



PERSONAL DEVELOPMENT

OUR SCHOOL ETHOS, CURRICULUM
OPPORTUNITIES AND ENRICHMENT OFFERS

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Introduction

At Tithe Farm Primary School, we believe that pupil development is not an addition to the curriculum; it is the heartbeat of everything we do. Our commitment to our children goes beyond academic success. We aim to nurture the "whole child" by providing a consistent framework for growth known as The Tithe Farm Way.

This document serves as our "Golden Thread," weaving together our curriculum drivers, our behavioural expectations, and our vision for every child. Whether a child is starting their journey in Nursery or preparing for secondary school in Year 6, The Tithe Farm Way ensures they have the emotional, social, and cognitive tools to navigate the world with confidence. By following this path, our pupils learn that making the "right choices" is the key to unlocking their full potential.

Ethos

Our values in action

Our ethos is defined by three simple but powerful pillars: Ready, Respectful, and Safe. These are not just words on our walls; they are the lived experiences of our pupils.

We translate these values into daily life through our 9 Learning Friends, who help children visualise and practice the skills they need to succeed:

- Ready: We are like Oscar the Owl, reflecting on our learning and preparing for change. We are like Flossy the Flamingo, mastering the physical coordination needed for work and play.
- Respectful: We embody Bertie the Bee by working well with others, and Polly the Parrot by actively listening and participating in talk. We follow Danny the Dog's lead by using kind words and solving problems peacefully through restorative conversations.
- Safe: We create a safe environment for ourselves and others by being Tommy the Tortoise, showing the resilience to block out distractions and work hard.

Intent

Our promise to our pupils

Our intent is to develop resilient pupils who have a life-long love of learning. To achieve this, our curriculum and pupil development offer are built upon four essential "Drivers."

By the time a pupil leaves Tithe Farm, our intent is that they are:

- Inclusive Citizens: Like Sid the Spider, they can make connections between home, school, and the wider world. They are empathetic and understand their role in a diverse community.
- Insatiable Readers: They possess the Clara the Cat curiosity to investigate, ask questions, and learn from their mistakes.
- Intelligent Talkers: They have the fluency and flexibility of Ursula the Unicorn to share and develop their imagination, coupled with the ability to negotiate and listen.
- Impeccably Behaved: They understand that "The Tithe Farm Way" is a choice. They are self-aware, reflective, and take responsibility for their actions, ensuring they are always ready, respectful, and safe.

Implementation

The Tithe Farm Way in action

Our implementation strategy ensures that pupil development is woven into the fabric of every school day through consistent language, physical rewards, and high-quality oracy.

The Learning Friends Reward System

We use nine distinct "Learning Friends" to make our values tangible for children.

The Classroom Experience:

Every classroom features a physical set of Learning Friend soft toys. When a child demonstrates a specific skill—such as Sid the Spider's ability to link previous learning to new concepts—they are awarded the corresponding teddy to keep on their desk for the day.

Senior Leadership Connection:

At the end of the day, children take their teddy and their Learning Friend Card to a Senior Leader. This creates a formal opportunity for the child to reflect on their choices and for the leader to validate their hard work with a signature.

The Learning Superhero:

Long-term consistency is celebrated. If a pupil collects all nine signatures across the year, they achieve "Learning Superhero" status and are awarded a prestigious badge in a celebration assembly to wear on their uniform.

Educational Visits

Learning is supported and enriched by pupils being taken on education visits. These are designed to support curriculum topics and provide children with hands-on learning that cannot be provided in the classroom. Visits are often booked involving workshops that are led by subject-specific specialists that can provide an extension of knowledge and deepen understanding.

Implementation The Tithe Farm Way in action

Common Language and The Behavior Curriculum

Consistency of language is the "Golden Thread" that connects our expectations to pupil actions.

- **Explicit Praise:** Staff use precise, character-linked praise, such as: "I can see you are using your Clara the Cat skills because you are investigating those answers so deeply".
- **The Tithe Farm Way:** Our core values of Ready, Respectful, and Safe are the benchmark for all behavior. Staff use reflective questioning—"Is that choice safe?" or "Who is showing me they are ready?"—to redirect and coach pupils.
- **Restorative Practice:** Through Danny the Dog, we explicitly teach children to solve problems peacefully, use kind words, and engage in restorative conversations to put conflict right.

