

Personal Development

SHAKESPEARE PRIMARY SCHOOL



To be reviewed: every 3 years

Governor Committee Responsibility Assigned To: Curriculum

Adopted by Governors: January 24

Approved by Governors: January 24

Personal Development

Our Personal Development offer is underpinned by our school vision and values where children: Be Kind, Show Respect, Work Hard, Be Resilient and Aim High. Shakespeare Primary School is a place where individual differences are valued, where varying needs and each person's potential to learn and grow is realised. This intent statement reflects our dedication to creating an educational environment that goes beyond academic excellence to cultivate individuals who not only excel academically but also possess the social skills, emotional intelligence, and physical vitality needed to thrive in a dynamic world.

Intent

The vision for Personal Development at Shakespeare is to:

- Develop the character of pupils so that they are resilient, reflective and have empathy and respect for one another.
- Nurture outward looking pupils who are able to keep themselves safe and healthy, make informed choices and communicate these effectively.
- Live and breathe British Values, in all that we do, so that they become tolerant, respectful, successful citizens, understand that individual differences should be valued, are fully prepared for life in 21st Century Britain and are able to make a positive influence in the communities that they belong to.
- Provide a wealth of opportunities, for pupils, throughout their time at Shakespeare to have rich and varied experiences so that pupils can find their special talents and strive for ambitious goals.
- Broaden pupils' horizons and give them the tools necessary to achieve great things!

At Shakespeare, our commitment to fostering the holistic development of each child is unwavering. We recognise that the primary years are such an important time for children to develop their own identity and aspirations for the future. Shakespeare is a nurturing space where every child is empowered to unleash their full potential. Broadening our children's horizons and giving them the belief that they are capable of achieving great things drives a curriculum that equips each child with the knowledge, skills and understanding to lead happy, safe and healthy lives. A planned approach to creating links between our personal development curriculum and academic subjects ensures that all subject leaders are active in the promotion of personal development opportunities within their subjects.

Inclusivity and collaboration lie at the heart of our approach. We celebrate the diversity within our local and wider community, acknowledging the unique strengths and needs of each child. We actively encourage partnerships between children, parents, teachers, and the wider community to create a unified support system that fosters the personal development of each child. Cultivating and welcoming community connections is an important part of how we prepare our children for future challenges.

Implementation

Personal Development is the backbone to our entire curriculum; the golden thread that runs through it and is an integral part of everything we do at Shakespeare. We implement our intent through an extensive range of personal development opportunities that are interwoven throughout our curriculum. We are incredibly proud of the experiences that we provide the children with who in turn demonstrate how they are deeply proud of our school, their British values and the diverse society to which we belong and play an active role in. Our curriculum is designed not only to impart knowledge but also to cultivate critical thinking, creativity, and build motivated, resilient, independent, active and collaborative learners – key life skills.

Pupil Passport

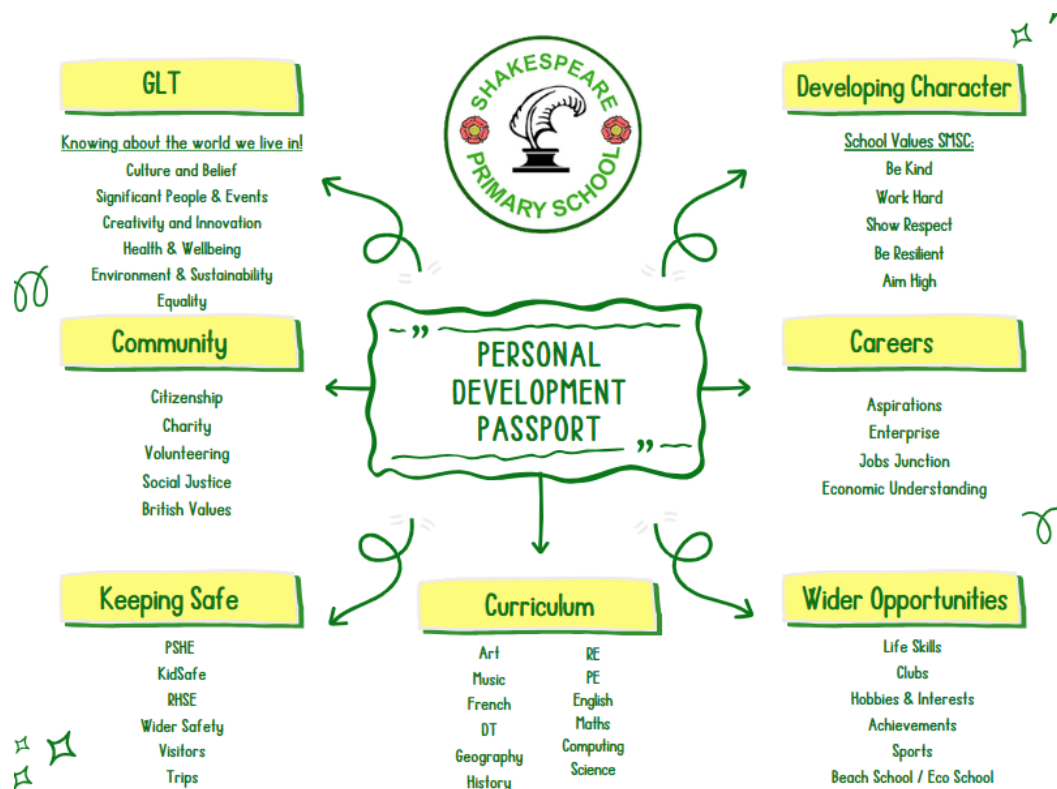
The passport is an overview of a child's lived experience through school and they should take pride in completing any work within it. Each child will have their very own Personal Development Passport which will be used to track the wide and varied learning experiences that they take part in during each year of school. Children will look to complete the skills sheet over the year and will tick and date each one when completed.

