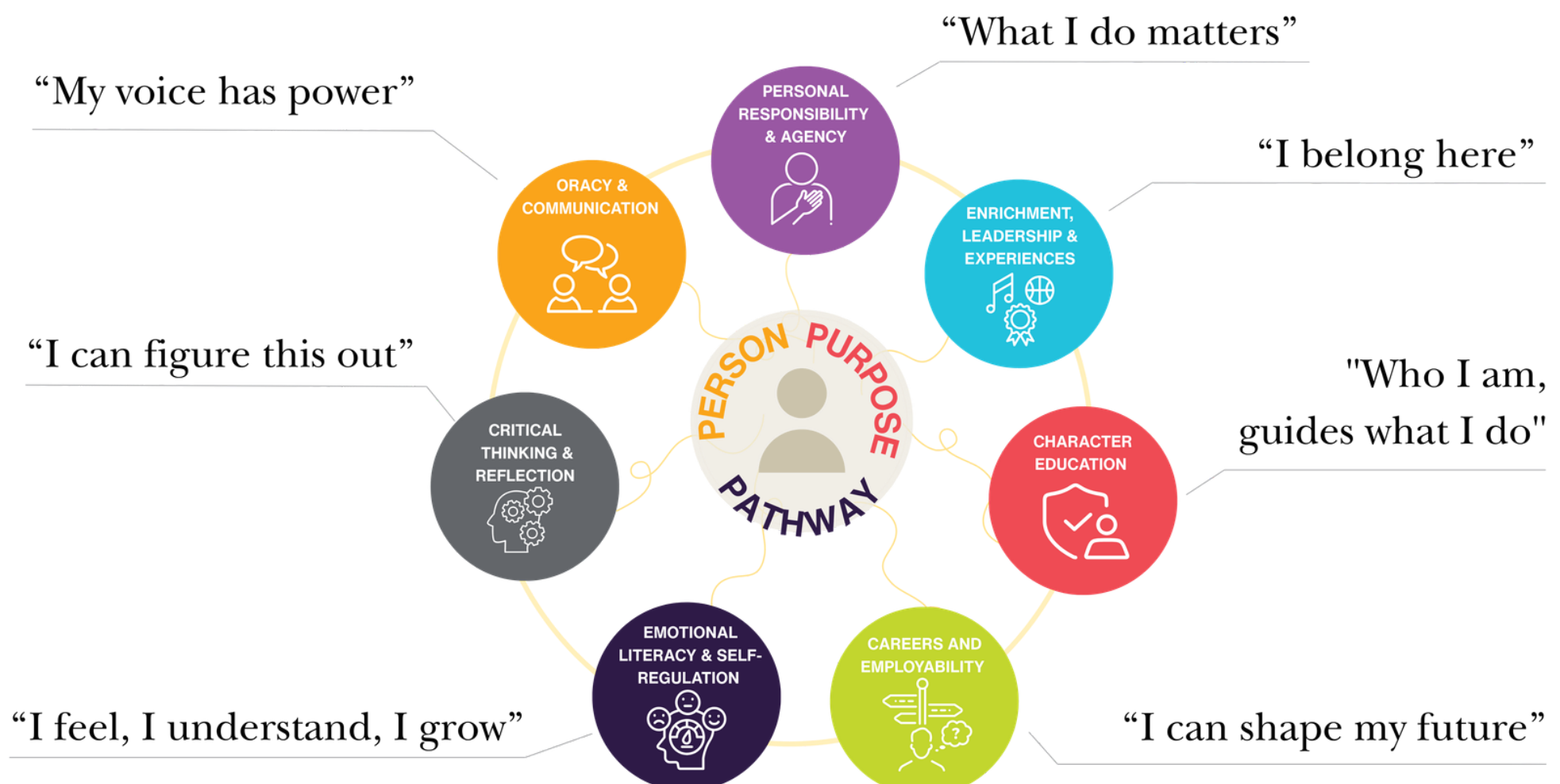


## Personal Development



## Seven components of Personal Development





At Harpfield, pupils are given the opportunities to engage in structured talk partners and group roles. They are given sentence stems and explicit vocabulary instruction across the curriculum to develop language and support participation for all pupils. Staff model and reinforce high-quality speaking. Any pupils with additional needs have access to speech and language intervention programmes.



