

# Personal Development at Lakeside Primary Academy

At Lakeside Primary Academy, our curriculum, ethos and approach fully support the personal development of every pupil. We recognise that the primary years are a key time for children to develop their own identity and aspirations for the future. As well as academic development, we ensure children are given opportunities, through the curriculum and beyond, for personal development. We understand the crucial role we can play in helping children to prepare for their adult lives so they can go on to engage positively in society.

Children are nurtured and encouraged to develop attributes such as confidence, resilience and independence as well as an understanding of British Values in order that they are fully prepared for life in 21st Century Britain, and indeed, the world. Equality and diversity are promoted and celebrated throughout school and we are very proud of a curriculum which equips our children with the knowledge, skills and understanding to lead happy, safe and healthy lives whilst enabling them to develop their talents and strive for their goals.

Our personal development curriculum provides significant opportunities for pupils to engage in the following key areas:



# British Values

At Lakeside Primary, we recognise the importance of preparing children for life in modern Britain and promoting values that are an integral part of 21st century British society.

## The Key Values are:

- **Democracy**
- **Rule of Law**
- **Individual Liberty**
- **Mutual Respect**
- **Tolerance of those of different faiths and beliefs**

We actively promote British Values across all subject areas. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people are subject to the law.

We aim to widen the children's knowledge and experience of what is relevant today to support them in making informed choices. In PSHE, RE and other curriculum lessons, pupils take part in regular debates and discussions. E-safety sessions also promote the importance of children making informed choices about keeping themselves safe.

## Equality & Diversity

The Equality Act 2010 combined nine separate pieces of legislation into one single Act simplifying the law and strengthening it in important ways to help tackle discrimination and inequality.

### The Act introduced 9 protected characteristics;

- **Age**
- **Disability**
- **Gender reassignment**
- **Marriage and civil partnership**
- **Race**
- **Religion and belief**
- **Sex**
- **Sexual orientation**
- **Pregnancy and maternity**

As a school we do not prejudice and are fully inclusive and supportive of our whole learning community.

## Democracy

We have Pupil Ambassadors from Y1-6 who make up the School Council, elected by their class peers. Year Six House Captains are elected annually by their house members following a process of nomination, campaign speeches and voting. They are responsible for making our school a better place. The election of the members reflects our British electoral system and demonstrates democracy in action. Candidates share qualities of leadership, pupils consider characteristics important for an elected representative and pupils vote in secret, using ballot boxes. School Council meet up regularly to discuss issues raised by different classes. Pupils across the school use their voice to share ideas and concerns with the members of school council. This forms the basis of further discussion and important decision making. School Council provide feedback to their classes. We hope through embedding pupil voice and parliament, we will create a better understanding of living in a democratic society.

Parents' opinions are welcome at Lakeside Primary through methods such as questionnaires, surveys and parents' evenings. A Parent Voice meeting is held once a term by the Family Support manager and Inclusion Manager. This is an opportunity for parents to share their views and discuss life at Lakeside Primary and in the surrounding community.

## Rule of Law

Our pupils will encounter rules and laws throughout their entire lives. The importance of laws, whether they be those that govern the class, the school, the community, or the country, are consistently reinforced at Lakeside Primary.

Pupils are taught from an early age the core values of the school. We have **three core values** that are encapsulated for children by these words:

**Ready**

**Respectful**

**Safe**

**Ready:** Ready to learn, ready to listen, ready to participate etc.

**Respectful:** Respect for themselves. Showing respect to their peers, to adults, to our environment.

**Safe:** Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.

Pupils are taught the value and reasons behind rules and laws, that they govern us and keep us safe.

At the beginning of a school year, pupils will partake in discussion about classroom and school rules. They are often revisited throughout the year during school assemblies and

through our curriculum. This helps them to understand the reasons behind rules and the consequences if they are not adhered to. Visits from authorities such as the Police and Fire Service help reinforce these messages.

### **Individual Liberty**

Pupils are actively encouraged to make choices and work independently. We promote freedom of choice and the right to express views and beliefs, whilst being respectful to others. We ensure that we educate and provide boundaries for young pupils to make informed choices safely. In lessons, we encourage children to select tasks that will challenge them, giving them more freedom to determine their own learning. We offer a range of clubs which pupils have the freedom to choose from, based on their interests. Through our E-Safety, we educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely.

### **Mutual Respect**

Respect is one of the core values of our school and underpins our work every day, starting with self-respect and covering respect for family, friends, other groups, the world and its people and the environment. The pupils know and understand that showing respect to everyone, whatever differences we may have, is an expectation. Through our curriculum and assemblies, we ensure that pupils understand the importance of mutual respect.

