



Personal Development & Character Education- growing to become the Padbury Child

Our vision is for children and adults in our school to shine as lights before others so that we can all be the best that we can be. We want children to leave us being able to tackle the challenges of the world outside, believing in themselves and knowing that they can make a difference, however small if they continue to shine their lights. We believe our leavers can take their Padbury Values out into the world and make a positive contribution in everything they go on to achieve.

Our curriculum is carefully planned so that pupils can develop their personal development skills. Our curriculum extends beyond the academic and supports pupils to develop in many diverse aspects of life. We aim to provide the essential knowledge that pupils need to be educated citizens, preparing pupils for their adult life and, teaching them to understand how to engage with society.

We offer opportunities for pupils to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

At the end of Year 6 a typical Padbury pupil:

- Understands their achievements and can articulate how they have **let their light shine** during their time at Padbury.
- Lives out the **Padbury values of love and kindness, respect, self-control, courage, and trust.**
- Knows that every **emotion felt is valid** and is **courageous** in managing them.
- Is **respectful** to those from different world views and accepting of different needs.
- Has a deep understanding of the **Christian faith** and its role within the world today.
- **Collaborates well** with their peers.
- **Enjoys supporting** younger pupils and others within their community.
- Is able to step outside their **comfort zone** and **challenge themselves and learn new things**
- Is able to **show resilience and be humble with their learning.**
- Is able to **reflect, revisit and improve** on their work.
- Shows care towards the **environment and living things.**
- Is able to use **technology respectfully** and to enhance their learning.
- has **represented the school** in an extracurricular activity
- Is **curious** and asks questions about their learning and the world around them.
- Is **articulate** in explaining thoughts and opinions.
- **Advocates** for what is fair and just.
- **Seeks to help** those who need it.
- **Knows what is right and wrong** and can make the right behaviour choices when no one is looking

Specific adjustments for SEND pupils in purple.

| | Whole school culture | Reception | KS1 | Y3,4 | Y5,6 |
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| Understands their achievements and can articulate how they have grown during their time at Padbury. | Celebration assemblies weekly reiterate successes academically, socially and how following the values has been important to others. Pupils reflect on their successes in end of year reports. Best You Can Be Book highlights successes outside school. Discussions with pupils showing them how they have been learning in ways beyond the academic. 1-1 TA check ins with a focus on successes | | | | |
| Lives out the Padbury values of love and kindness courage, self-control and respect. | Mapped out in detail below as values underpin everything we do at school. | | | | |
| Knows that every emotion felt is valid and is courageous in managing them. | Seen across the school through zones of regulation. Individual toolkits for some.1:1 conversations to support emotional regulation as required. Circle of friends. Collective worship. Behaviour policy used in reflective discussions where all emotions are valid. PSHE curriculum units on Physical health and wellbeing and mental wellbeing | | | | |
| Is able to show resilience and be humble with their learning. | Ethos in school that we keep trying, mistakes are a way in which we learn as well as thinking about others feelings and emotions when we share success. Our lights all shine in different ways and while we might shine in one way, others will shine in another. | | | | |
| Is respectful to those from different world views and accepting of different needs. RESPECT SELF CONTROL In accordance support plans, pupils are given prior warning of events and teaching is visual. | Collective worship is inclusive and invitational. Collective worship covers events in and around the world and reflects on others needs. Celebrating difference is a PSHE topic across the school. Challenging stereotypes questions. | Social stories shared Big questions encourage thinking about others and their needs. Special person weekly. | RE-Judaism units Church visits World music Visitors/visits to places of worship. Challenging stereotype questions | RE – Hinduism units RE - Judaism units Lyta time Support for certain children seen as positive and respected. Challenging stereotype questions PSHE To know that families are varied in the UK and across the world. | RE: Islam Hinduism Wonderwall Lyfta time Blurt cubes/ resources for allowing all to achieve successfully being respected. |
| Has a deep understanding of the Christian faith and its role within the world today. | RE Understanding Christianity curriculum Daily acts of Christian collective worship. | RE lessons (name units) Bible stories shared/Nativity | RE lessons <i>Why do many Christians meet and what do they do?</i> | RE Units Eg: <i>How and why has Christian practice changed over time?</i> | RE: Understanding Christianity Church visits for RE lessons |

