



Personal Development Policy

Effective from: 6th November 2024

Review: Autumn 2027

MRS C STURMEY

Policy confirmed by the Governing Body of Grace Mary Primary School on:

Date: 6th November 2024

Signature: _____

(Chair of Governors)

Signature: _____

Personal Social and Health Education * Relationship Sex and Health Education * Careers * Wider Opportunities * Character Development * British values * Citizenship * Inclusion and Equality of Opportunity * SMSC

Personal Development focusses on *‘preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so (Ofsted handbook July 2022)*

Personal Development should provide pupils with the knowledge and skills to know how to be safe, how to manage their academic, personal and social lives in a positive way. (RSHE Guidance 2021)

Personal Development promotes, adopts and embeds a range of skills that allow children to be life long learners. The policy overarches and should be read in conjunction with the following:-

- PSHE policy
- RHE Policy
- Safeguarding and Child Protection Policy
- E-Safety suite of policies
- anti-bullying Policy
- Subject Intent maps and knowledge organisers
- Inclusion & SEND policy
- Curriculum Intent
- Behaviour Curriculum
- Behaviour Policy
- DFE - Keeping children safe in education

INTENT

Personal development is both a subject and a school ethos. It is reflected in our school motto of ‘Learning and growing together, hand in hand’ and in our school values. We want for each child to leave the school feeling confident, unique and proud.

Our aim is to teach children how to navigate through life safely, happily and healthily. Children are growing up in a world that is constantly changing and it is the duty of all the staff at school, in partnership with the parents, to teach the children transferable life skills. We teach children about the world around them, relationships, emotions, reproduction and health, as well as transferable skills to help with life. We consistently promote the British values and our school values.

We want our children to know more, remember more, do more and be more. This will be achieved through a broad and ambitious curriculum that promotes personal development alongside academic success.

We have an extensive programme of personal development from Nursery to Year 6. All the above elements are carefully sequenced to provide opportunities for pupils to practice, learn and remember important knowledge. All elements are taught at an age-appropriate level and

revisited regularly. As a result, pupils are given the knowledge they need to make good decisions, the understanding and skills they need to manage their lives, and this contributes to building their character (Jigsaw curriculum).

Our personal development education enables pupils to develop into **confident learners** who are able to work with others. It helps them to develop **resilience, respect and responsibility**. It provides them with the knowledge and cultural capital to become **well-informed citizens**, able to appreciate human creativity and achievement. Our pupils develop an understanding of the community to which they belong.

How we teach personal development in school

Trips (day and residential)	Visiting speakers and workshops	Assemblies
Sports clubs and local competitions	Performing Arts/ music events	After school clubs
Wider curriculum lessons	Theme days	Charity work
Religious and cultural events and visits	Reading buddies	Leaderships eg, class ambassadors, safeguarding champions etc

Grace Mary Primary School teaches personal development in a wide range of ways throughout the children's school lives. For example:

- It is taught in discrete lessons (Jigsaw Curriculum)
- It is taught with cross-curricular links in other lessons, such as English, physical education, humanities and religious education
- Text choices –
- Study aspirational figures around the world
- staff members consistently model how to be a good citizen who uphold the school values
- assemblies (whole school and special visitors)
- specialist staff working with individuals and groups
- E-Safety lessons in computing and assembly
- celebrating positive learning attributes, attendance and values with weekly certificates
- School clubs and wider curriculum experiences
- well thought through transitions throughout the school and beyond
- focusing on mental and physical health; zones of regulation
- pupil ambassadors (T&L, Play leaders, Computing, Safeguarding champions etc)
- celebrating different languages, cultures and religions
- Huge array of trips, residential and special visitors.

- Opportunities to perform
- Aspirations driven through the whole curriculum to
- Behaviour curriculum with focus on routines, self regulation, learning behaviours
- Pupils challenged and behaviour for learning well embedded in lessons
- Raise money to support charities and support local food banks
- All pupils have the opportunity to learn drums and ukulele

Key Areas of Personal Development

Early Years

In the Early Years, personal development education is strongly linked to the characteristics of effective learning. It is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities where pupils share and enjoy a range of activities, opportunities to engage in social activities also offsite visits in the local area and further afield.

Relationships

- Teaching and learning about relationships is taught mainly through our RHE/PSHE curriculum and keeping safe online.
- We equip pupils with knowledge to make informed decisions about relationships
- Pupils are provided with accurate information that relates to their needs and supports them with exploring their own feelings and attitudes, in order to develop values on which to base decisions about relationships.
- Pupils learn communication skills necessary to help them take increasing responsibility for their changing relationships including friendships as they get older.

