



Bowlee Park Community School

Our School Motto: Knowledge... your passport to the world!

Personal Development Policy including PSHE

Bowlee Values- *Respect, Kindness, Ambition, Resilience, Cooperation, Responsibility*

British Values- *Democracy, Rule of Law, Individual Liberty, Tolerance and Respect*

UNCRC Articles: 3, 6, 29

Intent

At Bowlee Park Primary School, Personal Development is at the heart of our learning journey. We are committed to developing the whole child by equipping every pupil with the knowledge, skills, attitudes and values they need to thrive academically, socially, emotionally and morally. Through a carefully planned curriculum and a rich programme of wider opportunities, pupils develop confidence, resilience, independence, respect and responsibility, enabling them to flourish in school, prepare for the next stage of education, and become active citizens in modern Britain.

Our Personal Development curriculum is underpinned by the core values of **Respect, Kindness, Ambition, Resilience, Cooperation and Responsibility**. Pupils learn how to build positive relationships, manage their physical and emotional wellbeing, make informed choices, celebrate diversity, stay safe, and contribute positively to their communities.

A Curriculum for Our Pupils at Bowlee Park

Bowlee Primary Park School serves a community experiencing significant socio-economic disadvantage. Many pupils face challenges linked to low income and social deprivation. Our curriculum is therefore carefully designed to reflect the needs of our pupils and their wider community.

Personal Development is embedded across all areas of school life and is closely linked to PSHE education. Our curriculum provides meaningful learning experiences that address real-life issues affecting pupils' health, safety and wellbeing. We are committed to securing equity and improving life opportunities for all pupils, including disadvantaged pupils and those with SEND.

Curriculum Aims

Our Personal Development curriculum enables pupils to:

- develop as healthy, independent and responsible members of society
- build positive relationships and emotional resilience
- understand and respect diversity and inclusion
- make safe, informed and responsible choices
- develop self-awareness, self-esteem and confidence
- contribute positively to school, local and wider communities
- prepare for future education, training and life in modern Britain

Statutory and Key Frameworks

Our curriculum is informed by:

- Relationships Education, RSE and Health Education (DfE Statutory Guidance)
- Keeping Children Safe in Education (KCSIE)
- The Equality Act 2010
- The Prevent Duty
- The National Curriculum
- The Education Inspection Framework (Ofsted)
- The United Nations Convention on the Rights of the Child (UNCRC)

Curriculum Components

Key elements of Personal Development at Bowlee Park Primary School include:

- PSHE Education (SCARF and MyHappyMind)
- Relationships, Health and Sex Education (RHE)
- British Values
- Citizenship
- Character Education
- Inclusion and Equality
- Careers Education
- SMSC Development
- Wider Opportunities

Reading and Cultural Development

Reading is central to Personal Development. Through high-quality texts, pupils develop culturally, emotionally, socially and intellectually. Literature is used to explore relationships, identity, values and the wider world.

Early Years Foundation Stage

In EYFS, PSHE is taught through both direct teaching and continuous provision. Learning is linked to the EYFS framework and supports children's personal, social and emotional development.

Implementation

Teaching and Learning Approach

At Bowlee Park Primary School, Personal Development is delivered through a carefully planned and progressive curriculum, with PSHE at its core. Teaching is designed to be **active, inclusive and engaging**, enabling pupils to develop knowledge, skills and understanding through meaningful learning experiences.

A range of age-appropriate teaching strategies are used to ensure high-quality delivery, including:

- structured discussions and debate
- role play and drama activities
- problem-solving and enquiry-based learning
- collaborative group work (paired, small group and whole-class)
- use of stories, poetry and high-quality texts
- structured games and practical activities
- audio-visual resources
- visits and visitors from the wider community

These approaches ensure pupils are actively involved in their learning and are able to explore real-life scenarios in a safe and supportive environment.

Curriculum Planning and Delivery

The PSHE curriculum is delivered through the SCARF and MyHappyMind programmes from EYFS to Year 6. These schemes have been carefully adapted to reflect the needs of pupils at Bowlee Park Primary School and the context of our community.

The curriculum is structured as a **spiral model**, meaning key concepts are revisited, reinforced and developed over time. This ensures that pupils build on prior learning and deepen their understanding as they progress through the school.

Each unit of work is carefully sequenced so that:

- new learning builds on prior knowledge
- key concepts are revisited regularly to support retention
- vocabulary and understanding are progressively developed
- links between different areas of PSHE are explicitly made

Learning objectives are shared with pupils at the start of each lesson, with clear connections made to previous and future learning to strengthen understanding and recall.

Online Safety and Digital Citizenship

Online safety is embedded throughout our curriculum and safeguarding culture. Pupils are taught to become responsible digital citizens who understand both the opportunities and risks of the online world.

Through PSHE, Computing, assemblies and wider experiences, pupils learn to:

- keep personal information safe online
- build healthy online relationships
- recognise cyberbullying and seek help
- identify misinformation and online manipulation
- understand online scams and risks
- manage screen time and digital wellbeing
- report concerns to trusted adults

Learning is revisited regularly to ensure pupils develop the knowledge and confidence to stay safe in a rapidly changing digital world.

Mental Health and Emotional Wellbeing

Promoting positive mental health is central to our curriculum. Through MyHappyMind, SCARF and pastoral support, pupils develop strategies to understand and manage emotional wellbeing.

Pupils learn to:

- recognise and name emotions
- develop emotional regulation strategies
- build resilience and coping skills
- understand when and how to seek support
- reduce stigma around mental health
- support their own and others' wellbeing

Character, Wider Development, SMSC and British Values

Our curriculum promotes key character traits including honesty, integrity, kindness, resilience, courage, responsibility and respect. Pupils are supported to become active, responsible citizens through leadership roles such as:

- School Council Ambassadors
- Eco Councillors
- Sports Leaders
- Digital Leaders
- Wellbeing Champions

We recognise that many pupils have limited experiences beyond their immediate community and therefore intentionally broaden their horizons and build cultural capital.

Personal Development is closely linked to SMSC and the promotion of British Values. Pupils develop respect for democracy and the rule of law, individual liberty and personal responsibility, tolerance and respect for diversity, an understanding of right and wrong, and the confidence, resilience and independence needed for life in modern Britain.

Protected Characteristics

Pupils develop an age-appropriate understanding of the nine protected characteristics under the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Through SCARF, MyHappyMind, assemblies, literature and wider curriculum opportunities, pupils learn to respect diversity and challenge discrimination.

Careers Education

Careers education begins in the primary phase by raising aspirations, challenging stereotypes and introducing pupils to a wide range of future pathways. Pupils learn how education connects to future opportunities through visitors, curriculum links and themed events.

Wider Personal Development Opportunities

Personal Development extends beyond discrete PSHE lessons and is embedded across school life. This includes:

- whole-school assemblies
- enrichment days and themed weeks
- educational visits and residential experiences
- visiting speakers and external workshops
- extra-curricular clubs and activities
- leadership roles and pupil responsibilities

These opportunities develop pupils' confidence, character, teamwork and sense of responsibility.

Core Principles of Delivery

The teaching of PSHE at Bowlee Park Primary School is underpinned by the following principles:

- a carefully sequenced curriculum that ensures progression of knowledge and skills
- consistent revisiting of key learning to strengthen retention (“know more and remember more”)
- high expectations for all pupils, including disadvantaged pupils and those with SEND
- effective use of assessment to inform teaching and identify next steps
- opportunities for pupils to apply learning in real-life and meaningful contexts

Inclusion and Adaptive Teaching

All pupils have equal access to the PSHE curriculum. Teaching is adapted to ensure the needs of all learners are met, including pupils with SEND and those with English as an additional language.

Support is provided through:

- differentiated questioning and outcomes
- adapted resources and scaffolds
- targeted adult support where required
- flexible groupings
- careful consideration of individual pupil needs and EHCP targets

The SENCO and subject leader work closely with staff to ensure all pupils can access learning successfully and achieve their full potential.

Resources

Teachers have access to centrally stored SCARF and MyHappyMind planning and resources, alongside additional materials including high-quality texts, presentations and visual aids. These resources support consistent delivery and high-quality teaching across the school.

IMPACT

The impact of our Personal Development curriculum is evident in pupils who are confident, respectful, resilient and well prepared for the next stage of their education and life in modern Britain.

By the time pupils leave Bowlee Park Primary School, they will:

- understand how to keep themselves physically and mentally healthy;
- demonstrate respect, kindness and empathy towards others;
- understand and value diversity and celebrate difference;
- make informed, responsible and safe choices, including online;

- show resilience, perseverance and a positive attitude when facing challenges;
- understand their rights and responsibilities as active citizens;
- contribute positively to their school, local and wider community;
- communicate effectively and work collaboratively with others;
- value equality, fairness and inclusion;
- be ambitious for themselves and others;
- be well prepared for the next stage of education.

Assessment

Assessment within Personal Development focuses on pupils' acquisition of knowledge, understanding and skills rather than their personal beliefs or attitudes.

Teachers use ongoing formative assessment strategies, including questioning, discussion, observation, retrieval practice and pupil reflection, to assess learning throughout lessons. Termly summative assessments are used to identify progress against age-related expectations and to inform future planning. Parents receive information about their child's progress through the annual school report.

Monitoring and Evaluation

The quality of teaching and learning in Personal Development is monitored by the Headteacher, senior leaders and the PD subject lead as part of the school's agreed monitoring cycle. This includes:

- planning scrutiny
- learning walks
- lesson observations
- work scrutiny
- pupil voice
- staff feedback
- governor visits

Findings from monitoring are used to inform action planning and ongoing curriculum development, ensuring that Personal Development remains relevant, effective and responsive to the needs of all pupils.

The policy will be reviewed on a two-yearly basis.

Disseminating the policy

- All staff members and governors will receive a copy of the policy.
- Copies of the policy are also available on the school website.

K. Larkins – PD/PSHE leader
Policy date – September 2026
Review date – September 2028