



Personal Development Policy

Article 12 – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 14 – Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 30 – Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of people in the country where they live.

Nova Primary School Governor Information	
Model Policy	No
Local Changes	
Customisation*	
Originally Adopted	Spring 2022
Last Review Date	
Next Review Date	Spring 2025
* additions made to policy (eg local detail) but not a change to any policy structure	

History of most recent Policy changes – Must be completed

Date	Page	Change	Origin of Change e.g. TU request, change in legislation

1. Rationale

At Nova Primary, we believe that personal development is a key building block for success and a fundamental part in a child's development.

The intent of our Personal Development curriculum is for it to be accessible to all and for it to maximise the outcomes for every child so that they know more, remember more and understand more. We want our children to become healthy, independent and responsible members of a global community who understand how they are developing personally and socially and have the confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society whilst learning about their own identity. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

At Nova Primary, Personal Development which is broken down into categories; PSHEE (Personal, Social, Health and Economic Education), The Zones of Regulation, SMILE Initiative, Anti-Bullying and Additional Interventions and Clubs enable all pupils to access the knowledge, skills and values that they need to be happy, purposeful, successful members of society throughout their lives. We promote 'a healthy body and healthy mind, helps us to smile – preparing us for life'. This explanation is taught explicitly at the start of all PSHEE lessons.

The curriculum is delivered through every aspect of school life; every interaction with another child or an adult in school is a learning experience. It includes activities and experiences that improve awareness and identity, develop talents and potential, build character and cultural capital, enhance children's quality of life and encourage aspiration.

2. Aims

At Nova, our aim is to give our pupils high quality opportunities to:

- Truly understand and uphold our school values of Trust, Friendship, Discovery and Success
- Be self-aware and know what makes them unique and special, but also how to develop themselves further, both personally and academically
- Learn to manage and communicate their feelings confidently and effectively, using the Zones of Regulations
- To develop their confidence in talking, listening, and thinking about feelings, relationships and emotional development;

- Be listened to and have their views heard by all members of the school community (pupil voice)
- Understand the nature of healthy relationships and their role and rights within them and how to deal with unhealthy relationships, encompassing the risk of radicalisation and sexual exploitation at an age appropriate level
- Recognise and uphold the principles of 'anti-bullying' as set out in The Diana Award, and teach strategies for dealing with incidents in school
- Be up to date and be able to express their opinions and ideas about local, national and global issues
- Learn about and demonstrate the British Values of
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect
 - Tolerance of those of different faiths and beliefs
- Consider and make decisions about dilemmas they may face, both now and in the future
- Develop lifelong, effective learning skills such as questioning, reasoning, lateral thinking and perseverance
- Make choices that are safe and ensure a mentally and physically healthy lifestyle
- Find out where and when to seek advice and support
- Prepare for the physical and emotional changes that will occur as they grow up

At Nova, we will work towards achieving the following aims for Personal Development to enable our children to:

- **Develop** interpersonal and communication skills, to enable them to discuss their mental well-being
- **Develop** positive values and a moral framework that will guide their decisions and behaviour
- **Respect** themselves and others, their views, backgrounds, cultures and experiences
- **Develop** loving, caring relationships based on mutual respect
- **Support** our children through their physical, social and moral development by providing them with clear information and opportunities to relate to wider considerations

This is not an exhaustive list. At Nova Primary we understand the demands placed on young people in modern life, and our curriculum for Personal Development is both responsive, and where needed, individualised practices.

At Nova Primary, all children receive their entitlement to the National Curriculum which states:

'Every state funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

To deliver these requirements, the school uses the following:

- The PHSE Association's Programme of Study for PSHEE
- SCARF Programme of Study for PSHEE
- The Zones of Regulation Framework (the acquisition of self-regulation skills)
- SMILE Initiative
- The principles of 'The Diana Award'

3. Our school ethos and values

Personal Development is an integral part of everything we do at Nova Primary. We offer activities and experiences that improve awareness and identity, develop talents and potential, build character and cultural capital, enhance children's quality of life and encourage aspiration.

