



Personal Development Policy

1. Introduction

- 1.1 This policy outlines the teaching, organisation and management of Personal Development taught and learnt at Wyton on the Hill Primary School.
- 1.2 The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

2. Aims

2.1 We want our children to develop self- awareness, positive self-esteem and confidence, enabling them to,

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be active citizens
- to know about economic wellbeing.

2.2 We want our children to: -

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

3. Entitlement

- 3.1 The school uses 'The Cambridgeshire Primary Personal Development Programme' and its 'Planning tool' & accompanying resources from which we have planned a two year programme of study. However, it is important to note that we carry out a yearly Health Survey completed by our year 5 and 6 pupils and, if outcomes of this survey indicate the need, we adapt our programme of study according to the requirements of our children. Similarly, if Personal Development issues arise during the school year we endeavour to respond appropriately to the situation by implementing relevant units of work.

4. Implementation

- 4.1 There are weekly timetabled Personal Development lessons in KS1, KS2 and Reception, and specific events and activities, as well as through other subjects. There are also opportunities during collective worship e.g. stories and discussion, weekly 'Personal Development Assembly' and 'Achievement Assembly'.

- 4.2 We use a range of teaching and learning styles to meet the needs of our pupils.

We emphasise active learning by including the children in discussions, investigations and problem solving activities. We encourage children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly), involvement in helping other individuals or groups. We organise classes/school in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We give our children opportunities to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

- 4.3 The school's 'Big Conversation', where the school is split into mixed year groups (Year 1-Year 6) plays an important role in giving the children a 'voice ' in making important decisions about the running, organization and resourcing of the school thereby enhancing the Personal Development of each child.

- 4.4 The school also organises themed weeks/days in the school to enhance the Personal Development of our pupils, which are often nationally linked, such as 'Anti-bullying week', 'The Big Pedal' fortnight, 'Sports Relief', 'Comic Relief' and 'Children in Need' to enrich the Personal Development of our pupils.

- 4.5 Our elected school council are actively involved in promoting PSHE and Citizenship issues, as are our pupil 'Transition Mentors', and 'Peer Mediators'.
- 4.6 Our Pupils' sense of community, responsibility and economic well-being are also enhanced by our School Jobs Scheme where the children are given the opportunity to apply for specific jobs in the school for which they are interviewed, employed on merit and paid with points, which they are able to swap for items in the school shop.

5. Equal Opportunities, Inclusion and Special Educational Needs

- 5.1 Provision for PSHE and Citizenship is in line with all of our policies and Every Child Matters guidance. All children have equal access to the PSHE and Citizenship curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

6. Involving the whole school and wider community

Working with staff

- 6.1 Within the context of the School Development Plan, support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff Inset is used where there are development needs for the whole staff. Individual staff members are offered training opportunities as appropriate.
- 6.2 We recognise that Personal Development and wellbeing are relevant to members of staff in all roles, and ensure they all receive training and support appropriate to their responsibilities. Some Inset opportunities may be organised for all staff, and all staff members are supported to know and understand the content of policies that apply throughout the school.
- 6.3 The coordinator is entitled to receive training in his/her role and responsibilities. This supports him/her to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and well

being. He/she also takes responsibility for supporting other members of staff in their work relating to Personal Development, which may include ensuring appropriate training opportunities.

The role of governors

6.4 The governing body as a whole plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

Working with parents and carers

6.5 We recognise the key role that parents and carers fulfil in supporting their children through their Personal Development and the emotional and physical aspects of growing up. Therefore we seek to work in partnership with parents and carers when planning and delivering Personal Development. We encourage this partnership by:

- informing parents and carers by letter/ by email/on the website of forthcoming Personal Development topics and their learning content
- providing supportive information about parents'/carers' role in Personal Development and how they can develop protective factors with their children
- inviting parents/carers to discuss their views and concerns about Personal Development on an informal basis.
- Parents and carers will be given access to this policy on request. It is also available on the school website.

Involving the children

6.6 We recognise that an interactive approach to Personal Development will better develop the skills of our children, and also that, if they are involved in shaping the programme, it is more likely to meet their needs. We involve young people in the evaluation and development of their Personal Development in ways appropriate to their age.

- We refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/locality.

- We engage the children in activities to establish their development needs, for example 'Draw and Write' activities.
- We encourage children to ask questions as they arise by providing anonymous question boxes and other similar approaches.
- We ask children to reflect on their learning using appropriate success criteria and to set goals for future learning.
- We consult with children, through School and Class Councils and our 'Big Conversations', about their perception of the strengths of our Personal Development programme and the areas to be further developed.
- Through assessment, in particular self assessment, we will learn more from the children about the effectiveness of the teaching and learning and its impact.

