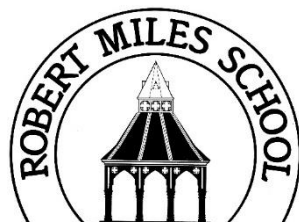


## Personal Development at Robert Miles Junior School



*At Robert Miles Junior School we know that academic success forms only a part of developing the whole child. In order for a child to grow and flourish, fostering relationships, developing emotional literacy and understanding overall well-being are key foundations to a happy, successful adulthood. Children's social, emotional and academic experiences guide them as individuals and contribute to their knowledge and understanding of themselves and the world around them. We have a responsibility to shape this journey, provide the right opportunities and guiding principles to develop the whole child as they move confidently through our school. This document captures our vision for Personal Development – centred around our REACH Values and based on four core components that we look to develop.*



## REACH Values

Our REACH Values are our central beliefs that underpin everything we do. They are designed to be clearly understood and shared by every member of our school community, defining the way we work with each other. The explanations of what our values mean come from the children themselves:

### Responsibility

- Taking care of everything and everyone around us, including ourselves.
- We also take responsibility for our own actions.

### Equality

- We are all equal and therefore should be treated the same.
- All members of our school are equally as important and should be valued as such.

### Achievement

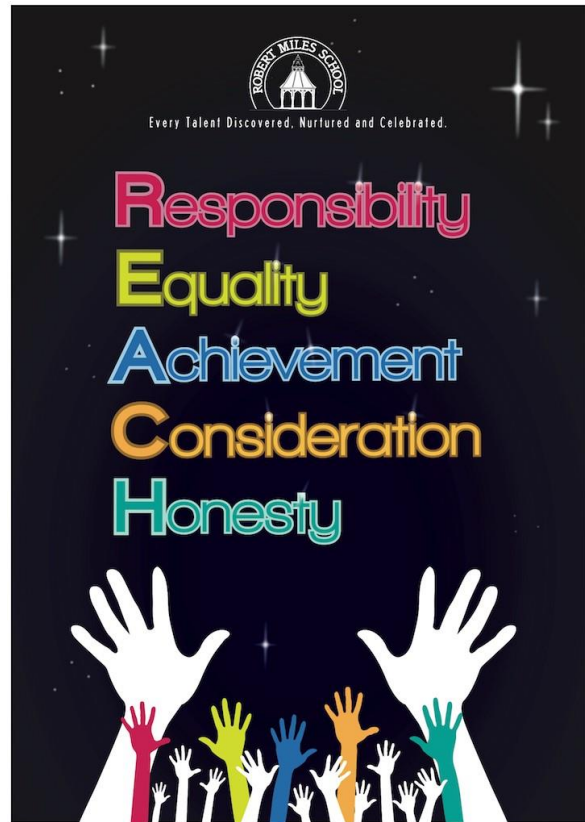
- Our school is one where all children's achievements are celebrated.
- We deserve to be proud of our achievements, however large or small, in whatever we do.

### Consideration

- Consideration is thinking of others and treating others how you want to be treated yourself.
- We show consideration for our own environment by looking after our school building and grounds

### Honesty

- Being truthful with each other is very important in our school.
- We are honest with ourselves, our strengths and weaknesses and we are reflective about the choices we make



## 4 Components of Personal Development

Academically Successful

Physically & Mentally Healthy

Staying Safe

REACH Values reflected in Personal Character

We view children's personal development through four core components which set out what we want to achieve for them before moving to secondary school. This balances the need for academic success with other personal characteristics including shaping their character, staying safe and maintaining good physical and mental health.

### Academically Successful

- Success in all subjects at Key Stage Two SATs
- Provide opportunities for all children to make good progress with the vast majority achieving age-related expectations, or higher, in all subjects
- Success in Y4 Multiplication Tables Check
- Acquired prescribed knowledge from across the breadth of our curriculum
- To be able to use acquired knowledge and apply it in a range of contexts

### Physically and Mentally Healthy

- Understanding of the different components that make up good physical health
- Strategies and interventions to maintain good mental health
- Access to a range of sporting opportunities

### Staying Safe

- Understanding of key laws and values that govern society including British Values
- Guidance and knowledge for managing local risks and hazards
- Developing understanding of the risks of technology and how to use it safely

### REACH Values reflected in Personal Character

- Understanding the role of the REACH Values and demonstrating them in and out of school
- Developing spiritually, morally, socially and culturally, views, values and beliefs which are accepted and celebrated
- Encouraging children to develop their own character and uniqueness building a strong sense self-worth

## Academically Successful

### End of Key Stage Two SATs

- Full coverage of the Key Stage Two curriculum for Maths and English
- Precise teaching in line with our Teaching and Learning vision
- Rigorous analysis and use of termly summative outcomes to guide teaching
- Intervention and bespoke support for children needing catch-up ensuring progress for all
- Pastoral interventions for children as required

### Year 4 Multiplication Tables Check

- Opportunities for practice to ensure readiness for the Upper Key Stage Two Maths curriculum
- Times Tables Rock Stars to engage and motivate with certificates given out in Honours assembly and published in the school newsletter.