Children are supported in applying what they learn throughout the school day through:

- The school values of *Trust, Friendship, Discovery, Success*
- Thought-provoking, interactive assemblies
- Daily 'Zones' check in system (where the children are able to seek support in managing their emotions)
- A team of Anti-Bullying Ambassadors (opportunities for pupil voice)
- A team of School Improvement Ambassadors (opportunities for pupil voice)
- Weekly, discrete PSHEE lessons following our chosen SCARF programme
- Health and Well-being intervention groups

- Regular CPD for staff on PSHEE issues e.g. Online Safety, ACES, Prevent Strategy, Transgender issues, Traffic Light Tool (identifying sexual behaviours)

Discrete, whole class PSHEE lessons

At Nova, we follow the SCARF programme to deliver our Personal Development curriculum which has been carefully selected to ensure that it covers all RSE statutory requirements and because it meets the varying needs of our children. The spiral curriculum design allows children to develop their skills and learning year on year with each new topic building on the last. Children engage in discussions, debates and hands on activities which promotes positive behaviour, safety, achievement and well-being and supports pupil development in terms of our school values of *Trust, Friendship, Discovery, Success*.

The termly topics include;

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

All classes in Years 1 – 6, will receive one 45 minute, discrete PSHEE lesson, each week following the SCARF curriculum. Though the expectation is that the programmes of study be adhered to, we allow for the distinct needs of individuals and classes, giving teachers the flexibility to choose exactly how they teach PSHEE (circle-times, group work, drama, outdoor learning etc.) We encourage the sessions to be as practical as possible so that the children have a variety of opportunities to build their confidence, new relationships and self-regulation skills. The expectation is that the children will record their learning experience in their PSHE journals which will stay with them throughout their school journey. This evidence will be recorded every other week however the children will be engaging in practical experiences on subsequent weeks.

In the Early Years, Personal Development will be explored through adult led and child initiated play, based on the EYFS Framework 2021 and the children's interests. Our long term plan includes topics such as 'All about me, Terrific tales, Amazing animals, Come outside, Ticket to ride and Fantastic Food'. These themes enable our children to investigate and experience things in the world around them and learn the skills of perseverance and trust if they encounter difficulties. This will in turn support their self-esteem and their belief in achieving their goals.

Anti-Bullying

The Diana Award states there are three overall types of bullying:

- **PHYSICAL**- is using one's body and physical bodily acts to exert power over peers.
- **INDIRECT**- associated with social rejection by a wider peer group and is more subtle in its nature (e.g. spreading rumours or deliberately ignoring the victim).
- **VERBAL**- is when someone, who is a bully, uses insulting or demeaning language to mock, embarrass or insult another person.

Bullying can take many forms:

VERBAL – name calling, insults, jokes, offensive language or comments, including graffiti, threats, innuendo, teasing, taunting, ridicule.

PHYSICAL – unprovoked assaults including pushing, prodding, hitting, or kicking, inappropriate touching, blocking the way, contact involving objects used as weapons.

SOCIAL- humiliation through exclusion or rejection by peers, blanking, spreading rumours, gossiping, peer pressure to conform, using difference as a dividing factor.

CYBER – via the internet, e-mail, or mobile phone including calls, texts, video clips, chat rooms, messages or posts on websites or social media

NON-VERBAL/PSYCHOLOGICAL – staring, throwing dirty looks, intimidating behaviour, invasion of personal space, silence, spitting, stalking.

PROVOCATIVE – inciting others to behave in a threatening/ racist or homophobic way, bringing in provocative literature or propaganda.

HOMOPHOBIC – when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.

RACIST - when people behave or speak in a way which makes someone feel bullied because of their actual or perceived race or culture.

At Nova, staff are trained to know that changes of behaviour can be the result of abuse. Staff will explore this avenue if children's behaviour suddenly deteriorates. If this is the case, staff will follow the school's Anti-bullying and Safeguarding Policies.

Peer on Peer Abuse

As a school, we recognise that children sometimes display harmful behaviours towards themselves and/or their peers and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated. To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, we will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHEE lessons. At Nova, we will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHEE lessons and group sessions.

The Diana Award

In support of valuing each other and spreading kindness throughout our school, we are currently working towards achieving the 'Diana Award' which is the longest running award for young people through a retrospective nomination process only. The belief is that young people have the ability to change the world. We aim to demonstrate our suitability through

our actions, without any expectation of reward. At Nova, we have a team of Anti-Bullying ambassadors that continue to support our pupil voice across the school and act as a point of contact for those children who wish to seek help or advice.

