

Personal Development policy



Our Intent



At St Vigor and St John we are committed to supporting children in their personal development to become adventurous, ethical, unique and connected. This policy will outline how we do so, what it will look like in practice and our goals for pupils.

WHAT DOES OUR PERSONAL DEVELOPMENT POLICY CONTAIN?

- Our school values.
- Learning through cornerstones.
- Learning through Jigsaw.
- School worship.
- Financial education.
- Learning outside the classroom opportunities.
- Cornerstone teams.



Being Unique



Being Unique

We are committed to celebrating diversity, mutual respect and tolerance. We encourage children to understand the importance of celebrating diversity of gender, race, culture, religion, disability, families and ideas.



British value:

- Tolerance of those of different faiths and beliefs
- Mutual respect

LOOK!

What does this look like?

Team Unique, Inclusive History curriculum, Jigsaw 'Celebrating differences', 'Being me in my world', 'Changing me', 'Relationships', Arts clubs



Our Goal:

Children will have an individual sense of identity and belonging. They will be able to approach differences with tolerance, appreciation and respect.

Being Connected



Being Connected

We are committed to supporting children in connecting with their communities. Children at SVSJ will understand their place and importance within our school community, their local community and wider communities. Children will explore British values and the structures behind this larger community.



British value:

- The rule of law
- Democracy

LOOK!

What does this look like?

Team Connected, Christmas Fair, School fun run, Whole school assemblies, Harvest service, Nativity play, Summer fair, Year 6 play, Y4 Camp, Y6 Camp, Y1 Barn dance, Class rules, School rules, class voting, class jobs, class assemblies, lead learners, Jigsaw 'healthy me'. Financial awareness: Enterprise. School council.



Our Goal:

Children will feel connected, important and valued members of the school community and other communities they participate in.

Being Adventurous



Being Adventurous

We believe that children should be provided with opportunities to engage with the outdoors and deepen their understandings of the world around them. By encouraging children to become adventurous we mean to support their emotional and social development.



British value:

- Mutual respect
- Individual liberty

LOOK!

What does this look like?

Team Adventurous, Forest school, School trips, Swimming, Y4 Camp, Y6 Camp, Adventure play and castle outdoor learning facilities, outdoor learning, after school sports clubs, bath rugby, football and cricket, Miss Rossiter, School plays, Young voices, Schools without walls, Earth science centre, Jigsaw 'Dreams and goals'.



Our Goal:

Children will approach challenges with resilience and enthusiasm. Children will be able to work well with others to complete practical tasks and appreciate the outdoors.

Being Ethical



Being Ethical

We support children's moral, social and cultural development and encourage pupils to explore their own beliefs and ideas whilst nurturing children's own spiritual and personal development.



British value:

- Individual liberty

LOOK!

What does this look like?

Team Ethical, Religious termly values (Perseverance, Love, Respect, Forgiveness, Friendship, Respect), Jigsaw, Spiritual assembly, class prayers, Exploring environmental issues, testing ideas, Online safety.



Our Goal:

Children will ask curious and thoughtful questions when exploring their ideas and beliefs. Children will have developed a sense of awe and wonder.

Learning through cornerstones



Being Unique

0-2 :

2-3:

3-4:

Arum:

Bryony:

Campion:

Dogwood:

Elder:

Foxglove:

Gentian:

Being Connected

0-2 :

2-3:

3-4:

Arum:

Bryony:

Campion:

Dogwood: class assemblies, local area visits (quarry), Poetry slam.

Elder:

Foxglove:

Gentian: Summer fair stalls,



Learning through cornerstones



Being Adventurous

0-2 :

2-3:

3-4:

Arum: Nativity production

Bryony: Country dancing

Campion:

Dogwood: Field work at Avebury.

Elder: Camp

Foxglove:

Gentian: Camp, School performance

Being Ethical

0-2 :

2-3:

3-4:

Arum: Nativity performance

Bryony:

Campion:

Dogwood: Bread baking for harvest.

Elder:

Foxglove:

Gentian:



LEARNING THROUGH JIGSAW

In Jigsaw we cover all four corner stones in each puzzle unit. However, in each unit there is a more in depth focus into two of these corner stones. These are outlined below.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

TEACHING BRITISH VALUES THROUGH JIGSAW

Within each puzzle unit each of the British values is covered. Below is an outline of which British values are covered in which puzzle pieces in which year group.

Being Me in My World

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Dreams and Goals

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓		✓	✓	✓
Year 1	✓		✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓		✓	✓	✓

Healthy Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2		✓	✓	✓	✓
Year 1		✓	✓	✓	
Year 2		✓	✓	✓	
Year 3		✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6		✓	✓	✓	✓

Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Relationships

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4		✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Changing Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2			✓	✓	✓
Year 1		✓	✓	✓	✓
Year 2		✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5			✓	✓	✓
Year 6			✓	✓	✓

WHOLE CLASS WORSHIP

In whole school assemblies, class assemblies and jigsaw sessions we will cover elements of the Jigsaw curriculum that link in with our corner stone values. Assemblies will cover the elements below and British values.



Democracy: The belief of freedom and equality between all people.

