

Mapplewells Primary and Nursery School
Learning for Life – Personal Development

SMSC			
The spiritual development of pupils is shown by their:	The moral development of pupils is shown by their:	The social development of pupils is shown by their:	The cultural development of pupils is shown by their:
<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life use their own beliefs, religious or otherwise to inform their perspective on life and their interests 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 – both local communities and the wider world – including the intangible use of imagination and creativity in their learning and recording of ideas willingness to reflect on their own experiences and be able to compare and contrast to others/ideas learned about 	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, 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. 	<ul style="list-style-type: none"> 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 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<ul style="list-style-type: none"> 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 cultural diversity in the school and further afield as an essential element of their preparation for life in modern Britain - including the extent to which they understand, accept, respect and celebrate these differences 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 understanding and acceptance of the diverse meaning of the word 'family' and how families are represented – through gender, sexuality, marriage, adoption and fostering
This is demonstrated at Mapplewells through:			
<ul style="list-style-type: none"> MAPSS Curriculum model SUCCESS' in our hands 'MOVE' Weekly RE lessons RSHE / LfL Curriculum Enquiry Authentic Outcomes RSHE assemblies eg. Rcharity days Weekly Star of the Week assembly (linked to SUCCESS) 	<ul style="list-style-type: none"> MAPSS Curriculum model SUCCESS' in our hands 'MOVE' Enquiry Questions RSHE /LfL Curriculum School Parliament Behaviour policy Behaviour Outcomes ladder in every classroom Robust Safeguarding systems in place Assigned DSL's with rigorous protocols in place 	<ul style="list-style-type: none"> MAPSS Curriculum model SUCCESS' in our hands 'MOVE' School Parliament RSHE/LfL Curriculum Breakfast club Afterschool clubs Sports day & sports events e.g. football matches Class rewards Dojo Parent workshops 	<ul style="list-style-type: none"> MAPSS Curriculum model SUCCESS' in our hands 'MOVE' Weekly RE lessons Weekly RE assemblies (lead by RE lead) RSHE/LfL Curriculum History, Art, Music and PE Curriculum Afterschool clubs Breakfast club Forest school Sports teams & events

Mapplewells Primary and Nursery School
Learning for Life – Personal Development

<ul style="list-style-type: none"> • RE assemblies – weekly led by RE Lead • Picture News Assemblies – weekly organise by LfL Lead • British Values slides in Picture News assemblies • Forest school • Sensory provision • Visits to places of worship – St John’s church, Holocaust Centre • ‘I want to know’ box in each classroom • Immersive doorways • Enquiry hooks • Educational visits • Designated school extended services leader’ • LfL Floor books • Creative homework linked to Curriculum Enquiry 	<ul style="list-style-type: none"> • Designated Child & Family Support Officer • Healthcare plans for key children • Pen Portraits for spotlight children • Fire/lockdown drills • School environment • School rules (devised by children) • Weekly Star of the Week assembly • Road safety curriculum • Cycling proficiency • DARE Programme • E-safety /Internet Safety • ELSA/Behaviour interventions • Lunchtime rewards • Dojo points • Picture News Assemblies (Weekly) • British Values slides in Picture News assemblies • Links to police and fire service • Anti-bullying week • Radios and Telephones in classrooms • LfL Floor books 	<ul style="list-style-type: none"> • Community links e.g. nursing home, foodbank • Pupil voice • Speaking and listening opportunities • Transition days/weeks (in school plus with secondary schools) • Forest school • Pupil questionnaires • Parent questionnaires • Picture News assemblies (weekly) • British Values slides in Picture News assemblies • Picture News • Visits & visitors • Sports/play leaders • Lunch time playtime pals • LfL Floor books 	<ul style="list-style-type: none"> • Residential visits (Y1-Y6) • Enterprise week (whole school) • Celebrations of festivals • Educational visits – museums, churches, parks • Themed days/weeks • Visitors in school to inspire children eg. fire fighters, police officers • Inclusion policy/practice • MFL taught in KS2 • School parliament • School uniform • Star assemblies (weekly – linked to SUCCESS) • Charity fundraising • Black history month • Remembrance day • Christmas and Summer Fairs • Discos – valentines, Halloween, summer • Parent picnic • Mother’s Day high tea • Father’s day breakfast • Christmas party • Visit to palace theatre for pantomime • Class/Key stage plays and performances • LfL Floor books
---	--	--	---