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| <p>LOVE AND KINDNESS</p> | <p>Acts of collective worship led by local ministers.</p> <p>Church services.</p> <p>Singing assemblies</p> | <p>Baptisms/weddings role play</p> <p>Values lessons half termly.</p> | <p><i>How do Christians decide what is right?</i></p> <p>Church services</p> <p>Nativity</p> | <p><i>How are different people inspired by the teachings of Jesus?</i></p> <p>Values ladder and reminders</p> | <p>RE Units Eg: <i>How do rites of passage shape the lives of different Christians?</i></p> <p><i>How and why do Christians make the world a better place?</i></p> |
| <p>Collaborates well with their peers.</p> <p>RESPECT LOVE</p> <p><i>SEND pupils included in everything. Peers chosen carefully to support others.</i></p> | <p>Leadership and peer support inbuilt in school blueprint -lunchtimes/</p> <p>Playtimes/school council etc all develop children's capacity to work together. Curriculum built on collaboration: Talk partners, group work, Forest school, PSHE and PE emphasis on collaboration.</p> | <p>Adult modelling.</p> <p>Helicopter stories.</p> <p>All activities in EYFS involve some level of collaboration.</p> <p>Direct tasks planned to encourage and foster effective collaboration.</p> <p>Turn taking</p> | <p>Mixed ability groupings in class.</p> <p>Play based curriculum supports collaborative learning with/without adults.</p> <p>Paired/group work in lessons.</p> <p>Playleader games at lunchtime</p> | <p>Mixed ability groupings in class.</p> <p>Paired/group work in lessons.</p> <p>Playleader games at lunchtime</p> <p>Support for younger children in lunch hall.</p> <p>PSHE Unit: Respectful relationships</p> | <p>Mixed ability groupings in class.</p> <p>Play leaders</p> <p>Events in houses throughout year</p> <p>Sports day -team work</p> <p>PSHE: To understand the concepts of negotiation and compromise.</p> |
| <p>Enjoys supporting younger pupils and others within their community.</p> <p>LOVE AND KINDNESS SELF CONTROL</p> <p><i>We ensure that SEND pupils have equal opportunities for key roles within schools e.g. house captains, bus monitors.</i></p> | <p>School council, eco council.</p> <p>Curriculum days where pupils work with pupils from other year groups</p> <p>Lunchtimes- older children sitting with younger children. Links with Padbury Friendly Afternoon and church groups.</p> <p>Links with preschools strong.</p> | <p>Working with pre-school.</p> <p>Activities with older children- sharing books/charity days/lunchtimes</p> <p>Walking to services with older children.</p> | <p>Activities with older children- sharing books/charity days/lunchtimes</p> <p>Walking to services with older children.</p> | <p>Playleaders</p> <p>Walking to church with younger pupils</p> <p>Football appropriate for all ages playing together.</p> <p>Playground well- being for all children.</p> | <p>Playleaders</p> <p>Walking to church</p> <p>Lunchtime looking after younger children.</p> |

