



Personal Development







Why is personal development important?

"The time is always right to do what's right."

- Martin Luther King Jnr.

Educating for 'life in all its fullness,' by providing opportunities to develop the mind, body and spirit is our core approach in everything we do. We aspire to develop the whole child so that they are well prepared for life in modern Britain and able to contribute positively to society.

Effective provision develops:

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Pupils' character, a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- Pupils' age-appropriate understanding of healthy relationships through appropriate health and relationships education.

Effective provision promotes:

- Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

Effective provision enables/supports:

- Pupils to recognise online and offline risks to their well-being for example, local safeguarding issues such as grooming, criminal exploitation, domestic abuse, substance misuse, gang activity, county lines, radicalisation and extremism – and making them aware of the support available to them
- Pupils to recognise the dangers of inappropriate use of mobile technology and social media
- Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Effective provision supports spiritual, moral, social and cultural (SMSC) development:

Spiritual development:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- 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
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Moral development:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to 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

Social development:

- 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 undertaking social actions, offering service to others, cooperating well with others and being able to resolve conflicts effectively
- Acceptance of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural development:

- 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 different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- 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
- Interest in exploring, improving understanding of and showing respect
 for different faiths and cultural diversity and the extent to which they
 understand, accept, respect and celebrate diversity. This is shown by
 their respect and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities



Safety and wellbeing of learns aramount, where every chil natters and, crucially knows they matter. Learners are welcome to explore who they are, develop confidence and emotional intelligence thus ensuring that they become th best versions of themselves within an accepting and

Pupil leadership has been enhanced by the school's commitment to advocating genuine pupil leadership, opportunity and accountability This is interweaved in all we do Many leadership opportunities exist across school linked to pupil's passions and areas of nterests. Encouragement is als provided for children to develo their own 'initiative roles' and t lead by example. These are ed within school. The mpact of this can be seen in th excellent behaviour and attitudes of pupils. Their leadership skills are developed ey are listened to and feel sal and their wider experiences promote their wellbeing for today and the future. Pupil dershin is the heartheat of the school creating positive, tangible contributions to the li of the school and the wider community.

Through the school's vision, curriculum, philosophy 4 children approach, pupil leadership, staff training, charitable events and guest speakers: diversity and equalit are promoted and human identity, in all its forms, is celebrated ensuring dignity an respect.

The development of the school Inclusion Provision Map has ensured all vulnerabilities are highlighted to all staff in a live document. Because of this, regular Inclusion Meetings are undertaken to ensure collaboration of staff, clear communication between embers of the Inclusion Te and wider school workforce where appropriate. All pupils eeds are monitored contin through this system

As a result of specific training staff are informed and equipped with the knowledge of how to protect pupils from vulnerabilities to certain curre issues/barriers.

A consistent behaviour policy i embedded and applied by all staff in school. This is enhanced further by the culture of the school through its commitmer to delivering the vision. Initiatives such as Family Dining are now established and have led to improved social interaction, fostering positive relationships through school. Pupil leadership, such as the rol of the Howard Ambassadors, he also ensured exceptional attitudes and standards for behaviour. The Howard Ambassadors have received training in order to promote the vision, particularly in relation to diversity and equality ensuring that learners understand that v are all created equally in God's image. Pupil's impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. ery child matters and, crucial knows they matter. Pupils ctively support the well-being other pupils and consistently have highly positive attitudes and commitment to their

The school promotes equality opportunity and diversity effectively through its aspirational vision, curriculum and wider opportunities. As a result, pupils understand, appreciate and respect difference in the world and its eople, celebrating the things w share in common across cultura religious, ethnic and socio first hand experiences are utilised and disseminated to al within the school community

caring towards each other. Pupils develop their understanding of the fundamental British values







ACKWORTH HOWARD PERSONAL DEVELOPMENT **JOURNEY**



Links

Community

Target setting,

School Sports Events

School links

WMDC

upporting spiritual growth for

their faith journey, is central to our community life. Prayer and

are expressed creatively to

develop the spirit and contribute

to life in all its fullness. The

Christian values of COMPASSION, FORGIVENESS, FRIENDSHIP and TRUST empower learners to lead

by example.

