



Personal Development Policy

(Non-statutory)

Curriculum Intent

Personal Development is a fundamental part of life at Ladybridge and is embedded across all areas of the school. Our approach aims to develop the whole child so that every pupil can reach their full potential academically, socially, emotionally and spiritually. Through this work, we aim to prepare pupils to become well-educated, respectful and responsible individuals who are ready to contribute positively to modern Britain. Our Personal Development curriculum is coherently planned and sequenced from EYFS to Year 6, ensuring progression, inclusion and equality of access for all pupils, including the most vulnerable. It aims to develop resilience, confidence, character, wellbeing and healthy relationships, ensuring that pupils are well prepared of the next stage of their education and future lives. Our Personal Development provision supports pupils to become:

- Comfortable with who they are and confident in their identity
- Respectful of others and able to view difference positively
- Happy, safe, resilient and increasingly independent
- Able to contribute positively to school life, the community and wider society
- Prepared for adult life, including becoming financially responsible and secure
- Responsible citizens who understand their rights, responsibilities and the laws that govern society

Personal Development is taught through a broad range of topics and experiences. While this learning is not always captured in books, it is demonstrated through pupils' behaviour, attitudes, respect and integrity. Throughout our provision, we aim to:

- Develop pupils' knowledge, self-esteem, confidence and self-awareness
- Support the development of social skills and social understanding
- Enable pupils to make sense of their personal and social experiences
- Promote responsible attitudes towards physical and mental health, supported by a safe and healthy lifestyle
- Foster effective interpersonal relationships and caring attitudes towards others
- Encourage responsibility for the environment
- Help pupils understand and manage their feelings, build resilience and become curious, independent problem-solvers
- Ensure pupils understand how society works, including laws, rights and responsibilities

Through this policy, we ensure that Personal Development remains at the heart of our curriculum and school culture, enabling all pupils to thrive both now and in the future.

What is Personal Development?

Personal Development (PD) focusses on “**preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so.**”
(*Ofsted Inspection Handbook July 2022 paragraph 292*)

PD should provide pupils **with the knowledge and skills to know how to be safe, how to manage their academic, personal and social lives in a positive way.** (*RSHE Guidance 2021*)

PD promotes, adopts and embeds a range of skills that allow children to be life-long learners. The policy overarches and should be read in conjunction with the following:

- PSHE & RSE Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Anti-bullying Policy
- Equality Information and Objectives Policy
- Science Long Term Planning
- Computing Long Term Planning
- PE Long Term Planning
- PSHE Long Term Planning

How do we teach Personal Development? (Implementation)

Our Personal Development provision is built on a shared whole-school ethos, our values and a broad, balanced curriculum (see Curriculum Intent). High expectations for pupils' behaviour, attitudes and engagement underpin all aspects of our approach (see Behaviour Policy). Together, these elements reflect the six character benchmarks outlined in the DfE Character Education Framework.

Personal Development at Ladybridge is delivered through a layered and consistent approach, represented in our **Ladybridge Personal Development Pyramid**. This framework outlines how pupils experience Personal Development at whole-school, class and individual levels. It includes:

- planned PSHE/RSE lessons
- daily routines, assemblies and wider curriculum links
- pupil leadership opportunities
- enrichment and community experiences
- targeted support where appropriate



LADYBRIDGE PERSONAL DEVELOPMENT PYRAMID



This pyramid demonstrates how Personal Development is embedded throughout school life, ensuring every child receives a universal entitlement while additional, bespoke provision is available for those who need it.

Although many aspects of Personal Development are taught through discrete PSHE/RSE lessons, a significant proportion is woven through other curriculum areas and the wider school experience. For example:

- In Design and Technology, pupils learn about healthy eating
- In PE, pupils learn how to maintain their physical and mental health
- Through extra-curricular and enrichment opportunities, pupils explore their interests and talents
- Through pupil voice structures, pupils learn to contribute to decision-making and take on responsibility
- Through careers and aspiration work, pupils begin to consider their future pathways (see section on our **Aspirations Curriculum**).

Our broad and balanced approach ensures that all pupils develop the knowledge, skills and attributes they need to flourish now and in the future. Our curriculum allows pupils to explore interests and talents, develop a voice in decision making and consider future steps. Staff receive appropriate CPD to ensure high-quality delivery of Personal Development and Careers Education. Leaders and governors monitor provision, participation and impact to ensure opportunities are consistently strong, well-resourced and sustainable.

