



*Aim High, Work Hard,
Be Happy and Successful*

So that every child is
ready for school and ready for life.

PERSONAL DEVELOPMENT





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Our School Vision

Ready for school, ready for life!

- Our pupils are well prepared for school and living in our community. They grow up being:
- Happy and confident with a positive attitude
- Proud of their achievements
- Respectful and empathetic, with the ability to communicate and socialise effectively
- Responsible for their own actions and the impact they have on others, our community and the environment
- Independent, hardworking, literate and numerate
- Keen to learn and achieve success
- Healthy and enjoying an active lifestyle

We have the right to feel safe, to learn and be respected.

Our School Mission

Things that we hold dear for our pupils

- Reading to the children every day
- Playing outside – even if it is drizzling or snowing
- Experiencing regular Forest School and outdoor learning sessions, with input about sustainability and the effects of our actions on the planet
- Showing and feeling respect for ourselves, others and our community
- Developing resilience and well-being strategies – it is ok to fail as we learn from our mistakes. Access to support where needed
- Having an ‘I can’ attitude and doing everything to the best of our ability
- Feeling cared for and supported
- Offering opportunities that children might not otherwise experience.

Teaching that everyone is unique and we celebrate our differences together.

Our School Rules and Responsibilities

We teach children that everyone in our school community has:

- **The right to feel safe**
- **The right to learn**
- **The right to be respected**

Alongside these rights, we emphasise responsibility to others.

Pupils learn that their choices and behaviour affect those around them and that kindness, fairness, and respect help create a positive environment where everyone can thrive.

A Tiered Approach to Personal Development and Well-being

At our school, we believe that every child's personal development and well-being is just as important as their academic progress. To ensure that all pupils thrive, we use a tiered approach to support well-being, resilience, and personal growth. This ensures that every child receives the right level of guidance, challenge, and care.

Tier 1: Universal Support For ALL Pupils

These are strategies and opportunities available to **every child** in our school:

- Daily reading sessions and engaging lessons to foster confidence and curiosity
- Structured outdoor play and regular Forest School sessions to promote physical activity, resilience, and a connection with nature
- Teaching social and emotional skills through everyday interactions, class activities, and the PolEd curriculum
- Reinforcing school rules: the right to feel safe, learn, and be respected, alongside the responsibility to others
- Celebrating achievements, encouraging a growth mindset, and promoting our school motto: *Aim High, Work Hard, Be Happy and Successful*

Tier 2: Targeted Support For SOME Pupils

Some pupils may benefit from **small-group interventions or extra guidance** to develop confidence, resilience, or social skills:

- Well-being groups focusing on emotional regulation, self-esteem, and coping strategies
- Mentoring or buddy programs, pairing pupils with older students or staff for support and guidance
- Focused opportunities to build leadership, teamwork, and communication skills
- Targeted support for literacy, numeracy, or engagement where needed to boost self-confidence

Tier 3: Specialist Support For INDIVIDUAL Pupils

A small number of pupils may require **specialist, individualised support** to meet their well-being needs:

- One-to-one counselling, emotional support, or therapeutic interventions
- Collaboration with external agencies for mental health, speech and language, or social care support
- Tailored learning plans to support emotional, social, or behavioural needs while maintaining inclusion in all aspects of school life
- Close monitoring and partnership with families to ensure continuity of care and progress

Our Approach in Practice

This tiered framework ensures that all pupils:

- Feel **safe, valued, and supported** at every stage of their development
- Develop resilience, self-confidence, and independence
- Understand their **responsibilities to themselves, others, and the wider community**
- Are equipped with the **skills, attitudes, and experiences** needed to be ready for school and ready for life

By using a tiered approach, we can celebrate success at every level, intervene early when challenges arise, and ensure that every child thrives academically, socially, and emotionally.

Supporting Well-being and Resilience



We are committed to developing strong emotional well-being and resilience in our pupils.

Children are taught that:

- It is okay to make mistakes — we learn and grow from them
- Challenges help us become stronger and more confident
- Support is always available when it is needed

We actively promote an **'I can' attitude**, encouraging children to do their best, persevere, and believe in themselves. Our pupils feel cared for, listened to, and supported by adults who know them well.



PUPIL VOICE

If anything happens in school, be sure to tell a trusted adult and they can sort it out and make you feel better.

