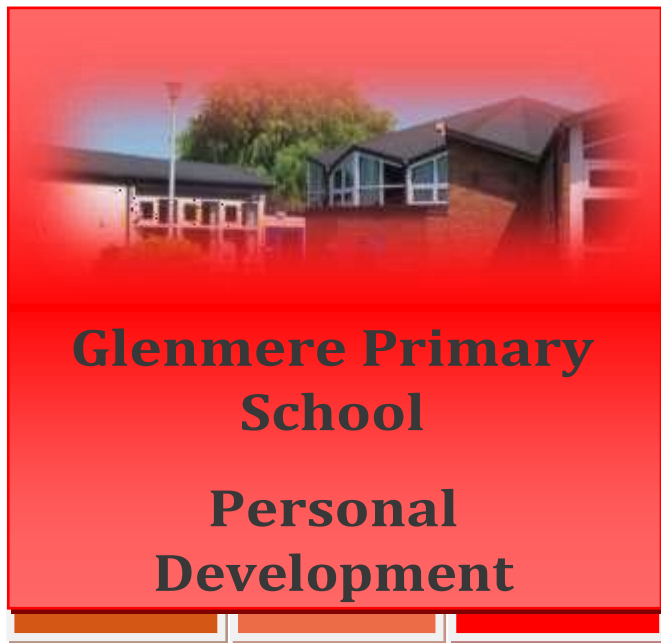


PERSONAL DEVELOPMENT AT GLENMERE COMMUNITY PRIMARY SCHOOL IS BUILT UPON THE FOUNDATIONS OF OUR SCHOOL ETHOS; AT GLENMERE WE ARE GREAT BECAUSE WE GROW, RESPECT, ENJOY, ACHIEVE TOGETHER. THIS UNDERPINS THE CULTURE OF OUR SCHOOL AND EVERY PUPIL'S DAILY SCHOOL LIFE.

WE ACTIVELY PROMOTE AND DEVELOP PUPIL'S UNDERSTANDING AND APPRECIATION FOR BRITISH VALUES: RULE OF LAW, DEMOCRACY, INDIVIDUAL LIBERTY, MUTUAL RESPECT AND TOLERANCE.

OUR PERSONAL DEVELOPMENT CURRICULUM GOES BEYOND THE NATIONAL CURRICULUM. IT OFFERS OUR PUPILS UNIQUE LEARNING EXPERIENCES WHICH PROVIDES THEM WITH ENRICHED CULTURAL CAPITAL BY OFFERING A VARIED AND DIVERSE SET OF EXPERIENCES. THROUGH THIS WE HELP TO PREPARE THEM FOR MODERN DAY LIFE IN BRITAIN.



# Glenmere Primary School

## Personal Development



## Personal Development Criteria

developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults

developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique

developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy

enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them

enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media

developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Ofsted recognises that you often won't be able to assess the impact of your personal development provision while a pupil is at your school, and therefore they **won't** try to measure the impact of your provision on individual pupils.

## Our PSHE at Glenmere:

PSHE (Personal Social Health and Economic) education and RSE (Relationships and Sex Education) at Glenmere is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Our **PSHE** curriculum (Kapow) aims to:

- increase self-confidence and aspirations
- learn new skills to support and challenge dreams and aspirations
- develop personal strengths
- enhance resilience
- recognise the need for healthy lifestyles
- become independent thinkers
- work collaboratively

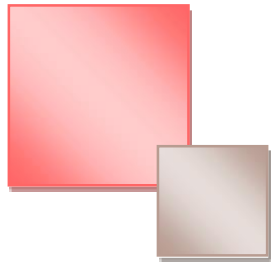
We teach 5 themes over the year:

- Family and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing
- Identity (Year 6)

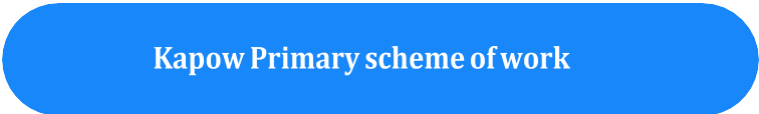
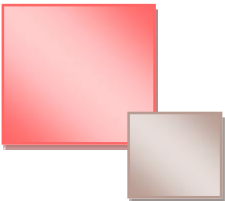
We have categorised our lessons into these five key areas which we return to in each year group. This makes pupil's prior and future learning clear, showing how the teaching fits into the wider learning journey. Year 6 also have a further key area: Identity.

Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

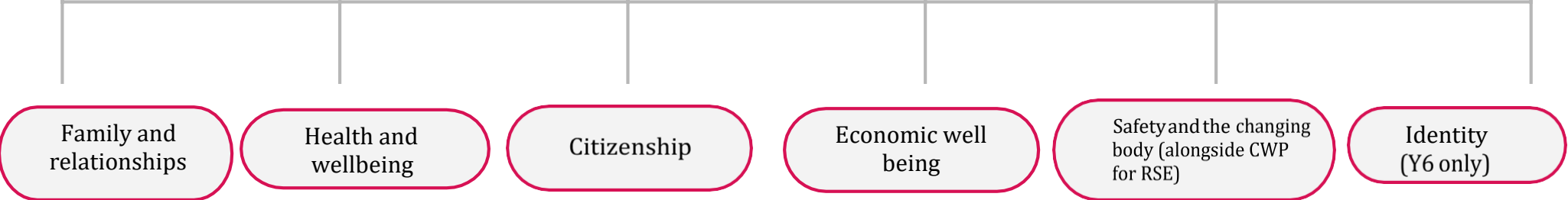
- Cyclical: Pupils revisit the five key areas throughout KS1 and KS2.
- Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.



# Organisation of Kapow Primary's RSE & PSHE scheme of work



## Key areas

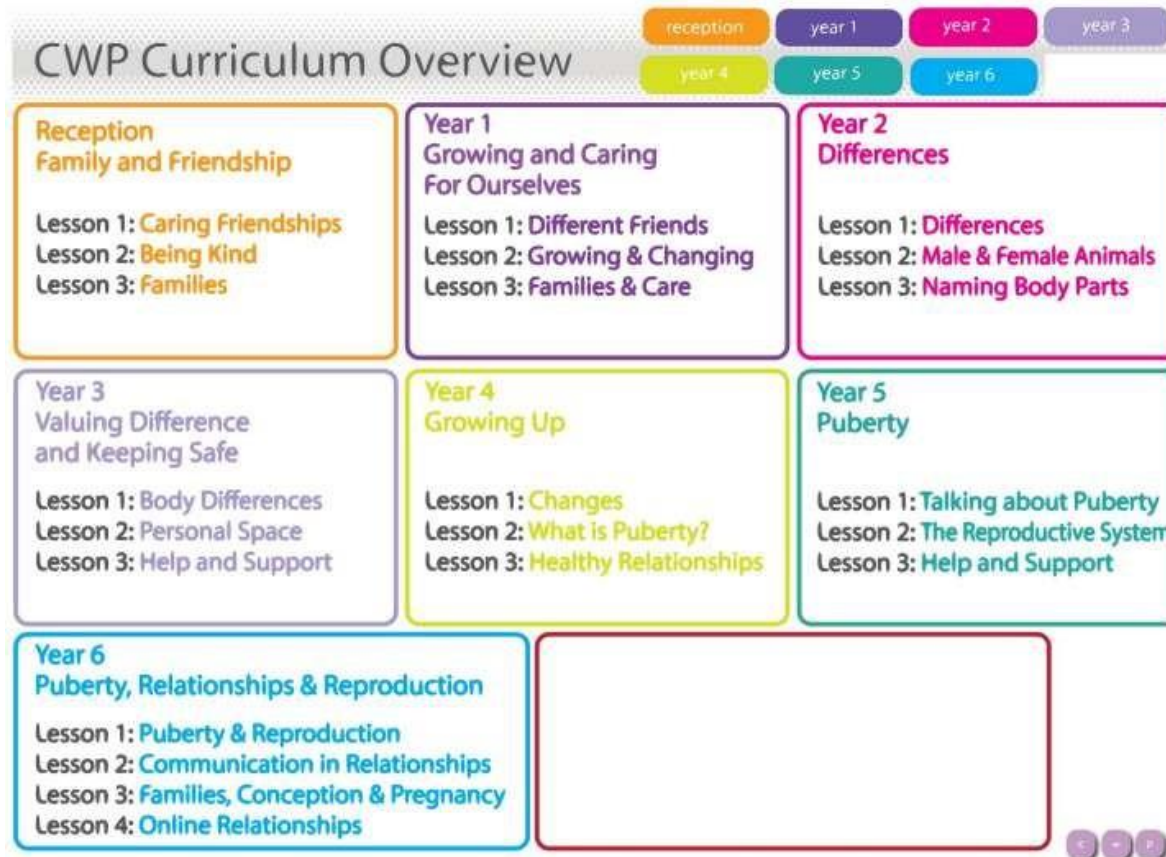


## Our RSE at Glenmere:

RSE has a central role in the personal, social, moral and spiritual development of children, enabling them to acquire knowledge, develop their skills and form positive values and attitudes. Through our age-appropriate curriculum, we aim to give children the confidence and knowledge to make good, informed decisions about their well-being, health and relationships.

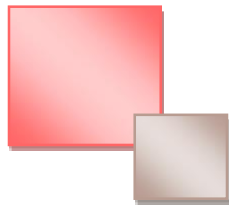
We teach RSE as explicit lessons through the PSHE and science curriculums but it is also embedded in other areas of the curriculum and daily life of the school. At Glenmere, we use the Christopher Winter Project (CWP) from Reception up to Year Six to teach children the skills of listening, empathy, talking about feelings and relationships with families and friends.

It's progressive and builds upon previous knowledge in the same way as our PSHE curriculum. In Reception the focus is on being kind, families and friendships. From Year 1, children will learn the correct names of the body parts, the differences between males and females and the ways in which they will develop and grow. This resource also develops our pupil's knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction.



Year group/Theme	Lessons	Learning outcomes
<b>Reception – family and friendship</b>	Lesson 1: Caring friendships Lesson 2: Being kind Lesson 3: Families	Know that friendships can make us feel happy -Know some ways that we can make new friends feel welcome - Know that arguing with friends and then making up can make friendships stronger -That resorting to violence is never right -Identify different members of the family -Understand how members of a family can help each other
<b>Year 1 – Growing and Caring for Ourselves</b>	Lesson 1: Different friends Lesson 2: Growing and Changing Lesson 3: Families and Care	-Know that we can be friends with people who are different to us -Understand that babies need care and support -Know that older children can do more by themselves -Know there are different types of families - Know which people we can ask for help
