

The Personal Development Programme Intent and Evidence Summary

Aspect of Personal Development	Intent	Evidence
RHSE	Pupils are taught: Relationships Education • to stay safe, including healthy and unhealthy relationships, key concepts such as respect, permission-seeking and giving, appropriate and inappropriate contact, kindness and commitment. • the equality of different families. • how to assess risks, including online, how/where to ask for advice and how to report concerns of feeling unsafe Sex Education • the changes in adolescence and for safe, healthy, fulfilling relationships • about gender identity, this is explored sensitively and respectfully at a timely point • the correct vocabulary, misconceptions corrected • to discuss aspects pupils say they find difficult • the law and sensitive but clear content about harmful sexual behaviour, including coercion, harassment abuse and violence. Physical Health and Mental Well-being • healthy eating, physical health/fitness (incl. weight loss, oral hygiene ,sleep and sun protection), facts and risks of drugs/alcohol and tobacco, so pupils can make good decisions about their physical health • basic first aid • about mental well-being, including how to recognise what people are feeling and	We have developed a comprehensive spiral curriculum that ensures our children develop a progressively greater understanding of each aspect of RHSE as they revisit key aspects each year. Our curriculum has been adapted from the SCARF scheme of work. It is age appropriate and tailored to meet the needs of our pupils. Our curriculum covers the DfE statutory requirements of RHSE. Our assembly programme supports and reinforces the planned curriculum. As required by the government, we consult with all parents on the content of our curriculum and support parents to understand why we are teaching the planned content. By the end of Y6 children have been taught all the required the RHSE objectives. This includes: mental health and wellbeing, physical health (including healthy lifestyles) and learning about safe, healthy relationships, including understanding consent and safety online. Class PSHE books evidence the implementation of the RHSE curriculum. <i>How have we adapted it to meet the needs of our pupils?</i> The 2019 Rochdale health survey identified a higher percentage of DV and a higher percentage of people suffering a mental health issue, compared to national data. Therefore, we have ensured our RHSE curriculum includes the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. We teach pupils the importance of looking after their own mental health, how to do this and how to get support if needed.

	how they are behaving, to remove stigma and show where and how to seek support Pupils with SEND are well supported to learn the information they need.	
PSHE – other elements	Pupils are taught: Wider Safety • how to minimise common risks e.g. roads, fire, use of equipment, medicines, strangers, knife crime Economic understanding • Economic knowledge e.g. choices about money, keeping it safe, saving vs spending, impact of money, risks Understanding of Technology & Media • forms of media incl. digital and their impact e.g. reliability of online content risks of sharing	As above, also including: School Council road safety campaign leading to an automated pedestrian crossing being installed outside of school These elements are included in other curriculum areas to reinforce understanding e.g. safe use of equipment in DT and science, money matter in maths, medicines and drugs in science etc. The computing curriculum ensures pupils develop an awareness of technology and media and the associated risks. They are taught how to stay safe online. By the end of Y6 pupils have been taught all the required PSHE objectives.
Citizenship	Pupils are taught: • the knowledge they need to prepare them to play a full and active part in society • about right/wrong • the need for rules and why they help • different groups and communities • democracy and its institutions • voluntary, community and pressure groups • the range of different national, regional, religious and ethnic identities in the UK • given age appropriate opportunities to consider the views of others, weigh evidence and articulate reasoned responses • the ground rules and vocabulary of debate and explanation	• Taught as a core element of the PSHE curriculum in all year groups through ‘Rights and Responsibilities’. • School behaviour curriculum is explicitly taught and enables pupils to know and understand the need for rules. • We have a range of democratically elected bodies which enables children to be taught about and participate in democracy. • School has achieved Rights Respecting School Gold Award. Demonstrating commitment to children’s understanding of the UNICEF convention of human rights for children and recognising that we all have a part to play in achieving this globally. • Rights Respecting School Councillors advocate for others e.g. leading school campaigns such as road safety, promoting our whole school charity Water Aid, sharing and acting upon class issues in school council meetings, raising knowledge of Rights and PSHE matters across school etc. • Rights Respecting School Council have led a project to develop links with local care home. Pupils have visited and taken part in activities with residents, took Christmas and letters and arranged for the school choir to perform for residents. • Sports councillors raise the profile of sport and healthy lifestyles and support the organisation of sport within school, including helping with sports days. • Eco team improve the school and local environment, helping children to consider their impact on the world. Every child in school planted a tree to create a community forest and support climate change. • School Prefects play an active role in the school community e.g. supporting in EYFS in Summer term 2 by reading to children

