

STOKE FLEMING PRIMARY SCHOOL

Personal Development Strategy 2026-27

“Setting sail in the world”

Our values	Supportive • Empowered • Ambitious
Our rules	Ready • Respectful • Safe
Our purpose	To help every child develop the knowledge, character, confidence and experiences they need to thrive now and in the future.



1. Overview and Intent

Personal development is at the heart of life at Stoke Fleming Primary School. Our vision, “Setting sail in the world”, reflects our commitment to ensuring that pupils leave us with strong academic foundations and the personal qualities, experiences and confidence needed to take their next steps successfully.

We want every child to become a confident, considerate and responsible young person who understands themselves, values others, knows how to keep safe and healthy, and is ready to contribute positively to their community and to modern Britain. Personal development is therefore not a stand-alone subject: it is deliberately woven through our curriculum, relationships, routines, assemblies, enrichment, safeguarding practice and wider life of the school.

Our three foundations

Our SEA values — Supportive, Empowered and Ambitious — describe the character we want to nurture. Our school rules — Ready, Respectful and Safe — provide a clear framework for everyday behaviour. Together, these shape how pupils learn, lead, participate and treat one another.

Through our personal development provision, pupils are supported to:

- develop healthy, respectful relationships and a secure sense of identity and belonging;
- understand how to keep themselves and others safe, both online and offline;
- build confidence, resilience, independence, self-regulation and ambition;
- understand physical health, mental health and emotional wellbeing;
- develop an age-appropriate understanding of equality, diversity, protected characteristics and life in modern Britain;
- have a meaningful voice in school and experience leadership and responsibility;
- take part in a broad range of cultural, sporting, creative, outdoor and community experiences;
- understand the world of work and see a wide range of possibilities for their future.

2. How Personal Development is Taught

Our personal development curriculum is delivered through planned teaching in PSHE, Relationships and Health Education (and age-appropriate Sex Education), spiritual, moral, social and cultural development (SMSC), Religious Education, Computing, Science and Physical Education. It is reinforced through assemblies, safeguarding education, class discussion, pupil leadership, Family Groups, enrichment and day-to-day school life.

Teaching is age-appropriate, inclusive and carefully sequenced. Staff create a safe climate for discussion, use accurate vocabulary, respond sensitively to questions and adapt teaching where needed so that all pupils can access the learning. Key knowledge and concepts are revisited so that pupils know more, remember more and can apply their learning to real situations.

Core curriculum domains

Domain	Key themes
Health and wellbeing	Physical health; mental health; emotional literacy; healthy lifestyles; growing and changing; personal safety; first aid and help-seeking; medicines, drugs, alcohol and tobacco in an age-appropriate way.
Relationships	Families and people who care for us; friendships; respectful relationships; consent and personal boundaries; managing conflict and hurtful behaviour; bullying; safe relationships; respecting self and others.
Living in the wider world	Shared responsibilities; communities; democracy and citizenship; media literacy and digital resilience; money and economic wellbeing; aspirations, careers and transition.
SMSC and RE	Reflection, beliefs and values; moral choices; social responsibility; cultural understanding; respect for different faiths, beliefs and worldviews; awe, wonder and curiosity.

Domain	Key themes
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3. Our Local Context and Contextual Safeguarding

Stoke Fleming is a village school in a rural and coastal community. Our personal development programme is responsive to the experiences and risks that are relevant to our pupils, while also deliberately widening horizons beyond the local area. We use safeguarding information, pupil voice, attendance and behaviour patterns, pastoral information and wider local intelligence to refine our provision.

Particular themes include:

- water and coastal safety, including work with the RNLI and other relevant partners;
- road safety, safe travel, sun safety and practical personal safety;
- online safety, digital citizenship, social media awareness and resilience to harmful or misleading content;
- healthy relationships, consent, trusted adults, speaking up and knowing how to seek help;
- mental health, emotional wellbeing and reducing stigma around asking for support;
- age-appropriate awareness of exploitation, unsafe situations and wider safeguarding risks;
- deliberately broadening pupils' knowledge of different cultures, faiths, families, communities and perspectives so they are well prepared for life in diverse modern Britain.

Where an emerging issue is identified in a class, year group or the wider community, leaders may adapt assemblies, PSHE content or safeguarding education so that pupils receive timely and relevant teaching.

4. SMSC, Values and Character

Spiritual, moral, social and cultural development is integral to our curriculum and the “whole child” education we aim to provide. Adults model the attitudes and behaviours we expect and help pupils to connect our values with real choices and actions.