<b>Year 2 - Differences</b>	Lesson 1: Differences: Boys and Girls Lesson 2: Differences: Male and Female Lesson 3: Naming the Body Parts	-Understand that some people have fixed ideas about what boys and girls can do -Describe the difference between male and female babies -Describe some differences between male and female animals -Understand that making a new life needs a male and a female -Describe the physical differences between males and females -Name the different body parts
<b>Year 3 – Valuing Differences and Keeping safe</b>	Lesson 1: Body Differences Lesson 2: Personal Space Lesson 3: Help and Support	-Know and respect the body differences between ourselves and others -Name male and female body parts using agreed words -Understand that each person’s body belongs to them -Understand personal space and unwanted touch -Understand that all families are different and have different family members -Identify who to go to for help and support
<b>Year 4 – Growing Up</b>	Lesson 1: Changes Lesson 2: What is Puberty? Lesson 3: Healthy Relationships	Know that respect is important in all relationships including online -Explain how friendships can make people feel unhappy or uncomfortable.
<b>Year 5 - Puberty</b>	Lesson 1: Talking about Puberty Lesson 2: The reproduction system Lesson 3: Puberty Health and Support	Understand that puberty is an important stage in the human lifecycle -Know some changes that happen during puberty -Know about the physical and emotional changes that happen in puberty -Understand that children change into adults to be able to reproduce if they choose to -Explain the main physical and emotional changes that happen during puberty -Ask questions about puberty with confidence -Understand how puberty affects the reproductive organs -Describe what happens during menstruation and sperm production -Explain how to keep clean during puberty -Explain how emotions/relationships change during puberty -Know how to get help and support during puberty
<b>Year 6 – Puberty, Reproduction and Relationships</b>	Lesson 1: Puberty and Reproduction Lesson 2: Communication in Relationships Lesson 3: Online Relationships	Describe how and why the body changes during puberty in preparation for reproduction -Talk about puberty and reproduction with confidence -Explain differences between healthy and unhealthy relationships -Know that communication and permission seeking are important -To have considered when it is appropriate to share personal/private information in a relationship - To know how and where to get support if an online relationship goes wrong SEX EDUCATION -Describe the decisions that have to be made before having children -Know some basic facts about conception and pregnancy