		• Digital Leaders work with a local cluster of schools to deliver a programme of online safety to pupils. • Each year group supports charity work e.g. Water Aid, shoe box appeal for the elderly, British Heart Foundation, Warm Hearts/Cold Hands homelessness charity, Macmillan, Children in Need, Comic Relief and NSPCC. Through this children develop an understanding of voluntary and community groups and how they support groups in society. • Raising Aspirations programme in year 6. This helps pupils to develop high aspiration and a knowledge of higher education and the wide range of career to which they can aspire. • The World of Work Day invites parents and community members to discuss job roles and education requires for these. • Visits to places of worship including the local church provide a first-hand experience of religious identities in the UK. • Visits to the library to enable children to learn about using community facilities to support their learning and wider development. • Local out of school visits develop children's understanding of community: local high schools, outdoor education centre, park visits, church, local history walks, geography fieldwork • KS2 classes take part in litter picking around school grounds and Y6 litter pick in the local community. Citizenship is also developed through: • History - local area study • Nursery - people who help us theme • Reception - my world theme • Science - children taught about the positive and negative impacts humans have on the environment and what needs to be done to make positive change • Geography - distribution of natural resources impact on climate and the environment, coastal erosion and reasons and sustainability, investigations using fieldwork to observe, measure and record impact on environment, eco matters, conservation, field work looking at sustainability in school • RE - developing respect for other religions • Pupil Experience passports – activities suggested for children out of school, inclusive of recycling, volunteering etc. • Pupil school passports – activities including debate, voting and promoting viewpoints • Year 4 art/eco project. Using plastic bottle lids to create an art mural which will highlight the issues of plastic pollution. • Career videos used half termly to promote careers and challenge stereotypes
--	--	---

Development of character	Building of pupils' character is planned and threaded through all aspects of school life. To establish a strong ethos of aspiration Consistent high expectations to fulfil potential. To ensure wider opportunities across a range of areas. To develop a strong sense of pride in belonging to Bowlee Park school community To build self-discipline through clear, known boundaries and good behaviour. Consistent promotion of consideration, respect, good manners and courtesy. Consistent promotion of a range of positive character traits, taught and modelled to pupils.	• We have identified the key character traits we want our pupils to develop. These are our Bowlee Values of respect, resilience, responsibility, ambition, cooperation and kindness. These are threaded through all aspects of the curriculum, the assembly programme, school life and behaviour and attitudes. • Character is taught through every PSHE topic within the themes of: <i>Mental Wellbeing, Internet safety and harms, Families and people who care for me Caring friendships, Respectful relationships, Online relationships</i> • Specific character topics in EYFS e.g. nursery build character through what makes me, me theme, reception through all about me theme • RRSA Gold Award supports children to develop character traits, including advocating for the rights of others. • Behaviour curriculum is designed to develop key character traits of self-discipline and good behaviour. • Recognition and reward systems support good behaviour and attendance • Individual meetings with disadvantaged pupils termly in KS2 set high expectations and personal targets to fulfil potential and build character. • Opportunities for children to contribute positively to their community and build their character e.g. community litter picking, digital leaders, RRSC, eco council, science ambassadors, volunteering at the local care home etc. • Theme assembly programme supports and reinforces character development e.g. respect for other cultures, kindness, ambition etc. • Children are taught about anti-bullying, protected characteristics and inclusion. • Events contributing to character development include: Mental Health Awareness Week, anti-bullying week, sports day, sports teams representing school, ICT team leaders supporting children and classes within school, school council work, support for local, national and international charities, World Maths Day event and activities • Clubs include: Multi-sports, tennis, cricket, athletics, rounders, netball, karate, Glee club, street dance, street cheer, ballet, choir, drama, percussion club, board games, ukulele, brass club, drawing club, reading club, sign-along. Analysis of attendance of pupil groups to ensure DP and SEND have opportunities to access clubs. • We present positive role models across the curriculum and in assemblies that exemplify positive character traits. E.g. Rosa Parks, Winston Churchill, Martin Luther King. • Use of co-operative learning to teach children how to work together effectively. (Kagan) • Character development is interwoven throughout the curriculum e.g. In art children having opportunities to take inspiration from artists they have studied, learning to critique their own work and that of others. In all subjects pupils are taught to be resilient and persevere even when they find work more difficult. In PE, specialist teaching from nursery through to Y6 enables children to develop skills of sportsmanship,
--	---	---