British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance
An understanding of how citizens can influence decision-making through a democratic process.	An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.	An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.	<p>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.</p> <p>An understanding of the importance of identifying and combatting discrimination.</p>	<p>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.</p> <p>An understanding of the importance of identifying and combatting discrimination.</p>
This is demonstrated at Mapplewells through:				

Mapplewells Primary and Nursery School
Learning for Life – Personal Development

<ul style="list-style-type: none"> Picture News Assemblies (includes BV link every time) – weekly led by LfL Lead Children are involved in voting for school parliament members Pupil voice is sought through pupil interviews, surveys and 'I want to know' boxes School parliament assemblies Parents elect parent governors and have their say through surveys School ethos Staff Surveys Enquiry questions All stakeholders vote for the trust award winners Children votes in class FHT Children's parliament LfL Floor books 	<ul style="list-style-type: none"> Picture News Assemblies (includes BV link every time) – weekly led by LfL Lead RSHE/LfL Curriculum Relationship and Restorative Approach to Behaviour Policy Behaviour ladder displayed in all classrooms De-escalation plans for spotlight children Pen Portraits for spotlight children High expectations of behaviour E- Safety / Internet safety curriculum Star of the Week assemblies – linked to SUCCESS Enquiry questions Classroom routines Restorative conversations Dojo points Links with local police and fire services LfL Floor books 	<ul style="list-style-type: none"> Picture News Assemblies (includes BV link every time) – weekly led by LfL Lead Weekly RE lessons Weekly RE Assemblies (led by RE lead) RSHE/LfL Curriculum SUCCESS in our hands motto – displayed around school and in every classroom – linked to star of the week and dojo points Children's responsibilities in class School parliament representatives Pastoral roles promote choice and compromise EYFS have a choice within their learning environment. LfL Floor books 	<ul style="list-style-type: none"> Picture News Assemblies (includes BV link every time) – weekly led by LfL Lead Weekly RE lessons Weekly RE Assemblies (led by RE lead) RSHE/LfL Curriculum School Ethos - SUCCESS Positive relationships are modelled by adults Robust Safeguarding policies and practises in place Assigned DSL's Whole school celebrations Anti-bullying week and whole school approach to anti bullying. Community projects -e.g.choir singing nursing home English history and heritage is taught through curriculum Wider community links e.g. Sutton centre, Lammas Leisure centre, library Equalities, accessibility and safeguarding policies support practice. Inference in reading promotes respect for others LfL Floor books 	<ul style="list-style-type: none"> Picture News Assemblies (includes BV link every time) – weekly led by LfL Lead Weekly RE lessons Weekly RE Assemblies (led by RE lead) RSHE/LfL Curriculum Positive relationships are modelled by adults Anti-bullying week and whole school approach to anti bullying Equalities, accessibility and safeguarding policies support practice. Picture News gives opportunity for discussions ELSA sessions Planning for reading texts over the year to ensure they are diverse Family and community celebrations Inclusion of others in school and class Accepting of others beliefs and family structures LfL Floor books
--	--	--	---	--

RSHE/PSHE

Relationships Education	Sex education	Physical health & mental Wellbeing	Wider safety	Economic understanding	Understanding of technology & media
<p>Children are supported to stay safe through learning about healthy & unhealthy relationships and key concepts such as respect, consent, appropriate and inappropriate contact, kindness & commitment.</p> <p>Children learn about the equality of different families.</p>	<p>The curriculum is designed progressively to give children age-appropriate knowledge so that they are well prepared for changed in their body as they enter adolescence.</p> <p>Children are taught the correct vocabulary for</p>	<p>Children are taught about healthy eating, physical health & fitness.</p> <p>They are taught the facts and risks of drugs so that they can make decisions for themselves.</p> <p>They are taught how to make emergency calls and how to do basic first aid.</p>	<p>Children are taught about how to minimise common risks</p>	<p>Children are given age-appropriate knowledge to make choices about money, keeping money safe, saving vs spending, impact of money & risks</p>	<p>Children are taught about different forms of the media and their impact. They discuss the reliability of online content and the risks of sharing information.</p>

