

*Education is the great engine to personal development*

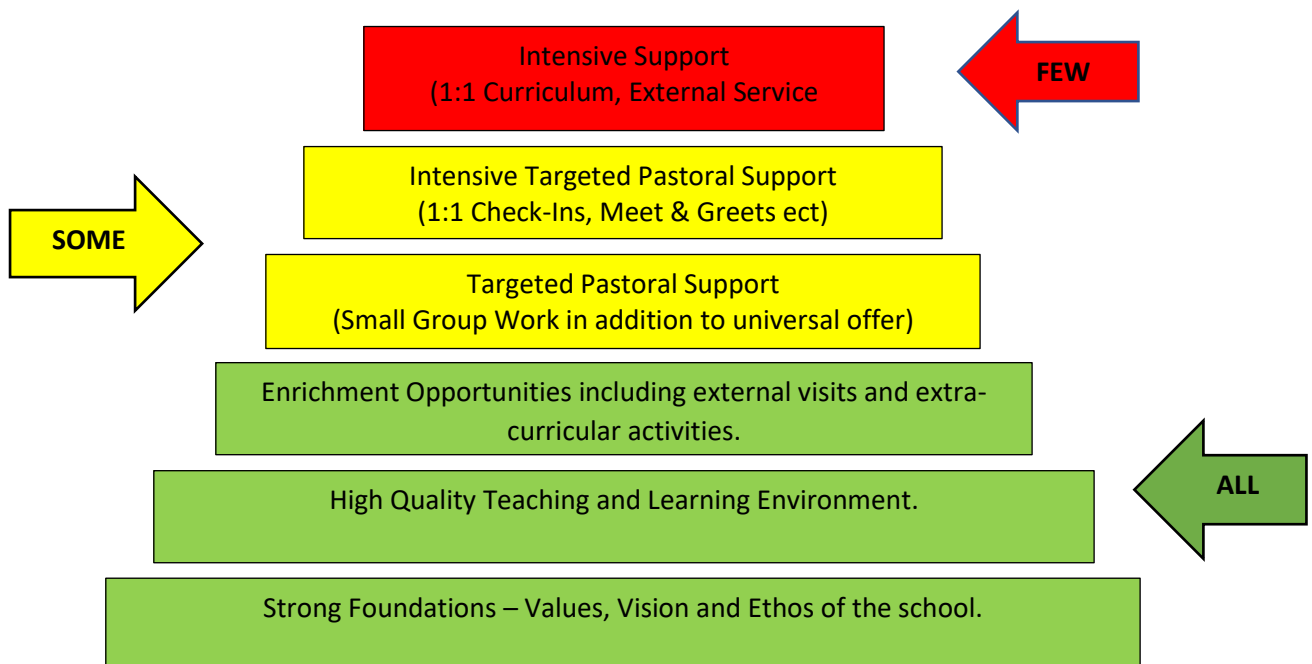
Nelson Mandela

Personal Development is threaded throughout all that we do at All Saints. It is reflected through our school vision with the aim for children to ***build trusting, nurturing and generous relationships enabling everyone to become the best versions of themselves.*** One of our Five Elements of Effective teaching is Cultural Capital which we believe is vital to children becoming active citizens in an ever-evolving world.

Our aim is to teach children how to be successful in a world that is constantly changing through transferrable skills and knowledge that will help them become responsible citizens. This includes developing ambition, independence and curiosity about the world we live in.

This is done in various ways – through explicit teaching and supporting with other developmental opportunities that help our pupils build their characters throughout their time at All Saints.

Our strong sense of school community enables children to learn these essential skills in a supportive and unified environment.





## Curriculum

*Our personal development journey at All Saints is underpinned by explicit teaching through a deliberately planned PSHE and RE curriculum which begins in Early Years Foundation Stage.*

PSHE forms part of the Prime Areas for EYFS and is therefore an integral part of day to day learning for all our children, beginning in our 2-Year-Old Provision. The main focus areas are self-regulation, managing self and building relationships.

To help support our PSHE curriculum, we access Coram Life Education & SCARF, which is the UK's leading charity provider of PSHE and wellbeing education in primary schools. This has then been adapted to suit the needs of our children at All Saints, meet the requirements of the National Curriculum all whilst remaining morally and culturally sensitive to the community we serve.

