



Ireby Church of England Primary School

Vision – ‘Created to do good’ – Ephesians 2:10

Personal Development Policy

Approved by: ¹

Michael John
Head Teacher:

Date: 03/09/2026

Philippa Irving
Chair of Governors:

Date: 03/09/2026

Next review date: ² September 2027

¹ This policy requires approval from the Full Governing Body.

² This document must be reviewed annually, or sooner if legislation/statutory guidance changes.
This policy will be published on the school website.

Intent and Quality of Provision

At Ireby Church of England Primary School, Personal Development encompasses the principles of the Personal, Social, Health and Economic (PSHE) curriculum, along with the government's Relationship, Sex, Health and Education (RSHE) curriculum. By enabling our pupils to develop their own skills, knowledge and understanding of how to be who they are, understand the world they are growing up in and how to keep themselves safe in all areas of their world, we believe that we are giving each and every pupil the best chance to succeed in their lives ahead. Our curriculum has been designed with our pupils in mind and may vary in content to reflect our rapidly-changing world.

• Aim

The aim for our Personal Development curriculum is to reflect our school's Christian vision: 'Created to Do Good'. The core of this is to teach pupils how to lead confident, healthy lives to become informed, responsible citizens who can build healthy and meaningful relationships, based on respect for themselves and for others. We learn how God teaches us to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning. 'We are one big family, made up of lots of different people.'

Through our RSHE curriculum, we encourage pupils to learn how to manage conflict, be resilient, show empathy and uphold responsibilities which will promote their self-esteem and emotional well-being, to prepare them for secondary school and later life.

Our school supports pupils to develop critical, communication and social skills to be able to work with others so that they can enjoy safe, healthy and positive relationships in all aspects of their lives, both offline and online. We aim to promote the development of pupils' character by encouraging them to connect and apply the knowledge they learn in school to practical, real-life situations, whilst helping them thrive in modern Britain.

In line with Ofsted's recommendations, there are 6 strands of Personal Development that we at Ireby School aim to promote:

- developing responsible, respectful and active citizens;
- promoting equality of opportunity;
- promoting an inclusive environment;
- developing pupils' character, giving them qualities they need to flourish in society;
- developing pupils' confidence and resilience so that they can keep themselves mentally healthy;
- preparing pupils for the next phase of education.

Teaching and Learning

Personal Development is delivered through a whole school approach as well taught explicitly through various, key curriculum areas: Personal, Social, Health and Economic (PSHE), Relationships, Sex and Health Education (RSHE), Spiritual, Moral, Social and Cultural (SMSC), Physical Education (PE), Computing, Science and Religious Education (RE). Within the curriculum areas, we ensure to promote cultural capital, British Values, mental well-being and parental engagement. Each subject policy explains in more detail how it supports these areas.

Preparing Pupils for Life in Modern Britain

Our aim is to prepare pupils for life in modern Britain; through providing a context-rich curriculum which broadens their experiences, develops their imagination, creativity and fascination in learning. At Ireby, we prepare pupils for life in modern Britain by upholding and teaching pupils the 5 'Fundamental British Values' defined by our government:

- democracy;
- rule of law;
- individual liberty;
- mutual respect;
- tolerance of those of different faiths and beliefs.

Although these values are taught explicitly through our PSHE and RE curriculum, our school actively promotes British Values through the whole school systems we have in place, within other curriculum areas and through our collective worship.

In our school, we believe that when teaching these fundamental values, we must be prepared to challenge pupils, staff, parents, carers and visitors who express opinions or extremist views which contradict the 5 British Values.

Democracy

- Democracy is an important value at our school. Each year begins with a democratic process where each class can nominate representatives for our School Council. Pupils are encouraged to see the link with the real world and to know about the main political parties and how government works. Once the School Council is established, they meet regularly with an agreed agenda.
- Pupils across our school have the opportunity to decide on a person to receive a 'peer' award for being 'Created to Do Good'. Children decide, plan and lead a Collective Worship and invite parents to observe. During the worship children explain who they chose and why they chose that person.

Rule of Law

- At Ireby, the importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout the school day and staff make the direct connection with British Values.
- At the start of every school year we focus on citizenship, school rules and behaviour expectations. Pupils learn about their rights, responsibilities and how their actions have consequences that can affect those around them.

Individual Liberty

- Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our online safety teaching and PSHE lessons.
- Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs, choosing what they would like to eat at lunchtime or choosing who should be the 'Created to do good' of the week.

