



Personal Development





Our Personal Development Offer

Personal development at Jerry Clay Academy is built upon the foundations of our school learner traits: perseverance, caring, communicator, team-work, inquirer, risk-taker & thinker - and our motto 'Striving to be the best you can be'. These values underpin our school culture and every pupil's daily school life.

We also actively promote and develop pupil's understanding and appreciation for Fundamental British Values- Rule of Law, Democracy, Individual Liberty, Mutual Respect and Tolerance.

We are proud of our personal development curriculum which goes well beyond the national curriculum. It offers unique learning experiences which provides children with enriched cultural capital. By offering a varied and diverse set of experiences, we help to prepare students for life in modern day Britain.

Our personal development curriculum provides significant opportunities for pupils to engage in the following key areas:

Spiritual

Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.

Cultural

Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.



Our Personal Development Offer

BESPOKE

Mental Health 1:1 & support groups

Support Agencies

Peer to peer buddies

A member of staff appointed to provide bespoke personal support

Targeted use of wraparound care

Learning mentor support

CLASS LEVEL

Follow up discussions from Assemblies • Children's projects
Weekly timetabled PSHE/RSE lessons

Talking Floor Books/Learning Journals/Wise Time books • Mindfulness
Worry Buddies • Class trips (at least three time per year) • Financial management
Career aspirations • Daily promotion of JCA learner traits • Music tuition

WHOLE SCHOOL LEVEL

Junior Leadership Team (including JLT Head of PSHE) • Learner Traits and Jerry Clay Learner Profile
Assemblies – values • Reactivity • Community • Consideration to local and World issues
Building School culture and ethos • Relationships • Jerry Clay Pupil Passport • Careers/aspirations assemblies and visitors
Weekly visitors assembly • School trips - locally & nationally • Extra-curricular programme • Music tuition



Spiritual development

At Jerry Clay Academy, spiritual development enables pupils to look within themselves, at their human relationships and the wider world.

We are committed to:

- **Celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family culture/heritage and to build an awareness of and respect for others' spiritual and religious beliefs**
- **Fostering common human values and building spiritual capacities to promote self-worth, self-esteem and a valuing of others**
- **Helping our pupils to come to an understanding of themselves as unique individuals**
- **Developing our pupils' curiosity, imagination, creativity and promoting a sense of awe and wonder.**

At Jerry Clay Academy, we promote spiritual development through:

- **Our assemblies, Wise time sessions & integrated throughout the curriculum**
- **Class and celebration assemblies**
- **Class presentations**
- **School visits to every place of worship by the end of Year 6**
- **Educational visits and visitors which inspire awe and wonder**
- **Themed days and weeks**
- **RE curriculum**
- **PSHE curriculum**
- **Cooking foods in different religions**
- **Our wide RE syllabus**
- **Faith assemblies**
- **Wellbeing groups**
- **Weekly visitors to school**
- **Outdoor environment learning weekly for every class**

Striving to be the best
that we can be



Reflection - More alike than different

- Are you the same as the person next to you?
- Everyone in this room is different from each other
- Everyone in the world is different from each other
- When a person has Down syndrome, it is just one small part of who they are
- Being a good friend to someone else is the same no matter who they are.



At Jerry Clay Academy, giving children a platform to develop their confidence is paramount; children challenge themselves to lead assemblies to ensure that key messages are delivered.



Moral development

At Jerry Clay Academy, moral development enables our pupils to know what is right and wrong and to act on it accordingly.

We are committed to encouraging our pupils to:

- **Be truthful and honest**
- **Respect the rights and property of others, their opinions and customs, even when they are different from our own**
- **Help others**
- **Solve differences of opinion**

Consequently, **we reject all forms** of bullying, cruelty, dishonesty, violence and discrimination and have procedures in place for dealing with such instances.

"We learn about being responsible for ourselves and for other people. We learn about bullying and we see situations where we have to decide who made the right decision".

Year 4

At Jerry Clay Academy, we promote moral development through:

- **PSHE curriculum**
- **Jerry Clay Learner Traits**
- **Class Values**
- **School Vision**
- **Collective Worship**
- **Wise Time**
- **Supporting charities and fundraising**
- **Enterprise**
- **Junior Leadership**
- **Charity work**
- **School council**
- **Workshops with children and parents**
- **Visitors from the community**

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Y3 Playground Pals



Y5 Playground Pals



Y4 Playground Pals

Don't disrespect
equipment or
leave it out
By Isaac

When finished with
the equipment make
sure to put it
in the



Our Playground Pals are a key factor in ensuring that all children feel safe at playtimes. In their weekly meetings, they ensure that they share successes of the week and develop next steps to make playtimes even better for others.



Social development

At Jerry Clay Academy, social development enables our pupils to understand the rights and responsibilities of living in a community and being a responsible citizen.

