

# PERSONAL DEVELOPMENT PROSPECTUS



At Monkwood Primary School, we aim to send all young people into an ever changing world able and qualified to play their full part in it. The qualified aspect of this speaks for itself; we aim for our students to achieve strong qualifications that support them in their next steps of education, training or employment. We have designed a curriculum that values the development of the 'able' as much as it does 'qualified'. We believe that both are equally important to our students so that they can play their full part in the world.

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- Promotes the spiritual, moral, social, cultural, mental and physical development of Students at the school
- Prepares Students at the school for the opportunities, responsibilities and experiences of later life
- Promotes British Values

**THE Monkwood Way**

**WE NEVER GIVE LESS THAN OUR BEST**

**WE SAY PLEASE AND THANK YOU** | **We are prepared to make mistakes**

**WE ARE NICE TO PEOPLE** | **WE LISTEN TO OTHERS**

**WE TAKE RISKS** | **WE BELIEVE IN OURSELVES**  
**WE WORK HARD**

*We dream big* 

**WE ARE PROUD OF OUR ACHIEVEMENTS**

**WE TAKE PRIDE IN OUR WORK**  
*we make the right choices & do the right thing*

*THE MONKWOOD WAY* 

Our curriculum has 4 clear intents and drivers;

Intention 1: Removing barriers to learning

Intention 2: Developing knowledge and skills for learning in a range of subjects

## Developing a Students Character

Intention 3: Developing personal attributes (The Monkwood Way). The Monkwood Way allows us all to promote the attributes our children need in order to develop their independence, responsibility, character and resilience to have a happy and successful life.

The Monkwood Way promotes:

- Aspiration
- Collaboration
- Communication
- Respect

- Responsibility
- Resilience
- Tolerance

Intention 4: To enrich students' experiences and broaden their horizons:

Our curriculum seeks to equip students with the understanding of how to develop themselves as well rounded citizens and maintain healthy relationships; to enrich and broaden their horizons, both in their cultural capital and future aspirations. Our curriculum will offer:

- Experiential Learning - Trips, visitors
- Hands-on Experiences - Practical opportunities in the classroom
- Extracurricular Opportunities - Sports Clubs, school shows
- Wider Opportunities - Residential, charity work/ involvement, Young Voices

Our pastoral curriculum is planned out for progression and identifies milestones in personal development and opportunities for social, cultural and careers experiences, increasing pupil's cultural capital. Starting in the Early Years Foundation Stage, our students experience a full programme of PSHE opportunities. In PSHE, we use a spiral curriculum for students to develop their skills, knowledge and understanding throughout the phases.

The PSHE curriculum is developed to build key knowledge and skills around SMSC, British Values and to give age-appropriate messages around health, well-being, relationships and sex education. This is in line with the new 'Relationships, Sex Education and Health Education in Schools (2020)' guidance.

## Citizenship

Students are taught the knowledge and skills they need to prepare them to play a full and active part in society. The Monkwood Pledges are at the heart of empowering students to be confident, well-rounded, enthusiastic, caring, happy, can-do people, ready for the wider world.

The pledges coupled with the Monkwood Ways, develop personal skills and attributes and broaden the horizons of our students. Furthermore, a student who makes that commitment to the Monkwood Pledges will develop independence and self-discipline by augmenting their participation, performance, communication, creativity and cultural capital.

We value all students' views and they are encouraged to share their ideas and be involved in decision making in school. This is achieved through the Student Council, Anti-Bullying Ambassadors, Mental Health Ambassadors, Eco-Committee, Votes for School, debates in lessons and oracy assemblies.

## PSHE

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

Promotes the spiritual, moral, social, cultural, mental and physical development of students at the school prepares students at the school for the opportunities, responsibilities and experiences of later life and promotes British Values.

From September 2020, primary schools in England also need to teach Relationships and Health Education as compulsory subjects and the Department for Education strongly recommends this should also include age-appropriate Sex Education. Schools also have statutory responsibilities to safeguard their students (Keeping Children Safe in Education, DfE, 2022) and to uphold the Equality Act (2010).

At Monkwood, we use the revised Jigsaw scheme to support our teaching of Personal, Social, and Health Education. Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning.

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

INTENT: Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

Jigsaw has two main aims for all children:

- To build their capacity for learning
- To equip them for life

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

The six puzzles delivered each year are:

- *Bring Me in My World*
- *Celebrating Difference*
- *Dreams and Goals*
- *Healthy Me*
- *Relationships*
- *Changing Me*

It provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).