### **Tolerance of those of different faiths and beliefs**

Lakeside Primary is a culturally diverse school. Promoting and celebrating diversity is therefore central to gaining knowledge and understanding of different faiths and religions. Through R.E, PSHE, SMSC and our weekly assemblies, we strive to teach and demonstrate tolerance of other faiths and beliefs. We celebrate cultural differences across a range of subjects. The children visit places of worship that are important to different faiths. Members of different faiths and religions are encouraged to visit the school to enrich and extend understanding.



# PSHE

## Intent

The intent of our PSHE curriculum, at Lakeside Primary Academy, is to deliver a curriculum which is accessible to all and ensures that each of our pupils will know more, remember more and understand more about how to play a positive and successful role within our society, both as a child and as an adult.

We ensure our PSHE curriculum provides an age appropriate understanding of relationships and sex education (RSE) and health education, as set in the statutory guidance. This enables all children to be safe and to understand and develop healthy relationships both now and in their future lives.

Through our PSHE curriculum, we recognise our duty to ‘actively promote’ and provide opportunity for children to understand the fundamental British Values first set out by the Government in the ‘Prevent’ strategy in 2014, revised 2021. We know the important role the PSHE curriculum has in supporting school to implement the 9 protected characteristics of The Equality Act 2010.

At Lakeside Primary, our vision is for our pupils to make informed, healthy and moral choices and have the self-belief needed for a successful future.

Therefore, our intent statement sets out to:

- Become independent, confident, healthy and responsible members of the community and the wider society, as well as developing the “whole child” intellectually, morally, socially and spiritually.
- Understand how they are developing personally and socially, and to tackle many of the moral, social and cultural issues that are part of growing up.
- Learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.
- Develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Make informed decisions about their well-being, health and relationships and to build their self-efficacy
- Show an understanding for those with different faiths and beliefs in order for them to become fair, tolerant and confident adults in a forever changing world.

## Implementation

At Lakeside Primary, we believe that PSHE plays a vital part of primary education and is integrated throughout our curriculum. We build on statutory content already outlined in the national curriculum and in statutory guidance and follow the ‘Jigsaw’ scheme of work to provide consistency and progression throughout our school.

Our whole school approach to teaching PSHE involves the following:

- Using the Jigsaw scheme of work to teach core themes
- Working with BigTalk Education who deliver their Growing Up Safe: Whole School Approach (GUS programme) to each class within school.
- Teaching staff observe the BigTalk Education SRE lessons as part of their CPD programme to ensure they can reinforce the lesson content and answer any follow up questions throughout the academic year.
- Linking British Values, SMSC and key skills into other curriculum subjects
- Teaching PSHE in response to any issue
- Linking whole school assemblies to PSHE and the school's core values:  
Ready Respectful Safe
- Use of visitors such as emergency services, the school nurse, NSPCC team to complement our PSHE curriculum to offer additional learning
- Use of individual books to record responses to PSHE sessions and progress made
- Use of stories to convey key messages

## Impact

We firmly believe that a meaningful PSHE curriculum is the key to children becoming confident, tolerant and well-rounded adults. We feel that the PSHE curriculum will develop the following:

- Children can approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life.
- From exposure to a range of global issues and problems, children can build up tolerance and a sense of responsibility of being a global citizen.
- From engagement with a variety of diverse texts, children can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.
- Pupils will be able to discuss and make informed decisions about their well-being, health and relationships and to build their self-efficacy

## School Values

Our school values are at the core of everything we do. We recognise all children as unique individuals and we help them develop the values, behaviours and attitudes to equip them for successful futures. At Lakeside Primary our values underpin our teaching and learning and they are intended to support the personal, social and spiritual development of every pupil throughout the school.

Our school values are:

- **Ready**
- **Respectful**
- **Safe**

Pupils are encouraged to develop and display these values and show an understanding of how they contribute to developing an individual and creating a positive learning environment.

The school values are aligned to our KS1 award and KS2 house point system. Pupils are assigned to 'House Teams' and are rewarded with team points for demonstrating the school values. Strong emphasis is placed on why pupils have received a team point. Our House Captains are responsible for collecting team points and awarding the winning team with a reward each term.

## SMSC

SMSC is the Spiritual, Moral, Social and Cultural development of the children in our school. The SMSC curriculum can be described as the "hidden curriculum". It is all the things that we do in at Lakeside Primary to build up children's spiritual, moral, social and cultural understanding, thoughts and experiences. It is not taught as a discrete lesson, rather it may be part of RE, PE, PSHE/RSE and part of the ethos of the school which children experience daily. It is woven into our behaviour expectations and our attitudes in school.

