



Personal Development

Statement of Intent

At Wren Park, we recognise that the primary years are a key time for children to develop their own identity and aspirations for the future

Personal development refers to the intentional and holistic growth of children in various aspects of their lives. It encompasses the development of social, emotional, cognitive, and physical skills, as well as the promotion of values, attitudes, and character traits. With support, challenge and opportunities we enable them to grow in mind, body and spirit. We help them to develop their knowledge of the world and foster ambition within it to achieve their potential, benefitting not only themselves but having a positive impact upon others.

As well as academic development, it is essential that children are given plenty of opportunities, through the curriculum and beyond, for personal development. By nurturing our children's personal development skills, we aim to provide the essential knowledge that children need to be well-rounded educated citizens, who can navigate their lives effectively and make lifelong positive contributions to society.

Here are some key areas of personal development.

We have listed these under three categories

Personal, Social and Emotional development

Appreciation of values and faiths

Our World, Community and Environment

- **Personal Values:** Children are encouraged to reflect on their own values and beliefs. They explore themes such as fairness, justice, equality, and diversity, and learn to respect and appreciate different perspectives and cultures.



- **Social Skills:** Our children learn how to interact with their peers, teachers, and other adults. They develop skills such as active listening, effective communication, empathy, cooperation, and teamwork.



- **Emotional Intelligence:** Our children learn to recognise and understand their own emotions and the emotions of others. They develop skills like self-awareness, self-regulation, empathy, and handling conflicts in healthy ways.



- **Self-esteem and Confidence:** We promote and provide opportunities for children to build their self-esteem and confidence. They are encouraged to take on challenges, set goals, and celebrate their achievements. Teachers provide constructive feedback and create a supportive learning environment.



- **Critical Thinking and Problem Solving:** Children develop skills to think critically, analyse information, and solve problems. They are encouraged to ask questions, evaluate evidence, consider multiple perspectives, and come up with creative solutions through a range of independent and group projects to apply learning. This is sometimes done through “spotlight days” or themed weeks.



- **Health and Well-being:** We actively promote physical health, nutrition, and overall well-being and good mental health. Children learn about the importance of exercise, healthy eating habits, personal hygiene, and maintaining a balanced lifestyle. Through our teaching we expect children to be motivated and value health and to be able to make positive choices and enjoy being healthy. We value the emotional health of children and help them to make positive steps to develop the skills and resources to manage the ups and downs of daily life and to develop resilience, self-awareness and overall contentment.



- **Personal Safety:** Children are educated about personal safety, including road safety, stranger danger, and online safety. They learn how to identify potentially dangerous situations and how to seek help when needed. They are taught about how to keep themselves safe through some sensitive but important issues including bullying, substance misuse, extremism, grooming, protection of personal information and harmful sexualised behaviour. This is supported through our RSE curriculum.



- **Social Confidence and skills** - high aspiration, ambition and mixing it with others. A strong focus on the importance of oracy skills and the opportunities these skills unlock in future lives



- **Self-management and regulation** of emotions / behaviour underpinned by our relational approach to behaviour.



- **Character Education:** We focus on instilling positive values and character traits in children, such as honesty, respect, responsibility, perseverance, fairness, and kindness. These values are often reinforced through stories, role-playing, discussions, and modelling by adults. Our school values are defined as Respectful, Ambitious and Resilient, we teach these as well as importance of British values; these underpin our work through PSHE and develop a sense of belonging and citizenship.



- **Appreciation and gratitude:** we promote the importance of happiness and joy of life. We teach about the Rights of a Child (Unicef).



- **SMSC** - stands for Spiritual, Moral, Social, and Cultural development. It encompasses a wide range of values, beliefs, and experiences that shape an individual's identity and understanding of the world around them.

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

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

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.

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



- **Recognition of faith** being important for some individuals and the sense of greater being. We focus upon respectful relationships and promote tolerance, understanding and celebrating common values of different faiths and universal values of kindness and charity.



- **Community, Charity and Impact on others** (community cohesion). The role and contribution we can play to enhance our communities. Children learn about local, national and global charities and develop partnerships so they can see they can have a positive impact upon the wider world. They become engaged actively in charitable events to develop understanding of partnerships and altruistic actions.



- **Appreciation of the environment and the preciousness of life** –responsible and sustainable actions. We use events such as environmental day, world day and ocean day to bring awareness and learning to children. Children learn that individual care, as well as group actions can bring about change. They can make a difference to their immediate environment and further afield. Visits and visitors may enhance their interest and understanding of environmental issues. We are mindful that school should not adopt or promote a particular “political stance”.



- **Appreciation of nature, culture and the arts-** children experience visits to see Areas of Outstanding Natural Beauty, sites of historical and cultural significance as well as seeing live performances. They are encouraged and enabled to reflect and enjoy the treasures of our world and to see their worth as being greater than their monetary worth.



- **Appreciation of industry** and links with technological advancement- pioneering spirit. Work ethic and learning through failure to improve systems. To recognise the achievements of the local industries including Rolls-Royce, JC Bamford, Alstrom and Toyota. Appreciation of Derby’s industrial heritage as well as being aware of new technologies. An understanding that being curious and scientific are qualities which can bring about invention.



- **Interest and knowledge of the world** through learning about current affairs. Weekly “Picture News” help children to learn about current issues in and to show interest in the world around them nationally and globally. Debate is encouraged, opinions sought, supported and challenged. Issues sometimes highlight disadvantage and enable us to teach about diversity, conflict, negotiation as well as developing an understanding of protected characteristics and British Values.



- **Appreciation of human endeavour** and achievement with positive role models. Assemblies, stories, visitors are often introduced to highlight human endeavour, pioneering spirit, overcoming adversity and importance of being ambitious and working hard. Role models come in a variety of guises and human endeavour is something we wish to ignite within our children.



- **Appreciation of altruistic and positive nature of inspirational people** such as Stephen Hawking, Rosa Parks, Nelson Mandela, Malala Yousafzai, Sir Captain Tom Moore, Florence Nightingale. We hope that children recognise that you don't have to be famous to be inspirational; children, parents and community members may be inspirational.



Overall, personal development at Wren Park Primary School focuses on nurturing the holistic growth of students, helping them become responsible, confident, empathetic, and well-adjusted individuals. Our direct teaching, assembly themes as well as responsiveness to current affairs and local issues enables us to impart information and encourage reflection, learning and on-going self-improvement

Our PD curriculum is structured and intentional, encompassing learning throughout the curriculum and draws heavily from PSHE work, the teaching of values, PE, E-Safety, environmental work, career related learning and links with community and charitable partners and industry.