Character Building Days



The Big Question



100 Things to do

(HELP Lessons PSHE and RSHE)



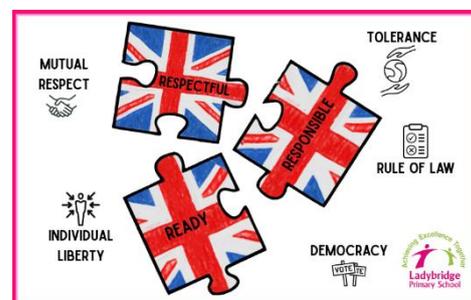
Cultural Capital



Extra Curricular



School & British Values Reflection Time



Aspirations and Careers Education

At Ladybridge, our Aspirations Curriculum forms an integral part of our Personal Development offer and supports pupils in developing high aspirations, broadening their horizons and understanding the wide range of opportunities available to them. This work sits alongside PSHE, SMSC, enrichment, cultural capital and character development. Careers education is systematically mapped across year groups, ensuring clear progression (PSHE) and age-appropriate experiences.

Our structured, progressive careers curriculum begins in Reception and builds year on year, enabling pupils to:

- learn about a wide variety of careers and job roles through weekly job spotlights
- understand the skills different jobs require and link them to their own personal strengths
- challenge stereotypes and develop inclusive attitudes to gender, ethnicity and career pathways
- explore future possibilities and begin to articulate their ambitions
- develop key employability skills such as teamwork, leadership, problem-solving and communication

The programme includes a wide range of age-appropriate activities such as:

- **Job Spotlights** from EYFS to Year 6 covering over 150 professions, including doctors, designers, engineers, artists, scientists, entrepreneurs and more
- **Aspirations Week**, with a progressive skills focus (e.g. professionalism, networking, leadership)
- **Visitors and role models** from a range of backgrounds, industries and career sectors
- **Opportunities to meet employers** through careers fairs and themed days
- **Curriculum links**, where subjects such as Science, History, DT and Computing highlight real-world job roles
- **Leadership and responsibility roles** (Eco Council, School Council, Wellbeing Champions) that mirror workplace skills
- **Hands-on career experiences**, including role-play, virtual workplace tours, and interaction with tools or uniforms
- **Reflection activities**, including recording personal aspirations that pupils revisit annually

Through this work, pupils develop a strong sense of possibility and are equipped with the knowledge, character and confidence needed to make informed decisions about their future. We aim to reduce stereotype-driven expectations, raise ambition for disadvantaged pupils and ensure all children experience a wide, inclusive and inspiring careers curriculum from EYFS to Year 6.

Financial Education (Economic Wellbeing)

Financial education forms a key strand of our PSHE curriculum and is taught progressively from Year 1 to Year 6 as part of the **Economic Wellbeing** theme. It ensures pupils develop a secure understanding of money, personal responsibility and financial decision-making, preparing them for life beyond primary school. This work directly supports our curriculum intent to prepare pupils for adult life and to become financially responsible and secure citizens.

Across the school, pupils learn to:

- understand what money is and the different ways people earn it (EYFS/KS1)
- recognise needs vs wants and understand the importance of saving
- make informed spending choices and begin to explore budgeting
- understand how bank accounts, cards and online transactions work
- consider how values, advertising and social influences affect financial decisions
- understand risks such as online spending, borrowing, loaning and gambling
- explore career choices, workplace stereotypes and routes into employment
- recognise the link between jobs, skills, qualifications and earnings

Examples of age-appropriate content include:

- **Year 1:** What money is, keeping money safe, saving and spending, jobs in school
- **Year 2:** Where money comes from, needs and wants, bank cards, skills and talents
- **Year 3:** Budgeting, value for money, how spending affects others, career possibilities
- **Year 4:** Tracking money, saving methods, influences on career choices
- **Year 5:** Budgets, borrowing and loaning, online financial safety, what makes a suitable career
- **Year 6:** Feelings about money, financial responsibilities in secondary school, risks of gambling, career routes

Financial education is further strengthened through wider Personal Development opportunities such as enterprise activities, fundraising, community projects and pupil leadership roles, giving pupils a real-life context for managing money and understanding economic awareness.

