Morley Primary's Personal Development Overview

The Morley Feeling Where Anything can be Achieved.

Togetherness, Love, and Passion



At Morley Primary School, our ethos of *Togetherness, Love, and Passion* underpins everything we strive for as a community. Through *Togetherness, Love, and Passion,* we aim to shape confident, resilient, and compassionate individuals who are ready to lead, inspire, and thrive in the world of Morley and beyond.

At Morley we recognise that the primary years are a key time for children to develop their own identity and aspirations for the future – the need for personal development.

<u>What is Personal Development?</u>

Personal Development focusses on "*preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so.*" (Ofsted Inspection Handbook July 2022). Personal development refers to the intentional and holistic growth of children in various aspects of their lives. It encompasses the development of social, emotional, cognitive, and physical skills, as well as the promotion of values, attitudes, and character traits. With support, challenge and opportunities we enable them to grow in mind, body and spirit. We help them to develop their knowledge of the world and foster ambition within it to achieve their potential, benefitting not only themselves but having a positive impact upon others.



At Morley we believe in building a community of confident, responsible, caring, compassionate, respectful and highly motivated children who will grow up into strong and active members of society who are able to take their place in the world and go on to great and exciting things. Our school curriculum is planned to support this, and enriched with a wealth of opportunities for pupils to learn and play together, to take part in a wide variety of cultural activities, and to mix with people of other ages, cultures and faiths in order to develop understanding and interest in the world.

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, PD education is about making connections; it's strongly linked to child-led activities, including play. PD is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

Class One Reception	• People who help us- Visits from local Police, Nurse, Vet • Visit to East Midland Airport • Enchanted Kingdom- Visit to Bolsover Castle • Come Outside - Plants -Broomfield Plant Centre • Once Upon a Time - Habitats - Broomfield College animals • Whole school visit to Yorkshire Wildlife and Peak Wildlife parks • Performances within school/church to parents (music concerts, Christmas and end-of-year shows) • Leadership project where children choose what is important to them and lead a project to make the world a better place. • Charity and fundraising events – Treetops Hospice • Regular assemblies which focus on self-reflection with Amity Kate. • Safety week – Derbyshire Police Derbyshire Fire and Rescue, East Midlands Rail, Road safety. • School involvement in community events such as Remembrance, Mother's Day, the Morley Show.

Key Stage 1 and 2

Personal development opportunities are embedded within the curriculum planning and provided to all pupils. Our PSHE curriculum holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. I can express how being anxious/ scared and unwell	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behavior Role-modelling I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

Enrichment in curriculum areas

Enrichment in PSHE

Class One	• Performances within school/church to parents (music concerts, Christmas and end-of-year shows) • Leadership project where children choose what is important to them and lead a project to make the world a better place. • Charity and fundraising events – Treetops Hospice • Regular assemblies which focus on self-reflection with Amity Kate. • Regular Parliament of Owls meetings. • Safety week – Derbyshire Police Derbyshire Fire and Rescue, East Midlands Rail, Road safety. • School involvement in community events such as Remembrance, Mother's Day, the Morley Show.
Class Two	• Performances within school/church to parents (music concerts, Christmas and end-of-year shows) • Leadership project where children choose what is important to them and lead a project to make the world a better place. • Charity and fundraising events – Treetops Hospice • Regular assemblies which focus on self-reflection with Amity Kate. • Regular Parliament of Owls meetings. • Safety week – Derbyshire Police Derbyshire Fire and Rescue, East Midlands Rail, Road safety. • Residential experiences in Class 2 – Lea Green • School involvement in community events such as Remembrance, Mother's Day, the Morley Show.
Class Three	• Performances within school/church to parents (music concerts, Christmas and end-of-year shows) • Leadership project where children choose what is important to them and lead a project to make the world a better place. • Charity and fundraising events – Treetops Hospice • Regular assemblies which focus on self-reflection with Amity Kate. • Regular Parliament of Owls meetings. • Safety week – Derbyshire Police Derbyshire Fire and Rescue, East Midlands Rail, Road safety. • Residential experiences - Hathersage. Class 3's residential takes place at the start of the academic year to foster relationships. • School involvement in community events such as Remembrance, Mother's Day, the Morley Show.

