



**LIGHT YEARS SCHOOL
PERSONAL DEVELOPMENT POLICY**

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Safeguarding at Light Years School

At Light Years School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Light Years School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Light Years School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Light Years School

At Light Years School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, a differentiated curriculum and a strong focus on developing pupils' personal, social and emotional development. The special educational needs and disabilities of all pupils at Light Years School is carefully considered and a central theme through all school policies. For more information, please read the school's SEND Information Report.

The **Personal Development Policy** should be read in collaboration with the following policies:

Safeguarding Policy
Behaviour Policy
Relationships and Health Education Policy
Curriculum Policy

Personal Development Rationale

Light Years School takes an inclusive child centred approach to personal development, ensuring all pupils receive a multitude of opportunities to develop beyond academic, technical, or vocational.

This policy outlines the approach Light Years School takes in relation to the personal, social and emotional development of pupils. It includes our approach to how we implement and promote British Values and Spiritual, Moral, Social and Cultural aspects of school life. Light Years School places as much importance on the personal development of pupils as it does their academic progress.

This Personal Development policy aims to identify how Light Years School support pupils to develop in many diverse aspects of life and how the leaders of the school implement this across the curriculum, thus ensuring all pupils have access and opportunities to an outstanding personal development programme.

Light Years School believes that Personal Development is crucial to ensure our pupils are able to progress to the next stage of education, preparation for their adult lives and how to engage with society. This policy will highlight our clear intentions across the whole school and the diverse methods of implementation from all members of the staff team.

We have designed Personal Development programme to be fully inclusive, allowing our pupils access to a broad and balanced range of subjects, enriched by learning activities that nurture personal development and pupil character. We actively promote pupils' spiritual, moral, social, and cultural development by providing experiences that stretch beyond the classroom walls in which pupils' interests and talents are nurtured. This is essential for our pupils to ensure they are equipped to manage their attitudes and behaviours in new or challenging environments.

All pupils at Light Years School have an EHCP and these are taken into careful consideration to ensure the intentions for personal development are tailored to the pupils' needs. In order to meet the needs of all our SEND learners Personal Development plays as an important role as the academic education offered, therefore Personal Development is embedded in every area of Light Years School.

The impact of our Personal Development aims to provide pupils at Light Years School with the strategies and skills ready to actively participate in society.

Personal Development Intentions and Implementation Strategy

Personal Development Intent	Personal Development Implementation
<p>Personal Development intentions are:</p> <ul style="list-style-type: none"> • To promote the extensive personal development of pupils. To ensure pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. • To safeguard and promote the welfare of all pupils at Light Years School. • To provide opportunities for all pupils to develop their character so they become more resilient and independent in learning and persevere and learn to respect others and make a positive contribution to school and the wider community. • To provide rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities. • To promote equality of opportunity and diversity effectively. To help, pupils understand, appreciate and respect difference in the world and its people, including cultural, religious, ethnic and socio-economic communities. • Pupils engage with views, beliefs and opinions that are different from their own in considered ways. • To provide 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. • To ensure our curriculum extends beyond the academic, vocational, or technical and provides for pupils' broader development. • Pupils know how to eat healthily, maintain an active lifestyle, and keep physically and mentally healthy. • Pupils have an age-appropriate understanding of healthy relationships. • To provide a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. • Prepare pupils for future success in education. • To provides good quality, meaningful opportunities for pupils to encounter the world of work. 	<p>How will these intentions be implemented?</p> <ul style="list-style-type: none"> • Curriculum planning and schemes of work detailing personal development within the subject areas and schemes of work. • A structured Personal Development curriculum, in which pupils have the opportunity to experience a wide range of extra-curricular activities aimed at developing talents and interests. • Weekly themes across topics such as radicalisation and e safety to ensure pupils are aware of how and where to seek help. • Use of P.E/Sport, outdoor education and science to develop safety of all pupils through using practical and technical equipment. • Pupils' will be exposed to a range of external visitors, aimed at expanding their awareness of the wider world, career opportunities and different faiths and cultures. • Opportunities to work collaboratively, develop tolerance of others, turn taking, sharing and listening respectfully to the views of others. • A PSHE curriculum that provides age-related topics, focused on the Living in the Wider World, Health, Well-being and Relationships. • A wide range of yearly department trips, exposing pupils to different experiences, environments, and places. • Establishing a school council in which pupil members act on behalf on their peers and actively contribute to the school's ongoing development. • Weekly themes focusing on key dates on the calendar and key areas of personal development. • Personal development afternoon, offering a wide variety of activities. • A wide variety of break and lunch time clubs • Assembly, 'weekly theme' on Mondays, Music assembly every Wednesday and a celebration Assembly on Friday to recognise achievements.

