

Personal Development Overview

From self-belief, to relationships, to community, to the wider world—preparing every child to explore and achieve their future. We develop the whole child through a progressive journey:



Intent

At our school, personal development is at the heart of everything we do. It is driven by our vision: *Believe, Explore, Achieve*. We aim to develop confident, respectful and resilient individuals who believe in themselves and others, explore the world with curiosity and enthusiasm, and achieve their full potential both academically and personally.

Our personal development journey begins with the individual child—developing self-awareness, confidence and an understanding of their own feelings and behaviours. From this strong foundation, pupils learn how to build positive relationships, understanding respect, empathy and the importance of working with others. This then extends to the impact they have within their school community, where they take on leadership roles, contribute to school life and demonstrate active citizenship. Finally, pupils develop an understanding of their role in the wider world, appreciating diversity, engaging with their community and preparing for life in modern Britain.

Our curriculum is designed to provide pupils with the knowledge, skills and experiences they need to become responsible, active members of society. We prioritise pupils' wellbeing, relationships, and understanding of the wider world, ensuring they are prepared for life in modern Britain. Through a broad and inclusive offer—including RSHE, enrichment, outdoor learning, arts, and leadership opportunities—we promote equality, celebrate diversity and foster a strong sense of belonging.

Implementation

Personal development is delivered through a carefully planned and progressive curriculum, supported by a wide range of enrichment opportunities and experiences.

We explicitly teach key themes such as relationships, health and wellbeing, diversity, British values and life skills through structured programmes, including RSHE and targeted workshops. This is enhanced through assemblies, themed days, pupil leadership opportunities (such as school council, eco-committee and Kindness Crew), and strong community links.

Pupils are given regular opportunities to *explore* beyond the classroom through trips, visitors, outdoor learning and cultural experiences. These experiences broaden horizons, develop cultural capital and deepen understanding of the world.

We promote opportunities for pupils to *believe* in themselves through leadership roles, pupil voice, performance opportunities and reflection. Staff model and reinforce positive relationships, respect and inclusion across all aspects of school life.

We encourage pupils to *achieve* by developing resilience, independence and aspiration. This is supported through goal-setting, exposure to future careers, and opportunities to take part in sport, arts and community initiatives.

Our provision is inclusive and responsive, ensuring all pupils—including those who are disadvantaged or vulnerable—can access and benefit from the full personal development offer.

Impact

As a result of our personal development provision, pupils are confident, articulate and respectful individuals who demonstrate our core values of *Believe, Explore, Achieve* in their daily lives.

Pupils show a strong sense of belonging and actively contribute to school and the wider community. They are tolerant, inclusive and respectful of differences, and can engage thoughtfully with a range of viewpoints.

Pupils are curious and enthusiastic learners who enjoy exploring new experiences and challenges. They demonstrate resilience and independence, and are willing to step outside their comfort zones.

They understand how to keep themselves safe and healthy—both physically and emotionally—and can form positive, respectful relationships. Pupils are well-prepared for the next stage of their education, including key transitions, and have growing aspirations for their future.

Pupil voice, behaviour, engagement and outcomes across the school consistently reflect the strength of our personal development provision, with pupils demonstrating the knowledge, skills and attitudes needed to thrive in modern Britain.