Enrichment in Reading at Morley Primary School

At Morley Primary School we are committed to fostering a love for reading and developing strong literacy skills among all our students. Our approach to reading enrichment goes beyond the standard curriculum, creating a vibrant, engaging environment that nurtures each child's passion for books and stories. Below are some of the key ways we provide reading enrichment opportunities:

Key Enrichment Strategies in Reading:

1. **ASPIRE: A Personalised Reading Programme:** We offer a personalised reading programme tailored to the unique needs and interests of our students. This approach ensures that each child receives the support they need, whether through one-on-one reading sessions, small, guided reading groups, or targeted interventions to build specific skills.
2. **Diverse Reading Materials and Activities:** We believe in exposing our students to a wide range of reading materials, from classic literature and contemporary fiction to non-fiction texts and multicultural stories. Our class libraries are regularly updated with diverse books that reflect different cultures, experiences, and perspectives, encouraging students to explore beyond their immediate interests. In addition, we integrate creative activities like storytelling, dramatic readings, and book-making projects, making reading an interactive and enjoyable experience.
3. **Reading Clubs:** To further cultivate a love for reading, we organise reading clubs for children in both KS1 and KS2. Our reading clubs meet regularly to discuss books, share recommendations, and engage in themed activities. The reading clubs, ran by Mr Johnson, have been very well attended and the children have thoroughly enjoyed them.
4. **World Book Day:** World Book Day is celebrated each year throughout school. The children are encouraged to bring their favourite books to school to share with their classmates in 'Book café' style sessions and will take part in various reading-related events throughout the day, such as virtual author talks.

Enrichment in RE at Morley Primary School

At Morley Primary School we are committed to providing a rich and diverse Religious Education curriculum that goes beyond the statutory requirements to deepen students' understanding and appreciation of various beliefs, cultures, and values. Enrichment in RE is a vital part of our holistic approach to education, ensuring that students are not only knowledgeable about different religions but also develop critical thinking, empathy, and respect for others' perspectives. By continually enriching our RE curriculum, we ensure that Religious Education at Morley Primary School remains dynamic, engaging, and relevant to the lives of our students.

Key Enrichment Strategies in RE:

1. **Thematic Days and Festivals:** Thematic days and celebrations of religious festivals, such as Diwali, Christmas, Eid, and Hanukkah are organised. These events involve the whole school community and provide students with immersive experiences through storytelling, art, music, dance, and food, helping them to connect with different cultures and religious practices.
2. **Guest Speakers and Workshops:** We invite religious leaders, practitioners, and community members to speak with students during assembly time. These sessions offer firsthand insights into various religious traditions and allow students to engage in meaningful dialogue, ask questions, and broaden their understanding.
3. **Educational Visits:** Our RE curriculum includes visits to local places of worship, such as churches, mosques, temples, and synagogues. These trips give students the opportunity to observe and learn about religious practices in their local community, fostering a sense of respect and inclusivity.

In History

Class One	Castles - visit to Bolsover castle Toys - Visit to Sudbury Childhood Museum Visit from Richard Felix
Class Two	Haddon Hall - Tudors Richard Felix - Roman tour of Derby Derby Museum - Egyptian and Stone Age Newark Air Museum - History of flight
Class Three	RAF Cosford - Battle of Britain Richard Felix - Derby Gaols Holocaust Centre Derby Museum - Anglo Saxons and Joseph Wright Richard Felix Viking tour of Derby

In Design and Technology

Class One	• Mechanisms: fairground wheel - visit to Sudbury Children's toy museum to see old toys with mechanisms. • Wheels and axels - visit to Rolls Royce - see mechanical aspects.
Class Two	• Textiles- Egyptian collar - visit to Derby Museum • Pneumatic toy- Air Balloon - visit to Newark Air museum • Structure - pavilions- visit to Hardwick Hall • Electrical systems - electric poster based on Romans - Richard Felix Roman tour of Derby
Class Three	• Structures- bridges - Hathersage residential bridges seen during walks • Electrical systems – steady – hand game – visit to The Warning Zone – look at electricity

Special Educational Needs

Personal Development is accessible to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of pupils with SEND.

Spiritual, Moral, Social and Cultural (SMSC) Development at Morley Primary School

SMSC development is now referenced throughout Ofsted's School Inspection Handbook. At Morley Primary School, we have a thoughtful and wide-ranging promotion of pupils' Spiritual, Moral, Social and Cultural development and their physical well-being, which enables them to thrive in a supportive learning community.

Good/Outstanding Practice Guidance	Evidence At Morley Primary School
SPIRITUAL	
Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives. Where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them.	• Regular Assembly topics for EYFS/Key Stage 1 and Key Stage 2. • Assembly timetable recognises key festivals in all religions and special days. • RE curriculum using Derbyshire Agreed Syllabus teaches children about a range of religions. • Harvest Festival assembly in church and the support of charity voted for by Parliament of Owls. • Easter Assembly led by Amity Kate. • Christingle Event at St Matthew's Church. • Easter workshop for KS2 at St. Matthew's Church. • Derby Open Centre visit every two years. • High-quality RE curriculum discussions. • Show and Tell in Reception where children explain what they have done when not in school. • Celebration Assembly (Special Mention) where children's extra-curricular activities are celebrated. • Encouraging pupils to share their beliefs with their classes and during assembly. • Discussions within classes and sharing with wider school community about their faith.
Encouraging pupils to explore and develop what animates themselves and others.	• RE Curriculum (Derbyshire Agreed Syllabus) • PSHE curriculum (Jigsaw approach consistent across school). • Leaders of the Future Pillar throughout the curriculum across school. • Performances within school to parents (music concerts, Christmas and end-of-year shows) • Leadership project where children choose what is important to them and lead a project to make the world a better place.
Encouraging pupils to reflect and to learn from reflection.	• Positive Learning Behaviour Policy. • Charity and fundraising events – Treetops Hospice, Leadership to focus on charity. • Regular assemblies which focus on self-reflection with Amity Kate. • RE planning and curriculum; knowledge and response - British Values assemblies; pupils