		ambition, respect and cooperation. These are enhanced through an extensive range of after school sports clubs and competitions.
Wider Opportunities	There are opportunities to develop pupils' interests Opportunities to further the development of character/citizenship i.e. meaningful voluntary work, to take responsibility within the school and the local community Participation is high and fairly distributed Leaders achieve high take-up by disadvantaged pupils and those with SEND Pupils given opportunities they would not otherwise receive Is there an emphasis on sustaining participation over time There are after-school clubs across several domains Curricular trips and visits are designed to ensure that pupils do learn what was intended from the trip	Key supporting documents – • <u>School clubs 2022/23 document</u> – lists all clubs provided and links to personal development, mostly led by specialists and at no cost to pupils. DP/SEND prioritised for places. • <u>Cultural and educational experiences document</u> – sets out annual programme of trips, visitors, voluntary work, cultural experiences, educational aspiration etc. • <u>Disadvantaged and SEND participation document</u> • Bowlee's Got Talent - end of year talent competition develops pupils' interests, Led by RR school council. • Year round specialist sports provision • Year round specialist music provision – p-bone, djembe drums, ukulele, piano, singing • Year round specialist ICT provision • The planned curriculum provides interesting meaningful opportunities for pupils to develop their talents and interests across a range of subjects, .e.g. art, design and technology, science, history, geography, swimming lessons. • Pupil Experience passports – suggest activities for children out of school to support their wider development. Focus is on free or minimal cost activities and opportunities to extend their learning outside of the school day. • Learning logs – opportunity for pupils to develop their interests • Pupil school passports – completed within school and showing the broad range of activities undertaken in a particular year. • Science Week including competitions, science visitors leading science activities, STEM. • Links on website to local community groups • Every class visits the local library • Children take part in cultural and religious celebrations – Eid day, Chinese New Year, Lantern parade to celebrate Diwali. • School hosts the HAF programme each holiday. This provides a range of activities including sport, art, gardening, drama etc. It is free and is targeted at disadvantaged pupils.
British Values	Pupils are helped to understand • democracy, • the rule of law, • individual liberty, • mutual tolerance/respect Pupils are taught that these values are	British values are taught explicitly through PSHE across all year groups through all topics within the main themes of: <i>Mental wellbeing, Internet safety and harms, Families and people who care for me</i> <i>Caring friendships, Respectful relationships, Online relationships</i> • We are a rights respecting school and promote children's right and UNICEF convention – this work reinforces all aspects of British values. Pupils learn that these

	precious and far from universal across the world Pupils can articulate, in an age-appropriate way, what life might be like without one or more of them	rights are not universal and that not all children have access to clean water and not all children have access to an education. • Class charters are linked to the rights of the child as set out in the UNICEF convention. • Democratic voting takes place annually for a range of ambassadors/councillors: school and Sports councillor, science ambassador, eco-councillor, wellbeing ambassadors, digital leaders, Star of Bowlee (Y6) • British values are taught and reinforced through the assembly programme. (See document) Pupils learn that these rights are not universal • British values displays across school and in every classroom • Parliament Week – visit from mayor and local councillors to teach children about their roles and responsibilities. • Religious Education - through learning about different religions e.g. Islam, Christianity, Judaism, Hinduism, Humanism, children develop an understanding of commonalities and differences and develop tolerance and respect for others. • Protected characteristics/the Equality Act 2010 are directly taught through the curriculum, assemblies and modelled by staff. This supports children in developing mutual tolerance and respect and rule of law. • Our behaviour policy and curriculum explicitly teaches children about the need for rules, why they help and consequences for when rules are broken. This helps pupils develop their understanding of rule of law. • In EYFS the police and RSPCA help children to learn about laws • Displays around school, reference rights • Year 6 visit to the courts and act out a trial. • We celebrate a wide range of cultural events representing the different national, ethnic and religious identities in the UK. E.g. Queen's Platinum Jubilee, King's coronation, Eid, Diwali and Chinese New Year. • We encourage pupils to share their religious beliefs – Eid, Diwali celebrations –thus promoting individual liberty. • We have a wide range of books within school to ensure a wide range of representation of the protected characteristics. • Children visit places of worship: Church, synagogue/Jewish museum, mosque to develop an understanding of different religions. • Primary Careers Programme – helps children to understand the range of choices they have in life – individual liberty. • Opportunity for children to share their views and opinions whilst recognising the views and opinions of others – individual liberty. • British values reinforced through - Black History Month, Anti bullying week, world mental health day,
--	--	--

