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GFM Primary Phase Personal Development and SRE Policy 2021

Intent: What is Personal Development Learning and Relationships Education?

Within the GFM Primary Phase, we are committed to developing the whole child. We aim to give children the knowledge and skills that they need in order to lead happy and healthy lives. Our Personal Development curriculum offers opportunities across and beyond the curriculum that enables the children to develop their understanding of the ever changing, multicultural world around them. Personal Development Learning (PDL) is at the centre of life within the GFM and it underpins all that we do. We believe that in order for effective learning to take place, children must have a good understanding of themselves, others and the world around them. The curriculum promotes social, moral, spiritual and cultural development as well as explicitly teaching the fundamental British Values, all of which prepares the children for the opportunities, responsibilities and experiences of life.

Sex and Relationships Education within the Primary Phase has been designed in line with the Department for Education framework (2020) and sits within our Personal Development Curriculum. The objectives are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental wellbeing
- Internet safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

Parents will be informed of planned Sex and Relationship Education sessions in the curriculum by letter. In Year 5 and 6, parents will be invited to see the planned programme of learning for SRE including the videos and activities on offer before it is taught to the children. Parents have the right to withdraw their children from all or part of SRE sessions, except those elements taught as part of the National Curriculum Science. Any parent wishing to discuss this aspect of the curriculum in more detail should contact the Head teacher.

Implementation: organisation, planning and monitoring

Personal Development Learning (PDL) and Sex and Relationships Education (SRE) follows a bespoke curriculum within the Primary Phase that is responsive to the needs of our children. Our PDL and RSE will not only be taught in discrete lessons through our diversity curriculum but is also embedded throughout the broad and balanced curriculum offered across the Primary Phase. Pupils across the Primary Phase are given the chance to revisit themes enabling them to recall and build upon previous learning, exploring the underlying principles of PDL and RSE regularly at a depth that is appropriate for the age and stage of the child. Lessons signpost key words, building a rich vocabulary to develop understanding. PDL and RSE are designed for delivery in a creative manner, using many approaches such as role play, scenarios, discussions and games. These activities enable children to build confidence and resilience. Assessment for learning opportunities are built in across the curriculum including chances for self-evaluation and self-reflection. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. The curriculum has been created collaboratively by subject leaders across the GFM and has been produced in line with the Department for Education policy (2020).

Monitoring of Personal Development Curriculum

All areas of the Personal Development Curriculum are monitored every half term by the Personal Development lead. It is monitored using a range of strategies:

- Book Scrutinies - Books are regularly taken in by personal development lead to evaluate the progress being made by all year groups, strengths of each unit and areas for development. This is then fed back to each year group team with follow up support offered.
- Learning Walks & Drop ins - Daily learning walks from the senior leadership take place across the school allowing them to provide support and feedback where necessary as well as to identify the strengths within the school. The personal development lead, alongside support from colleagues within the academy, also completes learning walks for PDL, wellbeing and character lessons.
- Pupil conferencing allows the most important voices to be heard - the children. Formal pupil conferencing takes place every half term to gauge an insight into what the children are enjoying, what they would like to learn more of and what they feel is important to learn about. Children are encouraged daily to voice their opinions and thoughts on their learning.
- Collective worship takes place daily in all classes, focussing on a current news topic of the week. Each session links back to the Gosport Futures and enables children to discuss their thoughts and opinions, developing their character.
- Arbor - Gosport Futures (character qualities) are logged daily on our school system as well as by the children individually. This allows the children to track which qualities they are exceeding in and which need further development. It also provides evidence as a whole school of the character quality we are regularly developing and showing.
- The curriculum is updated in accordance to feedback from the criteria mentioned above, as well as updates from the Department for Education policy.

