

Primary Personal Development Curriculum

Our Ethos

At Meadowcroft school our ultimate aim is to unlock the potential of students by cultivating our STAR ethos – that is to say that we work with them to cultivate their Self-belief, Trust, Aspirations and Respect. By focussing on these core values as a school, we believe that we are giving our students all of the tools that they will need throughout our primary and secondary settings, and that will have a positive impact on them throughout their adult lives – helping them to become kind, respectful and resilient people who contribute positively to society.

Intent

At Meadowcroft School we place a great deal of emphasis in supporting our students to ensure that they receive a bespoke Personal Development curriculum. Our curriculum has been developed to support our STAR ethos. That is that our Personal Development curriculum focuses on helping our students to develop their self-belief, trust, aspirations and respect.

Our Personal Development curriculum extends beyond focusing on academic understanding, and also allows our students to develop skills that will help them in later life. Our offer of extra-curricular activities means that students can develop their skills in resilience and teamwork; whilst our focus on themed days and visitor talks allow students to deepen their knowledge and skills without solely being in a classroom setting.

Our students learn to be respectful and tolerant of others, not only through interactions within school, but by also learning about different faiths and beliefs, with many important celebrations being marked in some way at school.

By providing a warm and nurturing environment, our students can safely express themselves and their beliefs, helping them to develop into compassionate and caring young people.

Implementation

Our thoughtfully planned Personal Development curriculum begins from Reception to Year 6 and will continue to be built upon as students enter the secondary phase of their education with Meadowcroft. Our curriculum is deeply entwined with our focus on the Spiritual, Moral, and Cultural (SMSC) development of our students, and is reflective of the core British Values of democracy, the rule of law, individual liberty and respect for different faiths.

At Meadowcroft, we believe that it is our responsibility to show our students that the world is their oyster outside of the school gates. We aim to encourage in our students a love of learning, and a metacognitive understanding of how we can best learn and self-regulate, that will continue into secondary school and beyond.

Curriculum Aims

We ensure that we teach the following key aspects of Personal Development:

Healthy & Safe Behaviours include our Personal, Social and Health Education (PSHE) curriculum, Relationship and Sex Education (RSE), Physical Health, Mental Wellbeing and wider aspects of safety, including online and e-safety.

Citizenship Development includes the development of the knowledge children need to prepare them to play a full and active part of society. our school values framework, children's behaviour and wider, extra-curricular opportunities for children to engage with.

Development of Character encompasses our ethos of high expectation and aspiration. Children behave well and display courtesy and respect.

Core British Values includes Democracy, Rule of Law, Respect & Tolerance and Individual Liberty.

Social, Moral, Spiritual and Cultural Development allows our students to develop their own personal values, develop positive relationship, and learn how to become a positive member of society.

Trauma Informed Practice at Meadowcroft.

At Meadowcroft, we aim to develop our students holistically, giving them the skills that they need to become citizens who contribute positively to society, and who are able to lead positive and fulfilling lives and careers.

As a trauma informed school, we recognise that it is imperative that we support students with trauma or mental health issues, as these can pose significant barriers for learning.

Trauma Informed Practice is incorporated into every aspect of our curriculum, so that students are able to thrive within this safe and secure environment.

By focussing on Trauma Informed Practice, we equip or students with the skills that they need to:

- Develop self-control.
- Resolve conflicts.
- Build and manage healthy relationships.
- Be self-aware.
- Build resilience, self-esteem and confidence.

- Recognise and prevent poor mental health.
- Think positively about themselves and the world around them.
- Make good decisions.
- Handle and overcome difficulties.
- Identify and recognise their feelings and behaviour so that they are able to reach out for help.
- Grow into well-rounded and health adults.

Within both primary and secondary, we use the Zones of Regulation to help our students identify their feelings, and recognise strategies that they can use to help them regulate and to be in a place where they are ready to learn.

The impact of Trauma Informed Practice.

By delivering our curriculum with Trauma Informed Practice, we have seen a 70% daily reduction within the 'Yellow or Red' zones within the school day. We have also seen a 79% decrease in the utilisation of restrictive interventions within the cohort of pupils, a 40% decrease in lessons refusals, and a 41% decrease in recorded incidents of damage.

Our daily briefings and de-briefs allow our staff to fully understand the needs and antecedents of all of the students within our care. These reflective staff sessions allow us to update student risk assessments and plans to be updated based upon daily incidents and sleuth reports – this ensures that individualised appropriate support and strategies are consistently implemented by all staff members.

SEMH and Wellbeing

As a whole school we aim to provide our students with an inclusive curriculum that is designed around their needs. Our Personal Development curriculum places huge emphasis on giving our students the tools and skills that they need in order to learn how to best help themselves build up their social skills, manage their emotions, and to be able to look after both their physical and mental health.