## Our British Values at Glenmere:



We have a rich and diverse community which represents many of the major religions as well as a number of faiths and cultures. We promote our religious and cultural diversity whilst ensuring that we celebrate that fact that we are all 'British' which is one of the many things that unifies us. We do this in a safe and secure environment where every child is valued as an individual and every child is helped to achieve their best. We teach British values through; Discreet lessons that develop an understanding of British values and universal values. These are delivered twice each half term, through a story based or video stimulus. They involve role-play, debates and scenarios to discuss. Here are just some of the ways that we teach British Values at Glenmere.

**Glenmere's Fundamental British Whole School Grid**

Democracy (Pupil voice)	The Rule of Law (Understanding why)	Individual Liberty (Freedom to choose)	Mutual Respect (Dignity)	Tolerance of those of different faiths and beliefs (Respect and appreciation)
<ul style="list-style-type: none"> <li>• Glenmere British values curriculum</li> <li>• Glenmere Justice curriculum</li> <li>• PSHE curriculum</li> <li>• Everybody Welcome lessons</li> <li>• Primary Picture News</li> <li>• School ethos</li> <li>• Weekly assemblies</li> <li>• Pupil Voice</li> <li>• Questionnaires</li> <li>• School Councillors</li> <li>• Sports ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>• Glenmere British values curriculum</li> <li>• PSHE curriculum</li> <li>• Everybody Welcome lessons</li> <li>• Primary Picture News</li> <li>• Weekly assemblies</li> <li>• Roles and Responsibilities</li> <li>• Code of conduct</li> <li>• Golden Rules</li> <li>• Class charters</li> <li>• Rewards and Sanctions</li> <li>• Equality and Diversity</li> <li>• Awards</li> <li>• Visitors e.g. Police</li> <li>• Bikeability</li> <li>• Road Safety</li> <li>• School trips</li> </ul>	<ul style="list-style-type: none"> <li>• Glenmere British values curriculum</li> <li>• PSHE curriculum</li> <li>• Everybody Welcome lessons</li> <li>• Primary Picture News</li> <li>• Weekly assemblies</li> <li>• E. Safety</li> <li>• Uniqueness</li> <li>• Dignity</li> <li>• Equality and Diversity</li> <li>• Continuous Provision</li> <li>• Self Esteem – Self Confidence</li> <li>• Fundraising</li> <li>• After/before/during clubs</li> <li>• Golden Time</li> <li>• Awards Assembly</li> <li>• Whole school assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Glenmere British values curriculum</li> <li>• PSHE curriculum</li> <li>• Everybody Welcome lessons</li> <li>• Primary Picture News</li> <li>• Daily act of worship</li> <li>• Weekly assemblies</li> <li>• Ethos</li> <li>• Collective Worship</li> <li>• Assemblies</li> <li>• Anti-bullying Week</li> <li>• British Traditions/heritage</li> <li>• Key Events in the yearly calendar</li> <li>• Living Simply</li> <li>• Intergenerational Community visits</li> <li>• After School Clubs</li> <li>• Harvest Festival</li> </ul>	<ul style="list-style-type: none"> <li>• Glenmere British values curriculum</li> <li>• PSHE curriculum</li> <li>• Everybody Welcome lessons</li> <li>• Primary Picture News</li> <li>• Daily act of worship</li> <li>• Authentic visitors</li> <li>• Assemblies of various Religions/Faith</li> <li>• Equality and Diversity</li> <li>• Religious Festivals e.g. Diwali, Eid, Christmas</li> <li>• Multi Faith Weeks</li> <li>• British values day</li> <li>• Multi faith day</li> </ul>

- Well-being buddies
- Reading squad
- Head pupils
- Playground buddies
- Sports Teams
- Class votes
- SEN ANPs
- Visits to the justice museum
- Visits to Houses of Parliament
- UK Parliament week