PUPIL VOICE

Resilience helps us keep going and attend school regularly, even when we don't feel our best.

Our Extensive Curriculum Offer

Personal development is enriched through a wide range of experiences, including:

- Reading to children every day to inspire imagination, language, and a love of books
- Yoga lessons to calm and aid relation and stillness
- Daily outdoor play in all seasons, helping children build resilience and enjoy fresh air
- Regular outdoor learning sessions, promoting teamwork, confidence, and a connection with nature
- Learning about sustainability and understanding how our actions affect the planet

We pride ourself on our opportunities across the arts, giving all children the potential to find something they are good at and love eg. music lessons every week, art taught by specialists, STEM visitots to inspire and engage our learners.



PUPIL VOICE

I really enjoy it when visitors come in and work with us. I really enjoyed the author visit.



PUPIL VOICE

I really enjoyed the York trip. I thought that the places we visited were interesting and we got to dig up fossils

PUPIL VOICE

I enjoyed the residential because I got to overcome some fears and challenge myself and do things I never thought I would be able to do.

Our Extensive Curriculum Offer



Music

Music is a vibrant and much-loved part of life at our school. We are proud to employ a dedicated music specialist who works across the school each week, ensuring every child receives high-quality and inspiring music lessons. Our children are proficient in playing instruments and composing their own pieces, and singing is a real strength of the school. Pupils have opportunities to learn a musical instrument and to perform, building both confidence and creativity. Our Junior Music Leaders are excellent role models, supporting singing sessions and helping to run special events that showcase the wonderful talent and love of music throughout our school community.

Outdoor Learning

Outdoor learning is a key priority in our school and an important part of our curriculum. We believe that learning beyond the classroom helps children develop confidence, resilience and a deeper understanding of the world around them. Pupils take part in regular outdoor activities across a range of subjects, using our grounds and local environment to enrich their learning. Through hands-on experiences, teamwork challenges and exploration, children build problem-solving skills and independence. Outdoor learning also supports wellbeing, encouraging pupils to be active, curious and engaged while developing a strong sense of responsibility for nature and their community. We have a small wooded area, a camp fire and an allotment area with a poly tunnel for our welly to belly work.



Stanley Planet Savers

Caring for our planet is an important part of life at our school, and climate education is woven throughout our curriculum. Children learn about sustainability, environmental responsibility and the positive actions they can take to protect the world around them. Our dedicated group of pupils, the Stanley Planet Savers, lead the way in promoting eco-friendly initiatives across the school. They encourage others to reduce waste, save energy and look after our environment, acting as positive role models for their peers. The Stanley Planet Savers also help to organise events and campaigns that raise awareness and inspire our whole school community to make thoughtful, sustainable choices for the future.

Respect, Inclusion, and Community

Our school celebrates individuality and diversity. We teach children that everyone is unique and that differences are something to value and celebrate together. Respect for ourselves, others, and our wider community is actively modelled and reinforced every day.

Through strong relationships, clear values, and high expectations, we ensure our pupils feel a true sense of belonging.



Religious Education – The NATRE Curriculum

At our school, we use the **NATRE (National Association of Teachers of Religious Education)** curriculum to give pupils a broad, balanced, and engaging understanding of religion, belief, and worldviews.

Through NATRE, children explore the beliefs, values, and traditions of different communities while developing **respect, empathy, and open-mindedness**.

The curriculum encourages pupils to ask thoughtful questions, reflect on their own experiences, and understand the impact of values on people's lives.

By fostering curiosity, moral understanding, and cultural awareness, NATRE supports our pupils in becoming **respectful, responsible, and informed citizens**, ready for school, ready for life, and ready to make positive contributions to the wider community.

PUPIL VOICE

The staff make a big thing out of respecting others.

Respect, Inclusion, and Community



Know our religion day

PUPIL VOICE

Sometimes we have assemblies and we talk about learning about others religions and we all still listen and it goods to talk and learn about other people's religions.

PUPIL VOICE

I like learning about how to keep myself safe and healthy.

The PolEd Curriculum

At our school, we are proud to deliver the Pol-Ed curriculum as part of our PSHE provision, supporting pupils to develop essential life skills, wellbeing and stay safe in the wider world. Pol-Ed (Political Education) focuses on making informed choices, understanding risk, the law, and building positive behaviours for everyday life.