The "Intelligent Talkers" Framework (Oracy)

We are a Voice 21 school, committed to ensuring every child finds their voice.

- **Daily Practice:** Teachers utilise talk partners and group discussions as the primary vehicle for learning.
- **Oracy Endpoints:** Four times a year, we hold Oracy Endpoints where parents are invited into class to see children lead activities centred around their recent learning.
- **Performance & Presentation:** From the Reception Nativity to the Year 6 Production and our annual Speech Competition, pupils are given frequent stages to practice public speaking and reasoned thinking

Enrichment beyond the classroom

At Tithe Farm, we believe that personal development is most effective when children apply their values to real-world challenges. We provide a "wraparound" experience that extends far beyond the standard timetable, focusing on responsibility, life skills, and community.

1 Pupil Leadership: Power and Responsibility

We empower our pupils to be active contributors to our school community through formal leadership structures:

- The Senior Pupil Team: Led by our Head Boy, Head Girl, and Deputies, who serve as ambassadors for The Tithe Farm Way.
- House Captains: Two captains for each of our four houses, fostering a sense of belonging and healthy competition.
- Smart School Council: A democratic initiative featuring nominated members from every Key Stage 2 class, ensuring every child has a voice in school improvements.
- Specialist Squads: Our Safety Squad works directly with the Designated Safeguarding Lead (DSL) to audit and promote a safe environment, while our School Librarians manage our reading resources.
- Mentorship: Our Year 6 Reading Buddies system pairs our oldest pupils with Year 1 learners, fostering a love of reading while developing empathy and leadership in our seniors.

Enrichment beyond the classroom

2 The Personal Development Calendar (Off-Timetable & Subject Enhancements)

We utilise "off-timetable" days and specialist sessions to bridge the gap between academic learning and vital life skills.

Theme	Implementation & Impact
Life Skills & Safety	First Aid Day, Road Safety sessions (all years), the Year 5 Cycling Proficiency course, Year 4 swimming lessons
Health & Wellbeing	Mental Health Day, Anti-Bullying Week, and a dedicated Dental Hygiene scheme in Reception.
Culture & Literacy	Culture and Language Day, World Book Day, and Year 3 Ukulele provision.
Future Readiness	Careers Day, Year 6 Virgin Money "Grow a £5" challenge (enterprise), and Year 6 crime prevention workshops with Att10tive.

Enrichment beyond the classroom

3 Residential & Outdoor Learning: Building Independence

We provide progressive "step-out" opportunities to build resilience and self-reliance:

- Year 4: An introductory "Camp Out" on the school field, building confidence in a familiar setting.
- Years 5 & 6: A residential trip to PGL, challenging pupils with outdoor adventurous activities.
- Year 4 Swimming: A full term of lessons to ensure physical safety and water confidence.
- Reception and SEND groups access the school forest school provision that is led by a qualified outside provider.

4 Community Engagement: The School-Home Bridge

We recognize that a child's development is a partnership between school and home.

- Learn Together: Termly sessions where parents join their children in the hall to experience the curriculum first-hand.
- Oracy Endpoints: Four times a year, the school opens its doors for pupils to present their learning journey to parents, showcasing their progress as "Intelligent Talkers."
- Celebration & Tradition: Our annual Christmas Carol Concert and Christmas Fayre bring the local community together, fostering a sense of pride and collective identity.

Personal Development

The Tithe Farm Journey

While "The Tithe Farm Way" provides our daily framework for behavior and choices, our Personal Development Skill Progression maps the long-term growth of our pupils. We recognize that for a child to leave us as a resilient Learner, they must navigate a carefully sequenced journey of experiences that build their character year on year.

We have categorised our personal development offer into six core pillars. These pillars ensure that from Nursery to Year 6, children are building the "cultural capital" and emotional intelligence required for life in modern Britain.

