



Promoting Personal Development at Caythorpe Primary School

Personal Development supports children to manage their physical and emotional well-being, and to live and work with others in different contexts. This involves ensuring our pupils are prepared for life in modern Britain by ensuring they have opportunities to discover their interests and talents, develop their character as responsible future citizens.

Entwined within our curriculum, through PSHE, assembly calendar, sharing of a range of texts and enrichment opportunities as outlines below, our children can access a range of wider experiences designed to support and develop their understanding of **Cultural Capital**, an appreciation of diversity and acceptance of **Protected Characteristics**, and an understanding of our **British Values** and an application of these skills both within school life and in the wider world.

At Caythorpe Primary School this is achieved through teaching our school values and ethos, providing a broad and balanced curriculum, and enrichment activities.

Value	How we promote it at Caythorpe Primary School
<p>Extra-Curricular Activities <i>Article 15 Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</i> <i>Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</i></p>	<ul style="list-style-type: none"> • EYFS children have sessions outdoors to encourage creativity, problem solving, communication skills and resilience – particularly within their Forest Fridays sessions. • We will be running adventure-led residential trips for Y4-Y6 encouraging children to investigate new interests and talents. • We offer a wide range of extra-curricular clubs with a focus on team building, confidence and developing resilience including sport, mindfulness, coding, Y6 boosters. • Our Caythorpe Bees (values) are used with the children to share our values and discussed in all aspects across the curriculum.
<p>Personal Development through the curriculum <i>Article 28 Every child has the right to an education.</i></p>	<ul style="list-style-type: none"> • A wide range of different lesson structures encourages our pupils to participate in teamwork, group tasks and feedback encourage both independence and confidence. • Reception children at Caythorpe have a 'buddy' from a partner Y6 class and complete activities together including regular reading sessions. • Through assemblies and RE, Computing and PSHE lessons, children are taught how to earn trust and respect and are supported to develop a strong sense of morality, knowing right from wrong and doing the right thing, even when it's difficult. Respect, responsibility, being ready, having pride, positivity and passion are part of our behaviour curriculum. • Broad and balanced Physical Education curriculum. • Children have opportunities to play competitive sports as well as trying new sports and activities. • Active Ambassadors encourage children to be leaders within sport. • School council are elected for each class yearly – encourages children to lead, make decisions and have a sense of purpose and responsibility. • Year 5 and 6 monitors offer responsibility for first aid, library, technology and assembly. • PSHE, DT, PE and science curriculum teaches the importance of eating a balanced diet, exercising and how to manage worries to take care of our well-being. • Focus Well-being days to highlight importance of well-being. • Anti-bullying and safeguarding policies and procedures in place to keep children safe

	<ul style="list-style-type: none"> • The curriculum teaches the importance of keeping themselves safe road safety, internet safety, pants are private and strange danger. • Children participate in termly cooking sessions. • Children are encouraged to walk, cycle, scoot to school. • Opportunities to participate in wider educational visits including the theatre and large sporting events.
<p>Developing Pupils Character <i>Article 14 Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights</i></p>	<ul style="list-style-type: none"> • We encourage children to volunteer with community projects, litter picking and environmental support. • Links with the local care home where the children can build relationships with senior citizens, offer help, and provide entertainment! • Our school ethos, PSHE lessons and behaviour policy support children to make sensible decisions but also discuss choices and implications. • We encourage volunteers in and out of school. This includes assembly, first aid, technology, library and class monitors; lunch helpers; Active Ambassadors, school council and Y6 buddy system, as well as raising money for local and national charities. • Throughout the curriculum children are encouraged to be problems solvers and take risks in order to develop resilience this is evident in the Early Years with our high scope approach and in all STEM subjects where we encourage Direct Discovery Learning and errors are celebrated as points of learning.
<p>Pupil Voice <i>Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</i> <i>Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.</i></p>	<ul style="list-style-type: none"> • We support quality discussions and teach children how to take turn and equality make a point. This begins as early as Nursery through our plan-do-review approach to teaching and learning. • All classes have voting stations in their classrooms. • Children can take part in the school council, putting themselves forward to become a representative; this will go to a private vote by all pupils in the class. • Children have opportunities to develop their passion of reading, sports or science subjects as Reading, Active and/or STEM ambassadors. • All children are invited to participate in pupil-surveys which take place during the school year. • Democracy is also promoted through PSHE lessons and assemblies. • Nurture Group Access, lunchtime support group.
<p>Understanding of Protected Characteristics <i>Article 2 The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.</i> <i>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.</i> <i>Article 30 Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.</i></p>	<ul style="list-style-type: none"> • All our children know and understand that '<i>It is against the law to discriminate against someone because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, these are called protected characteristics.</i>' • Equality and diversity are promoted throughout the curriculum; resources are broad and balanced and reflect today's society. There are a range of books that the children access regularly which celebrate diversity. • Celebrations of different faiths are shared. • Opportunities to visit places of worship. • Support for the expression of individual faiths • Inter-faith and faith-specific activities and speakers • Visits to religious buildings and centres • School-linking activities – locally, nationally, and internationally; linking with charities and sponsoring a child through World Vision and fund raise to continue to do this.
<p>Careers guidance and advice <i>Article 13 Every child must be free to say what they think and to seek and</i></p>	<ul style="list-style-type: none"> • We have links with local business who come and participate in our 'inspiration / aspiration' weeks where the children listen to different