The six key themes that run throughout our PSHE curriculum are:

- Me & My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

The spiral curriculum suggested by Coram Life Education is how we have chosen to structure our PSHE curriculum to encourage retention of information and rapid recall of important skills and qualities that develop respectful, confident and mentally healthy pupils. This is also supported by education resources from POL-ED and PSHE Association materials.

Pupils are supported with daily reflection sessions where they have the opportunity to engage with their own spirituality as well as discuss events.

This academic year (2024/25) we have introduced two new elements of explicit teaching to support pupils in their personal development journeys.

- The Story Project – Weekly session which uses the magic of children's stories to inspire lifelong wellbeing.
- My Happy Mind – Regular short sessions (3 x per week) that aims to prepare today's children for tomorrow's world by building resilient, balanced and happy minds at home and at school.

These are taught separately from the PSHE curriculum to enrich and encourage self-reflection and understanding of themselves and the world around them.

## Relationship and Sex Education (RSE)

Relationship and Sex Education is not statutory until Key Stage Three and must take into consideration the cultural and religious sensitivity of their own school context.

Here at All Saints, we prioritise the teaching of healthy relationships with a focus on friendships which is taught through explicit teaching within the PSHE curriculum and supported by regular assemblies and workshops from SLT and trusted external providers.

After extensive consultation with both parents, the local community and other stakeholders we meet the statutory requirements of children learning about puberty through a carefully and sensitive way in UKS2 which is led by members of SLT and supported by internal staff to allow children the opportunity to ask questions in a comfortable environment.

We work alongside parents and families to combat fear and clarify any existing knowledge by providing clear and accurate information on what pupils will be taught.

It is vital to us that both our PSHE and RSE curriculum meets the needs of all pupils, including those with SEND. As well as adaptation with the lessons, we offer bespoke packages to support parents and pupils when required or requested on a 1:1 basis.





## Enrichment Opportunities

*At All Saints, we supplement explicit teaching with a variety of enrichment opportunities for all pupils to access which helps further support their personal development journeys.*

When developing our bespoke offer in terms of curriculum, it has been underpinned by real life experience that our pupils may otherwise not experience. This includes external visits (some examples include: Filey, Bradford City Football Club, Chester Zoo) as well as experiences brought into the classroom.

We offer extra-curricular activities to further enhance our offer at All Saints, including a breakfast club provision as well as a variety of after school clubs that are regularly reviewed and adapted to suit the needs and interests of the children. These clubs have previously involved: sewing, drama/arts, yoga and boxing to name a few.

Due to commitments outside of school, we are aware that not all of our pupils are in the position to attend an after-school club to further develop their outside interests therefore we are currently embedding an extra curriculum offer within unstructured times throughout the school day. These currently include a breakfast with books offer as well as football clubs during lunchtimes. All pupils are encouraged to attend and supportive measures are put in place dependent on need to ensure the offer is truly inclusive to all.

At All Saints, we also offer a variety of residential opportunities for our KS2 pupils to access. Our aim is for every pupil to attend one residential opportunity throughout their time at All Saints and we work closely with families to make these as accessible as possible for both pupils and parents.

We understand in the current financial climate, providing opportunities that cost may be a financial burden on some families and we have therefore made financial decisions to support where possible. These include:

- Funded breakfast club that pupils can attend without paying
- All after school clubs and other in school lunchtime provisions are free to attend
- A £30 cap on enrichment opportunities to support curriculum learning throughout an academic year which has been agreed with parents
- Payment plans and supplements for our disadvantaged pupils when needed.
- No extra cost to the family if additional support is needed to allow any pupils with any form of SEND need to access enrichment opportunities.
- Purchase of two school minibuses to keep transport costs to a minimum for families when accessing external opportunities.

## Citizenship

*At All Saints, pupils learning about citizenship and becoming active, responsible members of school and wider society is woven throughout our curriculum.*

This begins in EYFS, with children learning about turn-taking, sharing and their roles within their own families and classroom environment.

This is further extended throughout their time at All Saints with children learning about their wider roles within communities and how to become active and responsible citizens. Pupils learn about current events in an age appropriate way and are encouraged to vocalise their thoughts and feelings about global issues in a proactive and useful way.

