

Personal Development at Kelsall Primary and Nursery School

At Kelsall, it is our aim to ensure that our curriculum leads children through deep knowledge, while allowing them wide opportunities to develop enquiring minds and develop their own opinions. We want our children to leave us equipped with the skills and motivation to contribute to the common good, address global challenges and flourish in a complex world.

British Values

At Kelsall, we uphold and develop pupils' understanding of British Values.

These are taught across the curriculum and in some cases as discreet lessons and during crew meetings.



Democracy

Considering how citizens can influence decision making through the democratic process. Encouraging respect for and participation in democratic processes.



Rule of Law

Distinguishing right from wrong. Developing respect for the rule of law and an understanding that it protects and is essential for wellbeing and safety. The role of the police and courts in maintaining the rule of law.



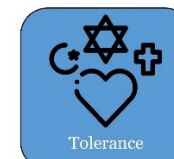
Individual Liberty

The freedom to choose and hold other faiths and beliefs is protected in law.



Mutual Respect

The importance of identifying and combatting discrimination



Tolerance

Other people having different faiths or beliefs to us (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour

Conscious Discipline

At Kelsall, our behaviour system is based on the Conscious Discipline model

Safety

- We recognise that children need to feel safe to function optimally.
- Adults use the language of safety when discussing behaviour and expectations.
- Class safe places to be quiet and calm selves

Connection

- We recognise that children need to feel connected to the adults they work with in order to reach their full potential.
- Adults aim to connect with each child they work with.


Problem Solving

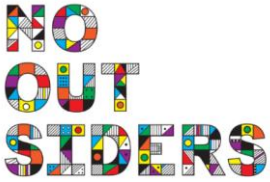
- We recognise that problem solving is an important part of learning how to make good behaviour choices.
- Mistakes are opportunities to learn.
- Adults enable children to take part in solving problems when they occur.



<p>Becoming Brain Smart Adults and children recognising and understanding their own feelings. Teaching our children to respond not react.</p>	<p>Composure Adults deal with problems calmly. Children are taught calming strategies to enable them to self-calm when upset and engage in solving problems.</p>	<p>Encouragement Adults notice children making good choices. Children acknowledge what they see others doing well. Class jobs Kindness Boards We Miss You Board</p>	<p>Assertiveness Adults use assertive commands. Children are taught to be assertive in telling others when they don't like their behaviour.</p>	<p>Making Choices Adults enable children to make choices. When a child is resistant to an expectation they are offered two positive choices to enable them to succeed in achieving the expectation.</p>	<p>Empathy Adults model empathy to children when dealing with behaviours to help children fully engage with solving problems.</p>	<p>Intent Adults will deal with behaviour issues with the intent to teach children improved patterns and make better choices.</p>	<p>Consequences Consequences for poor behaviour choices are linked to the behaviour in order to help children to learn how to adjust behaviours in future.</p>
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Daily Collective Worship

<p>Monday-Whole school assembly led by Mr Wearing linking to No Outsiders programme or crew culture.</p>	<p>Tuesday -</p>	<p>Wednesday-</p>	<p>Thursday - Key Stage 2 Singing Assembly</p>	<p>Friday Whole school assembly led by Mr Wearing linking to No Outsiders programme or crew culture.</p>
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<p>Kelsall Crew</p> 	<p>The tradition of Crew is both a culture and a structure. The term 'crew' comes from educator Kurt Hahn, the founder of Outward Bound. Hahn said; <i>"We are crew, not passengers, strengthened by acts of consequential service to others"</i></p> <p>Crew at Kelsall is a teamwork approach to school culture and belonging; pupils and staff are counting on school communities to be safe, affirming, and healing places. Our pupils experience an authentic community at school that enables them to thrive socially, emotionally and academically and make meaningful contributions to a better world. Our crew culture focusses on:</p> <ul style="list-style-type: none"> • developing a true sense of belonging for all children in our learning community. This is not the same as including people. • supporting children to feel comfortable to be themselves and be accepted. • developing an academic mindset by publicly holding each other to account for our learning. • publicly apologising for hurtful actions and acknowledging others' efforts, talents and achievements. • having challenging conversations when needed • enacting crew culture all day, every day by everyone.
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<p>No Outsiders</p> 	<p>At Kelsall, our children benefit from an inclusive education that promotes community cohesion and prepares them for life as global citizens. No Outsiders enables children to recognise and embrace the diversity around them in preparation for global citizenship. The ethos teaches that 'there are no outsiders here because everyone is welcome'. The resource uses the Equality Act 2010 as a foundation to ensure no protected characteristic is left out.</p> <p>The Poetry Project, run each year by the Principal in partnership with The Literacy Company, provides children at Kelsall and other schools in Cheshire with the opportunity to take part a poetry writing competition based on current events and global challenges. Finalists have the opportunity to read their poems publicly at Storyhouse and be published in an anthology.</p>
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<p>Growing Creativity</p> 	<p>We believe that creative and critical thinking are essential skills our children need to have if they are to become ethical adults with a desire to change the world and not just maintain the status quo. Our curriculum puts great value on creative and critical thinking through six 'habits of creativity':</p> <ul style="list-style-type: none"> • Collaborative • Inquisitive • Care • Reflective • Persistent • Imaginative <p>We encourage the development of these skills through pedagogies and protocols and support children to put their ideas to work in meaningful and purposeful ways through first hand experience, access to experts and fieldwork.</p>
<p>Outdoor Learning CAMP CURIOSITY</p> 	<p>At Kelsall, children have regular opportunities for outdoor learning, including sessions in our Camp Curiosity area with a trained specialist. These opportunities enable children to:</p> <ul style="list-style-type: none"> • take risk • collaborate and make social connections • engage and appreciate the natural world • gain confidence • develop perseverance when a task is challenging • develop creative thinking skills and be willing to try out different ideas • work with increasing levels of independence
<p>Storyhouse STORYHOUSE</p>	<p>How we connect to others in and beyond our community is an important element that shapes our personal development ethos at Kelsall. Our link to Storyhouse in Chester supports our Drama and Dance curriculum, with a creative practitioner on site every week to work with all children from Nursery to Year 6. Through these sessions, children build confidence, work creatively with their peers and learn from a creative professional.</p>
<p>Bikeability</p> 	<p>At Kelsall, children in Year 5 have the opportunity to take part in Bikeability training. Bikeability cycle training is a practical training programme, which provides schoolchildren with a life skill and enables them to cycle confidently and competently on today's roads.</p>
<p>Music for Life MUSIC FOR Life</p> 	<p>Provided by Music for Life, paid opportunities are available during the school day for Guitar, piano, keyboard and drum tuition. In addition, school provides a term of whole class brass tuition for Year 4. These opportunities inspire children to engage with music throughout their school life and beyond.</p>

