

# Personal Development at Uphall Primary School

## Introduction

At Uphall, Personal Development is central to all aspects of school life as we nurture well-rounded pupils who develop socially, morally, spiritually and culturally. All have opportunities to explore and develop their own values, whilst recognising that those of others may differ. We were featured on the BBC as an exemplary example of how to nurture our children's personal development.



### Our School Values

We believe that children learn values such as respect and responsibility by being shown respect and being given responsibilities. Every adult and child models and lives out our whole school values of: Respect, Responsibility, Kindness, Friendship, Justice, Perseverance and Empathy.



### Rights Respecting School

We are a lead RRS School and our work is presented at National Conferences. 50 school leaders have visited to see best practice in 2024. The United Nations Convention on the Rights of the Child is embedded through the curriculum and modelled by every adult as Duty Bearers. This gives our highly diverse community of children a clear understanding of how to be responsible, respectful and active global citizens who make a wider positive contribution to society.



### Citizenship

As a Rights Respecting School, our children are developed to take responsibility as active citizens within our community. Our Eco Warriors have made significant and sustained changes to the local environment. Each half-term, a child from each class is selected to receive a Citizenship Award for demonstrating our whole school, RRS and British Values.



### Inclusion and Equality

Our school is highly inclusive and we recognise that equity is not about treating everyone equally but about adapting our provision to ensure every child succeeds. Our bespoke additional provision at school, as well as focused interventions ensure that every child and adult feels included, valued and supported.



### Physical Development

We have an excellent PE curriculum, that is complemented by a range of play activities led by our Play Leaders at playtime and lunch time. Our children have additional and earlier opportunities to learn to swim. Our school has also participated in the Play Streets Initiative.



### Pupil Leadership

Pupils have regular opportunities to undertake leadership roles at school through our Rights Respecting Ambassadors, Eco Warriors and Attendance Ambassadors. The school hosts regular visits for school leaders across the country and our children participate in lectures. Every child is considered to be a leader at the school and they take their responsibilities seriously as ambassadors for the school. Each Tuesday, Learning Leaders across the school are selected to share their learning.



### Pupil Agency

Through the consolidation of a values-based and RRS focus through our core curriculum offer, we actively aim to develop our children's character including their resilience, confidence and independence as learners. Our focus on dialogic learning ensures that our children learn to respect each other's opinions, and debate issues and ideas in a constructive way. Our focus on metacognition actively targets their agency as learners.



### Social Emotional Mental Health

We provide a significant range of SEMH provisions, including: Emotional Literacy Support Advisors; Hamish and Milo Wellbeing Intervention; Drawing and Talking Therapy. We employ three ELSAs and four Trauma Informed Mental Health Practitioners. In 2023/24, 335 children received bespoke SEMH support and so far this academic year, 115 children have received support. As a staff team, we have collectively defined the conditions for learning expected in our emotionally healthy classrooms.



### British Values

British Values are embedded through the RE, RHE and wider curriculum and specifically discussed in weekly assemblies. There are over 60 different languages spoken at the school and being British and sharing British Values and RRS Values is what we emphasise that we have in common.



### Ambition

The context of our school places us in the most disadvantaged ward in the Local Authority and we are the school with the highest mobility. 37 children have joined this year and 39 have left. However long our children are with us our ambition is to provide a world class education that has a lasting impact on our children's personal and social development. Our curriculum offer engenders a sense of belonging for all.



### Enrichment

We are committed to providing as many extra curricular clubs and enrichment activities as we possibly can. There are currently 22 clubs running weekly at the school with 353 children attending (157 boys and 196 girls). 148 Pupil Premium children are given free access to clubs and we support other disadvantaged families to have free access to clubs too. Already this year, there have been 36 class trips and workshops.

**Curriculum:** Our status as a RRS school ensures that we have in place a values based curriculum. We believe that PSHE is the most important subject at our school and our curriculum offer actively aims to develop our children's metacognitive skills and self-efficacy as independent learners.

RE	RSE	PSHE	Safeguarding
Our comprehensive RE curriculum is clearly designed to foster community empathy and respect. This enables our children to understand and respect different faiths; this includes Faith Ambassadors coming to school to speak to our children.	Our whole school values led curriculum fosters the development of our children's character and resilience and skills for life. The RSE Curriculum has been designed by the LA lead for RSE and has been shared with other schools.	PSHE is explicitly taught through the core curriculum and is further developed through Dialogic Teaching, Metacognition and Emotionally Healthy Classrooms.	Safeguarding is explicitly taught through a curriculum design from Nursery to Year 6, building the children's knowledge, skills understanding of how to keep safe each year.

