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| **ACTION PLAN: Personal Development PD 2025-26****Subject leader: Mrs. Sedgwick and Mrs Taylor - Wattam** |
| **Key Improvement Priority Outcomes for Children** 1. Pupils develop strong character, emotional resilience, and social responsibility to thrive in modern Britain and contribute to their communities.
2. Children understand and respect British Values and protected characteristics and recognise diversity across local, national, and global contexts.
3. SMSC development is consistently and explicitly embedded across curriculum subjects, assemblies, enrichment, and wider school life.
4. Pupils demonstrate empathy, cooperation, and respectful behaviour in daily interactions and structured PD opportunities.
5. Children gain age-appropriate life skills, financial awareness, and career aspirations through PSHE and whole-school initiatives.
6. Staff confidently articulate and embed personal development strands in curriculum planning, classroom routines, and enrichment.
7. Sustainability is embraced as a shared responsibility, with all pupils participating in meaningful eco-action and leadership opportunities.
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| **Success Criteria:*** A whole-school, progressive PD overview (including SMSC, British Values, sustainability, careers and RSHE) is published and in use.
* PD themes are clearly visible in subject overviews, classroom displays, planning, and assemblies.
* Weekly assemblies and themed events (e.g. Diversity Days, Anti-Bullying Week, cultural celebrations) reinforce values and pupil voice.
* Regular pupil voice and wellbeing surveys inform strategic planning and are acted upon termly.
* PSHE progression map reflects statutory RSHE updates and includes digital citizenship, financial education, mental health, and aspirations.
* All staff can explain how PD links to their subject and can evidence impact through book looks, displays, or lesson design.
* All pupils participate in at least one class-led sustainability project and one leadership initiative per year.
* A consistent approach to evaluating the impact of trips, workshops, and clubs on PD is in place and reported termly.
* Clear evidence of improved pupil behaviour, emotional regulation, and relationships as a result of PD strategies.
* New KAPOW PSHE scheme is introduced for coverage, effectiveness, and enrichment alignment.
 | Focus on Outcomes (Specific, Measurable Impact on Pupils):1. **Increased Pupil Understanding:** Pupil voice and surveys show increased confidence in discussing diversity, mental wellbeing, values, and sustainability.
2. **Consistent Curriculum Embedding:** Monitoring (book looks, lesson observations, planning scrutiny) shows SMSC, PD, and British Values are consistently and meaningfully embedded across subjects.
3. **Improved Emotional Regulation:** Behaviour logs and wellbeing check-ins show improved resilience, calm behaviours, and restorative approaches.
4. **Raised Aspirations:** Pupils in KS1–2 can articulate aspirations and careers, linked to PD assemblies, lessons, and visitors.
5. **Active Pupil Leadership:** Children are engaged in school council, wellbeing roles, eco projects, and enrichment planning; participation is tracked across the year.
6. **Eco-Awareness:** All classes complete sustainability actions; pupil voice and displays reflect increased environmental understanding.
7. **Impactful Enrichment:** Trips, visitors, and workshops show measurable impact through pupil and teacher feedback; this feeds into future planning.
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| **Action** | **Lead person accountable for the actions** | **Time Scale****and End dates** | **Training/****Needs.** | **Resources/****Costs/Time** |
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| 1. **Deepen Curriculum Integration** |  |  |  |  |
| 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 |
| Develop 5Rs pupil language prompts for use in classrooms and assemblies | MS CL Staff | Ongoing  | PDM Input | Printing, display time |
| Introduce 5Rs reward system (certificates, stickers) linked to celebration assemblies and classroom recognition | MS CL STW | Ongoing  | Assembly planning | Weekly celebration time, certificate printing |
| Embed 5Rs across PSHE lessons, assemblies, and behaviour expectations | Staff  | Ongoing  | Cross-curricular links training | Curriculum time, behaviour policy update |
| Work with subject leaders to develop **explicit links in planning** and medium-term overviews. | MS Staff | Autumn Term  | PDM Time |  |
| Create a **PD audit tool** for subject leaders to evaluate how their subject contributes to personal development. | MS STW | Autum Term  | CPD for MS and STW  | Leadership Time |
| Celebrate world faith festivals in assemblies and curriculum e.g. Diwali, Ramadan, Easter | STW  | Ongoing  | Assembly, planning time |

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| Materials for projects |

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| Deliver weekly themed assemblies linked to PD, sustainability, protected characteristics and pupil voice | STW | Autumn 1 Ongoing  | Assembly, planning time  |

