



Personal Development Policy

1 Intent and Quality of Provision

At Whitehall Primary School, Personal Development encompasses the principles of PSHE, along with the government's new Relationship, Sex, Health and Education curriculum. By enabling our children and young people to develop their own skills, knowledge and understanding of how to be who they are, understand the world they are growing up in and how to keep themselves safe in all areas of their world, we believe that we are giving each and every one of them the best chance for their lives ahead. Our curriculum has been designed with our children in mind and may vary in content to reflect the ever-changing world we live in.

Rationale

Our aim for the Personal Development curriculum is to reflect the school's core values of communication, resilience and ambition. At the core of this is to demonstrate and teach the skills, knowledge and understanding that pupils need to lead confident, healthy lives and to become informed, active and responsible citizens. Children will learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. PD is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to encourage children to form healthy and meaningful relationships, based on respect for themselves and for others.

We aim to promote the development of pupils' character to help them flourish in modern Britain, as well as support their transition for the next phase of education.

The areas of Personal Development that we at Whitehall Primary School are particularly looking for include the following (in line with the Ofsted recommendations):

- developing responsible, respectful and active citizens
- promoting equality of opportunity
- promoting an inclusive environment
- developing pupils' character, giving them qualities they need to flourish in society
- developing pupils' confidence and resilience so that they can keep themselves mentally healthy
- preparing pupils for the next phase of education

2 Teaching and Learning

2.1 The Opportunities on Offer for Personal Development

Personal Development is taught through a whole school approach as well taught explicitly through a number of areas across the curriculum including Science, Computing, Physical Education(PE), Spiritual, Moral, Social and Cultural(SMSC), Physical, Social, Health and Economics(PSHE), Religious Education(RE) and Relationships and Sex Education(RSE). All areas ensuring that they are promoting, Culture Capital, British Values, Parental Engagement and Mental Well-being.

The teaching of Personal Development will also be embedded in a number of school experiences such as assemblies, visiting speakers from the community, school residential trips and practical workshops with external links.

Whilst many parts of Personal Development are taught throughout the year, some specific age or gender-related aspects are delivered at pre-planned points during the year. This allows parents/carers to be informed and therefore offer support to the child as required.

All aspects of the protected characteristic are considered at all time to ensure equality; these include:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- marriage and Civil Partnership

Skills Children Learn:

Always in an age appropriate way, we help the children manage their lives, now and in the future, and help them to learn every day, essential, life skills, including:

- The Development of self-understanding, empathy and healthy, productive relationships
- Relationships Education
- Eating healthily
- Keeping safe on the road
- How to stay safe on the internet
- The promotion of good mental health

We focus on the 4 key pillars that contribute to our Personal Development curriculum: Developing, Promoting, Enabling and Supporting.

Developing:

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Pupils' character, which Ofsted defines as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- Pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

Promoting:

- Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

Enabling:

- Pupils to recognise online and offline risks to their wellbeing – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- Pupils to recognise the dangers of inappropriate use of mobile technology and social media

Supporting:

- Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

2.2 Evidence of Implementation

Whitehall Primary School teaches personal development in a wide range of ways throughout the children's school lives and ensuring that all aspects of the 4 key pillars are spread across the curriculum. For example:

- discrete lessons
- cross-curricular links in other lessons
- 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 with weekly certificates
- Huge array of after school clubs
- Well thought through transitions throughout the school and beyond
- Focusing on mental and physical health
- School council – Pupil Voice
- Eco-warriors
- Fairtrade Ambassadors
- Anti - bullying Ambassadors
- SMSC Ambassadors
- Celebrating different languages, cultures and religions – Square assemblies
- Outdoor activity trips
- Forest School University Links - Y6 activity week & university visit, Y5 and Y4 workshops on aspirations
- Year 6 Inspiring Career Presentations – Links with Parents in professions to share their life experiences and skills
- Transition Days at Secondary Schools
- Young Enterprise - Fund Raises and make children understand the concept of profit and loss
- Daily Mile

- Bikeability
- Premier League Primary Stars

2.3 Preparing Pupils for Life in Modern Britain

Our aim is to prepare children for life in modern Britain; through providing a context-rich curriculum which broadens their experiences, develops their imagination, creativity and fascination in learning. At Whitehall we prepare children for life in modern Britain by upholding and teaching pupils about 'British Values', which are defined by the government as:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Economic (PSHE), Spiritual, Moral, Social & Cultural Education (SMSC) and Religious Education (RE). We also teach British Values within our broad and balanced curriculum, ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.

The school takes opportunities to actively promote British Values through our whole school systems and structures and through our assemblies/acts of collective worship.

Actively promoting British Values also means challenging pupils, staff or parents/carers expressing opinions contrary to fundamental British Values, including 'extremist' views.

