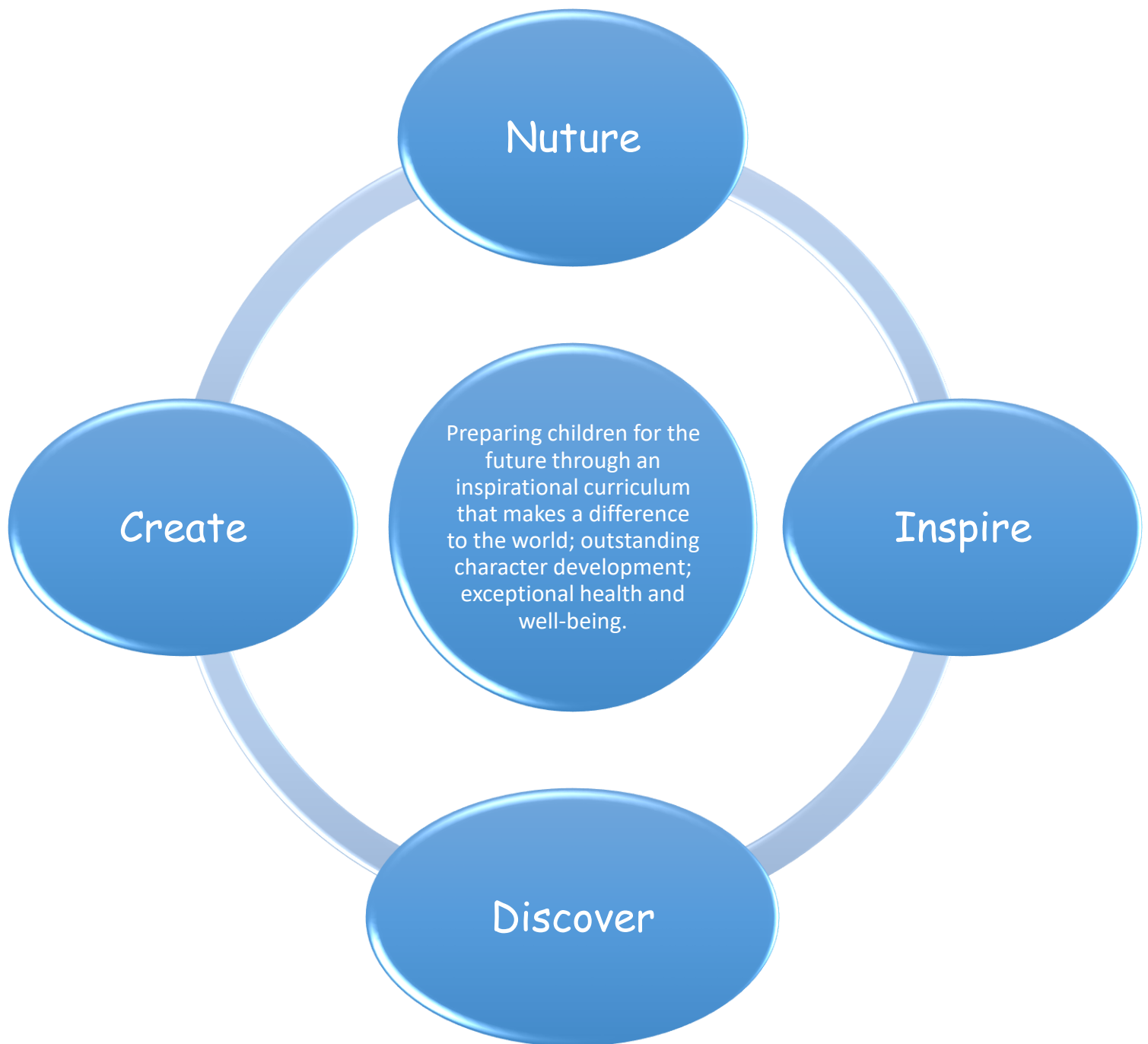


Personal Development Vision



Personal Development Vision

Intent and Design – What are we trying to achieve?

Vision

•As a school we aim to:

- Preparing children for the future through an inspirational curriculum that makes a difference to the world; outstanding character development; exceptional health and well-being.

•As part of our wider Personal Development Vision we aim to:

- teach children to be proud of who they are and know how they fit in the world in which they live. Each child at Stathern is unique and individual, yet also belongs to a community. As they grow into citizens, children will engage with society; experience, live alongside and sometimes join different communities while retaining a sense of self.

•Children will know that PD is:

- learning all about me and how I can learn and grow

Motto

- **Nurture** – We care for each other and celebrate our differences, achievements and contributions to the world. We support each other through challenges and difficulties, recognising that the mental health and well-being of both ourselves and those around us is one of the key factors in our happiness and success.

- **Inspire** – We inspire each other to greater heights through our communication, actions, support and achievements. We take inspiration from the people, places and events all around us. We recognise that whether a situation is good or bad, there is always learning and growth to be gained. These situations inspire us to make positive change a reality.

- **Discover** – We are excited to discover new knowledge, skills, people and places. We are open to alternative ideas beyond our own and enjoy exploring the thoughts, conversations and solutions that others bring to different situations and experiences.

- **Create** – We enjoy working together to create new and exciting solutions to make our world a better place. We believe we can make a difference no matter how large or small. Our school is a place where we can experiment and take risks in order that we might better ourselves and the world we live in.

School Values

•We believe in...

- **Developing outstanding character** and attitudes to learning in preparation for future challenges in a changing world.

- **Promoting physical and mental health** in a happy caring environment that is supportive and encouraging.

- **Making a difference** to the world we live in through creating enterprising solutions to local and global issues.