Personal Development Plan

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Civic Engagement	Key Knowledge	Pupils understand rights, responsibilities, fairness and how communities work	Pupils know that people and communities are diverse and deserve respect	Pupils understand how aspirations and effort contribute to society	Pupils understand how choices affect health, safety and wellbeing	Pupils understand respectful relationships within families, friendships and communities	Pupils understand personal responsibility and respect during times of change
	Examples of Provision	Play leaders, school council, assemblies on British values, eco-committee. Visits from local MP Ben Goldsborough to discuss democracy and local elections. Work with the Parish Council on community projects such as Litter Picking and Re-wilding projects.	Schools of Sanctuary work, RE visitors from different religions, Healthy Relationships (Tender Reset)	Visits from parents to talk about careers, I'm a Scientist Get me Out of here.	Dentist visits, St Johns ambulance visits, Zones of Regulation work which supports children's understanding of their emotions and wellbeing. Cool Cats yoga visit.	Healthy Relationships Tender Reset drop down days and assemblies. Work with local community groups create a sense of belonging to the wider community: Mack Farmers, Parish Council, South Yare Wildlife Group, Wheatfen Nature Reserve.	Transition work – regular visits to local secondary school; move up morning; Nursery Graduation.
	Impact on Pupils	Pupil voice shows leadership, respect and ability to discuss different viewpoints. Displays around the school show British Values and Eco-Schools. Pupils have a strong sense of belonging to the local community – this is supported by parent and pupil voice.	Pupil voice shows tolerance of others. Respect for others, care for children, welcoming approach. The Kindness Crew is part of our provision and is displayed around the school. Pupils believe in themselves and are able to be open minded to others.	Children understand the world of work and have met people with different types of jobs. Children are engaged in leadership opportunities such as Eco-Schools which positively impact society.	Children can describe their own feelings using the zones of regulation. Children can advise and support others using the zones of regulation as a tool.	Children understand how to contribute to friendships in healthy ways – they can understand consent and can talk about the qualities that make a good friend.	Children are excited about change and are given lots of time to reflect on changes coming up. They are positive about important transitions such as moving up to secondary school, because they feel well prepared.
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Arts & Culture	Key Knowledge	Pupils explore identity and express thoughts and feelings creatively	Pupils learn about different cultures, traditions and creative expression	Pupils learn about inspirational individuals and achievements in arts and culture	Pupils explore wellbeing and emotions through creative activities	Pupils explore emotions and relationships through storytelling and drama	Pupils reflect on identity and personal growth through creative expression

	Examples of Provision	Art competitions (Norfolk Churches competition), Norfolk County Music Festival, Norfolk Show performances, Sainsbury Centre visit; individual music lessons (PP pupils are funded); whole class music tuition with the Norfolk Music Hub (this year it was ukelele)	Visits to the Sainsbury Centre, Padmaloka (local Buddhist centre), and the local church. Children have had visitors from the local community, for instance a practicing Muslim and a Christian.	Norfolk County Music festival – adjudicators are professional musicians. Our Sainsbury Centre visit explores famous artists, whilst whole class ukelele lessons taught by a professional musician	Tender reset drop down days – use of art and drama to explore relationships and emotions. Use of the Zones of Regulation colours to explore emotions	Healthy Relationships workshops – drama is used to explore emotions and relationships	Healthy Relationships workshops use art and drama to help children to explore their identity and relationships.
	Impact on Pupils	Increased confidence in creative expression – pupils are able to stand on stage and cope with feeling nervous.	Children are curious about others and are interested to learn about people with different backgrounds This is shown in how they behave inside and outside of the classroom.	Children consider careers in the music industry	Children can articulate their emotions using colour and zones.	Children can describe their own emotions and can understand the impact of their own behaviour on others. Children believe in themselves and have the confidence to speak up if they don't want something or to defend others.	Our pupils are excited and well prepared for important transitions, such as moving up to secondary school. They feel confident because they are well prepared and have confidence in themselves.
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Nature / Outdoor Learning	Key Knowledge	Pupils understand respect for shared environments and spaces	Pupils recognise the importance of respecting different environments and communities	Pupils develop perseverance and resilience through challenge	Pupils know how outdoor activity supports wellbeing	Pupils develop teamwork through outdoor experiences	Pupils recognise resilience and personal growth through challenge
	Examples of Provision	Eco Schools work, Mack Farm partnership, Wheatfen Forest School visits, South Yare Wildlife links; village litter picks; school grounds work.	Geography trip to the local farm to learn about how the potato harvest. Forest schools trip to Wheatfen Nature Reserve.	Our Eco-committee works hard to protect the school environment and further afield – for instance doing a village litter pick.	Pupils are given opportunities to explore their local area: Wheatfen Nature Reserve; local farms, the local park.	Forest school' activities at Wheatfen give children confidence. They experience a range of outdoor pursuits at Whittingham Broad (sailing, canoeing and climbing)	Our Eco schools work enables children to develop resilience and personal growth, Outdoor activities such as those provided at Whittingham Broad and Bawdesley stretch children to achieve beyond their perceived limits.
	Impact on Pupils	Pupils demonstrate environmental responsibility for their shared	Children have opportunities to explore the natural world around them. They take	Eco-committee members have to go through a rigorous application process and	Children enjoy being outside– they show interest and curiosity in the things they find and	Children are interested in exploring the world and enjoy doing this with others. They enjoy	Our children are given opportunities to grow in confidence throughout their time at school,