	encouraged to reflect on the values studied and discuss within class.
Giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful. Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected. Promoting teaching styles which: - Value pupils' questions and give them space for their own thoughts ideas and concerns. - Enable pupils to make connections between aspects of their learning. - Encourage pupils to relate their learning to a wider frame of reference, for example asking 'why', 'how' and 'where' as well as 'what'.	• RE planning and curriculum. • PSHE/RSE curriculum. • Local and global learning. • Positive Behaviour Policy. • Leadership project. • Explicit teaching of manners and politeness for pupils and staff (whole-school approach). • Positive Learning Behaviour Policy • Reinforcing the Morley Feeling in whole-school assemblies, class and at playtimes. • Regular Parliament of Owls meetings. • Clear set of values and ethos across school and on display. • Teachers are encouraged to ask varied and differentiated questions; this is looked for on planning during scrutiny and during lesson observations. • Encouraging pupil thinking time when answering questions. • Connect it activities towards end of topics allow children to make connections between what they have learned and other subjects. • Elaborative interrogation approaches in lessons to encourage children are asking meaningful questions to further their own and other's learning.

Good/Outstanding Practice Guidance	Evidence at Morley Primary School
MORAL	
Providing a clear moral code as a basis for the behaviour which is promoted consistently through all aspects of the school.	• Morley Feeling promoted across school and with the wider school family. • Curriculum always links back to being Leaders of the Future and how children can have a huge impact on their locality and wider world. • Positive Learning Behaviour Policy • Regular updates and reinforcement in assemblies • Star of the Week, Dojo awards recognised in Celebration Assembly, Headmaster's Award. • House captains chosen based on showing the Morley Feeling. • Morley Feeling and Vince Kirkham award at the end of each academic year.

Promoting racial, religious and other forms of equality. Giving pupils opportunities across the curriculum to explore and develop moral concepts and values, for example personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.	• All students are equal regardless of religious beliefs, sexual orientation, race, gender and gender identity. • Trips organised with Religious theme studying different faiths and communities that children aren't regularly exposed to. • In science, debate when used for good and bad. In history, focus on the decisions of key historical figures and debate their judgements and moral viewpoints. • Positive Learning Behaviour Policy • Parliament of Owls. • Erewash in Bloom. • Raising money for local charities e.g. Padley Centre, Treetops. • Raising money for own events e.g. visitors into school.
Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making. Rewarding expressions of moral insights and good behaviour.	• E-Safety Computing planning • Bullying lessons, assemblies and awareness in PSHE and during Anti-Bullying Week. • Writing to local MP as part of English curriculum about local issues. • PSHE floor books showcase work and discussions. • Positive praise • Celebration assembly with Star of Week • Stickers relating to Morley Feeling and good learning traits. • Lunchtime stickers for healthy eating and Dojos to reward positive behaviour as well as recognising negative • High focus on attendance in weekly celebration assembly. • Regular dojos/praise for demonstration of good manners and politeness.
Making an issue of breaches of agreed moral codes where they arise, for example, in the press, on television and the internet as well as in school.	• Reinforcement in assemblies and throughout class teaching – children very clear on expectations. • Restorative practice. • Recognise days such as anti-bullying, internet safety. • E-safety computing planning and policy. • Respond to national events and news stories in assemblies. • Advice regularly shared with parents over Class Dojo e.g. internet safety, parenting in the digital world, attendance.
Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.	• RE planning and curriculum. • PSHE/RSE curriculum. • Library books and class books reflect diversity. • School visits to different places of worship.

Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment and developing codes of behaviour. Providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.	• Consistent values across school. • Positive learning behaviour policy with consistent rules across school. • Class norms and expectations reinforced. • Safety week – Derbyshire Police Derbyshire Fire and Rescue, East Midlands Rail, Road safety. • Locality topics in Geography, use of regular fieldwork. • Whole-school, Key stage and Class Assemblies – see assembly timetables • By acknowledging the positive and negative benefits of the Internet. • Visitors as part of the collective worship including Amity Kate. • Wider opportunities in music; teaching pupils' self-discipline and learning an instrument in Class Two. • In sport, recognising and developing social skills through Real PE.
Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions etc.	• School values displayed around school with photographs to reinforce. • Classroom and corridor displays all of a high standard, reflecting school's vision for curriculum.

