

Personal Development & Wellbeing

Areas of Strength	Focus Areas for Development
<ul style="list-style-type: none"> • The school prioritises PSHE in the curriculum, and uses a mindful approach to the subject, adapting the Jigsaw scheme of work to the needs of pupils. (<i>books, curriculum maps</i>) • RHSE is embedded throughout KS1 and KS2 using adapted materials from the Jigsaw scheme. The school's policy was put together following consultation with parents and a programme of engagement and review takes place each year. (<i>PSHE policy, pupil books</i>) • Healthy Lifestyles are promoted in the Science curriculum, during PE sessions and in the Jigsaw PHSE scheme of work. (<i>Curriculum overviews and medium-term plans</i>) • Mental health and wellbeing are supported with the local WAMHS team, who run consultations for staff and parents, as well as sessions on self-care for pupils. (<i>WAMHS records</i>) • Children are encouraged to become responsible citizens in many ways. Fundamental British values are embedded in the curriculum and develop pupils' understanding of respect and tolerance. (<i>displays, PSHE curriculum, SMSC assemblies</i>) • Children are encouraged to take responsibility and represent themselves and others. There are a range of opportunities including school council, wellbeing ambassadors and Year 6 leaders. Through the school council, the school has maintained for two years the Eco Schools Green Flag award for its work on sustainability (<i>school council minutes, Eco Schools application</i>) • Every child enjoys regular gardening sessions in the school vegetable garden, learning more about food and sustainability issues while there. (<i>annual PTA gardening report</i>) • Regular cookery sessions are provided by 'Boil & Bubble', who have worked with whole classes and focus groups of PPG pupils. There is a holistic focus, with a connection to the school garden, and results being shared with staff and families in a café format. 	<ul style="list-style-type: none"> • Develop a greater focus on raising pupils' awareness of future career opportunities • Evaluate impact of in-house pastoral support more systematically

- The school organises trips which aim to broaden pupils' experience and develop their independence. For example, children in Year 5 travel to Kench Hill for a residential experience for a week. There are many other off-site visits as pupils move through the school. Pupil and parent feedback on these experiences has been universally positive. *(surveys, photos)*
- Opportunities for pupils to develop resilience and become collaborative team players are provided through many structured group activities and games, sports and creative projects. In the Year 5 Disney project, the whole year group works together, supporting each other in teams with distinct roles, to put together each element of the production with a tight deadline, from set design to choreography. *(programme, photos, recording)*
- The school achieves highly in sports competitions in the borough every year, and Sports Week gives pupils the opportunity to try sports they have never had a go at before, including parkour, kayaking and rock-climbing. *(sports premium report)*
- A wide range of extra-curricular enrichment activities are offered such as musical instrument lessons, several choirs, karate, fencing, tennis, art, skateboarding, drama and STEAM. *(extended schools planning)*
- The school continues to work with the highly successful mentoring programme 'Reach Out', supporting older pupils' understanding of anti-social behaviour and how best to avoid potentially harmful and damaging situations. Over many years Jubilee has worked in partnership with this programme as it has expanded across London and provided valuable feedback to help it become even more impactful. *(evaluations)*
- The school has well established systems of pastoral support including onsite learning mentor and links with external agencies such as children's social care, WAMHS and CAMHS. Teachers understand the referral process to access this support, which is done in collaboration with parents and carers. *(learning mentor caseload, wellbeing action plan)*