### Robert Miles School Curriculum

- Broad, ambitious and exciting curriculum setting out the defined knowledge and skills we want our children to acquire. The understanding enables them to make connections and 'place' new information
- Deliberately designed to build on what has gone before to embed learning and promote a deeper understanding
- Combination of high-quality published programmes and school developed content to meet the needs of our school and community
- Meaningful links made to other subjects, where appropriate, and enrichment opportunities to bring learning to life

## Physically and Mentally Healthy

### Keeping Physically Healthy

- Taught explicitly through the Science and Jigsaw PSHE curriculum
- Healthy Lifestyles Week every June promoting health, wellbeing and physical activity with a range of different activities, involving outside agencies and a range of staff members
- Healthy snack policy where children only bring fruit or vegetables to eat at playtime
- Fruit Trolley to promote healthy eating at break times
- New equipment at lunchtime to provide structured play led by School Council and Sports Ambassadors
- Range of Clubs and Sports with a strong emphasis on sport and exercise, led by staff and outside providers
- Sports Day specifically designed to promote inclusion as well as competition
- Investment in outdoor fixed equipment – Trim Trail etc
- Bi-Annual residentials promoting outdoor experiences and active living
- Health-related assemblies to support Jigsaw unit 'Healthy Me' in Spring Term eg sleep, diet
- Sports Ambassadors provide leadership and pupil to pupil motivation
- Employment of dedicated, highly experienced sports coach
- External sporting opportunities promoted through the newsletter

### Keeping Mentally Healthy

- Mental Health component throughout PSHE Jigsaw curriculum – mindfulness element in lessons
- Worry Warriors sessions delivered by NHS professional
- Staff training on managing children's anxieties
- Individual 1:1 sessions: ELSA and counselling
- Parenting workshops to support parents at home
- Strong focus on online safety including parental confidence in sharing concerns, up to date information and advice regularly shared with parents via newsletter
- Pupil Worry Box overseen by staff member and dedicated prefect
- Prefects and School Councillors providing visible leadership and support to peers
- Staff safeguarding training on local concerns and issues
- Strong transition arrangements with infant and secondary schools
  - Secondary: taster day, Y6 enrichment visits, SENCO handover, Y7 Lead handover
  - Infants: taster day, assembly at infant school, teacher visit, parent visit
- Fun and engaging opportunities beyond core curriculum: Disco, BBQ, Performances
- Developing self esteem through rewards: House Points, Honours Assembly
- Children undertake roles and responsibilities in school to develop self-esteem, responsibility and positive relationships: librarians, Healthy Tuck shop monitors, Rotakids, School Council, prefects, Sports Ambassadors
- Focus on physical health recognises our belief in its role in building strong mental health

## Staying Safe

### Safe use of Technology

- Explicitly taught through the PSHE Jigsaw and Computing curriculum
- Updates to parents in newsletter each week
- Bespoke communication and support as required (eg following up on inappropriate use of Whatsapp)
- Open culture which facilitates parents sharing concerns with school leadership
- School-based routines where phones are handed in to the office at the start of the day and given out at home-time
- Filtering and monitoring of all school devices to ensure children are safe online
- Reactive assembly schedule to enable follow up on specific issues as required
- Digital Leaders (children from Years 5 and 6) produce magazine full of topical issues for children and parents (along with others EQT schools) and deliver assembly to highlight current issues and repeat core messages about safety online

### Wider Safeguarding

- Education around local risks and concerns (eg road safety support, Network Rail assembly etc)
- Police visits both as part of core enrichment but also reactive to specific issues
- Strong links between school and other agencies so staff are aware of potential risks
- Termly safeguarding update to staff based on emerging school issues and local concerns

### School-Based Support

- Strong home/school links based on an experienced and well-established teaching team
- School based counselling support and other interventions (eg ELSA and Worry Warriors)
- Worry Box overseen by staff member and prefect
- Inclusion Prefect overseeing support for new arrivals and those finding school hard. Induction leaflet produced

### Staff Training

- Staff trained to ensure they are not only compliant with KCSIE expectations but are also aware of local/emerging threats.
- Core Training in September followed by termly refresher containing emerging themes (eg Harms outside the Home)
- Strong relationships established and maintained between all staff, open dialogue and advice sought quickly when needed.
- DSL and SENCO work closely together to ensure activity is joined up

## REACH Values reflected in Personal Character

### REACH Values

- Responsibility, Equality, Achievement, Consideration, Honesty: Five core values – our central beliefs – that underpin everything we do
- Designed to be clearly understood and shared by all members of the school community. Page of Home/School Diary dedicated to REACH Values with children recording their understanding every September to reset
- Used across the school, feeding into the House Point system and underpinning restorative behaviour conversations

