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| IMPACT REPORT PERSONAL DEVELOPMENT 2024/25 | |
| **Executive Summary**  The 2024/25 Personal Development Impact Report highlights significant strides in embedding character education, inclusion, emotional wellbeing, and sustainability across Egerton Primary. Through a well-sequenced long-term plan and high-quality assemblies, events, and curriculum links, pupils are increasingly demonstrating the school’s values and life skills in their daily behaviour, attitudes, and aspirations. Staff confidence in delivering Personal Development themes has improved, and pupil voice has played a central role in shaping priorities. Enrichment opportunities, leadership roles, and targeted teaching have contributed to a more inclusive, empathetic, and forward-looking school culture. A clear structure is now in place to continue developing PD provision in line with national expectations and the needs of our pupils. | |
| **ACTION PLAN for Personal Development** | |
| **Key Improvement Priority Outcomes for Children**   1. Pupils develop strong character, emotional resilience, and social awareness to prepare them for life in modern Britain. 2. Children have a clear understanding of British Values, protected characteristics, and diversity in local and global contexts. 3. SMSC development is embedded across the curriculum and wider life of the school. 4. Pupils demonstrate empathy, cooperation, and respect through daily interactions and structured PD opportunities. 5. Children are equipped with life skills and aspirations through enrichment experiences and targeted teaching. 6. Staff have clear understanding of PD and its strands and how to embed them through subject areas and routines. 7. Sustainability is a shared whole-school priority, enabling pupils to develop environmental responsibility and leadership. | **Finance Plan:**  Subject leadership time allocated to PD development.  Staff training for transition to KAPOW PSHE scheme scheduled for September 2025  Purchase of KAPOW Scheme £300 |

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| **Success Criteria**   * A comprehensive and progressive PD long-term plan in place. * Clear curriculum links to SMSC, British Values, and protected characteristics. * Weekly assemblies delivered around PD themes and pupil voice input. * Diversity Days and enrichment events engage pupils in real-world issues. * Positive behaviour and respectful relationships seen across school. * Life skills and career education integrated into curriculum experiences. * Staff articulate how PD is embedded across the school. * Pupils participate in sustainability projects and demonstrate eco-awareness. * Trips and enrichment activities evaluated for their impact on PD. | | **Focus on outcomes. Specific, measurable impact on pupil**   1. Pupil voice shows an increased understanding of diversity, values, and wellbeing strategies. 2. Lesson observations, assemblies, and book looks show consistent embedding of SMSC and PD themes. 3. Behaviour logs and wellbeing surveys show improvement in emotional regulation and resilience. 4. Pupils demonstrate growing aspirations and awareness of career possibilities and life beyond school. 5. Children participate in a range of clubs, leadership roles and initiatives to develop confidence and responsibility. 6. All pupils take part in a class-led sustainability action; pupil voice shows increased eco-awareness. 7. Trips, workshops and special events show positive impact through pupil feedback and teacher assessment. |
| **Impact:** *What will the outcomes be?* | **Evidenced** | **Evaluation** *Have the intended outcomes been achieved?* |
| Character Development | Pupil voice, reward logs (Dojo/certificates), staff observations, incident logs | Pupils increasingly display respect, kindness, and responsibility. Emotional regulation has improved, with fewer behaviour incidents linked to dysregulation. Peer and group work shows stronger cooperation and reflection. |
| Diversity & Inclusion | Feedback from Diversity Days, Anti-Bullying Week, assemblies, displays | Pupils articulate a clearer understanding of protected characteristics, fairness, and equality. Curriculum more inclusive, with diverse role models visible. Children actively challenge stereotypes and demonstrate empathy. |
| Wellbeing | Wellbeing surveys, mental health logs, PSHE books, assembly reflections | Pupils use taught strategies to manage emotions and stress. Calm spaces and classroom routines support regulation. Assemblies and PSHE sessions deepen children’s awareness of healthy relationships and personal boundaries. |
| Careers & Life Skills | Career Afternoon feedback, financial literacy tasks, pupil projects | Pupils show increased awareness of career pathways and life beyond school. They can describe different job roles and the skills they need. Financial education raised awareness of money management in Y2 and Y4. |
| Sustainability | Class projects, pupil voice, Eco Champion actions, monitoring data | All classes contributed to a sustainability action. Pupils demonstrated increased eco-awareness and responsibility. Climate Champion roles and Eco School activities built leadership and local-global understanding. |
| Staff Confidence | CPD feedback, planning reviews, subject monitoring, PD curriculum audit | Staff are more confident embedding PD strands into their subjects. Assemblies and class discussions are more focused and consistent. Revised PSHE overview ensures coverage of key PD priorities, including SMSC, careers, and wellbeing. |