Nova's SMILE Initiative

Nova's 'SMILE' initiative is inspired by the NHS 5 steps to mental wellbeing. Evidence suggests that there are 5 steps you can take to improve your mental health and wellbeing. These are:

- 1) Connect with people – **Socialise**
- 2) Be physically active – **Move**
- 3) Pay attention to the present moment – **Interest**
- 4) Learn new skills – **Learn**
- 5) Give to others – **Engage**

At Nova, we have a fantastic Learning Support Team who provide a range of support in helping children take these 5-steps as well as a whole school approach to implementing these steps. We hold daily 'Mindful Mornings' that provide the 'Interest' element of the steps, and throughout a typical week at school, children will engage in all other steps. Children are regularly encouraged to further their use of 'SMILE' inside and outside of school. Support and suggestions are provided for our school community on our Wellbeing webpage: <https://novaprimarieschool.co.uk/wellbeing/>. This also includes signposting to local and national charities and support services that can provide additional and more bespoke support for children and adults' mental health and wellbeing. By encouraging our school community to look after their mental health, just as they would their physical health, we hope that this will enable all of our school community to develop strategies and coping mechanisms that they can turn to in times of need.

The Zones of Regulation at Nova

As part of our personal development curriculum, we have embedded the use of 'The Zones of Regulation' (teaching self-regulation techniques), as part of our daily the culture of Nova Primary. Evidence suggests that higher academic achievement is more likely when interventions include self-regulation components. At Nova, we promote the zones through daily check-ins, mindful mornings, labelling children's emotions as they experience them, circle time sessions and termly activities provided by the school learning mentor.

"Self-regulation - is defined as the capacity to manage one's thoughts, feelings and actions in adaptive and flexible ways across a range of contexts." Jude Nicholas

It encompasses:

- Self-control
- Resilience
- Self-management
- Anger management
- Impulse control

- Sensory regulation

At Nova Primary, we will teach pupils; vocabulary of emotional terms, how to recognise their own emotions, how to detect the emotions of others (read others' facial expressions), what may trigger certain emotions, how others may interpret their behaviour and problem solving skills.

The Nova Team know that these skills are vital in supporting children to;

- Remain CALM AND ORGANISED in a stressful situation. (Executive Functions)
- Cheer themselves up after a disappointment. (Emotional Regulation)
- Know when they are experiencing sensory overload and can make adjustments.

4. Additional interventions for groups or individuals

At Nova Primary, we aim for excellence in all subjects including PSHEE. We recognise that some children require additional support to reach their potential and this is no different with PSHEE. This may take the form of:

- A bespoke system of positive behaviour management in class
- Group or individual sessions with our Learning Mentor including ELSA and sand tray therapy and
- Group or individual sessions with Progressive Sports mentors
- The involvement of our Inclusion Leader and external professionals e.g. play therapists,
- The engagement of families in supporting children in developing their PSHE skills.
- Ad hoc arrangements for individuals to work with key members of staff on PSHEE related issues

5. Extra-curricular activities

At Nova, we appreciate the importance of helping our children to develop into well-rounded individuals with a variety of interests and good social skills. We feel that non-academic activities with others in the community develop their skills of social development, teamwork, leadership and cooperation. This is why we offer a vast range of extra-curricular activities to all children. They include;

- Running club
- Multi-sports
- Lunch time clubs (PE, well-being)
- Maths club
- Choir

- Tennis
- Football
- Touch rugby
- Netball
- After school club (which includes a range of art, craft and drama activities)
- Breakfast club (a social opportunity where the children have access to an array of games and mindfulness colouring)

6. Wider Curriculum Links

- Annual health and well-being days held at Nova Primary
- Annual sports day (PE)
- Whole school PSHEE sessions to target key issues in the wider community (for example racism, environment, political change)
- RE (religion, faith, diversity and culture)
- History (for example Black History Month)
- English (through topical debates, presentations and oral literacy)
- Maths (looking at statistics)
- Science and PE (how to keep our bodies healthy)

7. Other Links

This policy has links to other school policies on:

- Sex and Relationship Education
- Safeguarding
- Anti-bullying
- Confidentiality
- Behaviour
- Equalities
- SEN
- Curriculum