******Personal Development Strategic Overview**

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| **Our Intention**  At Highfield Farm we want our children to feel empowered, capable and accepted for who they are in order to lead independent healthy lives and become active, positive responsible citizens. |

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| **Our Offer**  Our approach to Personal Development is tiered:  Tier 1 – our ethos, which underpins every aspect of school life and drives everything that we do.  Tier 2 – our ambitious, carefully constructed curriculum which supports progression in learning. Personal development is a component of all subjects within the curriculum as a whole; however, the key subjects which teach personal development discretely and have specific personal development skills and knowledge are: RSE, PSHE, PE, Computing and Science.  Tier 3 – details the whole school strategies that all children access universally  Tier 4 – outlines targeted personal development opportunities which are available at specific times for identified children. |

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| **Tier 1: Ethos** |
| At Highfield Farm we have created a fully inclusive, nurturing, safe place to learn. We believe in and value kindness, respect and resilience. Everyone is welcome here. Together we will develop individual, unique characters who feel that they belong in our community. |

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| **Tier 2: Curriculum** | | | | |
| Curriculum Design | RSE | PSHE | PE | Computing |
| A range of teaching and learning techniques are used to ensure learning enables pupils to have the opportunity to work independently and collaboratively and think in different ways.  The history and geography curriculum is designed to enable children to make sense of their locality leading to an understanding of the wider world and their place within it.  Cultural capital is woven through the curriculum to know and understand different cultures, faiths and communities, developing their tolerance, acceptance and emotional intelligence.  The curriculum has appropriate challenge to provide the opportunity for pupils to build resilience.  Voice21 development supports children’s oracy skills, enabling them to communicate effectively. | The RSE Curriculum embodies emotional intelligence through every aspect that is taught.  It provides children with the knowledge of the physical and emotional changes pupils experience as they progress into adulthood. This equips the pupils with the resilience to deal with the changes that lie ahead.  It empowers children to have the emotional intelligence to ensure that all relationships are respectful, safe and consensual, recognising actions and words that are both appropriate and inappropriate.  The curriculum disrupts the dominant narrative and promotes, represents and celebrates our communities, society and stories through positive awareness and acceptance of different types of families. | PSHE evolves a child’s sense of caring, respectful and safe relationships as well as expanding their awareness of physical health and wellbeing.  Jigsaw focusses on children’s strengths and their character traits helping them to deal with complex situations that may occur.  Jigsaw helps promote social and emotional intelligence by growing their ability to label and understand a range of emotions and supporting their development of social awareness, self-regulation, responsible decision making and relationship skills.  Jigsaw supports children to build resilience and independence promoting coping mechanisms, including breathing exercise for coregulation leading into self-regulation.  School visits to/from the local library, crucial crew, swimming lessons and residential trip all support this area  Wider opportunities facilitated though extra-curricular activities, breakfast club, lunchtime choices/activities and collaborative community based after school provision. | Our PE curriculum (Real PE) is designed to foster pupils’ resilience levels through controlled exposure to manageable challenges or stresses.  The engagement of PE professionals throughout the year, develops aspiration for children and a connection to a wider community.  PE encourages communication, interaction and collaboration. This can be through self-confidence, empathy and understanding by encouraging children to work together and support each other.  In PE children will be encouraged to develop their independence through the setting of individual goals to improve their performance, physical ability and mental well-being. This will develop children's motivation and self-esteem.  