



Personal development at The Stoke Poges School

Curriculum Approach

At The Stoke Poges School, we understand the importance of a comprehensive and inclusive Personal Development curriculum for the growth and development of our students. We believe that it is our responsibility to not only focus on academic excellence but also on nurturing our students' personal development, as it is essential for their future success and well-being.

Our Personal Development curriculum aims to equip our children with the necessary skills and knowledge to make informed decisions that will enable them to lead a safe, healthy, and fulfilling life, and to contribute positively to the society they live in. We believe that a strong foundation in personal development will also enhance their academic performance by improving their ability to work collaboratively, think critically, and analyse complex issues.

Our curriculum covers a wide range of topics, including physical and mental health, relationships, social skills, morality, British values, and more. We believe that by providing our children with a holistic education, they will be better prepared to navigate the challenges of life and become responsible, confident, and independent individuals.

To achieve this goal, our Personal Development curriculum is divided into several components, including Enrichment and Cultural Capital, PSHE, Relationships and Health Education, Character Values, British Values, SMSC, Equal Opportunities, Extra-Curricular Activities, Finance, Careers, and Wider Opportunities, Leadership Roles, and Pupil Voice. By integrating these components into our curriculum, we strive to create a supportive and inclusive learning environment that caters to the diverse needs of our students.



Statutory and Non-Statutory Obligations

Component Parts

	SMSC	Relationships and Sex Education	Citizenship	Character, confidence, and resilience	Wider opportunities	British Values	Equal Opportunities and inclusion	Career information, education, and guidance	PSHE
Statutory ✓	✓	✓				✓			
Source	Education Act 2002: Section 78	National Curriculum (DfE)	National Curriculum (DfE) Sec 3.5, Figure 1	Character Education Framework (DfE)		Education Act 2002: Section 78		Careers guidance and access for education and training providers	Personal, social, health and economic education (DfE)
Ofsted School inspection framework	✓	✓		PD, Sources of evidence	PD, sources of evidence & grade descriptors	Sources of evidence	Under PD, SMSC, Sources of evidence & grade descriptors	Equality of opportunity in PD, sources of evidence, grade descriptors	
DfE publications		Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory Guidance	Citizenship programmes of study for key stages 1 and 2	Character Education Framework		Promoting Fundamental British Values through SMSC	Inspecting teaching of the protected characteristics in schools National Curriculum Section 4	Careers guidance and access for education and training providers Gatsby Benchmarks New Careers Programme	PSHE Education Guidance National Curriculum Section 2: The school curriculum in England (P5 – see appendices)
Additional supporting documents	Jigsaw	RSHE policy Jigsaw					Equality Act 2010		Jigsaw
How objectives are met	PSHE lessons			'Character Values Education' section	See 'Wider Opportunities' section	PSHE lessons, Assemblies		'Wider Opportunities' section	PSHE lessons



Curriculum Enrichment and Cultural Capital

Cultural Capital refers to the accumulation of knowledge, skills, and behaviours that a child can utilise to showcase their cultural awareness, knowledge, and competence. It is an essential ingredient for success in society, career, and the world of work. Cultural Capital promotes social mobility and success in our stratified society by giving pupils the power to achieve their goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Having Cultural Capital means possessing assets that inspire pupils to aspire and achieve social mobility, regardless of their starting point.

Every subject taught within the school day contributes to pupils' development of Cultural Capital. Our curriculum combines knowledge, experience, and judgment, the three elements that the Oxford Dictionary uses to define wisdom. Pupils participate in a range of trips, visits, and experiences, supported by a wide range of extra-curricular clubs.

We recognise that for children to aspire to be successful academically and in the wider areas of their lives, they need rich, sustained opportunities to develop their Cultural Capital.

At The Stoke Poges School, we ensure that every child has the chance to access a wealth of experiences in various ways. We make sure that all pupils from Reception to Year 6 have the opportunity to make termly visits to the surrounding community and beyond. We take advantage of our local areas, promoting our children to experience all that it has to offer in terms of social, historical, and geographical content. We plan for our lessons and extra-curricular activities to be broad and enriching.

We believe that first-hand experience is a powerful way of learning and provides a lasting impact. We embed this philosophy in our school with the belief; "I hear and I forget. I see and I remember. I do and I understand".

All enrichment activities link to children's learning within that term. Children have the opportunity to take part in sports, dance, and music festivals where they can showcase their talents and learn new skills. They have performed on stage for their families and the local community.

We invite experts into our school to work with our children, including novelists, dramatists, artists, musicians, historians, and representatives from local services. Experts inspire our children to learn through their passion for their subject area, which can raise our children's aspirations for their future career.

In addition to this, we organise special events, curriculum days, and family events to enrich our pupils' lives and challenge them to aspire to be people who leave a mark on the world.



Visits and Visitors Overview

	Aumtum Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Harvest Festival Visitor	Fire service Visitor	Pilot visitor / Experience day Lunar New Year Visitor	Farm Visit	Bee Keeper	Black Park Butterflies
Year 1	Bucks Museum Toys	Geography walk	Brooklands Museum	Zoo Lab	Horticultural Society Visitor	College Lake Trip / Amersham Field Centre TBC
Year 2	St Giles Church Visit / Visitor	War memorial	Garden Centre visit	Sewing enthusiast Great Fire of London workshop	Eton College Museum	Burnham Beeches
Year 3	Chiltern Open Air Museum	Christian faith visitor	Mr Egypt	Dolce catering company visitor – health eating	Look Out Discovery Centre	Greek Day with Greek Olympics
Year 4	Urenco Visitor Science Workshop	Verulamium museum Roman Amphitheatre	Wildlife Walk	Rainforest Animal Encounter	The Globe	Tudor Day
Year 5	Alfreton School Orienteering	Gurdwara Visit	Science Museum	Visitor - Artist	Burnham Grammar School Victorian Day – Local Historian	Eton College Museum
Year 6	Bekonscot Model Village	World War II evacuee day Eton College Museum	Local Area Study – Windsor Water Testing	Houses of Parliament	Local Historian	Residential to Longridge