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| **Key Strengths:** |
| * Strong alignment between PD themes, assemblies, curriculum, and enrichment. * Staff increasingly confident in embedding PD, SMSC, and inclusion. * Children show clear growth in emotional literacy and global awareness. * Pupil voice used meaningfully to shape PD priorities and events. * Sustainability now a visible, active strand in curriculum and school culture. |
| **Challenges:** |
| * Embedding consistent practice in lower KS1 around protected characteristics. * Balancing PD time within curriculum pressures. * Further work needed to deepen careers education beyond themed weeks. * Ensuring full integration of SMSC and PD within all curriculum planning documents. * Increasing parental engagement with PD and sustainability messaging. * Budget – change of schemes from jigsaw to KAPOW as it is cheaper – staff training for September 2025 |
| **Priority for next year** 2025-26 |
| * **Strengthen Curriculum Integration** Finalise and publish a whole-school Personal Development overview that clearly maps SMSC, British Values, sustainability, and careers across all year groups and subjects. Introduce new scheme KAPOW PSHE * **Enrich Through Assemblies and Events** Deliver weekly themed assemblies and high-profile events (e.g. Anti-Bullying Week, Diversity Days, world faith celebrations) to promote inclusion, empathy, and cultural understanding. * **Develop Pupil Leadership and Life Skills** Expand leadership roles (e.g. School Council, Eco, Wellbeing Ambassadors) and deliver financial education and Careers Afternoons to build aspiration, confidence, and responsibility. * **Embed Wellbeing and Behaviour Strategies** Maintain calm spaces, use wellbeing content from KAPOW PSHE and recognise positive behaviour through consistent reward systems. * **Promote Sustainability and Environmental Responsibility** Assign class sustainability projects and launch a termly PD & Sustainability Newsletter to increase pupil-led environmental action and community engagement. * **Evaluate and Enhance Impact** Monitor and evaluate all enrichment activities, the KAPOW PSHE scheme, and progress against Ofsted’s PD framework to ensure high-quality provision and continuous improvement. |

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| **Subject** | **Personal Development** | **Date** | **July 2025** |
| Subject leader | | Monika Sedgwick | |
| **INTENT** | | | |
| At Egerton Primary School, our **Personal Development (PD) curriculum** is designed to ensure that all pupils are supported to become respectful, resilient, and reflective citizens who are ready for life in modern Britain. We aim to promote the personal growth and wellbeing of every child, equipping them with the knowledge, character, and values they need to thrive socially, emotionally, and morally—both now and in the future.  Our Personal Development provision is carefully woven across the **curriculum, school culture, and wider opportunities**, with a clear focus on developing the whole child. Through a rich programme of PSHE, SMSC (Spiritual, Moral, Social, Cultural) education, British Values, diversity, sustainability, and life skills, we nurture pupils’ sense of identity, empathy, responsibility, and self-belief. | | | |

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| **Subject Aims – INTENT** |
| **Our Intent is to:**   * Deliver a cohesive and progressive PD curriculum that supports pupils’ spiritual, moral, social and cultural development from Early Years to Year 6. * Promote British Values and an understanding of protected characteristics, ensuring that children can recognise and celebrate diversity, inclusion, and fairness. * Foster emotional wellbeing and resilience, equipping pupils with strategies to manage emotions, relationships, and challenges through structured PSHE and class routines. * Provide meaningful enrichment opportunities, including themed days, trips, workshops, assemblies, and pupil leadership roles that promote life skills and character education. * Embed sustainability and environmental responsibility, enabling pupils to understand global challenges and take local action through class projects and the Eco Schools programme. * Celebrate a wide range of cultures, religions, and identities, ensuring all pupils see themselves represented and respected within our school community. * Equip children with the life skills, financial literacy and career awareness needed to make informed choices about their futures. * Develop confident, kind and active citizens, who make positive contributions to their communities and understand their rights and responsibilities.   By the time they leave Egerton Primary, our pupils will have developed a strong sense of self, respect for others, and the skills to lead safe, healthy, and fulfilling lives. They will be curious, confident and compassionate individuals, ready to embrace the opportunities and challenges of the world around them. |

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| **IMPACT** |
| In 2024/25, Personal Development (PD) has been firmly embedded across the school, fostering strong character, emotional resilience, and social awareness in pupils. Through a clear and progressive whole-school PD overview, pupils demonstrate a deeper understanding of British Values, protected characteristics, and diversity within local and global contexts. The consistent integration of SMSC, sustainability, and life skills across the curriculum and assemblies has enriched pupil experiences and promoted empathy, cooperation, and respect in daily interactions.  Targeted initiatives such as Diversity Days, Anti-Bullying Week, financial education workshops, and sustainability projects have enhanced pupils’ awareness of citizenship, environmental responsibility, and career possibilities. Pupils actively engage in leadership roles, contributing to a positive school culture marked by improved behaviour, wellbeing, and aspirations.  Staff confidence in delivering PD has significantly increased through dedicated CPD, leadership support, and cross-curricular planning, enabling teachers to embed PD themes effectively in lessons and routines.  Overall, the school has cultivated an environment where personal development thrives, equipping pupils with the skills, values, and awareness needed to succeed as responsible and resilient citizens, with a firm foundation for continued growth in PD provision. |