Staff Professional Development

Teacher and Teaching Assistant (TA) training needs are determined at review meetings during the performance management cycle as well as a reflection from monitoring (book scrutinies, learning walks, pupil/staff audits). Any whole school training needs are planned into the Personal Development Meeting action plan. Peer observations and learning walks are encouraged in order to offer further CPD if needed. The Personal Development lead regularly works alongside colleagues within the Gosport & Fareham Multi-Academy Trust to ensure the curriculum is up to date and informed of any relevant changes.

Impact across the Gosport and Fareham Multi-Academy Trust (GFM)

The Primary Phase PDL and Relationships scheme of work enables children to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. Our scheme of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

The positive impact of successful PDL and Relationships Education will enable children to develop confidence and self-esteem. It can also positively impact children's academic achievements as it helps mitigate any social and emotional barriers to learning. Evidence suggests that successful PDL and Relationships Education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. We take a whole-school approach to PDL and Relationships Education so that it will positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

In addition to working closely and collaboratively within the primary phase, the wider GFM community also impacts on the development of our children's emotional, mental and physical wellbeing. Strong links across the academy allow colleagues with a range of expertise to work together to ensure the best outcomes for the children. Staff training for leaders within the primary phase has taken place regularly, allowing a constant update of knowledge and the possibility of an open dialogue and discussion. Regular meetings with senior leaders throughout the academy has allowed all colleagues to be updated and involved in the development of the curriculum.

Alongside regular training opportunities and discussions, staff forums based on pupil voice and personal development have also been useful in gaining a wealth of knowledge from a range of colleagues. This wide variety of staff has allowed the curriculum to be broad and effective in meeting the needs of the children.

The professional relationships that have been built throughout the academy allows for specialist delivery of lessons and units of the personal development curriculum, ensuring that resourcing, knowledge and delivery is as effective as possible.

Gosport Futures

Personal Development is organised and taught with three main approaches at Rowner Junior School; however, everything we do is underpinned by our ambition for the children to be growing learners, leaders and citizens. At Rowner, we recognise this by actively seeking Gosport Future qualities. These qualities recognise not only the academic side of the child's development, but also the development of their character. The Gosport Future qualities are: Aiming High, Staying Positive, Leadership, Creativity, Listening, Speaking, Problem solving and Teamwork. Throughout all areas of life, both inside and outside of the school, children at Rowner seek to find opportunities to display these qualities. These are regularly celebrated and reflected within life at RJS.

Implementation: Organisation, planning and monitoring:

- **PDL lessons** - These lessons are taught weekly by class teachers and are planned in accordance to the overview given by the Personal Development lead. These lessons cover a different core theme each term, focusing on; Relationships and Friendships, Valuing difference, Keeping ourselves safe and healthy, Keeping safe online, Living in the wider world and Growing and changing. Each year group also has the opportunity to explore in detail the fundamental british values throughout these units.
- **Emotion and Wellbeing lessons** - Emotion and Wellbeing lessons are also taught weekly and taught by class teachers. These lessons reinforce our belief that children need to be happy and healthy in order to learn. By having a curriculum focussed on our children's emotions and mental health, the children are given the opportunity to gain an understanding of how to label their emotions, regulate them and acquire the skills needed to safeguard their wellbeing in the future. Through developing a shared language and understanding, we believe children will be better communicators and be more able to show empathy for others.
- **Character Curriculum** - In our character curriculum, Commando Joe and other inspirational people lead us through a variety of challenges aimed at developing interpersonal and life skills. Our character curriculum gives children the opportunity to develop essential life skills and character traits such as communication, bravery and resilience. The learning in these sessions compliments the schools aims to help children achieve, thrive and succeed in all they do.

Sex and Relationships Education is taught within this Personal Development curriculum where it is explicitly taught and revisited regularly as a key part of the curriculum.