British Values at Light Years School

British Values Intent	British Values Implementation
<p>British Values intentions are:</p> <ul style="list-style-type: none"> • To prepare 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. • To promote tolerance and respect for all cultures, faiths and lifestyles. • Empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty. • Ensure that pupils are given a 'voice' to communicate. • Support pupils in learning how to manage behaviours and take responsibility for their actions. Ensuring respect of civil and criminal law in England. • Supporting pupils to make decisions and choices that are acceptable to the school community and society at large. • Supporting each pupil to develop their self-confidence and independence, to enable them to become good and valued citizens. • To support and develop individual responsibility so that pupils understand with certain roles comes a level of responsibility. • To develop pupils knowledge and respect of institutions and public services in England and the local area. • Promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. • To facilitate and create opportunities to be part of the community. • To ensure each person is respected and valued equally without regard to ability, gender, faith, heritage or race. 	<p>How will these intentions be implemented?</p> <ul style="list-style-type: none"> • Curriculum planning and schemes of work detailing personal development within the subject areas. • PSHE curriculum – Is wide and diverse covering a variety of topics including, Family Values, Democracy, Tolerance, British Culture, British Values, Individual Liberty, Local and Wider British Community, LGBTQ+ and Stereotyping. • A structured Personal Development curriculum, in which pupils have the opportunity to experience a wide range of extra-curricular activities aimed at developing talents and interests. • Through the school council and as individuals we involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large. This aids the development of Democracy and understanding within Light Years School. • Student Code of Conduct encourages our pupils to distinguish right from wrong and to respect their peers and staff alike. • Empower our pupils by giving them opportunities to make choices about the things that they believe to be important such as the Personal Development afternoon. • Every subject plan opportunities for pupils to experience personal development through, British values through personal develop strategies. • Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong, including external visitors from the emergency services. • Visits from local emergency services. • Providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others. • Adherence to the code of conduct for the respected subject area. • Pupils have the opportunity to work with a range of people and interactions with others are always positively promoted on personalised basis for each individual. This may include working with students from other schools, coaches, theatre groups etc. • Pupils and staff will be supporting others by participating in charitable events such as the Macmillan coffee morning and Children in Need. • By providing a consistent and predictable environment within the school and beyond. This type of environment enables pupils to feel safe, secure and valued. • Pupils are encouraged to make decisions and choices, for example choosing their own methods to calculate a problem, choosing their own activities (PD afternoons).

