



# Notting Hill Preparatory School

## 2.2 Policy for Personal Development

**(EYFS & KS1-3)**

Reviewer responsible: **Head**  
Reviewed by: **SK HF**

Date of last review: **01/20**  
Date of next review: **01/21**

## PERSONAL DEVELOPMENT

**Building an environment where pupils can flourish is the raison d'être of Notting Hill Prep (see mission statement in Appendix 1).**

At NHP we aim to nurture happy, well-rounded children who are motivated to explore and discover. At NHP they will learn to appreciate not only their own selves, abilities, liberties and rights, but also those of others.

Central to our philosophy is the belief that the educational process is not only about gaining knowledge and acquiring essential skills, but also about the personal development of each child in the fullest sense: spiritual, moral, social and cultural development.

The school ethos, with its emphasis on the day-to-day quality of relationships and the fundamental tenet of respect, together with the expectations and priorities of our code of behaviour, provide a framework which supports the personal development of each child in the fullest sense.

Through our use of creative thinking skills, a spirit of reflection permeates the school from Reception to Year 8, allowing children to reflect on their performance and behaviour and the impact these can have on their own learning and happiness and that of others. School policies which provide the framework for our school ethos include: **Safeguarding and Child Protection, Dealing with Bullying, Pastoral Care and Managing Behaviour.**

That ethos infuses the day-to-day life of NHP.

### Aims of the school and this policy

- To help pupils build their self-knowledge, self-esteem and self-confidence
- To enable pupils to distinguish right from wrong and to respect the laws of England
- To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- To promote in pupils a participatory attitude to (school) life and democracy and an understanding of why it is so important to participate in democratic processes and affect decision making
- To give pupils a wider knowledge and appreciation of the world around them
- To encourage in our pupils respect for other people and to reject discrimination on the grounds of race, colour, religion, gender and background
- To assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions
- To give our children the knowledge and skills to be able to enjoy a broad and challenging curriculum, and build self-esteem

These aims are addressed through four strands of development: spiritual, moral, social and cultural.

### Spiritual development

Notting Hill Prep is a non-denominational school which reflects the broad traditions of Christian belief. It is the Christian ethos which serves as a backdrop to the life of the school. We also recognise and appreciate the beliefs, customs and traditions that children of all religions and backgrounds bring into the school. Spiritual development depends on children being encouraged to think, explore and discuss. We must help children to develop awareness of, and insight into, the faiths, values, attitudes, experiences and reflections that give direction and meaning to people's lives.

#### Aims

- To actively promote in the children an understanding and appreciation of religious belief and tolerance of other faiths, cultures and traditions

- To help children to recognise the right of others to hold different views and to show respect for other customs and traditions
- To promote in the children a sense of awe and wonder in response to the universe
- To aid children in the expression of feelings and emotions and the knowledge of when and how it is appropriate to express them
- To recognise the importance of intellectual curiosity
- To promote an appreciation of music, art and literature, which can often offer spiritual challenges

### **Moral development**

Moral development is concerned with a pupil's knowledge and understanding of what is 'right' and 'wrong' and how this is reflected through intentions, attitudes and behaviour. It is our aim to help pupils develop a set of moral beliefs and values. We expect high moral standards from all members of the school community and children need to understand that the harmony of a social group depends on acceptance of rules and codes of behaviour.

#### Aims

- To help our pupils discriminate between right and wrong and make ethical choices
- To develop a sense of self discipline
- To develop a sense of responsibility in pupils for their own actions and a sense of responsibility towards others
- To stress the importance of honesty and truthfulness
- To develop sensitivity to the feelings, needs and rights of others
- To appreciate the importance of being kind to others
- To reject unkindness, cruelty or bullying
- To reject all forms of prejudiced behaviour towards others based on class, race, sex, religion or nationality
- To develop generosity of spirit and a willingness to help others
- To develop a sense of pride in unique gifts and talents and build up self-confidence and self-worth while maintaining natural modesty and lack of arrogance

### **Social development**

Social development concerns the acquisition of skills and qualities necessary for contributing positively to the well-being and harmony of the school society and, in addition, the wider community. School should help to complement and extend the social values of home and society in general. Children should develop a sense of their own identity within the 'school family' to which they belong. Social and moral development are closely related.

#### Aims

- To provide opportunities for pupils to work in groups and in pairs
- To provide opportunities for boys and girls to experience working cooperatively together
- To provide opportunities for pupils to take on responsibilities and roles of leadership
- To help pupils to learn to respond to ideas and suggestions of others – to work towards a common goal
- To provide opportunities for pupils to be involved in decision-making processes and understand why participation is so important
- To help pupils develop the habits and attitudes to life and learning that will enable them to thrive in later life

### **Cultural development**

This area of development is principally concerned with pupils' understanding and appreciation of the music, art, literature, drama, poetry, science and technology of the society in which they live. Not only

is there a need to develop and strengthen the cultural interests which pupils already possess, but also to introduce them to a range of skills and ideas which will allow them to develop new interests. Cultures change and it is important for children to learn about the past and how it influences and changes the future. We need to ensure that children are conversant with their own cultural traditions while recognising the richness and diversity of others.