### Active Citizens playing their part in society

- Opportunities for responsibility: Prefects, School Councillors, Librarians, Sports Ambassadors, Heathy Tuckshop Trolley and Classroom Monitors
- Charity and fundraising: Reverse advent calendar at Christmas for Local Food Bank charity, Children in Need
- Attendance at Rushcliffe Pupil Parliament, Rotakids, meet with local MP and Councillors, visitors to assemblies from local community
- Range of topics covered in assembly including aspects of citizenship
- Classroom learning involves debates, votes and fair systems to develop citizenship

### Recognising and adopting Fundamental British Values

- British Values explicitly taught through PSHE Jigsaw, providing opportunity for teaching and discussion
- Assembly Schedule includes British Values to ensure whole school understanding (*displays in the hall covering both British Values and Protected Characteristics*)
- School Behaviour Policy includes focus on mutual respect and tolerance
- British Values in action: children voting for School Council, integration of Hong Kong families etc

### Promoting Equality of Opportunity

- Subsidising extra-curricular opportunities for Pupil Premium children – clubs, trips, bus passes, uniform/PE kit
- Inclusive sporting events (with local and EQT schools)
- Pupil Voice feeding into decision making (eg Reading Diary front covers, Sports equipment, librarians choosing book stock, World Book Day activities)

### Developing Pupils' Character

- REACH Values
- Praise to motivate: Honours Assembly, House Points, Opportunities for Responsibility, Headteacher stickers, work on wall of office
- Classroom and wider school displays to celebrate success
- Providing Optimal Conditions to Succeed: embedded routines and expectations, trusted adults, responsibility etc

## **Respecting and Understanding Differences**

- PSHE Jigsaw Curriculum – specific unit on ‘Celebrating Differences’ as well as throughout curriculum
- RSE curriculum explores differences in various areas including relationships
- Focus on Protected Characteristics in PSHE and Assembly to promote acceptance
- Successful integration of Hong Kong families into RMJS community
- Inclusive mindset: friendships with high needs pupils, assembly with disabled marshall arts etc
- Responsive approach when required eg assembly following use of homophobic language
- Assemblies and lessons to show inspirational people in history and around the world who have achieved success amidst adversity (English, Science – Katherine Johnson)

## **Healthy Relationships**

- Covered in various curriculum areas but specifically in Jigsaw ‘Healthy Me’ Unit, RSE curriculum (taught in summer term) and Science curriculum
- Specific REACH values related to consideration and responsibility
- Transition to new schools to ensure smooth handover (additional support for SEND children)

## **Spiritual Development**

- Religious Education Curriculum – learning about different religions and forming personal views
- Visits to different settings – mosque, homeless shelter, church etc
- Celebrating different cultures – Chinese New Year, French breakfast
- Assemblies led by children and members of different faiths – Easter assembly from youth worker of local C of E church
- Charity days focussing on different causes.

## **Moral Development**

- Jigsaw curriculum
- British Values related:
  - Democracy: assemblies, visits from local MP and councillor; Elections for pupil positions, Pupil Parliament
  - Rule of Law: assemblies, police officer visit, behaviour forms
  - Mutual Respect & Tolerance: integration of Hong Kong community, morals and fables in curriculum, restorative conversations, reactive assemblies (eg homophobia)

## **Social Development**

- Pupil Premium funding providing opportunities
- Prioritising Pupil Premium children with clubs
- Inclusive sports clubs and events (eg boccia)
- Diverse catchment successfully integrated (including Hong Kong community)
- Working with others: paired work in Reading Model, Buddy reading. World Book Day celebrations, Science competition, annual show,
- Community facing: Rotakids, community singing, Secret Readers, reverse advent calendar
- Opportunities: two contrasting residentials, trips for enrichment, external enrichment in school
- EAL focus: vocabulary pre teaching and purchase of EAL books
- Strong relationships modelled by all staff; all staff adopt similar approach to any issues on the playground/in lessons



- Parents invited in as Secret Readers to hear children read regularly to help develop positive relationships
- Other staff members (eg PE Coach) support with reading before lessons to develop strong role models and positive relationships
- High expectations of behaviour for all – sensible walking round school, polite manners, helping one another, children trusted at lunch times to walk to dining hall and out to break

### **Cultural Development**

- Contrasting residentials to Peak District (Y6) and York (Y4)
- Geography curriculum promotes developing cultural understanding (Y5 Global Trade, Y4 Amazon Rainforest and Fairtrade)
- Themed assemblies
- Peripatetic music teaching providing different opportunities
- Music Performances: Young Voices, Royal Albert Hall, Equals Trust orchestra
- Celebration Days – coronation, World Book Day, Chinese New Year, Remembrance Day
- Christmas Activities: Carols under the Buttercross, Bingham Christmas Fair
- Wide range of sporting opportunities culminating in Sports Day designed to balance competitive element with inclusion
- Other: Summer Reading Challenge, Rotary Art Competition, French Breakfast
- Musician of the Week in assemblies promoting different musicians from across genres
- Cycling training