- Developing social skills and an appreciation of **each person's unique strengths**, respecting and embracing different cultures, races and religions.

- Fostering a **deep sense of care and nurture** for the world we live in and the people around us.

- Creating a broad range of **inspiring experiences** that allows children to develop skills and find their place in the world.

- Working in **partnership with our school community and beyond to build brighter futures.**

- High expectations alongside a **culture of self-awareness, reflection and self-improvement.**

Aims of our Personal Development Curriculum

• Our inspirational Personal Development curriculum will enable

- our pupils to learn and be surrounded with opportunities to grasp the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal Development lies at the cornerstone of our schools ethos. We are preparing children for life in modern Britain; developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

Learning Intentions

- Our PD curriculum is designed to encompass the PSHE curriculum covering the three core themes: Health and Wellbeing, Relationships and Living in the Wider World. But it also includes the less explicit, taught curriculum which includes the values which we embrace, the No Outsiders approach and builds upon the wider curriculum which is taught through modelling, coaching, by example and through assemblies and being a part of the Stathern family.

• We aim to:

- Understand how to keep our minds happy, healthy and regulated. Broadening our thoughts and opinions through curious and respectful questioning in PSHE

- teach all children about personal challenges, social topics, healthy lives and citizenship, supported by Everyones Welcome.

- teach a curriculum that links closely to school and British values

- give children the vocabulary and words to use to express themselves socially, to deal with conflict, to discuss scenarios and challenge opinions

- entrust in every child the knowledge of their personal, social, health and citizen duties and rights. Linked to, but not exclusively driven, by the UN Convention on the Rights' of the Child

Personal Development Vision

Implementation and Organisation – How will we arrange our learning?

School Focus

Reading
and
challenge

Cultural Capital

Vocabulary
and
Communication

Progressive
and
Transferable
Skills

Develop
confidence,
resilience and
knowledge

Positive
Mental
Health and
wellbeing

Children of all abilities, whether SEND, lower attainers or our most able, will have equal opportunities to access our amazing curriculum and personal development provision. Children will be supported to 'Dig Deeper' using the skills and knowledge taught, and will have the same high expectations of achievement and be scaffolded, supported and assisted to make the best progress possible.

Personal Development Foci

Texts in any PD activities are critically challenged, understood and discussed for meaning and moral messages

Sessions are planned to challenge pupils both academically and developmentally

Children are able to use the correct vocabulary to discuss emotions and themselves. They can discuss and reflect on their ideas with clarity.

A PD specific, progressive and challenging skill set is explicitly taught and assessed

Work written and recorded in PD must reflect and reinforce the key skills in Reading, Writing and Maths

Our PD curriculum supports SEMH by explicitly teaching children about themselves, their relationships, their Health and their Wellbeing

Contexts

Exciting, topic-based learning supported by a rich and diverse array of texts and activities.

Big questions in topics and PD specific areas

The Personal Development curriculum goes beyond the academic, vocational or technical by school providing access to additional experiences and opportunities, such as days out, educational visits and residential visits.

Children's broader development is encouraged by modelling and coaching. The opportunities for all children from Year 1 to be House Captains, School Councillors and Sports Captains

Personal Development Vision

	R	Y1/2	Y3/4	Y5/6	
Skills Progressions ↓	What is family? Who care for me?				No Outsiders Routes to resilience School Values British values ↑
	Caring Friendships				
	Respectful Relationships				
	Online Relationships				
	Being Safe				

Families and people who care for me				
YR	Y1/2	Y3/4	Y5/6	
Pupils should know: <ul style="list-style-type: none"> that families, of all types, are important for children growing up because they can give love, security and stability. 	Pupils should know: <ul style="list-style-type: none"> the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 	Pupils should know: <ul style="list-style-type: none"> that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 	Pupils should know: <ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	

Caring Friendships				
YR	Y1/2	Y3/4	Y5/6	
Pupils should know: <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	Pupils should know <ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and support with problems and difficulties. 	Pupils should know <ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	Pupils should know <ul style="list-style-type: none"> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. how to recognise who to trust and who not to trust, how to 	

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			judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
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Respectful Relationships			
YR	Y1/2	Y3/4	Y5/6
<p>Pupils should know</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. the conventions of courtesy and manners. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online Relationships			
YR	Y1/2	Y3/4	Y5/6
<p>Pupils should know:</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> how information and data is shared and used online.

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YR	Y1/2	Y3/4	Y5/6
<p>Pupils should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • where to get advice e.g. family, school and/or other sources 	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources

Personal Development Vision

Impact – How well are we achieving our aims?

Impact seen
in:

Teacher Assessment

Pupil Voice

Moderation

Work scrutiny

Parental surveys and
feedback

Observations and
Blinks

Data analysis

Progress of pupils
across the curriculum

Staff Questionnaires

Our children
will:

Making great progress and have
high standards of achievement
and attainment

Have a lifelong love of reading
and learning and be able to
communicate clearly

Be respectful of themselves and
demonstrate excellent
behaviour

Be confident, positive and
independent learners with high
aspirations

Have mental wellbeing and make
healthy lifestyle choices

Participate in the community
and have excellent attendance

know more and remember more

Work Sample Analysis:	What do our books show?
Lesson Observations:	How is the quality of teaching, learning and use of assessment in the lesson? How good is the questioning in this area?
Surveys:	What do parents and children say about this area?
Interviews:	What do the children say about their learning in this area? What do the staff say about their learning in this area?
Coaching and Mentoring:	Is there a need for coaching and mentoring in this area? What support do colleagues need in this area?
Training:	What training has taken place? What is the impact of any training given?
Learning environment:	How does the learning environment support the learning in this subject area?