<p>receive all kinds of information, as long as it is within the law.</p>	<p>professions give talks about their jobs and the following week create a vision board of their aspirations and life goals.</p> <ul style="list-style-type: none"> • We encourage children to raise aspirations by ensuring that our children can listen to assemblies about or given by inspirational adults from all walks of life. • Personal Finance – class dojo rewards and school bank KS2 • Through our broad and balanced Citizenship, Personal, Social and Health Education curriculum. • The school's wider pastoral framework; nurture groups, play-therapy • Growth mindset and metacognition skills encouraged throughout problem-solving approach to learning; linked to the school vision and values. • Transition support; for school entry with home visits, open sessions for children and links with local secondary providers.
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Promoting British Values at Caythorpe Primary School

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.**

In November 2014, the Department for Education published advice for schools named "Promoting fundamental British Values as part of SMSC in schools".

Value	How we promote it
<p>Democracy <i>Article 12, children have the right to express their views, feelings and wishes in all matters affecting them and have their views taken seriously.</i></p>	<ul style="list-style-type: none"> • Each year the pupils decide upon the rules for their own classes. • The school council reviews and adapts the school rules. • We will actively seek ways in which to promote democracy during significant events (local, national elections etc). • Members of the school council are elected by their peers. • The school council acts on behalf of pupils to request changes at school. • We encourage volunteers in and out of school. This includes assembly monitors; lunch helpers; playground buddies, as well as raising money for local and national charities. • All classes have voting stations in their classrooms. • Democracy is also promoted through PSHE lessons and assemblies. • Children are taught about the United Nations Convention on the Rights of a Child and learn to respect their rights and the rights of others within Jigsaw PSHE curriculum.
<p>The rule of law <i>Article 19, governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents and anyone else who looks after them.</i></p>	<ul style="list-style-type: none"> • There are consistent school rules in action for each Key Stage based on the Caythorpe Bees – be ready, responsible and respectful. • The school council included a range of aspirations within the school rules which demonstrate the school's commitment to mutual respect. • Pupils are taught the rules and they are referred to when needed to reinforce the behaviour expected. • Pupils are taught the reasoning behind the rules to ensure that they understand how rules protect us. • We have visits from the local Police Force to build relationships whilst explaining the importance of the Rule of Law • A consistent behaviour policy is employed across the school. • Children are taught about road safety, stranger danger, fire safety, E-Safety. • Through assemblies and PSHE lessons, children are taught how to earn trust and respect and are supported to develop a strong sense of morality, knowing right from wrong and doing the right thing, even when it's difficult.

	<ul style="list-style-type: none"> Children are taught about the United Nations Convention on the Rights of a Child and learn to respect their rights and the rights of others within our Jigsaw curriculum.
<p>Individual liberty <i>Article 15, every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</i></p> <p><i>Article 31, every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i></p>	<ul style="list-style-type: none"> Allowing school council to decide which charity the school will support on an annual basis. Ensuring that children understand the liberties that they have compared with others (Comic Relief, Sport Relief etc). Giving children access to a range of resources but allowing them to choose. Informing children of the potential pitfalls of their liberty (especially with regard to e-safety) Children are taught responsibility for their own belongings. Through assemblies and PSHE, children are taught about personal responsibilities, choices, ambition, and aspiration. Children are encouraged to take opportunities to follow their interests in art, music, sports etc. Children are taught about the United Nations Convention on the Rights of a Child and learn to respect their rights and the rights of others. Children are taught how to keep themselves safe, including online, through computing lessons, PSHE lessons, assemblies, and outside organisations such as the NSPCC (PANTS assembly). A wide range of extra-curricular clubs. Children have opportunities to be a member of the school council or eco-warriors during their time at school. Children have opportunities to take part in school productions at different times in the year. Worry monsters are in all classrooms, and a worry box is available for children to freely share their feelings.
<p>Mutual respect <i>Article 2, the convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.</i></p> <p><i>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 the people in the country where they live.</i></p>	<ul style="list-style-type: none"> A consistent behaviour policy is employed across the school, and anti-bullying events take place throughout the year. Children are taught about the United Nations Convention on the Rights of a Child and learn to respect their rights and the rights of others through the Jigsaw PSHE curriculum. Mutual respect is taught through the PSHE curriculum and assemblies, when children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. Respect is a "Bee" in the Caythorpe behaviour curriculum. Local and national fundraising events are planned into the school calendar - Macmillan; Children in Need; Children take part in competitive sports within school, and with other schools in the local area.
<p>Tolerance of those with different faiths and beliefs <i>Article 14, every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.</i></p>	<ul style="list-style-type: none"> Providing a broad and balanced curriculum in R.E. which focusing on a range of faiths. This is supported by assemblies, which also mark and celebrate significant religious festivals and ensure children understand a range of beliefs. Ensuring that all pupils feel valued regardless of their personal beliefs or faith. Developing pupils understanding of specific celebrations within the curriculum. Children are taught about the United Nations Convention on the Rights of a Child and learn to respect their rights and the rights of others. We have high expectations about pupil conduct and this is reflected in our behaviour policy and equality statement. Visits are made by local religious leaders and children have opportunities to visit places of worship.

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| <ul style="list-style-type: none">• Year group reading material feature multicultural stories and books written by a variety of authors.• Themed days focus on cultures represented within the school. |
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