

Fort Royal

Community Primary School

"Play, learn, Laugh, Succeed"

Personal Development Policy

*"This policy should be read as part of a collection of policies that together form the overall
Safeguarding Policy and procedure for Fort Royal Community Primary School."*

Review Date 25.11.2025			
Statutory Policy? Yes	Governors Approval Yes	Responsibility of Sylvia Gryzia	Date 21.06.2023

HISTORY OF POLICY REVIEW/CHANGES

Date	Page	Details of Change	Amended by	To be Ratified
27.09.2023	3-4	RSHE - private body parts	S. Gryzia	Ratified
25.11.2024	3	Fort Royal became Rights Respecting School	S.Gryzia	

INTRODUCTION TO THE CURRICULUM PLANNING

At Fort Royal School we see Personal Development, which incorporates PSHECC as being the centre of all that we do. Core and foundation subjects are all taught under the umbrella of PD, this includes IT and RE. These subjects help pupils to make sense of and understand the world around them. We try to immerse children in learning with special activities or days.

It is worthy of note that there are separate policies for 'Personal, Social, Health, Economic Curriculum and Citizenship' (PSHECC), 'Relationships, Sex and Health Education' (RSHE), Safeguarding and Behaviour. We are dedicated to ensuring the best possible outcomes for pupils in our school. Through our broad curriculum, our school environment, and our school ethos, we promote pupils' self-esteem and their emotional well-being, helping them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community. Our curriculum aims to ensure that all pupils lead safe, happy, healthy, and successful lives and are equipped for living in modern day Britain. We believe pupils' personal development is as important as academic achievement and it could be argued that they are even more important in order for them to stay safe and happy.

Personal development is an integral part of PSHECC, and it is reinforced throughout the whole school day at every appropriate opportunity - e.g., arrival on school transport, during lessons, break and lunch times, visits, circle times, registration sessions and assemblies.

INTERNATIONAL RELATIONS

At Fort Royal School, we recognise the importance of global citizenship education. We are proudly doing that by being a representative of the community we serve through the e-twinning platform and culturally inclusive partnership project with the SEN school in Poland.

The British Council has recognised Fort Royal School as an International School with the INTERNATIONAL SCHOOL AWARD - FOUNDATION CERTIFICATE. Through our broaden curriculum, we are demonstrating an excellent start in promoting the international dimension across Fort Royal school and highlighting the benefits of learning about ourselves and the issues people face, in a global context.

ECO COUNCIL

At Fort Royal School, we care about our environment. Our Eco Council is a committee responsible for carrying out environmental reviews and creating an operational plan for the school to follow in order to support sustainability and environmental responsibilities. Meetings are held regularly to ensure that targets are met and to discuss further environmental targets.

We hold elections annually in order to get pupils to elect their classmates to the eco council, it brings on board pupils who have shown an interest in looking after their immediate environment. All pupils learn about their environment through the topic and PSHECC sessions.

SCHOOL COUNCIL

At Fort Royal school council is a formal group of pupils who act as representatives of their classmates in discussing school issues with the council lead, headteacher and staff. It's a brilliant way of representing and contributing to Pupil Voice in our school.

The Council promotes a sense of community within the school and is used to support and develop citizenship. It encourages teamwork and helps to improve speaking and listening skills.

We hold elections annually in order to get pupils to elect their classmates to the school council, it brings on board an advisory body of volunteers who work together to provide ideas and opinions to help the headmaster make the school a better place for learning.

These councils are in place so that pupils have a voice and are involved in decisions about the school that affect them.

RIGHTS RESPECTING SCHOOL

Fort Royal Community Primary School is a Rights Respecting School and puts the 54 articles of the UNICEF Children's Charter at the heart of all school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly.

At FR we promote the fundamental British Values of: Democracy, the Rule of Law, Individual Liberty, and Mutual Respect & Tolerance of those of different faiths and beliefs, not only because this is a legal requirement, but because it introduces pupils to their human rights and responsibilities. The diversity of our school population is reflected in the curriculum we deliver. It is broad and balanced, with opportunities for all pupils to celebrate, share, and learn about their different cultural and spiritual beliefs and to also feel proud of their British culture and identity.

