

Overview

At Kingsteignton School, personal development (PD) is at the heart of our school learning journey. It encourages, promotes and develops a range of skills and attributes that allow children to be life-long learners, in line with our trust vision of 'Inspiring the individuals of today for a better society tomorrow' and our own quest to ensure that pupils 'Enter secondary education as socially responsible global citizens who become life-long learners and dare to dream.'

We support children to acquire the knowledge, understanding and skills they need to manage their lives, both now and in the future.

As part of a whole-school approach, our PD curriculum develops the qualities and attributes children need to thrive as individuals, family members and active members of their communities in modern Britain. PD prepares pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations whilst helping them to feel safe, secure and able to fulfil their academic potential.

Our whole school mantra – 'Where relationships flourish and learning thrives' - promotes effective relationships between all members of the school community; our PD curriculum assists children and young people in building their personal identities, confidence and self-esteem, enabling them to understand what influences their decisions. Developing self-understanding, empathy and the ability to work with others helps our pupils to enjoy healthy and productive relationships in all aspects of their lives – both in and outside of school.

Our PD curriculum is delivered through teaching in PSHE (Personal, Social, Health and Economic Education), SMSC (Spiritual, Moral, Social and Cultural development), RSHE (Relationships, Sex and Health Education) and RE (Religious Education). However, it is also implicit and woven into everything we do from citizenship to our school values.

At Kingsteignton, we use the *Life Lessons* resource across the whole school. This curriculum supports children to develop the knowledge, skills and values they need to thrive in school and beyond. It brings together PSHE, RSHE, SMSC and RE, helping pupils understand themselves, build positive relationships and become confident, respectful and responsible members of society.

Lessons are taught in an age-appropriate, inclusive and supportive way, creating a safe space for discussion, reflection and questions. The curriculum is carefully sequenced so learning builds over time, supporting pupils' personal development from the Early Years through to Year 6.

Our *Life Lessons* curriculum plays a vital role in supporting pupils' wellbeing, safeguarding and personal growth, ensuring they leave primary school with the confidence, empathy and skills required for the next stage of their education journey, and their lives beyond school.

Units are mapped out as follows across the school:

Health and Wellbeing	● Healthy lifestyles (physical wellbeing) ● Mental health ● Ourselves, growing and changing ● Keeping safe ● Drugs, alcohol and tobacco
----------------------	---

Relationships	- Families and close positive relationships - Friendships - Managing hurtful behaviour and bullying - Safe relationships - Respecting self and others
Living in the Wider World	- Shared responsibilities - Communities - Media literacy & digital resilience - Economic wellbeing: Money - Economic wellbeing: Aspirations, work and career

Throughout the year, we supplement the scheme with cross curricular activities, making sure that children learn about how to keep safe in different contexts, including the following: Safety around fireworks; Road safety; Safety in the home; Sun safety; Online safety; Water safety.

Here at Kingsteignton, we adapt our personal development curriculum for the needs of the children in our school, taking into account their local context and some of the challenges faced due to living in Teignbridge – and Devon. Examples of these include:

- A lack of diversity due to living in a predominantly white-British community
- County lines and gang culture
- Mental health and self-harm emergency hospital admissions
- Low levels of upward occupational mobility
- A lack of impetus for change

Our local adaptations have been informed by studies of educationalists in our area, for example Dr. Anne-Marie Sim and Professor Lee Elliot Major's April 2022 report on 'Social Mobility In The South West: Levelling up through education.'

Spiritual, moral, social and cultural (SMSC) development

We recognise that the SMSC development of our pupils is of fundamental importance in the 'whole child' education we strive to achieve. It supports all areas of learning and is key to a child's motivation to learn, creating a sense of awe and wonder. We recognise that such development is most successful when the values and attitudes promoted by all staff provide a model of behaviour for our pupils.

At Kingsteignton, we operate an approach centred around being 'Ready', 'Respectful' & 'Safe'. We co-produced the following with the pupils to support their understanding of how this may look in practice:



Kingsteignton School Personal Development Strategy



Alongside this, we promote a growth mindset-centred approach to our teaching, where mistakes are seen as learning opportunities that are fundamental to the acquisition of new knowledge. Moreover, we praise pupils for their effort, encouraging perseverance and courage (two of our school values), and foster a learning environment centred around aspiring to be the best they can be.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of traditions will be recognised, and pupils will be given access to alternative views. This is delivered in a range of ways, including PD lessons (through units such as celebrating difference), assemblies, RE or wider opportunities such as community projects.