The Six Pillars of Development:

1. Emotional Wellbeing: Focuses on the "inner self"—moving from basic emotional recognition to the self-regulation and mental health awareness needed to navigate the challenges of adolescence.
2. Social Development: Centers on the "self in relation to others"—utilizing Danny the Dog's friendship skills to master teamwork, empathy, and restorative conflict resolution.
3. Character and Values: The "moral compass"—building the grit, resilience (Tommy the Tortoise), and integrity to make the right choices even when no one is watching.
4. Health and Safety: Focuses on "physical and digital agency"—equipping children with the knowledge to keep themselves safe, from road safety and dental hygiene to complex online safety and first aid.
5. Citizenship and Community: Centers on "the self in the world"—fostering an appreciation for diversity, an understanding of democracy, and a commitment to environmental and social responsibility.
6. Life Skills: Focuses on "future readiness"—developing the independence, financial literacy (such as the Virgin Money Challenge), and decision-making skills required for the transition to secondary school and beyond.

By mapping these pillars, we ensure that every assembly, every "off-timetable" day, and every Learning Friend award contributes to a cohesive blueprint for success. This grid allows staff to track how a child's early experiences—such as a Reception dental visit—evolve into the sophisticated leadership and enterprise skills seen in Year 6.

Pillar 1

Emotional Wellbeing

Phase	Development Milestone	Evidence at Tithe Farm
EYFS	Identifying basic feelings (happy, sad, angry) and beginning to use "The Tithe Farm Way" to stay safe.	Use of Learning Friend teddies to express comfort or readiness.
KS1	Recognizing how their actions affect others' feelings; beginning to reflect on learning with Oscar the Owl.	Transitioning to school-wide assemblies and "Ready, Respectful, Safe" displays.
LKS2	Developing "Resilience" (Tommy the Tortoise) when faced with academic or social challenges.	Mental Health Day workshops and participating in "Stay and Learn" sessions.
UKS2	Understanding mental health as a concept; practicing self-regulation during high-pressure moments (e.g., performances).	Peer mentoring roles and preparing for the transition to secondary school.

The school PSHCE scheme (Jigsaw) has a heavy focus around emotional wellbeing and mental health. This is supported by LSA-led interventions such as ELSA and Hamish and Milo that children are recommended to by their class teacher.

Pillar 2

Social Development & Character

Phase	Development Milestone	Evidence at Tithe Farm
EYFS	Learning to share and play with others (Bertie the Bee); practicing "kind words."	Initial introduction to Danny the Dog and restorative language.
KS1	Working effectively in "Talk Partners"; showing empathy during group discussions.	Class assemblies and the start of the "Learning Friend Card" signatures.
LKS2	Collaborating in teams to solve complex problems; showing integrity when "no one is looking."	Year 4 Field Camping (teamwork) and music/ukulele provision (discipline).
UKS2	Leading others with empathy; resolving conflicts independently using restorative conversations.	Head Boy/Girl roles, House Captaincy, and the PGL Residential challenges.

Pillar 3

Life Skills & Citizenship

Phase	Development Milestone	Evidence at Tithe Farm
EYFS	Understanding "My School" and "My Family"; learning basic hygiene (Dental scheme).	Road Safety sessions and Reception Dental Hygiene workshops.
KS1	Understanding the importance of rules (The Tithe Farm Way) and basic community roles.	Local council road safety visits and nominated School Council members.
LKS2	Developing "Inquisitive" thinking (Clara the Cat) about the wider world and different cultures.	Culture and Language Day and Year 4 Swimming (personal safety skill). School council opportunities
UKS2	Understanding economic responsibility and social consequence; practicing democracy.	Virgin Money "Grow a £5" challenge, Att10tive workshops, and Smart School Council.

Careers Day - accessed by all year groups

Pillar 4

Health & Safety

Phase	Development Milestone	Evidence at Tithe Farm
EYFS	Understanding basic hygiene (hand washing/teeth) and identifying "safe" adults.	Dental Hygiene Scheme and Road Safety workshops.
KS1	Recognizing the importance of physical activity and basic "Stranger Danger" online.	Use of Flossy the Flamingo in PE; Road Safety walks in the local area.
LKS2	Understanding how to keep the body healthy; basic first aid and water safety.	Year 4 Swimming and the annual First Aid Day workshops.
UKS2	Managing complex risks: online privacy, cycling safety, and social consequences.	Safety Squad leadership; Cycling Proficiency; Policing team safety talks.