School curriculum includes real life experiences and additional enrichment in order to raise achievement and widen opportunity for the many challenged children at Fort Royal. The curriculum is interwoven into a very carefully planned year of events for the whole school community which include many special days and events and learning festivals including literacy festivals, arts week, Kings' Day, cultural RE hullabaloo, Voices and Visions, SEN Dance festival and many more.

FOCUS and links with RSHE through PSHECC

At Fort Royal School, Personal Development curriculum focuses on the independence of all our pupils, whatever their ability. We ensure that all pupils have equal access and respond to each child's different needs by providing appropriate learning opportunities to enable pupils to develop and make progress. For pupils with English as an additional language (EAL) we carefully consider teaching and learning styles, classroom organisation, resources, and

differentiation, this includes support for home, to ensure that all can fully access the provision.

We recognise and respect pupils' different abilities, levels of maturity and personal circumstances, for example, their identity, faith or culture or faith and culture of their immediate family, and wider community.

Personal Development is taught in a variety of ways: key skills are interwoven throughout all aspects of school life (particularly in EYFS), as a separate subject and as an integral part of topic work. The PSHECC curriculum in Year 6 helps prepare students for the transition to their next school.

Each key stage also builds on the previously achieved goals from their individual Tree targets beginning at Reception level. Through KS1 and LKS2 levels, as a part of PD, children focus on their annually set up goals around cognition, independence, communication, sensory and physical, and resilience.

The Relationship, Sex and Health Education is taught as discrete unit within the PSHECC sessions for Y5 and Y6 pupils. In UKS2 our pupils continue to develop their independence, awareness of the surrounding world and are being supported to look ahead and plan their lives beyond Fort Royal primary School. This is supported with carefully designed transition plan to the chosen high school. Our pupils engage in extracurricular activities while visiting potential new settings. This enables them to explore future school and become more familiar with the new place, in which they will continue their educational journey.

Relationship, Sex, and Health Education (RSHE) is taught as a discrete unit within PSHECC sessions for our Year 5 and Year 6 pupils. We ensure that content is introduced at an appropriate time for each child's developmental stage and work closely with parents to discuss specific topics. This collaborative approach allows us to introduce certain subjects earlier for some students when necessary, ensuring that our RSHE curriculum meets the diverse needs of our pupils.

The basic skill of being able to confidently name parts of our own bodies without feelings of embarrassment or shame is one of the key building blocks needed to achieve each of the RSHE aims. Feeling connection and confidence with our own bodies contributes to a positive body image, a feeling of ownership and control and is the basic mechanism for being able to communicate about our bodies. As a school we adopted four names for private body parts that are being used as appropriate from EYFS up to KS2. Penis, vagina and bottom are being introduced in EYFS when breast is used in RSHE sessions in Y6 as recommended.

As there is a large overlap between the Personal Development, RE and Science, aspects of the Personal Development are taught through RE and Science lessons that are differentiated to meet the needs of all our pupils. It is also very important to make links with the ICT/Computing curriculum. Pupils should recognise ways they could put themselves at risk through the use of technology. We hold annual 'Internet Safety Day' to support that. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking, and sharing images. Pupils are helped to make connections by critical reflection with their learning and life experiences.

Digital safeguarding is taught in Autumn term 2 as part of RSHE learning through PSHECC.

OBJECTIVES

The objectives of PSD are to enable the pupils to attain the knowledge, understanding and attitudes they need to be able to:

- be aware of safety issues, keep themselves safe and manage risk in their own lives;
- have respect for themselves and others, valuing the differences and similarities between people;
- understand their rights and responsibilities;
- develop good relationships with other members of the school and wider community;
- be independent, self-disciplined and responsible members of society;
- be positive and active members of a democratic society;
- know and understand what constitutes a healthy lifestyle;
- develop the language, skills, strategies and self-confidence, required to behave according to their own moral;
- values and to make informed choices regarding personal, social and financial issues, in new situations;

We believe that in order for any of our children to thrive and progress in a positive and vibrant manner they must feel safe, secure and ready to learn. We provide nurturing classes that focus on the individual child and develop positive trusting relationships.

Once our children are settled and regulated within our school environment, we endeavour to provide creative experiences through a broad, varied, and enriched curriculum tailored to their particular needs.

At Fort Royal School the curriculum is differentiated with detailed personal plans written by the teacher with support from Speech and Language Therapist, Occupational Therapist and other professionals if needed, considering the targets set out in their EHC plans that we call Tree targets.