Engagement and participation in trust and local sporting opportunities enhance collaboration, communication and team work.  Annual sports day and enhanced events through the year, e.g., Wimbledon picnic. | The Computing curriculum equips children with the resilience and emotional intelligence to engage with and adapt to an ever-changing technological world.  Our computing curriculum is designed to advance pupils independent skills in word processing, presentation design, programming, effective and safe internet searching and using the internet to communicate effectively with others.  The online safety aspects of the computing curriculum develop emotional intelligence through creating and awareness of digital footprints, of what is appropriate to share and what is not appropriate to share online.  The programming element of the computing curriculum develops teamwork, communication and pupil resilience through problem solving, trial and error and fine tuning for a specific outcome. |
| RE | Science | Adaptive Teaching | Ready for next phase | SMSC |
| Emotional intelligence is embedded into every aspect of the RE curriculum. (Rotherham agreed syllabus)  The curriculum design supports children to: know and understand a range of religions and world views, express ideas and insights about the nature, significance and impact of religions and world views and to gain and deploy the skills needed to engage seriously with religions and world views.  Communication development plays a large role within this curriculum as pupils apprise varied dimensions of religion. Children are given the opportunity to express their personal reflections and critical responses to enquiries and teaching about identity, diversity meaning and value. | The science(PKC) enquiry elements of the curriculum fosters pupils teamwork and communication skills though collaborative investigations and presentation of findings, both in writing and orally.  Observation over time builds resilience and develops communication skills though patience, recording and sharing findings.  Independent thought is encouraged and valued through the interpretation of scientific results.  Emotional intelligence is developed through recognising there may be more than one interpretation from the results of an enquiry.  Appreciation of our natural world is fostered organically using our own grounds including the use of our allotment area for gardening/ horticultural projects incorporating wild life awareness and preservation.  A unique petting pod houses rabbits and guinea pigs for animal care. | Adaptive teaching within the curriculums enables children to develop personal learning characteristics.  These may include:   * Scaffolding * Additional resources * Visual representations * Communication aids * Environmental adaptations * Referral/consultation with agencies * Anticipating and planning to address barriers * Using assessment to elicit evidence of learning * In the moment adaptations such as prompts, rephrasing, clarifying and revisiting * Considering the location of the pupil within the classroom environment. | Careers-related learning throughout the curriculum fosters aspirations by introducing children to various professions, encouraging them to express ideas about future goals.  The Design and Technology Food curriculum incorporates cooking skills and independence.  Emotional intelligence develops through exposure to diverse occupations, fostering empathy and self-awareness.  Teamwork is fostered through strong collaborations with Wath Academy. Children attend sessions throughout year 5.  Independence grows as children explore potential careers, making decisions and building a foundation for self-reliance in their future pursuits. | Everyone is welcome at HFP is clearly visible in our whole school ethos and culture.  Relational, trauma informed practice, unconditional positive regard and restorative practice is at the heart of our pedagogy.  Kindness and respect are two of the school’s values. Our motto ‘together we will’ highlight the collaborative community work.  Visits to and from the local community church for Harvest, Christmas and Easter.  Assemblies and daily class worship alongside celebration events and recognition of National/international events, enhance wider social, moral, spiritual and cultural knowledge and understanding.  Parent assemblies and events throughout the year engage other members of our school community.  Participation in whole school and MAT events, including a trust level climate action plan.  Fundraising and charity events supported by our HFP fundraising champions community group.  Dojo class reward system.  Pastoral member of staff on site. Support is bespoke and targeted, planned and spontaneous and designed to meet immediate and long term need. |