- **Relationships and Friendships** - This focuses on the value of families and people who care for me. It teaches the importance of love and respect for others and discusses appropriate and inappropriate behaviours.
- **Personal and social skills** - This is addressed within our bespoke Emotion and Wellbeing curriculum. It allows the children to explore managing their emotions and relationships, developing respect and empathy for others and learning about consequences of choices that are made.
- **Growing and changing** - This unit is taught in the Summer term of each year and is adapted to meet the needs of each individual year group. It focuses on managing transitions, how our bodies change as we grow up, understanding reproduction, sexual health and the laws related to sex.

Provision for children with additional needs:

We firmly believe that in order for children to be successful, they must have a good understanding of their own personal development, as well as others, which is why **all** children at Rowner have access to the Personal Development curriculum, including those who may not always access classroom based learning.

The children who access the alternative learning provision (The HIVE), also receive weekly PDL, wellbeing and Character curriculum lessons. These lessons are tailored to meet the needs of the individual children accessing it. There are also additional opportunities to support their personal development such as; FAGUS screenings, time with Emotional Literacy Support Assistant (ELSA), time to develop social skills and if necessary, access to external agencies. Within the HIVE, alongside the rest of the school, children are encouraged to regularly reflect on their development as a citizen. They use the Gosport Future qualities to evaluate how they have developed their character and as a person, considering which they do regularly and which need additional support.

What does Personal Development Learning (PDL) look like at Rowner Junior School?

PDL lessons at Rowner cover 6 core themes; Relationships and Friendships, Valuing Difference, Keeping ourselves safe and healthy, keeping ourselves safe online, Living in the wider world and Growing and changing. Each year group, including The Hive (alternative provision) access all of the core themes, building on their knowledge as they progress through the school. Every lesson is enquiry based, focussing on a key learning question to answer using a range of stimuli and practical activities. This is shown in our year group overviews.

British Values, SMSC values and Gosport Futures are taught explicitly and made reference to where applicable throughout the school, allowing them to be embedded in all that we do.

All teaching staff and support staff have been provided with opportunities for training on the content and delivery of the PDL curriculum, as well as opportunities to team teach with subject lead as well as colleagues within the secondary phase.

All children use their knowledge organiser to support their learning and have a visible representation of the small steps in their learning. The knowledge organisers are used to refer back to throughout each unit, supporting with developing vocabulary and knowledge.

Knowledge Organisers:

Year 3 - Spring 1 PDL and Well-Being Keeping ourselves safe and healthy

- Recognising my feelings
- Observing how others are feeling
- Why am I feeling this way?
- New words to describe my emotions
- Expressing my emotions safely
- Regulating and controlling my emotions

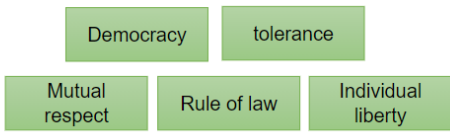


- Key Questions:**
- What will keep us physically and emotionally safe?
 - What is meant by a healthy lifestyle?
 - Why is sleep important?
 - How can I keep safe at home? (fire/kitchen safety)
 - What is a risk/danger/hazard?
 - Wellbeing:** How can I ensure long term happiness?



Key vocabulary:
physically safe, emotionally safe, healthy lifestyle, risk, danger, hazard, harmful, amused, guilty, polite, energetic, courageous, left out, care free

British Values



Year 6 - Spring 1 PDL and Well-Being Keeping ourselves safe and healthy

Key vocabulary:
Body image, secrets, risky situation, influences, independence, Triumphant fulfilled, remorse scapegoat, compassion, altruistic, passionate inspired, secure invincible,

- Recognising emotions – what am I feeling? Are there other words to describe how I feel?
- Observing how others are feeling – what is making them feel this way? What can I do to help?
- Why am I feeling this way? What can I do to help?
- New words to describe my emotions – what other words describe how I feel?
- Expressing my emotions safely- what do I do when I feel angry/happy/frustrated etc..
- Regulating and controlling my emotions –How can I calm myself down in a safe way?

