



Est. 1954

# תלמוד תורה פרדס

## Pardes House Primary School

Moshe Bude House, Hendon Lane, London, N3 1SA  
T: 020 8343 3568 E: office@pardeshouse.com W: www.pardeshouseprimary.com

*70<sup>th</sup> Anniversary Year*

בס"ד

Founding Principal:  
**Rabbi E Halpern** רבי'ל הרצל  
Menahel:  
**Rabbi S Roitenberg** שליט"א  
Headteacher:  
**Rabbi J Sager** MA B.Ed NPQH FCCT

### Personal Development at Pardes House – ‘the 3 I’s’

#### Overall Aim

The overall aim of our Personal Development programme, from EYFS through to Year 6, is to develop and equip our boys with the many skills and attributes they need both now, through the rest of their schooling and into their adult lives beyond. This very much interconnects with the mission and vision of the school, including:

- ‘preparing our pupils for their academic and personal development through secondary school and beyond’, and
- ‘to build pupils’ resilience by teaching them to value truth, honesty, respect for everyone and develop a lifelong love of learning. Further, we believe it is our civic (as well as legal) duty to prevent radicalisation by promoting Fundamental British Values in the curriculum and elsewhere in school life.’

The aim is that our wide-ranging and diverse Personal Development programme should ensure that all children embody the school values and that each child reaches their full potential academically, socially, emotionally and spiritually.

#### Intent

Our intent is multi-fold, interweaving PSHE, RSE, citizenship, Fundamental British Values, equality of opportunity, the offer of wider opportunities for pupils and careers development together with other aspects of personal development, that are important to the school and our community. This includes:

- Developing our pupils understanding of different aspects of Personal Development. These would include, but not be limited to health, Fundamental British Values, Relationships Educations and e-safety;
- Developing their understanding that differences are positive and not a threat;
- Developing their understanding of healthy relationships;
- Developing the character of our pupils;
- Developing behaviours and habits to become effective learners;
- Positively influencing pupils’ behavior and attitudes;
- Developing their initial understanding of finance and their future lives;
- Developing the moral compass of our pupils;
- Developing pupils’ abilities to make informed choices and decisions.





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### Implementation

Personal development underpins everything we do in and throughout our school, reflecting the school's culture, ethos and expectations of and for our pupils. Our programme is implemented both in and out of the classroom, with our overall aim and intent as the driving force. The programme is made up of class-based activities, non-class-based activities, special days, special weeks, assemblies, clubs, outings, innings and so much more.

In addition, PSHE, Fundamental British Values as well as Spiritual, Moral, Social and Cultural (SMSC) development are carefully woven throughout the Personal Development programme.

All of this takes place in a coherent, complex, interdependent whole-school programme (EYFS to Year 6) that contributes successfully to our pupils' personal development and enables our pupils to become successful learners, confident individuals, responsible citizens and effective contributors to their community and wider society.

### Impact

Through the effectiveness of our cohesive programme, we ensure that our pupils think about what they are learning, who they are, how they conduct themselves and who they are in the world. From that we are building happy, resilient, proud, well-mannered, morally-balanced, knowledgeable successful global citizens. Our Personal Development programme makes that happen and even more so, due to the memorable nature of the many aspects of the programme as a whole.

### Equal Opportunities – SEND and disadvantaged pupils

All pupils, including those that have a form of SEND or are disadvantaged have full access to everything we do in our school and through our personal development programme. No one is missed and these pupils access to certain programmes is monitored and facilitated by all staff, but particularly by the Inclusion Leader and Pastoral Leader.

### Personal Development Review

The programme is kept under regular review, with the effectiveness of its many elements discussed with staff, both as they take place and afterwards and also with the Menahel (Religious Principal) to ensure that the programme fits in with the school's own values. The programme is also reviewed with governors at both committee level and at whole school governance level.

