	What does it mean to be patient?	Patience leads to respect	E-Safety Assembly	What is compassion?	Compassion in action		
Spr 2	What is forgiveness?	Forgiveness in real life	International Women's Day*	E-Safety Assembly	It's not all about me	Careers Week		
Sum 1	The ripple effect	Introduction to self-control	React or regulate?	E-Safety Assembly	Humility – Listening and serving others	Humility – celebrating others	Rule of Law	
Sum 2	The courage to tell the truth	The power of telling the truth	E-Safety Assembly	Individual Liberty	Mutual Respect and Tolerance	End of Year		

Chunk weeks

These are week-long foci across the year. Welcome and well-being week takes approximately 4 days at the beginning of the year and the other weeks use the 4 hours of Thematic time at various, carefully placed points throughout the half-terms to maximise connections to annual events/trends at that point in the year.

Welcome Week

A dedicated three-day transition period designed to help students ease back into school after the summer break. Time for students to complete important assessments, get familiar with new classroom apps and learning tools on their iPads, and reconnect with peers and teachers. Welcome Week is about discovering what it means to be part of Oasis—exploring our values, the Oasis Way, and the 9 Habits that guide us throughout the year. Through engaging activities and goal-setting discussions, students will start the year feeling confident, prepared, and inspired for the journey ahead.

Day 1	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Type	*Required for the curriculum*	*Required for the curriculum*	*Required for the curriculum*	*Will enable smooth start to curriculum*	*Required for the curriculum*
Learning Objective	Zones of Regulation	The Academy Way	My new Apps for the year and what I already know	Exploring your class Showbie/Socrative	EE Welcome Week floor book
Day 2	**Study HallAI assessment**	**Smartgrade quizzes**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Type	*Required for the curriculum*	**Pre Quiz:** Art, Science, RW, PSHE	*Required for the curriculum*	*Required for the curriculum*	*Required for the curriculum*
Learning Objective	Study Hall AI and choosing my book		Introduction to Cognitive mapping	Roles for the year	E-safety
Day 3	**Lesson 1**	**Smartgrade quizzes**	**Lesson 3**	**Sumdog assessment**	**Lesson 5**
Type	*Optional*	**Pre Quiz:** Maths.co.uk, History, Geography	*Required for the curriculum*	*Required for the curriculum*	*Optional*
Learning Objective	Orienteering		Introduction to characters using chatterpix	Sumdog Sessions	What does it mean to be part of Oasis?

Half-termly Four-hour chunk content

Well-being Week

- Wellbeing Week is a dedicated four-hour chunk at the start of the autumn term, designed to help students explore the importance of wellbeing and mental health. This is an opportunity to reflect, develop resilience, and build healthy habits that will support them throughout the school year.

Heritage Week

- Heritage Week bridges the themes of Who am I and Who am I becoming. It builds on Black History Month learning from October and transitions into a focus on Remembrance in November, linking real-world events to students' understanding.

Human Rights Week

- This week is placed after the 'Citizenship and the World' and takes up the four timetabled hours for thematic in the first week of Autumn 2 for the majority of academies. It focuses on 'Rights Respecting School' and School of Sanctuary content to further develop thought and understanding of children's place in the world as a golden thread.

Safeguarding Week

- Safeguarding Week takes place in the first week of January, linking to PSHE in Spring 1. It focuses on developing a culture of safety, ensuring students understand how to protect themselves and others. Through discussions and activities, students will explore key safeguarding topics, empowering them to make safe and informed choices.

Careers Week

- Careers and Futures Week bridges Building Our Sustainable World and Building Our Inclusive World, linking careers to making a difference. Students explore job aspirations, career paths, and subject connections, culminating in a CV for their dream job.

