Personal Development Curriculum

St Helen's CE Primary School

Personal Development at St Helen's CE Primary School

At St Helen's CE Primary School, our bespoke Personal Development curriculum is designed to equip children with the knowledge, skills and emotional literacy needed to navigate the challenges, responsibilities and opportunities they will encounter as they grow and develop. Rooted in our Christian values, we aim to nurture resilient, reflective and emotionally intelligent individuals who can flourish within our school community and the wider world. Through the teaching of PSHE, RSE and wider personal development opportunities, children develop the confidence to understand themselves, manage their wellbeing and make informed decisions about their lives.

Our curriculum supports children to build positive relationships, value diversity and demonstrate respect, kindness and compassion towards others. We provide a safe and inclusive environment where every child is encouraged to explore their identity, beliefs and aspirations while developing a strong sense of belonging and self worth.

Through meaningful experiences and carefully planned learning, children gain practical strategies to support their physical, emotional and mental wellbeing. We empower them to become responsible citizens who are prepared for life beyond primary school and equipped to make a positive contribution to society.



Our Personal Development and Well Being Strategy

Informed by the "The Jubilee Centre Framework for Character Education in Schools" (2022) and considering the Character Education Framework guidance, our three step model for character development explicitly illustrates our coherent approach to how we systematically develop pupils' character and support their wider wellbeing at a whole community level.

Our approach is centred around 3 principles: we want PDWB to be "Caught", "Taught" and "Sought".

1) Caught

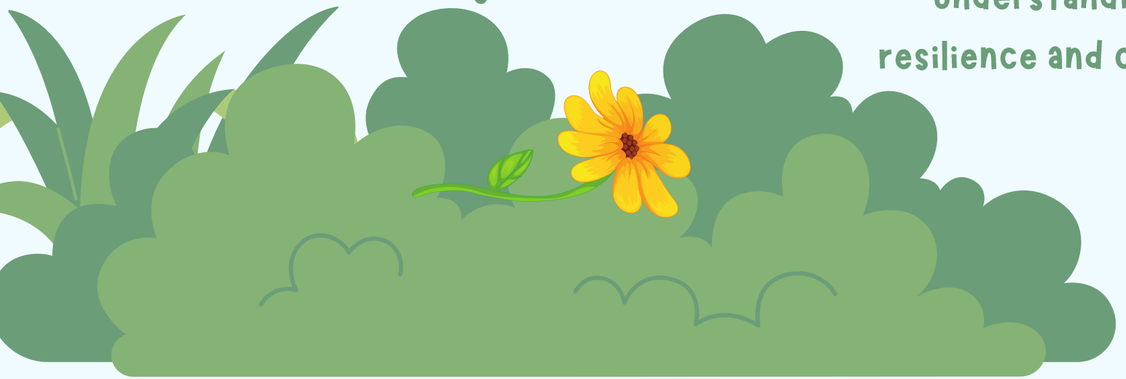
To be the best we can be; for God, for others and for ourselves. Through a positive school community, this is "caught" on a whole school level through policies, procedures and processes with positive relationships at the core. As a school, we create a sense of pride, belonging and identity within our school community.

2) Taught

Through our carefully sequenced taught curriculum (covering the content of the statutory relationships and sex education/relationships, sex and health education framework), our whole-school curriculum provides deliberate, inclusive opportunities to ensure pupil understanding while developing resilience and confidence at all levels.

3) Sought

Through experiences that occur both within and outside of the formal curriculum, all children are able to seek opportunities to develop their character and personal development. This includes our extra curricular offer and builds to group and individual support when necessary.





Our Curriculum Design

Our Personal Development curriculum has been carefully designed to provide a progressive and inclusive journey from EYFS to Year 6 that reflects the needs of our pupils and community. Rooted in our Christian vision and SHINE curriculum values, learning is sequenced to build knowledge, skills and understanding over time, enabling children to develop emotional literacy, self awareness, resilience and character. Through high quality PSHE, RSE, wellbeing education and enrichment opportunities, pupils are supported to understand themselves, build healthy relationships and make informed decisions. The curriculum creates meaningful opportunities for discussion, reflection and application, ensuring that children develop the confidence and values needed to flourish both now and in the future.