We follow the National Curriculum and its programme of study. We make our lessons as interesting and with hands on as possible to engage reluctant learners. We consider pupils' interests, and we listen to pupil voice and promote individuals' aspirations through PSHECC sessions as part of our holistic Personal Development. We develop targets for each individual pupil towards their specific needs and this is embedded into their school life including assemblies.

Assemblies are covering areas of Personal Development along with important PSHECC themes to consolidate pupils' knowledge and understanding through retrieval practise.

We also recognise for most of our children that their strengths don't always lie in academic success, and we celebrate all the small achievements children make at our school. Positive behaviour, use of kind hands and words, and willingness to have a go at things without giving up are repeatedly told to us by parents as examples of their child's progress and growth and these are achievements that should also not be overlooked.

AIMS

Through personal development we aim to:

- promote a pupil's all-round development;
- help pupils play an active role in the community and promote good citizenship;
- to develop life skills and equip pupils to be as independent as possible;
- to develop self-esteem;
- to make pupils aware of how to keep themselves safe;
- to give pupils a voice and value the contributions which they make - eg.: through Pupils' School Council, Visual Annual Reviews, ECO council, assemblies, Enrichment weeks;
- to give pupils the opportunity to make choices and take decisions;

- to help pupils to take responsibility for themselves, their possessions and their environment;
- to help pupils distinguish between right and wrong and respect the rights of others;

SMSC

We work to promote pupils' spiritual, moral, social, and cultural development considering how school can support the pupil and what targets they need to meet to achieve their goals. We have been using Pupils' School Council' and 'Eco Council' to identify what aspects of school can be better for each pupil and develop plans to successfully enhance pupils experience in school.

Personal development is taught as part of PSHECC and through other National Curriculum subjects. Personal development targets are included as part of a pupil's individual education plan (Tree targets) within PSHECC section.

Personal development is taught at all key stages in a way which is appropriate to the needs of the pupils. The key aspects of the programme are revisited in a curriculum based on building blocks ensuring continuity and progression across the Key Stages. Personal development is teaching features as part of the PSHECC coverage which also encompasses and is taught alongside RSHE.

PROTECTED CHARACTERISTICS

At Fort Royal School we are committed to ensuring all our students have equality of opportunity. The Equality Act became law in 2010 and this protects people from discrimination.

At Fort Royal School we want all our students to develop into students who are proud and respectful of themselves and each other regardless of their characteristics. We want our pupils to be able to celebrate and respect the diversity in our society and community.

There are nine characteristics outlined in the Equality Act 2010 which are:

1. Age
2. Gender
3. Race
4. Disability
5. Religion or belief
6. Sexual orientation
7. Gender reassignment
8. Marriage or civil partnerships
9. Pregnancy and maternity

The 9 Protected Characteristics are actively promoted at Fort Royal through:

- Our school ethos statements, SIP, and SEF
- Our school core values: 'play - learn - laugh - succeed '
- Our school PSHECC, RSHE, safeguarding and behaviour policies
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers
- PSHECC based assemblies.
- British Values themes for a day, week and term
- Discussions within curriculum subjects leaders, taking a cross-curricular approach
- Enrichment weeks

- Festivals, e.g.: SEN dance festival, Literacy festivals
- Lunch clubs to promote interests of our pupils
- Individual sessions with ELSA teaching assistants to meet individual needs of pupils
- Thrive sessions
- Individual Physio sessions
- Hullabaloo activities
- RE festivals
- Arts week
- Outdoor learning sessions
- And through Multisensory curriculum

ASSESSMENT

Assessment in personal development is undertaken as part of the individual pupil plan. All pupils have Tree targets where specific targets are set and evaluated termly (Personal Development is one of the areas where individual targets are focussed). Personal development targets may be reported on in a pupil's Annual Review as part of PSHECC.

Progress in PSHECC (Personal Development) are measured against objectives, observations and through PSHECC reflection books.

EVALUATION AND REVIEW

Monitoring of personal development occurs during the year by the Subject Leaders - e.g., examination of class timetables, planning and records, class/school observations as well as liaising with Key Stage Leaders, HLTAs, school governors. External consultants are also enlisted to evaluate the personal development curriculum.

The personal development policy is reviewed annually in consultation with staff and other relevant parties where necessary.

MEMBER OF STAFF RESPONSIBLE

Sylwia Gryzia, PSHECC and PDC lead

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