

EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL

Personal Development (PD) Guidance



Our Whole School Curriculum Vision Intent Statement

At Eynesbury Church of England Primary School, our curriculum has been designed to ensure every child can 'live life in all its fullness' by offering stimulating and awe inspiring learning experiences with Christian values at its heart. We aim to deliver a curriculum that provides our children with rich knowledge and skills. It gives them the opportunities to develop into well-rounded individuals ready for each stage in their learning journey. Our pupils leave Eynesbury as respectful, good citizens with good memories, a thirst for learning and life and all it has to offer.

Introduction:

Personal development (PD) is a highly valued subject which is at the heart of our school ethos. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Personal Development must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Curriculum Intent

Eynesbury Church of England Primary School is committed to providing a high-quality educational experience for all pupils. The school is actively committed to providing a well-planned relationships education, relationships and sex education and health education programme which continues from EYFS to Year 6.

We believe that PD helps to give all pupils the knowledge, skills and understanding that they need to be happy and healthy. It supports them in leading active independent lives and becoming informed, responsible citizens. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help them to develop their sense of self-worth. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PD reaches across every curricular area as well as into every strand of school life forming an important and intrinsic part of our school ethos.

This curriculum provides a context for the school to fulfil our responsibilities to:

- Promote the physical, social and emotional well-being of pupils.
- Provide sex and relationships education (RSE).
- Promote British values.
- Provide a safe place for discussion of current, relevant social issues.
- Protect our children from radicalisation.

Curriculum Implementation

The teaching and implementation of the Personal Development Curriculum at Eynesbury C of E Primary School is based on the DFE statutory guidance for:

'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

supported by the Cambridgeshire PSHE service resources and units of work, ensuring a well-structured approach to this subject.

At Eynesbury C of E Primary School, children are taught to:

- Know and understand what constitutes a healthy lifestyle.
- To raise an awareness of the importance of a healthy lifestyle.
- To understand and manage their emotions.
- To develop a sense of citizenship and an understanding of how society helps individuals and the contributions that individuals can make to society.
- Appreciate that having freedom involves accepting some responsibility.
- To develop an appreciation of stable and caring relationships.
- To develop an informed appreciation of people's beliefs, attitudes and values, also respecting others whilst challenging stereotypes.

- To create a caring and supportive environment where concerns can be discussed, questions asked and experiences shared.
- To foster self-esteem, self-respect, self-worth and positive self-image.
- To value the differences between people and the needs of self and others.
- To make PD a whole school responsibility, working in collaboration with parents and the wider community.
- To develop skills such as those to enable the sharing of feelings and opinions, risk awareness, informed decisions, getting help, and understanding the needs of others.
- To provide unbiased and accurate information using appropriate language in order to keep ourselves, and others, safe and healthy.
- To provide reassurance that the physical and emotional changes that take place as children grow towards adolescence and adulthood are normal and acceptable.
- To provide positive role models.
- To help children understand that they have rights and should have control over who touches their bodies.

In EYFS:

The provision is planned to ensure development in Physical, Social and Emotional Development (PSED), which occurs daily. In provision, children will explore the ideas of relationships, feelings and appropriate behaviours, self-confidence and self-awareness, rules and routines, empathy and restorative justice.

In KS1 and KS2:

Personal development is divided in to the three key areas of relationships education, sex education and health education

Relationships Education covers the following core areas:

- Families and People that care for me:
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education covers the following core areas:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Health eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

In consultation with our school community, we have made the decision that Eynesbury Church of England Primary School will teach Sex Education at an age-appropriate level. There is a separate Relationship education policy (including sex education policy).

Sex Education covers the following core areas:

- How a human baby is born and conceived

A long-term plan has been created based on the Cambridgeshire scheme of work that allows progression between the year groups. Throughout their PD journey, the children will cover the core areas of learning through the following topics:

Myself and my Relationships	Healthy and safer lifestyles	Citizenship	Economic Wellbeing
<ul style="list-style-type: none"> • My emotions • Beginning and belonging • Family and Friends • Anti-bullying • Managing change 	<ul style="list-style-type: none"> • Personal safety • Digital lifestyles • Relationships and sex education • Healthy lifestyles • Drug Education • Managing safety and risk 	<ul style="list-style-type: none"> • Working together • Diversity and communities • Rights, rules and responsibilities. 	<ul style="list-style-type: none"> • Financial Capability

Anti-bullying is taught yearly in every year group (during anti- bullying week).