The combined delivery of our Personal Development, Social, and Academic curriculum, with the additional benefit of access to therapy, therapeutic strategies, and a pastoral team to support them throughout their learning journey whilst supporting our students with any anxieties that they may have, mean that the Wellbeing, Social, Emotional and Mental Health of our students is at the heart of all that we do.

Diversity and Inclusion.

We are proud to say that our cohort of students and our staff team come from a diverse range of backgrounds, and inclusivity is something that we actively promote throughout our primary and secondary settings.

Our curriculum offer implements the academic teaching of diversity and inclusion throughout our subjects, but this is also reinforced through the implementation of volunteer work, extra-curricular

activities and themed assemblies which help to promote our values around PD, SMSC and SEMH. These assemblies and activities allow our students to appreciate the importance of diversity and inclusion without it being solely classroom based, helping our students to further engage with and enhance their understanding around these subjects.

Impact of Assemblies.

- All the assemblies that are delivered are guided by the SMSC calendar.
- The assemblies have included, National inclusion week which highlighted the importance of equality towards marginalised groups of people. It also explained the importance what makes them as individuals unique.
- On the 6/10/23 it was world mental health day, the purpose of this was to highlight the importance of mental health and who to contact if they have any issues. It also informed them how prevalent it is and that there is no need to be ashamed of asking for help.
- Black history month was celebrated on the 13/10/2023, it gave students' knowledge as to why we celebrate it and what struggles black people had historically.
- There was an assembly on the United Nations, this told students what it was, where it had come from and how it protects people, including human and children's rights.
- During the same week as United Nations, there was a safety on bonfire night assembly, this was to inform the students of the dangers of using fireworks. It gave example of injuries, and the impact these injuries can have.
- There was a remembrance Sunday assembly, this reminded the students why we celebrate it, but it also explained more about memorials and the different poppies that can be worn or displayed as a mark of respect.
- Throughout anti-bullying week, there was an assembly, a full PSHE lesson and various events, one of which asked the students to volunteer as an anti-bullying ambassador, they then had a brief meeting with the anti-bullying team and planned what actions are going to be put in place. The anti-bullying team will continue to meet and address any issues that arise, the students have their opportunity to give the opinions and ideas for staff to implement.
- The following week was Children in need, as well as attending the assembly, the students took part in various activities, throughout the week. This allowed students to gain an understanding of how not all children are treated fairly or have the privileges most children have. This gave them the introduction to what a charity is as this is something that will be revisited and they will be active in supporting those less fortunate.
- Issues around road safety with some of our students had been an area of concern, this was seen when pupils attended events outside of the school premises, an assembly was delivered that highlighted the consequences of reckless behaviour on roads, it gave examples of when people have been injured and how severe this can be. This was to attempt to prevent further dangerous behaviours on the roads.
- At the beginning of December, it was Christmas jumper day, this was celebrated during an assembly, informing the students as to why we celebrate it and what its purpose is. The students then got the opportunity to create their own Christmas T-shirt, this followed Christmas jumper day, and gave all students the chance to take part as not all of them would be able to get a jumper.
- A small number of pupils are involved in substance misuse outside of school, and also smoking and vaping, students attended an assembly that highlighted the dangers of this and the services they can use to get help.

- The students started learning about relationships, this included, personal role models, healthy relationships, domestic abuse, coercive control, stalking and forced and arranged marriages. Throughout these lessons, students had the ability to ask questions, they were made aware of any services and helplines that they could use. The students also got chance to complete a short role play, this was for students to visually see what abuse can look like

Relationships and Sex Education

At Meadowcroft we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their school career and opens the doors to the wider world. We want our children to aspire to achieve and believe that it is essential that they understand the world they live in. Broadening our children's horizons and giving them the belief that they are capable of achieving great things regardless of their needs drives our curriculum. Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly on, and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our PSHE/RSE curriculum gives the children the knowledge and understanding they need make informed choices and to be a positive influence in the communities to which they belong.

In addition to the statutory requirements, our PSHE curriculum will also include the strand 'Living in the Wider World'. This includes learning about economic wellbeing: ambitions, work and career, economic wellbeing: money, media literacy and digital resilience, community and shared responsibility.

Our PSHE/RSE curriculum consists of three main strands:

- **Relationships**
- **Physical Health and Mental Wellbeing**
- **Living in the Wider World**

Spiritual, Moral, Social and Cultural Development

Spiritual, Moral, Social and Cultural development (SMSC) is involved in all areas of school life at Meadowcroft, to help pupils develop their own personal values, have positive relationships with others and become responsible young citizens in society. SMSC development supports pupils to be kind, thoughtful and caring and to be able to live and learn alongside people with different beliefs, cultures and lifestyles.

Our provision for pupils' Spiritual, Moral, Social, Cultural and Emotional development (SMSC), builds on our values of our education. An important part of SMSC is to support our pupils to engage with British values of democracy, the rule of law, individual liberty and respect for different faiths and beliefs.

