



Ightham Primary School

Personal Development Policy (including SMSC and FBV)

Review details:

Next Review Date	December 2023
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Version	Ratified by	Date	Signed
1.0	Full Governing Body	24th November 2022	

Ightham Primary School's Vision

Pupils should leave Ightham Primary School with their understanding deepened, their minds enriched, and their hearts inspired, so that they love learning and embrace the challenges of the future.

Ightham Primary School's Curriculum Intent

Ightham Primary School provides a nurturing and inclusive learning environment that enables each of our pupils to thrive with an expectation of high academic standards. We are committed to providing a balanced, accessible and inspirational curriculum which fosters a lifelong love of learning. We value reading and mathematics in particular, as key life skills. Phonics and reading are prioritised to allow pupils to access the full curriculum offer. We aim to ensure a rigorous and sequential approach to ensure that pupils become progressively confident and fluent in the core basic skills. It is our aim to develop a love of reading and mathematical problem solving to help pupils know more, remember more and understand more.

The curriculum goes beyond the expected by celebrating our cultural and historical heritage in conjunction with pupils' personal development. Links with Ightham Mote, poetry in the round, attending the Chiddingstone Literary Festival are a few examples of our bespoke activities. Community Afternoons are used to celebrate the children's spoken word. We inspire our pupils to encounter journalistic literature, scientific enquiry and wider skills in music. The spoken word underpins the pupils' increasing abilities to gain self-confidence when explaining new ideas and engaging in debates. Poetry and drama are supported by links with the wider community and enrich pupils' spiritual, moral, social and cultural development in a very individual way.

Our rich, ambitious and relevant education meets the needs of all children throughout the school. In return, our children develop as independent, confident and successful learners with high aspirations. Our pupils quickly learn how to make a positive contribution to their community. At Ightham, pupils aspire to be members of the wider society as caring, honest and tolerant individuals. The curriculum ensures that academic success is achieved and celebrated. The diverse curriculum, including our exceptional Forest School, encourages creativity, problem solving, responsibility and resilience. Physical development, well-being and mental health are key elements which are supported by our impressive sports provision. They support the development of the whole child and promote a positive attitude to learning.

The curriculum celebrates diversity, encourages tolerance, and develops respect. Children are well prepared for life in modern Britain. The curriculum is designed to give all pupils, including children that are disadvantaged and with SEND, the knowledge and cultural capital they need to succeed in life. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.

Personal Development at Ightham Primary School

To ensure the personal development of our children is exceptional, we ensure it lies at the heart of our curriculum intent. Our curriculum is designed to:

- develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults;
- develop and deepen pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance;
- promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation;
- develop pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.
- develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy;
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them;
- enable pupils to recognise the dangers of inappropriate use of mobile technology and social media;
- develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities;
- develop pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education;
- encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire;
- support readiness for the next phase of education so that pupils are equipped to make the transition successfully.

Key areas which support the personal development of our pupils including the promotion of fundamental British values (FBV) and Spiritual, Moral, Social and Cultural (SMSC) development.

Spiritual, Moral, Social and Cultural (SMSC) Development at Ightham Primary School

What is SMSC?

SMSC stands for spiritual, moral, social and cultural development.

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life;
- knowledge of, and respect for, different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Consequently, we reject all forms of bullying, dishonesty, violence and discrimination.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and

beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain;
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Fundamental British Values at Ightham Primary School

What are fundamental British values?

Fundamental British values are defined as:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect and tolerance of those with different faiths and belief.

At Ightham Primary School, we actively promote these values and challenge opinions or behaviours in school that are contrary to fundamental British values.

Pupils' understanding of fundamental British values is developed by:

- Including fundamental British values in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- Ensuring that all pupils within the school have a voice that is listened to;
- Demonstrating how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- Using opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths;
- Considering the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

Implementation

Our staff code of conduct based on the Teachers' Standards expects all staff to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values. All our staff are aware of the Prevent Duty and complete Prevent training as part of their induction.

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. The vast majority will be delivered through cross-curricular activities as well as specific PSHE, RE and Circle time activities.

How we make provision for Spiritual development:

- Whole School Values
- Religious Education curriculum
- Assemblies including visits from:
 - Rev. Tim (St. Peter's Church)
 - Open the Book Team (St. Peter's Church)
 - Claudia from Bromley Synagogue
- Harvest Festival KS1 (at school)
- Harvest Festival, Christmas and Easter Services at St. Peter's Church (KS2)
- Curiosity and questions across the curriculum
- Awe and wonder across the curriculum
- Forest School
- Outdoor learning across the curriculum

How we make provision for Moral development:

- Behaviour Policy and Code of Conduct
- Class rules
- Woodland rules
- RE curriculum
- Philosophy for Children
- Taking part in Charitable projects (Project Salus)
- Gold Cup (awarded weekly)
- Courtesy Cup (awarded termly)
- PSHE curriculum, including:
 - Anti-bullying activities and Antibullying Ambassadors
 - Online Safety teaching
 - Circle time
 - Annual magistrate visit (Y6)
- Whole school, key stage and class assemblies and the explicit discussion of School values
- Value of the term communicated to parents and carers through newsletter
- Play Pal certificates awarded during celebration assembly which celebrate School values
- Child participation in a range of pupil groups:
 - School Council
 - Science Ambassadors