Long Term Progression and Key Themes

Our long term curriculum is structured around carefully planned themes that revisit and deepen learning as children move through school. Children progressively develop their understanding of identity, emotional wellbeing, healthy relationships, physical health, safety, diversity, citizenship and preparation for adult life. Learning builds from establishing self awareness, self regulation and positive relationships in the early years to exploring responsibility, aspiration, equality, mental wellbeing, online safety and wider societal issues in Key Stage 2. This progressive approach ensures pupils gain the knowledge, skills and cultural capital needed to navigate an ever changing world, contribute positively to their communities and become respectful, informed and responsible citizens.

High Quality Teaching Resources

To enhance and enrich our Personal Development curriculum, we utilise a range of high quality resources that support both knowledge acquisition and character development. The Chris Winter Project provides age appropriate and inclusive Relationships and Sex Education that promotes healthy relationships, respect and personal safety. The UNICEF Rights Respecting Schools Framework helps children understand their rights, responsibilities and place within a global community while reinforcing our commitment to equality, dignity and respect. Picture News is used to connect learning with current events, encouraging critical thinking, discussion and an understanding of the wider world. These resources work alongside our bespoke curriculum and HeartSmart programme to provide engaging, relevant and meaningful learning experiences that prepare children for life in modern Britain and beyond.

Curriculum Progression

All elements of the curriculum are progressively mapped out. When delivered, the PSHE Association has identified 10 key principles for effective practice in PSHE education.

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.

2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.

3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.

4. Offer a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.

5. Provide information which is realistic and relevant and which reinforces positive social norms.

6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

7..Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.

8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

Keeping Safe

Physical Safety – At St Helen's CE Primary School, we teach children how to recognise risks and make safe choices to protect themselves and others. Through age appropriate learning, pupils develop an understanding of personal safety, healthy lifestyles, online safety, road safety, first aid, healthy relationships and how to seek help when needed. Children are empowered with the knowledge and practical skills to keep themselves safe and healthy both in school and beyond.

Psychological Safety – We are committed to creating an environment where every child feels secure in expressing their thoughts, opinions and ideas without fear of judgement. Through our Personal Development curriculum, children learn to develop confidence, resilience, self awareness and positive coping strategies. Pupils are encouraged to take risks in their learning, ask questions and embrace challenges while understanding that mistakes are valuable opportunities for growth and reflection.

Emotional Safety – Our curriculum supports children to understand, manage and communicate their emotions effectively. Pupils develop emotional literacy, self regulation and strategies to support their mental wellbeing. Through nurturing relationships and a culture of care, children learn how to recognise emotions in themselves and others, seek support when needed and build the resilience required to navigate life's challenges with confidence and hope.

Social Safety – At St Helen's CE Primary School, children are taught the skills needed to build healthy, respectful and positive relationships. Through collaborative learning, discussion and real life experiences, pupils develop empathy, kindness, respect and an appreciation of diversity. They learn how to resolve conflict, challenge discrimination and contribute positively to their school, local community and wider society, ensuring that everyone feels valued, included and respected.

Moral Safety – Rooted in our Christian vision and values, our curriculum helps children develop a strong sense of right and wrong and encourages them to make ethical and responsible choices. Through reflection, discussion and engagement with real world issues, pupils explore justice, fairness, integrity, responsibility and respect for others. Children are encouraged to become compassionate citizens who understand their responsibilities and strive to make positive contributions to their communities and the wider world.

Lifeboats

St John Ambulance

Cheshire Fire & Rescue Servic

Cheshire Constabulary

THINK! Road Safety

NSPCC Speak out. Stay safe.



Initiative by the Royal Life Saving Society UK
WATER SMART schools



LDST Promises

Rooted in our Trust values, our LDST Promise ensures every child benefits from high-quality enrichment opportunities that inspire them to Love, Discover, Serve and Thrive Together. Through this promise, we nurture compassionate, curious, and confident young people, ready to face the world with a heart full of love, a mind open to discovery, a spirit of service, and a commitment to thriving together across our Trust. This shared commitment unites our schools and communities, providing opportunities to share ideas, achieve common goals, and inspire one another to live out our vision and values.

Pillar of Love

Love focuses on nurturing relationships and fostering empathy within school communities to create supportive environments.

