



Personal Development at Stapeley Broad Lane CE Primary School

Whilst at Stapeley Broad Lane Primary School, children receive a Personal Development programme that equips them with the knowledge that they need to make decisions, to be resilient and to develop their character and personality. These skills and experiences are clearly mapped through a well-planned curriculum and through wider school experiences.

Children at Stapeley Broad Lane CE Primary School know and understand their role in society; they have a sound sense of self and contribute positively to their community. They are tolerant and understand that everyone's voice should be heard and everyone's views should be acknowledged and respected. They leave primary school armed with the core values of respect, kindness and responsibility. Our aim is that every child is aware of their responsibility as a citizen of the modern world and have secure and developed moral foundations on which to further build.

Our curriculum offer is bespoke to our learners and allows all pupils to develop in many diverse aspects of life. This is encapsulated in our Personal Development Programme. We provide these rich experiences in a coherently planned way – through our curriculum and extra-curricular activities. Through our bespoke curriculum which includes aspects such as growth mind-set, children leave Stapeley Broad Lane CE Primary School with the confidence to try new things and make mistakes. Our curriculum has been designed to get the best out of each and every learner.

We teach the following key aspects of Personal Development:

Healthy & Safe Behaviours

Personal, Social and Health Education (PSHE) curriculum, Relationship and Sex Education (RSE), Physical Health, Mental Wellbeing and Wider Aspects of Safety.







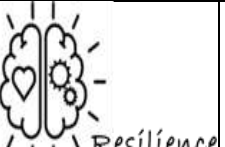

Character Development

Development of children's own character and personality, our own Stapeley Way (be ready, be respectful, be responsible and be kind), children's behaviour and wider extra-curricular opportunities for children to engage with.

Stapeley Broad Lane CE Primary School Christian Values are linked Fundamental British Values

Democracy, Rule of Law, Mutual Respect, Tolerance of Different Faiths and Beliefs and Individual Liberty.

Our School Values linked to Fundamental British Values

 Hope	 Fairness	 Wisdom	 Courage	 Compassion	 Respect	 Resilience	 Trust
	Democracy	The Rule of Law	Individual Liberty	Tolerance of those with different faiths and beliefs	Mutual respect		

The Stapeley Way linked to Fundamental British Values

Be ready	Be respectful	Be kind	Be safe
Individual Liberty	Mutual respect Democracy	Tolerance of those with different faiths and beliefs	The Rule of Law

Protected Characteristics




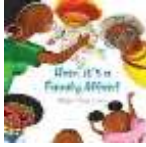

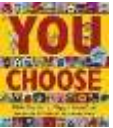








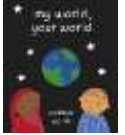





We teach awareness and understanding of the protected characteristics throughout the curriculum. We expose the children to a range of different people, beliefs, cultures and experiences in all of our subjects. Some examples of these include:



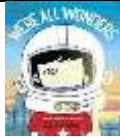

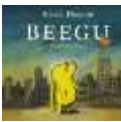













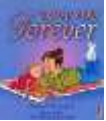

- A vast range of high-quality texts that promote diversity used in all areas of the curriculum and available in our reading areas throughout the school
- Lessons focussing on inspirational people of different races, gender, abilities, religions and cultures, in subjects like art, reading, science, PE
- Assemblies
- Celebration days
- Fundraising activities for a variety of charities



- Well mapped out RE curriculum
- Visitors into school to discuss and celebrate their life experiences
- School visits and residentials

We also teach the protected characteristics through the 'No Outsiders' scheme which is taught throughout the year through the following books:

No Outsiders – Stapeley Broad Lane CE Primary School					
Preschool					
Learning Outcome	To say hello to different children	To do things differently	To make friends with someone different	To be proud of my family and me	To help others
Reception					
Learning Outcome	To say what I think	To understand that it's ok to like different things	To play with boys and girls	To understand that all families are different	To celebrate my family
Year 1					
Learning Outcome	To like the way I am	To play with everyone	To recognise that people are different ages	To understand that our bodies work in different ways.	To understand that we share the world with lots of people
Year 2					
Learning Outcome	To understand what diversity is	To understand what diversity is	To understand what makes someone feel proud	To feel proud of being different	To be able to work with everyone in my class

Year 3					
Learning Outcome	To understand how difference can affect someone	To understand what 'discrimination' means	To be kind and not leave people out	To understand how to be yourself	To be welcoming
Year 4					
Learning Outcome	To know when to be assertive	To understand why people choose to get married	To overcome language as a barrier	To ask questions	To be who you want to be
Year 5					
Learning Outcome	To learn from our past	To justify my actions	To recognise when someone needs help	To appreciate artistic freedom	To accept people who are different from me
Year 6					
Learning Outcome	To promote diversity	To stand up to discrimination	To challenge the causes of racism	To consider how my life may change as I grow up	To recognise my freedom

British Values

We promote fundamental British values and mutual respect and tolerance of those with different faiths and beliefs. We actively promote British values, encouraging our pupils to regard people of all faiths, races and cultures with respect and tolerance. Ultimately, we aim to help pupils understand:

- The importance of combatting discrimination
- How we can influence decision-making by taking part in democratic processes like voting and petitioning
- Our freedom under British law to choose different faiths and beliefs
- That the law is there to keep us safe



Children also engage with the values through the curriculum, in ways that are suitable for their age and context. For example, in some subjects there are opportunities to think about traditions from different cultures and religions.