Personal Development and Inclusion

Planning is adapted to support children with special educational needs and those that may be particularly vulnerable to ensure that they are able to access the curriculum, understand appropriate behaviour so that they can keep themselves safe. In addition, particular focus will be given to ensure that children know who their trusted adults are (within and outside of school) and what to do if someone makes them feel uncomfortable in any way. Support strategies may include but are not limited to: pre – teaching, simplifying language, using role play, social stories and over learning.

CURRICULUM IMPACT

Pupils complete pre and post topic assessments for each unit of work which are used to inform future planning. In addition, teachers complete summative assessments at the end of each topic to identify whether a child is working towards, working at or working above the expected standard for their year group. Pupil voice surveys are completed which identify work that children are proud of, areas of strength and achievement as well as areas for development.

Pupils in years 1- 6 have individual books which provides a record of key learning. In pre-school and reception, a class Learning Journey is compiled to show key learning and topics covered. Individual books and Learning Journeys are monitored.

Drop in observations take place throughout the year to evaluate the quality of education provided.

Children have a variety of additional opportunities to develop their PD skills in other areas of school life. For example, school trips, residential visits, school visitors as well as cross curricular links.

RELATIONSHIPS and SEX EDUCATION (RSE)

As with other aspects of health education, sex education is an ongoing process which starts with the parents and continues at school in many ways. It encompasses understanding, not only of reproduction but of human sexuality in the broadest sense. It requires understanding of animal and plant reproduction and the place of humans as one of many species inhabiting our world. Sex education is therefore an intrinsic element in learning about relationships, personal development and growth. A series of video programmes are used with Year 6 pupils. Parent information sessions are held annually to enable parents and carers to discuss the learning that will take place within these topics prior to the teaching of these units. If parents have any questions, they can refer to the RSE policy or contact the PD coordinator (Mrs Sally Hammond) Based on our consultation with parents, carers, staff and the governing body, we made the decision to teach the non-statutory elements of the RSE curriculum (please see the RSE policy for more information). Parents

may meet with the PD co-ordinator if they intend to withdraw their child from those parts of the course that are not required by any National Curriculum Orders.

Personal Development (PD) curriculum planning

Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. We use whole-school knowledge organisers for areas of the PD curriculum that are knowledge based e.g. e-safety and anti-bullying. The Cambridgeshire PSHE service units of work and resources are used to support our planning.

Spiritual, moral, social and cultural development

Personal Development is synonymous with spiritual, moral, social and cultural development. Throughout the PD curriculum we:

- Encourage children to share their perspectives whilst respectfully valuing the opinions of others.
- Teach our pupils about the different cultures present amongst our society
- Provide a safe space to ask questions and think critically
- Explore their rights and responsibilities as citizens and the contributions they make to society.

Ensuring continuity and progression in learning

PD is taught as a spiral curriculum with each key area of learning being taught at least every two years. Our PD progression map shows clearly the deepening of learning throughout each key area of learning whilst providing opportunities for consolidation of learning. PD lessons are taught discretely following the long term plan. In addition to this, circle time sessions take place regularly to allow teachers to respond to current needs within the class.

Roles and Responsibilities

The subject is led by the Personal Development Subject Leader who has time set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Health and Safety

During the teaching of Personal Development, sensitive issues may arise. Adults working within the class have a responsibility to ensure safeguarding procedures are carried out in line with school policies and that they act in accordance with the staff code of conduct.

Resources

We have a wide range of books available to support learning of PD. There are also many high quality websites available. People with an interest, or expertise, in a particular topic or area of personal development could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Monitoring

Monitoring by the Personal Development Subject Leader, the Headteacher and Senior Leadership Team takes place through triangulation of data, book scrutinies and lesson observations.