



## Personal Development Strategic Overview



**Brinsworth Howarth Primary School**

## Our Vision

Our vision is to develop well-rounded, confident and responsible learners, who aspire to achieve their full potential.

## Our Offer

Our approach to Personal Development is tiered:

Tier 1 – our ethos, which underpins every aspect of school life and drives everything that we do.

Tier 2 – our ambitious, carefully constructed curriculum which supports progression in learning. Personal development is a component of all subjects within the curriculum as a whole; however, the key subjects which teach personal development discretely and have specific personal development skills and knowledge are: RSE, PSHE, PE, Computing and Science.

Tier 3 – details the whole school strategies that all children access universally.

Tier 4 – outlines targeted personal development opportunities which are available at specific times for identified children.

## Tier 1: Ethos

Our school values are Creative, Aspirational, Respectful and Enjoy. At Brinsworth Howarth, creativity has always been at the heart of our curriculum. Learning through the arts provides opportunities for children to work in different ways other than subject areas, in ways which support the development of well-rounded children, with a growing cultural understanding.

At Brinsworth Howarth, pupils' wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with pupils. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos. SMSC is a dimension of the whole school experience, which makes the curriculum relevant, stimulating, creative and fun. It is not taught independently as a subject – it enriches every subject as well as the whole ethos of our school.

We therefore aim to provide an education that provides pupils with opportunities to explore and develop a sense of individual and group identity, a sense of social and moral responsibility, high standards of personal behaviour and expectations, and a positive, caring attitude towards other people. We also support pupils to explore their own and others' values, beliefs, feelings and responses to personal experiences.

## Tier 2: Curriculum

Curriculum Design

RSE

PSHE

PE

Computing

<p>We have designed our curriculum with our school values at its heart. We use memorable moments to enhance children's learning experiences and to support in making learning stick. Being a Children's University school, we extend children's learning opportunities and reward children for part-taking in learning outside of school hours. All subject leaders regularly attend subject-specific CPD and network meetings.</p>	<ul style="list-style-type: none"> <li>• RSE is delivered through our PSHE Curriculum.</li> <li>• Rollercoaster (Year 5/6) and HSPPC,</li> <li>• NSPCC 'Pantasaurus' (KS1 and FS)</li> <li>• We consult with parents annually before this part of the Curriculum is delivered through sharing of resources and parent meetings.</li> <li>• No students have been withdrawn.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of PSHE Association scheme.</li> <li>• Gold anti-bullying award held.</li> <li>• Work alongside the Anti-Bullying Company.</li> <li>• Visits from the local police and fire service.</li> <li>• Managing money skills are taught through a annual Cultural Capital Week and discreet PSHE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Real PE</li> <li>• Y6 Sports/Play Leaders lead active playtimes</li> <li>• Students participate in a wide range of sporting events and competitions across the JMAT Trust and wider afield.</li> <li>• PE coordinator released for 1 day per week to facilitate a wide range of sporting events/competitions, oversee resources and target specific groups of children to develop sports skills.</li> <li>• A range of after school clubs and holiday clubs are offered to all.</li> <li>• Specialist support given to staff and children by expert external visitor.</li> <li>• Y4 swimming lessons with extra support given in Y5 if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• E-safety features highly and frequently in our Computing and PSHE Curriculums.</li> <li>• Information is available to parents on our website regarding helping to keep children safe online.</li> <li>• We support Internet Safety Day, as well as featuring Online Safety during Anti-Bullying Week.</li> <li>• We assess children's online use with an annual 'digital footprints' event, which is shared with all parents.</li> <li>• Y6 visit Crucial Crew which features an internet safety scenario.</li> </ul>
<b>RE</b>	<b>Science</b>	<b>Adaptive Teaching</b>	<b>Ready for next phase</b>	<b>SMSC</b>
<ul style="list-style-type: none"> <li>• We deliver the RE curriculum using the Rotherham agreed RE syllabus.</li> <li>• Strong partnership with our local church 'St Mary's'</li> </ul>	<ul style="list-style-type: none"> <li>• Use of our own bespoke Science curriculum.</li> <li>• TAPS assessments are enquiry and experiment led.</li> <li>• Use of 5 enquiry type icons across KS1 and KS2 to</li> </ul>	<ul style="list-style-type: none"> <li>• All curriculum leaders have written a 'SEND in my subject' guidance document to highlight ways that their subject can be</li> </ul>	<ul style="list-style-type: none"> <li>• Close links with Brinsworth Academy – the main local feeder secondary school.</li> <li>• Annual meetings with Brinsworth Academy</li> </ul>	<ul style="list-style-type: none"> <li>• We ensure a safe, inclusive and happy learning environment, in which everyone is valued and all achievements are celebrated.</li> </ul>

