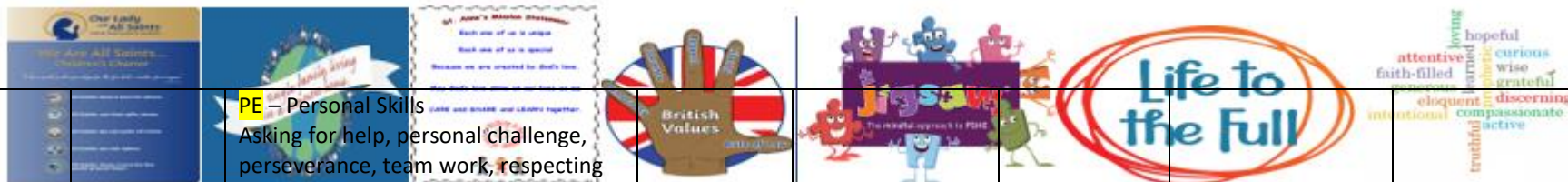


## Personal Development at Saint Anne's Year group 3: 2023 -2024



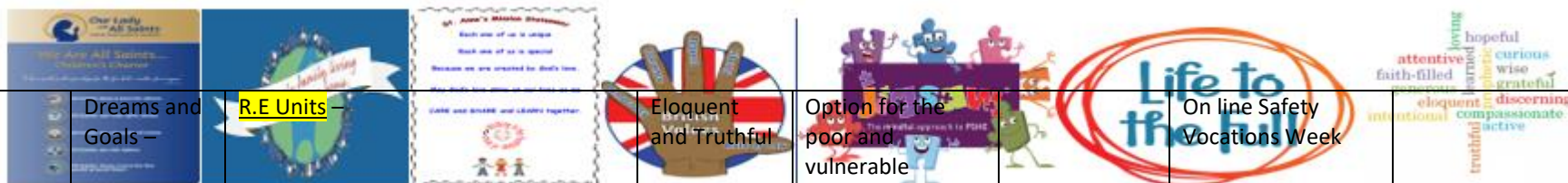
	RSE	Jigsaws	Cross Curriculum	Virtue	Catholic Social Teaching	Children's Charter	Themes in school/nationally	PSHE Threads i.e. British Values	SMSVC
<b>Autumn 1</b>	The Story of Jairus' Daughter	Being me in my world	<p><b>R.E units</b> –Mission statement, Belonging, We Listen To God's Word at Mass, Other Faiths (Hinduism)</p> <p><b>PSHE</b> – Starting big school, routines, behaviour, expectations. Friendship, social skills</p> <p><b>Science</b> – Biology Balanced diet, nutrition, body function</p> <p><b>Geography</b> – Villages, Towns and Cities Population and what affects where people live, respecting more vulnerable communities</p> <p><b>Computing</b> – Online safety trusted sources, identity, sharing concerns, how to stay safe online</p> <p><b>Design and Technology</b> – Healthy living and balanced diets</p> <p><b>Music</b> – Traditional Music and Instruments (Indian Music)</p>	Compassionate and Loving	Stewardship of God's creation	All saints show a love for the world around them – The Great Big Green Week.	Mission Statement New School Year National Fitness Day Little Way Week Great Big Green Week Black History Month Class Saint Feast Day – St Vincent de Paul Parish Mass	British Values Belonging and Welcoming Respect for and tolerance of different faiths and religious and other beliefs Democracy – voting for Class Roles	Care for Creation Class Saint Feast Day – St Vincent de Paul Parish Mass

