



## **Warbstow Primary Academy Personal Development Overview 2024-2025**

All aspects of Personal Development provision are coordinated by the HoS and integrated with the school's Vision and Aims. From the outset, children joining Warbstow school are taught to recognize the unique and valued contribution they bring and the part they play in upholding our school values of: Kindness, Courage, Curiosity, Respect, Resilience and Teamwork. They learn to appreciate their individual qualities as well as those of others, to make a positive contribution on widening scales and to embrace difference. Through our core values, they are explicitly taught - and have multiple opportunities to rehearse and refine - such important core qualities as empathy, resilience and collaboration.

Small and Mighty is the Warbstow Way is the strapline developed by all stake holders!

Through the process of praising children's efforts and embracing learning through curiosity, children are explicitly taught to embrace mistakes as part of learning, to be reflective, to manage relationships and nurture their own and each other's sense of wellbeing.

At the heart of our knowledge-based Curious Curriculum lie multiple opportunities for our pupils to become thoughtful and outward looking. These are embodied in the UN Sustainable Development Goals. These goals offer children the scope and ambition to consider our curriculum themes across widening global contexts. The goals also provide the foundation for our assembly foci. The Spring term UN Sustainable Goal is Gender Equality, we have looked at this in conjunction with our value of resilience in assembly and cross curricular activities i.e. International Women's Day, sporting and political role models, female space race. In order to support our outward looking curriculum we are ensuring opportunities are in place to teach children how to express themselves with tolerance and recognition of others' views. Our discussions in the curriculum as well as assemblies are summarised for the weekly newsletter to keep families informed.

Our core ambition which drives this deliberate alignment of Curriculum with Personal Development is for pupils to learn to think and conduct themselves with integrity and grow their knowledge through widening contexts so that they are well-informed and able to make choices which promote citizenship and enable them to become positive agents for change.

Children have a strong sense of belonging to their rural farming community. As a very small, rural school, our staff are aware that our Warbstow is largely represented by a white mono-culture. The community is celebrated but there continues to be a need to broaden this perspective as family viewpoints can be narrow and further promote the existing culture. This remains a challenge for staff who continue to approach this sensitively. School leaders embrace the unique culture of our rural community but also effectively promote equality of opportunity and diversity and have developed an outward looking curriculum. This is to ensure that our pupils understand, appreciate and respect differences in the world. This has led to ongoing support for how to express views responsibly with tolerance and respect.

The curriculum is designed to extend beyond the academic and provides for children's broader development. The school's work to enhance SMSC is integrated through the core curriculum offer via the school's Core Values. Staff are committed to ensuring that children are equipped with the knowledge and skills they need to be responsible citizens for the future and broaden their world view— opportunities for this are woven both through and beyond the core curriculum offer. The range of extracurricular clubs offered to all pupils is deliberately planned to allow breadth of scope and to maximise equity of access – Breakfast Club, residentials, PAFC.

Opportunities for pupil leadership are held up as a particular example of ensuring that our children embrace the concept of citizenship and see themselves as contributors to society. Projects led and supported by pupils this year include School Council led support of charitable events – Comic Relief, NSPCC Number Day, Save the Children. More locally we support the village Warm Hub – providing a location to meet and families are always welcomed. Remembrance Day is also marked within the village by the school. We have planted a Bee Garden for local community members to enjoy on site and we support the Launceston Foodbank through our Harvest celebrations. Leaders monitor access of children with layered vulnerabilities to all clubs and opportunities. This includes aspects of leadership responsibility for SEND and disadvantaged pupils.. The impact of this monitoring is to remove barriers for children i.e. transport, financial, emotional etc.

At Warbstow we ensure that concepts such as democracy and enterprise are rooted in real contexts with actionable consequences. Each year, children identify charities they would like to support – this includes Comic Relief, Launceston Food Bank. School Council representatives engage the school community in fundraising and promoting awareness of important issues.

The school values are the bedrock of our school culture and are explicitly designed to support children's character development. The 6 dispositions are woven through both the academic curriculum and social and emotional development opportunities. They are revisited by leaders in assembly and disseminated through staff meetings, INSETs and TA meetings so that all staff feel empowered to continually reinforce them with the children. Certificates in Friday Values Awards assembly link to these dispositions. Also celebrate contributions to and achievements in the wider community.

