

Subject Overview – Personal Development at Leverton Academy

Subject Vision

At Leverton C of E Academy we aim to ensure all children to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. We want all children to have the knowledge to make decisions about how to lead a healthy lifestyle, how to keep safe and what to do when they don't feel safe. We believe it is imperative that children are confident to ask questions, be curious and to feel safe to express their thoughts and feelings. We believe personal development covers a variety of aspects that will support children in being confident and respectful individuals, therefore our offer encompasses much more than the weekly lessons which are built into what we provide as a school.

Subject Intent

In consultation with parents, staff and pupils the curriculum has been designed to reflect the needs of our school and community, using the PSHE association materials as a framework to work around.

Within the early years, children are provided with opportunities to develop in the prime areas of learning through a mixture of adult led sessions, continuous provision and through adults modelling and scaffolding learning.

Healthy Living lessons are taught weekly and focus on the overarching themes of **Relationships, Living in the wider world** and **Health and wellbeing**. These themes are then broken down into the following core topics:

Relationships: Families and friendships, safe relationships, respecting ourselves and others

Living in the wider world: Belonging to a community, media literacy and digital resilience, money and work

Health and wellbeing: Physical health and well-being, growing and changing, keeping safe.

Throughout each core topic, objectives have been carefully sequenced across the three milestones where skills and knowledge are built upon from the early years up to year 6. A key question is posed to the children for each core topic to allow children the opportunity to learn new things, develop their understanding and reflect on what they know. Whilst the children revisit the same core topics each year, they consider a slightly different question where they can build upon what they already know.

Alongside the taught lessons, children develop their knowledge and skills to be confident individuals through these methods:

- **Take 5** – A breathing exercise that is provided to the children twice a day, supporting them to develop their resilience and time for reflection
- **Picture News** – Opportunities to express own opinions and listen to others thoughts and feelings. Children explore a weekly news topic where British Values are explored with the children
- **Sports Leaders** – Children have opportunities to take part in games each lunchtime set out by the sports leaders. This builds physical activity and promotes leadership and participation
- **Restorative Practise** – As part of our behaviour policy, children work alongside adults to solve problems, thinking about the events that have happened, the feelings and how to put it right
- **Clubs** – We offer a range of clubs throughout the year to encourage children to develop their own interests further
- **Cultural Capital Offer** – By providing all children with opportunities identified on this plan, they are building up a range of interests and we hope to inspire children to the possibilities available to them

Subject Implementation

During a 30mins weekly Healthy Living lesson children will work towards answering a key question over a half term. Children are reminded of ground rules within the lessons to ensure it is a safe space for them to explore their thoughts and feelings on what can sometimes be sensitive subjects. Children are encouraged to share questions/concerns as an ongoing process within boxes in each classroom. Teachers use these pupil responses to initiate discussions or to raise any concerns with parents, children or other professionals. Throughout lessons, teachers are careful to provide balanced information that reflects a wide range of cultures and beliefs whilst

tackling issues with sensitivity. Children are provided with opportunities to work in small groups as well as whole class throughout each lesson and children are able to express their thoughts/ideas in different ways such as graffiti sheets, rounds, quizzes or draw and write activities.

Monitoring & Progression

Pupil voice and observation allows the subject to be monitored along with the behaviour and attitudes of the pupils in school. Class scrapbooks are used to collect information, annotations and pieces of work from sessions. Progression is evident through the pupils' ability to articulate their learning through what they know and can remember.

Assessment

Teachers use formative, ongoing assessment to ensure lessons reflect the needs of the children. An end of year assessment takes place to highlight children who are working at an 'expected' standard for the content they have covered throughout the year. Where there are concerns that children have significant gaps in knowledge or skills this will be explored with parents, new teachers and where appropriate the SENCO to identify any additional support that may be required. A number of other tools can be used to assess children's personal, social and emotional development should the need arise, which can pinpoint specific areas to work on with children.