Use of visits and visitors

- 6.7 Where appropriate we use visits and visitors from outside agencies or members of the community to support the Personal Development programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils.
- 6.8 When visitors are used to support the Personal Development programme, the school's policy on Use of Visitors is followed.
- 6.9 Residential visits can make a significant contribution to children's Personal Development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the Personal Development curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).
- 6.10 Our partnership with the local community is a priority, and we recognise and value its contribution to the Personal Development programme.

7. Assessment for learning

- 7.1 Our teachers assess the children's work in PSHE and citizenship both by making informal judgements, as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. The achievements of pupils in PSHE and citizenship are reported to parents each year in the annual report. The assessments that we make are positive, and record achievement in its widest sense.

8. Resources

8.1 Our core resource is the Cambridgeshire Primary Personal Development Programme Planning Tool which includes a wide variety of materials including the SEAL programmes, lesson plans for all areas of Personal Development including our SRE toolkit. We also have a wide collection of recommended books/stories which is added to on an as required basis.

9. Monitoring

9.1 The Personal Development Co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. This person supports colleagues in the teaching of Personal Development, by giving them information about current developments in the subject. Strengths and weaknesses in the subject and areas for further improvement are discussed with the head teacher and colleagues and feedback is given to the governor responsible for PSHE and Citizenship.

10. Review

10.1 The Personal Development Co-ordinator will review this policy annually. Any suggested amendments will be discussed with the Head teacher and staff and will be presented to the Governing Body when appropriate.

Appendices

Appendix 1: National and local context (including policy and legislation)

Duty to promote wellbeing

Wellbeing is defined in the Children Act 2004 as *'the promotion of physical and mental health; emotional wellbeing; social and economic well being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect'*. The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing as well as their academic achievement.

Children Act 2004

Education and Inspections Act 2006

The 2010 Education White Paper

This makes clear the importance of effective PSHE in schools:

'Children can benefit enormously from high-quality Personal, Social, Health and Economic (PSHE) education. Good PSHE supports individual young people to make safe and informed choices. It can help tackle public health issues such as substance misuse and support young people with the financial decisions they must make.'

The importance of teaching, Schools White Paper, Department for Education, updated 2012

DfE Research report

This report highlights the link between wellbeing, behaviour and social and emotional development and learning and achievement:

Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.

The impact of pupil behaviour and wellbeing on educational outcomes, Department for Education, 2012

National Curriculum

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

This has been reiterated in the National Curriculum Framework published by the DfE in September 2013, which also states:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

Department for Education Guidance on PSHE education

The DfE guidance on PSHE education (September 2013) states that the subject remains non-statutory and that no new programmes of study will be published. However, the following statement is included:

'PSHE is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the new National Curriculum.'

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the National Curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

Ofsted

The contribution of PSHE and Citizenship can be recognised in particular in the following areas of the current inspection framework:

- *the quality of education provided, including the behaviour and safety of pupils at the school.*
- *the spiritual, moral, social and cultural development of pupils at the school.*

The requirements for Behaviour and Safety include:

'The extent to which school leaders: provide a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development.'

In the recent Ofsted report into PSHE education in schools, the relationship between the quality of PSHE provision and the grading of schools for overall effectiveness is highlighted:

The contribution that effective PSHE education can make to good behaviour and safety and to pupils' spiritual, moral, social and cultural development is evident throughout this report. It is interesting to note that there is a close correlation between the grades that the schools in the survey were awarded for overall effectiveness in their last section 5 inspection, and their grade for PSHE education.

Not yet good enough: PSHE education in schools, Ofsted May 2013

	CAMBS PD Programme	
	YEAR A	YEAR B
AUTUMN 1	<p>MYSELF & MY RELATIONSHIPS 4</p> <p>Beginning & Belonging/New Beginnings</p>	<p>CITIZENSHIP 5</p> <p>Rights Rules & Responsibilities/New Beginnings</p> <p>HEALTHY & SAFER LIFESTYLES 8</p> <p>Drug Education</p>
AUTUMN 2	<p>MYSELF & MY RELATIONSHIPS 6</p> <p>Family & Friends/Getting on & Falling Out</p>	<p>MYSELF & MY RELATIONSHIPS 7</p> <p>Anti-Bullying /Say no to bullying</p>
SPRING 1	<p>HEALTHIER & SAFER LIFESTYLES 4</p> <p>Managing Risk</p> <p>HEALTHY & SAFER LIFESTYLES 5</p> <p>Safety Contexts</p>	<p>CITIZENSHIP 3</p> <p>Working Together/Going for Goals</p>
SPRING 2	<p>MYSELF & MY RELATIONSHIPS 5</p> <p>Me & My Emotions/Good to be me</p>	<p>ECONOMIC WELLBEING 1</p> <p>Financial Capability</p>
SUMMER 1	<p>CITIZENSHIP 4</p> <p>Diversity & Communities</p>	<p>HEALTHY & SAFER LIFESTYLES 7</p> <p>Healthy Lifestyles</p>
SUMMER 2	<p>HEALTHY & SAFER LIFESTYLES 9</p> <p>Personal Safety</p>	<p>MYSELF & MY RELATIONSHIPS 8</p> <p>Managing Change/Relationships/Changes</p>

