



## Wool CE Primary School

### Personal Development



Personal Development is at the centre of a child's learning journey at Wool CE Primary School. Through a combination of a taught curriculum and a strong school ethos, we strive to teach pupils a range of skills that encourages them to **grow and flourish**. The key skills of 'respect', 'aspiration' and 'perseverance' are crucial if a child is going to be able to thrive both now and in the future as a responsible and active citizen. We have therefore chosen these within our school values and we also nurture personal qualities such as a positive sense of self-worth, resilience and empathy. We believe the development of these attributes will enable a child to leave our school feeling confident, unique and proud.

The tables below aim to capture some of the Personal Development Provision at Wool CE Primary School:

Provision	Opportunities for All
Daily collective worship	<ul style="list-style-type: none"> <li>• Weekly celebrations assembly to nurture a positive sense of self-worth.</li> <li>• 'Picture News' to encourage importance of being a global citizen</li> <li>• 'Time to Talk' weekly sessions to build strategies for sustaining positive mental health</li> <li>• 'Open the Book' assemblies include pupils in acting out parts in order to lead the session</li> <li>• Links to British Values to develop knowledge of citizenship</li> </ul>
Engagement with Stormbreak Surge	<ul style="list-style-type: none"> <li>• Enables staff to regularly teach strategies for sustaining positive mental health</li> <li>• Pupils access skills to nurture positive sense of self-worth, resilience, self-care, healthy relationships, hope and optimism</li> </ul>
Whole School Book Map	<ul style="list-style-type: none"> <li>• Experience of carefully selected high quality texts which promote protected characteristics and celebrate gender and cultural diversity</li> <li>• The book map outlines texts used both through the English curriculum and to promote reading for enjoyment</li> </ul>
Engagement with Purbeck Sports Partnership	<ul style="list-style-type: none"> <li>• Programme to enhance PE curriculum with group opportunities for inter-school sporting competitions</li> </ul>

	<ul style="list-style-type: none"> <li>• Programme of targeted events aimed at developing self-confidence or resilience.</li> <li>• Training programme for pupils in upper key stage 2 to become Bronze Ambassadors and lead and support the school in promoting importance of physical activity</li> </ul>
Pupil Voice	<ul style="list-style-type: none"> <li>• Opportunities for pupils to take part in a range of democratic groups: School Council, Worship Committee, Prefects, Welfare Ambassadors</li> <li>• Class opportunities for pupils to take on positions of responsibility (IT Ambassadors, Librarians etc)</li> <li>• Pupils involved in planning, leading and evaluating collective worship</li> <li>• Pupils are involved in making decisions about fundraising activities and choosing charities to focus on (e.g. Odd Socks Days, World Mental Health Day etc)</li> </ul>
Educational Visits	<ul style="list-style-type: none"> <li>• Potential educational visit opportunities mapped out into a whole school overview to ensure the school approach is progressive in building skills of independence</li> <li>• The map of visits also ensures each pupil is offered a wider range of experiences, from local area ventures to outdoor education and residential trips</li> </ul>
Performances	<ul style="list-style-type: none"> <li>• Opportunities across year groups to develop skills of performance which nurture self-confidence and a positive image of self-worth: Nativity performance, class assemblies, Remembrance Service, Carol Service, Harvest Service, end of year performance, Leavers' Service etc.</li> </ul>
Parental Engagement in Promoting Personal Development	<ul style="list-style-type: none"> <li>• Stormbreak Surge log ins for parents to encourage families to engage in promoting skills and strategies for nurturing positive mental health</li> <li>• Close collaboration with agencies to enable school and home to work together and address bespoke barriers</li> <li>• Weekly bulletin and half termly newsletter to ensure thorough communication and provide additional support relating to safeguarding for families</li> <li>• School website enables families to access an array of information regarding the school's approach to personal development and additional support if they need it</li> <li>• School calendar reflects varied opportunities for families to engage in workshops and open mornings which give staff the opportunity to model aspects of personal development being encouraged</li> </ul>
Forest School	<ul style="list-style-type: none"> <li>• Reception and Key Stage 1 pupils access Forest School sessions every week and these provide opportunities for teaching a range of skills, including independence, resilience, responsibility, creativity etc.</li> </ul>
Extra-curricular clubs	<ul style="list-style-type: none"> <li>• After school club opportunities including: Science, Forest School, First Aid, Sports, Sunrise and Twilight Club</li> </ul>