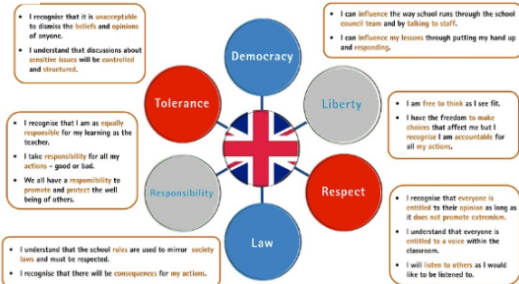


- Key questions:**
- How can I have a good body image?
 - How do you know if a secret should be kept private or shared?
 - How can I remove myself from a risky situation?
 - How can I identify different influences on health and wellbeing?
 - Why do people put on weight? Pedometer investigation linked to GDA
 - How can I become more independent?

angry	panic	stressed	stern	shocked	surprised	upbeat	festive	exhilarate	ecstatic
avid	furrow	frustrated	tense	stunned	hyper	cheerful	motivated	inspired	elated
fuming	frightened	angry	nervous	restless	energised	lively	Enthusiastic	optimistic	excited
anxious	suspicious	worried	irritated	annoyed	pleased	happy	focused	proud	thrilled
regained	troubled	concerned	uneasy	peevish	pleasant	joyful	hopeful	playful	blissful
disgusted	glam	Disappointed	down	apathetic	At ease	relaxing	content	loving	joyful
Pressurised	nerve	lonely	dishevelled	tired	calm	secure	satisfied	grateful	smashed
dependent	depressed	sullen	exhausted	fatigued	relaxed	chill	relief	blessed	balanced
dejected	hopeless	desolate	spent	drained	relaxed	tranquil	peaceful	empty	serene

↑ energy
← Pleasantness →

Core British Values



Knowledge organisers are developed for each unit within the Personal Development Curriculum. These are regularly referred to by both adults and children and used as a support tool for learning. By having access to these throughout all areas of the PDL curriculum, children are able to develop their independence by using the information to support their next steps in learning. The knowledge organisers support children in knowing the entire journey of their learning, by clearly identifying key learning questions and a sequence of learning. This gives the children an insight into not just what we are learning about, but why we are learning it, with an outcome to aim for at the end of each unit. All knowledge organisers include key vocabulary, learning questions, British Values and questions and vocabulary to support articulation of emotions. They show clear progression from year 3 to year 6.

Examples of learning throughout the school:

What skills and qualities are needed for great teamwork?



We did trust falls with our partners as you need to trust people you are working in a team with.



We led our blindfolded partner around having to trust they would not lead us into obstacles.



We had to work as a team and cooperate to get the hoop around our group without breaking hands. We used non-verbal communication to line ourselves up in birthday order. We had to use gestures, eyes and writing to get our ideas across.

What is the difference between bullying, teasing and being unkind?

Bullying happens over and over again. It is when a bully hurts their victims (physically or emotionally), scares them or makes them do things they don't want to do.

Teasing makes someone feel angry or embarrassed. Being unkind makes somebody one feel sad.

If somebody is unkind or teases someone everyday it would also be bullying as it would hurt them emotionally.

Rowan class shared explanation

In groups, we discussed different scenarios and decided whether they were bullying, teasing or just being unkind.

After that we made and shared freeze frames to show these behaviours and discussed how the characters in the freeze frames felt.

We then shared our ideas as a class and wrote a group explanation of the differences between these behaviours.



Exciting, practical and engaging activities allow the children to put their learning intention into a real life context and become an active part of their learning.

Circle times allow the children to voice their own opinions as well as listening to and respecting others, putting their learning into a real life context.

Why is tolerance such an important value?
My friend's name is Sophie.



Why is living in a multi cultural society good?

Questions	A	B	C	D	E
1: What is your favourite food?	✓				
2: Which of the following sports do you like most?			✓		
3: Which of the following styles of music do you like most?	✓			✓	
4: What is your favourite colour?	✓	✓		✓	
5: Which of the following statements do you agree with most?					✓

A multicultural society is when ^{you} have people that have different beliefs in one country. Britain is a multi cultural society because people that have different beliefs have come here. It is good because anyone can come here.