We are committed to:

- **Fostering the skills and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding**
- **Providing an environment where pupils can take responsibility for themselves and others in school and the wider society**
- **Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.**
- **Enabling pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain**

At Jerry Clay, we promote social development through:

- **Residentials**
- **School productions**
- **Development of Junior Leadership**
- **Class assemblies**
- **Playground Pals**
- **School trips**
- **Charity development work**
- **Extra-curricular clubs**
- **Peer to peer readers**
- **Weekly visitor assemblies**

"It raises awareness of things that happen so you know what to do if you are around people who experience those things".

Year 5

The School Council have a responsibility to ensure that pupils' voices are heard. Regular meetings with professionals mean that they have an input in a number of key decisions, such as the Academy's lunchtime menu.





Cultural development

At Jerry Clay Academy, cultural development enables our pupils to acquire knowledge and understanding of others' cultural traditions. We value and celebrate the cultural diversity of our school and our society.

We are committed to:

- **Promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions**
- **Celebrating the richness of culture and tradition**
- **Providing opportunities for pupils to participate in and respond positively to artistic, musical, sporting and cultural opportunities**

At Jerry Clay Academy, we promote cultural development through:

- **Celebrating events**
- **Curriculum themed weeks designed to inspire, excite and reinforce key themes**
- **Sharing children's own personal experience**
- **Visits and visitors**
- **Music and Dance events**
- **Theatre Trips**
- **Secondary school/ University Visits**
- **School trips, galleries & theatres**
- **Showcase of creative arts**
- **Books**
- **Supporting charities at international, national and local level**
- **Celebrating British culture**
- **Celebrating festivals from around the world and built into our values calendar**
- **Visits to every place of worship in connection to our pupil passport**
- **Celebration of national events – e.g., Jubilee, Olympics**



Jerry Clay Academy
Striving to be the best
that we can be

At Jerry Clay Academy, children are given ample opportunity to express themselves. Developing children's confidence in this way is up-lifting and has proven to impact in other areas across the curriculum.



PSHE and RSHE

At Jerry Clay Academy, we use the 1 Decision scheme of work as the basis for our PSHE learning.

We aim to inspire pupil's interest and curiosity to know more about how to live in the wider world. We want our children to become healthy, independent and responsible members of society. We want them to learn about rights and responsibilities and appreciate what it means to be a tolerant member of a diverse society. We encourage children to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We aim to create lifelong learners who understand how to build strong and healthy relationships, manage their emotions and form positive beliefs, values and attitudes.

"This is getting you ready for things that happen in the future, experiences and careers. You can get excited about it".

Year 5

Character development

- **At Jerry Clay Academy, we acknowledge that the experiences provided for children in their primary years has a major impact on their future wellbeing and success. It is for this reason, we have made a whole school commitment to the teaching and development of character/ learner traits, attributes and behaviours which underpin achievement and success; endeavouring to ensure that developing 'character' goes hand in hand with high educational aspirations and achievement.**
- **Through our rich and exciting creative curriculum, we focus on teaching pupils to be their best selves, to take pride in their work, and to be positive members of the school, and greater global communities.**
- **We want to create children who thrive on challenge, love learning, respect each other and have attributes that will ensure that they will be valued members of our society.**
- **Our Values Assemblies teach pupils about the personal qualities valued in society. Assemblies also enable pupils to explore issues relating directly to rules, behaviour and bullying.**
- **We hold a weekly Celebration Assembly where we celebrate children's classroom achievements. Each week teachers choose pupils to receive certificates for a range of attributes, both personal and academic e.g., 'Special mention of the week', 'Head boy and Girl award', etc**



