



Intent, Implementation and Impact Statement for Personal Development and Wellbeing (Lower Halstow School)

Introduction

This document outlines our approach to Personal Development and Wellbeing within the Federation. The statement focuses on the intent and implementation of Personal Development and Mental Health and Wellbeing provision within the schools. Where there is variation across schools this is noted. At Newington CEP School all work is underpinned by its Christian vision and values.

Intent

The federation aims to provide every pupil with the skills, knowledge and attitudes required to thrive both academically and personally and make a positive contribution to wider society. We strive for a positive and inclusive atmosphere where all pupils feel safe, supported, and valued. Our curriculum aims to develop healthy habits, positive relationships, and empathy where pupils leave us as individuals who are ready for the next stage of education and able to play a full and active role in modern Britain.

Pupils become:

- Respectful, confident, resilient, independent and kind with a strong character.

Pupils have the opportunity to:

- Discover & nurture their talents and interests.
- Become well-rounded individuals who understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Take part in active citizenship and courageous advocacy, making a positive contribution to the local area and to issues that matter to them.

Pupils know & understand:

- Our fundamental British values & protected characteristics
- How to keep themselves healthy both physically, mentally and in their relationships.
- How to keep themselves safe in a variety of situations – in the sun, in the water, on the railway, on the road, on their scooter/bike etc.

Implementation

We achieve our aims through a varied programme of specific lessons, experiences and systems used in school.

1. We Create a Positive and Inclusive School Culture

The school fosters a positive and inclusive culture through promoting our core federation values of respect, honesty, kindness and perseverance. At Newington this also encompasses our Christian values. The curriculum across all subjects encourages pupils to appreciate and celebrate diversity, empowering them to challenge discrimination and prejudice. Our work on representation means that every child should be able to see themselves in some element of our curriculum or in a book in our library. Opportunities for pupils to contribute to decision-making processes are provided through the school council, YR/6 buddies and play leaders programme, giving them a sense of ownership and responsibility within the school community. Older pupils also have a range of roles across the school such as running the KS2 tuck shop to support their engagement with school life. Each pupil is an ambassador for something they feel passionate about and are provided with the opportunity for them to share this, starting with 'Meet the Experts' day modelled by external professionals.

2. We Develop Pupils' Social and Emotional Skills

The school places a strong emphasis on developing pupils' social and emotional skills, enabling them to navigate relationships and cope with challenges effectively. Regular PSHE (Personal, Social, Health and Economic) lessons are implemented to provide a structured approach to this aspect of Personal Development. Lessons cover topics such as emotional intelligence, conflict resolution, resilience, and mental health awareness, incorporating relevant and age-appropriate resources and materials. The PSHE curriculum is delivered through HeartSmart a planned programme of learning through which children acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. The 5 smarts are on display in every class and termly assemblies support learning in class and raise awareness within the pupils of how they are developing in each area year on year. Annual target setting for personal development supports the children to begin to understand themselves better and take charge of their own development, developing independence from a young age. This can be as simple as setting themselves the target of being able to tie their shoelaces or ride their bike. There are celebrations of personal development milestones twice within the year to support this.

3. We Nurture Pupils' Physical Wellbeing and Safety

The school recognises the importance of physical wellbeing in supporting pupils' overall development. By offering a varied and enriching PE (Physical Education) curriculum using PE Hub materials. This is supplemented by regular physical activities such as the daily mile and opportunities for exercise such as cosmic yoga. In this way the school promotes a healthy and active lifestyle. Moreover, the school actively encourages a balanced diet, providing nutritious meals and educating pupils on healthy eating habits through PSHE and Science.

Outdoor learning is at the heart of the school and there are regular opportunities to learn outside as well as visit the onsite forest school. We believe that spending time outdoors is

essential to the development of the whole child and this is reflected in the things we offer both as part of curriculum lessons and our specific Forest School sessions. We strongly believe that feeling and being connected with nature plays an important part in children's intellectual, social and emotional development. Our rural location means that both schools need to instill a healthy respect for the natural world and how to navigate it safely as well as care for it.