Welfare and pastoral support for children and families lies at the core of our whole school ethos. In order to support this, the school takes care to ensure that the concept of 'the emotionally available adult' is upheld rigorously by all staff. Staff build strong, trusting relationships with families and know the children well. Where needed, bespoke Wave 2 and 3 in the moment support is deployed to further endorse high quality Wave 1 PSHE provision for all pupils. We work alongside the Cornwall Mental Health Support Team to provide whole class and small group intervention around self-esteem, resilience. This is drawn from the SCARF program in order to assure fidelity to the NC but is adapted to meet the needs of each class and reflect our nurturing culture. As with all other aspects of the curriculum, high quality texts and resources are specifically curated and adapted to meet the needs of the children at any given time.

Physical and mental health is an important aspect of personal development and as a school it is an area we value greatly. Children have full access to a broad and balanced curriculum and key objectives around being mentally and physically healthy – including healthy eating - are taught explicitly. Warbstow has the School Games Award for embedding a physically active culture through high quality PE lessons, extra-curricular clubs, Breakfast Sports Club and Playground

Leaders promoting playground activity. Gender equality in sports is actively promoted through the curriculum, sporting events and assemblies. We have worked to achieve the Barclays Girls' Football School Partnerships Equal Access School in conjunction with our Sports Coach LJD Coaching.

The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. These include positive adult role models and explicitly taught opportunities embedded both within and beyond the RE, RSHE and PSHE curriculum. Pupil leadership is an opportunity which children embrace wholeheartedly and is embodied in the elected Pupil Leadership Team. Leaders ensure there is equity of representation from vulnerable groups.

Trips and residential are designed to consolidate learning in the classroom or to be a catalyst for new learning by maximising the potential of immersive experiences. Leaders have deliberately ensured that older children enjoy the opportunities of well-planned city residential in order to broaden experiences, feed aspiration and build cultural capital. Younger children experience camps and residential that are deliberately designed to build confidence, develop collaboration and a sense of community. These qualities are fed back into the classroom in order to strengthen relationships and personal resilience. There is a focus on providing the children with opportunities to explore new places and experiences – often linked to a curriculum focus i.e. Lobster Hatchery at Padstow, ZooLab visiting school. Residential also incorporate visits to a range of attractions such as museums and galleries, and there is an important focus on first time experiences such as going out for an evening meal.

Funding support is offered for disadvantaged pupils to enable them to access the trips and residential we offer as a school.

### **Strengths in Personal Development – Summary**

- **Values & Character Development**

- Personal Development is embedded in the curriculum, aligned with the school's **Vision, Core Values, and British Values**.
- Through the school's **Core Values**, staff explicitly model and teach **Kindness, Courage, Curiosity, Respect, Resilience and Teamwork** through academic and social opportunities.

- **Wellbeing & Inclusivity**

- The **behaviour policy** underpinned by **positive relationships and a growth mindset approach** encourages children to learn from their mistakes, supports emotional well-being and relationship management.
- Strong **pastoral care** ensures pupils feel supported
- Leaders monitor vulnerable pupils to remove barriers to opportunities.

- **Citizenship & Community Engagement**

- **Pupil Leadership opportunities** and **School Council** promote **volunteering, fundraising, and community involvement** across a range of contexts

- Pupils engage in **charity work, environmental projects, and local initiatives.**
- **Enrichment & Leadership**
  - A range of **extracurricular clubs**, mostly free, ensures **equitable access** for all pupils.
  - **Pupil leadership opportunities** and curriculum contexts encourage **debate, discussion, and democratic decision-making.**
- **Broadening Horizons**
  - **Trips and residentials** develop confidence, cultural awareness, and aspiration.
  - **Older pupils** visit cities for cultural experiences, while **younger pupils** attend camps focused on teamwork.
  - **Financial support** ensures all pupils can participate.
- **Health & Wellbeing**
  - The school prioritises **mental and physical health.**
  - Healthy lifestyles and emotional resilience are **explicitly taught** through the curriculum.