Our school vision and approach ensures that the cultural capital of

pupils is excellent. It strives to

nsure aspirations are celebrated,

focused upon and realised through the curriculum, wider enrichment, the character and moral

development of pupils and

a result of this broad focus, pupils demonstrate strong and sustained resilience and where barriers exist

for learners, support is put in place

to remove them ensuring

perseverance to overcome barriers to their own learning and to make

positive choices.

The school has a strong and

established link with Tanzania.

First hand experiences from the

Headteachers visit have been utilised within school. The partnership is highly valued by all

and is now an integral part of worship, affirming the Christian values we hold dear. Pupils are able to articulate their thoughts

and relate globally about life,

therefore developing an

understanding of disadvantage deprivation and the exploitation of the natural world in its truest

forms. The school is 'working with

and learning from' their global

Tanzanian friends

Pupil leadership is the heartbeat

the school. Genuine advocacy of this has led to pupils living our

vision and demonstrating associated attributes such as opportunities to be agents of change, for demonstrating courageous advocacy and

affirming what is right, to

challenge injustices and to offer

radical hospitality. Learners are ambassadors who can make a positive contribution. This focus

has also led to pupils feeling more

valued as members of the school community, enabling opportunities for children to flourish and for their character

development to impact on wider society. Pupils understand that the

school advocates that the future is in their hands and we ask them to lead and have accountable

independence. They understand

that they don't have to wait to

give service to others.

Our curriculum is supported by the Philosophy 4 Children approach. This has developed the skills and

dispositions that enable pupils to

contribute as responsible citizens of the future. It supports the school's ethos and values of

creating a caring school and classroom environment where

children learn to listen to and respect each other. The majority of pupils who enter school do so with confidence and high levels of

self-esteem, the P4C approach

provides strategies for pupils to become efficient in their dialogue

whilst developing and extending

tier 3 vocabulary, ensuring concise

and effective interactions.

agement in the wider world. As

worship are supported by an novative curriculum where ideas

ers, wherever they are on

'Providing opportunities for growth in mind, body and spirit.'

EXIT CONSIDERATIONS			
Show acceptance and tolerance of people	Have high expectations of themselves and others	Challenge injustice	Show they a with the emotional healt

Show they are fully equipped with the tools to live ar iniustice emotionally and physically healthy lifestyle

Show they are overcoming obstacles

Know how to create relationships

Live the Christian vision and values

Do our children:

Covid-19 Respo

Transition

Achieve well rounded positive

heart; one who looks for the best in people. Leave people better than you found them."

Online Safety Reactive on safety

Health and

wellbeing support

SEMHW Advocate Support Tailored programmes to

ass teachers raise

concerns and

SENDCo/SEMHW

Advocate

Pastoral

Support

Paired

Readin

Social

across phases

SEND Support

Including

Pupil Led Worship

Pupil led

worship

opportunities

liturgies

cluding class

Online Safety

Curriculum and reactive measures

NSPCC

Palace of

School Council

Westm

Safeguarding

Regular sharing o

esources such as

nline safety etc.

Wider

Music

RE

/ulti-faith

RE

Eco

Making a

to grow

praver

DCSO

Online safety

ternet Day

Raising

Day

A range of

Service

Children showcase

portunities

Sports

The

Pupil Leadership Including Anti-Bullying assadors, Wellbeing Advo

Wellbeing Interventions Access to wellbeing

Parent surgeries - support for

behaviour, social and

otional welfare concerns

Inspiring future

astronauts

Ackworth Gala

Participation in local events

Pupil

Leadership

A range of roles

'if we can

can make it.

Celebrating Us!

@ P

Varied Worship

Christian

denomination

churches.

Y4 Resilience Day

Artist in

Residence

Foodbanks

banks including our

RHE

Relationships and

health education

P4C

Fundraising

and Charitable

Events

throughout the

Fundraising

and Charitable

Events

Philosophy 4 Children

Focussed PSHF Ses

Context

various talents

Weekly singing

Guest Speakers

inspirational

Awards

Regular

awards

celebration

World Down ne Day

Raising awareness

Competitions

pporting local food

EAL

resources

Support and

Mavor Visit Children submit Pupil leaders take part in a entries to be published in a debate in the book. chambers

Opportunities

counci

Referral to External

Utilise the close

relationships with

external partners

Other

Enterprise

Local Heritage

Peripatetic / Outdoor learning promoting positive

Global Citiz

Our curriculum drivers

together across schools for the good of the

Annual /

Marvin J. Ashton

Completed by/with

CAMHs Primary

Behaviour Policy

The rule of law - British values

Exploring

debating global

aspirations

Wakefield Safeguarding Children

Revolution

Song Raising the global warming issue

Safeguarding Visits For example: NSPCC, Barnardos, Police etc.