When children take part in any cultural or educational experience that is categorised under one of the below headings, then they will be given time to reflect on these learning opportunities in their passports. This may take the form of a short, written response, picture or any other chosen medium. Children are asked to reflect on which area of the pupil passport this experience relates to and consider how it relates to other knowledge and skills within that heading. In this way, children are able to take the time to think deeply and make important links. Children can also add events undertaken outside of school such as extra-curricular achievements as these are important building blocks in a child's development of cultural capital.

The passport will be a chronological record of the children's life through school.

It will stay in school until Year 6 so will need to be carefully looked after.

We have detailed below how the different branches of our school work together to cohesively deliver a high-quality personal development offer that prepares our young people for the challenges they will face now and later in life. We ensure that children receive a broad and balanced cultural capital offer across all of these key areas.



Pastoral Team and Community Partnerships:

We have a Family Support Team of professionals who meet regularly to discuss the provision for the well-being of pupils and their families. The professionals involved include:

- DSL
- Family Support Manager
- Family Support Worker
- SENDCO
- Mental Health Counsellor (Counselling in the Community)
- School Counsellor
- Play Therapist
- Advisory Teacher
- Home Start Support Worker
- Bereavement Support (Rainbows)
- Domestic Abuse Support (The Den)
- Educational Psychologist
- Speech & Language Therapists (Happy Talk)
- Early Help Practitioner
- LVS (Lancashire Victim Support)
- Lancashire Family Hub Network
- Children and Family Wellbeing
- Kindness Counts – Anti-bullying Support
- Fleetwood THRIVE Primary Care Network
- The Pantry Foodbank

The Family Support team supports children and families in overcoming barriers so that they are able to take a full part in school life. There is always someone to speak to at Shakespeare Primary. Our experienced and skilled team provide support for many children and families and as a school we are committed to working with parents to enable the best outcomes for our children. We have an open-door policy, ensuring both children and parents have access to bespoke, personalised support. This approach is facilitated through a robust online presence on platforms like Class Dojo, where questionnaires and updates are disseminated. We liaise with a wide range of external agencies and charities to meet the diverse and changing needs of the school community. Personalised support for families is a hallmark of our approach, with staff, including our SENDCO, offering bespoke pastoral care and demonstrating significant flexibility in meeting family needs. As a **Leading Parent Partnership school**, we place the highest importance on working with and supporting our families.

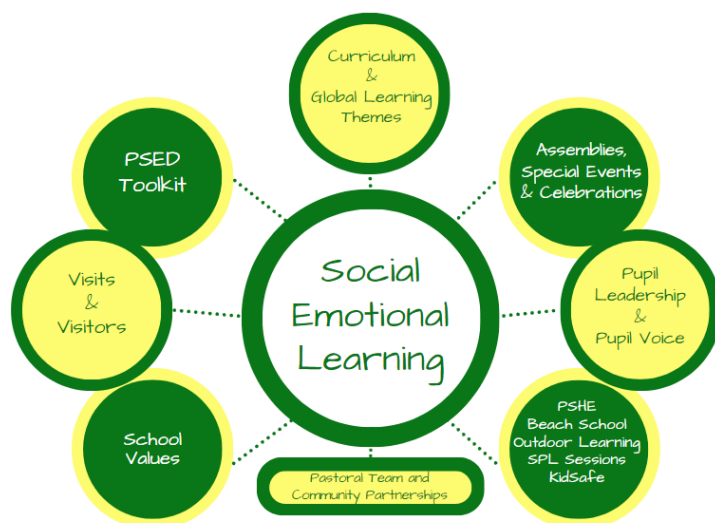
Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also includes challenges and risks.