Safeguarding in Our Curriculum

Bullying	County Lines	CSE	Trafficking and modern-day slavery	Drugs and Substance misuse	E-Safety, including social media and on-line safety
Gangs and youth violence including knife crime	Violence against women and girls	Honour based violence & faith-based abuse	Physical, sexual, emotional abuse and neglect	Forced marriage	FGM
Domestic Abuse and relationship abuse	Peer on Peer abuse	Up-skirting	Sexting	Prevent and radicalisation	Hate crime

PSHE Curriculum Safeguarding Links

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum theme	Who am I and who am I becoming?	Citizenship and the World	Heritage and culture	Building a Sustainable World	Building an Inclusive World	Showasis
PSHE theme	Health and wellbeing / relationships	British values	Keeping safe & safeguarding week inc contextualised safeguarding	Living in the wider world and healthy lifestyles	SRE	Health and wellbeing / keeping safe
Chunk weeks, assemblies, contextual lessons and e-safety	**E-safety** – online safety and personal information **Black History Month** - Hate crime, Bullying, Discrimination & Faith-based abuse	**E-safety** – communication responsibly and responding to inappropriate messages **Antibullying** – bullying, peer on peer abuse, domestic abuse and relationship abuse	**E-safety** – recognising online risks such as cyberbullying and scams **Safeguarding week** – understanding positive relationships and personal safety, safe touch, first aid. Contextualised content: gangs, exploitation, road safety, hate crime	**E-safety** – managing your online presence and digital footprint	**E-safety** – understanding cyberbullying	**E-safety** – seeking help and support if you encounter problems online e.g. bullying, radicalisation
Year 1	All about me: emotions, health	Introduction to **British Values** -	Staying safe: at home, online and	Caring for the world around us	Families, friendships and	Healthy habits: routines, rest and

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	and feeling safe - introduction to **bullying**, **neglect**, recognising safe adults, domestic abuse	respect, fairness, anti-**hate crime, prevent and radicalisation**	outside - **e-safety**, safe adults, road safety, **drugs and substance misuse**	and financial awareness - **community, gangs, CSE, county lines**	respecting others - **family safeguarding**, introduction to **domestic abuse, sexual abuse**	relationships - **neglect**, self-care
Year 2	Feelings and respect - introduction to **peer relationships**, **bullying, online safety, peer on peer abuse**	Rules, choice and democracy - **rights and responsibilities**, anti-**bullying, challenging discrimination**	Staying safe: our choices, our responsibility - **personal safety**, **fire safety**	Protecting our planet, financial capabilities - **community, gangs, CSE, county lines**	Friendships, feelings and future goals - **peer on peer**, **bullying**, **sexual abuse,** introduction to **domestic abuse**	Healthy bodies and transitions - **staying safe**, **e-safety, neglect**, self-care
Year 3	Knowing me - emotions, strengths and goals - **resilience**, recognising unsafe feelings, celebrating diversity	Rights, responsibilities and diversity - **respect**, **discrimination awareness, hate crime, violence against women and girls, honour-based violence and faith based abuse**	Making safe choices - risks, **drug and alcohol misuse** and how to recognise and respond to emergencies	Challenging discrimination - **bullying**, racism, **hate crime, community, gangs, CSE, county lines, trafficking and modern-day slavery**	Friendship, fairness and personal boundaries – **sexting, peer on peer**, **bullying**, **sexual abuse,** introduction to **domestic abuse**	Healthy habits: sleep, hygiene and first aid - **keeping safe**, **emergencies**
Year 4	Emotions, resilience and kindness - **mental wellbeing**, **bullying, discrimination**	Democracy and respecting differences - **inclusion**, **faith-based abuse awareness, bullying, peer on peer abuse**	Staying safe - risks, **drug and alcohol misuse, peer pressure, gangs**	Rights, resources and responsible choices - **children's rights**, **community, gangs, CSE, county lines, trafficking and modern-day slavery**	Diversity, identity and puberty - **gender respect**, **FGM awareness, peer on peer**, **bullying, hate crime**	Being healthy: hygiene, first aid and safe choices – **drugs and substance misuse, keeping safe,** self-care
Year 5	Healthy minds, healthy choices - **wellbeing**, conflict management, introduction to **domestic abuse, peer on peer abuse**	Equality, law and respect - **hate crime**, **prejudice, faith based abuse, violence against women and girls, forced marriage**	Facing pressure - peer influence and positive habits **peer pressure, gangs**, **county lines**, **knife crime**	Global citizens - **human rights**, **community, gangs, CSE, county lines, trafficking and modern-day slavery**	Relationships, puberty and personal boundaries - **peer-on-peer abuse**, **FGM**, **forced marriage, domestic abuse, sexual abuse**	Staying safe - sun safety, first aid, **addiction awareness, drug and alcohol misuse, peer on peer, bullying**
Year 6	Healthy minds, online lives and equality - **e-safety**, social media, online grooming, **sexting, challenging stereotyping and discrimination**	Justice, liberty and tolerance - **prevent and radicalisation**, tackling **extremism, hate crime, faith-based abuse**	Risk – **drug and alcohol misuse,** first aid, **trafficking awareness, peer on peer abuse, antibullying, gangs**	Media messages, aspirations and finance - **exploitation**, **CSE, grooming online, county lines, trafficking and modern-day slavery**	Growing up, changing roles and healthy relationships - **domestic abuse**, **violence against women and girls**, **sexual exploitation, forced marriage**	Mental health, digital balance and **drug awareness - online safety**, **trafficking risks**, **county lines**