Social, Moral, Spiritual and Cultural Development at Light Years School

SMSC Intent	SMSC Implementation
<p>SMSC intentions are:</p> <ul style="list-style-type: none"> • To recognise and celebrate the rich diversity of our community and actively seek opportunities to promote the spiritual, moral, social and cultural development of our pupils both within the curriculum and through extra-curricular activities. • To ensure pupils' spiritual, moral, social and cultural development is of a high quality. • To develop pupils understanding, appreciate and respect difference in the world and its people, including; cultural, religious, ethnic and socio-economic communities. • Developing opportunities for pupils to reflect on their beliefs, encouraging pupils to become self-aware, self-confident and curious about others' beliefs. • To develop pupils to be empathetic of the views and beliefs of others. • Support Pupils are able to reflect on their own experiences. • Supporting pupils to develop a great self-esteem. • Supporting pupils to have a clear understanding and appreciation of the range of different cultures within the school and wider community as an essential element of their preparation for life in modern Britain. • Supporting pupils in participating in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. • Encourage pupils to maintain and develop relationships within the school, working successfully with other pupils and adults in the school community both in lessons and beyond the classroom. • Support our pupils' ability to recognise the difference between what is right and wrong. 	<p>How will these intentions be implemented?</p> <ul style="list-style-type: none"> • Increasing engagement, enjoyment in learning whilst building confidence and self-esteem through a structured Personal Development curriculum, in which pupils have the opportunity to experience a wide range of extra-curricular activities aimed at developing talents and interests. • PSHEE curriculum – covers a range of SMSC areas as schemes of work including evidenced through the PSHEE curriculum map and schemes of learning. • The weekly theme of religion will enable a different religion to be studied across registration, lessons and the school each day. (Hinduism, Islam, Sikhism, Buddhism and Judaism) during week 6 of autumn term 2. • Every subject plans opportunities for pupils to experience SMSC through personal development planning. • Pupils' will be exposed to a range of external visitors, aimed at expanding their awareness of the wider world, different faiths and cultures. Visits to local places of worship, across the school year. • The education provision enables pupils to feel safe, secure and respected in discussing their own experiences or beliefs and to appreciate the beliefs of others. • Providing a safe space, this can be morning activities or in subject lessons, for weekly support, discussions where pupils discuss a topical issue and improve understanding of the range of views related to local, national and global issues. • Assembly themes to address and promote the school's values, reflecting multi-faith Britain and the spiritual aspect of quiet and reflection. Assemblies are also used as moments to celebrate pupil achievement and discussion to matters such as Anti Bullying and protected characteristics. • Educational enrichment trips, creative partnerships and visiting speakers provide enriching experiences, which may promote a sense of awe and fascination about the world. • Displays of pupil work bring a sense of pride in the work students produce and therefore a sense of expressing the talents of the individual. • Community links with key partners such as Community Police Officers, local charities, churches and other religious organisations. Visits to or visitors, through planning across the subject areas. • Providing experiences of workplaces, personal guidance and encounters with employers and employees. Supporting our pupils to be ready for the next stage of education/employment.

Weekly Themes

Term	Weekly Theme						
Autumn 1	Week 1: Tolerance Welcome	Week 2: Disability Respect	Week 3: Values	Week 4: Equality	Week 5: Respect	Week 6: LGBT Mental Health	Week 7: Culture
Autumn 2	Week 1:	Week 2: Remembrance	Week 3: Anti-bullying week	Week 4: Online safety Staying safe	Week 5: Radicalisation Road safety	Week 6: Religion Positive relationships	Week 7: Faith Christmas (Religion)
Spring 1	Week 1: Democracy	Week 2: Extremism	Week 3: Race independence	Week 4: Cultures	Week 5: Reading Confidence	Week 6: Mental health awareness Healthy relationships	
Spring 2	Week 1: Individual liberty	Week 2: Communication We are safe	Week 3: Social health	Week 4: Independence Healthy eating	Week 5: Resilience	Week 6: Autism awareness Differences	
Summer 1	Week 1: Beliefs	Week 2: Inspirational People	Week 3:	Week 4: Gender	Week 5: Community	Week 6: Celebrating our achievements	
Summer 2	Week 1: Law	Week 2: Responsibility	Week 3: Morals	Week 4: Diet	Week 5: Physical health	Week 6: Motivation	Week 7: Talents