PD Long Term Plan Reception (Johnson)

	CAMBS PD Programme Johnson Class
AUTUMN 1	<p>MYSELF and MY RELATIONSHIPS 1</p> <p>Beginning & Belonging/Going for goals</p>
AUTUMN 2	<p>MYSELF and MY RELATIONSHIPS 2</p> <p>My family & friends- including Anti-bullying/getting on & Falling out/Say no to bullying</p>
SPRING 1	<p>HEALTHY & SAFER LIFESTYLES 1</p> <p>My Body & Growing Up</p> <p>HEALTHY & SAFER LIFESTYLES</p> <p>Healthy Lifestyles</p>
SPRING 2	<p>MYSELF & MY RELATIONSHIPS</p> <p>My emotions/Changes/relationships/Good to be me</p>
SUMMER 1	<p>CITIZENSHIP 1</p> <p>Identities & Diversity</p> <p>CITIZENSHIP 2</p> <p>Me & My World</p>
SUMMER 2	<p>HEALTHY & SAFER LIFESTYLES 2</p> <p>Keeping Safe (Including drug Education)</p>

PD Long Term Plan Keller

CAMBS PD Programme		
	YEAR A	YEAR B
AUTUMN 1	MYSELF & MY RELATIONSHIPS 9 Beginning & Belonging/New Beginnings	CITIZENSHIP 8 Rights Rules & Responsibilities/New Beginnings
		HEALTHY & SAFER LIFESTYLES 15 Drug Education
AUTUMN 2	MYSELF & MY RELATIONSHIPS 11 Family & Friends/Getting on & Falling Out	MYSELF & MY RELATIONSHIPS 12 Anti-Bullying /Say no to bullying
SPRING 1	HEALTHIER & SAFER LIFESTYLES 11 Managing Risk	CITIZENSHIP 6 Working Together/Going for Goals
	HEALTHY & SAFER LIFESTYLES 12 Safety Contexts	
SPRING 2	MYSELF & MY RELATIONSHIPS 10 Me & My Emotions/Good to be me	ECONOMIC WELLBEING 2 Financial Capability
SUMMER 1	CITIZENSHIP 7 Diversity & Communities	HEALTHY & SAFER LIFESTYLES 14 Healthy Lifestyles
SUMMER 2	HEALTHY & SAFER LIFESTYLES 16 Personal Safety	MYSELF & MY RELATIONSHIPS 13 Managing Change/Relationships/Changes

PD Long Term Plan Seacole & Luther King

CAMBS PD Programme		
	YEAR A	YEAR B
AUTUMN 1	MYSELF & MY RELATIONSHIPS 14 Beginning & Belonging/New Beginnings	CITIZENSHIP 11 Rights Rules & Responsibilities/New Beginnings
		HEALTHY & SAFER LIFESTYLES 22 Drug Education
AUTUMN 2	MYSELF & MY RELATIONSHIPS 16 Family & Friends/Getting on & Falling Out	MYSELF & MY RELATIONSHIPS 17 Anti-Bullying /Say no to bullying
SPRING 1	HEALTHIER & SAFER LIFESTYLES 18 Managing Risk HEALTHY & SAFER LIFESTYLES 19 Safety Contexts	CITIZENSHIP 9 Working Together/Going for Goals
SPRING 2	MYSELF & MY RELATIONSHIPS 15 Me & My Emotions/Good to be me	ECONOMIC WELLBEING 3 Financial Capability
SUMMER 1	CITIZENSHIP 10 Diversity & Communities	HEALTHY & SAFER LIFESTYLES 21 Healthy Lifestyles
SUMMER 2	HEALTHY & SAFER LIFESTYLES 23 Personal Safety	MYSELF & MY RELATIONSHIPS 18 Managing Change/Relationships/Changes

SEX & RELATIONSHIPS EDUCATION

SPRING TERM - FOCUS FORNIGHT

Year 1

HEALTHIER & SAFER LIFESTYLES 6

Year 2

HEALTHIER & SAFER LIFESTYLES 10

Year 3/ 4

HEALTHIER & SAFER LIFESTYLES 13 & 17

Year 4 /5

HEALTHIER & SAFER LIFESTYLES 17 & 20

Year 6

HEALTHIER & SAFER LIFESTYLES 24