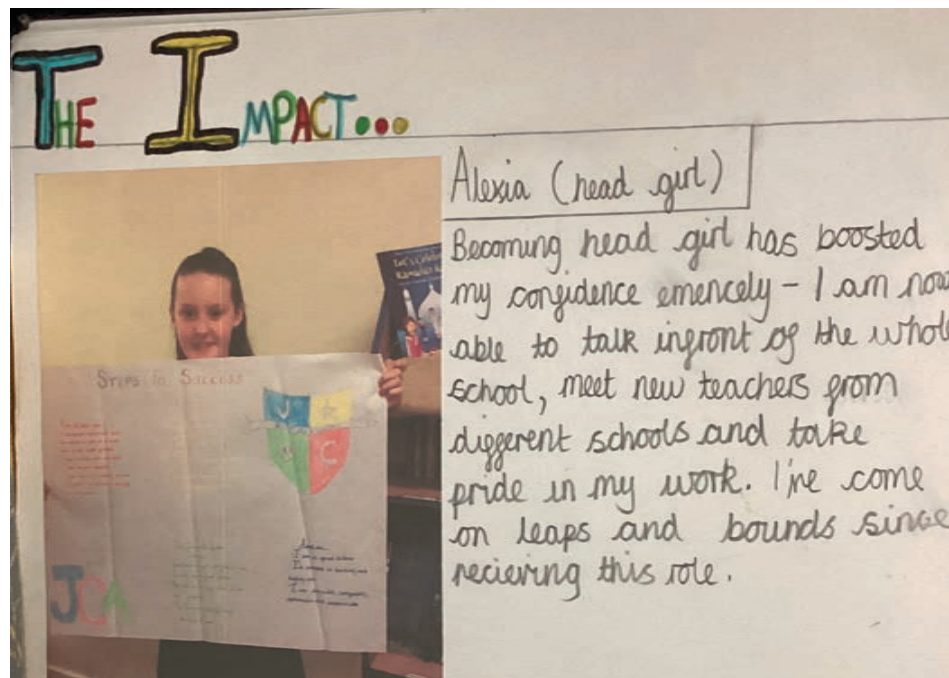
Pupil voice & Junior Leadership

We believe that the views, experiences and influence of our pupils are a crucial part of our drive to continuously improve our provision. We therefore seek ways to listen to the views of our pupils and involve them in decision-making so that they are engaged as partners in the life of the school. We create meaningful roles for pupils to allow them to develop leadership skills.

Our Pupil Voice and Peer Leadership Roles are extensive and have become well-established over many years:

- **School Council**
- **Playground Pals**
- **Tidy School Ambassadors**
- **House Captains**
- **Reading Buddies**
- **Librarians**
- **Year 6 Junior leadership roles include Head Boy, Head Girl, Head of Operations, Head of Communication, Subject specific leadership roles**

As part of this role, children are allocated a rota and specific work days. They attend formal meetings and in some cases, chair meetings. Through this they will work from a plan, keeping a log of their key work and the leadership lessons they have learnt along the way.





The Junior Leadership team monitor regularly and have a cycle for improvement within their allocated specialisms. These are as follows:

JLT monitoring cycle

Pupil voice – What do children want for your subject/team?

How can you find this out? Pupil box? Survey for classes? Are there ideas that you have that you would like to share with classes to see if they like them?

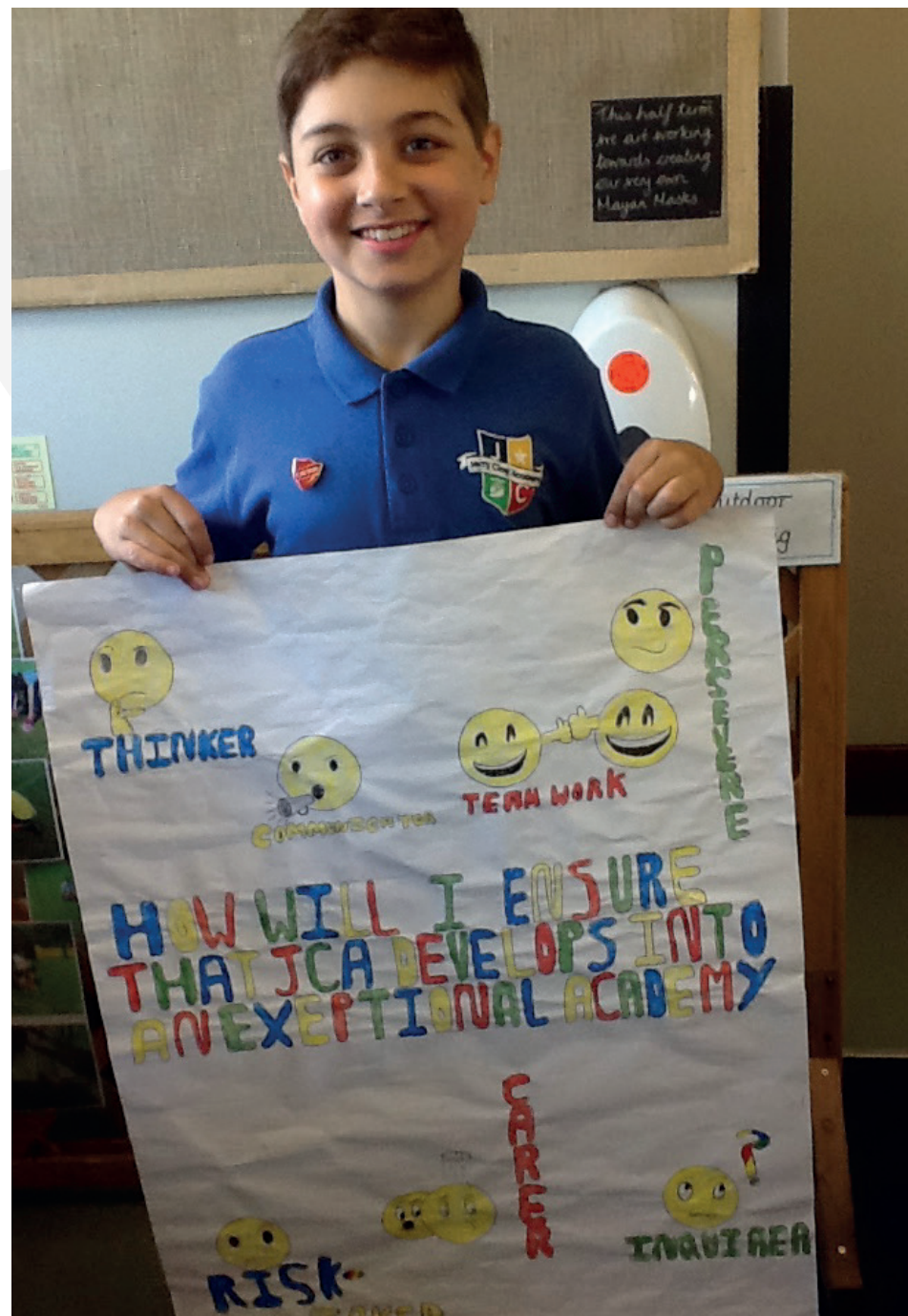
Feedback from pupil voice – How will you feedback this to your teacher leader? Will you create a short form e.g. 3 stars and a wish

