



## Personal Development Curriculum Offer

### Introduction to the Offer

'Coming from character' is a phrase often used, and this is something we want to develop in our pupils, as young citizens. We have a clear, ambitious and progressive PSHE and RHE curriculum which should be consulted as part of our Personal Development offer, but this document outlines our vision for developing the pupils of Uplands. This is framed around our Uplands behaviours, the British Values and our PRIME Curriculum drivers.

In developing our pupils to be confident citizens within our local and national society, we aim to develop their character and foster the following:

- Passion for Uplands and our community;
- Desire to have an impact on others (at Uplands, in our community, within the UK and in the world); and
- Commitment to the goals and objectives we set and pursue.

<b>Intent</b>	<p><b>Purpose:</b> Pupils will understand why it is important to help others as well as how to develop themselves as supportive citizens. Through our activities, pupils will find purpose and want to take ownership to drive forward projects and aims. We will teach pupils to volunteer their time for good causes and projects, encouraging them to do the same outside of school and will use relevant and timely events occurring in the news and in society as a springboard to support others (e.g. harvest celebrations, Remembrance Day and national fundraising events, such as Children In Need). Pupils will know that treating everyone with respect and kindness is essential to being a responsible citizen, and will also know that helping others is the duty of us all. Through the events and activities we organise, support or create, pupils will learn that their actions help others and help them become better young adults.</p> <p><b>Relationships:</b> We will learn how British Values and our Uplands behaviours allow us to be more kind and respectful to others, as well as show resilience, bravery and motivation. We will also consider the relationships between ourselves and those who we help, understanding the importance of supporting those who need help, but remembering that all people are equal, and that those who may need help are still human beings who deserve respect. By working with our local community and each other, we will build greater and stronger relationships with others and feel invested in the goals and needs of others. This will help us feel connected to others and foster a desire to continue supporting them and making a difference. We will go out into our local community to promote the projects or goals of others, as well as inviting more engagement with Uplands to help promote our own younger pupils' development as citizens and young people. Finally, we will build relationships with key community organisations (such as local businesses, local support organisations and local schools).</p> <p><b>Impact:</b> Pupils will develop a deep understanding of the impact they can have on each other, their peers, the school, their community, local area, the country and others across the world. This idea of developing local</p>
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	<p>understanding before moving on to the UK and then to the world is a theme also seen across many of our subjects, such as History. Our impact will be celebrated in our newsletters, Celebration Assemblies, on social media and with our school stakeholders and community so that these platforms can promote the work we do and inspire others to have a wider impact.</p> <p><b>Metacognition:</b> Pupils will discuss, debate and vote democratically for ideas to improve our school as well as how to support each other and our community. This is an important part of our process, and an active School Council (and other school groups) ensure that we consider what support we can offer and how. We teach pupils to be fair, understanding and respectful when discussing topics and decisions.</p> <p><b>Experiences:</b> We develop a rich package of opportunities for pupils (including SEND and disadvantaged pupils) to support others. These experiences allow pupils to understand first-hand how their support and initiatives impact others. Where the impact is more abstract or too far removed for children to see (e.g. Children in Need or other national/global support opportunities), we ensure children are given real life examples that are local to Uplands to highlight the pupils' impact on the community and how they are supporting others locally and nationally. We ensure pupils attend a range of events to give them front line experience of connecting with and supporting others, as well as the chance to lead in setting up and supporting our own school and our community (e.g. harvest donations or visiting the Day Centre).</p>
<b>Implementation</b>	<p>To implement our intent, pupils are offered experiences based around Uplands, our community, the UK and the world:</p> <p><b>Uplands</b></p> <ul style="list-style-type: none"><li>• <b>School Council</b>, which operates from YR to Y6, and drives our democratic processes for decision making and having an impact at Uplands. This is the key mechanism for our pupil voice, and representatives for each class are voted in by their peers.</li><li>• <b>Head Pupils</b> are voted for by all pupils and staff, and these two representatives (from Year 6 and who are part of our School Council) lead, with our Headteacher, on additional responsibilities such as attending the Remembrance Day service to lay a wreath/give a reading, or radio interviews.</li><li>• Our Year 6s all have the opportunity to be <b>prefects</b> to the other classes, which builds up their leadership opportunities.</li><li>• <b>Anti-bullying Ambassadors</b> lead assemblies and support pupils around the school, following training from our Family Support Advisor.</li><li>• A group of pupils are trained as <b>peer mediators</b>, supporting their classmates and other year groups at playtimes and lunchtimes. They also run assemblies on the subject.</li></ul>