		environments, both in and outside of school.	responsibility for their environment.	are expected to stick at it.	can be creative with the natural things around them (making bug hotels/finding mini-beasts/hatching butterflies etc)	playing alongside other children of different ages in creative outdoor play.	through a range of outdoor activities that build resilience and determination. They are often surprised with what they are capable of.
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Sport & Physical Activity	Key Knowledge	Pupils know why physical activity and healthy habits are important	Pupils understand inclusion and fairness in physical activity	Pupils set goals and understand effort and achievement	Pupils understand exercise and healthy lifestyle choices	Pupils demonstrate cooperation and teamwork in sport	Pupils understand physical development and body changes
	Examples of Provision	Children take part in a range of ongoing practical sports activities like the Santa Dash and Skip to be Fit.	School Sports awards, Barclays Girls football award. Year 6 play leaders learn how to manage groups during games	Cross-country competition, basketball competition – these competitions give some children the opportunity to take sport further – for instance only one or two children are selected for the next round.	Regular sports activities such as the mile a day, Skip be Fit etc are opportunities to build their physical strength and fitness. Walk to school week. Swimming for every child, every year.	Spirit of the Games competitions, school sports awards. Kindness Crew - 'Supportive Star' Superhero directly encourages pupils to cheer each other on.	Tender Reset Drop Down days address changes and puberty for older children.
	Impact on Pupils	Children can talk about why is important to have healthy habits. Lots of our children take part in park run outside of school	Children understand how to play fairly at playtimes – they help younger pupils and are inclusive in their games.	Children are offered the chance to succeed in areas of the curriculum where they have strengths – for instance one child struggles with literacy but has excelled in sport.	Children understand the importance of physical fitness and can explain why it matters to stay healthy.	Children play fairly in their own time at playtimes. They manage each other well and older children take responsibility for younger children.	Children can articulate physical development and changes
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Wider Life Skills	Key Knowledge	Pupils develop confidence, resilience and understand consequences of choices	Pupils develop empathy and respectful communication	Pupils develop goal-setting and problem-solving skills	Pupils develop decision-making and risk awareness	Pupils develop communication and collaboration skills	Pupils develop self-awareness and emotional regulation

	Examples of Provision	Healthy Relationships: nominated for awards such as inclusion, speaking up, supporting others, welcoming others and being respectful. Restorative approach – Norfolk STEPS (all staff trained). Behaviour policy informed by Healthy Relationships approach – no playfighting – consider consent.	Healthy Relationships accreditation; Tender Reset drop down days for KS2; School Council meetings. We invite school council members to do tours, interview potential candidates and speak to visitors to the school. One of our Kindness Crew certificates is for respect and we talk about what this means in assemblies and PSHE lessons.	Opportunities are provided for children to come up with solutions to problems: Year 6 Playleaders, school council, eco-committee.	Swimming – every child every year Tender Reset Healthy Relationships whole school approach. Zones of Regulation	Y6 Play Leaders; school council, Eco-Committee. Oracy developed throughout the curriculum.	Zones of regulation used and embedded across the school, both as a whole class teaching strategy and individual interventions where needed. Healthy Relationships culture also teaches children about boundaries and self-awareness in friendships.
	Impact on Pupils	Pupils are confident and are able to face up to the consequences of their decisions.	Children are able to speak to visitors and each other with respect and empathy	Children are able to think independently and solve problems.	Children understand how and when it is safe to take risks.	Children are given leadership opportunities and can work with others.	Children can use the language of the zones of regulation and the Kindness Crew to help them to have self efficacy.
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Protected characteristics	Key Knowledge	Pupils understand that everyone is equal and should be treated fairly	Pupils know about diversity, inclusion and protected characteristics	Pupils understand how individuals contribute to a diverse society	Pupils understand respect for different lifestyles and choices	Pupils understand respectful relationships across differences	Pupils understand identity and respect for self and others
	Examples of Provision	We ensure that all children understand British Values. Mental Health week, International Day of Disabilities, schools of sanctuary work. Healthy Relationships and Kindness Crew.	Pupils engage with the Kindness Crew which is embedded in the school culture – with a strong focus on acceptance of everybody through being welcoming, inclusive, supportive and caring and standing up for each other and ourselves	Visits to Padmaloka (local Buddhist retreat), visitors from different countries talk about their culture (for instance in Early Years Africa project), books and resources encourage children to understand diversity.	Trips to local places of worship and visitors that come from different cultures, countries and religions give children opportunities to explore difference.	Our Healthy Relationships work has included assemblies, workshops, drop down days. We do weekly assemblies where the focus for the week is one of the Kindness Crew: Inclusive Idol, Respectful Ranger, welcoming warrior, Speak Up Superhero, Caring Captain.	Healthy Relationships Drop Down workshops and sessions give children the opportunity to think about their own identity and the sorts of relationships that feel supportive.