SEA value	What this looks like at Stoke Fleming
Supportive	We notice others, help one another, include people, show kindness, listen carefully and contribute positively to our class, school and community.
Empowered	We use our voice, make informed choices, take responsibility, ask for help, lead when appropriate and believe that our actions can make a difference.
Ambitious	We set high expectations, embrace challenge, persevere, learn from mistakes, broaden our horizons and aim to be the best we can be.

Our Ready, Respectful, Safe rules provide a simple, consistent language through which these values are lived every day. They are explicitly taught, revisited through assemblies and class routines, and reinforced through relational behaviour practice.

5. PSHE and Relationships, Sex and Health Education (RSHE)

PSHE and RSHE give pupils the knowledge and language they need to understand themselves, build positive relationships and manage the opportunities, challenges and responsibilities they face as they grow. Relationships Education and Health Education are taught as part of our planned curriculum and are reinforced across Science, Computing, PE and safeguarding education.

We aim for pupils to understand healthy friendships and families, personal boundaries, respectful behaviour, physical and mental wellbeing, growing and changing, online and offline safety, and where to seek help. Teaching is factual, age-appropriate and sensitive to pupils' different experiences and needs.

Parents and carers are important partners. The school communicates clearly about statutory RSHE content, consults in line with statutory requirements where appropriate, and encourages families to continue age-appropriate conversations at home. Any right of withdrawal is managed in accordance with current statutory guidance and the school's RSHE policy.

6. Mental Health and Emotional Wellbeing

Positive mental health is essential to pupils' wellbeing, attendance, relationships and readiness to learn. Our universal curriculum helps children name emotions, understand that mental health can change, develop coping strategies, build supportive relationships and know when and how to seek help.

We combine universal teaching with early identification and targeted support. Our continuing priorities are to strengthen clear referral and assessment pathways, evaluate the impact of support, secure access to appropriately qualified counselling or external provision when required, and ensure pupils with SEND or additional needs receive support that is responsive to their individual profile.

Support may include check-ins with trusted adults, individual or small-group pastoral work, personalised plans, reasonable adjustments, collaboration with families and referrals to external services. Safeguarding procedures always take priority where there is a concern about a child's safety or welfare.

7. British Values, Citizenship and Community

We promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. These are not treated as isolated themes: they are experienced through classroom practice, pupil leadership, assemblies, RE, PSHE, curriculum learning and participation in school and community life.

Pupils are encouraged to understand that their voice matters and that rights sit alongside responsibilities. They learn to listen to different views, contribute to decisions, understand why rules and laws exist, challenge unfairness respectfully and play an active part in their community.

Our links with St Peter's Church, Dartmouth Library, local community organisations and wider partners provide opportunities for service, remembrance, celebration and civic participation. Family Groups and paired activities help pupils work across age groups, build relationships and contribute to a strong sense of belonging.

8. Character Development and "11 by 11"

Character development is strengthened through Education South West's "11 by 11" entitlement. By the time pupils leave primary school, we want them to have enjoyed a rich range of experiences that build confidence, curiosity, independence, teamwork and aspiration. We track participation so that enrichment is not limited to pupils who already have access to similar opportunities outside school.

At Stoke Fleming, examples include:

- theatre and live performance experiences;
- a steam train journey and visits that build cultural capital;
- farm and environmental learning;
- Eden Project workshops and other science/environment experiences;
- camping, Forest School and beach/coastal learning;
- cross-country, netball, football and other sporting events;
- Youth Speaks and opportunities to perform or speak publicly;
- Dartmouth Music Festival and links with Kingsbridge Music Centre, including instrumental opportunities;
- Junior Life Skills and RNLI safety workshops;
- Remembrance, Christmas performances and community events;
- Parliamentary conferences and leadership events with local secondary partners.

The entitlement is reviewed each year so that gaps are identified and pupils encounter a balanced range of cultural, creative, sporting, outdoor, community and leadership experiences.

9. Wider Opportunities and Enrichment

Wider opportunities enrich the taught curriculum and allow pupils to discover interests and strengths that may not be visible in the classroom. Our offer evolves each year, but includes a broad combination of the following:

- regular Forest School and outdoor learning;
- sports clubs, festivals, fixtures and competitions, including opportunities to represent the school;
- swimming and water confidence;
- music, performance and creative arts opportunities;
- library visits, book events and author experiences;
- visitors and workshops from community organisations and professionals;
- residential and adventure experiences, including the Year 6 residential;
- careers and aspirations events;

- environmental action, including Eco Council activity and use of our developing pond and nature area;
- community and faith links, including St Peter's Church and local commemorative events;
- leadership roles and service to the school community.