- Protected characteristics day

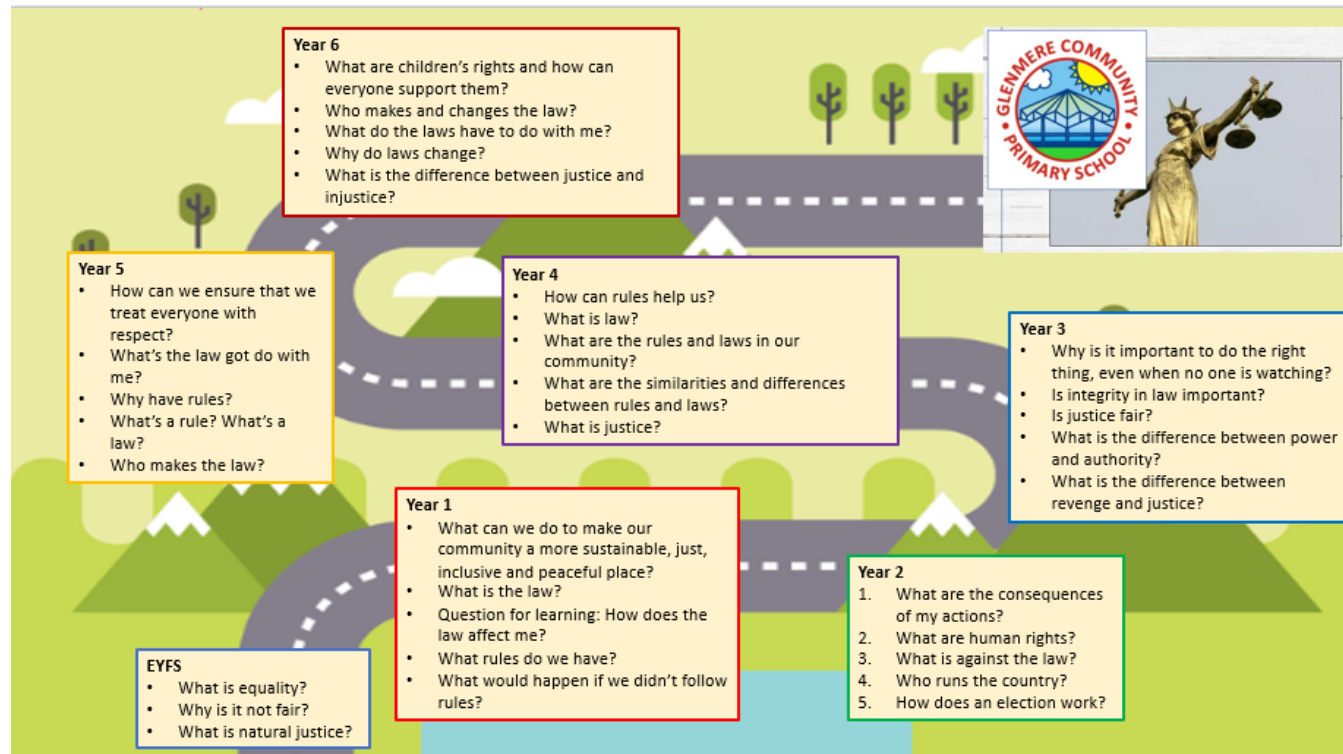
- Residential
- School trips
- Non-school uniform days

- Remembrance Assembly
- British values day
- Multi faith day
- RE Day

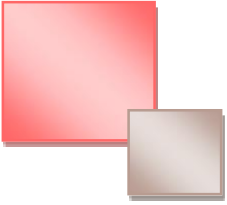
- RE Day
- 

## Equality and Justice Curriculum at Glenmere:

At Glenmere we want our children to have a stronger sense of what's just and fair, and choose careers and lifestyles that support their communities. Our equality and justice curriculum builds throughout the school enabling children to understand rules, laws, (including Parliament) and in year 6 children will discuss the importance of fair justice and unfair injustices using real-life events. Discreet lessons are taught once every half term (termly in EYFS) and support our British Values teaching and learning. . In November the whole school participates in **UK Parliament Week**; a week-long national programme, that aims to get the children to engage with the country's democratic systems and institutions. As part of UK Parliament Week, the school takes part in activities that support the children's learning and engagement







## Our E Safety at Glenmere:

Internet safety is a huge part of our school curriculum and we challenge children to think about the key themes of **content**, **contact**, **conduct** and **contract** which form the four main areas for online safety. We believe that this gives them the best preparation for digital citizenship of the future.