Pillar of Discover

Discover fosters curiosity, confidence, and lifelong learning, promoting exploration and intellectual growth among students.

Pillar of Serve

Serve encourages responsibility and community engagement, motivating students to contribute positively to society.

Pillar of Thrive Together

Thrive Together highlights collaboration, kindness, and empathy, preparing students to be compassionate global community members.



LDST Promises

Year Group	Autumn Term (Love)	Spring Term (Discover)	Summer Term (Serve)
Nursery	Pal's Picnic	Wonderful Walks	Friendship Flowers
Reception	New Beginnings	Wild Wonders	Because You Serve, We Thrive
Year 1	Chain of Cheer	Helping Hands	Seeds to Supper
Year 2	Kindness Agents	Construct & Connect	Feast and Friendship
Year 3	Kindness Rocks	Ingenious Inventors	Valued Volunteers
Year 4	Health Heroes	Dream Big, Shine Bright	My Mindfulness
Year 5	Positive Posts (Pen Pals)	Bard's Brilliant Performers	Planet Protectors
Year 6	Agents of Change	Confident Communicators	Peer Power

Inclusion

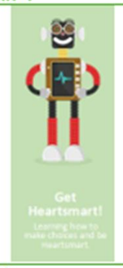
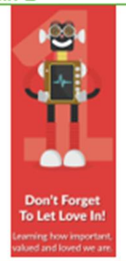
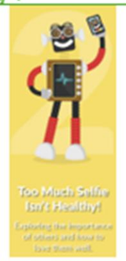
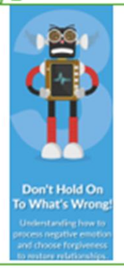
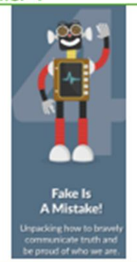
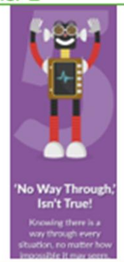
For children with a special educational need, specific strategies centered around adaptive teaching are utilised.

Physical and sensory needs: -Providing first-hand 'real' multi-sensory experiences to contextualise learning. -Use of engaging visual resources to support learning. -Encourage oral presentation as an alternative to written work. -Adapted scaffolds as and when necessary.	**Social and emotional needs:** -Ensure groupings provide positive role models. -Use of interactive strategies. -Provide opportunities for kinesthetic learning such as experimental learning and multi-sensory. -Calm classrooms.
Cognition and learning: -Discrete teaching of subject vocabulary. -Links to prior learning made explicit through schema development. -Alternative ways to demonstrate understanding including diagrams, mind maps and voice recorders.	Communication and interaction: -Rule of gool listening displays, taught, modelled and regularly reinforced. -Delivery of information slowed down to allow processing where necessary. -Use of 'Walk Thru' strategies to scaffold and prompt.

Our Oracy, Communication and Language curriculum prioritises listening, understanding and high-quality spoken language as the foundation for reading, writing and learning across the curriculum.

Rooted in our Christian values, it develops confident, articulate and reflective learners who can express ideas, explain understanding and engage respectfully in a range of contexts.

