

Moor Nook Community Primary School

Personal Development Policy



Encompassing: PSHE (Personal, Social, Health and Economic)
Education, Value-Based Education, Mental Health and Wellbeing
Supporting Policy: Health, Relationships and Sex Education
Policy

26 - 27

One of the distinguishing features of Moor Nook Primary School is the importance we place on the personal development of our pupils. We firmly believe that academic success must be complemented by the development of personal growth. We do not believe that characteristics are simply absorbed throughout the pupil's time in school and as a result there is a comprehensive programme in place to help pupils develop and ensure that they leave as well-rounded individuals ready to contribute to society. We firmly believe that over their time at Moor Nook Primary School, the personal development programme and school ethos will give our pupils the guidance for when they take their next steps, whatever they may be.

Our Personal Development Programme

The personal development programme includes:

- A comprehensive PSHE curriculum throughout all key stages
 - A value based education ethos with a defined curriculum
 - Assembly programme with clear, structured links to Personal Development
- Outside Agency Support (from a range of sources, providing input on a range of issues)
 - Extracurricular opportunities
 - SMSC links across the whole curriculum
 - My Happy Mind to support mental health and wellbeing
 - Health, Relationships and Sex Education

Policy aims:

- This policy aims to provide a structured framework for delivering Personal, Social, Health and Economic (PSHE) education at Moor Nook Primary School. It incorporates Value-Based Education, Mental Health and Wellbeing and Health, Relationships and Sex Education which all contributes to our Personal Development at Moor Nook Primary School.
 - This policy is applicable to all members of the school community. It outlines the expectations for involvement and cooperation from all stakeholders to ensure the effectiveness of PSHE education.
- PSHE education is pivotal in supporting the Personal Development of pupils at our school. The aims within the PSHE curriculum meet the needs of every individual child and through the teaching of the subject and is tailored to meet the needs of children.
 - The aims of PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able: To have respect for themselves and others, valuing the differences and similarities between people; To develop good relationships with other members of the school and wider community; To be independent, self-disciplined and responsible members of society; To be positive and active members of a democratic society; To raise aspirations and equip children with the knowledge and skills of careers for the future. To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues; To know and understand what constitutes a healthy lifestyle; Children will be aware of safety issues and manage risk in their own lives; To be aware of potential risks in the online world and how best we can stay safe.

National Curriculum/Statutory requirements:

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance We must teach health education under the same statutory

guidance We must teach Relationships education and our governors have agreed that we will teach Sex Education. Our teaching must take due regard of the Equality Act 2011.

Entitlement and equality of opportunity

All children have an entitlement to access the PSHE curriculum. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring the curriculum and learning is tailored for every individual child. Allowances will be made for children who may be classed as vulnerable or for potentially sensitive issues. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children (and those with English as a second language) to ensure that all can fully access PSHE education provision. We will use PSHE education as a way to address diversity issues and to ensure equality for all.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will use a tailored curriculum which best suits our children based on a needs analysis through health data, CPOMS and pupil voice, decided through consultation with PSHE advisors, the subject leader and the head teacher. We will ensure that pupils with SEND receive access to PSHE through differentiation of work and access to lessons and objectives suitable for their ability and maturity, as well as their understanding.

Subject intent - Why we chose the curriculum?

The intent of our PSHE curriculum enables children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. PSHE is implemented alongside our Values Based Education which promotes a school ethos that is underpinned by core values and British values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. We ensure our school ethos underpins our PSHE curriculum, encouraging creativity throughout teaching and learning, center learning around ambition, aspiration and self-improvement, foster and develop resilience, independence and confidence and establish a culture committed to equality of opportunity.

Subject implementation - How we deliver the curriculum?

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge. Every class has a timetabled session of PSHE every week. In addition to this, PSHE is also taught within other subject areas and as part of cross-curricular projects. PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional lesson in response to a particular event or issue. However, the PSHE education curriculum plan will be maintained to keep sequence and progression across year groups. As a school we have chosen to use PSHE associations long term map as a basis of our curriculum, this has then been enhanced with extra lessons and opportunities to meet the needs of our children at our school which builds on prior knowledge each year and allows children time to deepen understanding on different strands within the PSHE curriculum. The three main strands taught in our curriculum are Living in the Wider World, Relationships and Health and Wellbeing. All teaching staff use quality assured resources (1Decision/MedWay/PSHE association.). The objectives taught include the statutory requirements

of health education and relationships and sex education (please see corresponding RSE policy for more detail), highlighted within the government documentation. During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving. All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently.

