

Personal Development

Personal Development is at the heart of everything we do at Shirley Heath Junior School. For us, every child is an individual and we want them to become the best version of themselves so that they can be ready for their next stage academically as well as in the real world. Personal Development is reflected by our values, expectations, ethos and culture. Each element supports and contributes to better behaviour and attitudes in all of our pupils. We achieve this through a tiered approach-

Tier 1-Our Curriculum

We follow the JIGSAW scheme which enables teachers to deliver well planned learning experiences so that the children can make sense of the world whilst ensuring they keep safe and develop healthy bodies, minds and relationships. This is achieved through six units-

- Being me in my world
- Celebrating differences
- Dreams and goals
- Healthy me
- Relationships
- Changing me

Our curriculum design in PSHE is deliberately repetitive to ensure that pupils secure their knowledge and understanding as well as have the opportunity to discuss themselves and the world around them. To ensure curriculum progression, key PSHE knowledge, skills and vocabulary have been mapped out across all year groups to reflect the curriculum provision. Teachers understand that they may need to adapt these plans to allow for the exploration of current issues in the world, the community, the class or the individual's life. The subject leader understands that the curriculum may need to be adapted in light of surveys completed e.g. HRBQ.

Citizenship is promoted within our PSHE curriculum planning, to encourage pupils to make a positive contribution to school life and the wider school community. There are a range of opportunities for pupils to make their contribution, for example:

- School Council
- Sports Leaders
- Animal Care Experts
- Open Day Guides
- Attending a wide range of sporting and musical performances and events
- Contributing to harvest and a food bank
- Assisting the Site Manager with risk assessments

Our PSHE curriculum has been carefully planned to involve pupils in key social concepts, focused on the school's strong Spiritual, Moral, Social and Cultural (SMSC) provision as

well as providing opportunities for the development of Cultural Capital. This approach offers pupils a well-planned PSHE curriculum to learn about themselves, their personal values and the world around them in preparation for the next stage of their education and lives. The PSHE curriculum and our behaviour policy also promote pupils' awareness and understanding of the protected characteristics; they understand that discrimination is not tolerated.

Tier 2-Whole School strategies

Alongside the curriculum, sit the personal development strategies we provide for all our children-

- Promotion of our school values-RESPECT to encourage the development of positive character traits.

Responsibility

Empathy

Safety

Perseverance

Equality

Curiosity

Truth

These values are constantly promoted throughout lessons, the school day, assemblies and events. Staff model these values and reward children displaying them.

- My cultural heritage project- an opportunity for children to learn from each other's rich cultural heritage.
- Link with Manyama Primary school, Zambia- a beyond the curriculum project allowing our children to empathise with the life of a child in a continent not studied in detail in our curriculum.
- Behaviour and relationships- Our behaviour policy is based on trauma informed principles; all behaviour is communication. We use emotion coaching to work with children to teach them the principles of self-regulation and to enable them to discuss solutions and ways of approaching the problem next time. This approach ensures that our children can be successful in their future school life and beyond. Our positive behaviour management systems ensure that children are recognised for their achievements.
- Curriculum enrichment- we provide a rich set of experiences through our well-planned curriculum and a wealth of extra-curricular activities, ensuring that they are accessible to all. Through such opportunities, our children are able to develop their talents and interests.
- Responsibility- every child in school has a job within the class and Year 6 have jobs across the school as well e.g. Y3 buddy readers.

- Carefully planned and sequenced SMSC opportunities to enhance the curriculum further ensuring that children connect this knowledge to know more and remember more. (see separate plan)
- Promotion of mental health and well-being discussions. Children give score in registration and teachers follow up with those giving low score. Pastoral Manager monitors and speaks to those children who continually give low score. PSHE lessons focus on mental health but discussions about it are part of daily classroom life and an atmosphere of shared responsibility is promoted by staff.
- Robust systems for transition between and to feeder schools and between year groups in school, ensure that children's personal development needs and targets are shared with those concerned, ensuring their personal development continues without pause.
- A wide variety of activities during the lunchtime period to cater for all needs/interests and to encourage physical activity through Sports Coach.
- Participating in a class assembly to encourage team skills, build confidence and resilience.
- Whole school community work through the Cradle to Career partnership.
- Improvement of pupil well-being through the Nurture UK approach.

Assemblies and celebrations of special events, cultures and British Values

- Assemblies are planned with links to our values, British values, current events and important local and global issues. They are an integral part of personal development and are prioritised in our timetable. Children also play an active role in planning and delivering their class assemblies which allow the development of speaking and listening skills as well as improving their confidence.
- We use the NSPCC resources to ensure that all children know the different forms of abuse and how to keep themselves safe.
- In addition, we mark special festivals, celebrations days and commemorative occasions in assemblies and classes. Examples include Remembrance Day, Eid, Black History Month, Christmas, Anti-Bullying Week, World Mental Health Day ensuring that children gather a wealth of information about cultures and beliefs different from their own.
- We deliver a Careers week to encourage children to be ambitious when considering their future.

Inclusion (EAL,PPI and SEND)

We are ambitious for all pupils and have ensured that our personal development plan is accessible and inclusive to all our children. This begins with inclusive quality first teaching in all subjects at all times. Additional strategies include: pre-teaching, adaptive teaching techniques, class, group or individual support from Pastoral Manager, Learning Mentor or Teaching Assistant as required. Extensive use of social stories and social group interventions and increased parental support.

Tier 3- Targeted Personal Development

All staff are adept at identifying children who need further support with their personal development. Our Pastoral Manager, Learning Mentor and SENCO provide a range of interventions to ensure that these children are fully equipped for life-

- The Nest
- Lunchtime club led by Pastoral Manager
- Be Confident group
- Girl Power group
- Anger interventions
- Breakfast club
- Intervention for child experiencing divorce in family
- Access to a range of external agencies e.g. Ordinary Magic, Play Therapist, Nurse, Speech and Language therapist
- Parents are signposted to further support e.g. Understanding your child's behaviour course
- Learning Mentor with ELSA training
- SCMH workshop for parents
- Partnership with 'Refresh'