Celebrated Events Map

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<ul style="list-style-type: none"> ❖ Roald Dahl Day – 13.9 ❖ World mental health day – 10.10 	<ul style="list-style-type: none"> ❖ Guy Fawkes – 5.11 (1.11) ❖ Remembrance Sunday 11.11 (8.11) ❖ Anti bullying week – 13.11 to 19.11 ❖ Odd sock day – 13.11 ❖ Children in need – 17.11 ❖ Road safety week – 19.11 to 25.11 ❖ St Andrew’s Day – 30.11 ❖ Advent – 1.12 to 25.12 ❖ Christmas jumper day – 7.12 ❖ Christmas Lunch – 7.12 	<ul style="list-style-type: none"> ❖ Martin Luther King Day – 15.1 ❖ World religion day – 21.1 ❖ Safer internet day – 6.2 ❖ National story telling week – 30.1 to 7.2 ❖ NSPCC Number Day – 2.2 ❖ Chinese New Year – 10.2 ❖ Children’s mental health week – 13.2 to 20.2 	<ul style="list-style-type: none"> ❖ St David’s Day – 1.3 ❖ World book day – 7.3 ❖ British Science week – 8.3 to 17.3 ❖ Comic relief – 15.03 ❖ St Patrick’s Day – 17.3 ❖ Neurodiversity week 18.3 to 24.3 ❖ World poetry day – 21.3 ❖ Easter (Easter egg hunt) 28.3 ❖ World Autism awareness day – 02.4 	<ul style="list-style-type: none"> ❖ Southampton Art Gallery trip – 17.4 ❖ Earth Day – 22.4 ❖ VE Day – 8.5 – (9.5) ❖ St George’s Day – 23.4 ❖ MFL Day – 15.5 ❖ Outdoor classroom day (June tbc) ❖ Careers day (June tbc) 	<ul style="list-style-type: none"> ❖ World oceans day – 8.6 (10.6) – RNLI visit ❖ Euro Day – 14.6 ❖ Winchester Science Museum Visit – 17.6 ❖ Public Services Day – 23.06 (24.06) Uniformed services visit ❖ D-Day – 6.6 ❖ Sports day – July tbc

Our Thrive Curriculum

The Thrive Approach is a dynamic, developmental, trauma-sensitive approach to meeting the emotional and social developmental needs of all children. It is informed by recent developments in neuroscientific research and is underpinned by a theoretical base in child development theory, attachment theory and research into creativity, play and the arts. The Thrive Approach provides a powerful way of responding to the increasing rates of mental distress in children and young people because it actively develops the resilience and emotional wellbeing of ALL children – equipping them to cope more effectively with the challenges they are facing so that they can recover from difficulties rather than becoming overwhelmed. At the same time, the Approach provides a way of identifying those children with poorly developed stress-regulation systems who are most vulnerable to stress and offers practical strategies for working with them in a targeted way to rebuild their stress regulation systems. Over time, this gives those children the resilience they need to cope better with challenges so that they can begin to re-engage with life and learning. Children’s progress through the developmental phases has a huge impact on their academic performance, as well as on their ability to thrive socially and emotionally during childhood and later in life. Achieving competence in the developmental tasks of each phase sets a child up to learn effectively and provides them with the relational skills they need to engage with their peers and teachers.

