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| **ACTION PLAN: Personal Development PD 2024-25**  **Subject leader: Mrs. Sedgwick and Mrs Taylor - Wattam** | | | | | |
| **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. | | | | | |
| **Success Criteria:**   * Clear and progressive Personal Development long-term plan in place. * Evident links to SMSC, British Values and protected characteristics in curriculum overviews, displays, and lessons. * Weekly assemblies planned and delivered in line with PD themes, cultural celebrations, and pupil voice priorities. * Regular pupil voice feedback informs PD priorities and events. * Diversity Days, charity involvement, and enrichment events engage pupils in local and global citizenship. * Staff can articulate how PD is embedded in their curriculum areas and wider school life. * Careers, life skills and emotional wellbeing sessions are integrated into PSHE and across curriculum experiences. * Trips, workshops, and visits are evaluated for their impact on pupils' personal development. * Positive impact seen in behaviour, attitudes, and relationships across school * A review of the Jigsaw PSHE scheme ensures high-quality and comprehensive coverage. | Focus on Outcomes (Specific, Measurable Impact on Pupils):  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. | | | | |
| **Action** | **Lead person accountable for the actions** | **Time Scale**  **and End dates** | | **Training/**  **Needs.** | **Resources/**  **Costs/Time** |
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| Develop and publish a whole-school PD overview including SMSC, British Values, sustainability and careers strands | MS, STW | Autumn 1 | | STW Training Mental Health | Leadership Time |
| Deliver weekly themed assemblies linked to PD, sustainability, protected characteristics and pupil voice | STW | Autumn 1 Ongoing | | Assembly, planning time | |  | | --- | |  |  |  | | --- | | Materials for projects | |
| Continue to embed use of reward systems (Dojo points, Friday certificates) to recognise responsibility and kindness | Staff/ School Council | Ongoing | |  | Weekly Assemblies |
| Assign each class a *sustainability action project* for Summer Term | MS | Spring Time for Summer Term | |  | Leadership Time |
| Introduce and deliver *financial education workshops* for Year 2 and Year 4 | CL/Parent Volunteer | Plan Spring Term – Deliver Summer Term | |  |  |
| Organise Anti-Bullying Week activities including pledges, role-play, and poster competitions | STW | Autumn Term | | Printing Displays | Assembly Planning |
| Maintain calm spaces in classrooms and corridors | Staff/ SLT | Ongoing | | Soft furnishings, visual prompts |  |
| Celebrate world faith festivals in assemblies and curriculum e.g. Diwali, Ramadan, Easter | STW | Ongoing | |  |  |
| Add *"Earning a Living"* geography unit to Year 4 Summer 2 | MS/LL | Autumn Term for Summer Term | | Geography CPD for LL | Leadership Time |
| Showcase pupil learning from cultural and continent studies (Y6: Brazil, Samba etc.) | Staff/SLT | Ongoing | | Newsletter |  |
| Engage pupils in planning Science Week, Reading Week, and E-Safety Day | Staff/SLT |  | |  | Planning Time |
| Evaluate all trips, visits, and enrichment workshops for impact on PD | MS/Staff | Ongoing termly | | Pupil/staff survey templates | Time for reflection |
| Use Jigsaw’s *Healthy Me* and *Changing Me* content to lead termly assemblies and class reflections on mental health | Staff | Spring and Summer Term | |  | Assembly Planning |
| Run annual pupil leadership roles: School Council, Climate Champions, Wellbeing, Health and safety, reading, science Ambassadors | Staff | Ongoing | |  | Leadership time |
| Embed PSHE Association's long-term overview to support core PD curriculum | PSHE Lead/Staff | Ongoing | | Online access to scheme | Leadership Time |
| Deliver Diversity Days and cultural celebration events | MS/Staff | Ongoing/ Summer Term for Diversity Days | | Planning time | Materials, resources |
| Plan and deliver Year 6 and 5 Careers Afternoon (careers, transitions) | JY/MS | Summer Term | |  | Leadership Time |
| Deliver whole-staff PDM on embedding PD, sustainability and SMSC across the curriculum | MS STW | Spring Term | |  | PDM |
| Launch a termly *PD & Sustainability Newsletter* for parents | MS STW | From Spring Term | | Planning Time | Leadership time |