At Whitehall, 'British Values' are reinforced regularly and in the following ways:

Democracy

- Democracy is an important value at our school. Each year begins with a democratic process where each class can nominate representatives for our School Council. Children are encouraged to see the link with the real world and to know about the main political parties and how Government works. Once the School Council is established, they meet regularly with an agreed agenda.
- Year 6 children have the opportunity to nominate themselves to be a House Captain, this process is through election, with candidates having to prepare their own election speech to secure their classmates' votes.

Rule of Law

- At Whitehall, the importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout the school day.
- At the start of every school year we focus on citizenship, school rules and behaviour expectations. They learn about their rights and also their responsibilities and how our actions have consequences that can affect those around them.

Individual Liberty

- Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching and PSHE lessons.
- Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs, choose the level of challenge in some lessons.

Mutual Respect

- Part of our school ethos and behaviour policy are based around core Christian values such as 'respect' and 'responsibility' and these values determine how we live as a community at Greenfields.
- Children and adults alike, including visitors, are challenged if they are disrespectful in any way. Values are highly visible around the school and can be seen in posters, certificates and as part of our Home/School Agreement.

Tolerance of Those of Different Faiths & Beliefs

- Children need to learn how to show respect for others and understand that difference is not only acceptable, but welcome. Children know that everyone is welcome in our school. Assemblies and work in class ensure that this message is constantly reinforced.
- We have Square assemblies (all the year groups participate) about different religious celebrations. This complements our RE curriculum so that children get an overview of a range of religions, whilst learning about other religions in depth each year.

Development of Skills & Attitudes to Contribute Positively to Life in Modern Britain:

- Children are encouraged to look after the school building and contents and to see the link between finance and material possessions. They follow the school rules, which are displayed in every classroom and referred to daily.
- Each class councillor feeds class views into School Council about any matters arising in school that children wish to address and children understand that this is a democratic process.
- Children learn about key figures in history, who have contributed to positive changes to society and consider how they can emulate these ideas. Children have many opportunities for learning about Great Britain and the wider world around us. Older children are encouraged to support younger children at key times such as assemblies and lunch times.
- Children learn about careers from Year 6 and they benefit from visitors speaking to them about career prospects for the future.
- A huge variety of extra-curricular activities are available to promote a positive mental attitude and team spirit. Children learn about healthy competition and how working together can make us stronger.

3 Additional School Support:

At Whitehall, we want everyone involved with our school to feel well supported. We believe that good pastoral support focuses on nurturing the individual needs of each

child. We aim to build trusting and empathic relationships with all our pupils and their families.

All our staff model to students how to look after themselves and others; encouraging them to seek help, support or advice whenever they need it.

Pastoral care underpins personal development and with outstanding pastoral care, students feel they belong and their self-esteem is able to flourish because they feel valued and cared for. Supporting the pastoral needs of pupils sometimes involves working with external agencies. In these situations, we ensure that a confidential, professional, non-judgemental and sensitive service is provided.

- Range of academic interventions
- 1:1 Support
- Pastoral Support for children and families
- Family Support officer
- Positive and Peaceful People
- Mindfulness Garden

4 Monitoring and Review

The impact of the Personal Development will be assessed in several ways including lesson observations, teacher planning and book scrutiny as well as discussion and feedback from both children and parents.

The teaching and learning of Personal Development will be continually reviewed allowing any changes that need to be made. Achievements in the development of skills and values taught through Personal Development will be celebrated in a number of ways including assemblies, displays and open days, where parents and carers will be informed of their child's progress in Personal Development through informal discussions, parents evening and the annual school report.

5 Roles and responsibilities:

5.1 The governing board

- The governing board will approve the Personal Development policy.

5.2 Senior Leaders and Associates

- The Headteacher, Deputy Headteacher and Personal Development Lead are responsible for ensuring that Personal Development is taught through the relevant subjects consistently across the school

5.3 Staff members are responsible for:

- Monitoring and assessing progress in relevant subject areas.
- Using the Curriculum Maps to guide their lesson planning.
- Providing a safe and supportive environment where pupils can develop their confidence to ask questions, challenge information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.
- Delivering relevant subjects in an inclusive environment
- Modelling positive attitudes which do not induce shock or guilt.

- Responding to and being sensitive to the needs of individual pupils as some may have direct experience of some of the issues.
- Providing relevant and realistic information which reinforces social norms.

6 Links to other policies

Personal Development (PD) is at the heart of our school. It encourages promotes, adopts and embeds a range of skills that allow children to be life-long learners. The policy overarches and is closely related to other policies, including;

- PSHE/RSE Policy,
- RE Policy,
- SMSC Policy,
- Behaviour Policy
- E-Safety Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Anti-Bullying Policy