



Personal Development



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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, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, 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 socio-economic groups in the local, national and global communities



Safety and wellbeing of learners is paramount, where every child matters and, crucially knows they matter. Learners are welcome to explore who they are, develop confidence and emotional intelligence thus ensuring that they become the best versions of themselves within an accepting and understanding community.

Pupil leadership has been enhanced by the school's commitment to advocating genuine pupil leadership, opportunity and accountability. This is interwoven in all we do. Many leadership opportunities exist across school linked to pupil's passions and areas of interests. Encouragement is also provided for children to develop their own 'initiative roles' and to lead by example. These are recognised within school. The impact of this can be seen in the excellent behaviour and attitudes of pupils. Their leadership skills are developed, they are listened to and feel safe and their wider experiences promote their wellbeing for today and the future. Pupil leadership is the heartbeat of the school creating positive, tangible contributions to the life of the school and the wider community.

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

The development of the school's 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 members of the Inclusion Team and wider school workforce where appropriate. All pupils' needs are monitored continually 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 current issues/barriers.

A consistent behaviour policy is embedded and applied by all staff in school. This is enhanced further by the culture of the school through its commitment 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 role of the Howard Ambassadors, has 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 we are all created equally in God's image. Pupil's impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Every child matters and, crucially knows they matter. Pupils actively support the well-being of other pupils and consistently have highly positive attitudes and commitment to their education.

The school promotes equality of 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 people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. Pupils first hand experiences are utilised and disseminated to all within the school community ensuring all are accepting and caring towards each other.

Pupils develop their understanding of the fundamental British values.



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

ACKWORTH HOWARD PERSONAL DEVELOPMENT JOURNEY



Supporting spiritual growth for learners, wherever they are on their faith journey, is central to our community life. Prayer and worship are supported by an innovative curriculum where ideas 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.

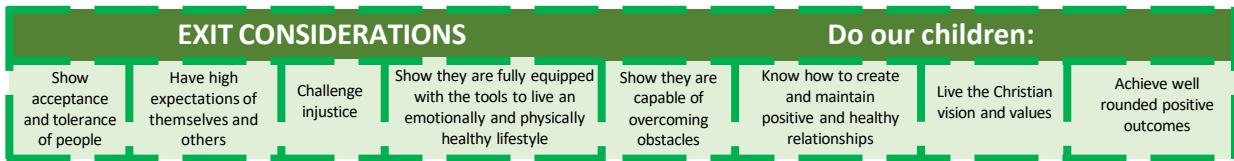
Our school vision and approach ensures that the cultural capital of pupils is excellent. It strives to ensure aspirations are celebrated focused upon and realised through the curriculum, wider enrichment, the character and moral development of pupils and engagement in the wider world. As a result of 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 of 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 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.

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.





The school engages directly and effectively with the local community through a broad programme of events and initiatives. This has led to strong links within the community and the parish, high parental engagement and support, well attended showcase events/workshops in school and confidence in pupils when interacting with a range of people in their community. As a result, learners, including staff, build enduring relationships with external communities through a strong ethos of thriving in a shared society.

All children have access to a rich 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 by pupils including the most disadvantaged. The impact of this has ensured the development of cultural capital for those who most need it.

The school has developed an experienced pastoral team, who have developed procedures to ensure that they are proactive in identifying and offering timely intervention and support to address barriers to learning for all pupils. Our Learning Mentor supports families as well as individual pupils.

The school works effectively with partnerships and other external agencies to support the extensive personal development of pupils. This includes working closely with a local police officer, the school nursing team and the Futures in Mind project ensuring mental health is a priority. The Futures in Mind project provides the opportunity to work with a CAMHS practitioner and as a result of these links, staff are well equipped to deal with anxiety and other mental health issues and received training to do so.

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

Outdoor experiences are utilised as not only a teaching tool but also to support pupils. The school offers dedicated Forest School teaching sessions as well 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 has led to children being more resilient, self-confident and more effective when working in teams. The element of risk taking afforded by Forest School education has meant that children are making healthier behaviour choices in the playground.

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

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A 'family dining' approach to lunchtime has infiltrated all aspects of school life and has become a key component to achieving our aspirational vision. As a result of our family dining approach, older pupils support younger pupils and foster positive relationships throughout the whole school. The initiative provides a dynamic tier to pupil 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 a number of fundraising activities. Reasons for these and the impact of any charitable activities, which is not always financial, but always linked 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, who are committed to justice and are genuine agents of change making positive contributions.

Opportunities are provided for all children to engage in social actions however it has been impressive 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 shared ensuring an ever-improving spiral of desired behaviours. This exemplary behaviour and insight into the world the children live in compliment the aims of the school vision. The link also helps pupils and adults to appreciate the relevance of faith in today's world 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.

Many opportunities for children to learn about nature and the role they play in protecting our world are 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 caring for them. Through science and topic work, children learn about the world and how they care for living things. The school has been awarded the Eco Schools Green Flag Award.

Driven by the vision and values and deeply Christian in its delivery worship is invitational, inspiring, delivered using a variety of approaches and is an integral part of life and the culture of school. A recent focus has ensured that this is 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 thoughtfully in the process. There are varied and interactive prayer and reflection activities on offer to 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 innovative ways, supported by our local incumbent.

Through developed strong links with the local church community, partnerships are extremely strong and forward thinking. Church leaders regularly lead worship and are involved in the annual planning of the school's programme also offer practical support and encouragement. As well as school led events at St. Cuthbert's Church, the school also attends church planned events throughout the year in addition to this and events across the community.

