

Curriculum Intent

Personal Development is an integral part of Ladybridge, and is interwoven into all aspects of their school life. As part of a whole school approach, Personal Development Education develops the qualities and attributes pupils need to thrive as individuals, members of their community, and as members of society. It encompasses an extensive range of skills, through a variety of topics, which prepares our pupils for life in modern Britain. These skills and attributes often can't be evidenced in books, but instead they can be seen through our pupils' behaviour, respect, and integrity.

How do we teach Personal Development?

Our personal development provision, is the result of clear leadership and a shared ethos within our school community, a broad and balanced curriculum, along with high expectations of our pupils. All of the areas combined reflect the six character benchmarks, outlined in the character education framework.

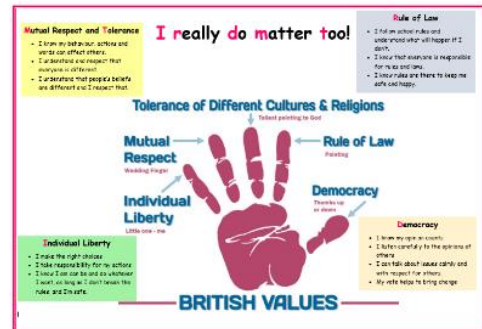
Below, you will find the main ways in which Personal Development is taught at Ladybridge. However, some aspects connect with other areas of the National Curriculum. For example, in DT, pupils learn about healthy eating; in PE, pupils learn how to keep their bodies and mind healthy. Our broad and balanced curriculum also allows pupils to explore their interests and talents, gives pupils a voice in decision-making, and provides opportunities to think about the next steps in their future.

HELP Lessons (PSHE and RSHE)



The BIG Question

(British Values)



Character Building Days



Cultural Capital



Extra Curricular Activities



Themed Days



HELP Lessons (PSHE and RSHE)

At Ladybridge Primary School, PSHE and RSHE, are taught through our HELP(s) Lessons. (Health, Education, Life and Personal skills.) We follow Kapow's programme of study for PSHE and RSHE, which covers healthy relationships, alongside growing and the changes this brings. It is a progressive scheme, in which all areas are linked to the PSHE statutory and non-statutory framework. The curriculum has been developed, with parents, taking into account the age, needs and feelings of our pupils.

The lessons are categorised into 5 key areas, which we return to, in each year group. This makes pupils' prior and future learning clear, and demonstrates progression on their wider learning journey. This scheme of work has been designed as a spiral curriculum, with the following key principles in mind:

Family and Relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying, and the importance of challenging stereotypes.

Health and Wellbeing

Learning strategies for: looking after mental and physical health, including healthy eating, relaxation techniques, sun safety, and the benefits of sleep.

Safety and the Changing Body

Learning how to: administer first aid in a variety of situations, safety around medicines, online safety, road safety, and the changes which occur during puberty.

Citizenship

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

Economic Wellbeing

Learning how to: make decisions when it comes to spending, budgeting, saving money and exploring different career choices.

Identity

(Year 6 only)

Considering what makes us who we are whilst learning about gender and sexual identity and body image.