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			<p><b>PE – Personal Skills</b> Asking for help, personal challenge, perseverance, team work, respecting others, development of coordination and static balance</p> <p><b>French</b> – Phonics &amp; I am Learning French Respecting other cultures and backgrounds</p>				
<b>Autumn 2</b>	<p>Get Up</p> <p>Sacraments</p> <p>Jesus my friend (story of Jairus)</p>	Celebrating Differences	<p><b>R.E Units</b> – Reconciliation, Advent</p> <p><b>Science</b> – Physics Light Keeping ourselves safe in the dark, sun protection</p> <p><b>History</b> – Prehistoric Britain Understanding how people lived in the past and how people live today</p> <p><b>Computing</b> – Graphing Personal preference, democracy</p> <p><b>PE</b> – Creative Skills Respecting others, understanding rules, personal challenges, development of coordination and counter balances</p> <p><b>French</b> – I am Learning French Respecting other cultures and backgrounds</p>	Faith-Filled and Hopeful	Family and Community	<p>Anti-Bullying Week</p> <p>Odd Sock Day</p> <p>Advent Assembly</p> <p>Remembrance</p>	<p>Donating to the Local Food Bank</p> <p>Fitmas – leading activities, team work, respecting others, importance of physical activity</p> <p>Christmas Letter to school in France</p> <p>Sacrament of Reconciliation</p> <p>Parish Mass</p>

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Spring 1	Dreams and Goals –	R.E Units –	Eloquent and Truthful	Option for the poor and vulnerable		On line Safety Vocations Week Fairtrade week	
Spring 2	Healthy Me	R.E Units –	Learned and Wise	Dignity of the human person		Healthy Schools Week British Science Week	
Summer 1	-		Curious and Active	Solidarity and the common good The dignity of work			
Summer 2	-		Intentional and Prophetic	Rights and responsibilities		National PE week	

### OFSTED:

Inspectors will take advantage of opportunities to gather evidence from a wide range of pupils, both formally and informally. [\[footnote 39\]](#) During informal conversations with pupils, inspectors must ask them about their experiences of teaching, learning and behaviour in the school, including the prevention of bullying and how the school deals with any form of harassment and violence, discrimination and prejudiced behaviour, if they happen. Inspectors will ensure that all questions are appropriate. They would not expect any adult to be present.

132. During the inspection, it is important that pupils are able to express their views freely to inspectors. Therefore, inspectors must have the opportunity to speak to pupils with no other adults present. This is particularly important when inspectors ask pupils questions around safeguarding. Inspectors will also try to ensure that they

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speak to at least some single-sex pupil groups to provide the opportunity for pupils to speak more freely about issues such as sexual harassment, online sexual abuse and sexual violence.

### Ofsted Framework links

This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant. These are:

- developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media
- developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education
- supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

### Spiritual, moral, social and cultural development

244. Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. [\[footnote 60\]](#) This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.

245. Provision for the spiritual development of pupils includes developing their:

- 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

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- 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

246. Provision for the moral development of pupils includes developing their:

- 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

247. Provision for the social development of pupils includes developing their:

- 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
- 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

248. Provision for the cultural development of pupils includes developing their:

- 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

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### Relationships, sex and health education

249. Relationships education is compulsory for all primary school pupils and relationships and sex education is compulsory for all secondary school pupils. Health education is also compulsory for all state-funded schools only.

250. In light of the disruption to and partial closure of schools caused by the COVID-19 pandemic, the DfE has provided further clarification of the legal requirements, and where schools have flexibility, in the '[Schools coronavirus operational guidance](#)'.

251. All schools are required to have taught some of the new curriculum, published a policy and consulted parents on this, during the academic year 2020 to 2021.

252. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development and leadership and management judgements.

253. Inspectors will be sympathetic to schools that, as a result of the pandemic, have not been able to fully implement the new curriculum, provided that they:

- have had regard to the statutory guidance
- have a good rationale for prioritising what they have implemented
- have clear and effective plans to address any gaps before the end of the 2021 to 2022 academic year

254. See the guidance '[Inspecting teaching of the protected characteristics](#)' for more information.

### Sources of evidence specific to personal development

255. Inspectors will use a range of evidence to evaluate personal development, including:

- the range, quality and take-up of extra-curricular activities offered by the school<sup>[[footnote 61](#)]</sup>
- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationships and sex education, contribute to pupils' personal development
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- how well leaders develop pupils' character through the education that they provide
- where appropriate, the quality of debate and discussions that pupils have
- pupils' understanding of the protected characteristics and how equality and diversity are promoted<sup>[[footnote 62](#)]</sup> (for more information, see the guidance '[Inspecting teaching of the protected characteristics in schools](#)')

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### **Outstanding (1)**

- The school meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

261. In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

### **Good (2)**

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

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