We want to create confident, responsible, and well-rounded adults who have an aspiration for self-improvement and can compete equally with their peers in a world beyond school life. We recognise that all pupils need to develop spiritually, morally, socially and culturally. This development allows them to make sense of their world.

Our highly engaging curriculum helps students develop an informed and balanced view on world events, beliefs and values of others. We endeavour to prepare our students for their future when becoming respectful individuals, life-long learners and active citizens in a modern British society.

SMSC is now highlighted by the government as a key means of promoting basic British Values and creating well rounded individuals who can contribute towards a modern Britain.

Ofsted Definitions of SMSC

**Spiritual development** is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

**Moral development is shown by their:**

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

**Social development is shown by their:**

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

**Cultural development is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

At Lakeside Primary Academy we recognise that the personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We want to give each child the opportunity to explore social and moral issues; develop a sense of social and moral responsibility and promote the British Values. We therefore aim to provide an education that provides children with opportunities to explore and develop. Below is an overview of ways in which we develop SMSC at our school.

**Spiritual**

This element focuses on the children developing a set of values, principles, and beliefs which they use to inform their perspectives on life and their behaviour. It involves children exploring the beliefs of others and encouraging the children to respect the faiths, feelings, and values of others. Underpinning this, is the knowledge and understanding of the British Values mutual respect and tolerance.

- We encourage spiritual development during RE lessons, assemblies and by welcoming and accepting the spiritual beliefs of others within our school community.
- A rigorous Religious Education scheme (Discovery)
- Weekly Religious Education lessons across school
- Whole school assemblies, including special assemblies covering topics such as Remembrance and religious festivals
- Teaching and learning about festivals and celebrations
- Christmas concerts for Foundation Stage and Key Stage One and Two
- Celebrating diversity, different faiths, and cultures across school
- Topics/ projects to allow children to learn about the world around them
- School trips to churches and other religious buildings
- Visits from local religious leaders
- Faith stories with key messages and concepts

## Moral

**Moral development focuses on children’s knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong within the accepted behaviours of society. It relies on their knowledge and awareness of values and attitudes of individuals and society. Underpinning this, are the values and understanding of democracy, law, liberty, respect, and tolerance. The quality of relationships that students experience, the standards of behaviour in the school as well as the values promoted by the school will form the basis of any judgment on moral development.**

- We develop moral understanding and problem solving through our behaviour expectations and restorative practice
- In PSHE/SRE and RE lessons we look specifically at actions with a moral dilemma and discuss them to develop the children’s understanding
- Developing positive sporting behaviours
- Developing empathy towards others and showing concern for other people’s feelings and emotions
- Fundraising days
- Discussions of right and wrong- reflective practice
- Promoting making right choices and modelling of positive behaviours in school
- School’s behaviour policy
- Consistent adherence to the relationships and behaviour policy.
- Additional school policies and documentation (SEND/ Inclusion /Equal Opportunities policy)
- Assemblies based around moral issues
- Learning about other cultures and countries – respecting the values and ways of life of others
- School Council
- Links and visits from local police, fire service and community PSO
- Discussions and debates around matters in the world
- Moral stories- recognition of wrong and right
- Acceptance and celebration of similarities and differences- e.g. SEND, cultures, faiths, personalities
- Tolerance and acceptance of others’ views- School Council acting on behalf of the pupil voice

- Rejecting all forms of bullying, cruelty, dishonestly, violence and discrimination

## Social

**Developing an understanding of the rights and responsibilities of living in a community and being a “responsible citizen” in modern Britain. It also includes the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.**

- Playground Ambassadors system
- We ensure all pupils have a voice through an elected school council
- Supporting the local community with food from our Social Supermarket
- Litter picking in the community
- School trips, visits and residential visits
- Road safety training
- Bike ability training
- Positive and well-developed relationships with each other, parents and teachers
- The PSHE curriculum- Jigsaw
- Weekly PHSE lessons across school
- The use of the outdoor environment and Forest School when delivering high quality learning opportunities
- Physical Education curriculum
- Unstructured times of day- e.g. playtimes/lunchtimes
- After school clubs
- Opportunities for pupil voice – e.g. school council meetings
- Year 6 end of year production
- Charity fundraising days – e.g. Children in Need, Comic Relief, Jeans4Genes, Save the Children, Rose Learning Trust annually chosen charity, Race for Life (Cancer Research), Anti-Bullying Alliance, Young Minds, Sheffield Children’s Hospital
- Assemblies
- Targeted support to promote confidence and social skills, delivered by the pastoral team and With Me in Mind.
- Transition days- dedicated time with new teachers to promote positive attachments
- Secondary transition
- Pupils visiting local independent school and secondary school and to partake in science and other projects
- Promoting good manners throughout school
- Wider links with the community including corporate membership of the Rotary Club
- Inter-schools sporting competitions
- Enterprise activities
- Whole Trust events and activities including membership of the Rose Learning Trust and Rainbow Connection Choirs

