

Personal Development & Character Education

Living School Values

School Values	Love and kindness	Respect and Trust	Self-control	Courage
British Values	Rule of Law Tolerance Mutual Respect	Mutual Respect Tolerance Democracy	Individual Liberty Rule of Law	Democracy Rule of Law Mutual Respect
SMSC	Spirituality Moral	Moral Spirituality	Social Cultural Spirituality	Social Moral Spirituality
Trust Values	Empowerment	Inclusivity	Community	Service
Policy and Provision	Behaviour policy School rules Opportunities to shine in different ways Leadership in different forms (School council/Eco council/Mental health champions) Developing Character	Good learning behaviours Listening A curriculum where everyone takes part in everything. Confidence to speak up and out (Developing Character)	Turn taking Playtime expectations Restorative behaviour approach Mental health champions Links with Padbury Friendly Group. Family events - Mothers/Fathers/	Children’s roles Elected roles Volunteer roles Annual remembrance se4rvice at the war memorial

	Celebrating achievements in different ways. Bucket Fillers		Grandparents day	
Curriculum	<p>We have highly effective curriculum in school, supported by the KAPOW PSHE and RSE scheme – key threads in PSHE to support Padbury children are identified and taught so the children build their knowledge and skills over time. Whole school topics enable siblings and families to focus on common themes. Collective worship and key messages can be shared across the school community.</p> <p>Our PE curriculum teaches children our school and Trust values in action. They learn respect, love, courage, self-control and trust through teamwork, attitude, challenge, and reflection.</p> <p>Our computing curriculum focuses on keeping children safe online every term in different ways. This is based on living our values of love, respect, courage to speak out, self-control and trust in how we keep ourselves safe online.</p> <p>In our English Curriculum we use high quality texts which cover a range of topics relating to diversity and inclusion such as Harvey Milk in yr3/4, Black and British History in Yr5/6 and more. Please see the English texts curriculum for more details on this.</p> <p>Weaved alongside the curriculum topics, each class is set a question to challenge stereotype. This includes a range of questions related to protected characteristics so topics can be discussed at age-appropriate levels.</p>			
Other Curriculum Examples	<p>Curriculum Humanities – Y1/2 How did we learn to fly?</p> <p>RE – Y4 Is a Holy Journey necessary for believers (Hinduism)</p> <p>PSHE – EYFS Self regulating my feelings (developing character)</p>	<p>Curriculum Humanities – Y3 How can we live more sustainably?</p> <p>RE - Y1 What is the Good news Jesus brings</p> <p>PSHE – Y1 Emotions and relaxation (developing character)</p>	<p>Curriculum Humanities – Y5 Food and Fair Trade, Re Curriculum</p> <p>RE - EYFS What makes every single person unique and precious</p> <p>PSHE – Y3 Respecting differences in others (developing character)</p>	<p>Curriculum Humanities Yr5/6 British History- impact of WW2 on Britain.</p> <p>Yr1/2 How have explorers changed the world?</p>

	<p>Keeping Safe – PHSE Y1 making emergency calls and people who keep us safe</p> <p>Healthy Living – D&T Y1 Eat more fruit and veg</p> <p>RE: Yr5/6 Are you inspired?</p> <p>Science yr5/6 Darwin and Evolution and Inheritance</p>	<p>RE yr3/4 Is a Jewish/Hindu child free to choose how to live?</p> <p>Healthy Relationships – Y3 learning who to trust</p> <p>Healthy Relationships – Y1 working with others and friendship problems (developing character)</p> <p>Keeping Safe – PSHE Y4 Human Rights, the environment and diverse communities</p> <p>Healthy Living – D&T Birdhouse Builders</p>	<p>RE yr5/6 Does the community of the mosque help Muslims lead better lives?</p> <p>Healthy Relationships – Y6 respectful relationships, change and loss</p> <p>Keeping Safe (e-safety) – PSHE Y5 Online safety</p> <p>Healthy Living – Y6 Science Exercise and lifestyle</p>	<p>RE – Y5 What would Jesus do (developing character)</p> <p>PSHE – Y5 Rights and responsibilities, including parliament</p> <p>PSHE – Y6 jobs and career routes (developing character)</p> <p>Healthy Relationships – Y5 marriage and family life (Developing Character)</p> <p>Keeping Safe (e-safety) – Computing Y3 Using technology safely and responsibly</p> <p>Healthy Living – Forest School</p>
Wider curriculum	<p>Sports Day</p> <p>Residentials</p> <p>World Book Day</p> <p>Year group productions</p> <p>Sports4All competitive festivals</p> <p>Bikeability</p> <p>Skip to Be Fit</p>	<p>Children in Need</p> <p>Christmas Jumper Day</p> <p>Star of the week/ Term</p> <p>Beanstalk</p> <p>Year 5 science fair</p>	<p>Anti-bullying week</p> <p>Parent workshop (phonics, maths, writing)</p> <p>Padbury Produce Show</p> <p>Wear Pink for Cancer</p> <p>Lego therapy</p>	<p>Red Nose Day/Sports Relief</p> <p>MP visit</p> <p>Stay and play/book looks</p> <p>PFA events (Christmas gift shop, film nights,</p>