Whole School Themes and Events

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Taught						
	Diversity awareness – same but different	Diversity awareness – same but different	Diversity awareness – same but different		Diversity awareness – same but different	
	Unicef Rights Respecting Schools – International day for disaster reduction 13th October articles 6, 24 and 28	Unicef Rights Respecting Schools – Human Rights Day 10th December Articles 2, 12, 19 and 28	Unicef Rights Respecting Schools – Martin Luther King Day 15th January Articles 1 and 2	Unicef Rights Respecting Schools – Mother Language Day 21st February articles 2 and 30	Unicef Rights Respecting Schools – World Environment Day 5th June Articles 12,13 and 29	Unicef Rights Respecting Schools – World Refugee Day 20th June Articles 7, 22 and 38
	Safety Heroes – bonfire night	Eco Warriors – Taking care of our environment	Safety Heroes - NSPCC Pants	Eco Warriors – Taking care of our environment	Safety Heroes – keeping safe in our environment	Eco Warriors – Taking care of our environment
	Faith through Love	Faith through Hope	Faith through Thankfulness	Faith through Courage	Faith through Forgiveness	Faith through Truthfulness
Caught	LDST Promises Love		LDST Promises Discover		LDST Promises Serve	
	European Day of Languages World Mental health day Black History Month	Remembrance Day Anti – bullying week	Safer Internet Day World Book Day National Storytelling week	World Maths Day World Art Day	Sporting Values Celebration World Cultural Diversity Day	Performing Arts Show World Environment Day
	B Tales Community singing Class learning exhibitions	B Tales Community singing Class learning exhibitions	B Tales Community singing Class learning exhibitions	B Tales Community singing Class learning exhibitions	B Tales Community singing Class learning exhibitions	B Tales Community singing Class learning exhibitions
	Buddies Welcome Service in Church Harvest Service in church	Christmas service in church New Hope Fundraising		Easter Service in church		Leavers service and celebration in church
Sought	Leadership groups Trips, visit and experiences Extra curriculum experiences	Leadership groups Trips, visit and experiences Extra curriculum experiences	Leadership groups Trips, visit and experiences Extra curriculum experiences	Leadership groups Trips, visit and experiences Extra curriculum experiences	Leadership groups Trips, visit and experiences Extra curriculum experiences	Leadership groups Trips, visit and experiences Extra curriculum experiences

Our Shine Curriculum

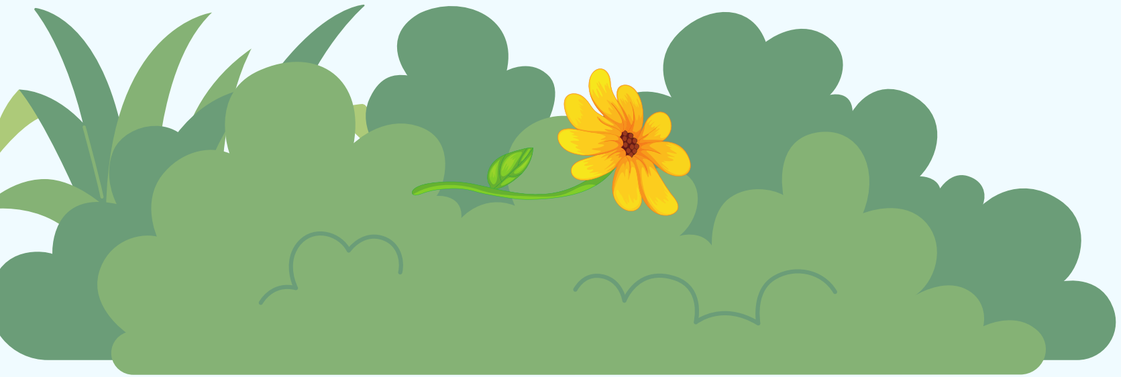
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Harvest European Day of Languages Fully Book'd New Beginnings – bring your teddy to school Autumn sensory walks	Remembrance Day Nursery Christmas performance Road safety week Pal's Picnic	World Book Day Shrove Tuesday and pancakes Winter walk	Mothers' Day afternoon tea Easter bonnet parade Music festival Wonderful Walks	Sports Day Fun Planting and growing Making fruit salads – Healthy snacks Insect Lore – Butterfly life cycle	Fathers' Day fun afternoon Shine Day Summer sensory walk Visit to church Den building Friendship Flowers
Class 1 - YR	European Day of Languages Buddies Welcome Service Democracy week Fully Book'd Autumn sensory walks First steps, lasting memories	Remembrance Day Nativity Community singing Autumn walk- village Diwali Experience Road safety week New Baby into school Winter sensory walks	Safer internet day Chinese New Year experience People who help us visitors - real life superheroes World Book Day Big garden bird watch Wild Wonders	Mothers' Day afternoon tea Making pancakes – Shrove Tuesday Easter bonnet parade Music festival Walton Hall & Gardens Community singing Spring sensory walk	Class learning assembly Sports Day Spanish Experience Day B Tales Because you serve, we thrive	Fathers' Day fun afternoon Ethos Day Shine Day Dress like a Pirate Day Water Safety Art and DT Exhibition Blue Planet Aquarium Summer sensory walk
Class 2 – Y1/Y2	European Day of Languages Harvest Festival Democracy week Fully Book'd Chain of cheer (Y1)	Remembrance Day Nativity Community singing New Hope Fundraising Day Kindness Agents (Y2)	B-Tales Thankfulness Safer internet day Diversity awareness – same but different World Book Day Helping Hands (Y1)	Mothers' Day afternoon tea Music festival Walton Hall & Gardens Construct and Connect (Y2)	Sports Day Spanish Experience Day Church Baptism experience Seeds to supper (Y1)	Fathers' Day fun afternoon Ethos Day Learning assembly Shine Day Art and DT Exhibition Feast and Friendship (Y2) Blue Planet Aquarium