Pillar 5

Citizenship and Community

Phase	Development Milestone	Evidence at Tithe Farm
EYFS	Noticing similarities and differences between themselves and others.	Celebrating family traditions and community helpers in the "Stay and Learn" sessions.
KS1	Understanding that everyone has a voice; participating in class decisions.	Voting for School Council reps; World Book Day community celebrations.
LKS2	Exploring different cultures and languages; understanding local environmental impact.	Culture and Language Day; participating in the school's Christmas Fayre.
UKS2	Practicing active democracy and social justice; understanding the consequences of crime.	Smart School Council; Att10tive workshops; House Captain leadership.

Pillar 6

Communication & Oracy (The Voice 21 Pathway)

Phase	Development Milestone	Evidence at Tithe Farm
EYFS	Developing the Physical & Social: Learning to take turns, maintain eye contact with Polly the Parrot, and share ideas in "Circle Time".	Daily use of Polly the Parrot (listening) and the Reception Nativity.
KS1	Building the Linguistic: Using full sentences to explain thinking; using "Talk Partners" to build on others' ideas.	Oracy Endpoints; performing in class assemblies for parents.
LKS2	Adapting register for different audiences; using evidence to support an opinion in group discussions.	Annual Speech Competition; Year 3 Ukulele performances.
UKS2	Leading debates; using reasoned and rigorous thinking to challenge ideas; presenting complex learning with confidence.	Voice 21 sentence stems; Year 6 Production; presenting to parents at Endpoints.

Public Speaking - held annually and all year groups from Reception to Year 6 are involved.

Personal Development

The Final Destination

To tie this progression together, we mark the transition between these stages with the Learning Superhero Badge.

- The Criteria: To become a Superhero, a child must demonstrate consistent growth across all 6 pillars, evidenced by the 9 Learning Friend signatures on their card.
- The Impact: This creates a visual "Gold Standard" in the school. It moves the child from knowing what the Tithe Farm Way is, to embodying it. When a child wears that badge, they are recognized by staff and peers as a mentor and a role model for the whole school community.



Monitoring and Impact

We evaluate the success of our personal development provision through a triangulated approach: Qualitative Evidence (what we see and hear), Quantitative Data (what our systems tell us), and Pupil Voice (the lived experience of the children).

1 How we Monitor (The Process)

To ensure the "Golden Thread" remains strong, leadership and staff engage in regular monitoring activities:

- Learning Friend Analytics: Senior Leaders track the distribution of "Learning Friend" signatures. We monitor which friends are being awarded most frequently and identify if any specific skills (e.g., Oscar the Owl's reflection) need more focus in certain year groups.
- The "Superhero" Census: We track the percentage of pupils achieving "Learning Superhero" status across the year, ensuring that the badge remains an attainable but aspirational goal for all.
- Oracy Benchmarking: Working with the Voice 21 framework, teachers assess the progression of "Intelligent Talkers" through the four strands of oracy: Physical, Linguistic, Cognitive, and Social/Emotional.
- Environment Audits: Regular "learning walks" ensure that the physical environment (displays, teddies, and "Ready, Respectful, Safe" signage) is consistently supporting the school's ethos.

Monitoring and Impact

2 Evidencing Impact (The Outcomes)

The impact of our curriculum is visible in the character and conduct of our pupils:

- Behavior and Attitudes: A direct correlation between "The Tithe Farm Way" and a reduction in behavioral incidents. Our restorative approach (led by Danny the Dog) results in pupils who can resolve conflicts independently and maintain positive learning relationships.
- Pupil Agency: The success of our Smart School Council and Safety Squad is measured by the tangible changes they implement in the school, proving that our children are "Inclusive Citizens" who believe their voices matter.
- Community Confidence: High levels of parental engagement at "Stay and Learn" sessions and "Oracy Endpoints" indicate that our community understands and supports our vision for pupil development.
- Readiness for the Next Stage: By Year 6, our pupils demonstrate the "Life Skills" and "Resilience" (Tommy the Tortoise) required for a smooth transition to secondary school. This is evidenced by their performance in the "Grow a £5" challenge and their leadership during the PGL residential alongside their day to day actions seen in school at this stage in their Tithe Farm journey.

Monitoring and Impact

3 Pupil Voice: The Ultimate Measure

Ultimately, the impact is found in the children's own words. We conduct regular pupil interviews to ensure they can:

1. Explain what "The Tithe Farm Way" means to them personally.
2. Identify which "Learning Friend" skills they have mastered and which they are still working on.
3. Articulate how the school helps them to feel Ready, Respectful, and Safe.