Mindfulness debates and

Examples

PCSO Support Responding to needs we have

Wider Curriculum Lessons Opportunity t learn an

instrument Schools

Community Council

Ongoing

The curriculum, in its wider sense, offers exceptional opportunity for spiritual development. Quality opportunities for pupils to explore situations of injustice and equality so opening pupils' horizons and broadening first-hand experience, gives them a concern for others and a desire to practically undertake actions that challenge these identified injustices through meaningful social actions. A prominent vehicle for this is through the strong partnerships that we have developed. A broad range of enrichment activities enable pupils to flourish and they are supported to be the change they want to see in the world.

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"Be the one who nurtures and builds. Be the one who has an understanding and a forgiving

Practitioner link – Vorkshops and 1-1 sessions and consultations

Howard Harriers Taking part in the Junior Parkruns

Practicing mindful techniques

















Informing all

Character

Participation

School trips

workshops and











Including the Great Egg Race Child led initiatives

Including playground buddies and the healthy tuck shop

Linked to Local Issues / School

School commi

Metacognition

Sports Day and

Family BBQ

Learning how important valued and loved we are

Pupil Leadership Elections

Democracy

Harvest

Languages

Day

MacMillan Coffee Morning Fundraising opportunity Christmas Jumper **PCSO**

Anti-Bullying Save the Children Heartsmart / PSHE

Road safety

Fundraising

Christmas

Fair

Big Me Day

Pupil led



Including reading and playground buddies

Social action

Cricket World Cup Experiencing world

Assembly/Workshops







Engagement in creative ways

Including celebrating other cultures

Engagement

visits

High profile

Young Voices

Sports/Comic

Children in Need



any emerging Futures in Mino

Regular team meetings to discuss support for pupils



50 Things.. **PCSO**





clubs on offer picks and choic Protected Characteristics Curriculum links

Fucharist

Values for Life Including our Tanzania link Our inherent Christian values

> Preparation for the new school year

> > **9**

Heritage Day

Learning from ou

school/community

history

Whole

School

proud of who we are **Mothers Day**

> Poppy Appeal School Pantomime **EDUCATING FOR 'LIFE IN ALL ITS FULLNESS'**



The school engages directly an effectively with the local community through a broad programme of events and atives. This has led to stro nks within the community a the parish, high parental engagement and support, wel attended showcase

vents/workshops in school a confidence in pupils when interacting with a range of people in their community. As result, learners, including staff, uild enduring relationships w external communities through strong ethos of thriving in a shared society.

All children have access to a ric programme of activity clubs which have recently included examples such as kick boxing, fencing, forest schools, yoga, coding, choir, multisport, gardening and many others These have a strong take up b pupils including the most isadvantaged. The impact of this has ensured the development of cultural capita for those who most need it.

The school has developed an experienced pastoral team, who have developed procedures to ensure that they are proactive identifying and offering timel intervention and support to address barriers to learning for Ill pupils. Our SEMHW Advocat supports families as well as individual pupils.

The school works effectively with partnerships and other cternal agencies to support th tensive personal developm of pupils. This includes workin closely with a local police officer, the school nursing tear and the Futures in Mind projec ensuring mental health is a priority. The Futures in Mind oject provides the opportuni to work with a CAMHs practitioner and as a result of these links, staff are well equipped to deal with anxiety nd other mental health issues and received training to do so.

