

CHOWBENT PRIMARY SCHOOL

Personal Development Policy



Date policy agreed by Governing body:

7th November 2023

Signed Mrs S Heapy Chair

S. Heapy

Purpose

The exploration of aspects of the lived experience in a coherent and safe way allows children to gain confidence and grow to understand both themselves and their place within the wider world.

Aims

To give pupils the skills they need to become determined, successful agents of their own destinies, keeps them safe and prepares them for some of the difficulties which may lie ahead. To prepare them for a successful transition to their next stage of learning and to help them reach their true potential. This involves building resilience alongside the other '5 Rs' which we promote in school – Resourcefulness, Resilience, Reflection, Readiness, Responsibility.

Objectives

Our Personal Development programme is delivered in an age-appropriate way. Our school believes that the aim of Personal Development education is to provide young people with the knowledge and skills to enable them to make informed, responsible and healthy decisions about their lives both now and in the future. This includes strategies to help children avoid exploitation, and avoid exploiting others themselves. Personal Development contributes to the social and emotional aspects of learning and the physical development of pupils at school and helps children move confidently from childhood through adolescence and into adulthood. In line with our whole school ethos at Chowbent Primary School, we believe that all children from all faiths and cultures have an entitlement to sex and relationships education. Within our multi-faith and multi-cultural school and community, we must be sensitive to the range of values and beliefs represented. It is our responsibility to educate children about Personal Development, including sex and relationships, and to help children to respect what others think whilst understanding their own faiths and values.

The Personal Development Curriculum

The programme for Personal Development combines the objectives for P.S.H.E. and S.R.E. into a coherent whole. It enables pupils to make connections between different themes within both areas as well as with the wider school curriculum. We do this in conjunction with our long-held school practice of developing understanding and debate through the use of P4C (Philosophy 4 Children). The combined programme within school we name Personal Development.

Each year group is provided with a number of themed units to cover each half term. Opportunities for cross-curricular learning are signposted, with links to Science, Computing and R.E. schemes of work coordinated to align with the timing of their delivery. Personal Development units contain objectives to be covered that build up over time into a progressive and ever deeper consideration of the themes.

Teaching and Learning

At Chowbent Primary, we choose to deliver Personal, Social, Health Education and S.R.E together. We make use of P4C to enhance this learning and deepen understanding. P4C enquiries can be used as a stimulus to a new unit or at the end of a unit to consider the implications of the ideas covered. P4C may also be used as a book-end for a unit of work, so

that children can return to an enquiry and reflect on whether or not their own views have changed following input in that unit.

Work can be delivered through direct whole class teaching and sharing of information, paired or individual enquiry/research or class debate. Work produced contributes to a class floor book which records the ideas and concept covered as well as the debates had. Over time these act as an aide-memoir to previous concepts and work covered. As themes repeat, looking back, children can see their learning journey and how their thinking has developed.

The Foundation Stage

Personal Development is taught as an integral part of the topic work covered during the foundation stage. We relate the Personal Development aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Discussion following the P4C format, allows children to develop their oracy skills and thinking in ways which prepare them well for their next stage of learning. It also provides a way to develop their knowledge and understanding of the world. It also allows them to practise and develop skills across many strands of the Early Years Foundation Stage Curriculum.

Assessment

Assessing Personal Development is an integral part of teaching and learning and central to good practice. It should be process orientated reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their knowledge and understanding and skills that they have developed during a particular unit. As assessment is part of the learning process it is essential that pupils are closely involved.

Assessment can be broken down into:

- *Formative assessments* are carried out during and following short, focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.

- *Summative assessment* should review pupils' capability and provide a best fit level. Use of independent open-ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils showing whether the pupils have met, exceeded or not achieved the learning objectives.

Teachers will use assessments to form a judgement as to whether each child has met the objectives for each unit within their year group. Evidence of work will be available in class floor books, in photographs, displays and notes on discussions with children etc. This will demonstrate achievement of objectives.

Monitoring and review

Monitoring will support the self-evaluation process identifying areas of strength as well as those for development. The Personal Development Lead is responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan as necessary.

Through monitoring the coordinator will:

- Ensure that there is clear progression throughout the school
- Analyse assessment data and pupil progress
- Identify any training needs and offer extra support and guidance to staff when it is appropriate
- Ensure that there are suitable resources to help with the teaching and learning of Personal Development.

Withdrawal.

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education.

Those parents/carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. Parents and carers cannot withdraw from any aspect of 'Relationships Education' and also in maintained schools, 'Health Education' lessons covering the changing adolescent body (puberty).