	Urban Strides Olympian visits Forest School Nuture groups – Governor led/Helping Hands Young Voices			discos, quiz night, second-hand uniform, Christmas Fair)
Collective Worship Value of the Half Term	Goals to shine (Developing character) Bridgebuilder Quentin Chandler	What does respect mean to you? Harvest – sharing with others	Church assemblies Celebration assemblies	Young Carers Community Responsibility
Extra-curricular activities	Sports Clubs x2 Dance club Chess club Cooking club Craft club Maths Intervention club			

Additional Specialist Provision for More Vulnerable Children (PP & SEN and others considered vulnerable)	
Donna -Office support/HT support	Additional support for PP children and families who need extra support Attendance Safeguarding Sign posting e.g. school nurse Early intervention Lego club Time to Talk

Office	Base for emotional support, time out, structured well-being support, soft start and finish, self-regulation
Helping Hands	Sessions for vulnerable children
ELSA support	Peer mentors/Mental Health champions/whole school Zones work/Body Gym every morning
Governor nurturing group	Small group/1:1 sessions as and when required for groups/individuals
What kind of school are we?	Vision and values and aims – known by staff and children who can talk about our values and what they mean to us. Curriculum Intents - shared on website for whole community Church school – strong links with church e.g. core Christian services and celebrations, MAT vision and values Strong links to the community e.g. Padbury Produce Show, Padbury Friendly Group
What are our expectations of behaviour towards each other?	Clear behaviour policy, consistently implemented and understood by children and families Step on approach – therapeutic and restorative – fits our Trust and school values PSHE curriculum and school values teach expected behaviours and why they are important Adults model expected behaviours and children praised positively when they make good choices Behaviour policy has clear protective and educational consequences
How well do our curriculum and teaching develop resilience and confidence?	Curriculum in place for all subject areas, well planned. Building on knowledge over time. Published schemes used to support consistency of learning and teaching in foundation subjects Published schemes support progressions and teachers' subject knowledge Challenging curriculum – scaffolded and adapted to meet needs of all learners Highly effective curriculum in school, supported by the KAPOW PSHE scheme – key threads to support Padbury children are identified and taught so the children build their knowledge and skills over time. Whole school topics enable siblings and families to focus on common themes. Collective worship and key messages can be shared across the school community. Weaved alongside the curriculum topics, each class is set a question to challenge stereotype. This includes a range of questions related to protected characteristics so topics can be discussed at age-appropriate levels.
How good is our co-curriculum?	Variety of after school clubs open to children to offer more opportunities Wider curriculum opportunities offer enrichment and opportunities to develop character

<p>How well do we promote the value of volunteering and service to others?</p>	<p>Significant number of opportunities:</p> <ul style="list-style-type: none"> • Eco council • School council • Peer mentors • Junior Dukes – KS2 • Supporting village events • Padbury Friendly group -shared games sessions and tea/cake afternoons. • School allotment on village site. <p>All children are encouraged to join and take part in whole school events and responsibilities.</p>
<p>How do we ensure that all our pupils benefit equally from what we offer?</p>	<p>We proactively reach out to families so that extra activities can be subsidised if needed. Close relationships with ch'n mean concerns picked up quickly. The office and HT talk to parents to identify children's concerns that may need to be addressed. Curriculum Implementation is adapted to include all children. Living our school values aims to demonstrate equality.</p>