Personal Development within the Curriculum

English	Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television from a variety of cultures; Developing pupils' awareness of moral and social issues in media; Helping pupils to understand how language changes over time, the influences on spoken, and written language and social attitudes to the use of language; Activities that provide the opportunity for self-reflection, awareness and challenge
Science	An emphasis on understanding how to keep the human body healthy and well; Encouraging pupils to reflect on the wonder of the natural world; Posing questions and developing enquiring minds; Recognising similarities and differences; Awareness of the ways that science and technology can affect society and the environment; Consideration of the moral dilemmas that can result in scientific developments; Showing respect for differing opinions, on creation for example; Co-operation in practical activities; Raising awareness that scientific developments are the product of many different cultures.
Art	Developing children's aesthetic appreciation; Children are encouraged to explore the feelings evoked by pieces of art and the awe and wonder they can experience through art; Giving opportunities to reflect on nature, their environment and surroundings; Studying a diverse range of artists; Exploring issues raised by artists which concern ethical issues.
Religious Education	Learning about the beliefs and practises of people from a range of faith groups; Considering and appreciating a variety of beliefs and demonstrating respect in discussion with peers; Expressing own beliefs.
Design Technology	Reflecting on products and inventions, the diversity of material and ways in which design can improve the quality of our lives; Developing awareness of the moral dilemmas created by technological advances; Considering how different cultures have contributed to technological advancements; Opportunities to work collaboratively, recognising others' strengths, sharing equipment, taking on roles.
Modern Foreign Languages	Gaining insights into the way of life, cultural traditions, moral and social developments of other people; Developing listening skills through oral/aural work.
History	Using a range of primary sources to deduce information, consider historical opinions and support the expression of own ideas; Exploring the creation and evolution of British society; Enabling pupils to reflect on ethical issues such as migration and war; Showing an awareness of the moral implications of the actions of historical figures.
Geography	Opportunities for reflecting on earth's origins, future and diversity; Reflecting on the fair distribution of the earth's resources and responsibility for issues surrounding climate change; Studies of human and physical geography give our children opportunities to reflect on the social and cultural characteristics of society. Considering and expressing solutions to problems.
Maths	Learning to be thoughtfully critical about information presented to them;
Computing	Preparing children for the challenges of living and learning in a technologically advancing and increasingly inter-connected world; Making clear the guidelines about the safe and ethical use of the internet; Acknowledging advances in technology and fostering an appreciation for human achievement; Using logical thinking to solve problems and resolve issues when using hardware and software.
Music	Opportunities to experience music from a diverse range of times, cultures and genres; Opportunities to think flexibly in performing, composing and improvising; Exploration of the cultural and social impact of music on society eg social interaction, political and social commentary; Opportunities to engage with and appreciate live music.

Extra-Curricular Opportunities

Before and After School Clubs

After School clubs are offered out each term for pupils to attend. We aim to provide a range across the year run by staff. Below are some of the clubs available currently or previously:

Sports – Football Basketball Club, Rugby Club, Running Club, Cross Country Club, Netball Club

Creative – Choir, Lego Club, Construction Club, Craft Club, Paper Craft Club, Art Club, Mindfulness Club, Chess Club, Yoga Club, Salsa Dancing Club, Film Club

Other – Gardening Club, Book Club, Times Tables Rockstars, Maths Club, Breakfast Club, Finger Gym Club

A further range of paid opportunities are also made available for children, led by outside providers including Digital wizards, Netball coaching, Football coaching, Amasing.