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 use the Commando Joe programme of lessons to facilitate this. These experiences are not standalone events; they are carefully planned to develop perseverance, teamwork, leadership, and resilience, supporting our wider curriculum intent and the DfE Character Education benchmarks. These experiences are monitored to ensure all pupils, including those with SEND or vulnerabilities, can fully participate and benefit.

| COJO RESPECT Core Characters | CoJo RESPECT Character Curriculum Behaviour traits |
|---------------------------------|--|
| Resilience | Determined; self controlled; persistent; courageous; diligent; perseveres |
| Empathy | Just (fair); compassionate (forgiveness); kind; courteous; unselfishness |
| Self Aware | Self confident; self-disciplined; honest; humorous; humility; adaptability |
| Passion | Gratitude; motivated; positive attitude; inspires; will power |
| Excellence | Creative; curious; inquires; pride; critical thinking |
| Communication | Listens; influences; feedback; reflective; evaluative; presence |
| Teamwork | Cooperates; responsible; cares; decision makes; helpful; unity |

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 weekly 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. As well as being taught discreetly, British Values are integrated into life at Ladybridge, as they were used when our School Values were developed collaboratively with the pupils. During Collective Worship, pupils are given regular opportunities to pause and reflect on their day or week by considering a thought-provoking question. These questions change daily and align each week with either one of our school values or one of the five British Values. This reflective practice supports pupils in developing a strong sense of self-worth, helping them to understand their place in the world and the positive impact they can have within it. Through these guided discussions, pupils learn to articulate opinions respectfully, evaluate different viewpoints, and develop the critical thinking required to engage confidently with complex social issues. We ensure pupils understand how British Values relate to citizenship, community participation and their role in society as future adults.

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

By teaching Fundamental British Values, pupils learn:

- To accept and engage with the British Values
- The difference between right and wrong
- To accept responsibility for their behaviour
- That discrimination is wrong and no one should be discriminated against regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.



British Values at Ladybridge Primary School



Tolerance

Local, national, global charity work

Festivals (Harvest, Chinese New Year, Eid, Ramadan, Diwali)

Reflection opportunities through Big Question and HELP

Visits to places of worship

Visitors to school

SEN

Mental Health Awareness (counsellor external agencies)

Themed Days (study other cultures)

Dojo Points

Democracy

Child's child

Citizenship (fundraising)

Opportunities to vote (class novel)

Pupil voice, parent voice (central in SLIP)

School and Eco council

Debates (internal and external)

Parliament week (MP visits)

Mutual Respect

PSHE lessons

Anti-bullying policy

RE curriculum

Competitive sports (sports day, clubs, schools)

Eco council

Anti-Bullying Ambassadors

Develop relationships between pupils, parents and staff

Collective dojo points

Individual Liberty

Pupil responsibilities

Random Readers

Careers session (Primary Futures)

Pupil Voice to influence decisions

Independent learners (Choice of tasks, dives)

Developing Self-esteem – House Points Assemblies

Rule of Law

Behaviour Policy

Year 6 Behaviour monitors

Class Dojo

Anti-bullying Policy

PSHE curriculum

Classroom Rules

Cultural Capital

Through a 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. We monitor participation in cultural opportunities, through our events during the year and 100 things to do before we leave Ladybridge, to ensure access for all pupils.

Extra-Curricular

At Ladybridge, we provide a range of extra-curricular clubs and activities to develop our pupils' talents and interests. We take part in competitions, debates, and fundraising throughout the year to develop our pupils' resilience and communication skills. Good relationships with parents, links with external agencies, and community links, provide opportunities to further develop personal development skills. These include: oral health programs; community projects, and primary futures. We aim to provide high quality activities across a wide spectrum, creating a sense of pride, and belonging. Participation is enabled for all of our pupils and is tracked. Targeted encouragement is provided to groups less likely to take part, ensuring equity and inclusion.

Wider Opportunities

Enrichment experiences (extra –curricular and curricular) are key components for ensuring a high quality Personal Development provision. At Ladybridge, we expose pupils to a range of wider opportunities that broaden their horizons and enable them to discover their true talents and interests. We have a list of experiences we want every child to have experienced before they leave primary school, which are outlined in our **Personal Development Pyramid**. Pupils will have a chance to access these experiences, both in class as part of our lessons, as well as in special curriculum events.