Inclusion and Equality of Opportunity	Pupils helped to understand that no-one should be treated or thought of as less favourable because they belong to a specific group They are supported to understand that not to be inclusive is to be unjust to some people	Inclusion and equality of opportunity are taught explicitly through the following PSHE units Caring friendships, Respectful relationships, Mental wellbeing • Protected characteristics/the Equality Act 2010 are directly taught through the curriculum, assemblies and modelled by staff. This supports children in developing mutual tolerance and respect and rule of law. Children are explicitly taught that not to be inclusive is unjust. • Opportunity for children to share their views and opinions whilst recognising the views and opinions of others – individual liberty. • We celebrate a wide range of cultural events representing the different national, ethnic and religious identities in the UK. E.g. Queen’s Platinum Jubilee, King’s coronation, Eid, Diwali and Chinese New Year. • Pupils with SEND are included in aspects of school life. Representation on democratic bodies for pupils with SEND. • Children understand when their peers have additional needs and that adaptations (to behaviour policy, learning etc.) are made to include them in all aspects of school life. Some pupils have individual behaviour plans • Our behaviour policy and curriculum specifically promote inclusion. Discriminatory behaviour is not tolerated. • All school policies promote inclusion and equality of opportunity. • Our Bowlee Values are integral to all aspects of school life and through our focus on these we build an inclusive school culture. • Texts expose children to a wide range of literature representing different groups of people. • RE teaches a wide range of religions and supported children’s understanding of the protected characteristics. It includes links between religions, specific learning about Mahatma Gandhi, Desmond Tutu, and Dr Noel Chavasse. • Science – Prominent scientists from a range of ethnicities and backgrounds included as part of the curriculum. • Nursery: equality in the environment. Home corner/role play areas challenge stereotypes. • PE offers sports for all abilities and from other cultures including boccia and kabaddi • EYFS: Same love, different families • Assemblies: Anti-bullying week, Autism awareness week, Harvest, Bonfire Night celebrations, Advent Sunday, Hanukkah, Christmas, Epiphany, New Year’s Resolution, Rosh Hashanah, UN International Day of Peace, Yom Kippur, Sukkot, Diwali , Chinese New Year, Shrove Tuesday/Ash Wednesday, LGBT Month, Black History month, St David’s Day, International Zero Discrimination Day, Character Day (linked to World Book Day), International Women’s Day, St Patrick’s Day, Palm Sunday, Easter Sunday, St George’s Day, Ramadan, Eid Al Fitr, Pentecost,
---	---	--