All children will be taught how to use technology safely, respectfully and responsibly; keeping personal information private; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and who to contact regarding internet or other online technologies. This is done through:

- Discreet e safety lessons
  - Part of our computing and ICT curriculum.
  - E- safety assemblies
  - Safer Internet day
- Parents are provided with a range of support and advice through:

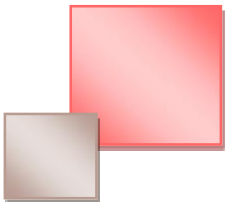
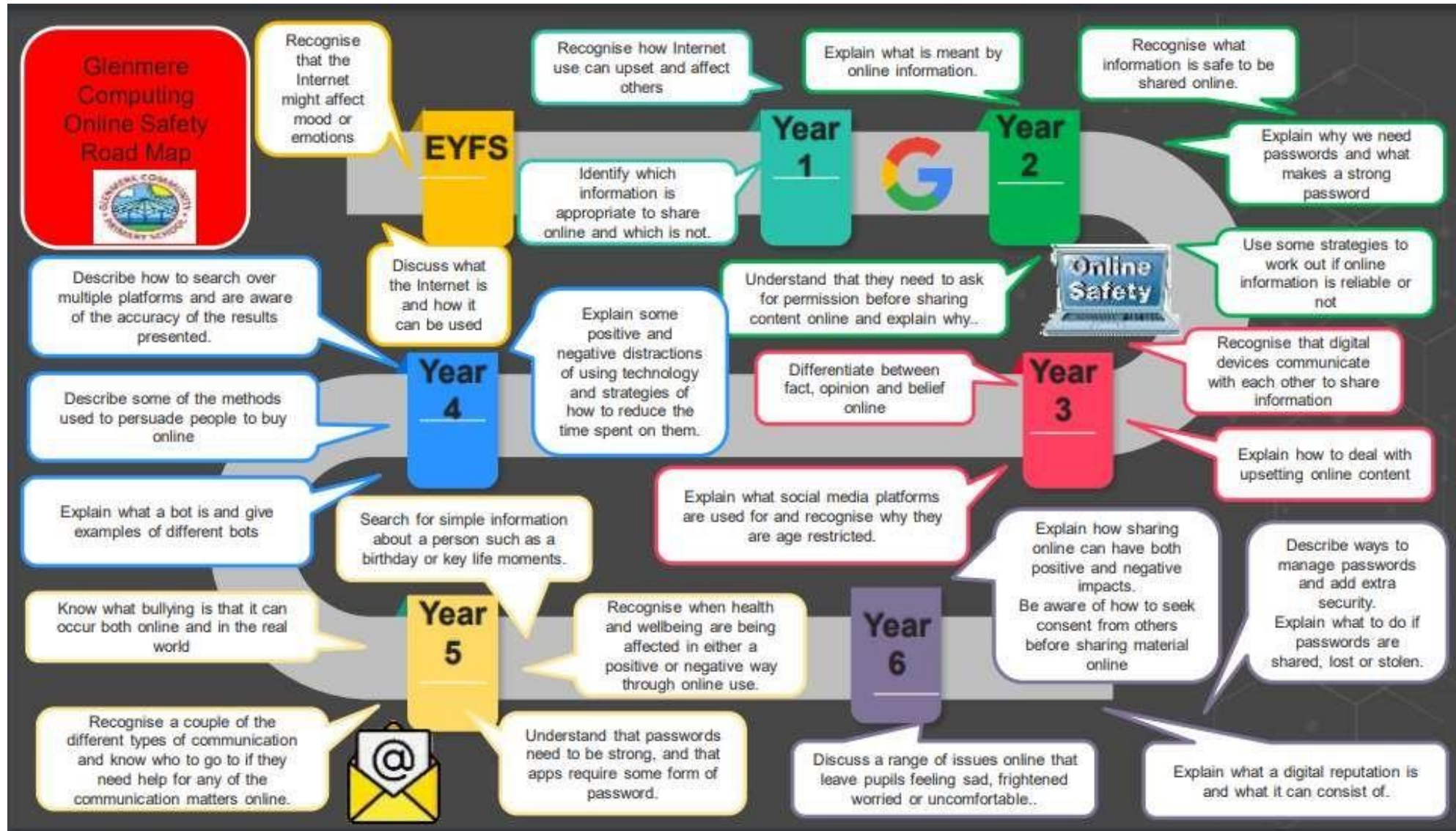
- Monthly E-safety newsletters
- Half termly personal development newsletters
- Information on dedicated website page

## Understanding the risks to children

Areas for online risks can be categorised into the 3 C's - Content, Contact and Conduct, and can be commercial, aggressive or sexual in nature as shown in the table below.