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| <p>Is able to step outside their comfort zone and challenge themselves.</p> <p>COURAGE SELF CONTROL</p> <p>Events and trips adapted to support SEND pupils e.g. pre visit to residential. Additional transitions as needed.</p> | <p>Value of courage celebrated in celebration assemblies.</p> <p>Forest school- trying new things.</p> <p>Residential visits in KS2 – trying new skills/pushing self to achieve.</p> <p>Padbury’s Got Talent - opportunities for all to show talents</p> <p>Speech Presentations/Poetry recitals for competition.</p> <p>Examples of courage in the Bible are shared in collective worship. Dream and Goals PSHE unit throughout the school</p> <p>Range of artistic, creative sporting opportunities planned by experts to give message of not giving up and pushing ourselves to be the best we can be. (Olympian/ Paralympian/Skip to be fit days/Touchline)</p> <p>Sports Festivals</p> | <p>Learning to use pedal bikes</p> <p>Forest school – climbing/tool use</p> <p>Helicopter stories- speaking out.</p> <p>Performing throughout the year at different events.</p> <p>Exploring new places – farm trip</p> | <p>Forest school</p> <p>DT -opportunities to try new things/use new tools.</p> <p>Performing to audiences -parents/ grandparents/whole school.</p> <p>Use of lollipop sticks in teaching sessions.</p> <p>Cheeky challenges in lessons</p> | <p>Residential visit 1</p> <p>Sports festivals</p> <p>Swimming</p> <p>Class play Speech competition</p> <p>PSHE discussions Self-reflections</p> <p>Challenge for all in within lessons</p> <p>RSE lessons</p> <p>Mini teachers</p> <p>Use of lolly pop sticks</p> | <p>Residential visit 2</p> <p>Sports festivals</p> <p>Performances</p> <p>Running school clubs</p> <p>Challenge for all in within lessons</p> <p>Mini teachers</p> <p>Use of lolly pop sticks</p> <p>RSE</p> |
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| <p>Is able to reflect, revisit and improve on their work.</p> <p>COURAGE Small group/ individual adult support to enable SEND pupils to do this. Pre teach used.</p> | <p>All lessons include reflecting on what has been learnt. Written reflection tasks at end lessons.</p> <p>Pupils self-assess how they have been growing in personal development for their end of year reports.</p> | <p>In the moment reflecting/improving as opportunities arise.</p> <p>Led by self but also by planned adult intervention.</p> | <p>Editing and publishing work.</p> <p>Marking own spelling tests</p> <p>Marking own dictation sentences</p> | <p>Editing English – purple pen</p> <p>Green for growth – maths</p> <p>Never Heard the Word Grids</p> <p>Peer/self-review</p> | <p>Editing English – purple pen</p> <p>Green for growth – maths</p> <p>Never Heard the Word Grids</p> <p>Peer/self-review</p> |
| <p>Is able to use technology respectfully and to enhance their learning.</p> <p>RESPECT</p> | <p>E safety woven through Computing curriculum E safety reminders at start of each term. E safety day</p> | <p>Cooking scales Computing lessons Online safety lessons Use of electronic equipment in classroom respected.</p> | <p>Computing lessons PSHE lessons – online safety Use of cameras</p> | <p>Computing- inc online safety Publishing- research topics PSHE lessons</p> | <p>Chrome books replacing maths sheets on Google classroom. Computing lesson inc online safety Researching/presenting learning with electronic equipment Voice typing to support learning.</p> |
| <p>Shows care towards the environment and living things.</p> <p>RESPECT LOVE</p> | <p>Eco council lead school in initiatives to reduce, recycle, reuse.</p> <p>School working towards Eco school status.</p> <p>Allotment/Forest school</p> <p>Termly community litter picks</p> <p>Batteries/old shoes recycling schemes in place.</p> | <p>Tidying up as part of daily routine.</p> <p>Litter picking</p> <p>Animal lifecycles- butterflies.</p> <p>Allotment visits Forest school sessions</p> | <p>Forest school Allotment – growing and caring for plants. Geography- physical/manmade features/pollution. Waddesdon Manor visit – life cycles.</p> | <p>Eco council projects Allotment Geography units- Rainforests/Rivers Playground tidying/litter picking Making posters for different environmental campaigns.</p> | <p>Chrome books not paper for lessons Litter picking Creation of bug hotel PSHE/Geog/Sci curriculum.</p> |

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| | Links with Greener Padbury | | | | |
| <p>Is curious and asks questions about their learning and the world around them.</p> <p>COURAGE</p> <p>Daily check ins enable all pupils, especially SEND, to feel listened to.</p> | <p>Scientific thinking books</p> <p>Thoughts and feelings books</p> <p>Educational visits</p> <p>Visitors and RE workshops</p> <p>Collective worship – opportunities for children to reflect and ask about the world around them.</p> | <p>Big questions</p> <p>Wonder wall</p> <p>All activities in EYFS lend themselves to children being curious- teacher led but also child initiated.</p> | <p>Play based curriculum encourages children to be curious and ask what if...</p> <p>Forest school</p> <p>Circle time</p> <p>Artefacts – history</p> <p>Significant people in History.</p> <p>Science investigations.</p> | <p>All lessons encourage curiosity</p> <p>Lyfta time</p> <p>Questions encouraged and discussions as a whole class regularly.</p> | <p>Lyfta time</p> <p>PSHE/RE lessons</p> <p>Historical sources</p> <p>RSE box</p> <p>PSHE</p> |
| <p>Is articulate in explaining thoughts and opinions.</p> <p>LOVE AND KINDNESS</p> <p>Processing time given for all that need it. Support with peer/adult to articulate if needed.</p> | <p>Throughout school, pupil voice heard and many opportunities to explain thoughts and opinions in all subjects.</p> <p>Circle times/PSHE throughout school</p> | <p>Special person</p> <p>Circle time</p> <p>Adult modelling language</p> <p>PSHE sessions</p> <p>RE – explaining thoughts following Bible stories.</p> <p>Thoughts and feelings books.</p> | <p>Sharing time in every session.</p> <p>PSHE curriculum – most units</p> <p>Circle time</p> <p>Circle of Friends</p> | <p>Always encouraged to expand fully and explain why</p> <p>Speech competition</p> <p>Debates as part of English curriculum</p> | <p>Speeches for team captains/presentations</p> <p>Speech competition</p> <p>Debates as part of English curriculum</p> <p><i>PSHE Curriculum Exploring the right to a freedom of expression.</i></p> |
| <p>Advocates for what is fair and just.</p> <p>KINDNESS</p> <p>SELF CONTROL</p> <p>COURAGE</p> | <p>Padbury Mantra – ‘Stop, I don’t like that,’ permeates the school in every situation encouraging people standing up for themselves proactively.</p> | <p><i>PSHE curriculum</i> Eg: <i>To know we have rules to keep everything fair, safe and enjoyable for everyone.</i></p> | <p>Playtime discussions</p> <p>Circle of friends</p> <p>High quality texts – characters to learn from.</p> <p><i>PSHE Curriculum</i></p> | <p>Playground behaviour to help each other</p> <p>Encouraged to stand up for what is right or tell adults to support.</p> <p>English texts -</p> | <p>High quality texts – Hidden Figures -WW2</p> <p>Playground behaviour – supporting younger pupils with friendship issues.</p> |