Our Shine Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3 – Y3/Y4	European Day of Languages Democracy week Romans Trip Fully Book'd Harvest Church Service	Remembrance Day New Hope Fundraising Day Kindness Rocks (Y3) Health Heroes (Y4)	Year 3 and 4 residential Safer internet day Diversity awareness – same but different Year 4 swimming Community Singing World Book Day B-Tales	Year 4 swimming Mothers' Day afternoon tea Ingenious Inventors (Y3) Dream Big, shine bright (Y4)	Sports Day Spanish Experience Day Places of worship Experience Sports tournaments	Fathers' Day fun afternoon Ethos Day Shine Day Sports tournaments Art and DT Exhibition Egyptian experience day Valued volunteers (Y3) My mindfulness (Y4)
Class 4 – Y5/6	European Day of Languages Buddies Welcome Service (Y6) Community Singing Democracy week Fully Book'd Historical Village Walk Positive posts Pen Pals (Y5)	Remembrance Day Christmas Service in church (Y5) Sports tournaments New Hope Fundraising Day Chemistry with Cabbage Forces Workshop Agents of change (Y6)	Learning Exhibition WW2 visit – Tatton Park Safer internet day Diversity awareness – same but different World Book Day Bard's Brilliant Performers (Y5)	B-Tales (Y5) Mothers' Day afternoon tea Sports tournaments Confident communicators (Y6)	Swimming (Y5) Sports Day Spanish Experience Day Art and DT Exhibition Magistrates in the Community (Y6) People who inspire us experience day Greek Experience Day Sports tournaments Planet Protectors (Y5) Peer powers: Coaches in action (Y6)	B-Tales (Y6) Swimming (Y5) Fathers' Day fun afternoon Ethos Day Shine Day Drama Performance Art and DT Exhibition RSE Week Residential (Y6) Outward bound trip – Active hope (Y5) Leavers church service Liverpool Cathedral (Y6) Shine Day Performing Arts School show

Our Shine Enhanced Curricular Experiences

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Languages Club The Crafty Crew Dodgeball Football Fencing Singing Stars Choir	The Crafty Crew Judo Cricket Football Singing Stars Choir Wellbeing Warriors	Art Explorers The Crafty Crew Multi-sports Football Singing Stars Choir	Karate Multi-sports Football The Crafty Crew Singing Stars Choir	Our Centre Stage Performing Arts The Crafty Crew Forest School Multi Sports Dodgeball Singing Stars Choir	Our Centre Stage Performing Arts The Crafty Crew Rounders All Stars Multi Sports Dodgeball Singing Stars Choir





Online Safety Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Self-image and identity		Online Relationships I can recognise some ways in which the internet can be used to communicate.	Online Relationships I can give examples of how I use technology to communicate with people I know.	Health, Well-being and lifestyle I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	
Key Stage 1 Cycle A	Self-image and identity	Self-image and identity	Online Relationships I can give examples of when I should ask permission to do something online and explain why this is important.	Online Relationships I can explain why it is important to be considerate and kind to people online and to respect their choices.	Health, Well-being and lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home.	
Key Stage 1 Cycle B	Self-image and identity	Self-image and identity	Online Relationships I can explain who I should ask before sharing things about myself or others online.	Online Relationships I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	Health, Well-being and lifestyle I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.	Health, Well-being and lifestyle I can say how those rules / guides can help anyone accessing online technologies