Our safety programme encompasses sun, water, railways, road and online safety. This is a cyclical curriculum with the focus changing each year to ensure pupils have covered all aspects several times before they leave us. Our computing curriculum also covers online safety in more detail.

4. We Promote Mental Health and Wellbeing

The school prioritises mental health and wellbeing by creating a supportive environment where pupils feel encouraged to express their emotions and seek help when needed. Wellbeing support services, such as counselling, pastoral care, friendships groups and therapy are readily available and accessible to all pupils. The school also works closely with parents and external agencies such as SALUS, Brogdale CIC and CAHMS to provide a comprehensive support offer. This SEMH strand forms part of federation wide tiered support: Universal, targeted and specialist. (See 'Whole School Tiered Support Map'). We also have a school dog who visits once a week to undertake: respite, reward and reading. Please see our School Dog policy for more details.

5. We Foster Positive Relationships

The school actively promotes positive relationships among pupils, staff, parents and the wider community. Through regular class discussions, and collaborative activities such as charity week and the YR/6 buddy programme, the pupils are encouraged to develop empathy, understanding, and kindness towards others. This extends beyond the school with pupils taking part in the widening participation games each year and a 'together day' of all the local village schools hosted at Lower Halstow in preparation for transition to secondary. Opportunities for parents and carers to engage with the school. Volunteering, school events, parent workshops, termly open classrooms and formal parents' evenings are facilitated to foster positive home-school partnerships. Having teachers on the gate and available at the end of every day is also a firm part of our daily routine.

Community members are invited in regularly and community groups support learning as well. For example the Newington History Group support the local history unit undertaken each year by both schools in KS2 and the Edith May Barge group (Tiller and Wheel) support the local history unit undertaken in KS1 by both schools.

6. We Nurture Talents and Interests and Provide Enriching Experiences

This starts with our annual 'Aspiration' survey. This informs enrichment for the year to support pupils in following their passions. Our WOW science termly events ensure that pupils see science beyond the national curriculum. Our experience passports make sure that every child gets to experience 21 essential activities (created by the pupils and staff in 2021). These passports have plenty of blank pages to add additional experiences in! Our Enrichment curriculum includes events such as annual outdoor cooking, a Santa run and

museum workshops. Our minibuses get lots of use attending sports competitions, but we also are founding members of an 'accessible' annual sports event for those pupils who do not usually get to represent their school. With the cultural visits included in our curriculum such as art galleries, the theatre and places of worship, pupils leave having tried a little of everything to help them find their passion. Our wide range of clubs reflects the input of the pupils and we also incorporate more unusual clubs such as microbit club and photography club alongside the usual sporting requests.

7. We Raise Awareness of the Wider World and Our Place in it.

Pupils learn about their part in global society and how to be a good citizen.

In assemblies we discuss British Values through Picture News, and this features in elements of the curriculum where relevant. E.g. rule of law in history, protected characteristics in PSHE, examples of tolerance and respect in literature and the impact when society loses this e.g. Y6 WWII Kristallnacht.

We engage regularly with external agencies and local groups such as the estuary project, Wilder Kent, churchyard project, Litter Angels.

Our well-established German penfriends programme helps our pupils see themselves as global citizens with common interests to those in other countries.

Our geography curriculum has been adapted to reflect global environmental issues that also impact us locally to support pupils in developing an understanding of the interconnected nature of global society.

How do we develop the characteristics we want our pupils to leave with?

Confidence – Being able to communicate our thoughts is key to having confidence. We focus on oracy as part of our pedagogy, including speaking in nearly every lesson. Those pupils who struggle in this area get dedicated SALT support from our in-house specialist. We also provide opportunities to present to peers (in class and between classes, and a wider audience (parents and local community during class assemblies, worships and community events), At Newington a group of Y6 pupils support the cornerstones café at the local church each week. At Lower Halstow the Y6 pupils host the annual Macmillan coffee morning and a monthly RummiKub club for members of the community. During events such as these, pupils are required to interact with unknown adults and 'make conversation'. This is a key skill that many lack confidence with until they have had practice. The school council also host a volunteers tea party at the end of every academic year, planning and delivering all aspects of the event.

