

Upper Nidderdale Primary Federation

Personal Development

Intent, Implementation and Impact

Updated – January 2026

talents
encounters
attitudes
diversity
traditions
partnerships
musical
arts
heritage
exchanges
literature
entertaining
nature
scientific
enrichment
dignity
national
experience
concerts
galleries
museums
equality
drama
cultural
global

At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, helping every child flourish into a caring, confident and resilient young person who has a **love of learning** and upholds our CHAMPS Values:

Community - Treat others as we would want to be treated ourselves

Hope – Giving confidence in what we can contribute and achieve together

Aspiration - Believe that we can be the best version of ourselves in all that we do

Mission – Living with purpose and commitment to making a positive difference

Perseverance – Not everything comes easily – keep trying to reach your goals and dreams

Shine – Let your light shine on yourself and others

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

UNPF Vision

Believe

Achieve

Inspire

Believe, Achieve, Inspire

Everything we do and every decision that we make is made through the lens of our vision. We believe in every child (and adult) in the federation and we believe that they can achieve their every best, no matter what their starting point.

Every week there is a federation vision and values assembly. In these assemblies, the EHT shares stories of inspirational characters and poses questions and ideas that are to be discussed in each class in any assembly follow up work.

This work is displayed in a class vision and values book. This means that the values are lived and breathed, rather than merely being displays on the walls.

Adults use the vision as a reference in any interactions with pupils, such as supporting them to challenge themselves by stating that they believe in them.

Achievements, in and out of school are recognised and celebrated. Outside achievements (such as swimming, cubs, ballet etc.) are shared in weekly celebration assemblies, as well as a celebration of achievements in school.

Intent

Intent

The aim of our personal development strategy is to support our pupils to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.

Our CHAMPS values play an integral part in supporting pupils' Personal Development. The focus on the individual responsibility of making good choices and persevering when things are difficult are important life skills, with SMSC and British Value links. Our CHAMPS values help to develop pupils' characters, which we define as a set of positive personal traits, dispositions and virtues that informs pupils' motivation and guides their conduct. These values allow pupils to reflect wisely; learn eagerly, behave with integrity and co-operate consistently with others. This gives our pupils the qualities they need to flourish in society.

Through Personal Development we promote equality and equity, equipping our pupils with important knowledge about The Equality Act and the protected characteristics listed under the act. This is so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. We ensure that the federation is an inclusive environment that meets the needs of all pupils, irrespective of age, gender reassignment, race, religion or belief, sex or sexual orientation. Glasshouses School is an LGBTQ+ Beacon School for Barnardos. This ethos goes across the federation. The PSHE and RSE curriculum supports pupil's knowledge about healthy relationships, as well as safety on and offline.

Intent

We develop our character from taking on challenges and pursuing our interests, by doing things that are worth doing even when they are difficult and which may not give us an immediate reward. This takes resilience. Resilience requires a sense of adaptability and confidence to overcome challenges, and requires children to have the ability to recover quickly from tough challenges, in order to succeed.

Resilience is a key factor in protecting and promoting good mental health. It is the quality of being able to deal with the ups and downs of life, and is based on self-esteem.

We are committed to preparing our pupils to face the challenges of the modern world with confidence, whilst ensuring that they are strongly numerate and literate, therefore equipping them to overcome academic challenges with determination.

Implementation

Rights Respecting Schools

The schools within the federation are UNICEF Rights Respecting School. Together, our school community learn about children's rights, putting them into practice everyday. As part of the Rights Respecting ethos, relationships are positive and are founded on dignity and mutual respect. In Rights Respecting schools, children and young people are included and valued as individuals, and they know that their views are taken seriously.

As Rights Holders, they also look at the world around them, thinking globally as well as locally, and they consider how they can help to uphold the rights of other children around the world.

Clubs and visitors

It is also further developed by visitors into school such as the NSPCC, local MPs etc. We also host workshops on diversity and tolerance through the Anne Frank foundation. These workshops have covered discrimination, Islamophobia and homophobia.

Extra-curricular clubs also enhance our Personal Development offer. Children can experience a variety of clubs including craft, sports, resilience etc. This gives children a chance to further develop their personal interests.

Federation Parliament Teams and Parliament Leaders

Across the federation we have four Parliament Teams. Each of these has been named after an inspirational individual who has overcome adversity, shown resilience and risen to the challenges that life has thrown at them. These individuals are chosen by and voted for by the children.