### Aims

- To provide pupils with knowledge of their own historical, social, religious and aesthetic traditions and practices
- To introduce pupils to the key features of other major cultural groups within our society and help develop understanding of the diversity of religious, social and ethnic traditions
- To promote an appreciation of the great cultural heritage of our own and other civilisations
- To encourage personal involvement and achievement within a range of cultural fields such as literature, music, art and design, technology and sport.

Implementation (see Appendix 2 – ‘Achieving the Aims’)

This policy should also be read in conjunction with policies for:

**Curriculum (including individual subject policies)**

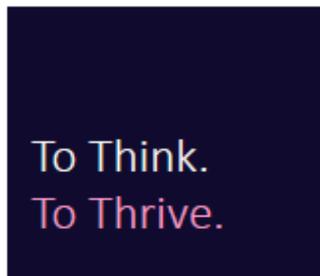
**Ethnic Diversity**

**Inclusion and Equal Opportunities**

**School Accessibility Plan and Policy**

**Lower, Middle and Upper School Handbooks**

## APPENDIX 1

**For the joy of childhood**

We believe that children should be children and revel in all that childhood has to bring.

NHP is a 'no-fear' environment where children will feel safe and happy and be given the time, freedom and self-confidence to grow into themselves.

**For the creative mind**

We believe life should be full of adventure, that children should rejoice in taking risks, making mistakes and following their passions.

NHP aims to instil creative rigour in its pupils, enabling them to become independent thinkers and problem solvers.

**For learning how to learn**

We believe we can best prepare our children for the world by staying at the cutting edge of education.

NHP is a Thinking School. Our dynamic teachers will lead by example, constantly challenging themselves and their pupils by their willingness to embrace new ideas.

**For all we can be**

We believe in being a real 'preparatory' school, finding the right senior school for our children, and maximising the skills and knowledge they acquire at NHP.

Children will leave NHP with the habits and attitudes to equip them for life at their next school and beyond.

**For community**

We believe that the close relationship between our parents, school and local community is a fundamental principle of our structure.

Our future development plans will safeguard the founding principle of being a local school at the heart of a local community.

*An NHP Education: academic rigour + the joy of childhood*

## APPENDIX 2

### Achieving the aims

The moral, spiritual, social, cultural (personal) aspects of a pupil's development do not form part of any separate curriculum scheme of work but are an integral part of the life of the school, including its Thinking School ideas and practices. We see them as part of an ongoing process of becoming a rounded and sensitive human being, and an effective way of developing in our pupils the values, skills and behaviours they need to get on in life.

There are a number of strategies which contribute to this holistic process:

#### The curriculum

All subjects, but particularly RE, PSHE, P4C, English, Drama, History, Geography, PE and Science have a contribution to make in giving the pupils a wider knowledge and appreciation of the world around them and their responsibilities within it (see **Curriculum Policy**).

#### Extra-curricular activities

There is a wide range of after-school clubs (including choirs, orchestra and bands) which offer opportunities for personal development across year groups.

#### School Outings

Diverse cultural visits are arranged for all year groups to museums, art galleries, theatres and concerts.

#### Residential Trips

Outward bound residential trips (both in England and France) for Years 4-8 provide opportunities for experiencing a wide range of physical activities and challenges not available in the normal curriculum, as well as opportunities to develop team building and leadership qualities.

#### Assemblies

Assemblies address moral and spiritual themes, applaud achievements and celebrate beliefs and customs. Special visitors are invited from time to time to talk on a wide range of topics and themes, passions and experiences from far and wide, giving pupils the opportunity to appreciate the lives and endeavours of others and to gain a sense of the rich diversity of their world.

#### Positions of responsibility

There are a number of positions of responsibility within the school that children may apply for at different stages during their time at NHP:

Year 8: Head & Deputy Head Boys; Head & Deputy Head Girls (who also act as Anti-Bullying Monitors)

Year 7/8: Prefects with particular roles giving experience of leadership are selected towards the end of the summer term to take over some of the roles of responsibility from the Year 8s during their CE exams.

These roles continue into Year 8 with the HB/G teams being selected from the Year 7 Prefects

Year 6: House and Deputy House Captains; Ambassadors; Sports Captains

Years 4-6: Chicken monitors

Reception-Year 3: Pupil Leadership Team (PLT)

Years 4-8: Form Reps who represent their year group at the School Council meetings

Years 3-5: Kindness Monitors

Years 3-8: Form Captains

Year 2 & Year 5: Playground buddies

Every OB class has different helpers/monitors for various things each week

Reception: Back and Front Leaders

#### School's Fundraising Activities

Fundraising activities give children a wider sense of the world and their place of responsibility within it

#### By Example

The way the staff interact with the pupils during lessons should serve as a model for appropriate behaviour.