



# BIDBURY INFANT SCHOOL

## Personal Development Policy

### **Rationale**

At Bidbury Infant School we believe that Personal Development Education through the promotion of spiritual, moral, social and cultural education provides a basis for the foundation for the development of young children's values, attitudes and beliefs. Our personal development curriculum and school values are designed to meet these needs so that they can learn about themselves as developing and changing individuals and are prepared to take their place as confident adults in society and the wider world. Our aim is to work in partnership with parents and the community to support the social and emotional development of each child.

### **Aims**

We aim to provide the children with opportunities to:

- Understand how to keep safe and analyse risk in a range of situations
- Know and understand what constitutes a healthy lifestyle
- Grow and learn with positive self-esteem, confidence and motivation to achieve their best
- Be prepared to live in a multi-ethnic society by showing respect for others and the environment
- Develop good relationships by acquiring the necessary skills to express personal feelings whilst learning to control their behaviour and co-operate with others
- Develop the ability to listen to others and empathise
- Understand everyone has basic rights but with that comes responsibilities
- Understand that there are consequences to actions in order that they are able to take responsibility for their own within the context of the community
- Be aware of the needs of others and contribute positively towards the life of the school and wider community

### **School Environment, Relationships and Ethos**

Our school environment and ethos supports the development of personal social and emotional skills through a range of systems and policies which encourage achievement and ensure that children feel successful whilst others are designed to support appropriate behaviour and responsibility.

Please see guidelines for

Assertive Behaviour Management	}
Buddies	} Behaviour Policy
Playground Behaviour	}
Assemblies	} Collective Worship Policy

Children and adults in our community are trusted, valued and shown respect. The staff are role models for the children, building positive relationships with them in a positive school ethos. They model a democratic approach to solving problems, by encouraging discussion and reflection on actions and events. ( see School Aims and Core Values)

### **Planning and Provision**

Opportunities exist throughout the school curriculum for promoting pupils' personal, social and emotional development. Personal Development skills, knowledge and attitudes are taught through the national curriculum areas as well as stand alone lessons. E.g, healthy eating is taught within Science and Design and Technology; and environmental issues and cultural awareness are addressed within the Geography scheme of work. Similarly personal development and citizenship is taught through Religious Education.

Our curriculum will be flexible to accommodate the changing needs of our children and includes special events designed to provide the children with opportunities to stay as healthy as possible, keep themselves safe, develop their relationship skills, respect differences, develop their independence and responsibility, play an active part as members of the community and make the most of their abilities.

These may include:

Fun Runs

Sports Day

Visits from members of the community, i.e. Doctor, Nurse

Using parent expertise

Grandparents' Events

Visits from people from other cultures

After school clubs

Christmas events

Educational Visits

Charity fundraising

Formulating links with other schools locally, nationally and globally

### **Equal Opportunities**

Staff at our School will give due regard to our Policy for Equal Opportunities and our Policy for Inclusion in their daily routines and interactions, ensuring that our school ethos is maintained and our systems to promote equal opportunities and inclusion are

implemented. Equal Opportunity and Inclusion is an implicit element within The Scheme of Work for PSHE and Citizenship.

### **ICT**

ICT is used to support the acquisition of knowledge, skills and understanding for personal development learning when appropriate. Links to the internet, and appropriate software are recorded on the Unit plans for PSHE and in the ICT Software catalogue.

### **Learning and Teaching Strategies**

To enhance children's personal development learning teachers will follow the strategies highlighted in the Learning and Teaching Policy for the school (see Learning and Teaching Policy). Strategies used will include the following:

- Discussions/debates
- Investigations
- Problem solving
- Drama
- Role play
- Puppetry
- Paired and small group work
- Class circles to resolve conflict

### **Assessment and Recording**

As with any learning process assessment of pupils in personal development is important. It provides information which indicates the pupil's progress and achievement and informs the development of our whole school approach to PSHE and Citizenship.

Teachers will record progress in a variety of ways, this may include:

PSHE unit records in assessment files

Speaking and Listening records

ABCC behaviour trackers

CIPs and IEPs

SEN profiling

Children are encouraged to reflect on their own learning and personal experiences in order to know what they have learned and can do as well as being aware of the next steps in their learning. This is encouraged through a variety of mechanisms such as:

End of unit self-assessment sheets

Talk Boxes

Good to be Green chart

Class Codes

All our strategies and routines are designed to encourage reflection and discussion and have a positive impact on self awareness and self esteem.

The class teacher will also write an annual report for parents where a summative picture of achievement in PSHE will be recorded.

### **Monitoring and Evaluation**

There will be an ongoing monitoring and evaluation of the program for personal development at our school.

The Personal Development Manager, the Behaviour Manager and the Leadership Team will monitor the whole school approach through the collection of data, the evaluation of our systems and by talking to children. Some lessons will be observed by the Leadership Team when appropriate. The Personal Development Manager and year group leaders will evaluate the scheme of work as it is used, and annotate plans as necessary.

### **The National Healthy Schools Standard**

We now participate in the National Healthy School Standard scheme, which promotes personal, social, physical and emotional health education and further includes sex and relationship education within these areas. As participants in the scheme we:

- consult parents on matters of policy
- encourage greater support from parents and members of the wider community, for example, the School Nurse
- look positively on any local initiatives that support us in providing the best Sex and Relationship teaching program that we can devise.

### **Note**

The Personal Development Policy should be read in conjunction with the Learning and Teaching Policy, Curriculum and Planning Policy, Health and Safety Policy, Behaviour Policy, Child Protection Policy, RE Policy and Intercultural Policy, SRE Policy, Drugs and Substance misuse policy.

Written – November 2008  
Reviewed – September 2011, 2014, 2017  
Next review September 2020

Signed..... Chair of Governors

Date: