



Great Meols
Primary School



Personal Development Policy

*“Be the change you want to see in the World.” –
Gandhi.*

Intent

Adult life requires a range of skills in order for people to flourish, both in the workplace and in their daily lives, from the confidence and motivation to seek challenges and complete tasks, to the interpersonal skills that aid teamwork and other social interactions. These essential life skills are crucial to people achieving their potential, and therefore it is natural that personal development lies at the heart of what we do.

As part of a whole-school approach, our personal development offer aims to –

- Instil positive learning habits.
- Help pupils to build their personal identities, confidence and self-esteem and understand what influences their decisions.
- Promote participation in sports, music and performing arts.
- Help pupils enjoy healthy and productive relationships in all aspects of their lives.
- Provide pupils with the skills and knowledge needed to keep safe.
- Equip them with the knowledge and skills to engage in healthy debate and challenge radical thought.
- Build children's knowledge of the British values and the equality act and the protected characteristics within it, namely – Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.
- Help pupils develop as socially and morally aware, compassionate global citizens.
- Equip pupils with the skills needed to transition to the next part of the education journey.

The detailed intent of the personal development curriculum is outlined in the following documents found on our school website –

- Personal Development Long Term Plan
- PSHE Long Term Plan
- Computing Curriculum
- Assembly Termly Planner
- RSE Long Term Plan
- RE Long Term Plan
- Extra Curriculum Club Termly Timetables

Implementation

Development of Character

Great Meols' personal development offer supports students to develop their character through fostering the values of –

Respect

Teamwork

Creativity

Resilience

In addition, the school's personal development offer ensures pupils have a strong understanding and appreciation of **community** and **diversity**.

Character at Great Meols is developed in the following ways –

Behaviour Policy

Rewards within the school behaviour policy are built around the school values. Children are recognised through: positive praise; notes and phone calls home; names on the above and beyond boards and certificates in celebration assemblies.

Growth Mindset

Children are taught the character trait of resilience through our school culture of Growth Mindset. Lessons within PSHE teach children about how the brain works, the importance of learning from mistakes and the ability to keep trying when things get challenging. Staff reinforce this learning throughout the day and children who show resilience are recognised with the reward systems detailed in the behaviour policy.

School Ambassadors

Our School Ambassadors are chosen through an application process in Year 6. The chosen ambassadors are above all, excellent role models of our school values at all times in and around school. They carry out various jobs in school including helping in assembly, doing jobs for the office team and showing visitors around. They also help in the school community including packing lunches with church volunteers for those in need within the local area.

School Council

Our School Council is made up of 1 member from each class from Yr 1 to Year 6. This ensures that children are represented across the school community and have an opportunity to air their views. School Council members are elected by their class each year after discussions about qualities and characteristics that they feel would make a good School Councillor. Every year, the School Council are actively involved in making decisions to create positive changes around school.

Eco Council

Our School Eco council focus on environmental issues. Their work around school helps to educate children on these issues and reduce our carbon footprint. They run assemblies, invite visiting speakers into school and run events such as 'The Big Switch Off'. This work has been recognised with the school being awarded Eco School status.

Active Play Leaders

Year 6 pupils get the opportunity to become active play leaders. Each lunchtime they will support our younger pupils in their play by running games and activities for them.

British Values

We teach British Values through planning and delivering our broad and balanced curriculum which includes real opportunities to explore the values. In addition, opportunities within assemblies are used to explore the values within the context of current news events.

Democracy

Democracy is richly embedded with our school. All our children have a voice through pupil questionnaires, school council and pupil interviews. The elections for school council representatives (Yrs 1 – 6) are based on pupil votes.

Rule of Law

The importance of laws, whether they be those that govern the class, school or the country are reinforced.

All children follow the school three rules of 'Be Safe, Be Ready and Be Respectful'. These are reinforced regularly throughout the day. Children are taught the value and reason behind the rules and laws that govern and protect us, the responsibilities that this involves, the need for consistency and the consequences when laws are broken. Visits from authority e.g police community officers and the fire service help reinforce this message.

To encourage and promote good behaviour, attitude and work we have a whole school reward system. 'Team Tokens' are rewarded in class for individuals or groups who demonstrate one or more of our school rules. These tokens are added up weekly to find a winning school team.

Individual Liberty

Children are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment.

Children are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety lessons, safety assemblies and PSHE.

Children are given freedom to make choices e.g signing up for ambassador roles and joining clubs.

Mutual Respect and Tolerance

Mutual respect is at the heart of our values. Through restorative justice conversations, children learn that their behaviours have an effect on themselves and others. During these conversations, children can -

- learn how their behaviour impacts others and their own future selves
- learn about identity, protected characteristics, prejudice and discrimination
- learn about ways to seek help and support
- build trusting relationships with staff
- learn from the professionalism and conduct of staff

All members of staff are expected to actively promote and model strong learning habits -

- Perfect Uniform
- Punctuality and Attendance
- On Task Behaviour
- Prepared for learning
- Follow staff instructions

Assemblies and the school calendar are planned to promote cultural diversity. Members of the faith groups are invited into school to share their religion and pupils of faith are encouraged to share their experiences.