We want our pupils to be reflective about their own beliefs, but also show interest and respect for the beliefs and faiths of others. We encourage pupils to reflect, not just on their own behaviour and the choices they make, but also on the skills needed to remain calm and focused on their learning.

Some assume spiritual development is about religious exploration or faith, but this is not the case –the spiritual in SMSC is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Creativity and imagination are important, as is a sense of fascination, awe and wonder.

Moral Development

The moral element is largely about choices, behaviour and how you live your life. It also focuses on personal and societal values, understanding the reasons for them and acknowledging and understanding disagreements. Discussions in class or assemblies, might explore the consequences of decisions, other people’s needs, and ways of learning from experience. Moral development at Meadowcroft enables pupils to build a framework of moral values, which regulates their personal behaviour. It is also about the development of understanding of society’s shared and agreed values.

Social Development

Social development shows pupils working together effectively, relating well to adults and participating in the local community. This element of SMSC includes a significant area of personal growth, ranging from engagement with society’s institutions to the skills for successful personal relationships.

Cultural Development

Cultural development is about understanding and feeling comfortable in a variety of cultures. Schools might create opportunities for school visit. Valuing cultural diversity and challenging racism is important.

Our creative curriculum allows the pupils the opportunity to learn all about different lifestyles, backgrounds and beliefs other people have.

Implementation: Development of knowledge and skills.

Core British Values

Rule of Law	<p>Early Years</p> <ul style="list-style-type: none">• To develop an understanding of right and wrong• To develop an understanding of rules e.g. can talk about a specific rule for example, kind hands and feet.• To develop an understanding of consequences of action. For example, unkind hands and feet can hurt people. <p>Key vocabulary: right, wrong, fair, share, rule, kind, unkind</p>
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Key Stage 1

- To further develop children's understanding of rules in school and their purpose. For example, lining up is important because an orderly corridor prevents people getting hurt. unkind words make friends feel sad
- To further develop an understanding of consequence of action. For example, unkind words make friends feel sad.
- To further develop an understanding of sanctions in line with school's Behaviour Policy. For example, repeated unkind actions and words will result in a red card.
- Can discuss why we have class rules and the impact of not following them.
- To understand that rules apply to words and actions both online and offline.
- To understand that there are rules outside of school that we call 'laws'. For example, not stealing or damaging property.

Key vocabulary: consequence, sanction, law, society

Key Stage 2

- To understand and discuss the purpose of rules within school and laws within wider society. To give age-appropriate examples.
- To outline the impact on others of not following school rules. To show empathy and understanding, by giving examples of how not following a rule can impact others emotionally, or physically.

To discuss school sanctions and share their understanding of the purpose of sanctions and restorative practice.

- To discuss rules at school and at home and understand why these might be different.
- To show an increasing understanding of the rules of law in the UK. To give examples of laws and why these are important in society.
- To understand that Laws are rules that have been passed by a government's legislature.
- To understand that, if someone breaks the law, a crime has been committed, and this leads to a sanction.
- To understand and discuss sanctions in society, if a person were to break a law. To discuss different types of sanction depending on severity of crime, such as fines, community service, jail.
- An understanding of human rights for children: the right to health, education, family life, play and recreation, an adequate standard of living and to be protected from abuse and harm.
- To discuss that children and adults must agree to abide by certain rules, which

keep us all safe. To give examples, such as the school's Acceptable User Agreement, Home School Agreement and our Behaviour Policy

- To understand that rules apply both in person and understanding that rules apply to in person and online
- To understand that the criminal age of responsibility in the U.K. is 10 years old. To discuss the impact of this – that children over 10 can be arrested and charged with a crime.
- To show an age-appropriate understanding of the 9 protected characteristics. To understand that it is against the law to treat a person unfairly or differently because of age; disability; gender; gender identity; being married or in a civil partnership; being pregnant or having a child; religion or beliefs; race or skin colour or where they were born; or sexuality. To understand that this is called discrimination.
- To understand that discrimination and hate crime are against the law. To give examples, outlining that it is wrong to treat other people unfairly or unkindly.
- To understand that the rule of law applies to online activity. To know that unlawful words and actions online are punishable by law.
- To understand school sanctions in dealing with any behavioural or bullying issues and the very rare incidents of racial, homophobic and other forms of discrimination.
- Understand that rules apply to everyone in school and in society. To give examples where, in school, adjustments may be made depending on individual need.

Key vocabulary: Crime, Government, legislature, restorative, responsibility, discrimination, hate crime, protected characteristics.

Democracy

Early Years

- To understand that we can hold a vote to help us make decisions as a group. This makes things fair.
- To understand that sometimes, we don't get what we'd like, because the other option got more votes. ☒ To vote for something meaningful, such as a story to read as a class.
- To take turns and talk about why this is important.
- To understand that some countries, like England, have a King or Queen.
- To understand that the people make decisions where we live, by voting.