- Reading Champions
- Eco Council
- Play Pals
- Y6 monitors
- Choir visiting local care homes and hospice

How we make provision for Social development:

- PSHE Curriculum
- Team work across the curriculum (BLP – Relationship Superheroes in YR-4 and Reciprocity in Y5-6)
- Wide range of extra-curricular activities (Spanish, Computing, Crafts, Science, Drumming, Hockey, Football, Cross-Country, Gymnastics)
- Outdoor learning across the curriculum
- PE curriculum
- Cross phase working
- Forest School
- Child participation in a range of pupil groups:
 - School Council
 - Science Ambassadors
 - Reading Champions
 - Eco Council
 - Play Pals
 - Y6 monitors
- Residential visit in year 6
- Educational visits
- Participation in Music events:
 - Choir visits
 - Young Voices
 - Spring Concert
 - Spring Recital
- Participation in charity fundraising:
 - Children in Need
 - Red Nose Day
 - Malawi Day
 - Project Salus

- Participation in sporting events:
 - Sports Day
 - Play and learn tournaments
 - Competitions

How we make provision for Cultural development:

- Educational visits
- Participation in the Arts
- Arts curriculum

- MFL curriculum
- Heritage Project
- Thugulu (link school in Malawi through the charity Starfish Malawi)
- Malawi Day

How we make provision for promoting fundamental British values:

- Taking part in age appropriate discussions about the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- Pupil voice;
- Child participation in a range of pupil groups:
 - School Council
 - Science Ambassadors
 - Reading Champions
 - Eco Council
 - Play Pals
- Hold mock elections
- RE curriculum
- PSHE curriculum

Planning

- All lessons and learning experiences, including extra-curricular activities, consistently promote the extensive personal development of pupils.
- Ensure all pupils have access to a wide, rich set of experiences.
- Ensure the opportunities for pupils to develop their talents and interests are of exceptional quality.
- Ensure there is strong take-up by pupils (including disadvantaged) of the opportunities provided by the school.

Visitors

- Where visitors are used to support and extend classroom teaching, they should be used to complement the school scheme of work. A teacher should always remain present and retain overall responsibility in the classroom.

Impact

Our pupils are exceptionally well prepared for the next stage of their education and later life.

Personal Development

Our pupils:

- Are confident, resilient and independent;
- Receive high-quality pastoral support;
- Know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy;
- Have an age-appropriate understanding of healthy relationships;
- Are provided with a wide range of opportunities to nurture, develop and stretch their talents and interests;
- Appreciate these opportunities and make good use of them.

Fundamental British values

Our pupils are exceptional well prepared for life in modern Britain. Our pupils:

- Have effectively, developed their understanding of the fundamental British values of
 - Democracy;
 - The rule of law;
 - Individual liberty;
 - Mutual respect and tolerance of those with different faiths and beliefs.
- Understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities;
- Engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated;
- Understand how to be responsible, respectful, active citizens who contribute positively to society;
- Know how to discuss and debate issues and ideas in a considered way.

Spiritual development

Our pupils:

- Are curious and ask thoughtful questions;
- Show awe and wonder;
- Have connections to different groups and have a developed sense of belonging;
- Are self-aware;
- Have a sense of security, well-being, worth and purposefulness;
- Respect others and accommodate difference.

Moral development

Our pupils:

- Can distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures;
- Think through the consequences of their own and others' actions;
- Have the ability to make responsible and reasoned judgements;
- Have respect for others' needs, interests and feelings, as well as their own;
- Promote racial, religious and other forms of equality.

Social development

Our pupils:

- Can adjust to a range of social contexts with appropriate and sensitive behaviour;
- Relate well to other people's social skills and personal qualities;
- Work successfully, as a member of a group or team;
- Respectfully share views and opinions with others;
- Resolve conflicts maturely and appropriately;
- Reflect on their own contribution to society;
- Show respect for people, living things, property and the environment;
- Have the personal qualities, which are valued in a civilised society (honesty, respect, tolerance, care for themselves and others, responsibility and aspiration);
- Engage in the democratic process and participating in community life;
- Providing opportunities for pupils to exercise leadership and responsibility.

Links with Other Policies

We recognise the clear link between this Personal Development Policy (including SMSC and FBV) and the following policies and staff are aware of the need to refer to these policies in conjunction with this policy:

Child Protection
Online Safety
Behaviour Policy
Equality
Racial Equality
SEND
PSHE
RE
Collective Worship
Forest School
Educational Visits

Policy Availability

The policy is available to parents and carers on request and if anyone requires a paper copy this will be provided by the school office.

This policy will be reviewed annually.

Julie Avery

Date: 8th March 2022