Displays in school – do you think this represents your subject at JCA? Can you have any input into this?

Clubs – Do children want a club for your subject? What will this be? How will it provide something additional that children don't already get within school time?

“If you're stuck in the future you would know what to do. It is preparing for your future education”.

Year 4





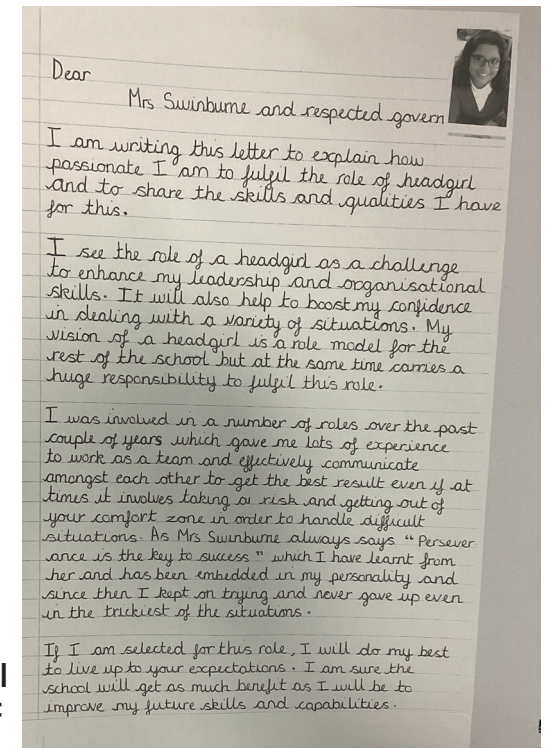
Career Development

Career-related learning happens as individual events and also as a cross-curricular lessons alongside other key themes of personal development such as spiritual, moral, social and cultural development, healthy living, citizenship and environmental understanding. The aim of embedding career-related learning in the subjects, themes and experiences of the whole curriculum is to enable learners to make connections in their learning and appreciate the relevance of what they are learning for their lives and future careers.

As well as themes, there are many awareness events throughout the year that can celebrate careers. As part of our values calendar, we utilise World braille day, Fair trade fortnight, Science and Engineering week, Stress awareness week, National story telling week, Volunteering week, Recycling awareness week, World book day, Black history month/Windrush Day, UNICEF International Women's day.

We believe that career-related learning is most effective when curriculum design, learning and teaching and assessment are aligned. Powerful learning environments for career-related learning emphasise active, participative and experiential learning. Learners enjoy meeting visitors and finding out about the work they do. Employers also value coming into schools to meet with learners and support the community.

- **Our junior leadership roles are always advertised on a job board with a job specification, job description and application form. This is followed with a formal interview process. Feedback shows that our year 6 are prepared for secondary school and ultimately for the world of work in the future.**
- **Examples of activities that we have committed to are 'Employers can do' as Employers come into class and talk.**
- **Careers fairs – Parents with jobs, employers, colleges and universities come into school for a specific day and learners rotate around stalls, take part in activities and find out more about opportunities.**
- **Workplace visits – Trips to museums, farms, leisure centres, etc. can be enhanced by exploring the career opportunities and roles that are associated with running these attractions.**
- **Careers in my local community – Learners can learn from a walk around their local area to see what kind of jobs and businesses are in their location.**





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