

Personal Development Map 2025 – 2026

At Park Hill Primary School, we believe that personal development is central to our vision of preparing children to thrive as confident, responsible and compassionate citizens. Our commitment is to nurture well-rounded individuals who are not only academically successful but also socially responsible, emotionally secure and a for their futures.

- Our children face increasing social, emotional and cultural challenges. We want to equip them with resilience, empathy and confidence to navigate these successfully.
- Our local context in Wednesbury and the wider West Midlands presents both opportunities and challenges, including diversity, deprivation and the need to raise aspirations.
- By prioritising personal development, we aim to contribute to lifelong learning, positive citizenship and the wellbeing of our community.

	YFYS	Y1	Y2	Y3	Y4	Y5	Y6
History events	<p>Public transport experience</p> <p>To understand how to use public transport safely and responsibly.</p> <p>To develop awareness of rules and routines when travelling on buses, trains, or trams.</p> <p>To practise listening and following instructions in a real-world setting.</p> <p>To communicate observations and experiences with peers and adults.</p> <p>To explore the local community and notice features of the environment while travelling.</p>	<p>The Manor House</p> <p>To explore how homes and lifestyles have changed over time.</p> <p>To recognise similarities and differences between the past and present.</p> <p>To appreciate the local area's historical significance.</p>	<p>The Oak House</p> <p>To learn about daily life in Tudor and Stuart times.</p> <p>To explore artefacts and architecture from the past.</p> <p>To appreciate how our local area connects to national history.</p>		<p>Wroxeter</p> <p>To explore the impact of Roman civilisation on Britain.</p> <p>To recognise key features of Roman towns and daily life.</p> <p>To develop appreciation for historical sites and heritage.</p>	<p>Haden Hill House</p> <p>To understand what life was like during Victorian Britain.</p> <p>To explore how industry and innovation changed people's lives.</p> <p>To appreciate local heritage and historical change.</p>	

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<p>Geography events</p>	<p>Local area walk To explore the local environment and notice features of the school and community. To observe and talk about changes in the environment, such as buildings, plants, and traffic To develop awareness of safety when walking near roads and public spaces. To practise listening and following instructions in a real-world setting.</p> <p>Litter pick To understand why keeping the environment clean is important. To identify litter and know where it should be disposed of safely. To practise teamwork by working together to pick up litter.</p>	<p>Brunswick Park field trip To use simple fieldwork to study a local green space. To describe locations using directional and positional language. To develop respect for public spaces and recognise how shared spaces are cared for and used responsibly.</p> <p>Llandudno To identify and describe features of a coastal environment. To compare the seaside with the local environment of Wednesbury. To explore how the seaside is used by people for work and leisure. To appreciate and care for natural environments beyond the local area.</p>	<p>School site walk To use simple fieldwork and observational skills to study the school environment. To create and follow simple maps and plans using symbols and keys. To develop care and responsibility for shared spaces in our community.</p>	<p>Gallagher Retail Park walk To observe and describe patterns of land use in a modern community. To understand how retail and transport influence local geography. To reflect on sustainability and community development.</p>			
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<p>Science events</p>	<p>Duck / chick hatching To observe and describe the life cycle of a bird. To develop empathy and responsibility for living creatures.</p> <p>Butterfly hatching To observe and record the stages of metamorphosis. To understand that all living things grow and change. To develop curiosity about the natural world.</p> <p>Cannock Chase trip To observe and talk about plants, animals, and seasonal changes. To use senses to investigate textures, sounds, and sights in nature. To build confidence and enjoyment through outdoor exploration.</p>						
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<p>English events</p>		<p>Theatre trip – Garrick To experience storytelling through live performance. To explore characters and settings in a dramatic context. To develop confidence, empathy, and appreciation of the arts.</p>	<p>Theatre trip – Garrick To explore the use of language and expression in performance. To understand how drama conveys meaning and emotion. To appreciate theatre as part of British cultural life.</p>				<p>Drayton Manor To explore how forces and mechanisms operate in real-world settings. To build confidence and teamwork through shared experiences. To celebrate diversity and cooperation within a shared social environment</p>
<p>Art and DT events</p>	<p>Family events (Mother's / Father's Day) – modelling To develop fine motor skills and creativity through modelling, painting, and making. To express appreciation and love for family members through art and design. To share and celebrate creative achievements with others, developing pride and confidence.</p>				<p>Art exhibition in school (gallery experience for families) To appreciate a range of artistic styles and cultural influences. To develop confidence in presenting and discussing personal artwork. To recognise the value of creativity and self-expression within our community. To understand how art contributes to British and global culture.</p>		

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<p>SMSC / British Values events</p>	<p>Christmas trip to Sandwell Valley To experience seasonal changes and outdoor learning. To explore how people and communities celebrate together. To develop appreciation for shared traditions and local heritage.</p> <p>School health nurses – looking after my teeth To understand why it is important to look after their teeth every day. To identify healthy and unhealthy foods for their teeth. To practise brushing teeth correctly and regularly.</p>		<p>Residential – Edgmond / Frank Chapman To develop independence by managing personal belongings and routines away from home. To build teamwork and cooperation through group activities and challenges. To practise communication skills by sharing ideas, listening, and giving feedback</p> <p>School health nurses – PANTS To recognise safe and unsafe touches. To know who to talk to if they feel worried, unsafe, or uncomfortable. To develop confidence in saying “no” and seeking help. To understand that they have the right to feel safe in all situations.</p>	<p>Residential – Edgmond / Frank Chapman To reflect on personal achievements, challenges overcome, and strategies for future growth. To increase independence by managing personal belongings, routines, and daily tasks more responsibly. To improve communication by explaining ideas clearly, listening actively, and reaching resolutions. To develop leadership skills by supporting peers in group activities and challenges. To strengthen teamwork and friendships through cooperation, empathy, and shared responsibilities</p>	<p>School health nurses – healthy eating To understand how drugs, alcohol, tobacco, and cannabis can affect the body, mind, and future. To identify ways to make healthy choices and resist peer pressure. To know who to talk to for help or support for yourself or friends. To recognise the consequences of choices on yourself and others.</p>	<p>Residential – Edgmond / Frank Chapman To develop teamwork, independence, and resilience through outdoor challenges. To apply geographical and scientific knowledge in real-life contexts. To strengthen personal responsibility and collaboration.</p> <p>Houses of Parliament To understand the history of democracy in the United Kingdom. To understand how laws are created in the United Kingdom. To experience and appreciate culturally significant locations.</p> <p>School health nurses – puberty To understand how bodies change during puberty. To make informed choices about health and wellbeing.</p>	<p>Residential – Edgmond / Frank Chapman To develop leadership and independence in preparation for secondary school. To investigate local habitats and apply fieldwork skills. To strengthen teamwork, resilience, and self-confidence.</p> <p>School health nurses – DECCA To understand how drugs, alcohol, tobacco, and cannabis can affect the body, mind, and future. To identify ways to make healthy choices and resist peer pressure. To know who to talk to for help or support for yourself or friends. To recognise the consequences of choices on yourself and others.</p>
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