## Cultural

Cultural development is defined as the knowledge and understanding of others' cultural traditions. It is about feeling comfortable with a variety of cultures and experiencing a range of cultural activities (for example art, theatre, travel, concerts). Within cultural development at Lakeside Primary, children develop the fundamental British Value of mutual respect and tolerance. They do this through valuing and celebrating any cultural diversity in our school, our society, and the world.

- The cultural development of our children is encouraged and supported through assemblies, PSHE and RE lessons
- Visits to museums and historical buildings
- Exploring the work of artists and musicians from other cultures
- Composer of the half term
- Reading stories and information books about other cultures
- Music lessons and brass performances
- Tasting and making food from other cultures
- Providing children with workshops with professional artists, musicians and authors
- Dance workshops – e.g. street dance
- Regular singing lessons and weekly music lessons
- MFL teaching
- Sports Week
- Promoting acceptance and sensitivity to other cultures and beliefs- celebration assemblies and celebrations in RE topics.
- Language of the term
- Awareness of leadership- in home, at school and the wider context – e.g. UK parliamentary system
- Awareness of the global issues that impact on children's lives- e.g. flooding/homelessness/ Coronavirus
- Celebrating different festivals – Chinese New Year, Eid etc
- Celebration of significant national events – eg Jubilees, Remembrance Day
- Art week
- Diversity week
- Book week



## Emotional well-being & mental health



At Lakeside Primary, we place the mental health and well-being of our children as a priority. We have a robust tiered response of support for our children, and our curriculum ensures that pupils are taught how to prioritise and look after their own mental well-being. We know that good mental health is important for helping children and young people to develop and thrive. We know that the primary years are a key time for children to develop their own identity and develop the knowledge and skills to grow into happy, healthy adults. We understand the crucial role good mental health, physical health and emotional well-being plays in helping children to prepare for their adult lives, so they can go on to engage positively in society. We have accredited Healthy Learning, Healthy Lives status from Doncaster Council.

In 2021-22, we designed our bespoke ZEST curriculum (Emotional Support Training...with added zing!).



### Intent

- Promote emotional health and well-being across the school.
- Develop strategies with the children to increase their confidence, self-esteem and resilience.
- Strengthen relationships within school and the wider community.
- Provide a range of opportunities for children to experience elements of other cultures.
- Provide enrichment opportunities for all children.
- Provide opportunities for learners to develop skills such as problem solving, decision making and evaluating risk.

- Increase physical activity.

### Implementation

- ZEST is taught for three or four lessons per half term. Where possible, links with topics have been made. It is adapted for the needs of each individual class and the children within them. ZEST is a mix of outdoor learning, practical activities, challenges and sharing and accepting thoughts and opinions.

### Impact

By the time our children leave our school they will:

- Be able to form and maintain healthy relationships.
- Develop aspirations in order to thrive as individuals, family members and members of society.
- Be equipped to look after their physical and mental health and wellbeing.
- Be able to use calming strategies to regulate their emotions.

Lakeside Primary Academy was awarded the Bronze School Mental Health Award by Carnegie College in July 2022.



### The Pastoral Team

Lakeside has a pastoral care team, who are here to support children and families with their emotional well-being. If you have any worries or concerns about your child's emotional well-being, please contact one of the staff below:

Mrs R Stringer – Family Support Manager [roz.stringer@lakeside.doncaster.sch.uk](mailto:roz.stringer@lakeside.doncaster.sch.uk)

Mrs S Smith – SENDCO/Inclusion Manager [sally.smith@lakeside.doncaster.sch.uk](mailto:sally.smith@lakeside.doncaster.sch.uk)

## Wider School Curriculum

At Lakeside Primary Academy, we believe in extending the pupils' education beyond the classroom walls. The wider school curriculum are opportunities we provide in or out of school that enhance the taught curriculum. Below are some of the ways in which we develop and enrich the lives of our pupils.