| Organise visitors to enhance PD curriculum (e.g. charities, police, health, local employers) | MS STW CL | Ongoing | | Admin Support | Leadership time |
| Produce a PD Impact Report for governors with qualitative and quantitative evidence | MS | Summer 2 | |  | Governor meeting time |
| Review current PSHE scheme - Jigsaw | CMA MS | Summer Term | |  | Leadership time |
| Evaluate progress against Ofsted’s PD strands using audit tool | MS | End of each term | | EIF checklist, Ofsted framework | Self-evaluation time |
| **Impact:** *What will the outcomes be?* | **Evidenced by/ through** | | **Evaluation** *Have the intended outcomes been achieved?* | | |
| Character Development | Pupil voice interviews and surveys  Staff observations and behaviour logs  Reward systems (Dojo points, certificates)  Incident logs showing reduction in behaviour incidents related to emotional dysregulation  Peer and self-assessment in group work | | Pupils consistently demonstrate values such as respect, empathy, integrity, and perseverance across all areas of school life.  Pupils actively take responsibility for their actions and contribute positively to class and school communities.  Children show improved emotional regulation and resilience in the face of challenges. | | |
| Diversity & Inclusion | Feedback from Diversity Days, Anti-Bullying Week, and assemblies  Display boards showcasing learning about British Values and protected characteristics  Pupil-led presentations or projects  Inclusion audits showing increased visibility of diverse texts, images, and role models | | Children articulate an understanding of protected characteristics, discrimination, and cultural differences in meaningful ways.  Pupils show increased confidence in challenging stereotypes and standing up for fairness.  Greater representation of diverse cultures, backgrounds, and role models within the curriculum. | | |
| Wellbeing | Pupil wellbeing surveys  Use of calm corners and self-regulation strategies noted by staff  Mental health and pastoral logs  Reflection journals, PSHE books  Feedback from Healthy Me and Changing Me sessions | | Pupils use and reflect on taught wellbeing strategies to manage stress and emotions.  Reduction in anxiety-related incidents or referrals due to proactive support.  Children recognise the importance of healthy relationships, personal boundaries, and self-care. | | |
| Careers & Life Skills | Career Afternoon feedback, pupil responses  Pupil feedback from Careers Afternoons and financial education workshops  Reflections and follow-up tasks in PSHE or class journals  Participation logs in leadership roles and pupil-led initiatives  Examples of pupil projects, presentations, or enterprise activities | | Increased financial literacy and career awareness in Y2, Y4 and Y6  Pupils aware of career paths and demonstrate life skills  Children are able to describe a range of job roles and career paths, including those that challenge gender and cultural stereotypes.  Financial education outcomes show improved understanding of money, saving, and spending.  Children demonstrate growth in public speaking, leadership, teamwork, and initiative. | | |
| Sustainability & Environmental Responsibility | Pupil sustainability projects and presentations  Photos, displays, and monitoring data (e.g. recycling rates, energy usage)  Participation in Eco-Schools activities or Climate Champion roles  Pupil voice shows increased awareness of environmental topics | | Children develop a strong sense of environmental stewardship and take initiative in eco-friendly actions.  Pupils understand local and global environmental issues and link them to their learning.  Class-led sustainability actions result in meaningful change (e.g. reduced waste, improved biodiversity on site). | | |
| Staff Confidence | CPD evaluations  Planning reviews and book looks  Subject leader monitoring and feedback from staff  Audit of PD and SMSC coverage across curriculum  Revised PSHE long-term plan showing progression and breadth | | Teachers are able to confidently articulate how Personal Development is embedded in their subject and routines.  Lesson plans and curriculum overviews show clear integration of SMSC, British Values, and PD strands.  The PSHE curriculum is updated, inclusive, and reflective of the school's local and global context.  PSHE curriculum is up-to-date, relevant, and effectively delivered | | |