



Personal Development and Wellbeing

Intent

Personal development and wellbeing are integral to the curriculum and central to the school's vision. Leaders have ensured that developing the whole child is a core curricular outcome, not an additional feature. The curriculum is designed so that, by the end of Year 6, pupils are equipped with the knowledge, character and cultural capital they need to succeed in the next stage of their education and in life in modern Britain.

Implementation

Leaders have designed a coherent and well-sequenced Personal Development (PD) Passport that sets out the experiences and opportunities pupils will access from early years to Year 6. The curriculum is deliberately structured to:

- Build pupils' independence, confidence and sense of responsibility over time.
- It includes leadership opportunities, pupil voice, enrichment activities, cultural experiences and community engagement.
- Participation is systematically tracked to ensure that all pupils, including those who are disadvantaged, benefit fully.
- Staff have a clear understanding of the intended progression and their role in delivering it

Impact

Pupils benefit from a wide range of meaningful experiences. By the time they leave Year 6, they demonstrate confidence, resilience and a strong sense of belonging. They are well prepared for the next stage of education.

Each area below has a separate and more detailed intent, implementation and impact.

Relationships, Sex and Health Education (RSHE)

Intent

The RSHE curriculum is designed to provide pupils with the knowledge and understanding they need to form healthy relationships and make informed choices about their wellbeing.

Implementation

- The curriculum is age-appropriate and carefully sequenced
- Key content includes respectful relationships, online safety, mental health and physical development
- Teaching is delivered in a safe and supportive environment, enabling pupils to engage confidently
- Consultation and Curriculum Development
- Leaders have undertaken a rigorous consultation process to ensure the RSHE curriculum reflects the needs of the school community.
- Parents and carers have been consulted through surveys and communication opportunities



- Staff have contributed to curriculum design to ensure effective implementation
- Pupil voice has informed content and delivery
- Statutory guidance and best practice have been carefully considered

Impact

Pupils demonstrate a secure understanding of relationships, respect and personal wellbeing. They are able to talk confidently about how to stay safe and healthy.

British Values

Implementation and Impact

British values are embedded consistently across the curriculum and wider school life.

- Pupils understand democratic processes through meaningful opportunities such as the school council
- They have a secure understanding of rules, fairness and justice
- The curriculum promotes respect, tolerance and appreciation of diversity

As a result, pupils are well prepared for life in modern Britain and demonstrate respect for others.

Provision for Disadvantaged Pupils

Implementation

Leaders are proactive in identifying and addressing barriers to participation for disadvantaged pupils.

- Funding is used strategically to ensure access to enrichment, trips and wider opportunities
- Academic and pastoral support is carefully targeted
- Engagement with the PD Passport is closely monitored

Impact

Disadvantaged pupils access the full breadth of the school's offer. They participate fully in school life and are not disadvantaged by their circumstances.

Wellbeing

Implementation

Wellbeing is prioritised and embedded within the curriculum and daily practice.

- There is a strong culture of care and inclusion
- Staff know pupils well and respond effectively to individual needs
- The curriculum supports pupils' understanding of mental and physical health

Impact

Pupils feel safe, supported and valued. They demonstrate positive attitudes to learning, emotional resilience and readiness for the next stage of education.