Mapplewells Primary and Nursery School
Learning for Life – Personal Development

<p>Pupils are taught how to manage risk and where and how to ask for advice and how to report concerns of feeling unsafe</p>	<p>body parts and misconceptions are corrected,</p> <p>Gender identity is introduced sensitively and age-appropriately</p> <p>Chn are introduced to the concept of inappropriate contact and consent early on.</p> <p>We have ensured we have responded to the sexual harassment & violence review and children are given regular opportunities to discuss difficult aspects (highlighted in KKPDs)</p>	<p>Children are taught about mental well-being, including how to recognise what they are feeling. Bespoke provision is put into place if required.</p> <p>Children are taught how they can seek help if they are concerned about their physical health & wellbeing</p>			
This is demonstrated at Mapplewells through:					
<ul style="list-style-type: none"> • RSHE/LfL Curriculum (PSHE Association) • NSPCC assemblies • NSPCC 'pants' rule • DARE (Y6) • Weekly Assemblies – RE, Star of the Week, Picture News • Anti-bullying week • 'I want to know' boxes • Books chosen to represent different family arrangements 	<ul style="list-style-type: none"> • RSHE/LfL Curriculum (PSHE Association) • RSHE/LfL policy agreed vocabulary list • Science – human body • NSPCC assemblies • NSPCC 'pants' rule • 'I want to know' boxes • E-safety • Anti-bullying week 	<ul style="list-style-type: none"> • Science lessons • PE lessons • DARE (Y6) • Healthy hearts (Y5) • Red cross 1st Aid (Y5) • ELSA (intervention) • ELSA room (lunch) • 'I want to know' boxes • Posters around school for where to seek support (DSLs, NSPCC, Childline) • Pastoral support • Transition days/weeks (both in school and to secondary school) 	<ul style="list-style-type: none"> • Road safety workshops • Cycling proficiency • Fire safety workshops/assemblies • Health & safety in specific lessons e.g. PE, DT, Science • 'I want to know' boxes • Internet safety 	<ul style="list-style-type: none"> • Enterprise week • Fundraiser for charities (red nose day, children in need etc) • Maths lessons • My money sense NatWest • Opportunities to visit shops (trips) or purchase fundraising merchandise (e.g. Children in Need) 	<ul style="list-style-type: none"> • E-safety lessons– education for a connected world • ESafety Week