Character development

Is a key element of our personal development programme and school life. We are a school with a strong ethos for everyone to fulfil their potential. Character development is threaded through our expectations of behaviour towards each other, our ambitious curriculum developing resilience and confidence and our programme of wider development opportunities including volunteering and service to the community. We ensure that all our pupils benefit equally from what we offer by reducing barriers to participation.

Through a wide range of curricular and wider curricular activities pupils learn to:

- Take risks
- Behave with courtesy and good manners
- Speak persuasively to an audience
- Know the importance of perseverance

- Demonstrate positive moral attributes, for example, courage, honesty, and a sense of justice
- Be confident to have the ability to make points/arguments clearly and constructively, listen attentively to the views of others
- Be resilient, develop good coping strategies to bounce back from setbacks

Citizenship

Throughout Key Stage 1 pupils learn:

- About themselves developing as individuals and as a member of their school community. Building on their own experiences and on early learning goals for personal, social and emotional development.
- Learn the basic rules and skills for keeping themselves healthy and safe and for behaving well.
- Learn to take some responsibility for themselves and their environment.
- Begin to learn about their own and other people's feelings.
- Learn social skills such as sharing, take turns, help others, self regulate, resolve simple arguments and resist bullying
- Learn to take an active part in the life of the school and the local area
- Learn about money, how to spend and save.
- Learn the difference between needs and wants
- Supported for a smooth transition to Key Stage 2

Throughout Key Stage 1 pupils learn:

- About themselves as growing and changing individuals with their own experiences and ideas
- About the wider world and diversity, including acceptance
- Develop their sense of social justice and moral responsibility, to understand their choices and behaviour can affect others but also how people's decision can affect global and national issues
- To take part more fully in school activities
- They learn how to make more confident and informed choices about their health and environment
- They learn how to take more responsibility for their own learning and to resist bullying
- They are supported to transition smoothly to secondary school

We effectively **promote equality of opportunity and diversity** so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. This is taught through our curriculum, assemblies, whole school events (Eid celebration, Diwali light festival Christmas service),

To develop pupils' **spiritual, moral, social and cultural development** children are taught and encouraged to: understand and appreciate the range of different cultures in the school and

further afield; show respect for different faiths and cultural diversity; show respect for the different protected characteristics; use of a range of social skills in different contexts; participate in a variety of communities and social settings; recognise the difference between right and wrong and understand consequence; investigate and offer reasoned views about moral and ethical issues.

Our whole school approach promotes effective relationships between all members of the school community. The promotion of pupils' personal and social development underpins all other learning. It helps pupils to build their character, confidence and self-esteem and to understand what influences their decisions. Developing self-understanding, empathy and the ability to work with others helps our pupils to enjoy healthy and productive relationships in all aspects of their lives.

British Values

The DFE states that all schools need to promote the fundamental British Values. We develop pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of those with different faiths and beliefs. Our pupils know and understand these values.

Pupils learn:

- To accept and engage in activities which demonstrate the British values
- The difference between right and wrong
- To accept responsibility for their behaviour
- That discrimination is wrong and no one should be discriminated against regardless of faith, ethnicity, gender, sexuality, political or financial status etc.

Physical and Mental Health Education

Physical and mental wellbeing are equally important to help pupils maintain a healthy lifestyle.

Mental wellbeing pupils learn:

- That there is a normal range of emotions in relation to a range of situations and experiences
- How to recognise and talk about feelings and feelings of others clearly expressing themselves
- Where to seek support

Physical wellbeing pupils learn:

- The benefits of physical exercise, healthy eating and good quality sleep
- Risk of inactive lifestyle
- The Hive offers daily drop ins and pastoral support from the wellbeing leader.
- Exposure to a range of wider opportunities that broaden their experiences to discover talents and interests

- Pupils have the opportunity to access these experiences in after school clubs and wider curriculum lessons.

School Values

Our school values describe the key aspects of personal development that are central to our school life.

Our Core Values:

Respect

- EVERYONE is important and special.
- Show PRIDE in our school.
- Consideration for each other's FEELINGS, RIGHTS and BELIEFS.

Aspiration

- AMBITION to achieve excellence.
- CHALLENGE and MOTIVATE self to be the best we can be.
- BELIEVE in ourselves.

Honesty

- COURAGE to tell the truth.
- Share honestly how you feel.
- voice our opinions in a THOUGHTFUL way.

Kindness

- Show COMPASSION and CARE towards others.
- Speak out and lend each other a helping hand, TRUST.
- To always show ACCEPTANCE and be FRIENDLY.

Determination

- Try your best and never give up, PERSEVERE.
- Always use a 'GROWTH MINDSET' anything is possible
- Be BRAVE and prepared to make mistakes

Disadvantaged and vulnerable pupils

We believe that pupils who are vulnerable to underachievement must have the opportunities outlined to ensure their personal development and prepare them for the next stage in their education.