	Impact on Pupils	Children can articulate why everyone is equal and should be treated fairly, Displays around the school and the general environment demonstrate this.	Pupils nominate others for the kindness crew and can articulate the importance of these elements.	Children can talk about how individuals contribute to a diverse society. They are curious about difference and keen to welcome others	Pupils are open minded and curious about others without being judgemental.	The children are confident and open when it comes to talking about relationships with people that are different – for instance children can talk about their own special needs or a parent with a disability.	Our regular focus on healthy relationships means that the children can understand set healthy boundaries in their relationships.
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
British values	Key Knowledge	Pupils understand democracy, rules and individual responsibility	Pupils understand mutual respect and tolerance of different beliefs	Pupils understand how individual liberty supports aspirations	Pupils understand how rules and laws keep people safe	Pupils understand respect within relationships and communities	Pupils understand responsibility and respect during change
	Examples of Provision	Visits from our local MP (assemblies, visits to fete days etc) give pupils the opportunity to find out and explore democracy. Children are given opportunities to vote, for instance for their school council. School council members make decisions such as having a non-uniform day to raise money for a charity.	Trips to local places of worship, and visitors from different religions, cultures and countries enable children to learn about others and celebrate difference.	Careers visits from parents/carers or members of the local community give pupils the opportunity to find out about different career options	School Council, Eco-Committee are given some opportunities to make decisions – for instance managing nominations for the Kindness Crew. We adapted our behaviour policy as part of our work to become a Healthy Relationships school.	We work closely with the local village community for instance: the South Yare Wildlife Group, the Parish Council, local farmers and Wheatfen Nature Reserve. Children nominate each other to be part of the Kindness Crew which is all about respect within relationships. Children have taken part in Tender Reset drop down days to explore respect within relationships.	Transitions events: Move Up morning, visits to see their older friends performing in Framingham Earl high school, sports visits to Fram, ex pupils 'popping in'; last year's year 6s launching the Kindness Crew for parents/carers/pupils.
	Impact on Pupils	Children can remember all of the British Values and can link them to our values as a school.	Children understand and can talk about mutual respect; they try to be inclusive and are able to talk about the ways in which they are different from each other.	Pupils begin to have aspirations about their future.	Children understand the reasons why rules are in place, for instance no playgrounding.	Children understand respect and can understand the reasons why we need to treat others with respect	Children are kind to each other around key transitions – especially older pupils towards the younger ones.
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Key Knowledge	Pupils understand belonging, rights and responsibilities within a community	Pupils understand and respect differences, including family structures and identities	Pupils understand aspirations, self-worth and how these link to future relationships	Pupils understand how to keep themselves physically and mentally healthy and safe	Pupils understand healthy relationships, including recognising safe and unsafe relationships, consent, trust and how to seek help	Pupils understand puberty, body changes, reproduction, privacy, consent and body autonomy