Mapplewells Primary and Nursery School
Learning for Life – Personal Development

Other Areas

Citizenship	Character	Inclusion and Equality	Wider Opportunities
<p>Citizenship is the quality of a person's response to membership in a community.</p> <p>The knowledge needed to prepare pupils to play a full and active part in society.</p> <p>To know how to focus on empathy, respect, compassion, diversity, and inclusion.</p> <p>To know how to relate these qualities to our own lives and understand what a good citizen means.</p>	<p>Character is a person's personality, especially how reliable and honest they are. If someone is of good character, they are reliable and honest.</p> <p>The deliberate and facilitated ways of building pupil's character.</p> <p>To know how to develop the mental and moral qualities distinctive to an individual.</p>	<p>To know that no one should be treated or thought of as less favourable because they belong to a specific group.</p> <p>To know that to not be inclusive is to be unjust to those people.</p> <p>To know and understand how cultural influences affect and shape the wider world beyond the school context.</p>	<p>The opportunities to develop pupils' interests, character and citizenship.</p> <p>To provide a broad and balanced curriculum providing children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals.</p> <p>To know that a rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals.</p>
This is demonstrated at Mapplewells through:			
<ul style="list-style-type: none"> • RSHE/LfL Curriculum (PSHE Association) • DARE (Y6) • Weekly Assemblies – RE, Star of the Week, Picture News • Anti-bullying week • School rules • School behaviour policy • 'I want to know' boxes 	<ul style="list-style-type: none"> • RSHE/LfL Curriculum (PSHE Association) • RSHE/LfL policy agreed vocabulary list • School Parliament • Behaviour policy • Behaviour Outcomes ladder in every classroom • Weekly Assemblies – RE, Star of the Week, Picture News • NSPCC assemblies • 'I want to know' boxes • Anti-bullying week 	<ul style="list-style-type: none"> • Picture News Assemblies (includes BV link every time) – weekly led by LfL Lead • Weekly RE lessons • Weekly RE Assemblies (led by RE lead) • RSHE/LfL Curriculum • Positive relationships are modelled by adults • Anti-bullying week and whole school approach to anti bullying • Equalities, accessibility and safeguarding policies support practice. • Picture News gives opportunity for discussions • ELSA sessions • Planning for reading texts over the year to ensure they are diverse • Family and community celebrations • Inclusion of others in school and class • Accepting of others beliefs and family structures • LfL Floor books 	<ul style="list-style-type: none"> • Playtime pals • School parliament • Sports leaders • Classroom monitors • After school clubs • Litter picking • School trips e.g. whole school pantomime • Residentials (Y1 – Y6) • Sports events in the community • Trust awards • Glee / choir – young voices • Enterprise week • Road safety workshops • Cycling proficiency • Fire safety workshops/assemblies • Health & safety in specific lessons e.g. PE, DT, Science • 'I want to know' boxes • Charity days

Questions that could be asked during an inspection

1. How have you planned the personal development (PD) programme so that teachers know what to teach and when?
2. Does content become increasingly more demanding over time?
3. How do you make sure pupils remember it?
4. Are all elements of the PD programme given sufficient time?
5. How do elements of the PD programme link to create cohesion in pupils' knowledge?
6. How does the PD programme help to improve pupils' behaviour and attitudes?
7. How are pupils with SEND supported to learn the programme? How are vulnerable pupils taught to say 'no' or 'I don't like it'?
8. How far do the environment, routines, expectations and early years curriculum intentionally teach children about relationships and keeping healthy? How well is this aligned to the RSHE curriculum in Years 1 and 2, so that children are prepared for it?
9. Do staff deliberately introduce and repeat important vocabulary that will enable children to make sense of relationships (equal, different, safe touching, space, kind)
10. How are children taught to look after their bodies? Is this any different for the lowest 20% or vulnerable pupils?
11. Do teachers check what pupils already know? Are activities planned to revisit previously learned content and build up pupils' fluency? Do explanations begin at the point of pupils' current understanding? How is this checked sensitively?
12. How secure is pupils' knowledge across elements e.g. relationships? British values? Citizenship? Financial aspects? How do you know?
13. Has the school have had regard to the statutory guidance in respect of a policy consulted on by parents, that they can justify what they've prioritised so far, and planning confirms that they will have covered all the content by the end of this academic year?
14. Are LGBT+ relationships covered appropriately within the curriculum?
15. How does the profile of personal development compare to subjects that are part of the national curriculum? Is a high value placed on pupils learning its elements? Are there high expectations of what all pupils can learn? How do you know?
16. What are the mechanisms for the construction, monitoring, evaluation and review of the PD programme?
17. How well are staff supported to understand and deliver all elements with accuracy and confidence? How is their knowledge of content developed?
18. What strengths and weaknesses have you identified? Can the school readily explain and qualify potential systemic issues?
19. Are leaders and those responsible for governance meeting their obligations in respect to the Equality Act? How do leaders strive to ensure that no discrimination exists?
20. Have staff been trained and assisted to deliver the RSHE curriculum, and are they supporting SEND to learn it?
21. What are pupils' views on the RSHE curriculum and its delivery? Consider online safety, pupils' age-appropriate knowledge of protected characteristics, leaders' actions to eliminate harassment and abuse (think again about Ofsted's sexual abuse review)
22. What is the quality of at least one aspect of SMSC? How do you know?
23. How do you build pupils' characters? What traits are important to this school? How do you know children have acquired them?