SEND

Our highly skilled and experienced SENDCO works closely with the families of children who have special educational needs. Priority is placed on early identification of any needs and plans are put in place swiftly to ensure that needs are met. Further to this, we continue to work closely in partnership with families and external agencies to provide the best possible support so that all children are able to thrive. All children are encouraged to participate in all aspects of school life. Adaptations are put in place in order to accommodate this. This responsibility is shared with all members of staff as we see it as a moral imperative to ensure that every child develops their full potential.



Social and Emotional Learning



We prioritise the cultivation of positive social skills, fostering a sense of community and respect among pupils. Emphasis is placed on emotional well-being, with programmes designed to enhance self-awareness, resilience, and emotional intelligence.

Our school dog, Cooper, works with the children each week and helps children in a variety of ways:

- Calming effect on children, particularly those with behavioural and learning difficulties
- Improved concentration
- Reduces stress
- Improves self-esteem
- Encourages expression and participation
- Develops compassion and empathy
- Helps children to manage their feelings and to overcome problems that they may have and much more...



Targeted interventions

School access support through the family support team and partnership agencies that the school bring in to support those children with the most complex needs. Pupils who have PSED targets (via IEPs) receive daily support and modelling of positive behaviours. We adopt a person centre individualised approach to all children and staff foster strong relationships with families.

Universal Approaches

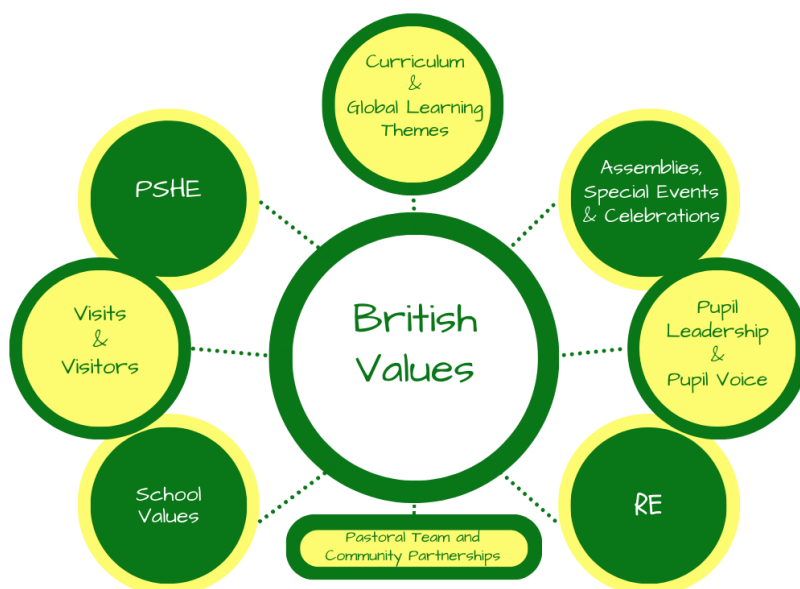
Through our PSHE curriculum, teachers continually revisit themes with the children and staff and children lead by example across the school. We see the development of character and strong social and emotional awareness as the golden thread that runs through all that we do. It is everyone's responsibility.

All pupils and those pupils who struggle the most with achieving age-appropriate levels of SEL require more support and staff will reinforce positive strategies in every interaction they have with pupils, by:

- Modelling what positive relationships look like, in their interactions with all members of the school community
- Acknowledging and praising behaviour that meets the expected standard
- Giving pupils clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations
- Being calm, clear and consistent in the use of sanctions
- Appropriate use of time-out

For further information, please see the behaviour policy.