Key vocabulary: Vote, King, Queen, England, United Kingdom

Key Stage 1

- To discuss a wider range of activities in school, which children can vote for. Such as school council representative, roles in class, choices on the yard.
- To understand that democracy means that 'the people rule' and everyone has their say.
- To discuss why it's important to vote for group decisions, so that the outcome is fair.
- To understand that adults over 18 votes for decisions made for our country. This is part of a democracy.
- To understand that, in our country, everyone has the right to choose their own religion and enjoy their own culture. We have lots of people of different religions and cultures in our country.
- To talk about leaders in school and discuss their role.
- To understand that Great Britain has a government. The Government makes decisions on behalf of the people. Members of the Government are voted for by the people.
- To understand that Laws are rules that we must all follow.
- To discuss what could happen without Laws – everyone could do what they wanted, and this might be unsafe.

Key vocabulary: Rule, Law, Democracy, vote, Government, decisions

Key Stage 2

- To explain fully why we have school rules. To give examples of the impact of not following rules and to discuss sanctions and consequences.

To discuss pupil leaders in school and outline relevant roles.

- To explain the etymology of the word 'democracy' – from the Greek words '**demos** – by the people and **kratos** – rule or strength.'

- To discuss the importance of living in a democratic society – so that life is fair, and people are treated fairly.
- To understand the term 'equity' and discuss why it is important to treat others fairly.
- To understand that, in a democracy, we hold an **election** to choose someone to represent the people.
- To understand that most 'candidates' stand for a political party. A political party are a group of people who share similar beliefs.
- To name the Prime Minister, who is the leader of _____ party.
- To discuss four main features of our democracy system: human rights are protected; depends on laws which apply to all; encourages people to participate in politics; allows the people a way to choose their representatives through a fair and free election.

Key vocabulary: Sanction, Consequence, Equity, candidate, politics, election, human rights.

Tolerance of Different Cultures

Early Years

- To understand that not everyone is the same.
- To read stories that represent different ethnic, religious and cultural groups.
- To experience and discuss music from different cultures.
 - To explain some simple differences and similarities between own life and the life of someone living in another country.
 - To encounter celebrations within different faiths: Diwali; Thanksgiving; Eid; Harvest; Christmas; Lunar New Year
- To feel represented in the stories read in class.
- To understand that not everyone believes the same thing – and that is a good thing.
- To explore what it means to belong and explain what that means within school, family, community and religious groups.
- To understand what it means to be a good friend.
- To discuss what we are grateful for.
- To use kind words.

Key vocabulary: Same; different; friend; kind; grateful

Key Stage 1

- To relate own understanding of belonging to other religious groups.

To outline what belonging can mean within a faith.

- To explore and compare Christianity, Sikhism and Judaism (for example, common use of candles and symbols of light).
- To discuss the meaning of gifts to self and within different religions.
- To discuss what is meant by community.
- To discuss worship and explain why it may be important to people of faith.
- To learn about different places of worship.
- To ask questions to broaden understanding of how other people may live their lives.
- Develop respect for the opinions, values and beliefs of others.

Key vocabulary: religion; faith; worship; community; value; belief; respect

Key Stage Two

- To explore religions within the local community
- To explore worship within Hinduism
 - To explore sense of identity within faiths and communities
- To explore religious journeys
- To further explore similarities and differences within religions, including Christianity, Islam, Judaism and Sikhism.
- To discuss moral and ethical choices we make in life.
- To show respect to all, irrespective of cultures and beliefs.
- To ask questions and listen with interest when peers are sharing their own beliefs.
- To ask questions openly about diversity and inclusion.

- To visit places of worship and respect their practices.
- To discuss issues in the news with respect and maturity e.g. racism in football.
- To learn that racist slurs and offensive terms are unacceptable, and illegal, and to learn strategies for challenge.

Key vocabulary: compare; diversity; inclusion; respect; tolerance; racism; equality; equity.

**Individual
Liberty
and
Mutual
Respect**

Early Years

- To treat others fairly – we are taught to share.
- To celebrate difference
- To understand that being unkind makes others sad.
- To understand and make choices when appropriate, such as during story time.
- To explore the language and feelings of possibility when presented with choices.
- To respect that others have made a choice, and it might not be the same as ours.
- To take managed risks, for example, in an obstacle course in P.E.
 - To reflect on activities of the day, talking together about how children felt about different activities.
- To celebrate differences of opinion.
- To use zones of regulation to reflect on how I feel.

Key vocabulary: Friend; Fairness; sharing; risk; kind; unkind.