Personal, Social, Health and Economic Education (PSHE)

Personal, Social, Health and Economic Education learning and development is fundamental to the children's developmental journey, their understanding of the world around them and their recognition of their own self-worth as a citizen.

We cover all aspects of the statutory and non-statutory guidance on the strands linked to PSHE to ensure all pupils are the most knowledgeable, confident and self-fulfilled individuals they can be. We aim for our children to know more, understand more and remember more about themselves and the world around them.

We recognise that PSHE is a vital part of our curriculum; as such, it is always taught by class teachers.

Relationships, Sex and Health Education (RSHE)

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities: it also leads to challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why Relationships Education is compulsory in all primary schools.

Our RSHE learning and development is vital in ensuring the children:

- understand how to be a healthy individual (with regard to mental wellbeing and physical health);
- understand quality and fulfilling friendships, families and relationships;
- have an understanding of the positives of both the offline world and the online world we live in.

We aim for all our children to understand how to remain positive, safe and forward-thinking, both now, throughout their primary school journey, and in later life. We appreciate the responsibility placed on us to lay foundations that effectively equip pupils for the challenges of the modern world.

To ensure a consistent and high-quality approach to teaching the core aspects of RSHE, this is delivered through our *Life Lessons* curriculum. When developing the *Life Lessons* curriculum, all parents and carers were invited to take part in a consultation during which the policy, curriculum content and teaching resources were shared.

As well as being taught discretely, our RSHE curriculum is interwoven into our science, computing and physical education curricula.

Mental Health and Emotional Wellbeing

As a school, we recognise how vital positive mental health is for our children. We believe that, in order for our pupils to be able to lead fulfilling lives, good mental health is just as important as good physical health, which is why we are committed to supporting the health and wellbeing of all our pupils.

Kingsteignton School Personal Development Strategy



We know that children who have positive mental health have improved attendance and punctuality rates, improved academic performance and a better understanding of healthy relationships.

We aim to equip our pupils with the knowledge, skills and resilience they need to manage their emotions, relationships and challenges effectively. We also recognise the importance of early intervention and targeted support for pupils who may be struggling with mental health and wellbeing issues.

Mental health is taught in school through our explicit teaching approach in our comprehensive Personal, Social and Health Education (PSHE) curriculum, as well as within assemblies throughout the year. Each classroom displays a '10 a day' mental health-based poster, which indicates how children can balance their physical and mental health, and can be referenced by school adults throughout the school day.

Moreover, we teach our pupils how to understand – and be able to verbalise – their emotions through using the 'Zones of Regulation' approach. This is taught at a class level; however, we have created a range of interventions and support systems for pupils who may require further intervention or support. This includes support in school as well as through referrals to external services.

British Values and Citizenship

As a school, we believe we have an important role to play within our local context and have an ambition to develop citizenship. It is our aim to foster an environment in school where children are:

- Confident and responsible and make the most of their abilities. We have aspirations for ourselves, our team, our school, our trust, our community and even our world. We make the most of opportunities to learn and grow.
- Able to work collaboratively. We understand what it means to be part of a team and believe working together makes us stronger. We work collaboratively with others across classes, year groups, schools and beyond.
- Able to grow as leaders. We believe everyone can be a leader. We understand leadership in all its forms and seek to be role models. We take opportunities to develop leadership skills.
- Engaged and use their voices. We are engaged in our school, trust and wider community and contribute our thoughts and ideas.
- Provided with opportunities to serve our community. We engage with local charities and other groups, seeking opportunities to work in partnership.
- Able to leave a legacy. However long we are part of the trust, we aim to leave our mark and find opportunities to leave a lasting legacy.

We aim to provide an education that gives pupils opportunities to explore and develop their own values, beliefs and spiritual awareness. Pupils should demonstrate a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures whilst encompassing the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with other faiths and beliefs. The development of an understanding of life in modern Britain is woven throughout our curriculum.