15.11.19
I.Q. How is tolerance related to our British Values?
After looking at the meaning of tolerance and why it was important, we discussed tolerance in relevance to our British values. We agreed that tolerance is an important value in the UK as we live in a multicultural society. We discussed some difference scenarios and thought about where we have shown and witnessed tolerance in our own lives.

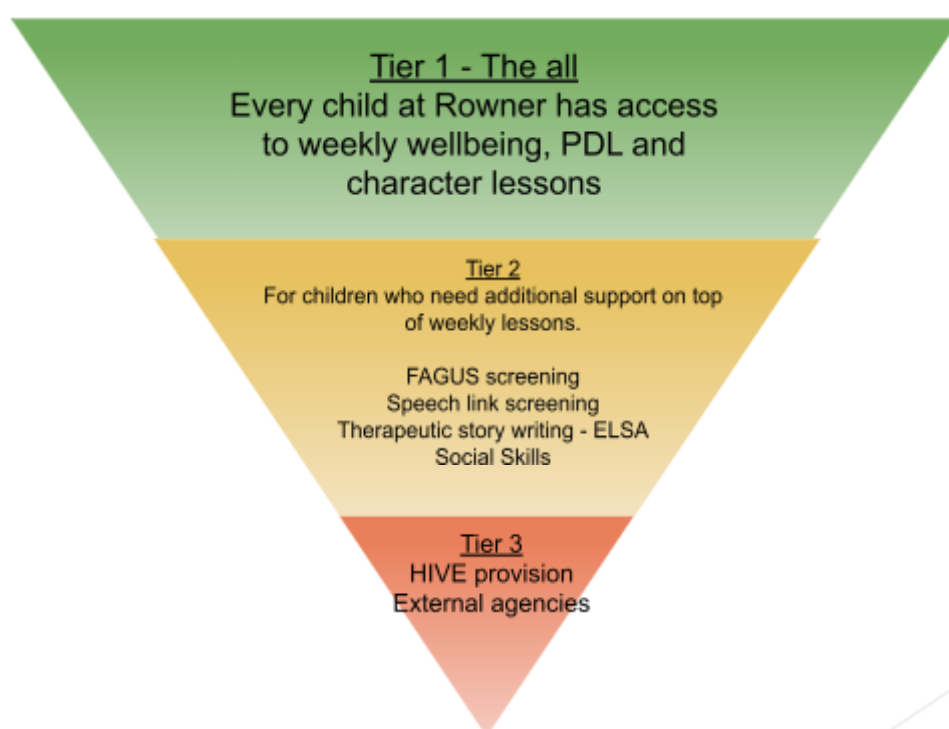


Explicit teaching of British Values encourages the children to develop their character and as a whole person. The children are given opportunities to apply other areas of their learning (Gosport Futures, character education) to their Personal Development Lessons.

What does Emotion and Wellbeing look like at Rowner Junior School?

Our Wellbeing curriculum allows every child at Rowner to be taught the skills they need to be emotionally literate, self aware and mentally well. Emotion and wellbeing runs alongside the rest of the curriculum to provide our children with a broad, but in depth curriculum that focuses on the specific needs of our children. As the children progress through Rowner Junior School, they will develop and build on their emotional vocabulary; enabling them to confidently articulate their emotions, they will learn strategies to self regulate and they will begin to develop their understanding about their own, and others mental health.

The Emotion and Wellbeing curriculum has been developed based on extensive research from YALE University and an understanding of the specific needs of the children within the setting. The wellbeing curriculum follows a three-tiered approach to ensure that it is inclusive and accessible to every child within the school. This is represented below:



Through this three-tiered approach, every child within Rowner Junior School has the opportunity to develop their understanding of their own emotional wellbeing, as well as others, learn to recognise their emotions and self-regulate if needed.

