

**The Aims of the Tudor Grange Primary Academy Haselor Personal Development Strategic Plan**  
**2023-24.**

<b>PSHE</b>	Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life. The programme helps pupils to really know and value who they are and understand how they relate to other people in this ever-changing world. The curriculum provides a universal whole-school curriculum that builds social skills, grows emotional literacy, enables mental health, nurtures children’s positive relationships with themselves and others and gives the relevant context to build skills, attitudes and self-esteem. resilience and confidence,
<b>RSE</b>	The programme starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others. RSE is taught so that pupils can know that puberty needs to happen to enable them to have babies in adulthood and that they have enough knowledge that helps to safeguard them. enable children to understand how the body changes and develops in puberty. This work is done in the context of managing change and is age-appropriate. all children can approach puberty. Jigsaw equips pupils with the knowledge needed to understand what is happening to them without fear.
<b>Keeping Safe</b>	In Haselor, Protective Behaviours is used as a practical down to earth approach to personal safety. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life that satisfies the need for fun and excitement without violence and fear.
<b>Online Safety</b>	The school's rich, effective and developmental curriculum supports young people to be safe, healthy and thrive online. It supports children to stay safe and make a positive contribution online, as well enabling them to develop effective strategies for understanding and handling online risks. Categories include: Self-Image and identity, Online relationships, Online reputation, Online bullying, Managing online information' Health, well-being and lifestyle, Privacy and security, Copyright and ownership.
<b>Health</b>	Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these.
<b>Building Confidence</b>	At Haselor we use rights, responsibilities, rewards and consequences that are built on the belief that each child has the right and the capacity to make his/her own choices and, in doing so, is aware of, and therefore, accepts the consequences of these. Jigsaw lessons and whole school and class assemblies provide a cohesive structure that empowers children and brings consistency in managing behaviour positively.

<b>Independence &amp; Resilience</b>	Pupils attending Haselor need to have intentional support to develop their independence and resilience. Following the COVID-19 pandemic, social events decreased and resulted in children having a decreased life experience. At Haselor, the curriculum provides experiences where pupils can learn about life skills in age-appropriate ways which will support them in their experiences in and out of the school environment.
<b>Community</b>	Pupils generally have a decreased experience of meeting in social groups and their wider community, following the COVID-19 pandemic. At Haselor, we plan specific events to ensure that children are aware of their local community and to provide opportunities to build relationships with people outside of their immediate family and school network. We also endeavour to promote and support pupils to develop a sense of community within school and for them to understand the benefits that this may deliver.
<b>Protected Characteristics</b>	It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. Pupils are taught about the need to eliminate discrimination; to advance equality of opportunity; and how to foster good relations. Pupils are taught that no form of discrimination is tolerated and that they should show respect for those who share the protected characteristics.
<b>Equality &amp; Diversity</b>	Pupils attending Haselor school may have a limited daily experience of diversity, due to the geographical context of the school and the fact that the catchment is predominantly white British. Our curriculum therefore works to raise awareness through PSHE, Assemblies, First Steps and RE to increase individual awareness of life beyond their lived experience and promotes equality and diversity in all areas of the curriculum. Themed days, the promotion of Tudor Values and celebrations combine to ensure that pupils are prepared for life beyond primary school.
<b>Enrichment</b>	At Haselor we recognise that not all pupils have access to a rich tapestry of experiences beyond school. The impact of the COVID-19 pandemic has negatively influenced this further. Our enrichment curriculum provides pupils with opportunities to develop new skills, experience new hobbies and learn beyond the National Curriculum.
<b>Parental Engagement</b>	Online Safety membership offered to support parents to understand and protect their children using the following themes of: Self-Image and identity, Online relationships, Online reputation, Online bullying, Managing online information' Health, well-being and lifestyle, Privacy and security, Copyright and ownership.