Belonging to a team encourages team work, collaboration and gives pupils the opportunities to develop mentoring responsibilities. Parliament Points are given in recognition of pupils demonstrating our CHAMPS values or our vision.

Pupils are given the opportunity to be Parliament Leaders. We make links with the real world and future life experiences by asking the children to apply for these roles (with the appropriate support for pupils who may need an adapted approach). Links are also made to democracy.

Parliament Leaders take on a leadership and mentoring role within their team. They attend Parliament Leader meetings and feedback to their team, as well as collecting the ideas and opinions of other pupils to feedback at meetings. They count Parliament Points and plan how to celebrate achievements at the end of each half term.

Residential Trips

We ensure that children across the federation are given the opportunity to experience staying away from home and being more independent. We provide opportunities for residential from Year 3 upwards. We ensure that pupils have the opportunity to:

- Develop independence
- Develop confidence
- Try new things in new places, within the comfort of their peer group
- Develop resilience and team building skills

In Year 3 and 4 children stay at Nell Bank. They work on resilience and team building skills, as well as physical activities.

In Year 5 and 6, we alternate between residential at East Barnby and Robinwood. At East Barnby, children will experience a variety of outdoor activities such as kayaking, climbing, surfing etc. At Robin Wood the pupils engage in team building activities and challenge themselves to try new activities.

Pupil Leadership Groups

Pupil Leadership groups are an intrinsic part of our Personal Development offer across the federation. Rather than school council, where only a small number of children are able to participate, we offer the opportunity for ALL pupils to engage in leadership roles.

Pupils are able to choose the leadership group that they want to be part of:

- Digital Leaders
- Rights Respecting
- Sports Leaders
- Collective Worship Leaders
- Eco Warriors

The groups meet twice each term (across the federation) and agree what they want to achieve as a group and create an action plan.

To ensure that the experience of being part of a pupil leadership team is cumulative, we have planned the following, to ensure that as pupils get older, they have more responsibility.

Pupils are encouraged and supported to develop their levels of responsibility throughout their time at the federation. Whilst ALL pupils are encouraged to actively take on responsibilities, we have developed a sequential and cumulative approach to pupil involvement. In Reception and Key Stage One, pupils develop their leadership skills within their own classrooms. In Lower Key Stage Two, pupils are supported to develop their leadership skills across schools. In Upper Key Stage Two pupils are supported to develop their leadership skills in the local community.

| Year Group | Roles and Responsibilities | Leadership Opportunities |
|------------|--|--------------------------|
| Rec | Pupil Leadership Fruit and Snack Monitors | In class |
| Y1 | Pupil Leadership Table monitors | In class |
| Y2 | Pupil Leadership Book Area monitors | In class |

| Year Group | Roles and Responsibilities | Leadership Opportunities |
|------------|---|--|
| Y3 | Pupil Leadership Reading Area monitors | In school |
| Y4 | Pupil Leadership Library monitors | In school |
| Y5 | Pupil Leadership Parliament Leaders Dinnertime Monitors | In the local community Vice chair of a leadership group |
| Y6 | Pupil Leadership Parliament Leaders Community Ambassadors | Chair of a pupil leadership groups |

Growth
Mindset &
Resilience

Why is resilience important?

Pupils can experience some mental and emotional trauma even in their younger years, and building resilience is a sure way to help them get through it. Children experience consistent physical and mental growth with school and extracurricular activities and develop new and improved social skills and the skills to be resilient daily.

Becoming resilient will give children the ability to take on the new and frightening challenges they may be experiencing daily. Resilient children will grow and learn in every situation, even if it is a setback. Developing resilience in a child's younger years is key to helping them live a fulfilled and healthy life.

Children that learn to be resilient through adversity will be able to more healthily cope with what life gives them. Being able to cope with challenges in a healthy way is not the only obstacle that being resilient can help you overcome. Students that learn to be resilient will be able to bounce back after a traumatic experience in life.

The ability to bounce back quickly from a setback is one of the best things that being resilient can offer a person. Rather than sinking into a depression that can deeply affect physical and emotional health, resilience will help students to bounce back to normal life and a normal headspace more quickly.

Happy Minds

Who?

Happy Minds is designed for pupils in EYFS and KS1 and KS2.

What?

Happy Minds is an NHS programme that combine the latest research, science and technology to help children develop lifelong habits, resilience and learn to thrive

Why?