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| Materials for projects |

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| Introduction of new PSHE scheme – KAPOW  | MS CMA | Autumn term  | Staff CPD  | PDM Time  |
| **2. Develop a Spiral PSHE & Life Skills Curriculum** |  |  |  |  |
| Continue to embed use of reward systems (Dojo points, Friday certificates) to recognise responsibility and kindness | Staff/ School Council | Ongoing  | Assembly time  | Weekly Assemblies |
| Pilot **early career and aspiration work in KS1** (e.g. “What do I want to be?” projects). | KS1 Staff STW  | Ongoing  | PDM  | Classroom Resources planning time  |
| Introduce a **whole-school PSHE and life skills progression map** including mental health, financial education, digital citizenship, relationships, and careers. | MS STW  | Autumn Term  | PDM  | Leadership Time  |
| **3. Grow Pupil-Led Personal Development** |  |  |  |  |
| 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 |  |
| Assign each class a *sustainability action project* for Summer Term | MS | Spring Time for Summer Term |  | Leadership Time |
| Embed **peer mentoring or buddy systems**, particularly around transitions, wellbeing, and values. | MS  | Ongoing  | Pastoral CPD  | Leadership Time |
| Showcase pupil learning from cultural and continent studies (Y6: Brazil, Samba etc.) Fabulous Finish | Staff/SLT  | Ongoing  | Newsletter  |  |
| Engage pupils in planning Science Week, Reading Week, and E-Safety Day | Staff/SLT  | Termly  | Pupil Voice  | Planning Time |
| **4. Strengthen Community & Parental Links** |  |  |  |  |
| Continue the **PD & Sustainability Newsletter**, with a spotlight on class projects and home links. | MS  | Termly | N/A | Leadership time |
| Create family learning packs around PD themes (sustainability, kindness, healthy habits). | STW  | Termly  | Materials , printing  | Leadership time |
| Run annual pupil leadership roles: School Council, Climate Champions, Wellbeing, Health and safety, reading, science Ambassadors | Staff | Ongoing  | Headteacher Support  | Leadership time |
| Explore **youth leadership accreditation**, e.g. Eco Schools progression or Evidence for Right Respecting School | STW MS  | Ongoing  | Headteacher Support | Leadership time |
| Organise visitors to enhance PD curriculum (e.g. charities, police, health, local employers) | MS STW CL | Ongoing  | Admin Support | Leadership time |
| Deliver Diversity Days and cultural celebration events | MS/Staff | Ongoing/ Summer Term for Diversity Days | Planning time | Materials, resources |
| **5. Expand Financial and Careers Education** |  |  |  |  |
| Plan and deliver Year 6 and 5 Careers Afternoon (careers, transitions) | JY/MS | Summer Term | Parental support  | Leadership Time |
| Map a **financial capability pathway** from EYFS to Y6 (e.g. spending, saving, budgeting, careers). | MS  | Autumn Term  |  | Leadership Time |
| Integrate **enterprise projects** or social action in KS2 (e.g. charity stalls, business challenges). | MS STW  | From Spring Term  | Planning Time  | Leadership time |
| **6. Enhance Monitoring and Evaluation** |  |  |  |  |
| Evaluate progress against Ofsted’s PD strands using audit tool | MS  | End of each term  | EIF checklist, Ofsted framework | Self-evaluation time  |
| Use **triangulated monitoring**: pupil voice, work scrutiny, and learning walks for PD across subjects. | MS  | End of each term  | Staff CPD on PD in books  | Leadership Time |
| Implement **termly impact reviews** to measure outcomes of enrichment (trips, workshops, clubs) on pupil wellbeing and aspiration. | MS Staff  | End of each term | Survey creation, analyses  | Leadership Time |
| Evaluate all trips, visits, and enrichment workshops for impact on PD | MS/Staff | Ongoing termly  | Pupil/staff survey templates | Time for reflection |
| **7.Respond to National Context & Inspection Priorities** |  |  |  |  |
| Stay up to date with **RSHE statutory guidance reviews** (due by DfE updates). | MS STW | Ongoing  | DfE Webinars | Leadership Time |
| Ensure any sensitive RSHE content includes **parent engagement and staff training**. | MS STW  | Ongoing  | CPD parental communication  | Leadership Time |
| Embed Ofsted’s **five PD threads** (character, values, inclusion, citizenship, readiness for life) in planning and self-evaluation. | MS Staff  | Ongoing  | PDM Input  | Leadership Time, planning, evaluation  |
| **Impact:** *What will the outcomes be?* | **Evidenced by/ through** | **Evaluation** *Have the intended outcomes been achieved?* |
| Character Development |  |  |
| Diversity & Inclusion |  |  |
| Wellbeing |  |  |
| Careers & Life Skills |  |  |
| Sustainability & Environmental Responsibility |  |  |
| Staff Confidence |  |  |