Key Stage 1

- To discuss the importance of sharing and the impact on not doing so.
- To discuss choice and fairness, showing increasing awareness of the feelings and emotions of others.
- To acknowledge own feelings through the zones of regulation and to begin to draw on taught strategies to regulate.
- To take responsibility for own behaviour and choices.
- To participate in whole class discussions.
- To make choices during free play activities at break time. To respect the choices of others.
- To have leadership opportunities within school life, such as the anti-bullying team and the school council.
- To discuss what it means to feel safe.
- Right to feel safe

Key vocabulary: Safe; awareness; emotions; choice; responsibility; liberty; freedom; leaders; respect

Key Stage 2

- To understand that human rights must be protected and respected so that we can all lead happy, safe lives.
- To understand that everyone has the right to a home; to education; to express own opinions; to a private and family life; to not be mistreated.
- To understand that, as we grow older, we have the freedom to live our lives and express ourselves in a way that we choose, while protecting and respecting the

choices of other people.

- To engage in age-appropriate discussions around human rights and individual liberty – to share examples and nonexamples, i.e. when an individual's rights are not being respected. To discuss the impact of this.
- To understand identity – to understand that this is 'who you are'.
- To have a developed understanding of freedom and choice in an age-appropriate manner. TO discuss choices, we make in everyday life, such as what to wear and what to eat.
- To discuss choices, we will be able to make as we grow older, such as further education; work; politics; hobbies.
- Understanding of the concept of freedom and choice
- To have a developing understanding of career and future choices. To discuss interests for the future
- To safely exercise own rights and freedoms.
- To develop independence through a ranged of broader experiences, such as trips and residential.

Key vocabulary: opinion; liberty; independence; identity; human rights

The Impact of Promoting British Values.

The implementation of Democracy as the British value focus and the parliament week drop down has helped to give students a good understanding of democratic processes across school. This has resulted in the highest number of applicants and representatives within the student council.

Theme days such as Parliament week, remembrance week, Anne Frank Trust discrimination workshop, Celebration Day, and mental health awareness.

Swimming for Primary has been extremely positive and has developed meaningful opportunities to understand how to be responsible, respectful, active citizens in the community.

Personal Development & Positive Behaviour Whole School Teaching

Some areas of our personal development approach are taught through subjects with their own curriculum, e.g. our PSHE/RSE, RE, PE and Computing curriculum. Other aspects are taught discretely. The following table illustrates which aspects are taught through which approach.

Area of Enhanced Personal Development.	Integrated in our wider school curriculum.	Discrete personal development programme.
<p>Healthy and Safe Behaviours</p>	<p>Expected behaviours and school rules. PSHE / RSE curriculum PE curriculum RE Curriculum Computing Curriculum – online safety strand DT – Food and Nutrition Whole-school mental health approach Outdoor Play and Learning Collective Worship Individual, ongoing subject contribution to SMSC School experiences programme, including external and virtual visits. SMSC</p>	<p>Zones of Regulation curriculum Anti-bullying week – November Safer Internet Day – February NSPCC Pants NSPCC Speak Out Stay Safe NHS Tooth brushing scheme (EYFS) Daily classroom dashboard Daily BBC Newsround Assembly programme</p>
<p>Citizenship Development / Development of Character</p>	<p>Expected behaviours and school rules. PSHE / RSE curriculum PE curriculum RE Curriculum Computing Curriculum – online safety strand DT and Science – Food and Nutrition Whole-school mental health approach Outdoor Play and Learning Individual, ongoing subject contribution to SMSC School experiences programme, including external, residential and virtual visits. SMSC</p>	<p>Zones of Regulation curriculum Anti-bullying week – November Safer Internet Day – February Charity opportunities e.g. Comic Relief, Children In Need Show Racism The Red Card Assembly programme</p>

Equality and Protected Characteristics.

At Meadowcroft School we are very aware of our duties under the Equality Act of 2010, and are committed to living these values to support each other and others in our community, which ultimately underpins our core value of being respectful.

Under the Equality Act 2010, the nine protected characteristics are:

- Age

- Disability
- Gender Reassignment
- Race – including colour, nationality or ethnic origin.
- Religion or belief
- Marriage or Civil Partnership
- Sex
- Sexual Orientation
- Pregnancy and Maternity

Throughout the school these characteristics are actively supported and promoted by our school ethos, assemblies, discussions within the curriculum and our behaviour policy.

As a school, we are committed to fostering good relationships, promoting equality and diversity and supporting all of our students and staff. We are committed to promoting equality and diversity, whilst at the same time working with our students to eliminate prejudice and incidents of discrimination.

We believe that by fostering an inclusive environment, our students will thrive throughout their school career and in the future. It is crucial to us that students' feel at ease and confident in our school, and this is something that we do by:

- Promoting self-esteem, self-knowledge and self-confidence.
- Respect for democracy and support for participation in the democratic process.
- Acceptance of responsibility for their own behaviour.
- Respect for their own and other cultures.
- Understanding of how they can contribute positively to school and home life and to the lives of those living and working in the locality and further afield.
- An understanding of Equality, Human Rights and Protected Characteristics
- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

Our Curriculum

At Meadowcroft, we believe that it is crucial that our curriculum offer fully supports the Personal Development of our students – with much of their understanding and learning coming from our main curriculum subjects – particularly PHSE, RE and Social Communication.