Primary Careers Information	Our Primary Careers Programme is designed to expose children to the wide possibilities for their future careers and employment. It promotes high aspiration Pupils are given opportunities to learn about a wide variety of career options and knowledge about the skills they require The programme is enhanced by a range of activities including visits and visitors to school	• Our motto is Knowledge ...your passport to the world. This was chosen to support aspiration for our pupils, many of whom come from disadvantaged backgrounds. • We are working towards the Primary Careers Award to open children's eyes to the world of future job possibilities and challenge stereotypes. Children will learn about the different routes into jobs, both technical and academic. • Career videos taught every half term, these nurture ambition and challenge stereotypes: https://primary-careers.careersandenterprise.co.uk/resources/videos-children-interviewing-professionals • Children encouraged to ask visitors about their jobs and roles • Nursery: People who help us theme including visits from nurse, doctor, police, home corners with different jobs and role foci • Across the curriculum there is a focus on significant role models in a wide range of careers. This includes, scientists, artists, authors and inventors, visits from the major, fire service, police, dental and health visitors. • World of Work Day/careers carousel • Parents invited annually to discuss jobs with children in classes • Raising Aspirations programme, university visits • High school visits and links with feeder schools • Science Week including competitions, science visitors leading science activities STEM. • Children interviewed candidates: Assistant head teacher at Edgar Wood school, deputy head teacher for Bowlee Park, they held discussion session on healthy food with prospective candidate for school chef • Theme assemblies include focus on Bowlee Values – how they link to life including ambition
SMSC	SPIRITUAL there is an explicit intention to develop an understanding of different people's faiths and values. There are opportunities to enjoy the natural world and the range of human achievement and creativity	Our holistic Personal Development Curriculum supports pupils' Spiritual, Moral, Social and Cultural development as outlined in the above sections. Some specific examples for each are listed below. SPIRITUAL examples • RE curriculum teaches about many different religions including Islam, Christianity, Judaism, Hinduism, and Humanism. It focuses on the 3 strands of: Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth. Expressing – Religious and spiritual forms of expression; questions about identity and diversity. Living – Religious beliefs, teachings, source; questions about meaning, purpose and truth. • Children experience celebrating other cultural and religious celebrations – Eid day, Chinese New Year, Lantern parade to celebrate Diwali. • Children are given opportunities to enjoy the natural world and human achievement through a range of curriculum learning, trips and experiences, Bowlee Passports E.g. visits to art galleries and museums, water activities at Hollingworth Lake, local park visits,

	MORAL Pupils are helped to discern right from wrong, appreciate the views of others, understand their own and others' behaviour, understand the consequences of actions SOCIAL Pupils are helped to socialise, cooperate and communicate with increasing confidence with a wide variety of people in different roles	field work at Bowlee Country Park, visit to Lytham, theatre, farm visit, Bridgewater Hall music event, Young Voices Choir event, Jodrell Bank. • Music Curriculum: Children learn performance (singing), theory, musical notation, composition and history and play musical instruments: year 1 chime bars, year 2 recorders, year 3 djembe, year 4 cornets, year 5 trombone, year 6 ukulele and keyboards. There is a school choir and afterschool music clubs, free to all children. World music day professional performances for all children. MORAL examples • Our behaviour curriculum teaches children right from wrong. Assemblies reinforce key messages. Pupils are mentored where they make wrong choices and supported to improve their behaviour. • Pupils are taught to appreciate the views of others through learning about our Bowlee Values, learning about different religious and ethnic groups and diversity within our community. • Our PSHE curriculum helps pupils to understand their own and others behaviour and the consequences of their actions. There is a lot of opportunity to discuss and debate in PSHE lessons. • 'Be safe' is a key element of our behaviour policy. Pupils learn about safeguarding, DSLs as safe adults in school and how to keep safe in and out of school. SOCIAL examples • Kagan Cooperative learning – working collaboratively and supporting others • From EYFS to Year 6 social skills and behaviours are explicitly taught. • Strong focus on language and communication to enable children to have the skills to express themselves. • Debate Mate • Events where pupils work collaboratively with pupils from other year groups e.g. Eid Day, Jubilee Celebration • After school events such as discos, film nights enable children to socialise with their peers. Staff support and teach children to socialise. • Play leader supports lunchtime activities daily. • Pupils perform assemblies, music concerts, in front of parents as well as performances at Christmas and Easter • Visits to care home to interact with residents • RR School council presents to governors at the end of the year. CULTURAL examples
--	--	---

	CULTURAL Pupils are given the knowledge they need about cultural influences that have shaped the UK. They are taught to recognise and value common aspects across cultural, religious, ethnic & socio-economic communities?	• We are a multicultural school and representative of many of the cultural, religious, ethnic and socio-economic communities in the UK. Through our curriculum, PSHE programme and assembly programme we teach children about the cultural influences that have shaped the UK. • We have a cultural experience programme (see document) specifically designed for our pupils. • We visit museums, art galleries, concert halls, places of worship and invite visitors in from a range of backgrounds. • We have a diverse staff and we use their expertise to share their experiences with pupils. TA spoke to all Y6 classes about her Haj experience. • French: children learn the language and aspects of culture. • History curriculum teaches about cultural influences that have shaped the UK e.g. Vikings, Romans and Ancient Greeks.
--	---	--