The BIG Question

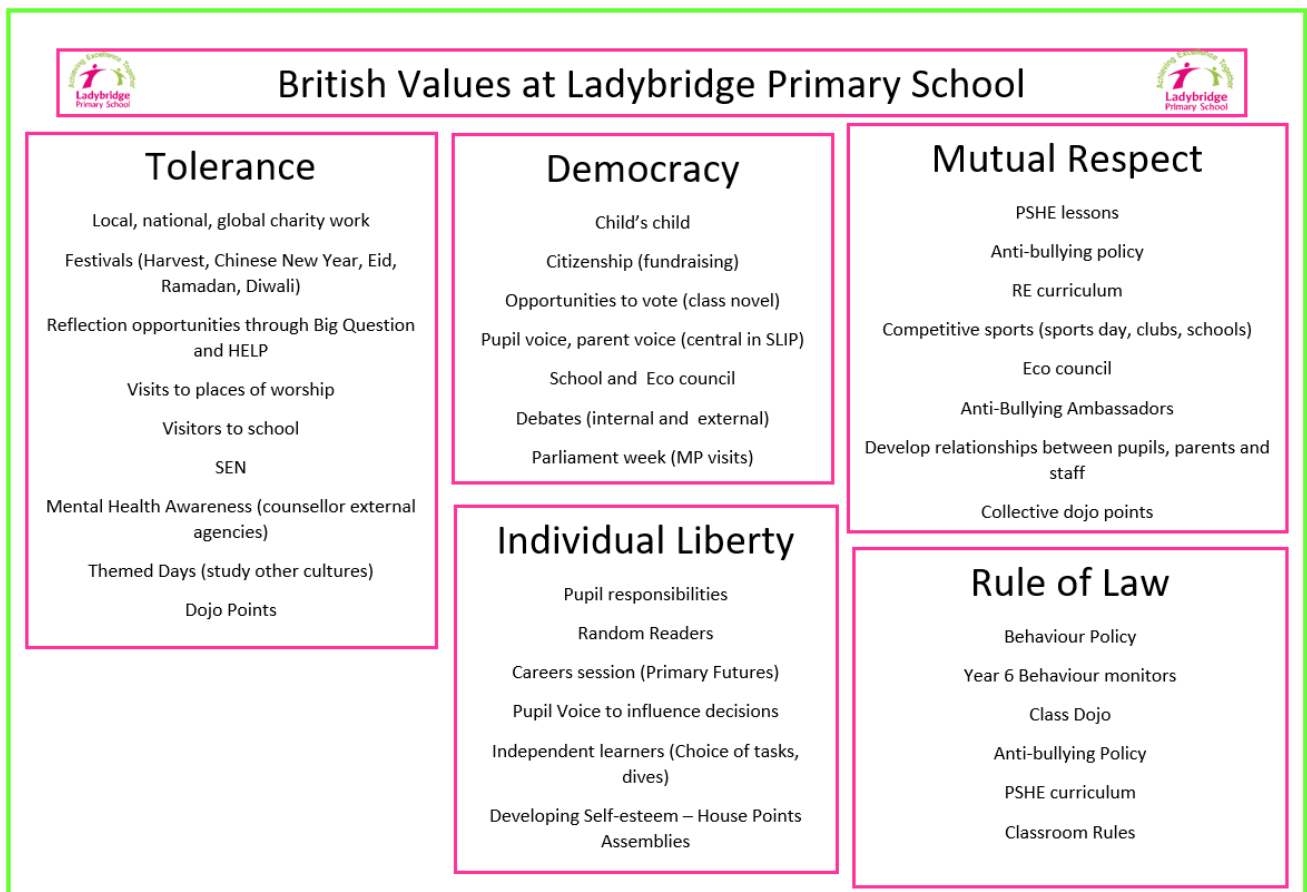
(British Values)

The DfE state the need “to create and enforce a clear and rigorous expectation on all schools to promote fundamental British Values”. The five British values are:

- Democracy
- Rule of Law
- Tolerance
- Mutual Respect
- Individual Liberty

At Ladybridge, these values are taught in every year group, and are reinforced regularly through ‘THE Big Question’. Current issues, linked to British Values are discussed, and pupils’ views are challenged. Positive moral attributes are taught and learnt, and provide opportunities to develop empathy, honesty, generosity, and a sense of justice, alongside others. These questions are evidenced in ‘THE Big Question’ book. As well as being taught discreetly, British Values are integrated into life at Ladybridge, and children who demonstrate these values are rewarded with collective dojo points.

“British Values means that in Britain, no matter what your background, you can fit in, you can succeed, and you can belong”, Amanda Spielman.