A breakdown of our Personal Development curriculum within each of these subjects is as follows:

PHSE

During their time in our primary setting, our PHSE curriculum focuses on:

Key Stage	Focus	Impact
EYFS	<ul style="list-style-type: none"> Starting school and new beginnings. People who help us. Careers. Staying healthy. How have I changed? What am I good at? Being kind. Staying safe. Reduce, reuse, recycle. 	<ul style="list-style-type: none"> Students develop an understanding of their own emotions and being aware of how they feel. Students develop an understanding of how they grow and change, and how they can keep themselves healthy. Students learn how to be a kind and supportive friend, and begin to develop their own resilience and confidence. Students begin to understand the concept of looking after our environment and the impact that we can have on it.
KS1	<ul style="list-style-type: none"> What is the same and different about us? How do we recognise our feelings? Who is special to us? What makes a good friend? What is bullying? What helps us stay healthy? What helps us to stay safe? Who helps to keep us safe? What helps us to grow and stay healthy? How can we look after each other 	<ul style="list-style-type: none"> Students continue to develop their own self-awareness skills, allowing them to be more equipped to manage their emotions, and to be more aware of the feelings and emotions of other. Students continue to build upon their knowledge of how to be and stay healthy, and how they will grow and change. Students develop their social skills and their awareness of how to be a

	<p>and our world?</p> <ul style="list-style-type: none"> • What jobs do people do? • What can we do with money? 	<p>kind and supportive friend, and how to celebrate our differences.</p> <ul style="list-style-type: none"> • Students develop their understanding of different job roles, and think about the careers that they may like to have when they are older. This ties in with their developing understanding of money, how we earn it and how we use it. • Students further their understanding of their impact on the world, and how we can look after each other, animals and our planet.
Lower KS2	<ul style="list-style-type: none"> • How can we be a good friend? • What strengths and interests do we have? • What keeps us safe? • How can we manage our feelings? • What are families like? • How will we grow and change? • What makes a community? • How can our choices make a difference to others and the environment? • Why should we eat well and look after our teeth? • Why should we keep active and sleep well? • How can we manage risk in different places? 	<ul style="list-style-type: none"> • Students continue to develop their own self-awareness skills, allowing them to be more equipped to manage their emotions, and to be more aware of the feelings and emotions of other. • Students continue to build upon their knowledge of how to be and stay healthy, and how they will grow and change, including the importance of hygiene and sleeping. • Students develop their social skills and their awareness of how to be a kind and supportive friend, and how to celebrate our differences. • Students develop their understanding of different job roles and think about the careers that they may like to have when they are older. This ties in with their developing understanding of money, how we earn it and how we use it.

		<ul style="list-style-type: none"> • Students further their understanding of their impact on the world, and how we can look after each other, animals and our planet. • Students develop an awareness of risks within their environment outside school.
Upper KS2	<ul style="list-style-type: none"> • What makes up a person's identity? • How can we keep healthy as we grow? • What decisions can people make about money? • How can the media influence people? • How can we help in an accident or emergency? • What will change as we become more independent? • How do friendships change as we grow? • How can friends communicate safely? • How can drugs common to everyday life affect health? • What jobs would we like? 	<ul style="list-style-type: none"> • Students continue to develop their own self-awareness skills, allowing them to be more equipped to manage their emotions, and to be more aware of the feelings and emotions of other. • Students become more aware of their own qualities and attributes. • Students continue to build upon their knowledge of how to be and stay healthy, and how they will grow and change, including the importance of hygiene and sleeping. • Students develop their social skills and their awareness of how to be a kind and supportive friend, and how to celebrate our differences. • Students develop their understanding of different job roles and think about the careers that they may like to have when they are older. This ties in with their developing understanding of money, how we earn it and how we use it. • Students develop an awareness of risks within their environment, including drug use and other external risks.

RE

During their time in our primary setting, our RE curriculum focuses on:

Key Stage	Focus	Impact
EYFS	<ul style="list-style-type: none"> • The Nativity • What is Diwali? • What is Hannukah? • What is Eid? • What is Ramadan? 	<ul style="list-style-type: none"> • Students begin to understand different religious celebrations, and how they are celebrated. • Students develop an awareness that there are different cultures, and what they celebrate.
KS1	<ul style="list-style-type: none"> • How should we care for others and the world, and why would it matter? • What does it mean to belong to a faith community? • Who is a Christian and what do they believe? • How can we learn from sacred books? • How and why do we celebrate special and sacred times? • Who is a Muslim and what do they believe? • What makes some places sacred? 	<ul style="list-style-type: none"> • Students begin to reinforce their knowledge about caring for the world through the awareness of recycling. • Students learn the meaning of community, and the importance of communities within our lives. • Students begin to understand the importance of sacred books, and why people use them. • Students begin to learn about the importance of religious festivals and how they are celebrated, giving them a greater awareness of faiths outside of their own. • Students become more aware of what being a

