

MEATH GREEN JUNIOR SCHOOL

Personal Development Policy



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Plan Admin	
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Including RSE guidance, No Outsiders and MISP

Rationale

At Meath Green Junior School we believe passionately that our innovative Personal Development curriculum and No Outsiders ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal Development lies at the cornerstone of our school ethos. We are preparing children for life in modern Britain; developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our school confident and assured of their place in this diverse and changing world. We use the prompt ARE to remind the children that in our PD lessons we Accept, Respect and Empathise with others.

Definition

Each child in Meath Green Junior School is unique and individual yet also belongs to a community. As they grow into citizens, children will engage with society; experience, live alongside and sometimes join different communities while retaining a sense of self. Personal Development is an umbrella term for the way in which we teach children be proud of who they are and know how they fit in the world in which they live.

The Curriculum

Following guidance from the PSHE Association, we teach Personal Development in three modules over the year: Relationships, Health and well-being, Living in the wider world. At Meath Green Juniors, we concentrate on each module for one term, providing eight lesson plans for each year group to teach during that time.

The No Outsiders lessons are embedded into the curriculum to support each module and taught throughout the year. The Relationships module also includes a CSE (Child Sexual exploitation) lesson plan in every year group and a Domestic Violence lesson plan in Year 3 and year 6. Sex and relationships lesson plans are taught in each year group during the Living in the wider world module in the second half of the spring term.

Each plan supports one of the five areas of the guidance for primary schools: Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe.

By the end of primary school:

Families and people who care for me	Pupils should know <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
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	<ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

	<ul style="list-style-type: none"> • how information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources

MISP

At Meath Green Junior School we use the Massage In Schools Programme (MISP) to teach the children about consent and body autonomy. We believe that empowering children to understand and be in control of positive touch is vital to their safeguarding. A member of staff is a qualified MISP instructor who is responsible for teaching the children to use the MISP routine. They also engage with staff and children regularly to ensure the programme is running efficiently and effectively. The MISP routine comprises of 15 moves and is carried out daily in each classroom. Children must ask permission before they touch their partner.

The benefits of MISP

Studies and observations have shown that:

- Children become calmer and have improved concentration
- Children have more confidence and increased self-esteem
- It teaches children to respect others and leads to social inclusion
- There is a reduction in bullying and aggression
- Emotional health improves
- It helps children recognise 'good' and 'bad' touch
- Children show improved motor skills
- It encourages visualisation and kinaesthetic learning
- Children are encouraged to make choices
- Cooperation improves as children work in pairs and in groups
- There is a calmer classroom environment
- The teacher benefits from all these aspects