- Year 6 pupils have a number of '**School Teams**' that support our school community, such as the **Environmental Team** who manage our premises with our Facilities Manager.
- Each year, our year 5 pupils become **buddies** to our Reception class, supporting them as they join our school and developing both the Year 5 pupils' sense of compassion, leadership and care, but the Reception pupils' confidence, wellbeing and sense of belonging to our school.
- Year 5 and 6 **Reading Ambassadors** drive forward our reading initiative, running weekly book swaps and library sessions each lunchtime. They also run activities for pupils at events such as Bookfest, our annual festival of reading.
- Year 6 pupils hold **school tours** for families wishing to join the school, sharing Uplands and its key features as well as answering any questions.
- Pupils are involved in many of our **interview processes**, supporting our staff and governors in making key decisions about who to employ. Classes or groups who have been taught by a candidate are also asked for their views.
- Our pupils, throughout the school but particularly in the upper years, are encouraged to **ask themselves what they can do for their school** rather than simply what Uplands can do for them.
- Older **pupils plan, teach and reflect on activities** for younger children.

### Our Community

We are involved in the following, which supports our community:

- **Raising money for local charities.** Local charities to support can be suggested to our School Council by staff or pupils.
- **Supporting local organisations**, such as visiting the Day Centre, providing harvest 'hampers' to local residents, singing with our school choir at local establishments and engaging with local businesses such as the Co-op and building partners such as local estate agents to help generate income.
- Attending important **local events**, such as the Remembrance Day service at the Memorial Park, where we lay a wreath and often read a poem as part of the service.
- We discuss the **impact of former pupils on the current pupils** of Uplands now. In particular, the campaigning that former pupils and School Council members have done to provide better resources for future pupils (e.g. playground, lockers, tablets, equipment which Y6s in particular do not get to use once they leave).
- **Reaching out to local families, careers and businesses** to support us and other local causes to provide our pupils with a greater understanding of their community and the opportunities available to them. This includes linking with local religious establishments and inviting people in to **widen our understanding of others' cultural and religious backgrounds**.



	<ul style="list-style-type: none"><li>• <b>Engaging with local media</b> to help promote our and others' causes.</li><li>• <b>Connecting with local primary schools</b> (such as Owlsmoor, Crowthorne C of E, St. Michael's C of E and New Scotland Hill) on projects such as joint School Council or litter picking in our areas.</li><li>• We also have <b>links with other schools</b>, such as Sandhurst School, Wellington College, Reading School and Eagle House, who we liaise with to support our pupils and work together on projects (such as litter picking, community spirit or climate change).</li></ul> <p><b>The UK</b></p> <ul style="list-style-type: none"><li>• We are involved in a number of <b>national charity events</b>, such as Children In Need and Comic Relief. Pupils suggest charity events for us to support and we aim to have a balance of raising money for Uplands, our local community/charities and national charities.</li><li>• Our pupils in Years 5 and 6 watch Newsround each day and <b>discuss, refer to and plan for events that are topical</b> and relevant to the pupils. An example of this is climate change discussions and how we can have an impact within the UK and at Uplands.</li></ul> <p><b>The World</b></p> <ul style="list-style-type: none"><li>• We link our understanding of how Children in Need and Comic Relief helps other countries, as well as focusing on topical events (e.g. through Newsround in Years 5 and 6).</li><li>• We are looking into how we can link with secondary schools to understand more about their work with other countries.</li></ul>
<b>Impact</b>	<p>Pupils develop, throughout their time at Uplands, an age-appropriate appreciation of what they can – and should – do to support others, both in their school, their community, their country and their world. This grows and develops as the pupils get older, with Years 5 and 6 taking a greater level of responsibility for the initiatives and for supporting others.</p> <p>Pupils go on to have an impact beyond Uplands, both whilst pupils are at our school and once they have left. Examples are Uplands pupils who have set up eco companies and are leading development of new products.</p> <p>Pupils have a direct and noticeable impact on their peers, the school environment and community and our local community. Pupils also feel that they are having an impact on national and world issues.</p> <p>Pupils develop as thoughtful, passionate and self-directed advocates of change and development, and encourage others to be involved with helping our community and other people, animals and causes.</p> <p>Pupils are committed to helping others, and see it as their duty. In the yearly Remembrance Service, there is a phrase in a reading that talks about the 'privilege and burden of leadership', and our pupils understand</p>



# Uplands Primary School and Nursery

Inspired to Achieve

	that it truly is a privilege to be able to help others, but that it requires giving their time, passion and commitment to do so, which they do willingly.
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