### *Mental Health and Well-being*

We have a strong working relationship with the 'Me In Mind' service. Professionals from the 'Me in Mind' service work with the school in order to deliver wave 2 and wave 3 interventions. Children are able to access the self-esteem or anxiety intervention known as 'Flowers 1, 2, 5.' The service also offers more bespoke parent-led anxiety interventions for those children who require a more personalised 1:1 intervention.

As well as this, Me In Mind also supports the school's whole school approach to mental health and well-being. They deliver family workshops (worry monster and sleep workshops) and hold informal coffee mornings where parents can 'drop in.' They also deliver staff meetings and are there as a support for the well-being of staff within school.

Two 'With Me In Mind' ambassadors have also been democratically elected by their peers in order to promote positive mental health and work with other ambassadors within the locality to raise the profile of mental health.

### *Physical Health*

We believe that participation in high quality physical activity and Physical Education is valuable in its own right because of the specific educational outcomes and the personal, social and health benefits. It is also a very effective means of engaging young people in their broader learning, by raising aspirations, providing motivation and promoting behaviours that lead to higher levels of attainment across the full range of school subjects. Because of this, we believe that every child in the school deserves equal access to high quality PE and Sport learning environments and programmes that are inclusive, safe, challenging, progressive and enjoyable, taught by specialist tutors. These opportunities are embedded in the school curriculum, available as out of school hours provision and in the community.

The wider promotion of physical activity as part of a healthy lifestyle is extremely important as well as the opportunity to take part in extracurricular clubs and teams. All students have the opportunity to take part in outdoor education/water-sports through Wickersley Partnership Trust's Ulley Centre. There is a dedicated Outdoor Adventurous Activities timetable where we can access 2.5 days of water based activities. During the off-season, Students can access 1.5 days of climbing activities using WPT's indoor provision.

In addition to the National School Games programme, there are a number of additional competitions which are available to students. All competitions have a National/ Local Governing Body pathway leading to opportunities to transition into a club setting ranging from grassroots to professional academies. We have designed a curriculum that values the development of the 'able' as much as it does 'qualified'. We believe that both are equally important to our students so that they can play their full part in the world.

### *RSHE*

The Jigsaw scheme also covers the core elements of RSHE as set out in the statutory guidance documentation: 'Relationships and Sex Education (RSE) and Health Education. The final two units in the Jigsaw scheme: Relationships and Changing Me cover this content. Parents are always consulted prior to the teaching of 'Changing Me' and there is a policy in place, which is on the school website. For safeguarding reasons, RSHE lessons are always taught with two members of staff present in the classroom.

## Student's Wider Safety

Starting in Foundation Stage, students are taught age appropriate safety from stranger danger, road safety, fire safety, E-Safety etc. We have guest speakers who deliver assemblies and talks about water safety, sun screen, swimming lessons and what to do in an emergency etc.

## First Aid

First aid is an area in which most, if not all students will have experiences throughout their lives. Some incidents will be critical, others will be minor. If the young people of today can be taught and take with them some skills of how to act in an emergency situation, lives will be saved. Our innovative first aid curriculum, working in partnership with First Aid Schools, aims to develop a continuous and sustainable programme of first aid and mental health first aid across school. We aim to deliver subject-specific first aid which is linked to relevant situations students may come across both at school and at home. This offer is extended to our parents and community.

## Economic Understanding

Students are educated about money and making good choices through the Money Matters financial literacy programme which is delivered alongside our Maths curriculum. As well as their usual Maths lessons, all students take part in a Money Matters Curriculum. These sessions are delivered in Maths lessons and link real life financial elements to help prepare all of our students for the real world. Elements of the Money Matters curriculum covered include budgeting, saving and borrowing, debt, the cost of living, banks and banking, tax, savings and inflation. Students are involved in the decisions of how, when and who to raise money for charities and for school improvement. Students are also given the opportunity to participate in enterprise projects.

## E-Safety Charter

At our school we adhere to the E-Safety Charters to help keep our children safe. The E-Safety Charters were developed to provide children with the basic principles of how to stay safe and be responsible when online. E-Safety is taught through the computing curriculum and assemblies termly. Parents are given regular information to support them in keeping their children safe.

## Inclusion and Equality

Across our curriculum implementation we have 4 key drivers, democracy, significant people, equality and diversity and the impact of humans. We believe children should have an understanding of significant people and be able to recognise how the past shapes our future. It is vital that our curriculum knowledge and skills are not learnt in isolation. For example we teach History through the progression of skills and knowledge, both of which are planned in a sequential document. Included in this are key lines of inquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

Students are educated about Protected Characteristics. We are continually striving to go above and beyond for our students. We enrich the curriculum by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. Through opportunities to develop deep and sustained engagement and give children the capability to think deeply and critically for themselves.

