

Personal Development at Ponteland Primary School

Vision

We want our pupils to be confident, resilient, independent and inquisitive learners who develop empathy for others and an understanding of the world - past, present and future - and see themselves as being active agents of its evolution. Our approach to personal development is centred around guiding children to understand:

1. themselves
2. how they interact with others in their community
3. their place in the wider world

PD through our culture

Values

Our whole school values underpin our PD offer. We have a value for each month of the school year and so pupils have the opportunity to develop and grow each of the values over their time in primary school, revisiting each one every year from Nursery to Y6. As well as having an individual monthly focus, the values are interwoven into the curriculum so they are explicitly taught and the children have the opportunity to put them into practice through global curriculum projects. The values apply as much to the adults as the children and so staff visibly role model the values for the children.

Relational approach

Relationships are at the heart of our school and we take a relational and restorative approach to supporting children with their behaviour. Just as we teach children academic subject matter, we also see it as our role to teach them how to develop as responsible members of society who have an awareness of how they may impact others and an understanding that they are responsible for their behaviour. Discussions around behaviour are consistently framed using the values, by supporting children to reflect on whether they have conducted themselves in accordance with the values and which choices they could make moving forward. We believe this approach will support the children to develop a moral compass and be guided by their values as they progress through their lives.

Oracy

We explicitly teach oracy skills to ensure pupils learn how to: speak eloquently, articulate ideas, influence through talking, collaborate with peers, express their views and communicate clearly. This allows them to explain ideas and emotions to other people, not only in a school setting but in their lives outside the classroom too. The combination of our strong focus on oracy plus the global element of our curriculum, gives children the opportunity to form opinions and use their voice to make a difference in the world.

Inclusion

All aspects of school life are viewed through the lens of inclusion and we take deliberate action to develop staff and pupils' understanding of diversity through the curriculum and the books children are exposed to. This means children of minority groups see themselves represented. Neurodiversity is explicitly taught so children are able to understand their own and others' brains and needs; there is no stigma around children needing accommodations in the classroom such as ear defenders.

Specific strands

Curriculum

Our curriculum is knowledge rich, taking our children beyond their own contexts and supporting our commitment for all children to have a deep understanding of the world around them. The curriculum introduces them to new concepts, contexts and experiences so that they develop a rich cultural capital and become socially aware, confident and reflective young citizens of the world. Knowledge for its own sake is not the goal; we want our pupils to acquire knowledge and be empowered to take action.

Our global curriculum gives our children opportunities to make sense of the increasingly complex and rapidly changing world in which they live. Our curriculum enables pupils to think critically about world issues and develop an awareness of the impact our actions can have on others.

Specialist teaching of the arts has raised the profile of music and art and allows children to flourish creatively as well as academically.

PSHE

We have a comprehensive PSHE curriculum which enables individuals to become healthy, independent and responsible members of society. Through our RSE teaching, children will have an understanding of their physical and mental health and will develop skills to help them maintain healthy relationships. By teaching children about topics such as economic wellbeing and internet safety, staff equip pupils with understanding and skills to make safe and informed decisions in their school life, in the wider world and beyond.

Enhancements

- A wide range of pupil-led committees
- Y6 Junior Leadership Team
- Assemblies
- Opportunities to perform on a stage e.g. Shakespeare, Kaleidoscope at Tyne Theatre
- Opportunities to exhibit work e.g. Flow & Kaleidoscope
- Trips outside of school
- Visitors into school e.g. STEM week
- Careers provision, including visits from parents
- Access to counselling
- Social opportunities e.g. PTA discos and movie nights

Extra-curricular

- A wide range of clubs, the majority of which are free in order to improve accessibility for all
- Opportunities to represent the school in a wide range of tournaments and events e.g. football, gymnastics, music
- Tracking of participation to strive for equal opportunities and inclusion
- Promotion of relevant external clubs to further develop pupils' interest and opportunity

Safeguarding

All of the aspects above are underpinned by a culture of safeguarding.