RSHE	Examples of Provision	Involvement with local community groups: South Yare Wildlife Group; Parish Council; local farmers; Wheatfen Nature Reserve; Local church. Leadership opportunities: school council, Eco-committee, play leaders	Children are given opportunities to meet visitors from other cultures and backgrounds – for instance visitors have come in to talk about their religion. Some of our children are LAC therefore we have purchased a number of books that show children with families that look different.	Our Healthy Relationships programme demonstrate ways in which we can have good friendships and clear boundaries – for instance always asking for consent before touching another person and not playfighting. We talk about aspirations as part of our PSHE curriculum and invite parents/carers in to talk about their careers.	Children learn about health and fitness in PE and do whole school fitness initiatives like mile-a-day and skip-be-fit. Zones of regulation is embedded and this language is used by children to describe how they feel and how to manage their emotions.	We have achieved the Tender Reset Healthy Relationships accreditation – children have attend assemblies and drop-down days on ways to navigate relationships. Online safety is a constant theme through regular assemblies, PSHE lessons, and computing	Children learn about body changes in PSHE and Science. Older children encounter drop down relationships education provided by Tender Reset. Consent is discussed in Healthy Relationships assemblies and embedded in our behaviour policy.
	Impact on Pupils	Pupils develop a strong sense of belonging within the school and wider community and understand their rights and responsibilities. Through involvement with local groups and leadership opportunities, pupils learn to work with others, show respect for different roles and contribute positively. They grow in confidence, take responsibility seriously and understand how they can make a positive difference within their community.	Pupils develop an understanding of, and respect for, differences in family structures, cultures and identities. Through visitors, discussion and inclusive resources, pupils learn that families and beliefs may look different but are equally valued. This helps pupils to show empathy, challenge stereotypes and feel accepted and respected within the school community.	Pupils develop a positive sense of self-worth and understand the importance of aspirations for their future. Through learning about healthy relationships, pupils understand how to form positive friendships, respect boundaries and recognise the importance of consent. Discussions about aspirations and exposure to a range of careers help pupils to build confidence, value themselves and understand how positive relationships support future choices and wellbeing.	Pupils understand how to keep their bodies and minds healthy and safe. Through regular physical activity, pupils develop positive attitudes towards fitness and wellbeing. The use of <i>Zones of Regulation</i> helps pupils recognise and talk about their emotions and manage them appropriately, supporting their emotional wellbeing and resilience.	Pupils understand what healthy relationships look like and can recognise safe and unsafe behaviour. Through the Tender Reset programme and regular teaching, pupils learn about trust, consent and respect, both online and offline. Pupils know where and how to seek help if they are worried, and feel confident that trusted adults will support them.	Pupils develop an age-appropriate understanding of puberty, body changes, reproduction and the importance of privacy. Through PSHE, Science and the Tender Reset programme, pupils learn about consent, body autonomy and respectful boundaries. Pupils understand that their bodies belong to them, can recognise appropriate and inappropriate behaviour, and know how to seek help from trusted adults if they have concerns.
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Online safety	Key Knowledge	Pupils understand how to stay safe online and follow rules for responsible use	Pupils know how to treat others respectfully online and recognise online bullying	Pupils understand how online behaviour can impact future opportunities	Pupils understand risks online and how to make safe choices	Pupils understand safe online communication and relationships	Pupils understand privacy, consent and managing personal information online
	Examples of Provision	Regular online safety assemblies; parents are informed about online safety via school and LA newsletters; online safety is embedded throughout the curriculum. One 'online safety' standalone session per half term: Project Evolve.	PSHE and Healthy relationships work supports online safety. Online safety week and regular online safety assemblies. Letters to parents regarding online safety.	PSHE and Healthy Relationships work encourage children to consider what they put online and how this can be perceived.	Online safety taught through PSHE and Computing. Regular assemblies and events such as Safer Internet Day. Clear acceptable use policies and monitoring systems. Staff and parent guidance to reinforce key messages.	Safe online communication taught through PSHE and Computing. Lessons and assemblies focus on kindness, respect and appropriate online behaviour. Use of age-appropriate scenarios and stories to explore online friendships. Clear guidance on not sharing personal information and seeking help from trusted adults.	Privacy and personal information taught through PSHE and Computing. Lessons include age-appropriate discussions about consent and asking permission. Pupils are taught not to share personal details and to use strong passwords. Clear messages about seeking help from trusted adults.
	Impact on Pupils	Pupils understand how to stay safe online and can explain key rules for responsible use. They consistently apply online safety messages across different subjects and contexts. Pupils know how to recognise risks and make safer choices when using technology and feel confident about where to seek help and understand the role of trusted adults. Pupils demonstrate responsible and sensible behaviour when using digital devices in school.	Pupils know how to treat each other respectfully online. They understand how to behave respectfully and kindly when communicating online. They can recognise online bullying and unkind behaviour, including cyberbullying. Pupils know that bullying is unacceptable and understand the importance of healthy online relationships. Pupils feel confident reporting concerns and know that adults will support them.	Children are aware of how they could be perceived online and know how to limit information they present online.	Pupils understand how to stay safe online and can identify risks and know how to report concerns. Pupils make responsible and informed choices online.	Pupils understand how to communicate safely and respectfully online. They can recognise unsafe or unkind behaviour in online relationships and know to tell a trusted adult if something makes them feel uncomfortable.	Pupils understand what personal information is and why it should be protected. They recognise the importance of consent online. Pupils make safer choices about what they share and know when to ask for help.