Social, Moral, Spiritual and Cultural (SMSC) Development

Essentially, SMSC is about helping pupils develop a range of personal and social skills that will enable them to become well-rounded, responsible, and engaged members of society.

Moral Development

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules (3 Rs) agreed with children and displayed in the classroom
- Clear and consistent expectations, supported by reflective conversations that help pupils understand the impact of their actions and restore positive relationships (Class Dojo)
- Class and school assemblies that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values (Big Question)
- Anti-bullying ambassadors promote equality throughout school and celebrate ‘Show Racism the Red Card’ day.

Social Development

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil’s social development, they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

At Ladybridge Primary School social skills are developed through:

- Modelling of positive social behaviour by all staff
- Lunchtime/After school clubs
- Sporting activities
- Working with others across the local community (local care homes, cluster schools)
- HELPs Lessons provide opportunities for discussion where children can be actively listening and participating within small group or whole class settings
- Fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding (Commando Joes)
- Providing an environment where pupils can take responsibility for themselves and others in school and the wider society

Cultural Development

Cultural development enables learner's to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Children are introduced to cultural development through:

- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures
- Celebrating religious festivals throughout the year
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.

Spiritual Development

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours. Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

| <u>Spiritual</u> | <u>Moral</u> | <u>Social</u> | <u>Cultural</u> |
|---|--|--|--|
| Whole School Assemblies Collective worship RE sessions HELP lessons Big Questions | Whole School Assemblies Collective worship 3 Rs Behaviour Policy School Council Eco-Council Play leaders E-Safety Week Anti-Bullying Ambassadors Wellbeing Champions Volunteering (Local care home) Fundraising/charity HELP lessons Big Questions First Aid Champions | Whole School Assemblies Collective worship Commando Joes Play Leaders Random Readers Sports Day Extra-Curricular Clubs HELP lessons First Aid Champions | Whole School Assemblies Collective worship Celebrations for different festivals Themed Days RE curriculum lesson French curriculum lessons Music lessons HELP lessons Big Question |

Pupil Power

Pupils in KS2 take on roles such as Wellbeing Champions, Anti-bullying Ambassadors, Random Readers, Eco Council, First Aid Champions, School Council, Playtime Leaders and Community Influencers. These leadership opportunities are intentionally structured to build pupil's agency, confidence and sense of responsibility. Participation is monitored to ensure representation of all groups.

Wellbeing Champions



Anti-Bullying Ambassadors



Random Readers



Eco-Council



School Council



Playtime Leaders



Community Influencers



First Aid Champions



Impact

Our Personal Development curriculum equips pupils with the knowledge, skills and character attributes they need to thrive both within school and in later life. The impact of our provision is seen not only in academic outcomes, but in pupils' behaviour, attitudes, decision-making and overall personal growth. The Personal Development and Aspirations Curriculum is reviewed annually by leaders and governors. Monitoring includes pupil voice, participation data, evaluation of impact and identification for areas for improvement. Staff CPD is reviewed to maintain high quality delivery.

We measure the impact of Personal Development through:

- Pupil behaviour, conduct and attitudes, including respect for others, resilience, independence and responsibility
- Pupil voice, demonstrating confidence, involvement in leadership roles and active engagement in school life
- Wellbeing indicators, such as pupils' ability to recognise and manage feelings, seek help when needed and maintain positive relationships
- Readiness for the next stage, including understanding of aspirations, careers, financial awareness and contribution to the community
- Safeguarding awareness, including pupils' understanding of how to stay safe online, offline and in relationships
- Classroom and wider school culture, where pupils demonstrate the school's ethos, values and expectations
- Engagement in enrichment opportunities, which allow pupils to broaden their experiences and develop their interests and talents

The success of Personal Development at Ladybridge is reflected in pupils who:

- Are confident, articulate and self-aware
- Show compassion, empathy and respect towards others
- Embrace diversity and understand their place within their community and modern Britain
- Make informed and responsible choices
- Demonstrate resilience when faced with challenges
- Contribute positively to school life and beyond
- Are prepared academically, socially, emotionally and spiritually for the next stage of their education and their adult lives

Through the breadth of opportunities provided and the culture of high expectations, our pupils leave Ladybridge as well-rounded individuals who are ready to succeed and thrive in their future pathways.