We believe that we should be equipping all children with the knowledge, skills and tools to thrive in the modern world

Happy Minds

The programme is organised into different sections

| | |
|--|--|
|  The logo for 'Meet Your Brain' features a purple background with a white wavy pattern. The text 'Meet Your Brain' is written in white, bold, sans-serif font. To the right of the text are two cartoon characters: a blue elephant-like creature with large ears and a yellow, textured character with a wide smile. | Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too. |
|  The logo for 'Celebrate' features a red background with a white wavy pattern. The word 'Celebrate' is written in white, bold, sans-serif font. Below the text is a blue, cloud-like character with a smiling face, arms, and legs, wearing a white t-shirt with a yellow letter 'C' on it. | Understanding your unique character strengths and learning to celebrate them. This is a fantastic module for building self esteem |
|  The logo for 'Appreciate' features a blue background with a white wavy pattern. The word 'Appreciate' is written in white, bold, sans-serif font. To the right of the text is a yellow, pear-shaped character with a smiling face, holding a small red flag with a white letter 'A' on it. | Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to wellbeing and resilience and we're all about making it a habit! |

Happy Minds

The programme is organised into different sections

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| | |
|---|---|
|  <p>Relate</p> | Understanding why positive relationships matter and how to build them. We're focussed on the building blocks of good relationships and friendships. |
|  <p>Engage</p> | Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self esteem and resilience too |

Happiness Heroes

At the start of the year children who wanted to become a Happiness Heroes completed an application form explaining how they could benefit the social, emotional and mental wellbeing of their peers.

Happiness Heroes are responsible for:

- Ensuring that their peers are happy during break and lunch times.
- Organise activities each lunch time for other children.
- Attending meetings to organise My Happy Mind events.
- Plan and hold events to promote positive mental health.
- Look out for children demonstrating their character strengths.

The 6 C's of Resilience

- Character
- Citizenship
- Challenge
- Communication
- Collaboration
- Critical thinking

SMSC

| | | |
|-----------|----|---|
| SOCIAL | 01 | Use a range of social skills in different contexts. |
| | 02 | Participate in a variety of communities and social settings. |
| | 03 | Co-operate well with others and be able to resolve conflicts effectively. |
| | 04 | Know the rule of law protects the rights of individual citizens and is essential for their wellbeing and safety. |
| CULTURAL | 01 | Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others. |
| | 02 | Understand and appreciate the range of different cultures within the school and further afield as an essential element of their preparation for life in modern life. |
| | 03 | Know about Britain's democratic parliamentary system and its central role in shaping our history and values and continuing to develop Britain. |
| | 04 | Participate and show respect for different faiths, religions, ethnic and socio-economic groups, national and global communities. |
| | 05 | Explore and show respect for different faiths, religious, ethnic and socio-economic groups, national and global communities. |
| SPIRITUAL | 01 | Reflect on their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different peoples' faiths, feelings and values. |
| | 02 | Sense enjoyment and fascination when learning about themselves, others and the world around them. |
| | 03 | Use imagination and creativity in their learning. |
| | 04 | Reflect willingly on their experiences. |
| MORAL | 01 | Recognise the differences between right and wrong and readily apply this to their understanding in their lives. |
| | 02 | Understand legal boundaries and, in doing so, respect the civil and criminal law in England. |
| | 03 | Understand the consequences of their behaviour and actions. |
| | 04 | Investigate and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues. |
| | 05 | Know about and respect the public institutions and services in England. |
| | 06 | Develop an acceptance of other people, understanding and the importance of identifying and combating discrimination. |

Spiritual, moral, social and cultural development

We ensure that all subject intents include links to SMSC. We support the spiritual development of pupils by;

- Providing opportunities for pupils to be reflective about their own beliefs and perspectives on life.
- Providing opportunities to develop the knowledge of, and respect for different people's faiths, feelings and values.
- Promoting a sense of enjoyment and fascinations in learning about themselves, others and the world around them.
- Supporting a willingness to reflect on their experiences.

We support the moral development of pupils by developing their;

- Ability to recognize the difference between right and wrong and to readily apply this understanding to their own lives, and to recognize legal boundaries and, in doing so, respect the civil and criminal law of England.
- Understanding the consequences of their own behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Spiritual, moral, social and cultural development

We support the cultural development of pupils including developing their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their heritage and that of others.
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
- Ability to recognize, and value, the things that we share in common across cultural, religious, ethnic and socio-economic communities.
- Knowledge of Britain's democratic Parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and response positively to artistic, musical, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity This will be shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Spiritual, moral, social and cultural development

We support the social development of pupils by developing their:

- Use of a range of social skills in different contexts, for example working and socializing with other pupils, including those of different religions, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communicates and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively.
- Acceptance of 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.