Rule of law: The belief that rules and laws should be fair and help everyone live safely and happily.

Mutual respect: Accepting and respecting each other and understanding that we are all equal.

Tolerance and diversity: The understanding that we are all different and have different beliefs and values.

Individual liberty: All people have the right to live and express themselves as they choose. Respecting and protecting human rights.





FINANCIAL EDUCATION

Following Jigsaw's financial education document we aim to teach children 'How we get money and how we keep it safe' in Year One and 'Money, needs and wants and making choices' in Year Two, 'Keeping track of money' in Year 3 and 4 and 'Attitudes towards money' in Year 5 and 6. This is done through enterprise activities within each year group. Teachers may also access/use the games and activities on 'NatWest-Money Sense' to support children in their development of financial understanding.

	I can...	Key vocab	Enterprise activities
0-2	I can express wants and needs	NA	NA
2-3	I can identify things I want and need	Want	NA
3-4	I can make choices about the things I want and need.	Want	NA
Arum	<u>I can</u> understand that things are bought	Want Need Money	Explore how children see people pay for things / Draw different money / Role play activities.
Bryony	I can understand how money is used.	Money, earn, coins, notes, save, safe, job.	Visit to a shop/ run a class shop/ run a class bake sale/ explore different jobs and what they earn.
Campion	I can make choices about spending.	Need, want, choice, spend, save	Go shopping / Compare different shops and prices and deals / consider value items and items you need or want on your shopping list.
Dogwood	I can consider budgeting and financial priorities. I can explore different ways to pay.	Cash, debit card, vouchers, budgeting, priorities.	Create a budget for your home / Create a budget for a trip / Which is better value?
Elder	I can consider budgeting and financial priorities. I can explore different ways to pay.	Credit card, online banking, cheques, budgeting, priorities.	Create a budget for your home / Create a budget for a trip / Which is better value?
Foxglove	I can make spending decisions and explore how charities raise funds.	Spending decisions, charity fund raising	Plan a charity fund raiser / Consider spending decisions <u>in order to</u> make the highest profit / look at different charities and how they operate.
Gentian	I can consider Fair trade and how it is impacted by spending power.	Spending power, Fairtrade.	Create a fair-trade fair / Create a local <u>fair trade</u> shop using local produce / research fair trade food / Explore why some food is fair trade and some food isn't / write to brands about Fairtrade.

Learning outside the classroom

Visitors & Interactive virtual visits

The Forum

Money awareness workshop

Authors, poets and writer visits

Subject focus week visitors and online events

(Bath literary festival / Science week.)

Young voices

Afterschool clubs

Esther and Steve from St Johns and St Vigor's.

A journey away

Camps

Birmingham- Young voices

Bath literature festival

Bristol Aquarium

Roman Baths

Bath Forum

The Newt

Avebury stone circle

Earth Science centre

Weston Super-Mare

Quarry

Earth Science Centre

Downside abbey

Avon Valley

Root connections

Schools without walls

Farleigh-Hungerford castle

Inter-school sporting events



Overnight stays

Year 6 residential

Year 4 residential

Year 2 space camp

Local area

St John's church.

Duck race in local area.

Earth Science centre visits.

Local Quarry visits.

Local railway visits.

Chilcompton sports ground.

Local Garden centre.

Local co-op visits.

Radstock museum.

Language/PE with Downside.

Local woodland walks.

School grounds

Lily's woods

Secret garden

Forest school area

Class gardening plot

Adventure play

Outdoor learning spaces (gazebos)

Chickens

Firepit and wood crafting area

Hall

Pond

Sandpit

Orchard

Den building space

CORNER STONE TEAMS

In Jigsaw we cover all four corner stones in each puzzle unit. However, in each unit there is a more in depth focus into two of these corner stones. These are outlined below.

	Be unique!	Be connected!	Be adventurous!	Be ethical!
Our School Cornerstone teams				
Team leader	Chris Chorley (Once a term)	Molly Craney/Sam Higgs (Once a term)	Suzanne Cox (Once a term)	Mrs Sheppard (Once a term)
	<ul style="list-style-type: none"> • Be an advocate for equality and inclusivity. • Help maintain decide on which charities they choose. • Support charity events. • Make decisions on how the school can be improved and action this. • Be responsible for reporting issues related to bullying and help with friendship dilemmas. • Encourage children to uphold our school values. 	<ul style="list-style-type: none"> • Be an advocate for online safety. • Help with music during assemblies. • Ensure the iPads and computers are put away and plugged in. • Check IT resources regularly: broken equipment, put things away, tidying IT cupboard. • Help teachers with issues. 	<ul style="list-style-type: none"> • Support in school sporting events eg sports day, sports relief. • Check PE resources regularly. • Be an advocate for a healthy active and adventurous lifestyle. • Run sporting activities at break lunchtime. • Support forest school setups where and when required. 	<ul style="list-style-type: none"> • Be an advocate for helping to look after our planet and our community. • Help maintain the school's garden. • Support the school to recycle and save energy. • Be responsible for keeping the school safe and tidy reporting unsafe equipment. • Help teachers when setting up for school worship.