There are a variety of roles available for pupils throughout school. These include:

- Year 6 Leadership team with Head boy/Girl, Ambassadors and Peer Coaches
- Online Safety Team
- School Council
- Young Mind Champions



## Character Development

*At All Saints, our school ethos and vision underpins everything that we do as a school. We promote character development through the vision and values that we hold at All Saints and it is developed and included in all aspects of school life.*

*A United, Caring, Community of Learners*

Positive relationships underpin all communication and opportunities at All Saints and they are a priority for all staff members, pupils and stakeholders. This is achieved and promoted through the daily interactions between pupils and staff, the behaviour policy and regular check-in opportunities for pupils and families.

This is further supported by our core Christian Values which include the following:

- Hope
- Thoughtfulness
- Peace
- Endurance
- Compassion
- Service





## British Values

*At All Saints we celebrate and appreciate the diverse society that we live in. Life within our school reflects this diversity and it is something we are proud to encourage. For our pupils, this is underpinned by behaviour and attitudes as captured by Fundamental British Values which are weave throughout day-to-day school life at All Saints.*

At All Saints these are promoted regularly in the following ways:

**Democracy** – Pupils learn about the importance of democracy through explicit teaching and the risks of not living in a democratic society. They actively participate in the democratic society of All Saints by voting for their school council representatives, who meet weekly to genuinely effect change within school. Other responsible roles within school life include classroom monitors and regular pupil voice (both curriculum and non-curriculum based) where children are able to put forward their opinions on all thing All Saints. Another initiative to support the importance of having a voice is Tea with the Headteacher, which each child will get to attend. It is their opportunity to sit in an informal setting with a member of SLT and discuss topics that are important to them and their peers.

**The Rule Of Law** – The importance of rules, both those that are law and school rules, are consistently reinforced at All Saints. Annually, each class actively participate in creating their classroom rules and all pupils are taught from an early age the importance of knowing and making right and wrong choices. This is supported by our behaviour policy and behaviour triangles which all pupils are familiar with and is underpinned by a restorative approach. Regular visits from local authorities such as the Police and Fire Service help to reinforce this message.

**Individual Liberty** – At All Saints, we encourage pupils to be active participants in their own lives. We create a safe and supportive environment, where pupils can explore and discover their own personal freedoms. This is balanced with direct teaching on their own rights and how to keep themselves safe for example Online Safety. All children can access pastoral support is required and we celebrate achievements both in and out of school regularly with weekly achievement assemblies as well as special end of half term assemblies that allow the whole school to gather together.

**Mutual Respect** – This is at the heart of everything we do at All Saints and is an expectation of all stakeholders – pupils, staff and families. Pupils are taught this from the very beginning of their journeys with us and it is upheld by all staff members.

**Tolerance of those of different faiths and beliefs** – This is actively promoted through our celebrations of different faiths and cultural backgrounds. Religious Education and PSHE teaching reinforce the key message of appreciating and celebrating difference as well as tolerance for other's views and beliefs. The children visit different places of worship and participate in celebrating different cultural days and religious festivities. This is further supported by our work on protected characteristics, primarily done through worship assemblies and facilitated by Picture News.



## SMSC (Spiritual, Moral, Social and Cultural Development)

*Alongside our school ethos and values, one of the golden threads that runs through everything we do at All Saints is Cultural Capital. This encompasses all elements of SMSC development and is one of the key elements of effective teaching promoted by our school.*

SMSC is viewed as an essential foundation for all our children and is a key principle that is actively encouraged and promoted in every aspect of school life. It allows children to develop resilience, respect and the knowledge to nurture and growing loving relationships.

### Spiritual

- Worship Assemblies
- Close working relationship with vicar
- Visits to places of worship
- Explicit teaching of non-religious spirituality
- Extensive and sequential RE curriculum
- External visits and residentials

### Moral

- Workshops and external visitors (NSPCC, SCARF workshops)
- Behaviour expectations underpinned by policy and school rules
- Ethos and vision of All Saints
- Charity events
- Child Led Assemblies

### Social

- Extra-Curricular Clubs both in and out of school
- Tournaments and competitions
- Transition Programme
- Peer Coaches and other Leadership Roles
- Performances such as All Saints Got Talent, Choir ect.