British Values

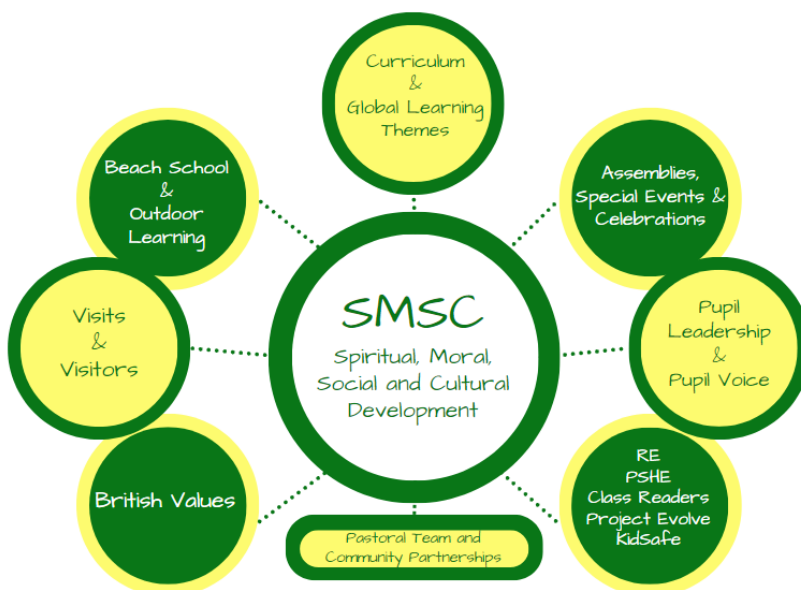


In accordance with The Department for Education, we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that different people may hold different views about what is "right" and "wrong", all people living in England are subject to its law.

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

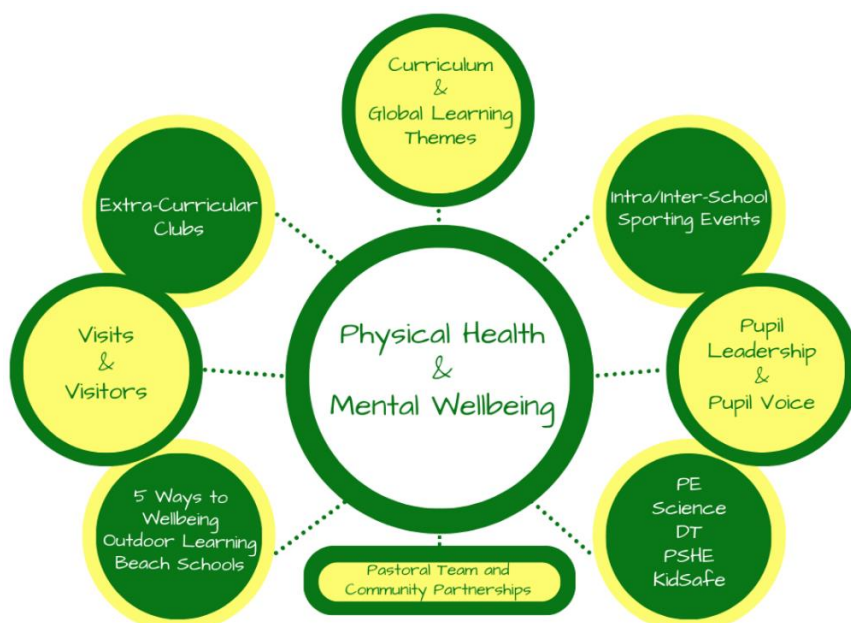
British Values are carefully woven throughout our curriculum. This enables our children to become successful learners, confident individuals, responsible citizens and effective contributors.

SMSC



Spiritual, Moral, Social and Cultural elements are developed across all subjects and aspects of school life. Children develop the ability to be reflective about their own and others' lives, how to keep safe and healthy, the role of British Values in our everyday lives and, because of this, positive relationships are evidenced all across the school. Children readily apply an understanding of right and wrong to their everyday lives and are passionate about the many creative and cultural opportunities they are given. Themes are subjects, experiences and assemblies and children revisit these over and over again throughout their journey through school.

Physical Health and Mental Wellbeing



Our PSHE curriculum is delivered through the **SCARF** programme which provides a framework to ensure a whole school approach to health and wellbeing, relationships and health education and promoting positive behaviour, mental health, resilience and achievement.

There are six key themes which are taught in every year group.

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being my Best
- Growing and Changing