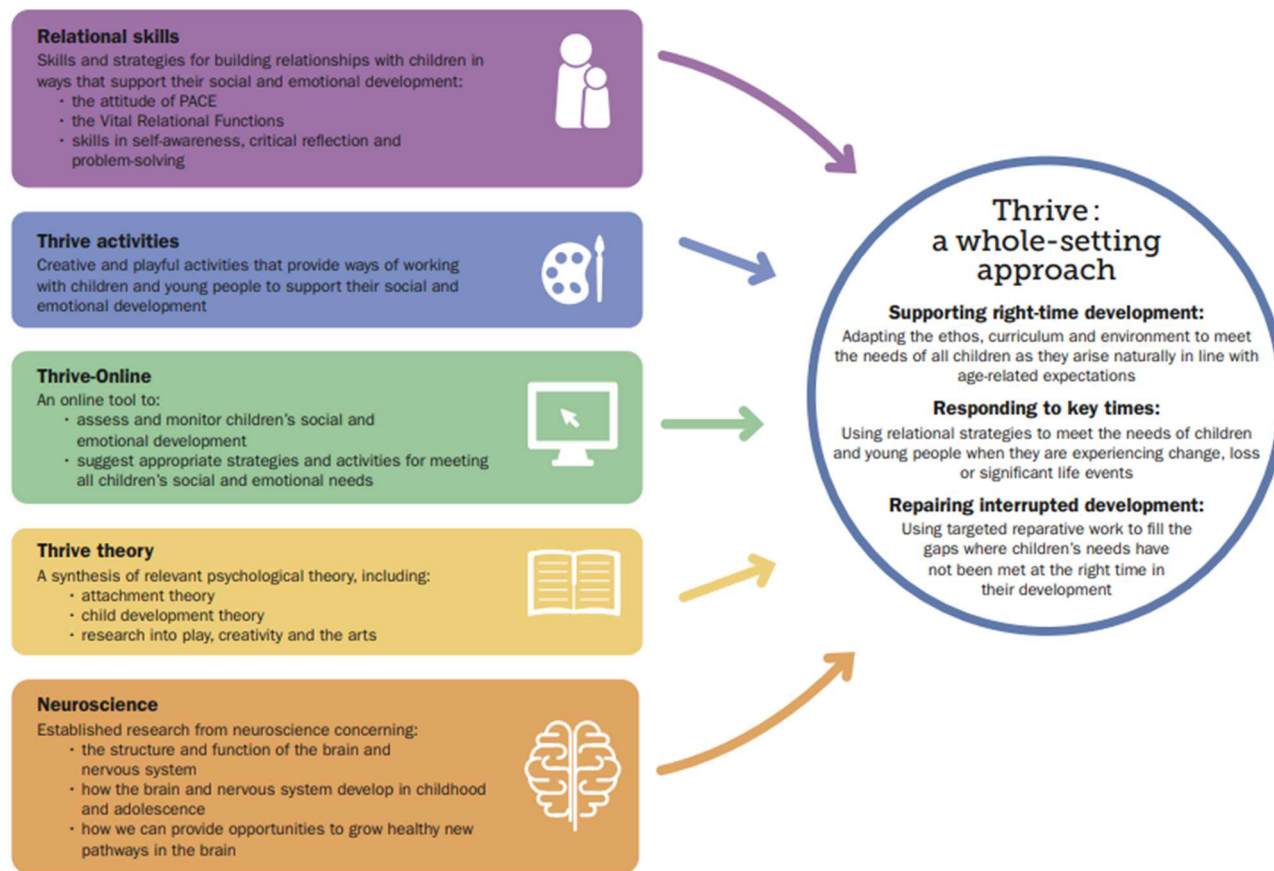


Figure 1.1: The Thrive Approach model

Personal Development Curriculum

Each week, pupils are given the opportunity to take part in enrichment activities that promote 'soft skills' focusing on improving pupils' social and emotional development. It also acts to provide pupils with the opportunity to experience a range of extra-curricular activities which enrich learning.

Our school ethos is to place the same amount of importance of pupil's social and emotional development as their academic progress. We believe that these two fundamental aspects of a child's school experience need to be supported as much as the other for our pupils to thrive.

Every pupil will have the opportunity to take part in a range of weekly activities aim at promoting personal development.

Personal Development Impact

The impact of our personal development curriculum will be measured through a wide range of holistic approaches.

Each pupil will have a Thrive profile completed as part of their baseline assessment when they start at the school. This will be an indication of a pupils social and emotional development. At periodic times throughout their learning journeys, pupils will be reassessed to demonstrate the progress they have made.

Pupils' progress towards their EHCP targets will be measured through weekly, short term and classroom friendly targets. These will be tracked daily and reviewed on a half termly basis using a pupil's Individual Education Plan (IEP). These will also be shared with parents and pupils regularly. They will also form part our annual reporting cycle and during annual reviews of their EHCPs.