Impact

The impact of our Personal Development curriculum is measured through a combination of qualitative and quantitative approaches, ensuring a comprehensive understanding of pupils' growth across key areas of character, well-being, and social-emotional development. Our approach includes the following impact measures:

- Retrieval Practice and Quizzing: We use end-of-concept quizzing to assess pupils' understanding and retention of core concepts in PSHE and RW. Regular retrieval tasks are embedded throughout lessons to interrupt the forgetting curve, helping students consolidate knowledge into long-term memory and access prior learning with ease.
- Character and Values Development: Pupils document their progress in the 9-Habit Character Log, which tracks the development of key character traits such as resilience, responsibility, and empathy. This log, along with behavioural data collected through our reward system, allows us to monitor how well pupils are embedding these values into their daily lives.
- Social and Emotional Well-being:
    - Each week pupils complete a mood analysis and report on the influencing factors on their mood.
    - Each fortnight pupils complete a well-being survey and reflect on their development.
    - Each term, pupils complete the YouHQ assessment, which provides a detailed analysis of their well-being and mental health. This assessment offers a strengths-based perspective, allowing us to track their social-emotional development and mental health over time, and to identify areas where additional support may be needed.
- Participation and Engagement: We track student participation in extracurricular activities, leadership roles, and community involvement to measure engagement with personal development opportunities outside the classroom. High levels of involvement indicate a thriving PD culture within the school.
- Teacher Assessments and Observations: Teachers regularly assess students through formative feedback, noting their growth in personal development areas such as emotional intelligence, communication, and social interactions. Observations during lessons, assemblies, and extracurricular activities provide further insight into pupils' character development and interpersonal skills.

By utilising these diverse and structured impact measures, we ensure that our Personal Development curriculum fosters the holistic growth of every child. This approach helps pupils not only achieve academic success but also develop the skills, values, and emotional well-being necessary to thrive as confident, capable, and compassionate individuals ready for their future.