	Risks		
	COMMERCIAL	AGGRESSIVE	SEXUAL
<b>CONTENT</b> (Child as recipient)	Adverts, Spam, Sponsorship Personal information	Violent or hateful content	Pornographic or unwelcome sexual content
<b>CONTACT</b> (Child as participant)	Tracking Harvesting Personal information	Being bullied, harassed or stalked	Meeting strangers Being groomed
<b>CONDUCT</b> (Child as actor)	Illegal downloading Hacking Gambling Financial scams Terrorism	Bullying or harassing another person	Creating and uploading inappropriate material

# Online Safety Road Map



## Our Protected Characteristics at Glenmere:

It is important that all pupils gain an understanding of the world that they are growing up in and learn to live alongside, and show respect for, a diverse range of people. We believe that it promotes a proactive approach to bullying, teaches British values and prepares children for modern life in Britain.

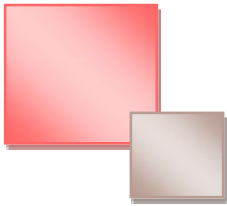
Our RSE and PSHE lessons support in teaching pupils to show respect for those who share the protected characteristics and are integrated into . These issues are integrated into the curriculum, are taught in an age-appropriate way.

### It is against the law to discriminate against someone because of:

<b>Age</b> <ul style="list-style-type: none"><li>• A person belonging to a particular age or range of ages.</li></ul>	<b>Disability</b> <ul style="list-style-type: none"><li>• A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.</li></ul>	<b>Gender reassignment</b> <ul style="list-style-type: none"><li>• The process of transitioning from one sex to another.</li></ul>	<b>Marriage and civil partnership</b> <ul style="list-style-type: none"><li>• Marriage is a union between a man and a woman or between a same-sex couple.</li><li>• Same sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).</li></ul>	<b>Pregnancy and maternity</b> <ul style="list-style-type: none"><li>• Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.</li></ul>
<b>Race</b> <ul style="list-style-type: none"><li>• Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.</li></ul>	<b>Sexual orientation</b> <ul style="list-style-type: none"><li>• Whether a person's sexual attraction is towards their own sex, the opposite sex, or to both sexes.</li></ul>	<b>Religion and belief</b> <ul style="list-style-type: none"><li>• Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.</li></ul>	<b>Sex</b> <ul style="list-style-type: none"><li>• A man or a woman.</li></ul>	

At Glenmere, everyone is welcome. We are all different and we know that this is something that should be celebrated! We use the 'Everyone Welcome - No Outsiders' programme which aims to educate children about diversity within our communities and addresses issues such as sexism, ageism, race and different types of families.

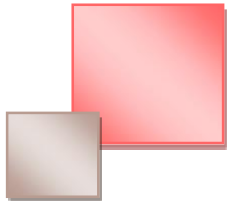
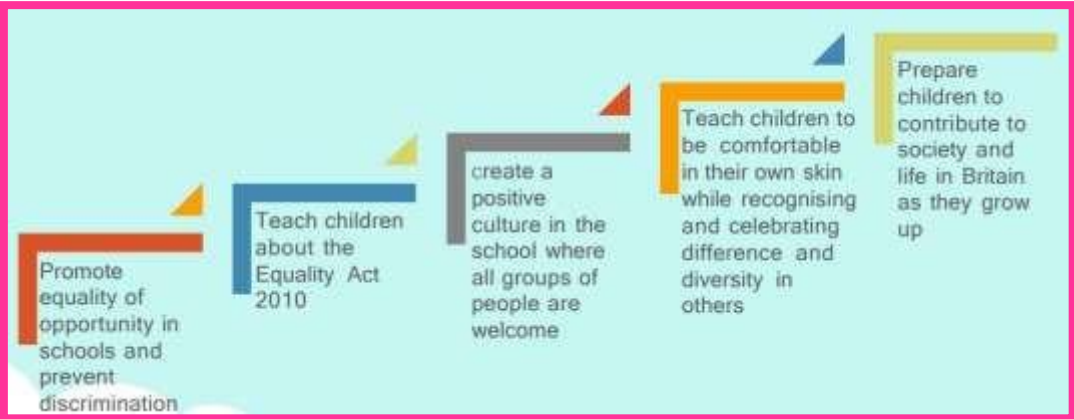
It is taught to each year group through the use of age-appropriate books twice, each half term.