Outdoor learning and the environment

Forest School is an important part of our personal development offer. It supports resilience, teamwork, practical problem-solving, managed risk-taking and wellbeing. Our coastal location and developing nature spaces also provide valuable opportunities for pupils to understand biodiversity, stewardship and their responsibility for the environment.

10. Physical Health and Healthy Lifestyles

Pupils develop their understanding of healthy lifestyles through Science, PSHE, PE, Design and Technology, outdoor learning and wider enrichment. They learn about nutrition, exercise, sleep, hygiene, dental health, personal care and the relationship between physical and mental wellbeing.

We aim to build positive habits and an enjoyment of being active. Pupils have opportunities to take part in PE, swimming, cross-country, team games, clubs, sports days, competitions and active outdoor experiences. The emphasis is on participation, improvement, teamwork, sportsmanship and personal achievement, as well as competitive success.

11. Keeping Safe: Online and Offline

Safeguarding is at the heart of personal development. We teach pupils to recognise risk, make safe choices, understand personal boundaries, identify trusted adults and seek help early. Teaching is reinforced through safeguarding assemblies and through relevant areas of the curriculum.

Online safety is taught explicitly and revisited through Computing and wider curriculum use of technology. Pupils learn about privacy, respectful communication, reliable information, online influence, harmful content, gaming and social media risks, and how to report or block concerns. We work with parents and carers through communications and guidance so that messages are reinforced at home.

Offline safety reflects our local context and pupils' stage of development. This includes water safety, road safety, sun safety, first aid, safe use of equipment, anti-bullying education, personal safety and age-appropriate safeguarding themes. External partners such as the RNLI strengthen key messages where appropriate.

12. Equality, Diversity and Inclusion

Every pupil should feel that they belong at Stoke Fleming. We are committed to an environment in which children are valued, respected and able to participate fully, regardless of background, need or circumstance. Personal development is planned to build empathy, challenge stereotypes and prejudice, and develop respectful understanding of difference.

Pupils learn, in an age-appropriate way, about the protected characteristics within the Equality Act 2010 and about different families, cultures, faiths, beliefs and ways of life. We recognise that pupils growing up in a rural community may have fewer everyday encounters with some forms of diversity, so our curriculum and enrichment deliberately broaden their experience and understanding.

We adapt learning for pupils with SEND and for pupils whose past experiences, communication needs, anxiety or emotional regulation may affect access. Adaptation is designed to enable participation without unnecessarily removing pupils from age-appropriate content.

13. Pupil Voice and Leadership

Pupil voice is a central feature of personal development. Children are given genuine opportunities to contribute to school life, represent others, lead initiatives and evaluate their own experience. These roles build confidence, responsibility and an understanding of democratic participation.

Leadership opportunities include:

- Head Boy and Head Girl;
- Parliamentarians and pupil representation beyond the school;
- Eco Council;
- Librarians;
- Anti-Bullying Ambassadors;
- Family Group roles and responsibilities;
- supporting school events, welcoming visitors and leading tours where appropriate;
- pupil questionnaires, curriculum discussions and opportunities to contribute to school improvement.

Leaders seek the views of pupils from different groups, including pupils with SEND and those who may be less likely to volunteer their views, so that participation is representative and meaningful.

14. Careers Education, Aspiration and Next Steps

We introduce pupils to a wide range of careers and pathways so that they can connect learning with future possibilities. Careers education is designed to broaden horizons, challenge stereotypes and show pupils that their interests, strengths and values can lead to many different futures.

This includes careers-focused weeks and visitors, encounters with people from different professions, curriculum links, leadership opportunities, enterprise and financial education, and links with local secondary schools. Transition work, particularly in Year 6, supports pupils to approach the next stage of education with confidence and independence.

15. Inclusive Personal Development

All pupils are entitled to the full personal development curriculum. Where pupils need additional support, staff make thoughtful adaptations while preserving the key knowledge and age-appropriate content wherever possible.

Adaptations may include:

- pre-teaching key vocabulary or sensitive content;
- visual supports, social stories or simplified language;
- additional explanation of images, diagrams or abstract concepts;
- smaller-group delivery for particularly sensitive or anxiety-provoking content;
- 1:1 or small-group revisiting of prior learning;
- trusted-adult support before, during or after lessons;
- reasonable adjustments to discussion, recording or participation;
- close communication with parents and carers where this supports access and wellbeing.

Adaptations are considered carefully so that they increase access rather than lower ambition. Where safeguarding information is disclosed during personal development learning, staff follow the school's safeguarding procedures immediately.