Pupils take ownership of feedback and next steps, demonstrating pride in their progress and responsibility for their actions. Pupils take on leadership roles, support peers and help to organise school events.



Enrichment is embedded within and beyond the curriculum. All pupils have access to a broad range of opportunities including educational visits, music tuition, clubs, community events, competitions and performances. Leadership is fostered through varied roles, ensuring pupil voice is visible and valued across the school community.



Staff embed high-quality questioning across the curriculum. Teachers model reasoning and explicitly teach thinking strategies. Pupils are taught to evaluate and justify decisions in problem-solving activities. Pupils are encouraged to learn from mistakes, recognise growth and understand their own actions.



Character education is explicitly taught, consistently modelled and regularly celebrated through our core values: collaboration, respect, equality, ambition, trust, independent, voice and empathy. This is complemented by the Essential Life Skills framework, which develops eight transferable competencies vital for pupils to thrive as active and responsible citizens: speaking, listening, creativity, teamwork, leadership, aiming high, staying positive and problem solving.



Careers education is woven throughout the curriculum and school life. Role play, PSHE and group discussions are key to help pupils make meaningful connections between learning and the world of work.



Relationships and restorative practices are central to our school ethos, supporting pupils in recognising and managing emotions, understanding their impact on others, and developing empathy, resilience, and appropriate responses. Teaching emotional literacy enhances mental health and wellbeing, improves behaviour and engagement.

# OUR OFFER

## ORACY & COMMUNICATION



## PERSONAL RESPONSIBILITY & AGENCY



## ENRICHMENT, LEADERSHIP & EXPERIENCES



## CRITICAL THINKING & REFLECTION



- Teachers deliver a broad, balanced and sequential curriculum using research-informed pedagogical approaches that support high-quality teaching and learning
- Links to protected characteristics, SMSC and essential life skills
- Assemblies with themes linked to the school values, British Values, life skills, religions and festivals and awareness days/weeks
- Class texts and stories that link to the values
- Integration of new and emerging technology
- Challenge days linked to the essential life skills
- Careers fair
- Rewards and celebrations of achievements
- Cultural days
- Police Cadets
- Community events and links e.g. hospital, care home, church, local secondary school and college
- Fundraising for charities e.g. Food Bank, Poppy Appeal
- Parental involvement e.g. watch me learn sessions, SEND coffee mornings, phonics parties, special ladies' and gentlemen's lunch, PTFA
- Music curriculum delivered by a music specialist for all classes
- 1:1 / small group music tuition for selected pupils
- Musical instruments curriculum enhancement offer e.g. ukulele, guitar and keyboard
- A vast range of after school clubs e.g. coding, nature, forest school, photography, art, drama, Shakespeare, sewing, football, athletics
- Trips and visits linked to the curriculum or enrichment
- Performances e.g. local theatres, Young Voices, community, nativities, summer productions
- Royal Shakespeare Associate Schools Programme
- Attachment and trauma informed approaches to support behaviour and well being
- Staff trained in mental health first aid
- Young Minds counselling and access to a mental health nurse practitioner
- Links to the wider community offer: Changes and Well Being Service, Ruff&Ruby, Maccas Project
- Zones of Regulation intervention
- Forest School
- Guerrilla gym sessions
- Bee Active event days
- Well being ambassadors
- Pupil leadership team and Pupil Parliament
- Pupil Voice
- Prefects, buddy readers and librarians

## CHARACTER EDUCATION



## CAREERS AND EMPLOYABILITY



## EMOTIONAL LITERACY & SELF-REGULATION