<ul style="list-style-type: none"> <li>• Building partnerships with other local places of worship.</li> <li>• The religious charity Christian Aid visits Y6 children.</li> <li>• Children donate food for the local food bank as part of Harvest celebrations.</li> <li>• Staff adapt teaching and learning to suit the religious beliefs of our children.</li> </ul>	<p>support children with the understanding of the 5 different scientific areas.</p> <ul style="list-style-type: none"> <li>• Carefully planned experiments help to develop children's independence and problem solving skills.</li> <li>• Strong links with the AMRC.</li> <li>• Science based visits/visitors support the curriculum</li> </ul>	<p>adapted to meet the needs of all learners.</p> <ul style="list-style-type: none"> <li>• All students access Quality First Teaching in their classroom where ever possible.</li> <li>• Evidence reviews take place termly to monitor children's access to the curriculum.</li> <li>• All staff fully trained in ways to adapt teaching.</li> </ul>	<p>SENDCO and pastoral staff and Y6/SENCO.</p> <ul style="list-style-type: none"> <li>• Y6 visit Crucial Crew and experience a 2-night residential.</li> <li>• Our students achieve well in end of Key Stage assessments and are ready for the next phase of learning.</li> <li>• 3-day transitions to the next year group are well planned, including year to year and children entering FS and leaving Y6.</li> <li>• Extra transition is planned based on needs of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about and support a range of charities throughout the year.</li> <li>• All children Y1-Y6 take part in 'Cultural Capital Week'.</li> <li>• We use the Zones of Regulation to support students with their own emotional regulation.</li> <li>• KS1/KS2 'Picture News' assembly.</li> </ul>
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<b>Tier 3: Whole School Strategies</b>			
High quality pastoral support	Extra-curricular activities	Assemblies	Inclusion
<p>ELSA sessions</p> <p>Mental Health First Aid trained member of staff (senior mental health lead for both children and staff)</p> <p>Mental Health Ambassadors (Y6)</p> <p>Early Help lead</p> <p>Attendance support</p> <p>Staff are trained in trauma informed practice, positive regard and zones of regulation</p>	<p>Children's University</p> <p>Extended Services Partnership (after-school and holiday clubs) – uptake is good (see cu activity excel doc)</p> <p>Sports Premium Funded Inter-School competitions</p> <p>Year 6 residential</p> <p>Breakfast club</p> <p>Individual music tuition</p>	<p>Weekly Picture News KS2/KS1 assemblies – British Values focus</p> <p>Singing assemblies</p> <p>Special assemblies (Harvest Festival, Grandparent's mince pie afternoon, Easter assembly etc)</p> <p>Music (drumming and violins) showcase assembly for Y3 and Y4</p> <p>Special Mention assembly</p> <p>Mini-musicals on a two-year rolling basis</p> <p>Nativity</p>	<p>School Councillors</p> <p>Year 6 residential</p> <p>Extended Services Partnership (after-school and holiday clubs)</p> <p>Sports Premium Funded Inter-School competitions</p> <p>Zones of Regulation (Relationships and Behaviour Policy)</p> <p>Fusion support to support individual children and provide training for staff</p> <p>Support from the Aspire team</p>

