



Personal Development at East Stour Primary School



East Stour Personal Development is based around the core values Respect, Empowerment, Tolerance, Resilient and Optimistic. These are embedded across all we do; our curriculum, our assemblies, our interactions with the children and one another. They are displayed across the school and used to reward and celebrate behaviour. We support pupils to be confident, resilient and independent, and to develop strength of character ready for future life.

	N	R	1	2	3	4	5	6
Cultural Development (See SMSC definition below-inc.british values)	Teachable moments- text choices and play	Reading/play celebrating diversity.	All about Me circle times and artwork celebrating diversity.		Show Racism the Red Card Blue Eyes/Brown Eyes lesson		PCSO visit Show Racism the Red Card Visit from a footballer- if possible Black Lives Matter lessons	
	Equality Assemblies Diversity Role Model assemblies and texts Black History Month Diversity in Geography displayed and consistently celebrated Staff Script for racism Anti-racism Pledge across the school							
Career Information		Police visits, Fire Brigade visits, talk from a radiographer	What jobs are there? (people who help you - emergency services)	Looking at Famous figures over time in history.	Finding out about protected characteristics and careers-challenging stereotypes.	Finding out about protected characteristics and careers-challenging stereotypes.	Careers Fair and discussions about routes forward	Ashford College Links
Community Links	Links with Waterstones- trips from groups to choose books for school Young Carers visits to Ashford College							
	Pre N- Baby and Toddler group held weekly at	Local Area Visits Vineyard/Vicar/ Salvation Army visits	School Council- community business Ashford Vineyard/Vicar/Salvation Army		Singing at Asda -Carol singing. Collecting money for charity. School Council- community business		Year 5 and 6 visits to Ashford College Year 5 trips to Highworth Mathematician workshops at	



Personal Development at East Stour Primary School



	school by a FLO	Storytime sessions by EYFS teachers at local Nurseries	visits Fundraisers - for food banks Local park trips Pizza express visit Local walks around our area	Vineyard/Vicar/Salvation Army visits Local walk to look at Newtown landmarks Butterfly conservation - learning about moths - Kent species. Growing plants and planting them on site.	Ashford School School prom with Ashford College Singing at Swan Centre? WI at church Ashford College links School Council- community business Vineyard/Vicar/Salvation Army visits Harvest festival			
Travel - Trains (contextual focus)	Transport songs	vehicles-(visit from fire engine/police car) Coach journey to trip. Role play train station. Walk to train station.	Train Station Tour	Visit from South Eastern - competition about train safety History of Ashford - Railway town Ashford railway works sketching	Train safety lessons Independently planning a train journey, using online resources, working out costings and times			
E-Safety		Using stories such as Smartie the penguin, chicken clicking and digi duck. I know how to speak to a grownup if something happens on a computer that I'm not sure about .	Using stories and video clips and class discussions. I know what information is ok to share (first name /nickname, hobbies) and which information I should keep private (full	Using stories such as technology tail, and video clips alongside class discussions I know about things that might happen on the internet (sharing of photos without permission, talking to	Begin to talk about blocking on sites and how to use CEOP I know about safety features on websites such as how to block a website and that any concerns should also be	Use stories such as the technology tail. I know that anything I post on social media (facebook, tik tok) can be seen by others. I know how to behave positively and	I know that to protect myself and my friends I should keep my passwords safe, only share what I and others are comfortable with and report any concerns to an adult.	I know that sharing too much information online may have consequences (sharing of pictures you are unhappy with, being contacted by unfamiliar people)



Personal Development at East Stour Primary School



			name, address, age, school) when on a computer.	strangers) that are not ok and why I should tell an adult.	reported to a trusted adult.	respectfully online		
PSHE	Confident to talk to other children when playing, and will communicate freely about their own home and community. Shows confidence in asking adults for help Expresses own preferences and interests. Stranger Danger	Animals Fire Safety Water Safety Planting Our Food Cities, Towns, Land and Sea Gentle Hands and Hearts Follow My Lead Making Mistakes Road Safety Sleep	Understanding Difficult Feelings Kind vs Unkind Braving the Weather Emergency Services Food Safety and What Not to Eat Wildlife Road Safety Safety Symbols Signalling & Sign Language	Screen Time Safety Feeling Sad Happiness It's Okay not to be Okay Medicines and Drugs Cyber Safety Fire Safety Forest Survival Personal Goal Setting Protecting our Planet Adapting to Change	Personal Hygiene Vaccinations and Diseases Anger, Fear and Mindfulness Anxiety, Stress and Mindfulness Exercise Safety with Household Meds My Body, Your Body - Keeping Healthy Self-Worth Self-Image	Explain how to keep my body healthy including sleep and screen time Understand how the government works Beliefs and rights of freedom	Explain how to keep my body healthy including diet and exercise Explain how social media can affect self confidence Understand how the Government work and the freedom of speech To know about loans and mortgages	To understand the importance of first aid To understand the effects of vaping, smoking and drugs can have on the body Understand rights and radicalisation Understand money, tax and pensions
RSE		Taking Good Care of Myself Trusted Adults	What is Friendship What Makes A Family My Growing Body Respecting Others	Positive Friendships My Private Body Respecting All Families Dealing With Loss	Different Kinds of Friendship Separation and Divorce Gender Relationships with Others	Understand different family relationships Understand different identities and gender Consent	Explain Body changes Explain FGM is illegal in England Explain what marriage is Understand how to respect others	Healthy Relationships and consent Identity, gender and sexuality