Mutual Respect

- Our school Christian vision and school's behaviour policy is based around core values such as 'friendship' and 'compassion', and these values determine how we live as a community. Our children have been part of discussions that created our vision, what this means in practice and how it is shown. Our Christian vision states that our children learn 'dignity and respect through experiencing our world, meeting people, learning from them and participating positively in our communities'. This is lived throughout our curriculum, where every opportunity is taken to experience our world and learn from the people we meet. Lessons and collective worship enable our pupils to contribute positively to the lives of those living and working in the locality of our school. Our children grow crops and distribute the surplus to members of our Ireby community. They invite our community in to celebrate important times of year such as Harvest Festival, Christmas and Easter. They also work with the Skiddaw Forest Project to plant and regenerate a completely new forest designed to support people in our community.
- Pupils and adults alike, including visitors, are challenged if they are disrespectful in any way. Our school Christian vision is highly visible around the school and can be seen in posters, letter and policies. Adults throughout our school, model, demonstrate and promote respect for others as do older children who have suitable, age related, tasks and responsibilities and this is reiterated throughout classroom and behaviour rules.

Tolerance of Those of Different Faiths & Beliefs

- Our children learn how to show respect for others and understand that difference is not only acceptable, but welcome - 'We are one big family, made up of lots of different people.' Collective Worship and work in class ensure that this message is constantly reinforced.
- Our whole curriculum has been designed to represent a range of cultures and races. Where appropriate, colonial choices and their impact on a range of issues are explored. Our curriculum's visual representation is inclusive and representative of a variety of people and places, challenging stereotypes or historical ideologies.
- Within sensitive units, questions have been included to support children's lived experiences and backgrounds. Resources and case studies are carefully considered to encourage children to think about their role in society and to respect the many ways in which people's lives have been influenced. Our Christian vision, values, collective worship and curriculum support children in appreciating the complexity of people's lives, the diversity of societies and the relationships between different groups.
- Our Collective worship and RE lessons ensure our children learn about many world religions and, during their time in our school, they will visit up to six religious places of worship including: mosques, synagogues, churches, Gurwara's and Hindu temples, meeting people and discussing their religious world views.
- Our Teach and Learning policy sets out how our teachers create inclusive classrooms with techniques such as calm learning environments, quality questions, shared partnership work, time to think and a no hands approach – all of which draw children in to their lessons and be part of their learning.

Development of Skills & Attitudes to Contribute Positively to Life in Modern Britain:

- Our children are encouraged to look after the school building and contents and to see the link between finance and material possessions. They follow our school rules, which

are displayed in every classroom and referred to daily.

- Each class councillor feeds class views during School Council meetings about any matters arising in school that pupils wish to address and pupils understand that this is a democratic process.
- Pupils learn about key figures in history, who have contributed to positive changes to society and consider how they can emulate these ideas. Pupils have many opportunities to learn about Great Britain and the wider world around us. Older pupils are encouraged to support younger pupils at key times such as collective worship and lunch times.
- Pupils learn about careers in Years 5 and 6 and they benefit from visitors speaking to them about career prospects for the future and attending a careers fair in a secondary feeder school.
- A huge variety of curricular and extra-curricular activities are available to promote a positive mental attitude and team spirit. Pupils learn about healthy competition and how working together can make us more tolerant and together.

At Ireby, we help our pupils in an age-appropriate way to manage their lives, now and in the future, to learn every-day, essential, life skills. We do this by focusing on key 'knowledge and skills' in every area of our curriculum. These include:

Digital literacy

Each subject states clearly how it will support the development of children's digital literacy. For example, our curriculum integrates technology through digital representations, research tasks and interactive activities. This helps develop the children's ability to find, evaluate and use information effectively. In Key Stage 2, every child has their own dedicated laptop which they use on a daily basis. This daily interaction across every subject strongly supports their progress in digital literacy.

Oracy

Lessons encourage discussion, debate and presentations across a range of topics. This enables pupils to articulate their understanding, justify their opinions and engage in collaborative learning. Throughout our curriculum, pupils use oracy to enhance their learning by thinking aloud, questioning and discussing activities. They develop essential skills such as choosing appropriate vocabulary, organising their ideas and listening effectively.

Sustainability

Every curriculum subject states how it specifically promotes awareness of environmental issues by enabling pupils to explore topics such as climate change, the use of natural resources, biodiversity and the impact of human activity on ecosystems.

Across a range of subjects, pupils develop an understanding of sustainability and the importance of caring for the natural world. Understanding climate change is crucial for comprehending the interconnected systems that sustain life on Earth. As outlined in the Department for Education's 2023 guidance, educating pupils about the planet's evolving conditions is a national priority. The guidance encourages all schools to create climate action plans and provide sustainability-rich learning environments. By investigating environmental issues through for example science, PSHE and geography, pupils are encouraged to think

critically, act responsibly and feel empowered to contribute to a more sustainable future.

Critical thinking

Every subject area identifies how it will support the development of our children's critical thinking. For example, they can analyse data, compare different perspectives and draw conclusions from findings. This helps them question assumption and form reasoned conclusions based on their discoveries.

The teaching of Personal Development will also be embedded in a vast range of school experiences: through collective worship, visiting speakers from the community, school residential trips, and rich experiences throughout every area of our curriculum. Our school's Facebook page is a rich source of information about these experiences.