	<ul style="list-style-type: none"> <li>• PP strategy for funding enables all pupils to be able to access these</li> </ul>
Visitors to enhance the curriculum	<ul style="list-style-type: none"> <li>• Staff use opportunities across the curriculum to engage with visitors and specialists in various areas (e.g. Online live author events, SCARF visit/Life Education Van)</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Transition across year groups has a high profile within the school with pathways to support all pupils including those with additional needs</li> <li>• Arrangements for pupils moving from nursery to reception enable steadily progressive opportunities which support pupils</li> <li>• Close working relationship with the secondary schools and transition arrangements incorporate academic and pastoral handovers to ensure they are thorough</li> </ul>
Pastoral Support	<ul style="list-style-type: none"> <li>• Attachment and Trauma informed school approach with a Lead Attachment Staff Group made up of colleagues across a range of roles within the school. All staff conduct targeted pastoral check ins and our school ethos is very much underpinned by the importance of positive relationships</li> <li>• ELSA trained staff member provides tailored support according to need following referrals from staff members and/or parents and carers</li> </ul>

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	<p>Marvellous Me</p> <p>All About Me (PSHE)</p> <p>I'm Special, You're Special (PSHE)</p> <p>Online safety: sensible screen time (computing)</p> <p>Creation (RE)</p> <p>Incarnation (RE)</p>	<p>People Who Help Us</p> <p>What's Safe to go Into My Body? (PSHE)</p> <p>Looking After My Special People (PSHE)</p> <p>Online safety: communication (computing)</p> <p>Special People (RE)</p> <p>Salvation (RE)</p>	<p>At the Seaside</p> <p>Online safety: sensible screen time and communication (computing)</p> <p>Bouncing Back When Things Go Wrong (PSHE)</p> <p>Growing and Changing; Seasons (PSHE)</p> <p>Special Stories (RE)</p>

			<i>Special Places (RE)</i>
<b>Key Stage 1</b>	<i>Me and My Relationships (PSHE)</i> <i>Valuing Difference (PSHE)</i> <i>Health, Wellbeing and Lifestyle (Computing)</i> <i>Privacy and Security (Computing)</i> <i>Creation (RE)</i> <i>Incarnation (RE)</i>	<i>Rights and Responsibilities (PSHE)</i> <i>Keeping Myself Safe (PSHE)</i> <i>Online Bullying (Computing)</i> <i>Managing Online Information (Computing)</i> <i>Islam: Prayer (RE)</i> <i>Salvation (RE)</i> <i>Jesus (RE)</i>	<i>Being My Best (PSHE)</i> <i>Growing and Changing (PSHE)</i> <i>Online Relationships (Computing)</i> <i>Online Reputation (Computing)</i> <i>Judaism: The Covenant (RE)</i> <i>Gospel (RE)</i> <i>Judaism: Shabbat (RE)</i> <i>Judaism: Rites of Passage and Good Works (RE)</i>
<b>Lower Key Stage 2</b>	<i>Me and My Relationships (PSHE)</i> <i>Valuing Difference (PSHE)</i>  <i>Managing Online Information (Computing)</i>  <i>Self Image and Identity (Computing)</i>  <i>Privacy and Security (Computing)</i>  <i>Hindu Beliefs (RE)</i>  <i>Creation (RE)</i>	<i>Rights and Responsibilities (PSHE)</i>  <i>Keeping Myself Safe (PSHE)</i>  <i>Learning to Play an Instrument (Music)</i>  <i>Online Bullying (Computing)</i>  <i>Copyright and Ownership (Computing)</i>  <i>Salvation (RE)</i>  <i>Prayer and Worship (RE)</i>	<i>Being My Best (PSHE)</i>  <i>Growing and Changing (PSHE)</i>  <i>Online Relationships and Reputation (Computing)</i>  <i>Online Relationships (Computing)</i>  <i>Online Reputation (Computing)</i>  <i>People of God (RE)</i>  <i>Gospel (RE)</i>  <i>Judaism: Beliefs and Practices</i>

	Incarnation (RE)	Kingdom of God (RE)	Judaism: Rites of Passage and Good Works (RE)
<b>Upper Key Stage 2</b>	<p>Me and My Relationships (PSHE)</p> <p>Valuing Difference (PSHE)</p> <p>Managing Information Online (Computing)</p> <p>Privacy and Security (Computing)</p> <p>Creation (RE)</p> <p>Incarnation (RE)</p> <p>Islam: Beliefs and Practices (RE)</p>	<p>Rights and Responsibilities (PSHE)</p> <p>Keeping Myself Safe (PSHE)</p> <p>Online Bullying (Computing)</p> <p>Copyright and Ownership (Computing)</p> <p>God (RE)</p> <p>Beliefs and Practices (RE)</p> <p>Salvation (RE)</p>	<p>Being My Best (PSHE)</p> <p>Growing and Changing (PSHE)</p> <p>Online Relationships (Computing)</p> <p>Online Reputation (Computing)</p> <p>People of God (RE)</p> <p>Gospel (RE)</p> <p>Sikhism: Prayer and Worship (RE)</p> <p>Islam: Belief and Meaning (RE)</p>

Our progression documents for each subject should also be read alongside this document as they offer greater detail about the individual learning objectives for each year group.