Personal Development at East Stour Primary School



RE	<p>To look at stories from different cultures and religions e.g. India, China, Iran and the Holy Land.</p>	<p>Children look at stories from Christianity involving the birth, life, teachings, death of Jesus and Harvest.</p>	<p>Children look at stories from Christianity involving the birth, life, teachings and death of Jesus.</p> <p>Children look at a variety of stories and talk about what messages there are that are considered wise</p> <p>Nativity productions</p> <p>Judaism - Shabbat & Chanukah.</p>	<p>Exploring christianity, Islam and Sikhism, Judaism</p> <p>Nativity productions</p>	<p>To know about Christmas and Easter in Christianity, their beliefs, festivals, celebrations, pilgrimage and types of worship and meanings behind them.</p>	<p>To know about Sikhism, their beliefs, festivals, celebrations, pilgrimage and types of worship and meanings behind them.</p> <p>To know about Hinduism, their beliefs, festivals, celebrations, pilgrimage and types of worship and meanings behind them.</p>	<p>To name stories behind festivals.</p> <p>Children can name key parts and answer questions on the Christmas Story.</p> <p>To know how other beliefs show commitment and how this can be related to our own lives.</p>	<p>Children examine aspects of community life e.g. prayer, charitable giving and worship in Islam.</p> <p>Children can name key parts and answer questions on the Christmas Story.</p> <p>Children know the best way for a Muslim to show commitment to God.</p> <p>Children can explain what the parable 'the Lost Son' teaches them.</p>
Citizenship		<p>School Council Christmas stalls for fundraising Democracy votes within house competitions and allocation of prefects/class monitors Assemblies and values on social action. Children in need danceathon Harvest festival food banks Earth Day</p>						



Personal Development at East Stour Primary School



		Topical learning.	Conscience Alleys relevant to current topic.	Environmental issues. - climate change, recycling, endangered species Local environment Litter pick Top table	What is the rule of law? News presentations	What is a debate? Topical debate as class. Visit from an activist	Charity fundraising Debates in class about social/topical discussions College trip to Ashford school Making Bird feeders from recycled bottles	Purple Jumpers and Prefects, Head Ambassadors, Librarians, Lunch Monitors Individual Liberty lessons - own social action presentations Sports leaders
Special Events	Bug man visit in Term 5	Nativity Dress up days Trip to the park Bug man visit in Term 5 Farm visit	Dress up days linked to topic. School trip - wingham Class assemblies Circus workshop Nativity Dance a thon Bring in a toy for topic Unsung	Nativity Trip to Brockhill - completing the eco-challenge Circus workshop Danceathon to fundraise money to buy food for the local food bank Class assemblies Unsung			Pantomime Trip to church for carol concert Taking children to Waterstones to choose books for library REClass assemblies Books and Biscuits	Leavers Assembly End of Yr Production Activity week Class Assemblies Taking children to Waterstones to choose books for library Books and Biscuits Cakes and



Personal Development at East Stour Primary School



			heroes	heroes			Cakes and Counting Treats and Transition DJ and Decs Sweets and Stories	Counting Treats and Transition DJ and Decs Sweets and Stories
	Books and Biscuits, DJ and Decs, Stories and Sweets, Progress and Popcorn, Cakes and Counting STEM Week, World Book Day, Art Week, Talent Show, House Competitions, The Big Paint, Black History Week							
Trips		Rare Breeds centre term 5 Asda trip Term 2 Local trips in Ashford.	Wingham Pizza Express Park Nature walk Beach trip	Brockhill Country Park Asda Park	Stone Age living history workshop - Jan Otterden Estate team building-making dens Egyptian workshop		Living History - Ancient Greece Herstmonceaux Observatory	Kingswood Residential River Walk Beach trip Cinema/Bowling Memorial gardens Swimming
Clubs (variable from Term to Term)		Yoga Games club	Story Club KS1 - computing club offered term 4 and 5	Story club Computer club term 4 and 5 Whizz kids	Mindfulness Drama Colouring	Creative Writing Puzzles Art Drama	Creative Writing Art Drama Homework Club	Creative Writing Drama Homework Club
Music			Nativity Singing assembly	Nativity Singing assembly	Young Voices Recorder lessons	Young Voices Violin lessons	Young Voices Perform to other classes	Young Voices Raising money, singing at Asda.



