



Malvern Parish CofE Primary School - Personal Development Programme



RSHE – Relationships Education

- All pupils are supported to stay safe. The Personal Development Programme teaches pupils indicators of healthy and unhealthy relationships and key concepts such as respect, permission-seeking and giving, appropriate and inappropriate contact, kindness and commitment.
- Pupils are given information about risks. Pupils know who to ask for advice from and how to report concerns of feeling unsafe.
- Pupils with SEND are supported very well to learn the information that they require.

RSHE – Sex Education

- All pupils are provided with the knowledge to be well prepared for changes in adolescence and for safe healthy fulfilling relationships. Pupils are taught about choices over aspects such as contraception and pregnancy. Gender identity stereotypes is explored sensitively and respectfully. The sending and receiving of inappropriate photos and consent is discussed too.
- Pupils are taught about the law sensitively, and are clear about harmful sexual behaviour, including coercion, harassment, abuse violence. PANTS is used to deliver this.

RSHE – Health Education

- The programme includes knowledge about healthy eating, physical health/fitness (including oral hygiene, sleep and sun protection) facts and risks of drugs/alcohol, so pupils can make good decision about the physical health. Basic first aid is delivered to Years 3 & 4 as well as an extra-curricular club.
- There is proportionate content about mental well-being, including how to recognise what pupils are feeling and behaving. Teaching is intended to remove stigma and show where and how to seek support.

PSHE – Other common elements

Pupils wider safety

The PSHE programme includes content in how to minimise common risks in our local area such as road safety, fire, stranger danger, making emergency phone calls. To supplement this, we hold annual Pedestrian training for the whole school, Bike-ability for Years 5 & 6, Water Safety and keeping ourselves safe Online which is led by the PSCO for Years 5&6.

Economic Understanding

All Years from Year 1-6 undertake Economic Wellbeing lessons, this covers children’s choices about money, budgeting money, feelings around money, keeping track of money, handling money online and gambling. This is support by the annual My Money Week in the Summer Term.

Understanding technology and media

The programme teaches pupils about forms of media including digital and their impact (eg in primary reliability of online content, risks of sharing. This is called Share Aware. Cyber Bullying is also a primary component of this.

<p>Citizenship</p> <p>Pupils are taught the knowledge they need to prepare them to play a full and active part in today’s society.</p> <p>KS1 lessons achieve this when discussing right from wrong. The need for rules and why they help. Class contracts and school rules underpin this. Different groups and communities are spoken about and explored.</p> <p>KS2 learn about democracy and its institutions. Voluntary, community and pressure groups are explored through Peacemakers curriculum. The range of different national, regional, religious and ethnic identities in the UK</p> <p>Pupils are given age-appropriate but regular opportunities to consider the views of others, with evidence and articulate reasoned responses. Discussion and debate are healthy as ground rules and vocabulary of debate and explanations are taught.</p> <p>Peacemakers and our History curriculum provide a valuable tool in this area.</p>	<p>Development of Character</p> <p>In school and classrooms, there is deliberate facilitation and building of pupils’ character, particularly when learning. Metacognition, Cognitive learning and growth mindset techniques are all considered.</p> <p>There is a clear vision for aspiration in the school with consistent high expectations to fulfil potential.</p> <p>Careful, considered wider opportunities are planned and progressive for all children across the programme.</p> <p>We have a strong, shared sense of pride in belonging to our aspirational school community.</p> <p>Clear parameters for good behaviour and the building of self-discipline are clear.</p> <p>Consistent promotion of consideration, respect, good manners and courtesy run through all our school values.</p> <p>These are taught to pupils, modelled by staff, and openly celebrated where these occur.</p> <p>Parish Passports provide further opportunity for pupils to extend</p>	<p>Wider Opportunities</p> <p>Opportunities are strategically planned on an annual basis to both develop pupils’ interests AND to further the development of their character and role of a local citizen. For example, during National Poetry Day pupils hand delivered poems that they had written to our neighbours.</p> <p>A calendar to fulfil learning helps shape pupil’s development for example we have annual First Aid training for Year 3 & 4. Children have opportunities for undertaking Peer Mediator training.</p> <p>Pupils are given wide opportunities to learn in areas that they would not otherwise receive when the Peace Makers undertake their programme of work in the Spring Term for Key Stage 2. Play-to-Learn delivered by Severn Arts provides another good example in Year 4 where all children learn to play a musical instrument in additional Music lessons.</p> <p>Is there an emphasis on sustaining participation over time?</p> <p>There is regular Monitoring of after school clubs across several domains.</p> <p>Curricular trips and visits are planned and mapped out proportionately to ensure the pupils learn from the intended essential learning experience. This is across a range of foundation subjects.</p> <p><i>See Fulfilling Learning Calendar & Essential Learning Experiences</i></p>	<p>British Values</p> <p>Pupils are helped to know and understand democracy, the rule of law, individual liberty, and mutual tolerance/respect? This is taught in the PSHE curriculum and the wider curriculum. This has been mapped out. British Values is also discussed when voting and in Collective Worship.</p> <p>Pupils taught that these values are precious and far from universal across the world? Pupils feel lucky that they live in a country that hold these values. Can pupils articulate, in an age-appropriate way, what life might be like without one or more of them?</p> <p>School Vision and Values</p> <p>The school has a set of 6 Christian values that they live by and understand helps them to become good responsible citizens. These are taught in Collective Worship but underpin the school’s vision.</p> <p>Peace, Respect, Trust, Friendship, Perseverance, Forgiveness helps us to flourish as individuals.</p>	<p>Inclusion and Equality of Opportunity</p> <p>All pupils are helped to understand that no-one should be treated or thought of as less favourable because they belong to specific group.</p> <p>Children are supported to know that, not to be inclusive, is to be unjust to some people. Our Peace Makers ‘Enjoying Being the Same and Different’ provides a good example of this.</p> <p>Protected Characteristics</p> <p>In the PSHE scheme of work, all year groups undertake work on:</p> <p>Family & Relationships Health and Wellbeing Safety & the changing body Citizenship Economic Wellbeing</p> <p>As part of these units of work the teaching of Protected Characteristics is mapped out across Key Stage 1 and Key Stage 2.</p> <p>Wider opportunities including Parish Passports supplement this area of learning. Text genres and authors have been carefully selected and planned across the key stages in English. Kapow, subscriptions considers artists, musicians, historians and designers are also carefully selected with the curriculum.</p>
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SMSC: Do all elements of the personal development programme contribute to enhancing these four different elements

SPIRITUAL: An explicit intention to develop an understanding of different people’s faiths and values? Opportunity to enjoy the natural world and the range of human achievement and creativity.

MORAL: Pupils are helped to discern right from wrong, appreciate the views of others, understand the consequences of actions, and (for older pupils) moral dilemmas.

SOCIAL: Pupils helped to socialise, cooperate and communicate with increasing confidence with a wider variety of people in different roles.

CULTURAL: Pupils given the knowledge they need about cultural influences that have shaped the UK. They are taught to recognise and value common aspects across cultural religious, ethnic and socio - economic groups.