### Cultural

- Links with other school in different contexts
- Cultural days in school (French Day ect)
- Black History Month
- Theme Weeks
- Extensive parental programmes
- Intergenerational Project

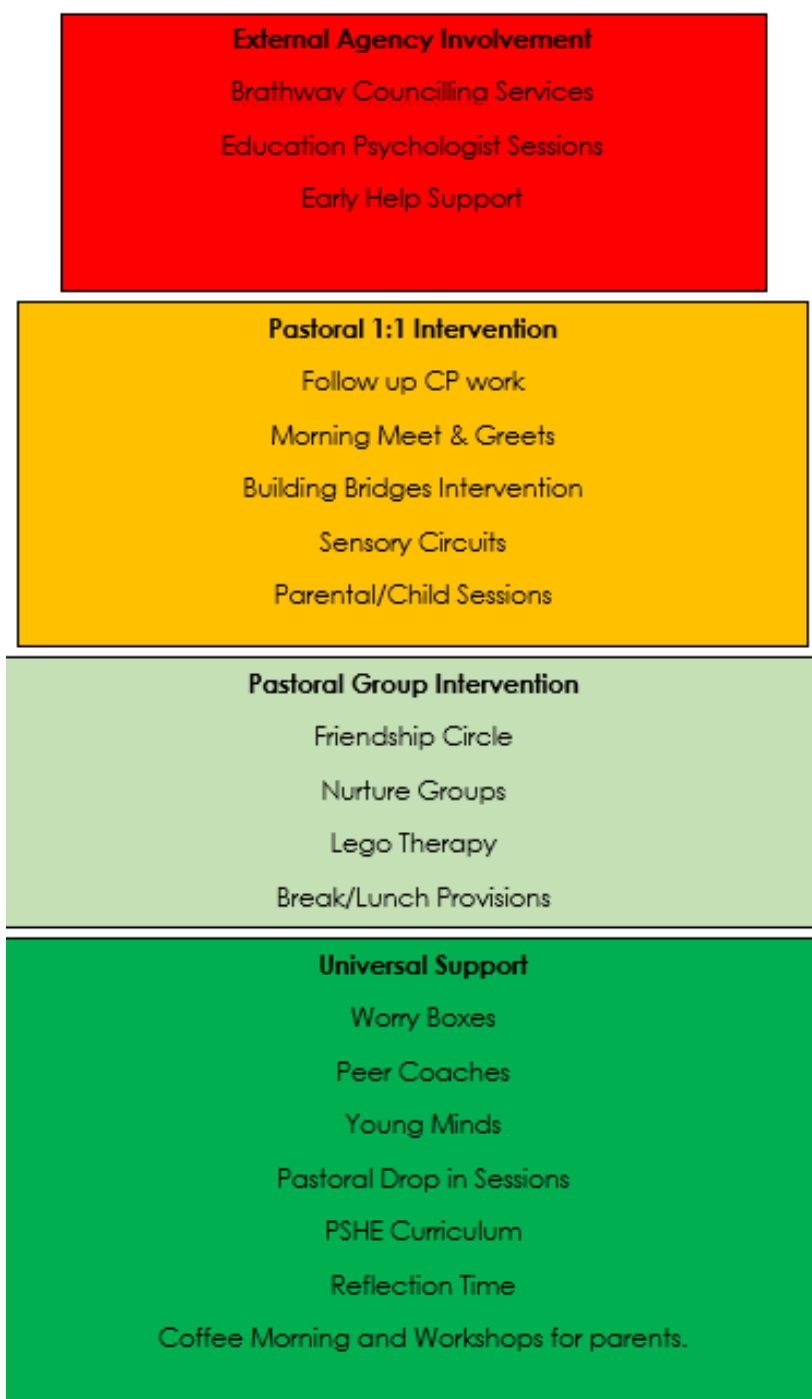




## Pastoral Offer

*At All Saints, we understand that at times, pupils and families may need additional support in terms of emotional need.*

When a child needs support, we offer a tiered approach that is personalised to the individual needs of the child and is regularly assessed based on the progress. Depending on the success of the intervention, it may either be withdrawn or extended. The tiers are as follows:



We have a dedicated team who will develop and create bespoke packages of support for pupils who need it.

Alongside this, we also offer support to families with a dedicated Parental Involvement Worker on site. The range of offer includes some of the following:

- Coffee Mornings
- ESOL Classes
- Sewing Workshops
- Early Help Drop-In Sessions
- Men Outdoor Events
- HAF Holiday Clubs
- Toddlers Tuesday Club