British Values

Fundamental British Values Vocabulary

These values run through everything that we do. They support our pupils to become citizens of modern Britain and to develop important life skills. We learn about the Equality Act and the protected characteristics of that act. As part of our PREVENT duty, British Values teach children to respect and celebrate differences and similarities.

| Rule of Law | Individual Liberty | Tolerance | Democracy | Mutual Respect |
|--|--|---|--|--|
| Rules and laws are set by the government and apply to the whole country. They are designed to be fair and to keep us safe. | Individual liberty is the freedom to express an opinion and be yourself. We all have the right to be accepted and listened to as long as we are not harming anyone else. | Tolerance is accepting and respecting others and learning from everyone's different religious beliefs and faiths, or those with no faith. | Democracy means freedom and equality for all. Everybody has a voice and can be part of decisions that affect them. | Mutual respect is celebrating differences and being kind to others, regardless of their differences. |

Fundamental British Values Vocabulary

Within the federation, there are many opportunities to 'live and breathe' British Values:

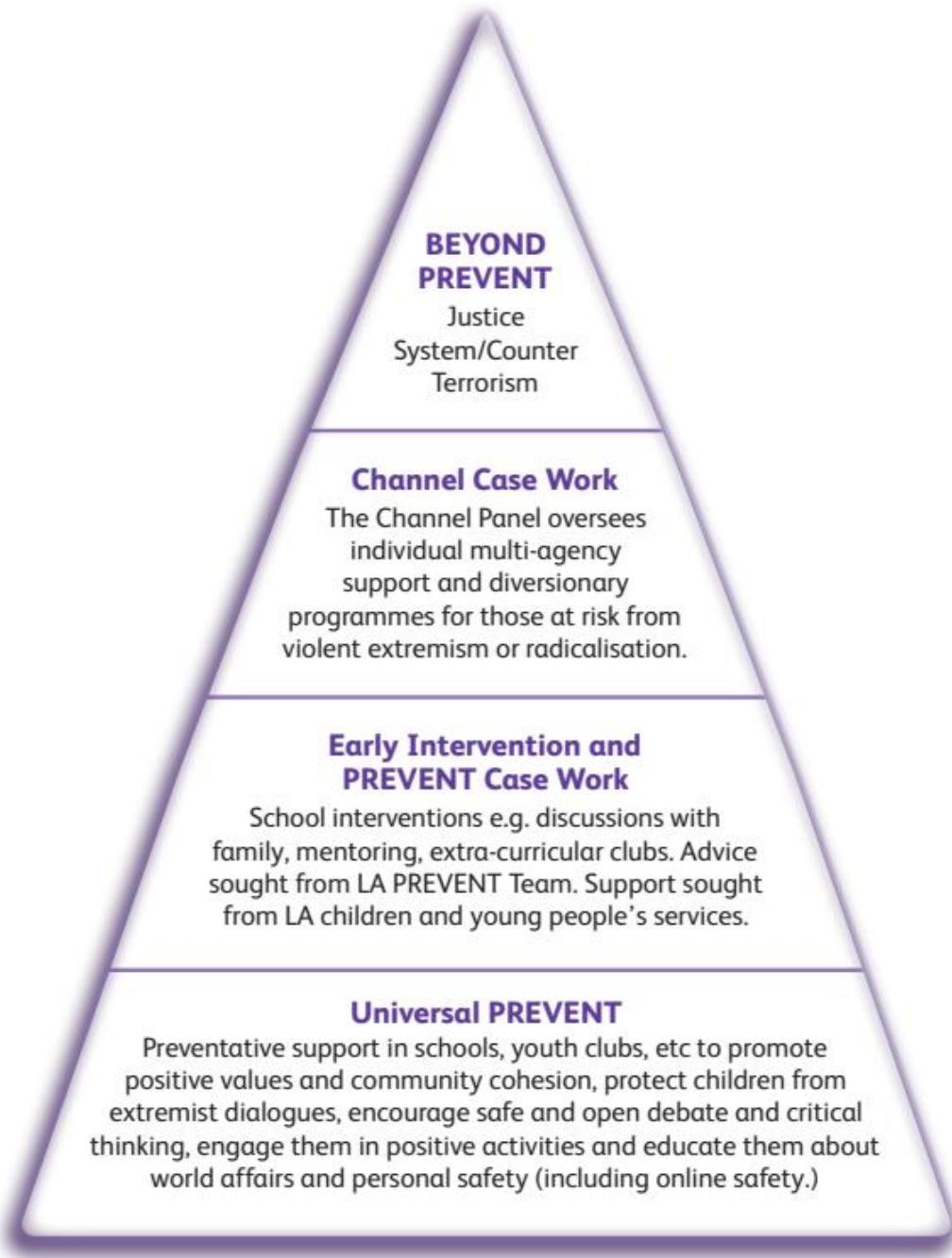
- CHAMPS - children learn about the responsibility that they have for making good choices and the consequences of not doing so. They also learn about the importance of honesty and good manners.
- Parliament Leaders - Children learn about the responsibility of being a team. They learn to work together to achieve something. As part of a team, they learn about the intrinsic feel good factor of doing the right thing. Over time, children have the opportunity to be Parliament Leaders and to take on more responsibility.
- Pupil Leadership groups - here children learn about contributing to society and about 'giving back.' They learn that their opinions matter and that they can make changes to their life and the lives of others.
- Growth Mindset - Children learn about life skills such as resilience and perseverance. These abstract concepts are brought to life through characters that represent the skill.
- PSHE/RHSE - In PSHE we learn about living in the wider world. Here we learn even more about democracy and tolerance of others. We learn about healthy relationship, keeping safe online and about decisions that we will face as adults.
- RE - Children learn about a variety of faiths and non-faiths and with this deepening knowledge comes respect and tolerance.
- Collective Worship - Children learn about inspirational individuals, as well as themes around respect and tolerance.