9 Habit Progression Points						Rights Respecting School Links
Habits	**Images**	**Rec**	**KS1**	**LKS2**	**UKS2**	
Honest "Acknowledging when we are wrong and taking responsibility" Habitudes Integrity Courageous Leader Confident/Genuine		• **ELG**: Knowing right from wrong	• Has the courage to admit when they are wrong.	• Has the courage to admit when they are wrong and recognise when a situation is wrong.	• Has the courage to admit when they are wrong and challenge when a situation is wrong even when it is difficult to do so.	• **RR12/13:** Is able to express their views, feelings and wishes and can consider and take seriously the views of others.
Compassionate "Place ourselves in the position of another" Habitudes Caring and kind-hearted Social Advocate Empowering		• **ELG:** Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	• Understands their own feelings across a range of emotions and can regulate their behaviour accordingly.	• Is developing a strong social conscience through a deep respect of and empathy for others.	• Has developed a strong social conscience through a deep respect of and empathy for others and empowers others to act in this way.	• **RR29:** Is able to show respect and care for their own human rights and others, their own cultures and other cultures and the environment.
Joyful "A deep sense of contentment with life" Habitudes Optimistic Generous and Inspiring Positive Self-Esteem		• Recognise when you are feeling happy and sad.	• Uses a strengths-based approach to identify the feeling of true happiness.	• Uses a strengths-based approach to identify the feeling of true contentment and recognise the cause of this.	• Uses a strengths-based approach to develop optimism and show self-kindness in the ability to recognise and enjoy moments of true happiness.	• **RR31:** Is able to find to relax and play and take part in a range of cultural and artistic activities.
Hopeful "Holding on and working for a better future" Habitudes Sense of Purpose		• **ELG**: Be confident to try new activities and show independence and resilience in	• Knows their goals and understands the need for a growth mindset to be	• Knows their goals and demonstrates resilience and a growth mindset	• Knows and clearly articulate their goals and demonstrates cognitive flexibility through	• **RR6:** Is able to thrive and develop to reach their full potential.

Resilient **Spiritual Eagerness**		the face of challenge.	able to achieve them.	on the journey to achieve them.	resilience and a growth mindset on the journey to achieve them.	
Self-Controlled **"Having the ability to manage our own emotions and actions"** **Habitudes** **Positive Emotional Awareness** **Criticism Receptive** **Positive Coping Skills**		• **ELG:** Being able to control immediate impulses when appropriate (Partial)	• Is developing social and relational skills and mindfulness	• Has developed social and relational skills and mindfulness to enable critical thinking.	• Has developed social and relational skills and mindfulness to enable critical thinking and be receptive to feedback.	n/a
Patient **"The way we wait and the attitude we adopt as we do so – a long-term perspective"** **Habitudes** **Competent Learner** **Positive GRIT** **Responsible Decision Maker**		• **ELG:** Being able to wait for what they want (Partial)	• Understands the need to be patient and is beginning to develop problem solving skills.	• Has developed problem solving skills, is motivated to persevere and can demonstrate good judgement.	• Has developed problem solving skills through being a critical thinker, is motivated and demonstrates good judgement in a range of situations.	n/a
Forgiving **"To choose not to allow actions of others in the past to determine our behaviour towards them in the future"** **Habitudes** **Selflessness** **Positive Self-Control** **Empowered**		• Being able to say sorry with meaning	• To be able to accept an apology and show positive self-control in letting go.	• To recognise when they find it difficult to be kind and caring towards all, due to prior differences and show positive self-control in letting go.	• Uses positive self-control and cognitive flexibility to be kind and caring towards all, regardless of prior differences.	n/a
Considerate **"Treating others in the way we would like to be treated."** **Habitudes** **Empathetic** **Positive Citizenship** **Respectful/ Appreciative** **Kindness**		• **ELG:** To form positive attachments to adults and friendships with peers and to act with kindness at all times.	• Begins to use emotional intelligence to deliberately include others, acting with kindness in a range of situations.	• Is developing connectedness through being other focussed and emotionally aware.	• Is a positive Influencer through developing a strong emotional awareness, developing connectedness through being other focussed.	• **RR14** know they have the right to think and believe what they and not stop others from enjoying their right to do the same.
Humble **"Seeing the intrinsic worth in other, all created equal; giving honour and encouragement to all; not lauding it over others"** **Habitudes** **Positive Listener** **Culturally Aware/Respectful** **Adaptable Learner**		• **ELG:** Show sensitivity to their own and others' needs.	• Can listen to others using a growth mindset.	• Is insightful when listening using a growth mindset to understand the value of each individual.	• Is insightful when listening using a growth mindset to be adaptable, understand the values of others and develop cultural receptiveness.	• **RR15** to meet with other children and join groups and organisations and know this is the choice of others to decide to join or not.