Character Development

At Kingsteignton, we deliver Character Education through our Eleven by Eleven programme of enrichment opportunities and experiences. All pupils in ESW primary schools will have opportunities and experiences across the following areas by the time they move onto secondary school at the age of eleven.

- Leadership
- Performing Arts
- Wellbeing / Mental Health / First Aid
- Local Community Involvement
- Sports
- Environmental Activities / Awareness
- Careers / Preparation for the world of work
- Outdoor Education
- Wider World Culture
- Learning a New Skill / After School Clubs
- Cultural Visits

We inspire children to develop the knowledge and character that enable them to leave school ready to lead rewarding lives in a rapidly changing world. Cultural, sporting and artistic experiences help them discover their full potential.

We want children to develop character through a resilient, determined and positive response to challenge. We want students to leave with the academic qualifications, skills and personal attributes that open doors to a fulfilling future.

As part of our Eleven by Eleven curriculum, we strive to make a difference within our community, for example through our Eco Warriors' litter pick in the local area or through our Class Ambassadors' support at the local foodbank during the run up to Christmas.

Wider Opportunities and Enrichment

Pupils at Kingsteignton are provided with a wealth of wider opportunities and enrichment activities that support our Character Education offer and provide rich learning experiences that enhance the curriculum. Below are some of the many opportunities offered to our pupils:

- Sporting fixtures, competitions and festivals e.g. Teignbridge football league & school sports partnership events
- Clubs
- Year 2 sleepover
- Year 4 & 6 residentials
- Swimming lessons (Y4-Y6)
- Walkability and Bikeability training
- First aid training
- Community links, e.g. St. Michaels Church, Newton Abbot Rotary Club, Kingsteignton in Bloom, Kingsteignton Library, HITS Foodbank, Ram Roast Fair, Remembrance Day Parade, School Choir – Civic Carol Service, WBB Football Club, Kingsteignton Swimming Pool & Abbrook Farm.
- International links through the British Council's UK:Ukraine reading partnership (Y6 pupils)
- Visitors into school and visits out of school
- Performances - performing arts; in-school music and drama performances.
- Music events
- Celebrating key British events

- Leadership roles, for example Class Ambassadors & Eco Warriors

In addition, our school garden gives pupils hands-on experience in growing fruit, vegetables and flowers. Linked to the curriculum, it supports learning in science, DT and PSHE, while also encouraging responsibility, sustainability and healthy living.

Physical Health and Healthy Lifestyles

Children develop their understanding of healthy lifestyles through a range of curriculum areas. Within science, pupils learn about the human body, nutrition, exercise, hygiene and the importance of healthy habits. Through PSHE, children explore physical wellbeing, healthy choices, personal care, sleep, nutrition and the impact that lifestyle choices can have on both physical and mental health. Food technology provides opportunities for pupils to develop practical cooking skills, understand healthy eating principles and make informed choices about food and nutrition. Physical education develops physical competence, confidence and enjoyment of being active, whilst teaching pupils the value of regular exercise, teamwork, perseverance and personal achievement.

We are proud to provide a broad and inclusive sporting offer for all pupils. Through our curriculum, extracurricular clubs, participation in local sporting events and annual Sports Week, children experience a wide range of sports including football, netball, athletics, cricket, cross-country, swimming, multi-skills and other competitive and non-competitive activities. Opportunities are provided for children of all abilities to represent the school in festivals, competitions and partnership events, helping to build confidence, teamwork, sportsmanship and a sense of belonging.

Our commitment to physical health extends beyond sport. Through outdoor learning, active playtimes and wider enrichment opportunities, we encourage children to enjoy being active, develop healthy habits and understand the importance of maintaining a balanced and healthy lifestyle both now and in the future.

Keeping Safe (Online and Offline)

At Kingsteignton School, safeguarding is at the heart of everything we do. We are committed to providing a safe, inclusive and supportive environment where all children feel secure, valued and able to thrive. Through our PD curriculum, we equip pupils with the knowledge, skills and understanding they need to recognise risks, make safe choices and seek help when needed.

Keeping safe is taught through our PSHE curriculum, safeguarding assemblies and wider curriculum opportunities. Pupils learn about a range of important topics including healthy relationships, personal safety, anti-bullying, mental health and managing risk in everyday situations. Where necessary, our curriculum is adapted to meet the needs of individual pupils, ensuring that all children can access and benefit from this learning.