Curriculum Enrichment

Supekind Change Makers

Our pupils engage in the Superkind Change Makers programme. Through this work the children learn about the United Nations Sustainable Development Goals. They engage in social action to make positive changes for communities around the World.

Oak Trees Multi-Academy Curriculum Events

Each term the trust runs a curriculum event across all of the schools. These events have included a black history project, the creation of a cooking book and looking at diverse scientists. Great Meols is responsible for creating one of the termly events focused around health and well-being.

Music Tuition

We recognise the importance of providing the opportunity for our pupils to learn a musical instrument. Children throughout the school have the opportunity to learn an instrument & develop their ability to read music by our specialist peripatetic music teachers. In addition, our large school choir perform at a number of events throughout the year including 'Young Voices' at Manchester Arena and singing Christmas carols at a nursing home.

The school produces two concerts a year for parents. These concerts are an opportunity for those children who are learning to play an instrument to collaborate and perform to an audience.

During celebration assemblies, pupils are given the chance to play the piano.

Performing Arts

At Great Meols we promote the performing arts. This is done through performances for all year groups throughout the year. At Christmas, infant pupils put on nativities whilst key stage 2 produce and put on a service in the local church. In the Summer term, Year 5 and Year 6 perform a musical production which includes singing along to a live band. Year 6 get to experience the magic of Shakespeare through a visiting drama company. The strength of our arts offer has been recognised with being awarded the Gold Artsmark Award.

Extra-Curricular Clubs

We offer a wide range of clubs to further engage our children beyond the school day.

As well as being fun these clubs challenge gender stereotypes and allow children to make new friends. When a club is oversubscribed, pupil premium children will be offered places first and the remaining places filled by pulling names out of a hat. We are always thinking of new clubs to add to our repertoire.

Sport

A number of our extra-curricular clubs lead to opportunities for pupils to represent their school in sporting matches and tournaments including, cross-country, football, netball, cricket, rugby and golf.

Great Meols organises sporting competitions for schools within Oak Trees Multi-Academy Trust including an event aimed at children who have previously been reluctant to be involved in physical education.

The strength of our sporting offer has been recognised with being awarded the 'School Games Gold Award'.

Trips

Cultural capital is the essential knowledge that children need to prepare them for their future success. At Great Meols we provide a wide programme of educational visits over the year for each class. This includes visits to galleries, museums and theatres, as well as residential trips in Year 4 and Year 6. Our educational visits link closely to learning in the classroom and add another dimension by bringing the topic to life and adding hands-on and experiential opportunities.

Library Visit

Research proves that regular access to books makes you a better reader. Therefore pupils visit our school library which is run by parent volunteers.

Community Links

We are always keen to find ways to create experiences for our children within the local community. This has included maintaining flower beds, preparing a wheelbarrow of plants for

the British Open Golf Championship, art projects (Waders Walk boards and Telephone Box art) and helping the church volunteers to pack lunches for those in need.

E-Safety

The Internet is an amazing thing! At school, we use the Internet on a regular basis as part of our learning and teaching. We deliver regular 'e-safety' activities to remind children of the importance of keeping themselves safe whilst online.

Here is some advice for using the Internet safely:

Our computer network at school is safeguarded against inappropriate content. Unfortunately, computers at home might not have the same level of safety. Due to this we provide regular E-Safety advice for parents through emails, face to face meetings and through our comprehensive E-Safety section on the school website.

All children at Great Meols Primary School are below the age of 13, which is the age determined to be suitable for accessing social media pages according to UK Government guidance. Whilst we recognise that many children will access social media with the full agreement of their parents and carers, we have a duty of care to ensure that children are taught the advantages and disadvantages of these online sharing sites, as well as ways to ensure their safety whilst using them.

Personal, Social, Health, Economic and Relationships Curriculum

Our PSHE curriculum and a focus on positive physical, emotional and mental health and well-being is a key element of learning at Great Meols Primary School. It starts with very youngest children in EYFS when meeting their Personal, Social and Emotional Development needs. PSHE is recognised as a key subject area and is a high priority across whole-school initiatives, and our curriculum design has our children's health, well-being and personal development at its heart.

PSHE will put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, both on and offline. This will sit alongside the essential understanding of how to be healthy emotionally, physically and mentally. Teaching about mental wellbeing is central to ensuring that pupils are well prepared for the challenges which lay ahead in their lives. PSHE teaching will equip our pupils with the knowledge and capability to take care of themselves and to know how to get support if problems arise. The wider aim of this subject is to help foster pupil wellbeing and develop resilience and virtues that are fundamental to pupils being happy, successful and productive members of society.

It has been designed to meet the DfE statutory requirements for Relationship, Sex and Health Education, and is built around progressive units of work from My Happy Mind and Christopher Winters.