- Charity events and fundraisers
- Trips and visits
- Visitors to school eg Little Laboratory, Wonderdome Planetarium, Reptile Rendezvous, History Van
- Residentials
- Afterschool and Lunchtime Clubs
- Forest School
- Wider Opportunities brass lessons
- Rainbow Connections Choir
- Opera North
- Creative Classrooms in collaboration with Doncaster Arts (DARTS)
- 'Cultural Classrooms' project run by royal Opera House, London in conjunction with lead teacher in school
- Online events – National Theatre, Royal Ballet, Poets and Authors
- Our bespoke ZEST curriculum
- Sporting events
- Outdoor Learning



### Charity

A central part of our ethos is that we aim to inspire caring, compassionate and empathetic children ready to face life's challenges and understand global issues.

The pupils and staff at Lakeside Primary, organise several activities across the year to raise funds for a variety of local, national and international charities. Supporting charities and people in the local community raises awareness of key issues and teaches our children about the importance of generosity.

The pupils, parents and staff of Lakeside Primary have supported a variety of charities in recent school years.

**Anti-Bullying Alliance** – Pupils wore odd socks and bought anti-bullying merchandise

**Children in Need** – Pupils donated and came to school dressed in their spotty clothes

**Comic Relief** – Pupils wore a red item of clothing in support of Comic Relief

**Poppy Appeal** – We raised money in support of the Royal British Legion appeal through the sale of poppies

**Jeans for Genes** – pupils wore their jeans to school and made a donation to support children with genetic disorders

**Social Supermarket** – the Inclusion team work with Fareshare to prepare food parcels to support parents and families in the local community

**Hello Yellow Day** – we wore something yellow and donated to YoungMinds

**British Red Cross** – we held a non-uniform day to raise funds for the Turkey-Syria Earthquake Disaster Relief Fund.

**Local family fundraiser** – pupils and families raised funds to support the family of one of our pupils with a serious illness

**Sheffield Children's Hospital** – we held a pyjama day to raise funds so that parents are able to stay overnight with their child

## Careers

At Lakeside Primary, we recognise the important role that is played by primary schools in enabling children to have high aspirations about their future. As a school, we endeavour to provide children with a range of meaningful experiences, visits and visitors that teach them about the world of work and provide information about future careers. We also aim to break down any misconceptions or stereotypes our pupils may have about different careers.

During lessons, pupils are exposed to the world of work through learning about careers in the STEM field and beyond. STEM based education teaches children far more than science, technology, engineering and mathematical concepts – with a focus on hands-on learning and real world application it develops life-long skills such as curiosity, critical thinking, problem solving, creativity, communication and collaboration. We encourage pupils to develop their interests and ignite any passion they may have for a subject, e.g. becoming a musician or a research scientist.

Our vision for STEM (science, technology, engineering and maths), led by our designated STEM lead teacher, is that all students leave Lakeside Primary Academy inspired by their experiences and equipped with the skills to achieve success in their future STEM education. The children are taught key skills and concepts in individual subject areas, while cross-

curricular links are clearly identified to ensure joined up thinking between STEM subjects. We had an amazing visit from WEST for our Year 5 and Year 6 pupils. Some female scientists and engineers from Amazon paid us a visit to talk to us about different jobs in the [STEM.org](https://www.stem.org) profession.

Our ZEST curriculum also contains a unit of careers education and in the school year 2023/24 we are taking part in the 'Start Small : Dream Big' Careers Primary School Programme run by South Yorkshire Primary Careers Hub.

## Residentials

At Lakeside Primary Academy, we think it is important to provide pupils with experiences beyond the classroom and connect with the outdoor world. As well as the physical health benefits, school residential trips have been proven to have a positive effect on children's self esteem and confidence levels, thereby improving their emotional health and well being. The importance of allowing children to explore their environment, take responsibility for their learning with minimal obvious adult intervention is significant. We recognise that residential trips offer a unique opportunity for our pupils to claim their independence, make their own decisions and build new friendships.

To inspire a love of adventure that will stay with our pupils and help them develop into fit, active and healthy adults, we ensure that all pupils in Upper Key-stage Two can experience a residential visit. This helps our pupils to develop themselves and learn new skills alongside others within a different environment.

## After School and Lunch Clubs

We offer a range of clubs and activities to our pupils which change on a regular basis and in response to children's interests. These include:

- yoga
- street dance
- gymnastics
- bikeability
- multi-skills
- enterprise
- STEM/Science club
- Spanish
- Forest School
- gardening
- Lego therapy club
- art and craft club
- games club
- computer club
- drama