Personal Development at East Stour Primary School



			Charanga Playground party Calming music	Charanga Class Playlist				EOY production
	Ashford College Choir Rock Steady Drumming							
Sports	Balance Bikes	Cycle Ready External Agency Workshops	Sports day Dance a thon Daily mile Wiggle breaks	Sports day Dance a thon	Dance Club Chance to Shine Cricket coaching	Swimming Dance Club Tag Rugby Club	Swimming Netball Club Tag Rugby Club Ashford United football tournament Sports day Friendly football tournaments Challenger Games Cricket - Chance to Shine (Kent Cricket)	Football Club Bikeability Swimming Top-Up Lifeguard visit? Netball Club Sports Leaders Ashford United football tournament Friendly football tournaments Challenger Games
	Inter-school tournaments and competitions- e.g. Cross Country, Dodgeball, football, netball House competitions Movement Minutes							



Personal Development at East Stour Primary School



	Daily Mile							
Outdoor Learning	Forest School Child initiated learning Outside classroom Teddy bears picnic Large equipment - bikes.	Forest School Child initiated learning Lessons outside Outside play equipment - Physical development.	Party playground Themed sheds (home corner, reading area) Tuff trays Growing and planting Sharing/ taking turns Forest school Nature walks Seasonal changes Movement breaks Sports day/ PE	Planting Activities outside e.g. maths lessons taking place outside Geography fieldwork- making a map of the school Science- walk around the school identifying plants and flowers Litter pick for eco-warriors tpic.	Den building trip Butterfly conservation - moths. Identifying plants. Forest school	Butterfly conservation - moths Identifying types of plants - science Finding leaves to create Artwork Interactive outdoor Math/times table games PE Science practicals(how sound travels) - e.g exploring the use of string telephone	Playground games - co-operation Geography - map skills Science - plants Herstmonceux - outdoor science equipment	Geographical fieldwork/map skills (e.g. river visit) PE Maths Science - classifications
Debating	Teaching taking turns in conversation Speech interventions on new vocab	Teaching empathy Practising asking questions Teaching what a how and why question is.	Geography / history - comparisons of cities/ sources/ past and present	Working in groups, debating answers and ideas together e.g. in history placing photos	Hinge point questions Conscience alley Maths mastery questions - why?	Hinge point questions Conscience alley RE topic on forgiveness Maths	Conscience Alley PSHE RE	PSHE RE Newsround discussions



Personal Development at East Stour Primary School



			<p>Maths - prove it questioning and reasoning.</p>	<p>on a timeline</p> <p>Prove it and reasoning questions in Maths</p> <p>Book reviews and discussions on books</p>	<p>PSHE - giving scenarios</p>	<p>mastery questions - why?</p> <p>Forming own opinions in Literacy Class discussions</p> <p>Book reviews and discussions on books</p>		
--	--	--	--	--	--------------------------------	--	--	--

Spiritual, moral, social and cultural development

Spiritual	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 volunteering, cooperating well with others and being able to resolve conflicts effectively



Personal Development at East Stour Primary School



	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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

East Stour provision ensures that pupils have access to a wide, rich set of experiences and opportunities both within school time and as extra-curricular activities. There are many clubs and events that allow our pupils to develop their own talents and interests and we place a heavy emphasis on our pupils having a voice and autonomy over what they want to do and achieve! We have visitors, trips, competitions, assemblies, shows and strong community links. Spiritual, moral, social and cultural development is high-quality and threaded carefully across the provision.

Every member of our school community is a member of one of the school houses. These house names pupils researched, suggested and voted for themselves: Hamilton, Banksy, Rowling and Hemsworth. Our school therapy dog Calli also plays an important part in our community, bringing a sense of family and love to school. Our children have voices and are encouraged to take the lead on their own ideas to contribute positively to our school community through school council, prefects, class monitors and even organising their own events and shows! Year sixes wear purple jumpers to represent pride and are role models to the rest of the school; and our head boy and girl are active in seeking, sharing and acting upon the views of children across the school.