Staff trained in Lego Therapy, Bonding Through Play, Attention Autism Communication in print Zones of Regulation		Annual pantomime and visiting theatre companies	Support from the JMAT inclusion team Educational psychologists Playtime staffing allows for all children to engage fully with playtimes Communication in print Zones of Regulation ELSA sessions
<b>Playtimes</b>	<b>Character Development</b>	<b>Celebration of difference</b>	<b>British Values</b>
Y6 Play Leaders Structured and active playtimes Playtime staffing allows for all children to engage fully with playtimes Interactive resources to encourage play Football pitch / trim trail Quiet, reflective area of the playground Sand/construction benches to encourage social play	Year 6 residential Charity Ambassadors (Y5) Mental Health Ambassadors (Y6) Crucial Crew visit (Y6) First Aid training Anti-Bullying Company Children have strong sense of right and wrong Mutual Respect (instilling of good manners) Zones of Regulation Y6 School Parents Special Mentions assembly Rewards and incentives for learning, behaviour and attendance Class based roles and jobs	Celebration of children's achievements outside of school The study of other cultures and religions in RE lessons A range of diverse artists and authors are studied in every class Weekly assemblies	Weekly Picture News KS2 assemblies – British Values focus British Values closely link with our school values (e.g. Tolerance/Mutual Respect is evident through the behaviour and attitudes of children. This is reinforced through play leaders and school council etc.) Children have strong sense of right and wrong (Rule of Law) Democratic electing of school councillors
<b>Pupil leadership/responsibility</b>	<b>Safeguarding</b>	<b>Careers</b>	<b>Families/Local Communities</b>
School Councillors / class librarians Y6 Play Leaders Charity Ambassadors (Y5) Mental Health Ambassadors (Y6) Class based roles and jobs	Effective systems and procedures are in place (RecordMy) 2x DSL and 2x DDSL Complete a termly safeguarding audit to inform governors and an annual S175 audit Fire and lockdown procedures are in place Crucial Crew visit (Y6)	We raise children's aspirations through: Cultural Capital Week Links with AMRC Local police dog handlers Work with local artists Discreet PSHE lessons	Links with AMRC Links with local churches, library, comprehensive school and areas of local interest (e.g. Catcliffe glass cone) Raising money for local flood victims Local police dog handlers/fire service Information shared with families regarding online safety Supporting local food bank

	<p>First Aid training Anti-Bullying Company Information shared with families regarding online safety Children have strong sense of right and wrong Zones of Regulation (Relationships and Behaviour Policy)</p>		<p>Special assemblies (Harvest Festival, Grandparent's mince pie afternoon, Easter assembly etc) Early Help referrals Free uniform shop Support pupil premium families with the cost of all internal and external visits Annual Summer and Christmas fairs Transition, PSHE, SATs, RSE parent information talks F1 parent workshops Parent support provided for areas of the curriculum where necessary e.g. Sounds Write</p>
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<b>Tier 4: Targeted Personal Development</b>			
EYFS	Y1/Y2	Y3/Y4	Y5/Y6
<p>FS – Speech, Language and Communication support FS – Zones of Regulation FS – Bonding through play F2 – Attention Autism FS – Early Help involvement FS – individualised Educational Psychologist and Fusion support</p>	<p>Y1/2 – Speech, Language and Communication support Y1/2 – Zones of Regulation Y1/2 – Bonding through play Y1/2 – Attention Autism Y1/2 – ELSA support Y1/2 – individualised Educational Psychologist and Fusion support</p>	<p>Y3 – Speech, Language and Communication support Y3 – Lego Therapy Y3/4 – Zones of Regulation Y3/4 – Bonding through play Y4 – Early Help involvement Y3/4 – ELSA support Y3/4 – individualised Educational Psychologist and Fusion support</p>	<p>Y5/6 – Zones of Regulation Y5/6 – Bonding through play Y5/6 – ELSA support Y5/6 – individualised Educational Psychologist and Fusion support</p>

<b>Questions to reflect upon</b>	
<ul style="list-style-type: none"> <li>• How are your pupils taught to understand and respect differences?</li> <li>• How are your pupils active participants in school life?</li> </ul>	

<ul style="list-style-type: none"> <li>• How are you preparing them to be active citizens? How do they gain the skills they need for their futures?</li> <li>• What leadership opportunities do the pupils have?</li> <li>• How do you ensure the pupils know how to stay safe on line and off line?</li> <li>• How is RSE taught?</li> <li>• How have you consulted with parents regarding your RSE policy? How and when?</li> <li>• Has there been anyone withdrawn from the RSE lesson?</li> <li>• What training is available to staff?</li> <li>• How do you prepare pupils for the next stage of their education?</li> <li>• How is PSHE taught in your school?</li> <li>• What is being done for children’s physical health?</li> <li>• How do your pupils have a voice?</li> <li>• How is pupil voice valued?</li> <li>• How are British values taught? Where in the curriculum are British values taught?</li> <li>• How do you promote healthy relationships?</li> <li>• How is children’s mental health addressed?</li> <li>• What extra-curricular activities are available for the pupils? How do you target pupils to the right activities? How do you ensure that these are available for the right pupils?</li> <li>• How do pupils share their own beliefs and develop a knowledge of and respect for other faiths?</li> <li>• What opportunities are there for pupils to discuss and debate ideas and issues?</li> </ul>	
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End of Year Evaluation	
Tier 1	
Tier 2	
Tier 3	
Tier 4	