



Our School Trust Charter

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Personal Development

Personal development is at the heart of our schools. It encourages, promotes, adopts and embeds a range of skills that allow children to be life-long learners, achieve a sense of belonging and ultimately flourish. There are five broad areas; mental wellbeing; physical development; cultural capital; spiritual, moral, social and cultural development and British values; relationships, sex education.

For all our children we want our core offer to:

- Provide rich and varied experiences.
- Develop their 'cultural capital'.
- Prioritise physical and mental well-being as much as academic achievements.
- Involve our families, wherever possible, to support all areas of their child's personal development.

We support all children to acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. Our School Trust approach to personal development education develops the qualities and attributes children need to thrive as individuals, family members and members of society. The benefits to children of such an approach are numerous as personal development prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfill their academic potential (realise the possible).

In our School Trust we also see broadening horizons and raising aspirations as part of our personal development offer. We want to give our children a wide range of experiences, including experience of the world of work. We believe that our curriculum offer must open doors and show children the vast range of possibilities open to them, therefore opening their eyes and helping them to keep their options open for as long as possible.

Skills our children learn

Always in an age-appropriate way, we help the children manage their lives, now and in the future, and help them to learn every day, essential, life skills, including:

- The development of self-understanding, empathy and healthy, productive relationships.
- Relationships education.
- Eating healthily.
- Keeping safe on the road.
- How to stay safe on the internet.
- The promotion of good mental health.

Since September 2020, relationships education has been compulsory in Primary education and since September 2021, a response to Harmful Sexual Behaviour. We have a School Trust wide offer for each of these curriculum areas.

In keeping with our School Trust ethos, the children are encouraged, and frequently reminded, to speak to a trusted adult when they have any concerns or worries.



Visits / Visitors

Throughout the school year, we are fortunate to have various visitors to help bring our personal development curriculum core offer to life, including visits from:

- The Police.
- The Fire Service.
- A dental health advisor.
- Road safety experts.
- CAP UK.

Anti-Bullying

Our School Trust promotes an environment free from threat, harassment and any type of bullying behaviour.

Our aims include:

- Ensuring all members of the school community understands what constitutes bullying.
- Creating an atmosphere and environment where children, parents and staff feel able to tell the school about bullying if it arises and are confident it will be taken seriously and dealt with.
- To put in place clear procedures for dealing with incidents of bullying.

Relationships and Sex Education (RSE)

RSE teaching in our School Trust teaches children to develop values, attitudes, personal and social skills, and increases their knowledge and understanding to make informed decisions and choices when they are adults. Each year group is taught appropriate to their age and developmental stage.

There are four main aims of teaching RSE:

- To empower children to be safe and safeguarded.
- To enable children to understand and respect their bodies.
- To help children develop positive and healthy relationships appropriate to their age and development.
- To support children to have positive self-esteem and body image.

Our School Trust chooses to teach Sex Education and Section 405 of the Education Act 1996 provides the right of parental withdrawal from the RSE provided at school except for those parts included in the National Curriculum. The Science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.



Our School Trust Offer

In addition to these areas, we also want to ensure that our children, irrespective of the school that they attend, have access to high quality enrichment opportunities which not only raise barriers to success but also help our children to realise the impossible. Without opening our children's eyes to what is out there in the wider world, they will not be able to know what they can achieve!

| | In EYFS the children will... | In Key Stage 1 the children will... | In Lower Key Stage 2 the children will... | In Upper Key Stage 2 the children will... | Throughout the school the children will... |
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| Mental and Physical Wellbeing | <p>Talk about/make a healthy snack</p> <p>Have the tools to talk about their feelings</p> <p>Learn to brush their teeth</p> <p>To be able to safely ride a balance bike</p> <p>Opportunities for physical development.</p> | <p>Learn how to stay healthy, including eating well, drinking water and importance of sleep</p> <p>Learn to prepare and cook a simple recipe</p> <p>Learn basic First Aid (RHE)</p> <p>Learn how to act in an emergency-calling 999, being aware of building sites/ electricity stations</p> | <p>Learn how to budget and design/cook and shop for a meal within a budget</p> <p>Learn how to stay safe in the sea/on the beach/around water</p> <p>Take part in a sporting competition</p> <p>Have the opportunity to be a member of a sports team</p> <p>An opportunity to camp under the stars!</p> | <p>Develop their own fitness workouts to understand the impact on health and grow resilience</p> <p>Attend a residential trip to include adventurous activities</p> | <p>Experience at least 1 sporting / physical activity that is not on the national curriculum or in our curriculum offer, each year i.e. golf, surfing, breakdancing, yoga, rock climbing, etc.</p> <p>Have the opportunity to meet professional sports people</p> |
| SMSC | <p>Visit local church</p> <p>Experience a Christian and a non-Christian celebration i.e. Christening and Diwali</p> <p>Have the opportunity to dip their toes in the sand and sea and hear the waves crash</p> <p>Take part in a whole school / Key stage performance or celebration i.e.,</p> | <p>Visit a church and also carry out a mock celebration (Wedding or Christening)</p> <p>Dress up as their favourite character in a book</p> <p>Experience a bedtime story with hot chocolate</p> <p>Grow something</p> | <p>Visit to a place of worship from a faith other than Christianity</p> <p>Visit a forest or wood and climb a tree and build a den</p> | <p>Visit a different place of worship to those visited in previous years</p> <p>Have opportunities to make links with other local, national and global schools and children.</p> <p>Make a friend from across the School Trust</p> | <p>Have the opportunity to listen to or meet a speaker from a different faith / culture</p> <p>Visit a different school in our School Trust in each phase</p> |

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| | Nativity or Easter Service | | | | |
| Courageous Advocacy | Organise a fundraising event for a local charity / cause | Organise a fundraising event for a local and a global charity of their choice | Make a difference in their local community i.e. Silver Stories, visit to residential home Meet a visitor from a charity who can explain the purpose behind their work | Research the work of charities in the local area Write a formal letter to support / argue a cause that they feel passionately about Volunteer for something in the community | |
| Cultural Capital | By the end of EYFS see a live performance, arts / music, could be in school Visit and explore their local area – forest / beach / wood To have travelled on a bus / coach or other form of transport (train / ferry / boat) by the end of EYFS | Visit the seaside and countryside To have travelled on a ferry boat and train by the end of KS1 Visit the theatre / see arts outside of the community Visit a local museum or place of local history / significance | Take part in a performance Visit an actual theatre or large arts venue Visit a non-Christian place of worship Visit an art gallery and express their opinion on pieces of art Learn to play a musical instrument Visit a regional museum or site of significant interest (not in the same town / community) | Experience art outside of school and express their opinion Take public transport Visit and eat in a restaurant Listen to a live music performance Visit and explore a city Take part in a debate Attend a professional sports event Attend a School Trust festival | An opportunity to perform either acting / singing / dancing to an audience every year Learn through Forest & Beach school Be able to recognise, name the piece and the composer of at least 5 pieces of classical music across their school life Create a piece of art in the style of a famous artist and be able to discuss the characteristics |
| Careers | Learn about the different jobs that people do i.e., police officers, teachers | Visit different places that people work in and ask questions i.e., farm, supermarket | Learn about careers relevant to topics/subject areas that they are learning about i.e., being in the army if learning about WW2 Meet with people who do these jobs and ask questions | Run a business and make a profit – Dragon's Den Organise a careers fair or similar using community and parent expertise Visit a university or place of further education | Have termly visits from people with interesting jobs. |