Good/Outstanding Practice Guidance	Evidence at Morley Primary School
SOCIAL	
Identifying key values and principles on which the school community life is based.	• Positive learning behaviour policy • Consistent whole-school rules • Consistent core values the school have agreed upon and promote daily.
Fostering a sense of community with common inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.	• All policies have review statement for equality and inclusion. • Clear Equality policy which is considered in all policy renewal. • Competitive Sports events in houses e.g. Morley Dash. • Egg rolling – Jemima! • Community events; Carol Concert, Church visits, Harvest and Easter celebrations, Christmas performances, singing in local places, Fundraising events. • Whole-school disco. • Books we share demonstrate diversity. • A range of 'Amazing People' studied.

Encouraging pupils to work cooperatively.	• Collaborative approaches to learning across all lessons and classes. • Parliament of Owls. • Collaborative leadership project. • Regular competitive sporting events. • Fundraising events in House teams. • Children have monitor jobs which are often collaborative. • Pupils leading assemblies collaboratively. • Sports competitions against other schools.
Encouraging pupils to recognise and respect social differences and similarities.	• PSHE elements when challenging stereotypes. • In History, children learn about how different civilisations are organised socially. • Variety of books in both KS1 and KS2 library.
Providing positive corporate experiences, for example, through assemblies, team activities, residential experiences, school productions.	• Christmas Productions in Class 1 and KS2. • Christmas craft day. • Active Week. • Summer show. • Termly enrichment and enhancement opportunities with visitors and trips. Regular whole-school trips. • Residential experiences in Class 2 and Class 3. Class 3's residential takes place at the start of the academic year to foster relationships.
Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.	• RE planning and curriculum • PSHE curriculum • School involvement in community events such as Remembrance, Mother's Day, the Morley Show. • Reflected in our school values, Togetherness, Love and Passion.
Helping pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community.	• Whole-school assemblies on aspirations, talents and targets linked to Dreams and Goals PSHE Unit.
Providing a conceptual and linguistic framework within which to understand and debate social issues, providing opportunities for engaging in the democratic process and participating in community life.	• Pupil elections and democratic vote for Parliament of Owls and House Captains. • Children write to local MP about issues. • Visits to the Houses of Parliament.

Providing opportunities for pupils to exercise leadership and responsibility.	• All children decide how to raise money and fundraise for charities as part of leadership project. • Children plan further ways to improve our school in Parliament of Owls. • Pupils have roles in school and classes.
Providing positive and effective links with the world of work and the wider community.	• Promoting parents to volunteer to support pupil's learning, including regular reading, PTA, enhance the library, outside areas. • STEM after-school club. • Potential enterprise project with Jim Campbell.

Good/Outstanding Practice Guidance	Evidence at Morley Primary School
CULTURAL	
Providing opportunities for pupils to explore their own cultural assumptions and values.	• Global citizenship explored through the curriculum; fairtrade / Rights of a child / Challenging stereotypes / War and peace through remembrance. • Cultural theme days for school dinners.
Extending pupils' knowledge and use of cultural imagery and language.	• Topics studied recognise local Derby culture. • Richard Felix assemblies and local history days in Derby. • Sharing stories from other cultures and countries in assemblies and English lessons.
Recognising and nurturing particular gifts and talents.	• Differentiation in planning to challenge pupil's learning. • PSHE curriculum look at personal gifts and talents, dreams, goals and ambitions. • Giving the pupils opportunities to showcase talents in various subjects including sport, drama and music. • Pupil Voice for after-school clubs.
Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.	• Across the curriculum, engage in texts from different cultures. • In RE and assemblies, children will learn about different events in various religions' calendars. • Looking at the local history and how different cultures have shaped it. • Class 2 all play instrument with tutor, perform to parents at the end of the year and visit the Halle. • Learning Latin in KS2.

Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists and cultural exchanges. Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.	• Wider Opportunities in Class Two so everyone learns an instrument. • Opportunities for musicians' pupils to perform to their parents. • Performance at the Halle/Young Voices. • School's creative curriculum ensures that exciting thematic topics are planned with local and cultural links. • Regular school trips and enrichment.

Additional personal development opportunities:

Forest School

After school clubs – Lego, craft, sport etc…

Young Voices

In school leader roles- Library, House Captains and Vice Captains, Reception Buddies, Mini-Leaders at break times, School Council

Activity days – Driving lesson, Graffiti Artist, Drama workshops

Future developments??

Career Development sessions

Sustainability projects