Through the Pol-Ed curriculum, children explore:

- Personal safety and risk awareness, learning how to recognise danger and seek help
- Healthy relationships, wellbeing and respect, understanding kindness, boundaries and self-care
- Equality and diversity, promoting fairness and respect for all
- Decision-making, resilience and understanding the law, helping children make positive, responsible choices

Pol-Ed is fully integrated into our wider ethos of personal development. It complements our school rules and motto by helping pupils understand their responsibilities to others, respect differences, and contribute positively to school and community life.

By engaging with Pol-Ed from an early age, our pupils grow up to be thoughtful, informed, and empowered, ready not only for school but for life in a diverse, changing world.

Preparing for the Future

First Aid Training

At our school, we believe that learning life-saving skills is just as important as academic achievement.

That is why we include age-appropriate first aid training as part of our curriculum.

Pupils are taught how to recognise emergencies, seek help confidently, and carry out basic first aid such as treating minor injuries and understanding how to stay safe.

This training helps children develop responsibility, resilience, and care for others, while building confidence that can make a real difference both in school and in the wider community.



PUPIL VOICE

It is important to keep others safe and keep ourselves safe.

PUPIL VOICE

I remember how to do a phone call to get an ambulance

PUPIL VOICE

It is important because if we don't know first aid training we wouldn't know what to do and it could cause more injury and death and perhaps save a life.

Preparing for the Future

Junior Leadership Roles

We believe that giving pupils responsibility helps them grow as confident, capable, and compassionate members of our school community.

Through **junior leadership roles**, children have the opportunity to develop key life skills such as teamwork, communication, decision-making, and empathy.

At Stanley Grove Academy, Year 6 pupils take on Junior Leadership roles, reflecting our belief that all children can lead and make a positive impact. Pupils apply and interview for their roles, ensuring each position is purposeful and matched to their strengths.

Our Junior Leaders drive school improvements, support other pupils, work with subject leaders, lead assemblies, organise events, and confidently present to visitors. They meet with the Head Teacher every fortnight in formal, minuted meetings and dedicate time to complete tasks that help them grow as leaders and contribute to the school community. They have a work day, where they complete tasks to enable them to be successful in their role and help the school to continue to strive to accomplish great things.

Alongside the Head Boy, Head Girl, and their deputies, Junior Leaders act as role models, demonstrating responsibility, professionalism, and pride in their work. They make a real difference at Stanley Grove and are a team the school is immensely proud of.



These experiences help children understand responsibility, build self-esteem, and prepare them for leadership opportunities in the future.

By embedding personal development and well-being into daily school life, we enable our pupils to:

- Aim high in everything they do
- Work hard with determination and pride
- Be happy, confident learners
- Achieve success at school and beyond

Our pupils leave us ready for the next stage of their education — and ready for life.

PUPIL VOICE

When we have meetings, it gives us experience for when we are older and working in adult life.

PUPIL VOICE

It gives up preparation so we know how to work to time limits and it teaches us that we need to be responsible and meet deadlines.

PUPIL VOICE

This is giving me responsibility. We are a junior leader and we have a job. It will help us in high school.

Preparing for the Future

Oracy Skills

At Stanley Grove we ensure Oracy is an essential skill that is explicitly taught and woven into lessons. Pupils practise partner talk, feedback voice and presentation voices across the curriculum, learning to listen, express ideas clearly and work collaboratively. These opportunities build confidence and communication skills that support learning and prepare children for life beyond school.

We teach speaking and listening skills explicitly in every year group. We believe that the ability to communicate clearly and confidently is essential for success, and we carefully plan opportunities for children to develop these skills across the curriculum.

Pupils are taught how to present their ideas effectively, use appropriate vocabulary, and adapt their speech for different audiences and purposes. They regularly take part in discussions, debates and presentations, building confidence in speaking to both small groups and larger audiences.

We also place a strong emphasis on developing excellent listening skills, teaching children how to listen attentively, respond thoughtfully and show respect for the views of others. Through this consistent approach, our pupils become articulate, reflective and confident communicators.



PUPIL VOICE

Being a Junior Leader has helped me to communicate better and I feel more confident speaking in front of other people.



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