Mindfulness techniques are utilised in school, these are als available on the website for parents to use at home. These impact on pupil's body and otional regulation, insight (self-knowing awareness), attunement with others, empathy, impulse control/response flexibility, fear

modulation, intuition, attentio span and morality

Outdoor experiences are utilise as not only a teaching tool but also to support pupils. The school offers dedicated Forest School teaching sessions as we as providing opportunities for pupils to experience the outdoors and become involved in the school's allotments and the rearing of chickens. This gives pupils a sense of well-being and belonging which ha led to children being more resilient self-confident and nore effective when working i teams. The element of risk taking afforded by Forest Scho education has meant that children are making healthier hehaviour choices in the playground.

Following the Christian ethos, i particular the message from th Parable of the Talents, the school strives to nurture and develop pupil's talents and interests through a range of itiatives and activities such as broad academic curriculum allowing children to gain solid undations and to discover an develop their talents, Celebrating Us assemblies, Howards Got Talent competition, supporting and celebrating outside achievements. Pupils with stense and challenging traini and/or rehearsal commitment outside of school are also supported.





'Providing opportunities for growth in

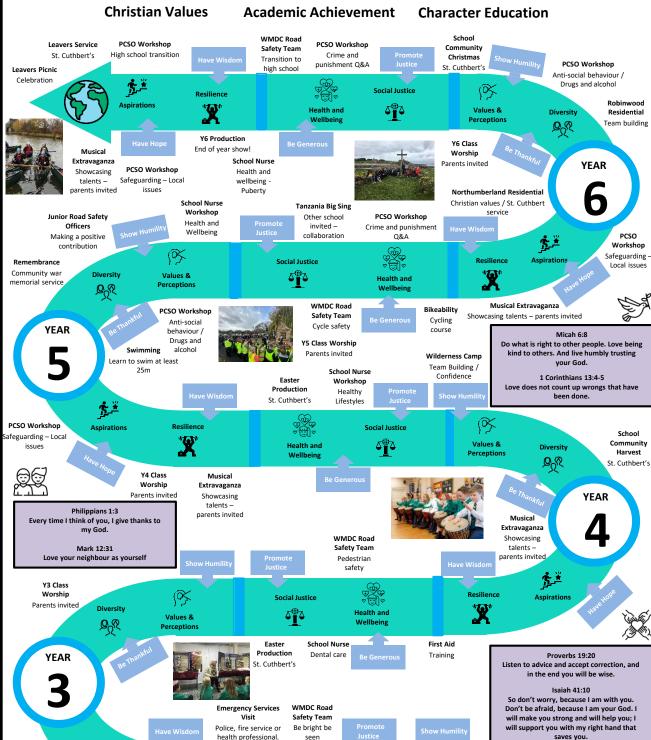
mind, body and spirit.'



ACKWORTH HOWARD PERSONAL DEVELOPMENT **JOURNEY**











EYFS Class Worship

%.*

do for you

health professional.

Emergency Services Visit

PCSO Workshop

Big Bird Watch

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Balanceability

Developing talents and providing

opportunities

9

PUSE

EYFS



lunchtime has infiltrated all aspects of school life and has become a key component to chieving our aspirational vision
As a result of our family dining approach, older pupils support unger pupils and foster positiv relationships throughout the whole school. The initiative rovides a dynamic tier to pupi leadership and offers broad opportunities to develop the mind, body and spirit ensuring pupils thrive in a shared community, understand radical hospitality and engage in the Christian values we hold so dear

The school actively engages in number of fundraising activities easons for these and the impac of any charitable activities, which s not always financial, but alway inked to the vision and values, is made explicitly clear to the children. This has led to pupils who demonstrate courageous advocacy, stand for their truth, ho are committed to justice ar are genuine agents of change making positive contributions

portunities are provided for children to engage in social actions however it has been mpressive to see that since the Tanzania visit, and how this has been used as a model, children have challenged their own injustices and taken their own powerful actions. This is always ared ensuring an ever-improv spiral of desired behaviours. This exemplary behaviour and insight nto the world the children live in mpliment the aims of the scho vision. The link also helps pupils and adults to appreciate the levance of faith in today's work to encounter the teachings of Jesus and the Bible in different scenarios and contexts and to develop their understanding of the Christian belief in the Trinitarian nature of God and its language.

ny opportunities for children learn about nature and the role they play in protecting our world re provided. As a Church School this is especially important. The school has an active Eco committee and Gardening Club Chickens live on site and the children take an active part in aring for them. Through science and topic work, children learn bout the world and how they car care for living things. The school

as been awarded the Eco Schoo

Green Flag Award.