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| **Tier 3: Whole School Strategies** | | | |
| High quality pastoral support | School / community partnerships | Assemblies / workshops | Inclusion |
| * Pastoral member of staff * Relational, trauma informed approach * Attendance team * Safeguarding team * Emotionally Available Adults * With me in mind * Anti-Bullying Alliance through ROSiS * Morning greetings, rewards and motivators, social stories, individual personalised plans, celebration of birthdays and key events, personalised pastoral support, shout out/certificates, notes, Dojo message / photos sent home are established daily practices to build a sense of belonging and support | * Weekly parent, school library sessions * Strong links with local secondary schools * Links with local businesses/groups: West Melton Early Years, Establishing Sports RUFC, Rotherham Titans, Sheffield Hallam/ Leeds University/Dearne Valley College/Barnsley college, Rotherham Parents Forum, SENDIASS, Early Help – designated link worker * Visitors into school (nurse, road safety, police, fire service) * Support Community projects: Carol service, Toddler group, Corton Wood Comeback Centre * Links with Hate Crime Officer * Work closely with Early Help on attendance * Support SY Police projects – distributing their information and attending training that they offer. * Take part in national and local events such as anti-bullying week, road safety week. * Safety rules as children enter and exit the premises such as walking scooters/bikes, walking to and from school policy monitoring the car park and access to school. | Assemblies are adapted at HFP to meet the high SEND needs.  Weekly:  Monday: Weekly focus/drive - linked to home learning opportunities  Tuesday: Class- engagement through story  Wednesdays: Class- engagement through story  Thursdays: Class- engagement through story  Fridays: Achievement assembly  Throughout the year:  Anti-Bullying Week  Children in Need  Red Nose Day  Remembrance Day  Speak Out Stay Safe (NSPCC)  World Book Day  Enhancements as appropriate / when available– for example: community police, fire service, school nurse police and road safety officers, sports groups, community groups. | * Bespoke Curriculum for identified pupils * Range of learning spaces * Personalised resources * Enhanced transition support * Safeguarding team * Attendance team * Pastoral member of staff * Work with Rotherham Parents Carers Forum * One Page Profiles / SEND plans * Pupils and parents are invited to contribute to their SEND meetings * Liaison with External professionals * Promotion of self-efficacy |
| Playtimes | Character Development | Celebration of difference | British Values |
| * Playground leaders * Buddy bench * Familiar adults on duty * Range of activities including ball games – football, basketball, tennis, Hoola Hoops, skipping Ropes, skittles, Trim Trail, drawing equipment, dance / drama opportunities | * Relationship and behaviour policy * Emotionally available adults * Zones of regulation * Mental Health and well-being on the school SIP as priorities * With me in Mind staff training and support groups * Wishes and feeling and pupil voice carried out regularly through school council and personalised interventions * Safety promoted, including personal safety, online and within relationships * Resilience (keep trying) as one of the schools’ values, promoting achievement of long-term goals * Celebration of positive moral attributes – courage, honestly, generosity, love, kindness, voluntary * Voice 21 supporting social confidence, the ability to make points or arguments clearly and constructively * Family lunch service, encouraging manners and being courteous * Community events, involving positive role models * Promotion of year 6 as role models. | * Representation through books * Representational displays * Representational resources * Challenge gender stereotype * Themed celebration days * Challenge stereotypes through careers related learning * Values promoted through representational quotes * Personal uniqueness celebrated | Democracy   * Promoting British Values on the school SIP as priorities * seen in school council * Book choices   Liberty   * Culture of the freedom to be ourselves and have our own choices * Choices at breakfast club, breaktime activity, lunches, after school club * A sense of school and class community and belonging   The rule of Law   * Reference to British law, current and historic figures and accounts * Discussions about right and wrong, including respect for the law * Displayed monarchy and government figures * Expectation to follow school values/rules, linked back to democracy   Mutual respect and tolerance   * We listen to and respect the views of others. * We celebrate and value people’s differences * We appreciate each other’s beliefs. * Book choices * Celebration weeks e.g. mental health week, antibullying week |
| Pupil leadership/responsibility | Safeguarding | Careers | Families |
| * Year 6 whole school responsibilities – animal care, plant care, office management, resources management – library * Class responsibilities * Promoting intrinsic reward for contributing to school life. * School councillors * Playground leaders * Café - lunch support, family service | * Effective systems and procedures. RecordMy * SLT safeguarding team * Ongoing staff CPD * Contextual understanding of current issues and concerns * Good relationships with community groups, police, early help. | * Curriculum texts * Assemblies and events * Clubs – e.g., writers club * Strong relationship with Wath Academy and engagement in subject and careers events | * Daily use of Class Dojo * Half termly calendars of school life sent to parents * Half termly curriculum overviews sent * Specific ‘our bodies’ information sent to parents * Factsheets / information regarding specific safe guarding risks e.g. Tiktok, * Open door policy to report and share worries and concerns * Signposting to a range of support services   Website includes   * photographs and information about the safeguarding team. * Safeguarding Policies * Information on Operation Encompass * Rotherham support services * Cyber safety advice |

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| **Tier 4: Targeted Personal Development** | | | |
| EYFS | Y1/Y2 | Y3/Y4 | Y5/Y6 |
| Currently no school provision.  West Melton Early Years operate on the same site. | Nativity/ Christmas Performance  Dental/oral health +safe touch and personal hygiene with the school nurse | Fire Safety Visitors – Fire Service  Swimming lessons  Healthy eating + Exercise and how your body reacts | Crucial Crew  Residential  Tech we can – internet safety  Safe touch and personal hygiene with the school nurse |

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| **End of Year Evaluation** | |
| **Tier 1** |  |
| **Tier 2** |  |
| **Tier 3** |  |
| **Tier 4** |  |