

Each year group has a weekly timetabled Personal Development lesson. Across a half term, the Personal Development lessons incorporate all of the statutory PSHE requirements following the Skill Builders system set out by the PSHE Association, the national association for PSHE education professionals.

Personal Development at Northumberland Heath

Personal development is both a subject and a school ethos. It is reflected in our school rules of Ready, Respectful, Safe and in our school values. We want each child to leave the school feeling confident, unique and proud.

Our aim is to teach children how to navigate through life safely, happily and healthily. Children are growing up in a world that is constantly changing and it is the duty of all the staff at school, in partnership with the parents, to teach the children transferable life skills. We teach children about the world around them, relationships, emotions, reproduction and health, as well as transferable skills to help with life. We consistently promote the British values, our school values and the Protected Characteristics.

Protected Characteristics

We promote an inclusive environment where we ensure all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. We pride ourselves on a Personal Development curriculum that teaches the importance of uniqueness and celebrating differences which can often be found in the protected characteristics.

The Equality Act 2010, identifies the 'protected characteristics' as:



Our approach to teaching of the protected characteristics, allows us as a school to:

- eliminate discrimination, harassment, victimisation.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

| <u>Promoted in School through:</u> | <u>Impact:</u> |
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| <ul style="list-style-type: none"> • Our school ethos statement and core values. • Our school Relationship and Behaviour policy. • Active role modelling by all adults within our school community. • Assemblies. • PD and RE curriculum. • Discussion within curriculum subjects, taking a cross-curricular approach. • Community partnership. • Pupil Voice. | <ul style="list-style-type: none"> • Our children have high levels of self-esteem, self-knowledge and self-confidence. • They show a strong respect for democracy and support for participation in the democratic process. • They are accepting of responsibility for their own behaviour through the use of our behaviour system and restorative approach. • They show an immense respect for their own and other cultures. • An understanding of how living under the rule of law protects individual citizens and is essential for their wellbeing and safety. • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour. • An understanding of the importance of identifying and combating discrimination. |

Ways we nurture Personal Development

- Activities are aimed at developing social capital amongst our children.
- Children will learn about different cultures and religions, e.g., learning about Judaism, involving the community to support when identified e.g., families coming in to talk to the children about Diwali which promotes understanding and respect of other cultures.
- Leadership skills of pupils – we have Pupil Leadership Groups to capture pupil voice and take into account pupil views and embed our core values. They equip our children with the skills to continue their learning journey and achieve their own personal goals and aspirations (Ambition; Pride; Kindness; Collaboration; Creativity). Other leadership roles include House Champions- the process of electing the House Champions is linked to the rule of law and political elections. Other key roles that underpin school values and promote a positive sense of self include our Kindness Superheroes and Wellbeing Warriors- these roles are filled through an application and interview, helping to prepare children for the world of work. We are privileged to be in close proximity to the Houses of

Parliament and can access workshops there, as well as hosted visits by our local MP. We utilise resources from initiatives such as National Parliament Week to provide our children will real life connections and experiences.

- After school clubs (and lunchtime clubs) support development – this includes using pupil voice and interests to determine clubs, and also building on opportunities in the locality, such as the Choir Club participating in Young Voices at the O2. Our STEM, debate and Chess clubs allow children to engage their critical thinking skills.
- Keeping safe – workshops from Charlie Waller Trust and NSPCC focus on positive relationships, as well as work with the anti-bullying alliance. We work with Bexley Safer School to access information and workshops linked to the local area such as railway safety, county lines and knife crime, with appropriate speakers such as GAV (Growing Against Violence) and our local PCSO.
- Online safety lessons, which are woven into our computing curriculum, including work on safer internet day, workshops delivered in school and NSPCC online safety, and assemblies.
- Celebrating the achievements of women, through International Women's Day. Work around democracy and parliament, and the right to vote, using debating as part of this. Trips and visits to local area to take the children to places they would not normally go eg into London, into rural Kent to compare and contrast where they live with the countryside, which will all be built into the curriculum.
- Work in the local community, for instance supporting community days and taking part in activities such as litter picking and campaigns for 'smoke free gates' to ensure the children have pride in their local area and champion positive change.
- Using people from the outside to support and develop understanding of the world and how people help us as part of the curriculum and assemblies eg fire service, police (rule of law), paramedics.
- Opportunities to take part in a residential in UKS2, developing resilience as part of this, opportunities to thrive away from home.
- Equality and diversity is woven into our curriculum, including work on understanding differences and celebrating these, including through careful choices of texts, and ensuring there is wide representation in other subjects such as in the study of artists. We also celebrate key historical events, such as Remembrance Day.
- Enterprise activities – supporting the PFTA with events e.g., making biscuits and selling them, and opportunities for full enterprise projects, for example Year 6's 'Enterprise Cafe' and 'Market Place'.
- Developing confidence – this is fostered through a range of activities from speaking in class to performing for parents, as well as wider opportunities in the digital world that can connect children to real life in the community and beyond through Podcasts and Q&A with significant people on selected social media platforms.
- Promoting and taking part in events e.g., summer reading challenge (national event).
- Being physically healthy- PE and Science curriculum and also through personal development lessons, sponsored walk events, active after school clubs (multi-sports, football, gymnastics, dance and climbing wall club).
- Being emotionally healthy – we put a significant focus of support on this as the school, through the PD curriculum, our Relationship and Behaviour Policy and our whole school approach with emotional regulation using the Zones of Regulation. We have an identified

mental health first aider and a pastoral team with Wellbeing Coaches in post as well as partnerships and links with outside professionals and services to access counselling/therapeutic input. We have an identified Senior Mental Health Lead and are continually developing our approach to teaching importance of mental wellbeing with our whole school community. We partner with; Mental Health in Schools Team (MHST) to deliver workshops to parents and children and take 1:1 referrals; Charlie Waller Trust; Bexley's SEMH partner for direct input in school and parent consults.

- External career people who come in e.g., STEM ambassadors, links to local businesses and families who will visit the school and talk about the world of work.
- Through the curriculum e.g., moral codes through time e.g., Victorian workhouses, punishment in Tudor times etc, impact on developments on the Rainforest, pollution, global warming, MFL to help understand different cultures. There is also flexibility in the curriculum and assemblies to be able to address any local or world issues that arise including general elections and protests, all at an age-appropriate level.
- RSE – this is explored through the personal development curriculum, with clear links to other aspects such as keeping safe, and also through links with external agencies, including a school nurse.