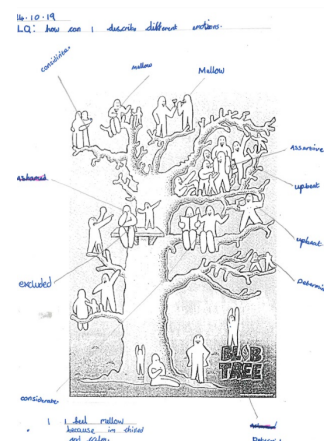
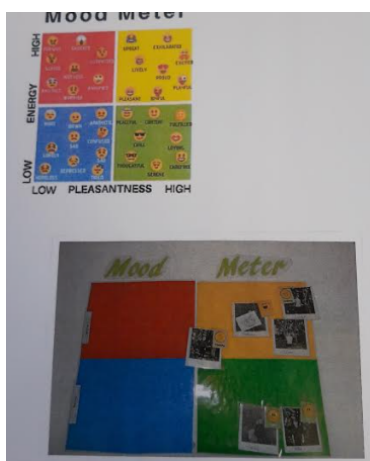
The wellbeing curriculum follows three key questions. These are:

- How can I label and regulate my emotions?
- How do I ensure long term happiness?
- How can I overcome issues that impact my mental health?

These key questions are discussed in greater detail as the children progress through their time at Rowner Junior School. Vocabulary is explicitly taught and a range of practical activities are used to apply their learning. This is shown in the wellbeing overviews.

In order to support the children with identifying and understanding their emotions, every class has a wellbeing display, consisting of a mood meter that displays the vocabulary they have learnt so far. The mood meter is

used as a tool to discuss and articulate their current emotions and their how emotions may have changed across the day. All children across the school use this to measure the 'pleasantness' of their emotion and the 'energy' of their emotion. As they progress through the school, they will also use this to recognise and name emotions in others, as well as themselves.



What does the character curriculum look like at Rowner Junior School?

At Rowner Junior School, our school values focus on our children becoming 'Growing Leaders, growing learners and growing citizens'. Character development and citizenship is actively taught through weekly 'Commando Joes' lessons where the children find out about inspirational characters from around the world and throughout history. Through following these inspirational characters, the children are led through a variety of challenges aimed at developing interpersonal and life skills. Our character curriculum gives children the opportunity to develop essential life skills and character traits such as communication, bravery and resilience. The learning in these sessions compliments the schools aims to help children achieve, thrive and succeed in all they do.



Term	Year 3	Year 4	Year 5	Year 6
Autumn	Ed Stafford (Amazon)	Spartacus (Romans)	Ranulph Fiennes (Trans globe adventures)	Nancy Wake (French resistance)
Spring	Sir Ernest Shackleton (Arctic explorer)	Leif Erikson (Viking voyage of discovery)	Tim Peake (Space)	Amelia Earheart (Final flight)
Summer	Nelly Bly (Around the world journey)	Kira Sallak (Gorillas in the mist-south America)	Bear Grylls (Survival skills)	Ibn Battuta (Eastern Odyssey)

In order to have a specific focus for these lessons, skills builder and Gosport Future qualities are used. The children have the opportunity to have ownership over their learning and discuss as a class what Gosport Future they want to develop on. The Gosport Future qualities are; Aiming high, staying positive, listening, leadership, creativity, speaking, problem solving and teamwork.

Once the children have completed their mission, they will use the Gosport Future vocabulary as a focus for their reflection, discussing what went well and what they need to do to move their learning forward next time. These reflections form an important and crucial part of the learning journey, where they are used to direct the next lesson. All classes use their class learning log to record their reflections, what they found out whilst on them and what they found a challenge. This enables them to see what progress they have made throughout their journey.



How do we support personal development outside of the academic curriculum?