Respect – This core value is woven into every aspect of school life. The second Smart in the HeartSmart PSHE programme 'Too much Selfie isn't healthy' supports the development of empathy and respect for others. Tolerance and respect are also covered regularly in assembly and worship through the Picture News resources we use to look at global issues and communities.

Resilience - We start every year with the first Smart from HeartSmart 'Don't forget to Let Love in'. This aims to give every child a firm foundation of self-esteem to enable them to develop resilience when faced with challenges. 'No Way Through isn't True' is another

Smart that builds on this to provide pupils with the grit and determination needed to be resilient in the face of challenges.

Independence – All the above enable independence. Pupils are taught specific strategies to support independence such as the 5Bs. 5 things they can try themselves before they ask an adult for help. For our more vulnerable pupils who often need help with their learning, TAs work specifically to ensure they complete something independently each day to avoid learned helplessness. Adults in school are trained to step back and give pupils space whether that is to work out a maths problem in class or resolve a dispute on the playground. We actively praise independence to ensure pupils know it is valued.

Kindness – We celebrate every act of kindness as part of our everyday behaviour. Kindness is instilled through continuous positive reinforcement of kind behaviour.

Next Steps for implementation 2024 - 2025

In the coming year we will

- Engage in the Cultural Champions programme in association with the Royal Opera House and Royal Ballet. As part of this we will be hosting several training events for staff at our school.
- Assess and develop our internal environment having had an external focus for the past 5 years.
- Consider ways to measure the impact of our personal development programme beyond our target setting and celebration sheets, club records and pupil voice.

Impact

1. Positive Pupil Outcomes

The school enables pupils to develop a strong sense of self-worth, confidence, and resilience. Pupils consistently demonstrate positive attitudes towards themselves and others, and they display emotional intelligence and empathy in their interactions. Academic progress is supported by pupils' positive mental and emotional well-being, resulting in excellent student achievement across all subjects.

2. Improved Attendance and Reduced Exclusions

The school's approach to Personal Development and Wellbeing is reflected in improved pupil attendance rates. Pupils understand the significance of their well-being and recognise the importance of regular school attendance for their personal success. As a result, exclusions are virtually unknown at school, as we feel it is crucial that all pupils have access to a positive learning environment. Our success in integrating pupils who have been excluded from other settings is evidence of this.

3. Positive Impact on Wider Community

The school's commitment to Personal Development and Wellbeing has a positive impact on the wider community. Pupils become active citizens who contribute positively to their local community and beyond. By nurturing emotional intelligence, empathy, and understanding; the school prepares pupils to thrive in a diverse and global society, promoting a culture of respect and acceptance. This is evident through our work which has been woven into the curriculum. Recent examples include,

- Save our Seawall project involving a local councillor
- Writing to the local MP about recycling in the school and surrounding area
- Engaging with the local company DS Smith to promote recycling and winning an award
- Participation in the Litter Angels project
- Volunteers tea party
- Hosting community RummiKub Club
- Hosting the local community Macmillan coffee morning
- Village Litter picks – Year 1 – 6
- Engaging with the local community to distribute our Harvest collection
- Wildlife Trust 2024 Silver award winner for our environmental projects within and around the school grounds. This award is open to businesses, villages, towns, cities, community groups, universities and schools. We were one of only 23 Silver winners in 2024.
- Our pupils who live in the village also take part in our annual scarecrow trail which raises funds for the school. This is now a well-established community event with people attending from Kent and Medway.
- Our recently adapted Y3 Geography environmental unit has sparked a flurry of interest in the impact Bees play in our local area, with pupils advocating for the creation of Bee friendly habitats at school to help local farmers pollinate their crops.