Additional themes, such as sun, rail and water safety, career aspirations and economic wellbeing are also addressed through focus days or assemblies.

Citizenship

At Great Meols, we believe in preparing our children to be well-rounded citizens of the future. Children who are well-prepared in their understanding of both their role and core values of being a good citizen within wider society.

Throughout their educational journey at Great Meols, children learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people.

As members of a class, teams and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

These key aspects of learning how to be a good citizen are inter-woven in to different aspects of our school systems, including:

- School Values
- Charitable Work
- School Ambassadors
- PSHE/RSE learning
- School visits and wider learning opportunities
- School behaviour expectations and learning habits
- Visitors to school
- Family events and celebrations

Social, Moral, Spiritual and Cultural

At Great Meols we put SMSC (Social, Moral, Spiritual and Cultural) 'at the heart' of school development. Therefore, as a school we want everyone to consider the kind of people we aspire to be, the kind of world we aspire to create and the kind of education we aspire to provide.

Social, Moral, Spiritual and Cultural Development is promoted not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes and values and planned time for reflection. SMSC supports, expresses and reinforces our school values, valuing all children and staff equally, and as individuals.

Spiritual Opportunities include:

- Collective worship in school.
- A range of faiths are taught throughout the R.E curriculum.
- Visits from representatives from other faiths.
- Visits to faith centres

Moral Opportunities include:

- Voting for school council representatives
- Our School Values
- Super Kind Change Maker Programme

Social Opportunities include:

- Consistent implementation of behaviour routines
- Active play leaders working with younger children
- Whole school Teams - children work together with their school team in different contexts.
- Lunch time sports activities

Cultural Opportunities include:

- Mat termly curriculum events
- Sports opportunities and music clubs
- Assemblies provide opportunities to recognise and value the things we share in common
- Opportunities to participate in and respond to artistic, musical and sporting opportunities.
- Spanish lessons in KS2 providing opportunities to learn about another culture.

Preparing for our Future

At each stage of education, we are preparing learners for future success in their next steps.

Nursery to Primary transition

The transition from nursery to primary is a huge milestone in a child's life. This big step can be made easier if children know what to expect and have done some preparation. At Great Meols this preparation starts with the Early Years teachers completing home and nursery visits as well as holding number of transition events in our setting.

Internal Transition

The transition from year group to year group is also given high priority. Children are given time in their new class in order to meet the staff who will be supporting them in the next stage of their school journey. Activities ensure that children are prepared and confident for the next stage.

Transition from primary to secondary school

The transition from primary to secondary school is exciting for children and marks the next phase in their lives. Children recognise it as part of growing up and are aware that their lives are about to change in an important way. Like any change, it can also bring uncertainty.

Year 6 teachers provide relevant information to all the lead teachers from the various high schools our children go on to attend. This is done via the transferring of key documents and through face to face meetings. Our PSHE curriculum includes a whole unit focussed on transition aimed at Year 6 pupils.

Future Careers

Career-related learning helps primary pupils to learn about the world around them, broaden their aspirations and challenge stereotypes. Children at Great Meols meet and learn about the careers of a variety of professionals including dentists, fire fighters, lifeguards and environmental scientists.

Impact

- The personal development lead is responsible for monitoring and reporting on standards to the governing body.
- We measure progress in personal development by assessing whether pupils know more, remember more and are able to do more. In addition, we get a sense of how pupils' characters are developing in line with the school values.
- We monitor the amount of children gaining access to extra-curricular clubs including groups such as pupil premium and SEND.

Research used to help shape this policy

Research from Harvard University has shown social skills are becoming more important in the workplace all the time. With increasing automation, it is the ability to show flexibility, creativity and teamwork that are increasingly becoming just as valuable, if not more valuable, than academic knowledge and technical skills. Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace.

Work completed by the Sutton Trust argues schools should take a 'whole-school' approach to fostering life skills in young people. Life skills education should be embedded in the day to day curriculum, through extra-curricular activities, and through dedicated programmes.

Social and Emotional Learning programmes and the Personal Social Health and Economic Education curriculum can help to develop skills such as confidence, resilience and ability to work with others.

These values are embedded in the Great Meols school ethos, assemblies, lessons, extra-curricular, and in relationships. There is growing evidence that these life skills are associated with a range of positive outcomes at school and later in life. For example, many studies show that nonacademic skills in childhood, including self-control, self-perceptions and social skills, are strong predictors of adult outcomes, including employment, well-being, and physical and mental health. Another study shows that young children's self-control skills, such as conscientiousness, self-discipline and perseverance, predict their health, wealth and criminal history in later life.

Reinforcing this message, the Confederation for British Industry's (CBI) most recent survey of employers on education and skills found that "businesses are clear that first and foremost they want to recruit young people with attitudes and attributes such as resilience, enthusiasm and creativity. They are not selecting simply on the basis of academic ability." The CBI emphasises the central importance to employers of young people having a positive attitude and resilience.