Fundamental British Values Vocabulary

The following vocabulary will be taught and revisited throughout a child's time at school so that it is embedded.

| Rule of Law | Individual Liberty | Tolerance | Democracy | Mutual Respect |
|--|--|--|--|---|
| Rules Law Government Fair Justice Courts Honesty Truthful Law abiding Consequence | Individual Liberty Freedom Express Opinion Accepted Responsibility Pride Self-esteem | Tolerance Accepting Respect Difference Religion Belief Faith Tradition Culture Race Acceptance Equality | Democracy Equality Freedom Decision Vote Debate View Election Government Parliament Minister Representation | Mutual Respect Diversity Culture Ethnicity Gender Disability Sexual orientation Faith Race difference Similarities Celebrate |

British Values & Prevent



British Values and Prevent

It is important to emphasise that the PREVENT duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. Discussion is encouraged around values, terrorist ideologies and harmful extremist messages.

We use DFE approved resources from
<https://www.educateagainsthate.com/>

How can we counter extremism with British values?

Extremism is often defined as undermining British values. A totalitarian society would undermine the value of democracy, for example. If we consider the opposing values, we can see where education can begin to challenge extremist sentiment and behaviour.

| British Value | Opposing Value | Teaching and Learning |
|-----------------------|--|--|
| Democracy | Totalitarianism | Explore both systems of government and allow students to understand the merits and drawbacks of both democracy and totalitarianism. |
| Rule of Law | Violent crime/terrorism or being treated differently under the law | Explore the consequences of breaking laws. Recognise how we are all equal before the law under the Equality Act and protected characteristics. |
| Individual Liberty | Discrimination/racism/censorship/false imprisonment | Explore examples in history where individual liberty has not been valued e.g. Women's Suffrage in the UK or Apartheid in South Africa |
| Respect and tolerance | Hate speech/hate crime | Explore examples of hate speech and hate crime and what constitutes freedom of speech vs racial and religious hatred |

Federation
Fifty

We want our pupils to lead a fulfilling life. We want them to enjoy learning, to read for pleasure, to be excited by music and drama, to be curious about the world and people around them.

We believe that it is important that children have the chance to try things out, to get a taste of the world around them, to see and do things that they wouldn't normally do, or go to places they wouldn't normally go and to meet people they wouldn't normally meet.

These things are important because a world-class education is about much more than qualifications: it's also about your character and wellbeing. We develop our character from taking on challenges and pursuing our interests, by doing things that are worth doing even when they are difficult and which may not give us an immediate reward.