		<p>Muslim is, giving them a different view of the world.</p> <ul style="list-style-type: none"> • Students develop an understanding of what 'sacred' means and begin to understand the importance of different religious buildings, giving them a greater respect for other cultures.
Lower KS2	<ul style="list-style-type: none"> • What does it mean to be a Christian in Britain today? • What does it mean to be a Hindu in Britain today? • What do different people believe about God? • Why do some people think that life is like a journey? • Why are festivals so important to religious communities? • Why is Eid such an important religious festival to Muslims? • Why do people pray? • Why is Jesus inspiring to some people? • Why is the Bible so important for Christians today? • What can we learn from religion about deciding what is right and wrong? 	<ul style="list-style-type: none"> • Students develop a deeper awareness of the being a Christian and being a Hindu, this will give them a greater understanding of the beliefs of others. • Students will learn about role models, and how they can be supported by their own beliefs. • Students develop an understanding of moral choices, and the influence that religion can have on helping people to make decisions based around this.
Upper KS2	<ul style="list-style-type: none"> • Why do some people believe that God exists? • Is it better to express your beliefs in art and architecture with charity and generosity? • If God is everywhere then why go to a place of worship? • What matters most to Christians and Humanists? • What would Jesus do? (21st Century values). • What do religions say to us when life gets 	<ul style="list-style-type: none"> • Students will learn to consider different values and beliefs, and in turn question their own beliefs. • Students will be able to reflect on things such as charity and generosity and understand why they

	<p>hard?</p> <ul style="list-style-type: none"> • What does it mean to be a Muslim in Britain today? • What difference does a belief in Ahimsa, Ummah or Grace make? 	<p>help to contribute to a positive and diverse society.</p> <ul style="list-style-type: none"> • Students will become more aware of diversity, and will be accepting of people of different faiths and beliefs.
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The Impact of PHSE, RE and Protected Characteristics.

- Introduction to Personal Development baseline tracker – Meadowcroft has implemented a PD baseline assessment which includes PHSE, SMSC, Safeguarding and Prevent which will be introduced during within the first 6 weeks of young people starting school. The assessment will be age appropriate, last approximately 20 minutes and teachers will record the results on a spreadsheet. It will be used to label/track individual pupils. Teachers will be able to view the results and tell them how their pupils performed in the assessment, these can then be used to inform teaching across curriculum.
- Wakefield RE scheme is used and incorporates all aspects of personal development with a specific British Values policy.
- There has been a 94% increase where all students cover subjects around relationships and healthy eating from previous academic year.
- There has been a 23% increase where pupils have knowledge on healthy eating and on how exercise affects the body long term.
- The school dedicates a significant proportion of its curriculum hours to personal development subject areas, including discrete time for: RE, PSHE, Enterprise, Outdoor Education and Vocational Education across all phase groups within the school.
- In addition, the school continues to dedicate time at the start of the academic year to a ‘recovery curriculum’, where the personal development tracker is implemented to baseline the needs of all pupils within the school and set appropriate targets linked to SMSC, PSHE, Prevent or Risk and Resilience.
- The school recognised the need for the recovery curriculum due to the significant barriers’ pupils present with after such a significant period of absence from school. Quite often the most significant barrier will be their own SEMH needs and as such, appropriate support strategies need to be implemented before a pupil can be ready to learn.
- The school has a dynamic approach to personal development within its curriculum, with the safeguarding team informing the PSHE lead of current issues which need to be addressed. This has previously included subjects such as online harassment and abuse, mental health and wellbeing or health eating.
- PHSE curriculum across whole school aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Additional Opportunities.

Although lots of our Personal Development comes from opportunities within the curriculum, here at Meadowcroft, lots of our Personal Development extends beyond the academic, and instead gives our students to develop outside of the school grounds and into the community. The ways in which we do this include:

Student Council.

Our Student Council has been established through the democratic voting of all of the students on our site, and each of our classes is represented by one of their peers.

By having a Student Council, we fairly represent our students and their opinions throughout the school, and they are heavily involved in the making of key decisions that have a direct impact on themselves and their education.

The Impact of Student Council.

- The curriculum is developed yearly based upon pupil voice and aspirations. The subjects provided at GCSE and vocational options change yearly - dependent upon pupil voice. If a subject specialist teacher is not based within the school team, the senior leaders see the value in securing external support to allow all pupils the opportunity to reach their goals. As such, the school achieved GCSEs within History and Psychology last year within their vocational options.
- The school develops the personal interests and talents of all its students, through a range of extra-curricular clubs and groups. At lunch time, a range of extra-curricular clubs run on each site – allowing pupils to develop their talents outside of the classroom. The clubs are based on pupil voice, via individual pupil surveys and the student council.
- There is a strong up take to extra-curricular clubs within the school, ensuring that all pupils are provided within additional opportunities to develop their interests and talents via student council.