The children’s enrichment is contextual and progressive. We live near Ashford International Station and many of our children need to use trains in their future lives. Our enrichment plans to teach them this skill, building up from learning about trains to being able to independently buy tickets. We know that our visits



Personal Development at East Stour Primary School



should include environments that are not easily accessible- so we visit farms and beaches. We celebrate being a part of Ashford's diverse community and make links with colleges, services, people and businesses in the local area.

These experiences are in line with our curriculum plans across the year, as well as building upon skills coherently from EYFS up to year 6. We want our pupils to be confident, resilient and independent, and to develop strength of character and skills to enable them to be successful when they leave our school.

Audit Questions/ Deep Dive Crib sheet

RSHE	<p>Relationships Education</p> <p>Are pupils supported to stay safe? Does the programme teach pupils indicators of healthy and unhealthy relationships, and key concepts such as respect, permission-seeking and giving, appropriate and inappropriate content, kindness equality of different families included in the curriculum?</p>
	<p>Sex Education</p> <p>Are pupils given knowledge to be well prepared for changes in adolescence, and for safe, healthy, fulfilling relationships? Are pupils taught about choices such as contraceptions and pregnancy? Is gender identity explored sensitively and respectfully at a timely point? Is correct vocabulary used, and are misconceptions corrected? Are they opportunities to discuss aspects pupils say they find difficult, e.g. the sending of 'nudes' and consent?</p> <p>Is information given about the law, and sensitive but clear content about harmful behaviour, including coercion, harassment, abuse and violence?</p>
	<p>Physical Health & Mental Wellbeing</p>



Personal Development at East Stour Primary School



	<p>Does the programme include knowledge about healthy eating, physical health/fitness (inc. weight loss, oral hygiene, sleep and sun protection) facts and risks of drugs/alcohol and tobacco, so pupils can make good decisions about their physical health? Are they taught basic first aid?</p> <p>Is there proportionate content about mental-wellbeing, including how to recognise what pupils are feeling and behaviour in appropriate and proportionate? Is teaching intended to remove stigma and show where and how to seek support?</p>
PSHE - Other	<p>Pupils' Wider Safety Does the programme include content on how to minimise common risks? (Primary e.g. roads are fire use of equipment, medicine, strangers. Secondary e.g. gang and cybercrime online gambling online extremism, knife-carrying).</p> <p>Economic Understanding Are pupils, give an age-appropriate knowledge (in primary schools, e.g. choices about money, keeping it safe, savings vs spending, impact of money, risks. In secondary schools, e.g. financial exploitation, scams, debt, terms, and conditions and contracts).</p> <p>Understanding of Technology & Media Does the programme teach pupils about the forms of media, inc. digital and their impact (e.g. in primary schools, reliability of online content, risks of sharing; in secondary schools fake news, bias,</p>
Citizenship	<p>Are pupils being taught the knowledge they need to prepare them to play a full and active part in society?</p> <p>In Primary Schools In KS1, does this element teach them about right/wrong? The need for rules and why they help? Different groups & communities? In KS2, about democracy and its institutions? Voluntary community and pressure groups? The range of different national, regional, religious and ethnic identities in the UK?</p>
Development of Character	<p>Is deliberate facilitation and building of pupils character a priority? Is there a visibly strong pervasive ethos of application in the school? Consistent, high expectations to fulfil potential? Wider opportunities over a spectrum of domains (taking into account the school's size)? The fostering of a strong, shared sense of pride in belonging to an aspirational school community? Clear, known parameters and an insistence of both good behaviour and the building of self-discipline? Consistent promotion of consideration, respect, good manners and courtesy? Consistent promotion of a range of positive character traits, well taught to pupils, well modelled by staff and openly celebrated where they occur?</p>
Wider Opportunities	<p>Are there opportunities to both: Develop pupils' interests and to further the development of character citizenship (i.e. meaningful voluntary work take responsibility within the school & the local community)?</p>



Personal Development at East Stour Primary School



	<p>In participation high and fairly distributed? Do leaders achieve high take-up by disadvantaged pupils and those with SEND? Are pupils given opportunities they would not otherwise receive? Is there an emphasis on sustaining participation over time? Taking into account the school's context and size, are there lunchtime/after-school clubs across several domains? Are curricular trips & visits proportionate in number and designed to ensure that pupils do learn what was intended from the trip?</p>
British Values	<p>Are pupils helped to know/understand democracy, the rule of law, individual liberty, and mutual tolerance and respect? Are pupils taught that these values are precious and far from universal across the world? Can pupils articulate, in an age-appropriate way, what life might be like without one or more of them?</p>
Inclusion & Equality of Opportunity	<p>Are pupils helped to understand that no-one should be treated or thought of as less favourable because they belong to a specific group? Are they supported to know that not to be inclusive is to be unjust to some people?</p>