To ensure **all** pupils have equal access and opportunities, disadvantaged and vulnerable pupils are identified based on the following criteria:

- Pupil is falling behind their peers and performing below the national average
- Pupil is from a financially secure background but family members do not have the capacity to provide deemed experiences due to e.g. workload, mental health issues, caring for an elderly relative or other viable reasons.
- Pupil has poor mental health, low self-esteem or low confidence

- Pupil Premium Student
- Pupil is capable of achieving more

Careful consideration will be given to ensuring barriers to participation are removed by:

- Considering e.g. cost, timing, location, confidence, parental support
- Communicating message through ethos and practice that all pupils from all backgrounds belong and are valued
- Providing a provision that is appropriately tailored both to suit and to challenge the pupils we serve

Identified pupils will be targeted to ensure that in addition to the expected enrichment, they will have access to extra-curricular activities.

Measuring the impact of Personal Development

School leaders will assess the effectiveness of the intent and implementation by undertaking professional discussions with staff, learning walks, book trawls, pupil voice, feedback from parents. The effectiveness will be evaluated by assessing children's learning through tasks such as quizzes, questions on knowledge organisers, solo starts, everybody writes etc.

Pupil Experiences and trips

Information to support wider curriculum offer for 2024-2025

- Choir
- Boxercise
- Boys and girls Football
- Cooking
- coding -computing
- Netball
- Drama
- Drums
- Recorder
- Chess
- Lego / construction
- Blogging
- Higher level maths
- Dance
- Archery
- Art / DT
- Big Sing at symphony hall.
- Y4 whole class ukulele - As per new model music curriculum.
- visits from musicians and ensembles throughout the year.
- Planned opportunities for children across the school to listen to specific pieces of music. Links to genres of music being taught.

- Extended walks
- Inter school competitions
- Before and after school club
- Forest Schools is a major part of our school provision. Two trained staff members

Experiences, Visits and residentials offered:

- Y6 residential to Plas Gwynant outdoor Centre Wales
- Y3 – Y6 Bikeability
- British Council Project – Reading For Pleasure – linked to 2 schools in Jamaica
- Visits to local colleges to sing
- Visits to local church
- Each year group has a place of worship linked and visit carried out each year, local church, Islamic Centre, Hindu temple, Gudwara, Lichfield Cathedral, Birmingham Synagogue
- Y5 Space centre
- Y2 visit to Black Country Museum and they attend school for workshops
- Early years visit to the farm
- Happy chicks – egg hatching early years
- Y3/Y4 residential to Frank Chapman outdoor Centre
- Y2 residential to Edmond Hall – Christmas experience
- Loudmouth for PSHE related workshops for all year groups
- Roald Dahl day experience – story telling
- Poetry Day and enter local competition
- Y1-Y4 day trips to Saltwells – for either sensory experience or Arts & Sculpture
- Sunshine class weekly minibus trips in the local area
- Sunshine class – sycamore centre Dudley visit
- Panto in for KS2 workshops and whole school Christmas panto performance
- Dogs Trust assembly
- Explore number of charity events ie, McMillan, children in need, red nose, anti-bullying, Autism awareness, downs syndrome etc
- Christmas performances for parents
- Swimming for Y5
- The Beach
- Workshops for all year groups from S. Staff waterways
- Y5/Y6 NPP reducing carbon footprint experience
- Animal for Early Years
- Y1 Dudley Zoo
- Y6 trip to Safeside – how to keep safe (transition to KS3)
- Y1 Think Tank trip

Useful websites

- [Pop 'n' Olly](#) – LGBT+ education for primary schools

- [AfC Emotional Health Service](#) – A multi-disciplinary team of clinical specialists and mental health clinicians (clinical and counselling psychologists, systemic psychotherapists and art psychotherapists) who provide mental health support to children and young people in Kingston and Richmond.
- [Mind](#) – To provide advice and support to empower anyone experiencing a mental health problem. We campaign to improve services, raise awareness and promote understanding.
- [Bullying](#) – Advice and support for children and young people experiencing bullying
- [CAHMS Resources](#) – Resources to support mental health and wellbeing.
- [Childline](#) – A counselling service for children and young people.
- [BBC Bitesize](#) – PSHE and citizenship videos to help children’s understanding.
- [NCPCC’s Pantosaurus](#) – A video to help children stay safe and keeping their private parts private.
- [NSPCC](#) – Information and support for child abuse
- [Mind](#) – Mental Wellbeing resources for young people.
- [Growth Mindset](#) – Should you tell your kids they are smart or talented? Professor Carol Dweck answers this question and more, as she talks about her groundbreaking work on developing mindsets. She emphasizes the power of “yet” in helping students succeed in and out of the classroom.