Outdoor Education.

In our secondary setting, students will make a start on their Duke of Edinburgh awards, by learning a variety of skills and putting them to use in the great outdoors. Students will learn skills in hiking, canoeing and orienteering amongst other things to build up their confidence, resilience, team building skills and self-esteem.

To build up these skills, whilst in primary students will study topics such as compass directions, and map reading. They will also take part in weekly swimming lessons to encourage their confidence in joining in with physical activities, and to help them to become familiar with being out of the school environment.

Volunteering and Charity within the Community.

At Meadowcroft, we want our students to know the value of being involved in and contributing to a community. It is for this reason that we have a volunteering programme in place throughout our primary and secondary settings.

Whilst in primary, our students will go in group to litter pick around the school and our local area, to give them a sense of pride and belonging in our community.

As they move up into our secondary settings, students will have the opportunity to get involved in other charitable events, such as food drives to help to provide food and essentials for those who are less fortunate in our community.

Extra-Curricular Activities.

Throughout our primary and secondary settings, we offer a range of extra-curricular activities that are held during breaks and lunches.

These activities were decided upon by listening to and reflecting on our student voice surveys, and also through listening to the ideas that were put forward by the school council.

These clubs include –

- Football club.
- ICT club.
- Games club.
- Catch up club.

All of these clubs help to support the delivery of our Personal Development curriculum, by encouraging our students to become team players, who are resilient and reflective, whilst also promoting positive relationships and social skills.

The impact of Extra-Curricular activities.

As a result of introducing this range of extra-curricular activities to our offer, we have seen a remarkable improvement in the social skills of our young people. In our primary setting almost 90% of our students are building positive relationships with students from other classes and year groups. Social skills are something that many of our students struggle with, so the impact of extra-curricular activities has been very positive throughout our setting.

As more and more students are taking part in games club, we are seeing a reduction in students becoming heightened when playing games, which is in turn helping them to develop their resilience.

Careers and Next Steps.

During their time at Meadowcroft, students will be given the opportunity to explore a wide range of career and further education options.

Beginning in our primary setting, students will learn about the different types of jobs that people can do, and what skills they would need to have in these jobs. This equips students with the knowledge that underpins the drive to follow their aspirations and help them to lead successful lives in the future. We also have themed days, with assemblies being delivered around the different types of careers that people can have, and work around the goals of our students to help nurture a passion for a career in them.

In our secondary settings, this knowledge is built upon with the options to attend careers events and to complete work experience within roles that interest each individual student.

Impact of our careers programme.

- The school has a strong and well-developed careers education within the secondary phase group. This includes careers integrated into a range of subjects cross curricular, such as PSHE, Citizenship and Preparation for Adulthood.
- 88% of our pupils attended and engaged in external careers advisor interviews.
- Pupils for year 7 to Year 14 engaged in external careers interviews. Action plans were created from these to support EHCP targets, options choices, moving on pathways.
- The school offers range of work experience placements in partnership with local employers. 56% of key stage 5 pupils attended a work experience placement – with the remaining pupils developing the key skills on site to allow them to transition into a placement.
- The school uses the GATSBY Benchmarks self-assessment to ensure that all pupils have access to an effective careers programme, linked to the government’s statutory framework.
- The pupils access an independent careers advice programme and have an individual careers action plan, which feeds into their EHCP documentation. This allows all professionals involved with the child to set appropriate goals and targets – allowing them to reach their goals and aspirations.
- The new enterprise lessons interweave and interlink ideas from across the national curriculum and the GCSE Business Accreditation, developing key skills and knowledge for life after school.
- The pupils have access to a broad range of business and employees, including external and internal career events. The school has organised for 14 local colleges and employers to attend our 2024 careers fair.
- The school has further developed its work experience programme, working with a selection of local businesses to allow pupils direct access to enterprise.
- The impact of the school’s personal development can be seen within the NEET figures for the last 8 years.
- In addition, the leaver’s destination data shows that pupils thrive within their new settings and are well prepared for the next stage after Meadowcroft.
- The school held its second career’s fair for Secondary Phase pupils. Scott Bedford, Career Lead, organised for a selection of local colleges and employment providers to attend The Works school site and provide information on a wide range of pupil opportunities for life after Meadowcroft school.

- Pupils were supported by the school's specialist staff to ask questions from perspective colleges and employers about their offer and what was required of them academically/holistically. It also provided all pupils with business and enterprise contact which they might not typically have had access to.
- As a significant proportion of pupils who attend Meadowcroft School have trauma from previous experiences and educational providers, it is difficult for them to understand or aspire for options after school. This provided the pupils with a wealth of information – that can inspire their independent careers action plans and development.
- The Careers Fair was very well attended by all school secondary pupils, with years 9 – 14 accessing the information and providers available to them.