

# Reedwood Personal Development Curriculum

## Key strands



## Intent

Children will learn about the emotional, social, and physical aspects of growing up, healthy relationships, challenge stereotypes and support physical health. Personal Development is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to encourage children to form healthy and meaningful relationships, based on respect for themselves and for others. At Reedwood we believe in working in partnership with parents and carers so that the child's physical, moral, mental wellbeing, and emotional development can be supported at home.

We intend to develop our children's understanding of Personal Development topics – these include all the key strands identified above, by developing the appropriate subject specific knowledge, skills and understanding as planned through assemblies PHSE, RE and wider curriculum subjects. So that Reedwood children can flourish, reach, and exceed their potential academically, physically, socially, and emotionally.

We intend to create an emotionally stable environment where pupils are safe and understand how to stay safe, following KCSIE, PHSE and government guidance.

We intend to develop the character of our children. To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever-changing society. Raising awareness of community and environmental issues using opportunities to enhance skills such as leadership and resilience.

We intend to develop behaviours and habits to become effective learners and to raise the profile of Personal Development learning at Reedwood: developing the behaviours learners need to succeed in the world such as consideration, perseverance, co-operation, the enjoyment of learning, self-improvement, and curiosity.

We intend to develop the moral compass of our children – for them to understand morality in themselves and others, develop social skills and understand society, build a firm set of personal beliefs, and to engage in the community they live alongside understanding the communities of others.

We intend for all pupils to take part in our personal development curriculum regardless of any disadvantages or SEND needs. We provide reasonable adjustments to allow full access to all. We use local knowledge to inform our rationale and on challenging topics. This supports our school community.

## Implementation:

- We have a high quality pastoral support and SEND within the school.
- There is a range extra curricular activities including breakfast club, sports, dance, cooking and art clubs.
- Staff plan and implement a PD curriculum that incorporates all aspects of the key strands including explicit teaching of PSHE and RSE.
- Safeguarding, SEND and attendance are a school priority to ensure all pupils access an inclusive environment and the right support at the right time.
- Our ethos and values are taught through weekly assemblies for KS1 and KS2.
- Parents are invited to share in their children's learning and progress through parents evenings, SENCo coffee mornings, story cafe, phonics workshops, SATS meetings, parent and toddler groups and positive parenting courses.
- Safeguarding is everybody's responsibility and staff receive regular high quality CPD. Pupils are taught about how to safeguard themselves and others around them through assemblies, PSHE and specific topics e.g. internet safety day. Reedwood have several

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KS2 pupils who are safeguarding ambassadors. They engage with the DSL weekly and promote safeguarding values with the other pupils.

- Pupils are invited to take part in several councils including eco-council, pupil leadership, and sports play leaders. As well as a school head boy and head girl.
- All pupils are entitled to three external trips and three workshops throughout the year which are linked to their topics in order to broaden their experiences and give them relevant context.
- Transition matters- time is given for staff and pupils to get to know each other in their new classes or high school. Some individuals need additional support and would have a transition plan, SEND annual review and resources to help them settle into the next stage of their school career.

### Impact:

We strive for all pupils to:

- be responsible, respectful and active citizens
- promote equality of opportunity
- promote an inclusive environment
- develop their character, giving them qualities they need to flourish in society
- develop their confidence and resilience so that they can keep themselves mentally healthy
- be prepared for the next phase of education