Character Building Days



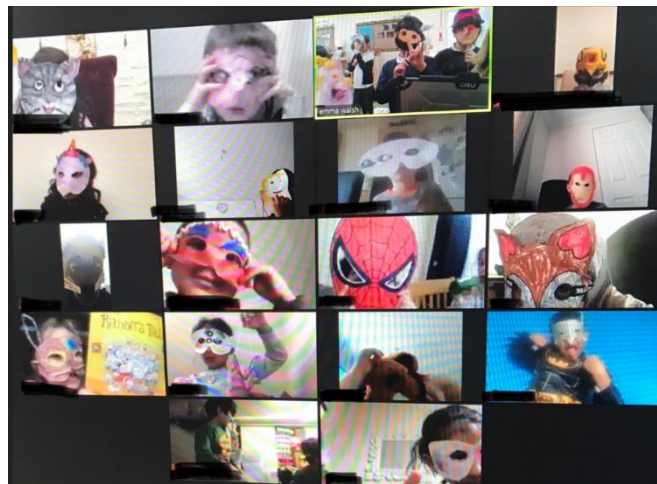
Research suggests that enabling character traits can improve attainment, engagement and attendance, and can help drive equity and social mobility.

On these days, pupils will be encouraged to challenge themselves, take risks and enjoy problem solving. Pupils will take on a variety of tasks, based on a theme, with results from the day celebrated. These events aim to build character, and contribute to the SMSC development in our pupils, and prepare them for opportunities, responsibilities and experiences in later life (Character education Framework 2019). They support the development of self-esteem, coping skills, motivation and self-regulation. We are currently training with 'Commando Joe's', to help facilitate this. These sessions will begin during Spring 2022.

COJO RESPECT Core Characters	CoJo RESPECT Character Curriculum Behaviour traits
R esilience	Determined; self controlled; persistent; courageous; diligent; perseveres
E mpathy	Just (fair); compassionate (forgiveness); kind; courteous; unselfishness
S elf Aware	Self confident; self-disciplined; honest; humorous; humility; adaptability
P assion	Gratitude; motivated; positive attitude; inspires; will power
E xcellence	Creative; curious; inquires; pride; critical thinking
C ommunication	Listens: influences; feedback; reflective; evaluative; presence
T eamwork	Cooperates; responsible; cares; decision makes; helpful; unity

Themed Days

Throughout the year, we have theme days and weeks, planned into our curriculum. The theme days vary in topics from, Hello Yellow Days and Odd Socks Days, to celebrate our differences, to World Kindness Day, Children In Need, Earth Day, religious festivals and many more! During these days and weeks, we often have outside agencies invited into school to enhance our provision.



Cultural Capital

Through an extensive range of educational visits, visitors and themed days and events, we build on cultural capital, providing our pupils with the knowledge and exposure to experiences, that they may otherwise not have had. In turn, this knowledge will equip and prepare our pupils to become active and successful members of society



100 things to do before you leave Ladybridge!

At Ladybridge Primary, we want our children to learn as many skills as possible, and have as many different experiences as they possibly can, with us!

Therefore, we have introduced: 100 things to do before leaving Ladybridge.

Each year group, has a list of 15 carefully planned experiences/skills, they will work through throughout the year.

As a result, we hope that children will leave us in Year 6 with experiences that they will remember for a lifetime, essential life skills and the view that they can achieve and be whatever they want in life!

Useful Websites:

[AfC Emotional Health Service](#) – A multi-disciplinary team of clinical specialists and mental health clinicians (clinical and counselling psychologists, systemic psychotherapists and art psychotherapists) who provide mental health support to children and young people in Kingston and Richmond.

[Mind](#) – To provide advice and support to empower anyone experiencing a mental health problem. We campaign to improve services, raise awareness and promote understanding.

[Bullying](#) – Advice and support for children and young people experiencing bullying

[CAHMS Resources](#) – Resources to support mental health and wellbeing.

[Childline](#) – A counselling service for children and young people.

[BBC Bitesize](#) – PSHE and citizenship videos to help children's understanding.

[NCPCC's Pantosaurus](#) – A video to help children stay safe and keeping their private parts private.

[NSPCC](#) – Information and support for child abuse

[Mind](#) – Mental Wellbeing resources for young people.

[Growth Mindset](#) – Should you tell your kids they are smart or talented? Professor Carol Dweck answers this question and more, as she talks about her ground-breaking work on developing mindsets. She emphasizes the power of "yet" in helping students succeed in and out of the classroom.