Morley Primary School

Personal Development Offer



Intent

At Morley, our Personal Development offer ensures all children — particularly those who are disadvantaged — develop the knowledge, experiences, emotional literacy, character and confidence they need to succeed at school and in later life.

S – Safeguarding & Wellbeing

(Including Happy Confident People)

What we do

- A strong safeguarding culture where children feel safe, listened to and supported
- Explicit teaching of emotional literacy through **Happy Confident People**, enabling children to:
    - Recognise and name emotions
    - Understand emotional responses
    - Develop strategies to manage feelings
- Regular teaching of:
    - Online safety

    - Healthy relationships
    - Respect, kindness and self-regulation
- Trusted adults and clear systems so children know where to go for help

Focus on disadvantaged

- Disadvantaged children are prioritised for:
    - Pastoral support (ELSA)
    - Emotional check-ins (Daily focus)
    - Early intervention where concerns arise
- Strong relationships with families to support wellbeing beyond school

How we monitor

- Safeguarding and pastoral logs – My Concern
- Behaviour and attendance patterns
- Pupil voice on safety and wellbeing
- Staff knowledge of individual children

C – Curriculum

(The foundation of personal development)

What we do

- A broad, ambitious and inclusive curriculum for all children
- **Same curriculum, same knowledge, different depth — no ceiling**
- Explicit teaching of:
    - Vocabulary and oracy
    - Personal, social and emotional understanding
    - Cultural capital through high-quality texts and themes – local curriculum
- Personal development woven through subjects and assemblies

Focus on disadvantaged

- No narrowing of the curriculum

- Disadvantaged children actively supported to access and succeed across all subjects

How we monitor

- Book scrutiny
- Curriculum coverage checks
- Pupil voice
- Termly progress and provision discussions

A – Aspirations

(Careers, futures and life beyond Morley)

What we do

- Raising aspirations from the earliest years
- Exposure to:
    - Different careers and roles
    - Regular visitors and real-life examples – reflection opportunities
- Teaching life skills including:
    - Communication
    - Resilience
    - Independence and confidence

Focus on disadvantaged

- Explicit aspiration-building so children can “see themselves” in future pathways
- Ensuring lack of experience or background is not a barrier

How we monitor

- Pupil voice on aspirations and confidence
- Curriculum mapping of careers links
- Staff discussion and observation

L – Leadership

(Pupil voice, responsibility and influence)

What we do

- Leadership roles for all children (e.g. monitors, buddies, councils)
- School Council – Buddies – I-vengers
- Explicit teaching of leadership skills:
    - Responsibility
    - Teamwork
    - Speaking up
- Children contribute to school improvement and decision-making

Focus on disadvantaged

- Active encouragement for disadvantaged children to take on leadership roles
- Monitoring participation to ensure no child is overlooked

How we monitor

- Leadership role tracking
- Pupil voice outcomes
- Observation of confidence and participation

E – Enrichment

(Experiences that build cultural capital)

What we do

- Wide range of enrichment opportunities:
    - Trips and visits
    - Clubs
    - Visitors and themed events
    - Sport, arts and creativity
- Reading enrichment, including book ownership

- Performances/Shows

Focus on disadvantaged

- Financial barriers removed through targeted funding
- Active tracking to ensure full access to clubs and trips
- Support attendance to all trips/activities/Penguin Play

How we monitor

- Club attendance registers
- Trip participation analysis
- Pupil voice
- Reporting to governors

S – Sense of Place (Locality & Belonging)

What we do

- Strong locality curriculum:
    - Local history
    - Geography
    - Community links
- Helping children understand:
    - Where they live
    - How they belong
    - How they contribute to society
- Morley Moments:
    - Morley Dash
    - Morley Togetherness events – February, Easter, Christmas
    - Morley Houses – points/competitions

Focus on disadvantaged

- Ensuring all children access local experiences that build identity and pride
- Removing barriers to participation

How we monitor

- Participation tracking
- Visit evaluations
- Pupil voice on belonging and community

Inclusion & Disadvantaged Children (Across SCALES)

- Disadvantaged children are **never a bolt-on**
- Inclusion runs through **every strand of SCALES**
- We track:
    - Access
    - Participation
    - Voice
    - Impact
- No child is invisible

Our Personal Development offer is structured around SCALES — safeguarding and wellbeing, curriculum, aspirations, leadership, enrichment and sense of place — and we carefully monitor participation and impact to ensure disadvantaged children access every strand.