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| | <p>Eco reps attend ODBST eco summit.</p> <p>Writing to MPs in English</p> <p><i>Opportunities for courageous advocacy response planned into English curriculum</i></p> <p>Charity events throughout the year</p> | | <p><i>Eg: To understand how democracy works in school and through school council.</i></p> | <p>Harvey Milk Rainforests topic -writing letters/posters.</p> <p><i>PSHE Curriculum Eg: Exploring how children's rights help them and other children.</i></p> | <p><i>PSHE curriculum Eg: Understand the UN Convention on the rights of the child.</i></p> |
| <p>Seeks to help those who need it</p> <p>LOVE AND KINDNESS</p> | <p>Bucket fillers</p> <p>Ethos of school is that all children will find an adult or someone for help when needed</p> <p>Food bank – Harvest and Christmas</p> <p>Examples of kindness in the Bible are shared in collective worship.</p> <p>Golden time</p> <p>Adults model this</p> <p>Buddy bench system</p> <p>Opps to mix across classes throughout year.</p> | <p>Helping each other</p> <p>Bucket fillers</p> <p>Adult modelling</p> <p>Praise for doing helpful jobs.</p> | <p>Looking after each other on playground.</p> <p>Children in Need</p> <p>Charity events – wear pink</p> <p>Helpers in the classroom</p> | <p>Asking to help and do jobs around the classroom.</p> <p>Playground kindness</p> <p><i>PSHE Unit: Learning that problems can occur in families and that help is available if needed.</i></p> | <p>Playleaders</p> <p>Ethos of the school</p> <p>Looking after younger children</p> <p>Independently adapting resources/games for others to include everyone.</p> |

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| Is keen to raise money for charity and make a difference. KINDNESS | Whole school takes part in charitable activities termly e.g. Children in Need/Comic Relief/Quicken Trust/Christmas Jumper Day/Wear it pink. | Charity events run by older children in the school. Growing vegetables in the allotment for the village. | Charity events run by older children in the school. Growing vegetables in the allotment for the village. | Charity events run by KS2 Individual fund raisers pertinent to individuals celebrated. | Charity events run by KS2 Individual fund raisers pertinent to individuals celebrated. |
| Knows what is right and wrong and can make the right behaviour choices. TRUST COURAGE SELF CONTROL SEND pupils have specific plans to support them with this to meet their needs but also to understand the impact of their actions on others. | Behaviour policy - based on reconciliation. <i>Time to reflect on incidents with an adult.</i> <i>Clear expectations given for all.</i> <i>Visual reminders.</i> Values ladder Bucket fillers Zones of regulation used throughout the school Anti bullying week | Social stories Discussions with children as issues arise. Adult interactions in the moment. Bucket fillers <i>PSHE focus lessons:</i> <i>Eg: To know we have rules to keep everything fair, safe and enjoyable for everyone.</i> | Values ladder Classroom rules Adult modelling Peer modelling Social stories <i>PSHE focus lessons:</i> <i>Eg: Recognise why rules are necessary.</i> | Always encouraged and discussed as and when situations arise. <i>PSHE lessons</i> <i>Eg: All of Citizenship unit</i> | Whole class zones <i>PSHE curriculum</i> <i>EG: Citizenship unit</i> Role models |

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| Specialist Provision for More Vulnerable Children (PP & SEN) | |
| All staff are aware of SEND and vulnerable children within our school. | |
| Soft Starts | Arrangements in place to support pupils who are anxious coming into school in the morning. Met by identified, familiar adult. |
| Zones of regulation and time out areas | Used to support with identifying and dealing with emotions |
| Daily check-ins | Familiar adult talks with identified children at the start of each day. |
| Clear work areas and resources | Arrangements made for children with SEN to be flexible throughout the day to meet needs away from the class or in the class depending on the child. |