Extra-curricular activities such as games teach children about the importance of rules. Pupil votes, questionnaires and councils are other ways that your children can have their voices heard and learn about democracy.

Our duty to actively promote fundamental British values means that we always present political views to children in a balanced way. We are also responsible for challenging prejudiced or extreme opinions and behaviour.

At Stapeley Broad Lane CE Primary School, these values are reinforced regularly and in the following ways:

Democracy

Democracy is embedded throughout our school curriculum from the moment the children enter our Reception class. Pupils are always listened to by adults and are taught to listen carefully to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our School Council and regular pupil questionnaires. The elections of the School Council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law

The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced. Our school rules and expectations are deeply embedded in our work every day. Our rules are regularly discussed in class and during whole school assemblies and are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered

environment. Our pupils are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. This can be through daily choices, such as what they would like to eat that day, our book votes in class or where they would like to play at lunchtime. Children are also encouraged to make choices linked to challenge and learning activities, how they record and present their work and participation in our extra- curricular activities. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and PSHE lessons.

Mutual Respect

The Stapeley Way and our school values and behaviour policy have evolved around respect. 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. 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 learning rules, as well as our behaviour.

Tolerance of Those with Different Faiths and Beliefs

Our core value of Respect ensures tolerance of those who have different faiths and beliefs. We enhance pupils' understanding of different faiths and beliefs through religious education studies; PSHE work; and visits from external faith leaders and parents who participate in celebrations such as Diwali, Islam and Judaism. Beliefs, traditions and customs from around the world are studied, with visitors being invited into our school to enrich and extend understanding. Through these activities, our pupils gain an enhanced understanding of their place in a culturally diverse society and an understanding of the importance of identifying and combatting discrimination.

Personal Development Whole School Teaching

Some areas of our personal development approach are taught through subjects with their own curriculum, e.g. our PSHE/RSE and RE curriculum, or the online safety strand of our Computing curriculum. Other aspects are taught discretely. The following table illustrates which aspects are taught through which approach.

Aspect of Personal Development	Integrated in our wider school curriculum	Discrete personal development programme
<p><u>Healthy & Safe Behaviours</u> Personal, Social and Health Education (PSHE) curriculum, Relationship and Sex Education (RSE), Physical Health, Mental Wellbeing and Wider Aspects of Safety.</p>	Stapeley Broad Lane CE Primary Christian Values Expected behaviours and school rules (The Stapeley Way) PSHE / RSE curriculum PE curriculum RE Curriculum Computing Curriculum – online safety strand DT – Food and Nutrition Whole-school mental health approach (My Happy Mind) Outdoor Play And Learning Collective Worship Individual, ongoing subject contribution to SMSC School experiences programme, including external, residential and virtual visits	Safer Internet Day – February NSPCC Pants NSPCC Speak Out Stay Safe Bikeability Training (Y4 and Y5) Assembly programme Swimming PCSO Road safety sessions PCSO online safety PCSO knife safety Water safety Railway Safety Fire Safety Mental Health Champions (Y5)

<p><u>Character Development</u> Development of children’s own character and personality, our own values framework (ready, respectful, responsible and kind), children’s behaviour and wider extra-curricular opportunities for children to engage with.</p>	<p>Stapeley Broad Lane CE Primary School Values Expected behaviours and school rules PSHE / RSE curriculum PE curriculum RE Curriculum Extra-curricular clubs programme linked to curriculum with outcomes Instrument tuition programme Career links across the curriculum Computing curriculum – building resilience and Independence</p>	<p>Safer Internet Day – February Residential Trip (Y3-Y6) Charity opportunities e.g. Children In Need, Food Bank Christmas performances & other performances (e.g.music) Assembly programme Career links – visits, speakers, Crucial Crew (Y6) First Aid training (Y4/6) Citizenship Award (Y5)</p>
<p><u>Stapeley Broad Lane CE Primary School Christian Values and British Values</u> Democracy, Rule of Law, Mutual Respect, Tolerance of Different Faiths and Beliefs and Individual Liberty.</p>	<p>Stapeley Broad Lane CE Primary School Values Expected behaviours and school rules Behaviour and Achievement PSHE / RSE curriculum Individual, ongoing subject contribution to British Values RE Curriculum School Council and Leadership / Pupil voice</p>	<p>Stapeley Broad Lane CE Primary School Christian Values assembly programme British Values assembly programme British Values discrete lessons School council and House Captain elections PCSO visits</p>

SMSC – spiritual, moral, social and cultural

Spiritual, moral, social and cultural (SMSC) elements are developed across all subjects and aspects of school life at Stapeley Broad Lane CE Primary School. Children develop the ability to be reflective about their own and others’ lives and positive relationships are evident across school. Children readily apply an understanding of right and wrong to their everyday lives and have many creative and cultural opportunities during their time at school, including those that are artistic, musical and sporting.

