



Personal Development Policy

1 Intent and Quality of Provision

At Whitehall Primary School, Personal Development encompasses the principles of the Personal, Social, Health and Economic (PSHE) curriculum, along with the government's Relationship, Sex, Health and Education (RSHE) curriculum. By enabling our pupils 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 pupil the best chance to succeed in their lives ahead. Our curriculum has been designed with our pupils in mind and may vary in content to reflect the rapidly-changing world we live in.

Rationale

The aim for our Personal Development curriculum is to reflect our school's curriculum vision: to be curious, independent and have high aspirations. At the core of this is to teach pupils how to lead confident, healthy lives to become informed, responsible citizens who can build healthy and meaningful relationships, based on respect for themselves and for others. Through our RSHE curriculum, we encourage pupils to learn how to manage conflict, be resilient, show empathy and uphold responsibilities which will promote their self-esteem and emotional well-being, to prepare them for secondary school and later life.

Our school supports pupils to develop critical, communication and social skills to be able to work with others so that they can enjoy safe, healthy and positive relationships in all aspects of their lives, both offline and online. We aim to promote the development of pupils' character by encouraging them to connect and apply the knowledge they learn in school to practical, real-life situations, whilst helping them thrive in modern Britain.

In line with Ofsted's recommendations, there are 6 strands of Personal Development that we at Whitehall Primary School aim to promote:

- 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

Personal Development is delivered through a whole school approach as well taught explicitly through various, key curriculum areas: Personal, Social, Health and Economic (PSHE), Relationships, Sex and Health Education (RSHE), Spiritual, Moral, Social and Cultural (SMSC), Physical Education (PE), Computing, Science and Religious Education (RE). Within these

curriculum areas, we ensure to promote cultural capital, British Values, mental well-being and parental engagement.

2.1 Preparing Pupils for Life in Modern Britain

Our aim is to prepare pupils 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 Primary School, we prepare pupils for life in modern Britain by upholding and teaching pupils the 5 'Fundamental British Values' defined by our government:

- democracy;
- rule of law;
- individual liberty;
- mutual respect;
- tolerance of those of different faiths and beliefs.

Although these values are taught explicitly through our PSHE and RE curriculum, our school actively promotes British Values through the whole school systems we have in place, within other curriculum areas and during SMSC themed assemblies.

In our school, we believe that when teaching these fundamental values, we must be prepared to challenge pupils, staff, parents, carers and visitors who express opinions or extremist views which contradict the 5 British Values.

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. Pupils 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 pupils 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. Pupils learn about their rights, responsibilities and how their 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 online 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 or choosing what they would like to eat at lunchtime.

Mutual Respect

- Part of our school ethos and behaviour policy is based around core values such as 'respect' and 'responsibility' and these values determine how we live as a community in Evington. The pupils have been part of discussions and collective worship related to what this means and how it is shown. Respect is one of the values that is taught explicitly within lessons, collective worship, enabling pupils to contribute positively to the lives of those living and working in the locality of our school. It is shared with home through newsletters and website information.
- Pupils 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. Adults throughout the school model, demonstrate and promote respect for others as do older children who have suitable, age related, tasks and responsibilities and this is reiterated throughout classroom and behaviour rules.

Tolerance of Those of Different Faiths & Beliefs

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

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

- Pupils 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 during School Council meetings about any matters arising in school that pupils wish to address and pupils understand that this is a democratic process.
- Pupils learn about key figures in history, who have contributed to positive changes to society and consider how they can emulate these ideas. Pupils have many opportunities to learn about Great Britain and the wider world around us. Older pupils are encouraged to support younger pupils at key times such as assemblies and lunch times.
- Pupils learn about careers from Years 5 and 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. Pupils learn about healthy competition and how working together can make us stronger.

2.2 Implementing the Personal Development Curriculum

At Whitehall Primary School, we help our pupils in an age-appropriate way to manage their lives, now and in the future, to learn every-day, essential, life skills. We do this by focusing 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.

The teaching of Personal Development will also be embedded in a number of school experiences: through collective worship, visiting speakers from the community, school residential trips, extra-curricular activities and practical workshops with external providers.

To break this down further, we offer a range of Personal Development opportunities in our school:

- learning about a wide range of topics and current affairs across all subjects;
- adhering to the Code of Conduct and Behaviour Policy;
- weekly SMSC themed assemblies on local, national and global events;
- specialist staff working with individuals and groups;
- a wide array of lunchtime and after school clubs;
- in school and national competitions;
- out of school trips and workshops;
- practising fieldwork skills in Geography;
- learning fire safety, road safety, healthy eating, cooking skills and first aid;
- celebrating positive learning with weekly certificates;
- marble in a jar rewards and house points;
- teaching British Values by learning about other languages and cultures;
- celebrating various religious festivals;
- holding charity events and fundraisers;
- reading incentives (dynamic story-telling, recommended book of the month, top 10 reads);
- music incentives (singing assembly, ukulele lessons and private keyboard tutors);
- promoting physical exercise (daily mile, bikeability and swimming lessons)
- setting goals and targets;
- inspiring career presentations – links with parents in professions to share their life experiences and skills;
- taking learning outdoors with Forest school;
- sharing school jobs, roles and responsibilities (e.g. school council reps, eco-warriors, well-being champions, playground leaders, librarians, house point captains and reading champions);
- practising mindfulness and caring about our mental and physical well-being;
- understanding online safety;
- recognising safe and unsafe situations (online and in person);
- transition days with the new class teacher or in a secondary school.

3 Equality and Inclusivity

3.1 Protected Characteristics

Whilst most areas of Personal Development are taught throughout the year, some specific age or gender-related aspects are delivered at pre-planned points during the year and this information is shared with parents and carers. This allows parents and carers time to be prepared in case they may need to offer additional support to their child. We are also committed to ensure all aspects of the following protected characteristics are considered at all times to promote equality and inclusivity.

- 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.

3.2 Equal Opportunity

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 pupils 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, pupils 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 services are provided:

- range of academic interventions;
- an adapted curriculum or timetable;
- 1:1 support;
- support from special educational needs co-ordinator (SENCO) and mental health leader;
- referral to school nurses;
- pastoral support for pupils and families;
- family support officer;
- advice from educational psychologist;
- mindfulness garden;
- extra-curricular trips and workshops;
- sensory room;
- activities to promote physical and mental well-being.

4 Monitoring and Review

The impact of the Personal Development curriculum will be assessed in several ways: in moderation meetings between teachers, through lesson observations, monitoring teacher planning, book scrutinies, pupil interviews and through parent/carers feedback.

The teaching and learning of Personal Development will be continually reviewed, allowing any changes that need to be made. Pupil achievements in the development of skills and values taught through the Personal Development curriculum will be celebrated in a number of ways: in assemblies, through class displays, during open days, in monitoring/annual reports and on parent evenings, where the pupil's progress can be discussed.

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 the Personal Development curriculum 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 experiences, 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 is at the heart of our school as it encourages, promotes and embeds a range of skills that allow pupils to be life-long learners. The policy overarches and is closely related to other key policies that we have in place at Whitehall Primary School:

- PSHE/RSHE Policy;
- RE Policy;
- SMSC Policy;
- Behaviour Policy;
- Online Safety Policy;
- Safeguarding and Child Protection Policy;
- Equality Policy;
- Climate Change and Sustainability;
- Anti-Bullying Policy.