To break this down further, we offer a range of Personal Development opportunities in our school:

- learning about a wide range of topics and current affairs across all subjects;
- adhering to the Code of Conduct and Behaviour Policy;
- weekly SMSC themed collective worships which on local, national and global events;
- specialist staff working with individuals and groups;
- in school and local and competitions;
- school and out-of-school visits and workshops;
- practicing fieldwork skills in Geography;
- Growing our own food and cooking food around the world with our chefs Jason and Cherie
- Through every slide and presentation we make
- Learning about fire safety, road safety, healthy eating and first aid
- celebrating positive learning with bi-weekly certificates that our children are involved in choosing
- marble in a jar rewards and house points;
- teaching British Values by learning about other languages and cultures in our curriculum;
- celebrating various religious festivals throughout the year;
- holding charity events and fundraisers;
- dynamic story-telling and books from other cultures
- music incentives (singing assembly, ukulele lessons and private violin and cello tutors); and a chance to sing in our choir and play in our orchestra.
- promoting physical exercise (an extensive and diverse sports curriculum giving opportunities to climb, orienteer, sail, kayak, bikeability and swimming lessons and so much more)
- inspiring career presentations – links with parents in professions to share their life experiences and skills throughout the curriculum
- taking learning outdoors with Forest school and outdoor activities
- sharing school jobs, roles and responsibilities (e.g. playground leaders, librarians, house point captains and reading champions, collective worship helpers);
- being aware of our mental and physical well-being;
- having an in-depth understanding of online safety;
- recognising safe and unsafe situations (online and in person);

- transition days with the new class teacher or in a secondary school.
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Equality and Inclusivity

Protected Characteristics

Whilst most areas of Personal Development are taught throughout the year, some specific age or gender-related aspects are delivered at pre-planned points during the year and this information is shared with parents and carers. This allows parents and carers time to be prepared in case they may need to offer additional support to their child. We are also committed to ensure all aspects of the following protected characteristics are considered at all times to promote equality and inclusivity.

- age (for employees only); race (includes ethnic or national origins, colour or nationality);
- gender (including issues of transgender);
- gender reassignment;
- maternity and pregnancy;
- religion and belief (includes lack of belief);
- sexual identity;
- marriage and Civil Partnership.

Equal Opportunity

At Ireby, we want everyone involved with our school - 'We are one big family, made up of lots of different people.' We believe that good pastoral support focuses on nurturing the individual needs of each child. We aim to build trusting and empathic relationships with all our children and their families. It starts with a greeting every morning at the front gate and continued in all our communications with parents. At the end of the day, we take the time to get to know our parents and speak to them about their day. All our staff model to pupils how to look after themselves and others; encouraging them to seek help, support or advice whenever they need it.

Pastoral care underpins Personal Development and with outstanding pastoral care, pupils feel they belong and their self-esteem is able to flourish because they feel valued and cared for. Supporting the pastoral needs of pupils sometimes involves working with external agencies. In these situations, we ensure that a confidential, professional, non-judgmental and sensitive services are provided:

- range of academic interventions;
- an adapted curriculum or timetable;
- 1:1 support;
- support from special educational needs coordinator (SENDCO) and mental health leader;
- pastoral support for pupils and families;
- family support officer;
- advice from educational psychologist;
- curricular trips and workshops;
- Collective worship
- activities to promote physical and mental well-being.

Monitoring and Review

The impact of the Personal Development curriculum will be assessed in several ways: in moderation meetings between leaders and governors and teachers, through lesson observations, monitoring teacher planning, book scrutinies, pupil interviews and through parent/carer feedback.

The teaching and learning of Personal Development will be continually reviewed, allowing any changes that need to be made. Pupil achievements in the development of skills and values taught through the Personal Development curriculum will be celebrated in a number of ways: in assemblies, through class displays, during open days, in monitoring/annual reports and on parent evenings, where the pupil's progress can be discussed.

Roles and responsibilities

The governing board

- The governing board will approve the Personal Development policy and support the Head teacher in reviewing its impact.

The Head teacher and staff

- The Headteacher, Deputy Headteacher and Personal Development Lead are responsible for ensuring that the Personal Development curriculum is taught through the relevant subjects consistently across the school.

Staff members are responsible for:

- Monitoring and assessing progress in relevant subject areas.
- Using the Curriculum Maps to guide their lesson planning.
- Providing a safe and supportive environment where pupils can develop their confidence to ask questions, challenge information they are offered, draw on their own experiences, express their views and opinions and put what they have learned into practice in their own lives.
- Delivering relevant subjects in an inclusive environment.
- Modelling positive attitudes at all times.
- Responding to and being sensitive to the needs of individual children as some may have direct experience of some of the issues.

Links to other policies

Personal Development is at the heart of our school as it encourages, promotes and embeds a range of skills that allow pupils to be life-long learners. The policy overarches and is closely related to other key policies that we have in place at Ireby Primary School:

- Curriculum, teaching and learning policy
- PSHE/RSHE Policy;
- RE Policy
- Spirituality Policy
- Behaviour Policy;
- Online Safety Policy;
- Child Protection Policy;
- Equality Policy;
- SEND policy