



## Personal Development at Shortlanesend School

Smile – Learn - Excel

The aim of our curriculum is to provide our students with the knowledge and skills to reach their greatest potential and live by life's highest values. We strive to help our students understand how they are developing personally and socially, as well as how to approach many of the moral, social and cultural issues that are part of modern society. We provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community so that they develop life-long skills.

Our curriculum aims to have an **inclusive approach** ensuring all students access the learning:

- Lessons are carefully adapted to cater for the varying needs and/or backgrounds of our pupils.
- Our 'Relationships and Sex Education' (RSE) aims to guarantee that relevant topics are discussed respectfully and deliberately.

We ensure our curriculum is relevant to the lives of our school community and actively promote acceptance and celebration of diversity, and equality for all.

### **SMSC**

Supporting the **social, moral, spiritual, and cultural (SMSC)** development of our students is embedded across our **curricular and extra-curricular provision**.

All pupils have lessons in Religious Education (RE) where they reflect on their own beliefs and develop understanding and respect for different faiths/religions. Throughout these lessons and PSHEE lessons, the students are provided with opportunities to reflect upon what makes them who they are and explore how others are different.

Our students learn about '**the rule of law**' in relation to topics surrounding rules, rights, and responsibilities as young people in modern society. The legal system is also discussed as part of history topics (democracy in Ancient Greece, The Romans and The Mayans) and current events throughout the year.

Pupils frequently engage in paired and group work to actively encourage interaction with others from different backgrounds. They are expected to construct their own informed opinions and listen respectfully to the views of others, hence developing their oracy. We encourage our school community to support each other as well as the local and wider community. Pupils are provided with many extracurricular opportunities (e.g., sporting, music, engineering), allowing them to develop skills in cooperation, teamwork, and an appreciation of difference.



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### **Delivery & Assemblies**

Our structured curriculum is complimented by Monday whole school assemblies (focus of SMSC, British Values, School Values), mid-week KS1/KS2 split assemblies (focus of multicultural celebrations, mental health awareness, Black History month, etc), and a Friday celebration of achievement assembly. A running thread through our assemblies are our school's **W.E. C.A.R.E.** core values (whole-hearted, excellence, compassion, aspiration, resilience, eco-friendly) that develop character and academic strength. Within assemblies, and our PSHEE curriculum, we promote the fundamental **British Values** of democracy, the rule of law, individual liberty, mutual respect, and tolerance.

### **Cultural Capital: Ways in which the curriculum is enriched**

#### **Broad development of the child extends beyond the academic:**

- The children experience a range of visits to local historic sites, these include and are not limited to: The Minack Theatre, Hall for Cornwall, The Royal Museum Cornwall.
- Residential opportunities are progressive as children move up through our school, in terms of the learning opportunities, and the distance and time away from home. Residentials are mapped across the school to ensure there is a variation of: sporting activities (eg. Okehampton activity centre Y4), historic site visits (eg. The City of Bristol Y5) and developing geographical skills (wild camping in the Isles of Scilly).
- Children in Year 6, and across the school, are given responsibilities and roles to uphold. These roles include school council, eco council, librarians, sports leaders, and an elected school MP. To have a role, children will have either gone through an interview process, filled out an application or presented their ideas.
- Choir clubs and a range of sporting opportunities as extra-curricular and Trust wide competitions (eg., Aspire Commonwealth Sports event).
- Celebrating children's achievements and successes outside of school.

#### **Character Education:**

- Delivered through a robust curriculum which is balanced, well-sequenced, progressive and builds on pupil's prior knowledge and skills
- Opportunities to form strong and positive relationships with others
- School Rules – ready, respectful and safe
- Core values – WE CARE (whole-hearted, excellence, compassion, aspiration, resilience, eco-friendly)
- Weekly focuses for the three assemblies
- Fundraising and supporting a range of charities – Royal British Legion, Children in Need



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### High quality pastoral support:

- Trauma Informed School (TIS) – support children to make sense of their experiences, manage their feelings and create an environment of safety for all members of the school community.
- Emotionally available adults
- Bespoke provision of interventions (e.g., support for SEND students and those with SEMH needs)
- SENDCo – supporting CAMHS involvement, liaising with outside agencies including GPs, Dreadnought
- Emotional literacy (Draw and Talk interventions)
- Consistent whole school approaches to the curriculum and behaviour
- Work with Early Help, family support workers, social workers, EWO
- Sensory room and safe spaces throughout the school
- Effective safeguarding recording – My Concern
- Regular communication with parents (Arbor/Tapestry/Facebook)
- Wrap around breakfast and after school club provision
- Teachers on lunch duty – interacting with children

### Pupils are encouraged to nurture and develop their talents and interests:

- Well sequenced, knowledge rich curriculum
- Visits and visitors promoting a variety of vocations, cultural topics and local history.
- Range of clubs (e.g., sporting, music, chess, art, Lego challenge etc.)
- Inquiry-based learning, asking inquisitive questions to encourage deeper thinking and linking knowledge to own or future experiences
- Visits from local and national authors
- Aspirational Careers Day – Working professionals in a variety of professions are invited into school
- Public performances in school and out of school (e.g., assemblies, Christmas productions, etc.)

### Personalised learning:

- Weekly celebration of academic success and character-based values in assembly which is then included in the newsletter and on social media
- School displays celebrate learning
- Play leaders access training that promotes responsibility, cooperation and teamworking skills to display as role models on the playground



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### British values:

- School parliament meets each monthly to discuss and actively listen to members of the school community and feedback choices and decisions effectively
- Weekly values assemblies linked to celebration certificates
- Curriculum centred on ensuring the values are covered throughout each year group every term

External visitors, trips and assemblies – aspirational career visits, police, NSPCC, RNLI

### Protected characteristics:

- Links made through PSHEE and RSE curriculum (SCARF)
- Inclusive language used within school and school documentation
- Newsround
- Trust wide training
- Ensure equality and access for all to every area of the curriculum

### Preparation for next stage:

- Protected characteristics and inclusive language require formal, explicit teaching through school assemblies as well as within the PSHEE and RSE curriculum
- Firm links with secondary school to ensure smooth transitions
- More visitors/speakers from a range of cultures, economics and service backgrounds