## Careers

Everyone is responsible for careers at WPT. We must remember that all we do and teach is to prepare our students for their next steps in life. We believe that ALL staff members have a role to play in preparing our young people for the future whether that be in the curriculum, pastoral or as a role model. We believe that a good programme can increase engagement and encourage our students to set achievable goals. Each month by year group students will learn about a different career through assemblies, guest speakers, curriculum delivery and planned curriculum event days.





## Wider Opportunities

Our extra-curricular offer is extensive beyond physical activity and includes Creative and Performing Arts and STEM. We take every opportunity to extend the curriculum through visitors from the world of Art, STEM, Computing, History, Science, Photography and Music. Educational visits, including residentials, range from trips to local sites of historical interest, visits to residential activity centre, climbing wall, Eden Camp, Jorvik Viking Centre, Yorkshire Wildlife Park, The Deep etc.

All students are given the opportunity to be taught by specialist music teachers and to learn an instrument. The trust actively provides a peripatetic music service to ensure progression for students who wish to develop their skills and interests further. Students are given the opportunity to take part in a WPT public performance, such as the Trust Christmas Concert and Young Voices.

We have regular visitors and events in school to provide an ambitious and broad curriculum offer from science based workshops, Authors, African Drummers, local politicians, ex-miners, engage with a local church to deliver assemblies, Dog Trust, local food bank, guest speaker assemblies such as a Doctor from Sheffield Hospital and Rotherham waste disposal service.

We provide our students with the opportunity to be involved in National, Local, Trust and school competitions and events across the curriculum. For example we have published poems and stories, artwork in the local community through the Ulley Natural Art Show, Sheffield Peace Project, TEKK Design Project with HSBC and TTRockstars.

We offer an extensive range of after school clubs to develop students' interests and provide them and their families with exciting new experiences. These range from Horrible Histories, sewing, printing, trampolining, mini golf, CSI, Engineers without Borders, martial arts, Press Gang, coding, circus skills, street dance and pottery club. We have lunchtime clubs led by playground leaders and the Mental Health Ambassadors.

We provide our students the opportunity to take responsibility within school and the community. Through being involved in citizenship activities, projects in the community such as litter picking, pen pals through the Positive thoughts Project (Princess Diana Anti-Bullying Trust) and raising money for local charities like the Sheffield Hospital Christmas Star.

Monkwood Primary gets involved with National calendar events such as NSPCC Number Day, Children in Need, Black History Month, Mental Health Week, World Book Day, E-safety Day, International Women's Day and Remembrance Day.

As a school we passionately believe that all our children should be given the opportunity to take part including our disadvantaged and SEND students. We monitor participation and prioritise activities, after school clubs, workshops to ensure that there is equally high take up from our more vulnerable students. We use a proportion of our pupil premium funding and sports funding to finance some of the wider opportunities available in school.

## Spiritual, Moral, Social and Cultural

Throughout our RE, Philosophy and Ethics Curriculum, these points are our purpose of study:

- Provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human
- Teaching should equip students with knowledge and understanding of a range of religions and world views, enabling them to develop their ideas, values and identity
- It should develop an aptitude for dialogue in students so that they can participate positively in our society which is diverse in relation to religions and world views
- Students should learn how to study religions and world views systematically, making progress by reflecting on the impact of religions and world views on contemporary life locally, nationally and globally to increasing levels of complexity and depth
- Students should gain and deploy the skills needed to interpret and evaluate evidence, texts and sources of wisdom or authority
- They learn to articulate clear and coherent accounts of their personal beliefs, ideas, values and experiences while respecting the right of others to have different views, values and ways of life
- As a school, we develop spiritual, moral and cultural development. This can be through class discussions, assemblies, individual lessons and other personal development opportunities