Online Safety Long Term Plan

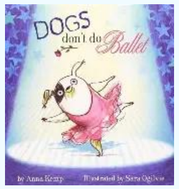
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower Key Stage 2 Cycle A	Self-image and identity I can explain how people can represent themselves in different ways online.	Self-image and identity I can explain ways in which someone might change their identity depending on what they are doing online	Online Relationships I can explain what it means to 'know someone' online and why this might be different from knowing someone online.	Online Relationships I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online' and why it is important to be careful about who to trust online including what information and content they are trusted with.	Health, Well-being and lifestyle I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged	Health, Well-being and lifestyle I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).
Lower Key Stage 2 Cycle B	Self-image and identity I can explain how my online identity can be different to my offline identity.	Self-image and identity I can describe positive ways for someone to interact with others online and how this will positively impact on how others perceive them.	Online Relationships I can give examples of how to be respectful to others online.	Online Relationships I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	Well-being and lifestyle I can explain how using technology can be a distraction from other things, in both a positive and negative way.	Well-being and lifestyle I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.
Upper Key Stage 2 Cycle A	Self-image and identity I can explain how identity online can be copied, modified, or altered.	Self-image and identity I can demonstrate how to make responsible choices about having an online identity, depending on context.	Online Relationships I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).	Online Relationships I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	Well-being and lifestyle I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.	Well-being and lifestyle I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.
Upper Key Stage 2 Cycle B	Self-image and identity I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	Self-image and identity I can explain the importance of asking until I get the help needed.	Online Relationships I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.	Online Relationships I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	Well-being and lifestyle I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.	Well-being and lifestyle I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.

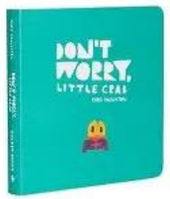
Reading Spine

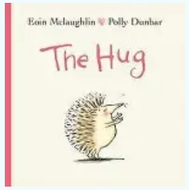
At St Helens, our Personal Development Reading Spine brings together a carefully selected range of picture books that help children understand themselves and the world around them. Through engaging stories and diverse characters, pupils explore themes of equality, inclusion and celebrating differences, developing an appreciation of the unique qualities that make us all special.

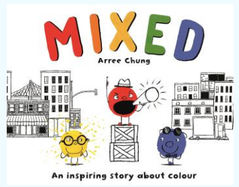
These high-quality texts also support children in recognising and expressing their emotions, building resilience, nurturing hope and developing positive character traits such as kindness, perseverance and empathy. By sharing and discussing these stories together, we create opportunities for meaningful reflection, helping every child grow into a confident, respectful and compassionate member of our school community.

Nursery

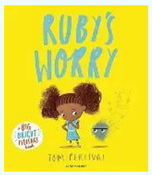


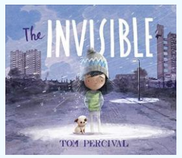


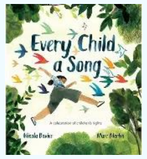


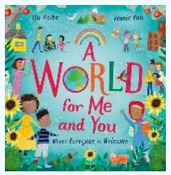


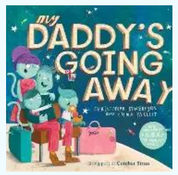
Class 1

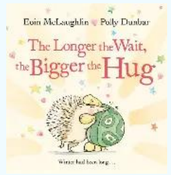






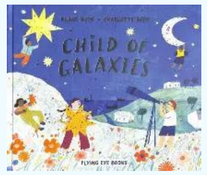




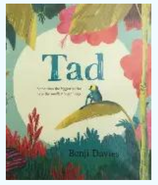


Class 2

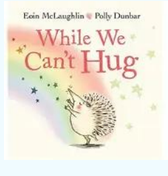








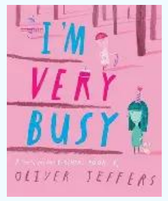




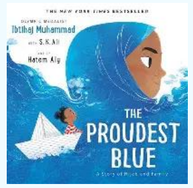


Class 3

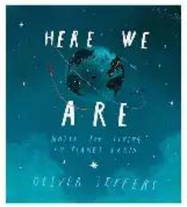




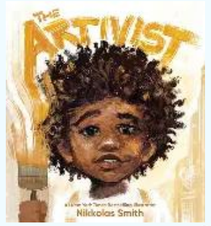












Class 4