d deeply Christian in its delivery worship is invitational, inspiring, delivered using a variety of opproaches and is an integral part fife and the culture of school. A cent focus has ensured that th services has ensured that this so driven by the pupils. Ministries are now in place, adding another dimension to pupil leadership, with opportunities to plan, lead and evaluate worship. Plans link with the church and the wider community to ensure diversity, relevance in today's society and opportunities to engage. Pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development and engage bughtfully in the process. The are varied and interactive prayer nd reflection activities on offer t

all pupils which they find helpful and supportive. Links are strong with the local church community and pupils are enabled to engage in the Eucharist in creative and ve ways, supported by ou local incumbent. Through developed strong links ith the local church comi nunity artnerships are extremely stron and forward thinking. Church

ders regularly lead worship a are involved in the annual planning of the school's programme also offer practical upport and encouragement. As well as school led events at St. uthbert's Church, the school als attends church planned events





ACKWORTH HOWARD LEARNING JOURNEY SAFEGUARDING - PROTECTIVE FACTORS



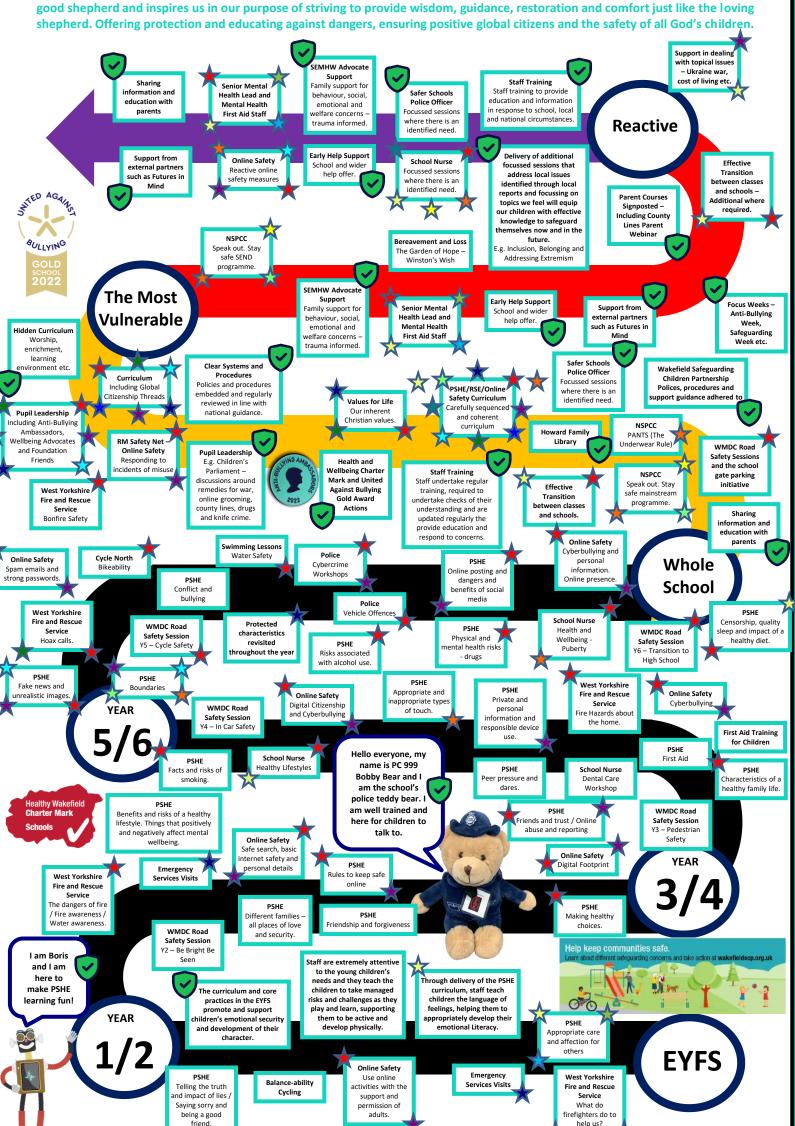




'Providing opportunities for growth in

mind, body and spirit.'

Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body and spirit. Jesus is the good shepherd and inspires us in our purpose of striving to provide wisdom, guidance, restoration and comfort just like the loving





We have embedded a strong and effective culture of safeguarding and have developed effective arrangements to:

- always act in the best interests of pupils to protect them online and offline
- identify pupils who may need early help, and who are at risk of harm or have been harmed. This may include, but is not limited to, neglect, abuse (including by their peers), grooming or exploitation
- secure the help that pupils need and, if required, refer in a timely way to those who have the expertise to help
- manage safe recruitment and allegations about adults who may be a risk to children. pupils, students and vulnerable adults.

Safeguarding is...

- Protecting children from
- Preventing the impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and Taking action to enable all children to have the best outcomes.



HIGH PROFILE RISK **FACTORS**

Although the school's safeguarding culture strives to ensure that pupils are aware of, and understand, the local risks that they may face, Leaders also use a variety of sources to identify 'high profile risk factors' in order to implement further reactive measures. Sources include local networks, school safeguarding logs and analysis, police reports and local external professionals

Wakefield / National **Neglect** mestic Abus Children vulnerable to

exploitation Additional Local Issues Deaths of under ones

ublic protection (Missing ersons, hate crime, domestic abuse.

School Context

Digital wellbe Mental Health and Wellbeing Attachment/separation tal separation (v handled badly)

- Relates to all safeguarding factors.
 - profile risk factors



Report Any Concern

If you are concerned about the safety of any child in our school, you must report this to one of the **Designated Safeguarding Lead**



Headteacher (DSL)



Miss Sarah O'Brier



Mrs Katie Tordoff **DSL Team**





50 things to experience before you leave Ackworth Howard...



1. Take part in the school sports day and win house points.



2. Have your art work displayed in the classroom or corridor.



3. Be a pupil leader on one of our many pupil leadership groups and make a difference!



4. Compete for a school sport team in any sport.



5. Raise money for our partner school in Tanzania.



6. Grow vegetables in our garden and cook them in our kitchen.



7. Perform, sing and dance in the Year 6 end of year production.



8. Decorate an Easter bonnet or build an egg race vehicle.



enhance your learning in a topic.



10. Learn to swim 25 metres and basic life saving skills.



11. Visit the theatre to see a play or pantomime.



12. Learn how to build a fire and toast marshmallows on it.



13. Dress up for World Book Day an share your book



14. Listen to an author during a visit to school and write



15. Show resilience and learn strategies to solve maths



16. Sing your heart out at Sheffield Arena for Young Voices.



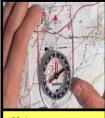
17. Join the school code club and learn how to program and code



18. Attend a school church service for Christmas or Easter.



19. Complete one our many reading challenges.



20. Learn map reading and apply your skills on our orienteering course.



21. Attend a remembrance day service in Ackworth.



22. Perform in the Key Stage 1 Christmas Nativity play.



23. Have your writing published in a book as a young author.



24. Write a letter to a celebrity or someone you aspire to be.



25. Compete in a class Times Tables Rockstars battle.



26. Take a leap of faith on the Giant Swing at the PGL Residential.



the school chickens.



28. Take part in a community litter pick to support the village.



29. Use your right to democracy and vote in a school election.



30. Be an agent of change and stand up for a cause that you



31. Visit the houses of parliament with the school council.



32. Learn about Luke Howard the namer of the cloud types.



a bike through our balanceability lessons.



34. Have a visit from the police, fire service or health professional.



activity clubs and take part.



36. Compete in Howard's Got Talent.



playground buddy and look after others.



38. Donate food to the school Food Bank and offer service to others.



39. Begin to learn the language of Spanish through our lessons.



instrument in a musical extravaganza.



STEM challenge such as F1 in Schools.



42. Work together to build a den.



43. Visit a place of worship on a trip for Religious Studies.



broomstick training at Alnwick Castle.



45. Learn to speak some Swahili, the language of Tanzania.



46. Work together with your parents in stay and learn sessions.



47. Retrace the steps of St Cuthbert on our Northumberland residential.



48. Take part in Howard Heritage Day to celebrate the history of our school.



49. Listen to live music by visiting musicians or a school trip.



50. Be nominated for living the Christian values.