Our ethos to develop our children into Growing Learners, Growing Leaders and Growing Citizens, is demonstrated in all that we do at Rowner. The children strive to achieve Gosport Futures and develop themselves both academically and socially and emotionally. Through a range of experiences both inside and outside of school, the children develop and build their character in order to be successful in life when they leave us.

Every child at Rowner has the opportunity to participate in a wide range of extra-curricular activities. This is

during both lunchtimes and after school. There are a large variety of clubs on offer that all children can attend, such as; choir, field gun, sports clubs, forest school, music, arts and crafts, STEM and Dance Live. This wider curriculum is valued by both the children and parents, as identified in recent surveys.

The curriculum provided at RJS allows our children to gain experiences that are essential for being successful people in later life. The broad and balanced curriculum gives the children first hand experiences that develops their interests and their understanding of the world around them.

In addition to clubs and a bespoke, broad and balanced curriculum, the children also have access to residential opportunities. These are as follows:

- Year 3 'Late Over' - the children are given the opportunity to have dinner and an activity evening at school. This allows them to grow in independence, confidence and resilience whilst also providing the chance to settle into school.
- Year 4 Spinnaker Sleepover - Linked to their project learning about Gosport, children in year 4 take part in a sleepover at the Spinnaker tower. This involved travelling to Portsmouth on a ferry, packing a bag of necessities and sleeping away from home overnight. This experience allows the children to learn more about their focussed project whilst experiencing being further away from home for a night; growing in independence.
- Year 5 - Fort Purbrook/ Marwell 3 day residential - In year 5, the children experience a 3 day trip away on residential. This allows a focus on personal hygiene, independence and resilience.
- Year 6 - New Forest Activity Centre residential - The year six children spend an extended amount of time away from home during their residential, focussing on developing independence further and completing problem solving tasks, as well as water safety activities.

In addition to extra-curricular clubs and residential activities, every child at Rowner has the chance to complete swimming lessons. In line with the PDL unit of 'keeping myself safe', every year group attends swimming lessons for half a term, focussing on water confidence and then moving onto specific swimming skills. These swimming skills are further developed during the year 6 residential.

Christmas performances, shared lunches and carol concerts are all examples of the opportunities children have to look forward to throughout the year. Parents, carers and members from the wider community are invited in regularly to communicate with the children about what they have been learning and their highlights and successes so far. This gives the children the opportunity to be proud of their achievements and to showcase this to the wider community.

These opportunities are all supporting the children to be successful adults. Our career opportunities further expand on this. In year 5, children take part in a 'Young Tycoons' project, working alongside secondary school colleagues to develop their own business. From the initial planning and ordering of resources all the way to the selling of products and calculation of profits, the children independently run their own business from school. They further build on this in year 6, when a unit on financial capability allows them to see real life results from their hard work. The children at Rowner also have access to information and discussions with secondary school colleagues about the career opportunities for them.

How do we share and celebrate our personal development?

At Rowner, we are committed to recognising and developing our children as people, not just learners. Throughout the school year, the children have countless opportunities to share and celebrate their successes, both as citizens and as learners.

Gosport Futures:

A key way that we challenge our children to develop their social, emotional and life skills is through recognising Gosport Future Qualities. These qualities aim to focus children on not only what they are achieving academically, but how they can improve as a person too. The Gosport Futures qualities (as identified previously) are part of the everyday language at RJS, regularly encouraging the children to evaluate what they have been successful in and what needs further development. The children at Rowner are keen to share and celebrate when they have achieved certain Gosport Futures. Every child within the school has a 'Gosport Future Log' to track their progress. This supports them in recognising which they are confident in showing regularly and which they find harder. Lessons across the entire curriculum also provide opportunities for children to share and celebrate their successes with Gosport Futures.

Celebration Assemblies:

At Rowner, we seek to develop the children as 'Growing Learners, Growing Leaders and Growing Citizens'. Weekly celebration assemblies led by the headteacher, places huge importance on celebrating the children for aiming high, being good citizens and showing leadership skills.

