



Personal Development Policy



**Green Meadow
Primary School**

[Rights Respecting Schools](#)

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 34

Governments must protect children from all forms of sexual abuse and exploitation

Rationale

At Excelsior we believe passionately that our innovative Personal Development curriculum and No Outsiders ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal Development lies at the cornerstone of our MAT ethos. We are preparing children for life in modern Britain; developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.

Definition

Each child in Excelsior Trust is unique and individual, yet also belongs to a community. As they grow into citizens, children will engage with society; experience, live alongside and sometimes join different communities while retaining a sense of self. Personal Development is an umbrella term for the way in which we teach children be proud of who they are and know how they fit in the world in which they live.

Aims

Our aims in Personal Development are to:

- Give pupils the qualities they need to flourish in our society. Develop pupils' character (a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct) so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.
- Give pupils knowledge and understanding of Relationships education (see separate Relationships Education policy), Sex and health education (See separate sex and health education policy)
- Teach and rehearse skills in cooperating well with others and being able to resolve conflicts calmly and effectively.
- Develop the ability in our pupils to recognise the difference between right and wrong and to consider consequences of their actions. To readily apply this understanding in their own lives, to recognise legal boundaries and in doing so, respect the civil and criminal law of England.
- Provide opportunities for pupils to take part in a wide range of activities and experiences across the curriculum and contribute fully to the life of the school and community.
- Develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.
- Enable pupils to reflect on their own experiences and how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up
- Develop the ability for our pupils to be reflective about their own beliefs (religious or otherwise) and perspective on life, developing a curiosity for, knowledge of, and respect for different people's faiths, feelings and values. Develop skills and confidence in exchanging ideas, engaging in dialogue and remaining non-judgemental.
- Enable pupils to understand and appreciate the range of different cultures in the school and further afield, recognising and valuing the things we share in common across cultural, religious, ethnic and socio-economic communities while respecting and being curious about

the things that are different. Provide opportunities for pupils to meet and socialise with pupils from other areas of Birmingham who may have different faith and values.

- Provide opportunities for pupils to appreciate the wide range of cultural influences that exist and recognise those that have shaped their own heritage while exploring those that have shaped the heritage of others
- Provide opportunities for pupils to investigate and offer reasoned views about moral and ethical issues and the ability to understand and appreciate the viewpoints of others on these issues. Enable pupils to understand there is often not a right or wrong answer to a moral issue, rather there are different opinions or beliefs.
- Teach pupils about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. Enable pupils to understand about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Enable pupils to gain an understanding of the protected characteristics in the Equality Act and understand how equality benefits everybody.
- Enable pupils to develop an understanding of global issues including sustainability and ecological awareness in order to learn about how their actions can affect the wider world.
- Develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- Enable pupils to understand the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking.
- Teach pupils about peer pressure and to have the confidence and skills to deal with unwanted pressure.
- Encourage children to explore and make sense of the wider world in order to feel safe and develop skills to put worries / fears into perspective.
- Teach pupils about internet safety and harms in order to enable children to access online communication safely and securely, for example, recognising the dangers of inappropriate use of mobile technology and social media
- Enable pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them.
- Teach children concepts of basic first-aid and ensure they know how to make a call to emergency services if necessary.
- Provide clear information to parents and carers about the Personal Development Education curriculum and content in an accessible way so that they can support what their child is learning in school with their own teaching at home.

Planning

Excelsior Trust uses three key themes to deliver a broad Personal Development Curriculum, as recommended by the PSHE Association

- Health and well-being
- Relationships
- Living in the wider world

The Personal Development curriculum is delivered by class teachers at least once a week throughout the academic year. It is also delivered through assemblies, the No Outsiders whole school ethos, and activities out of school such as after-school clubs and school trips, for example to places of worship, sports events involving children from other parts of Birmingham.

Planning will be provided by the Excelsior Personal Development Lead and Personal Development lead for each school in the Trust.

Equality of Opportunity

At Excelsior we consider that all pupils and adults should have equal access to Personal Development Education, regardless of gender, race, faith, age, disability, sexual orientation, gender identity.

Each Excelsior school will ensure where support is needed for a pupil with additional needs to access a Relationship Education lesson, it is provided.

The right to withdraw

We will ask for feedback on this Personal Development policy from parents and carers before it is ratified by Governors and subsequently every year before updating. We welcome constructive dialogue so that we reach a mutual understanding of the aims. We will provide opportunities for parents and carers to air their views about our curriculum and we will consider all views given.

We will provide opportunities for parents and carers to join the school in the delivery of Personal Development Education. This will be achieved through parent workshops where materials will be shared.

Parents / carers may not withdraw their child from Personal Development except for Sex and health lessons (see separate Sex and Health Policy)

Assessment, record keeping and monitoring

Excelsior Trust Schools are encouraged to use Personal Development log books or individual Personal Development books to record pupil responses to Personal development lessons. These should capture the aims of the lesson and pupils should be encouraged to demonstrate understanding through a variety of responses. Where a log book is used, all pupils in the class should be able to talk about each lesson, regardless of whether their work is included.

The Personal Development Lead will assess progress in each Excelsior school through deep dive days including pupil voice interviews, meetings with teachers and monitoring of recording.

Resources

The Personal Development lead in each school will provide lesson plans and resources for Personal Development. The Personal Development lead for Excelsior will support and provide resources and support for each school where needed.

Staff training

The Personal Development lead for the Trust will lead staff CPD each year to ensure all staff are confident in their contribution to the Personal Development curriculum.

Links with other policies

This Personal development Policy should be read in conjunction with:

- The Excelsior Sex and Health Education Policy
- The Excelsior Relationships Education Policy

Andrew Moffat

Excelsior Personal Development Lead.