Online safety is a key aspect of our safeguarding provision. It is taught through PD lessons and reinforced at the start of every Computing unit. Pupils learn how to stay safe online, use technology responsibly and develop digital resilience. We also participate in Safer Internet Day each year and work closely with parents through our website, newsletters and regular communications to promote online safety at home.

We take a contextual approach to safeguarding, ensuring pupils understand risks that are relevant to our local area. This includes working closely with the RNLI to promote water safety, as well as teaching rail safety, road safety, sun safety and other aspects of personal safety. Through this comprehensive approach, we help pupils develop the confidence and understanding needed to keep themselves safe - both on and offline.

Kingsteignton School Personal Development Strategy



Equality, Diversity and Inclusion

All staff at Kingsteignton School are committed to creating an inclusive environment where every child feels valued, respected and able to achieve their full potential. We believe all pupils have the right to equal opportunities and access to education, regardless of their background, needs or circumstances.

Our PSHE curriculum and safeguarding programme are carefully planned to promote understanding of equality, diversity and inclusion. Through learning about mental health, relationships, anti-bullying, online safety and respectful behaviour, pupils develop empathy, challenge stereotypes and learn the importance of treating others with dignity and respect.

We recognise that every child has unique experiences and needs. We consider the needs of vulnerable pupils, including those who may have experienced adversity or trauma (ACEs), and adapt our approach, where appropriate, to ensure all children can access and benefit from the curriculum.

Kingsteignton School promotes an environment free from discrimination, harassment and bullying. Pupils learn about the protected characteristics within the Equality Act and develop an understanding of diversity within modern Britain. Through assemblies, curriculum learning and national events such as Anti-Bullying Week, children are encouraged to celebrate differences, challenge prejudice and show respect for others.

An important aspect of our PD curriculum is ensuring that pupils have a voice and are able to contribute meaningfully to school life. We provide a range of opportunities for children to share their views, experiences and ideas, helping them to develop confidence, leadership and a sense of belonging. These opportunities include:

- Class Ambassadors (Years 1–6)
- Eco Warriors (Years 1–6)
- Head Boy / Girl and their Deputies (Y6 only)
- Mental Health Ambassadors (Y6 only)
- Sports Captains
- Assemblies
- Pupil questionnaires
- Curriculum conferencing and pupil discussions about learning

We make reasonable adjustments for any pupil who may need them in order to access an opportunity.

By embedding equality, diversity and inclusion throughout school life, and by valuing pupil voice, we prepare children to become respectful, compassionate and responsible citizens who celebrate diversity and contribute positively to society.

Careers Education and Preparation for Next Steps

We provide opportunities for pupils to learn about different careers through visits from members of our school and wider community. Visitors are invited into school to share their experiences, explain their roles and discuss the skills and qualities required within their professions. These encounters help broaden children's horizons, challenge stereotypes and inspire them to consider the many pathways available to them.

Through wider curriculum experiences, leadership opportunities and enrichment activities, pupils develop key personal qualities such as resilience, responsibility, teamwork and confidence. By fostering ambition and encouraging children to set goals for themselves, we help prepare them for the transition to secondary school and the next stage of their education journey.

Inclusive Personal Development

All pupils will partake in the Personal Development curriculum in line with age expectations and alongside their year group peers (we feel it is important that children learn their RSHE content at the appropriate age). Careful consideration will be given to ensure appropriate adaptations are made to any resources and delivery of lessons so that every child is able to access the content in a way that is accessible for them. Our staff work in partnership with parents and carers to ensure there is a shared understanding of the content currently being taught and offer suggestions for how they can support this at home.

Extra provision to ensure this includes:

- Sensitive content being delivered in a smaller group, where appropriate / necessary
- Resources being adapted
- Pastoral support being in place
- 1:1 support for visiting PD curriculum content from prior year groups
- Small group support for visiting PD curriculum content from prior year groups
- Social stories to enhance understanding and experiences
- Visual cues
- Additional pastoral groups to pre-teach and/or post-teach PD in 1:1 and/or small groups
- Pre-teaching of sensitive content, as appropriate, so that a pupil / a group of pupils are aware of the upcoming content
- Explanation of any visual stimulus, images and diagrams