Social Media (School Facebook page):

The Rowner community are regularly encouraged to show their Gosport Future qualities both inside and outside of school. Regular home challenges are given to allow children to practise these skills in a variety of contexts. These achievements are showcased on our school facebook page, where families from all year groups can recognise and celebrate others achievements.

How is equality and diversity celebrated at RJS?

Work on developing diversity and equity is being embedded throughout the school. Our learners are very respectful of differences and actively learn about living in a multi-cultural society as part of their personal development learning. RE and collective worship are experienced each week and current news is the regular focus of collective worship sessions. The PDL and RE curriculum alongside collective worship ensures that our learners are respectful, caring citizens. Reports of disrespectful behaviour based on any difference are rare.

Equality, acceptance and listening are all integral to the culture of Rowner. Our school is a happy school because we demonstrate mutual respect to each other (children and adults). Pupils feel they are well supported in understanding the world in which they live. They value the opportunities provided to talk through their thoughts and feelings (learner surveys).

How do we make a positive contribution to our wider community?

Children at Rowner are encouraged to be growing learners, growing leaders and growing citizens; actively seeking ways to be respectful members of the community. The Gosport Futures, which are embedded throughout the school, support the children in developing their character, ensuring they grow up to be successful adults who are well rounded members of the community. The children within the school strive to demonstrate these qualities both inside and outside of school and are celebrated in our weekly celebration assembly.

In the past, our pupil voice team have had the opportunity to visit and work alongside some local community projects. We have visited care homes, put on performances and completed charity events (raising over £800 in one afternoon!) The children enjoy supporting the wider community and look forward to generating ideas to continue this.

How do we measure the impact of the Personal Development Curriculum?

A wide range of tools are used to measure the impact of the personal development curriculum (including PDL, Wellbeing and character development).

First and foremost, pupil voice is used to direct the changes to our curriculum. Regular pupil conferencing takes place to gain an insight into what the children feel is beneficial, what improvements could be made and how it is impacting their learning in other areas of the curriculum. Alongside this, half termly book scrutinies take place to ensure that progression throughout the school is accurate. Class teachers are provided with timely feedback of both strengths and next steps, with a date for further review.

In addition to these methods, the use of a diagnostic assessment tool supports the development of the curriculum in meeting the ever changing needs of the children within our care. Impact Ed works as an assessment tool that covers four areas of personal development learning - Covid 19, Wellbeing, Anxiety and cognition and learning. This is a tool that is used across all stages of the academy, with the results being used to direct focus of lessons and show progress.

Finally, the use of our in school system 'Arbor' is used to track the development of our Gosport Future Qualities. The Gosport futures rewarded daily are tracked online, allowing the children to see which qualities they are demonstrating consistently and which need further development. This allows both the individual child, and the leadership teams, to focus on a specific area.

How have we supported PDL since COVID? (RESTORE curriculum)

During the pandemic, wellbeing and personal development has been a priority for Rowner. We believe that it was a necessity for children to continue receiving direct teaching and support based on the current issues. Every child within the school received daily wellbeing tasks, a weekly wellbeing newsletter (with directions for seeking support), weekly character building activities and a weekly live lesson based on personal development and keeping ourselves safe. In addition to the online provision for the children, parents were also encouraged to make use of our bespoke email address for any pastoral/wellbeing concerns or advice. We actively encouraged regular communication and an open dialogue based around supporting the needs of the community. Regular (or daily if necessary) phone calls home were made to support where we could, as well as food parcels, vouchers and a Rowner Radio channel - all with the aim to keep the community connected throughout lockdown, ultimately easing the worries of the return to school.

On returning to school, our priority of supporting wellbeing, easing any anxiety and settling in remained in place. Throughout the school, we used the restore approach to direct our teaching. We focussed on the five key areas: building relationships, supporting the community, a transparent curriculum, metacognition and allowing space. Through addressing these 5 key areas, we were able to support the children in their return to school, something which is a continual effort now.