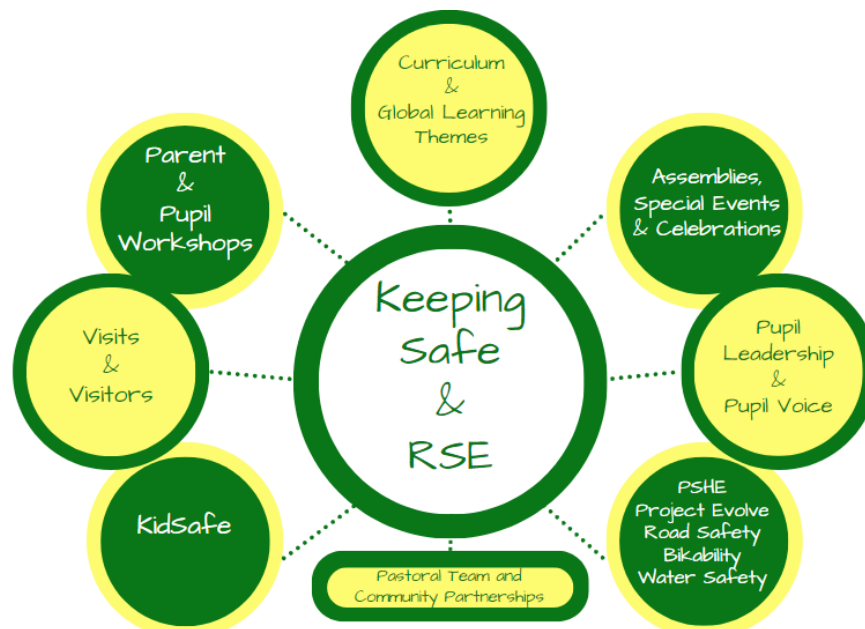
Through a comprehensive physical education program and a focus on healthy lifestyles, we aim to instil healthy habits that contribute to a lifetime of well-being. Our use of sports premium funding enables children to engage in a broad range of specialist dance, gymnastics and many other sporting experiences. We place a high importance upon giving all children the opportunity to play sport, to compete, to find their special talents and to take those talents forward into their future lives. The confidence, self-esteem and teamwork and resilience this contributes towards children's development of character, mental health and personal development.

Wellbeing

Shakespeare's own Wellbeing Team have created the 'Five Ways to Wellbeing' and the 'Wellbeing Way' and we are passionate about improving mental and physical health of children, parents and visitors. By participating in challenges as a community together we are building tools and an understanding of how the 'Five Ways to Wellbeing' can help build resilience, boost wellbeing and improve our mental and physical health. Our Wellbeing Team, supported by our School Council, lead and plan events linked to our curriculum so that all members of the Shakespeare explore ways to **Connect, Be Healthy, Take Notice, Keep Learning and Give**.



Keeping Safe and RSE



To enhance and personalise our PSHE offer, our Pastoral Team deliver KidSafe sessions using their child-centred and comprehensive programme. This provides our children with the additional tools, language and confidence they need to keep themselves safe.

Building Cultural Capital

Cultural Capital gives power. It helps children to achieve goals become successful and rise up the social ladder and close the 'cultural gap'.

The accumulation of knowledge, behaviours and skills that children learn and which demonstrates their cultural awareness, knowledge and competence; is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work. Schools' role is to provide all children and families with the knowledge, experiences, language and social skills they need to have the best chances possible.

As a **Beach School**, we value the further opportunities for learning that can take place outside the classroom, including: activities within the school's own buildings, grounds or immediate area. Learning outside the classroom is successful when it is an integral element of long-term curriculum planning and closely linked to classroom activities. Outdoor Learning is a broad term that includes: outdoor play (learning through play), exploring school grounds, fieldwork, projects, environmental education, recreational and adventure activities, personal and social development, and more.

Our commitment to personal development extends to the provision of a diverse range of extra-curricular activities and enrichment programmes, encouraging children to explore, nurture, develop and stretch children's talents and interests. Our Shakespeare extra-curricular clubs offer further opportunities for children to find and develop their special talents. We put on a range of musical performances across the school year, including choir, poetry, instrumental and theatrical shows. These build into our goal to create confident and articulate communicators which is a key life skill.

Woven through our curriculum, a wide range of trips and visitors that allow children to explore their local and wider environment, experiencing a broad set of first-hand experiences that deepens their understanding and places their learning in the wider context of the world that they live in.

We are committed to raising aspirations by exposing children to the many careers available to them. This happens discretely through the Jobs Junction program that Year Five deliver. Through Enterprise projects planned across year groups, children develop their economic understanding and build on previous projects to plan new projects more autonomously.

Our RE Curriculum is a key driver in broadening the knowledge and understanding of our children and building strong SMSC and British Values awareness that positively influence attitudes and decisions that our children make.

Impact

Monitoring and Evaluation

We are dedicated to a continuous cycle of review and improvement, ensuring that our Personal Development Policy remains responsive to the evolving needs of our school community.

Communication

Open and transparent communication with parents is a cornerstone of our approach. We strive to keep parents informed about their child's progress and actively involve them in their child's personal development journey and work closely to build strong community links with parents and families.