Subject impact - The difference the curriculum makes

As a result of a well-structured curriculum we will develop independent children who are equipped with the knowledge and skills to be able to make healthy choices about their futures with core values embedded. They will have a positive role in contributing to school life and the wider community.

Our offer - Enrichment and Cultural Capital

Our offer through PSHE enables opportunities for children to enrich and further develop their learning and gain cultural capital. This is implemented through a range of different opportunities and experiences such as visiting speakers to school, whole school and class assemblies, a range of professionals to support mental health and workshops to support mental health and wellbeing, visits to parliament, the town hall, workshops provided by building societies to develop lifelong financial skills, basic first aid workshops. As well as opportunities provided through student council and value ambassador responsibilities, taking part in a range of practical activities to promote active citizenship, e.g. charity fundraising; the planning of special events at school; making class rules; school council meetings, and by taking on roles of responsibility for themselves, for others and for the school.

Assessment in PSHE

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. The aim is that this information will then be used to inform future planning. The children's work is celebrated in PSHE journals. This will act as evidence of the work the children have been involved in and document their learning experiences. As part of 1decision there are specific lessons where children can use their workbooks to reflect back on all the work they have done in the programme and talk through what they have achieved, how they have grown as a person and what lessons they have learned. We believe this reflection is essential to build personal identity and self-esteem. These workbooks are kept from Year One up until Year 6 and can be used for teacher's summative and formative assessment against the statutory guidelines. The person responsible for RSE in school will monitor progress and evaluate on the effectiveness of lessons and programmes of study regularly, using evidence from workbooks, discussions with staff and pupils as a basis for teaching guidelines in accordance with DFE guidelines. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'. It will be an ongoing assessment judgement within lessons that will inform next steps in teaching to ensure high quality learning within PSHE.

Answering Children's Questions-

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystic allure out of the topic, making sex no longer the secret taboo. However uncomfortable a proposition that may be it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity.

We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we, as safe adults, take responsibility and tackle the question safely and age appropriately.

Staff will answer children's questions age appropriately. This will be done consistently across the school as follows:

Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.

If a question is relevant to the whole class, we will answer it to the whole group.

However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.

If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: *"that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working,"* or something of a similar manner.

If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"*

This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.

If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.

Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable. Recording of questions and responses will take place when needed in case there is a query later on. Questions will inform future needs analysis to keep curriculum up to date.

Value Based Education

At Moor Nook Community Primary School it is our aim to raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. We give regular thought to how values can be used to support the child as a reflective learner and promote quality teaching and learning. In our society children are increasingly encouraged through advertising to think of happiness as something which can be found simply in the material world. They are generally encouraged to experience life in a world which is external to their inner selves. As a school community we believe that the ethos of the school should be built on a foundation of values.

The values we focus on are:

Respect
Confidence
Kindness
Honesty
Achievement
Friendship
Determination
Resilience
Empathy
Cooperation
Fairness
Tolerance

Please refer to the Value-Based Education handbook for specific guidance on the implementation of Value-Based Education at Moor Nook Primary School.

Mental Health and Wellbeing

At *Moor Nook Primary School*, we are committed to promoting a whole school approach to positive mental health and emotional wellbeing for all students, their families and members of staff and governors. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues. Mental Health is everyone's responsibility in our school, and we promote an environment that fosters inclusion, diversity and respect. The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum and Personal Development offer.

We follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively. Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school (noticeboards,

toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events. Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert a designated safeguarding lead in school. Our school is ACE aware and embraces trauma-informed practice.

My Happy Mind

At Moor Nook Primary School we introduced a programme to all year groups called, My Happy Mind. My Happy Mind helps children to understand how their brain works and supports them to develop positive skills and habits to use every day to help their mental health and wellbeing. The programme teaches five modules to the children, Meet the Brain, Celebrate, Appreciate, Relate, and Engage. Each module allows the children to spend time reflecting on what they have learned in their personal journal. The children learn how to develop healthy habits to use at school or at home, such as happy breathing, gratitude and celebrating strengths in themselves and others.

Safeguarding Children

All members of staff who deliver any of our Health, Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons. We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

Subject review and monitoring

The Personal Development lead is responsible for monitoring the standards of Personal Development across school. The subject leader supports colleagues in all aspects of the teaching of Personal Development. We also hold regular staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources.

Review date: June 2027