Therefore, we have introduced our Federation Fifty Challenge to give children a variety of experiences during their time in The Upper Nidderdale Primary Federation. Children will be given opportunities to complete these challenges throughout their time at primary school.

| | | | | | | |
|--|---|---|---|--|--|---|
| 1 Take part in a play or show | 2 Learn to sew on a button. | 3 Fly a kite. | 4 Visit an art gallery. | 5 Meet your local MP and ask them a question. | 6 Build a den. | 7 Prepare and go on a picnic. |
| 8 Visit a castle. | 9 Make leaf rubbings. | 10 Explore inside a cave. | 11 Borrow a book from the library. | 12 Plan and cook a meal. | 13 Pick up litter in your local area. | 14 Cook outdoors. |
| 15 Make something to sell and make some money. | 16 Visit Brimham Rocks. | 17 Sleep away from home. | 18 Use public transport. | 19 Paddle in the sea. | 20 Care for an animal. | 21 Go orienteering. |
| 22 Bake a cake. | Federation Fifty Challenge | | | | | 23 Visit a museum. |
| 24 Design and make a board game. | 25 Give a presentation to your class about something you are interested in. | 26 Raise money for charity. | 27 Take part in a vote-democracy. | 28 Visit a place of worship from a religion different to your own. | 29 Make something to sell and make some money. | 30 Learn to ride a bike. |
| 31 Visit The Houses of Parliament. | 32 See the sunset. | 33 Represent your school at a sporting event. | 34 Learn First Aid. | 35 Eat something you have grown. | 36 Campaign about something. | 37 Go on a bug hunt. |
| 38 Learn the names of trees in the local area. | 39 See the sunrise. | 40 Organise a tea party for parents. | 41 Walk to the top of Guisecliffe hill. | 42 Take part in a debate. | 43 Visit a large city. | 44 Create a mosaic. |
| 45 Visit Nidderdale Museum. | 46 Swim outside. | 47 Take part in a treasure hunt. | 48 Try yoga. | 49 Create your own piece of music. | 50 Play a musical instrument. |  |

Self-evaluation

Fundamental British Values Vocabulary

We have used the DfE Six benchmarks of Character Education analysis to ensure that are able to deliver high quality Personal Development that truly impacts the lives of our pupils and the community.

What kind of school are we?

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| ow clearly do we articulate the kind of education we aspire to provide? • How effectively do we create a sense of pride, belonging and identity in our school? | |
| How do we ensure that all members of the school community understand and share our aims? | |
| How effectively do we create a sense of pride, belonging and identity in our school? | |

What are our expectations of behaviour towards each other?

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|---|--|
| Are we clear on the importance of discipline and good behaviour in school life? | |
| How do we promote this understanding? | |
| How well do we promote consideration and respect towards others (pupils and adults), good manners and courtesy? | |
| How well do we promote a range of positive character traits among pupils | |

How well do our curriculum and teaching develop resilience and confidence?

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| <p>Is our curriculum ambitious for our pupils? Does it teach knowledge and cultural capital which will open doors and give them confidence in wider society?</p> | |
| <p>Is our curriculum logically organised and sequenced, including within subjects, and taught using effective pedagogy, so pupils gain a strong sense of progress and grow in confidence?</p> | |

How good is our Personal Development offer?

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|---|--|
| Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc. so all pupils can both discover new interests and develop existing ones? | |
| Do we make use of or promote local, national or international programmes or organisations? (e.g. uniformed organisations, Duke of Edinburgh, National Citizen Service etc | |
| Are there ample opportunities for pupils to compete, perform etc., and is success acknowledged and celebrated? | |
| Is provision of high quality and does it challenge pupils and build expertise? Is participation sustained over time? | |

How well do we promote the value of volunteering and service?

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| Are age-appropriate expectations of volunteering and service to others clearly established? | |
| Are opportunities varied, meaningful , high-quality and sustained over time? | |
| Do volunteering and service opportunities contribute to breaking down social barriers? Are they effective in making pupils civic-minded and ready to contribute to society? | |

How do we ensure that all our pupils benefit equally from what we offer?

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|--|--|
| Do we understand and reduce barriers to participation (e.g. cost, timing, location, parental support etc.) | |
| Do we enable young people from all backgrounds to feel as if they belong and are valued? | |
| Is our provision appropriately tailored to suit and to challenge our pupils? | |