EYFS						
Learning Intention	To say what I think	To understand that it's OK to like different things	To make friends with someone who is different	To understand that all families are different	To celebrate my family	To say hello
Year 1						
Learning Intention	To like the way I am	To find ways to play together	Proud to be me	To join in	To understand that we share the world with lots of people	To work together
Year 2						
Learning Intention	To welcome different people	To have self confidence	To understand what diversity is	To think about what makes a good friend	To communicate in different ways	To know I belong
Year 3						
Learning Intention	To understand what 'discrimination' means	To understand what a 'bully' is	To be welcoming	To recognise a stereotype	To recognise and help an accident	To consider living in Britain today
Year 4						
Learning Intention	To help someone accept difference	To choose when to be assertive	To be proud of who I am	To find common ground	To look after my mental health	To show acceptance
Year 5						
Learning Intention	To consider consequences	To justify my actions	To consider responses to racist behaviour	To recognise when someone needs help	To explore friendships	To exchange dialogues and express an opinion
Year 6						
Learning Intention	To consider responses to inequalities	To consider language and freedom of speech	To overcome fears about difference	To consider causes of racism	To consider democracy	To show acceptance

Each characteristic is taught in context with British law.

Creates and develops a whole school ethos.



## Our Picture News at Glenmere:

Primary Picture news is a current affairs news scheme, which gives children opportunities to develop learning further through news stories that inspire them. The weekly theme (which is delivered both in whole school or class assembly) exposes pupils to a range of topics including political, religious, cultural, environmental, social, moral and spiritual issues. Pupils then have the opportunity to discuss these 'big issues' with their class teacher. We also use these as a basis for some interesting lessons that support the pupils' personal development, so that they can be explored more in depth class.

We inform parents of the weekly news via our Twitter(X) feed to enable these discussions to be shared and continued at home, to extend their understanding and appreciate different viewpoints. We believe that it brings the world closer to their everyday lives.

Discover talents and interests through a broad coverage

Develop speaking and listening skills

Develop the confidence to speak out

Develop resilience

Understand British Values and Protected Characteristics

Develop links between personal, school and community values.

Demonstrate respect and tolerance








## Our Values Based Education at Glenmere:

‘A value is a principle that guides our thinking and behaviour’

We have embedded our school ethos of GREAT with our school values into our curriculum.

- We GROW to become caring, confident and responsible members of our diverse society and strive to improve the outcomes of all through reflection and self-evaluation.
- We RESPECT each other and treat everyone the way that we want to be treated, understanding that we are all different.
- We ENJOY learning in different ways through the many opportunities provided.
- We ACHIEVE great things because we want to be successful and feel a collective sense of pride in those achievements.
- We work TOGETHER because we know, that the harder we work, the prouder we become.

Each letter of our ethos is linked to our school values which are highlighted each half term.

Term	Values
Autumn term 1	 <i>Self-Belief and Independence</i>
Autumn term 2	 <i>Honesty and Politeness</i>
Spring term 1	 <i>Creativity and Enthusiasm</i>
Spring term 2	 <i>Patience and Determination</i>
Summer term	 <i>Friendship and Kindness</i>

## Including Our Values Across the School

- + A yearly programme of values
- + A values tree display in every classroom
- + Included in PSHE lessons
- + Assemblies
- + Recognition and reward
- + Positive Behaviour Management
- + Involving the entire school community
- + Informing parents
- + All stakeholders acting as role models of the values
- + Continued use of the values vocabulary
- + Visual displays throughout the school



## Enrichment at Glenmere:

Our curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. This includes an extensive programme of before school, lunch time and after-school clubs, that support the core curriculum offer, as well as those which develop specialist skills, such as Spanish, whilst also extending the range of children's experiences (Cultural Capital). A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

Throughout the year, themed days are woven into the curriculum to extend and enhance the breadth and balance of opportunities we offer our pupils. These include, Anti-Bullying Week and E-Safety Day, World Book Day, Black History Month, Sport & Health Week, Day of Languages, Multi-Faith Day, British Values Day, and much more.