# WHOLE SCHOOL

SPIRITUAL KNOWLEDGE	MORAL DEVELOPMENT	SOCIAL DEVELOPMENT	CULTURAL DEVELOPMENT
<ul style="list-style-type: none"> <li>Children speak about their own faiths and beliefs in class discussions. They draw upon their own experiences and are learning to appreciate and respect other faiths – <b>thereby contributing to personal and communal identity</b></li> <li>The whole school contributed to The Peace Doves Project, which was part of a piece of art work displayed in Sheffield Cathedral. The children <b>considered how beliefs and concepts in religions may be expressed through the creative and expressive arts related to the human and natural sciences, thereby contributing to personal and communal identity</b></li> <li>Enables people to <b>increase their self-awareness and to look at their human relationships, at the wider world and at their ideas about ultimate reality (for some people, God) with characteristics and values such as courage, hope, strength, insight and love, so that they can better face the sufferings, challenges and opportunities of human life:</b>  Children are all able to visit the local Methodist Church and do this termly. This is to increase their knowledge of Places to Worship and form better human relationships with people and places within the local community. Termly, the children experience an Open the Book assembly, delivered by a team, who work for the local church. They come in and share stories and important messages through drama, with props and role play</li> </ul>	<ul style="list-style-type: none"> <li>The Monkwood Way develops the ability to ascertain right from wrong. Children are taught important values. <b>They consider the importance of rights and responsibilities – developing a sense of conscience</b></li> <li>Children engage with Votes for Schools questions each week, which include a range of ethical issues and promote racial and religious respect:  Was awarding the World Cup to Qatar a mistake? (7-11) Will the World Cup bring people together? (5-7)  Children also explore the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious and other leaders: Does the internet change how we feel about ourselves?</li> <li>Throughout the Master Curriculum, there is an Equality and Fairness strand running throughout. This means that we are actively <b>exploring the values identified by schools and within the National Curriculum, particularly valuing diversity and engaging in enquiries into issues of truth, justice and trust</b> through quality first teaching every day</li> <li>In PSHE, all children engage with the PSHE charter, which talks about rules surrounding discussions and privacy</li> <li>Playground Leaders/ weeks/ assemblies</li> <li>Litter picking in the community</li> </ul>	<ul style="list-style-type: none"> <li>Children have the opportunity to develop socially by engaging with various Votes for Schools questions, in which they <b>articulate their own and others' ideas on a range of contemporary social issues, including environmental concerns, issues of equality and respect for all</b>  Can the fashion industry slow down its impact on the environment? (7-11) Would you buy second hand clothes to help the environment? (5-7)</li> <li>Children also have the opportunity to speak about their environmental concerns through engagement with the Eco-Committee in school. The children take up various roles to ensure that their concerns are acted upon. From the work of the Eco-Committee in 2021 we engaged in the following:  We source bio-degradable resources wherever possible. We take part in school and local litter picks which has led to some children organising litter picks of their own with their own families. We have energy monitors that turn off lights, monitors and other equipment when not being used.  We are an eco-school with an Eco Council.  We have arranged a 'Uniform Swap', which has been child-led to encourage children to re-use the clothes they no longer need. We have hosted an assembly to promote second hand clothing and eliminate the negative stigma around this.</li> <li>Children are <b>making a positive contribution to a society where different religions and world-views co-exist, promoting awareness</b>. They have been a part of the Macmillan Bake Off, fundraising for Children in Need, the NSPCC, Sheffield Children's Hospital</li> <li>It enables them to <b>develop social skills, qualities, attitudes and characteristics such as respectfulness, tolerance, a willingness to get involved, so that they can play a full and fulfilling part in their community and society as, for example, family members, citizens, learners and workers:</b>  Children in school take on various roles, one of these being Mental Health Ambassadors. These children work and liaise with Me in Mind and host workshops centred around anti-bullying, worries and anxieties. First Aid training has been offered to every child this year through a program called 'Mini-Medics'. This allowed the children to gain basic First Aid skills, developing their skills in a home and community situation. Playground Leaders have been trained to enforce safe and active playtimes, encouraging all children to get involved in kind and successful play times. Celebration assemblies/certificates enforce and reward positive attitudes and behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>Children all have the opportunity to visit a religious building/place of worship. Children encounter expressive arts and resources from differing faiths in increasing depth.</li> <li>Through the Primary Pledges, the children are able to develop culturally through these three strands.</li> <li><b>Children make a positive contribution to society where different religions and world-views exist. They combat prejudice and discrimination and contribute positively to community cohesion and reducing racism.</b></li> <li>In school, we have a collection of texts, which challenge stereotypes, cultural differences and promote diversity. These texts are displayed in classrooms and are read in class at least half-termly. Children have the opportunity to discuss these texts and talk about the importance of diversity. We are combating <b>prejudice and discrimination and contributing positively to community cohesion and reducing racism.</b></li> <li>In our Curriculum Master plan, across all subject areas, we focus on significant people who are representative of many different races, religions, genders, ethnicities and ages.</li> <li>As part of British Values we take part in parliament week every year which includes holding our own elections.</li> </ul>

Of learning grows.