Development of pupils	Some examples of how we do this.
-----------------------	----------------------------------

<p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> • ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • knowledge of, and respect for, different people’s faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning • willingness to reflect on their experiences 	<ul style="list-style-type: none"> • RE • PSHE/RSHE • Assemblies/Collective Worship • English units of work • Range of diverse texts • Show and tell • British values
<p>The moral development of pupils is shown by their:</p> <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 	<ul style="list-style-type: none"> • PSHE/RSHE • Assemblies/Collective Worship • Parliament Week (Y5/6) • School Council • Eco Council • British Values • Citizenship Award (Y5)
<p>The social development of pupils is shown by their:</p> <ul style="list-style-type: none"> • use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<ul style="list-style-type: none"> • PSHE/RSHE • Restorative Practice • Year 6/reception buddies • Friendship Council • Visits/Residentials • After-school clubs • Vocabulary focus • British values

The **cultural** development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

- Assemblies/Collective Worship
- RE
- PSHE/RSHE
- Trips, visits and visitors
- British values
- English units of work
- Range of diverse texts
- Key authors/Scientists from a range of cultures and backgrounds
- Curriculum Enrichment:
Inspirational People

Mental health and wellbeing

At Stapeley Broad Lane CE Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

For our pupils we aim to develop the 'whole child'. This means working to develop them educationally, emotionally, spiritually, morally and physically. As well as caring for their education we also care for their mental health and wellbeing and feel that it is essential to provide children with information to enable them to make life long, well informed decisions about their diet and health.

- We have a designated Mental Health and Well Being Lead in school that is responsible for promoting wellbeing for our staff and pupils (Mrs Stonier).
- We have two designated trained ELSA (Emotional Literacy Support Assistant), Mrs Wright and Mrs Herbert-Jackson, who delivers nurture groups for pupils and individuals, including 1:1 check-ins in liaison with our SENDCo (Special Needs & Disabilities Co-Ordinator)

- In each class we have worry monsters for pupils to share their worries with a safe adult.
- We have nominated school council members in each class to represent their peers and gain feedback in class assemblies.
- We hold regular meetings for pupils who need more regular meetings to support their needs.
- We have Tapestry (EYFS) and email access so parents can inform their child's teacher of any concerns.
- We have home/school communication books for pupil's who require more regular updates.
- We have move up days and meet the teacher sessions to support transition.
- We have an allocated buddy for all new pupils.
- Play Leaders/Friendship Council.
- We have Key Stage 2 children as play-leaders to support younger children in positive play.
- We have positive behaviour systems and restorative practice in place to promote positive social behaviour.
- The topic of mental health and wellbeing is supported through My Happy Mind and Mini Medics (Y5)
- We have a PSHE curriculum that helps pupils to build important life skills, such as learning to learn, habits of mind and the growth mindset.
- Our ethos is to promote supporting the development of skills and character traits such as perseverance, compassion and resilience.

PSHE

Stapeley Broad Lane CE Primary School uses 'The 3- Dimensions Primary scheme', which is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Health and wellbeing
- Relationships

- Living in the Wider World

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme. PSHE is taught weekly in each class to support personal development. Safe Zone units are taught as part of e-safety as well as units on Extremism & Radicalisation and a range of 'Tough topics' taught in Y6 to support transition to Y7.

Relationship, Sex and Health Education

At Stapeley Broad Lane CE Primary School we aspire to teach pupils to live their lives well. RSHE in school develops the knowledge, understanding and skills young people need to manage their lives, now and in the future. We deliver a comprehensive RSE (relationships and sex education) and Health scheme of work.

We have RSE lessons from EYFS up to year 6 and are part of the PSHE scheme of work. This programme reflects the recent developments in RSE and the Science National Curriculum and has been quality assured by the PSHE Association.

Consent

The statutory PSHE education content — sometimes referred to as 'RSHE' — includes teaching about consent. We teach consent in every year group through stand-alone lessons and through discussions around everyday situations. We teach consent using resources and lesson plans published by the PSHE association which reflect statutory status and other developments, including increased awareness of sexual harassment and abuse between pupils.

The key learning — about respecting the rights of others, communication, negotiation and considering the freedom and capacity of others to make choices — is crucial in a range of situations children and young people will encounter throughout their lives. Learning about consent after they have been in these situations is too late. This is why we now teach age-appropriate lesson plans from key stage 1.

My Happy Mind

We deliver the My Happy mind programme weekly within school which supports the PSHE curriculum and RSHE curriculum. The aim of this is to give today's children the skills to thrive in tomorrow's world. The programmes give children the preventative strategies, skills and tools they need to thrive in the modern world.

Each child will learn to:

- Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.

- Understanding your unique character strengths and learning to celebrate them. This is a fantastic module for building self-esteem.
- Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to wellbeing and resilience and we're all about making it a habit!
- Understanding why positive relationships matter and how to build them. We're focused on the building blocks of good relationships and friendships.
- Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self-esteem and resilience too.