The Stoke Poges School Passports



Passport to
Nature



Passport to
People &
Community



Passport to
Self



Passport to
Future



Passport to
Culture &
the Arts



Passport to
Adventure

Our school is committed to providing an enriching primary school experience for all our pupils. To achieve this, we have developed a program called The Stoke Poges Passport. This program aims to support our children's academic and personal development by offering various experiences during their time at school. We believe that, by the time a child leaves our school in Year 6, they should have had over 42 memorable childhood experiences that will help them in their future lives.

We want our pupils to excel academically and develop resilience, independence, and character. To achieve this, we help our pupils master core subjects, while also encouraging them to develop other skills and character traits that will help them flourish in the wider world. We believe that children's experiences of the world help shape their understanding, appreciation, and view of it. Our passport overview maps out the experiences that we believe all children at The Stoke Poges School should receive throughout their time with us.

We offer a variety of experiences that reflect the local context and community. However, we also believe that there are some essential experiences that every child attending our school should have the opportunity to participate in. Each pupil is given a passport, and during the school year, each class will take part in six essential experiences and collect a stamp for their passport. The six different strands of experience have been chosen to ensure that a range of opportunities are provided.

All experiences are a series of interactions and/or connections. Through making these connections, children engage with and start to understand the world around them. This is also how they make sense of what they see, feel and experience, which in turn shapes their perception of life and their future role in it.

- **Passport to nature (Environmental Awareness)**
- **Passport to people & community (Citizenship: our local and global communities)**
- **Passport to self (Wellbeing and personal growth)**
- **Passport to our future (Enterprise and Careers)**
- **Passport to culture and the arts (Presentation, Performance and The Arts)**
- **Passport to adventure (Adventure, Challenge, and Competition)**



The Stoke Poges School Passports Overview

	Passport to Nature	Passport to People & Community	Passport to Self	Passport to Future	Passport to Culture and The Arts	Passport to Adventure
Reception	Search for a minibeast	Litter Pick	Taste a new fruit	Care for an animal	Paint through music inspiration	Immersive flight day
Year 1	Go on a seasonal walk	Post a letter	Dance in the rain	Speak to local people who help us	Create a piece of art for an exhibition	Go welly wandering
Year 2	Make a home for a small creature	Visit a key landmark	Eat something you have grown	Create a class time capsule	Retell a story to an audience	Have a picnic in the wild
Year 3	Visit a woodland area	Make a pen-pal form a contrasting location in UK	Learn a new playground game	Bake your own biscuits and hold a class bake sale	Retell a Greek Myth	Build a den
Year 4	Visit a pond	Highlight a local issue and raise awareness	Make your own game and teach it to someone else	Research a career you have never heard of	Perform a Shakespearean Soliloquy	Take part in a team building activity challenge
Year 5	Have a paper free day at school	Invite a local representative to discuss the local area	Take part in 5 minutes of daily mindfulness	Run a healthy food tuck shop	Experience a live performance	Light a fire with flint and toast marshmallows
Year 6	Take part in a class debate about the environment	Explore and discuss children's human rights and the lives of children around the world	Explore stress management techniques	Plan and manage an event using a budget	Write and deliver a speech	Take part in orienteering



PSHE

PSHE stands for Personal, Social, Health and Economic Education. It is an important and necessary part of pupil's education and is a statutory subject. The content caught is outlined in the national curriculum and indicates specific guidance on safeguarding, drugs education, financial education, Relationships and Sex Education (RSE) and health education.

At The Stoke Poges School, we are committed to providing broad and balanced life-skills curriculum through RSHE education. Our curriculum is designed to be nurturing and inclusive for all pupils. It gives them the knowledge and skills they need to be healthy, independent and responsible members of society now and into their futures.

Through quality delivery we aim to develop:

- Confident individuals who know and understand how to live safe, happy, healthy and fulfilling lives
- Young people who can maintain positive, respectful and healthy relationships, within which they can thrive personally and socially
- Responsible citizens who understand the have the rights and responsibilities that help them to make a positive contribution to society
- Successful learners who enjoy discovering new knowledge, making progress and achieving success

We use the Jigsaw mindful and child-centered approach to PSHE. It is an original and comprehensive scheme of learning which integrates personal, social, health and economic education with an emphasis on emotional literacy, mental health and SMSC, especially spiritual development. Jigsaw aims to help children know and value who they are and how they relate to other people in this ever-changing world. Our PSHE curriculum covers the development and learning of children in health, relationships and mental wellbeing and actively promotes children's spiritual, moral, social and cultural (SMSC) development. The knowledge and skills across the three main strands of RSHE education build sequentially through the following topics in Years R-6, with pupils often revisiting an idea of concept.

The six areas that the school work through are every year:

- Being in my world
- Celebrating differences
- Dreams and goals
- Healthy me
- Relationships
- Changing me



Relationships and Health Education

What is RSHE Education?

At The Stoke Poges School, we believe that teaching Relationships, Sex and Health Education (RSHE) is a crucial part of our curriculum. Our goal is to provide age-appropriate RSHE education that meets the needs of all our children, within an inclusive and supportive learning environment, using unbiased resources. Our experienced teachers are dedicated to equipping children with the necessary skills, knowledge and values to live and learn safely in the modern world.

We utilise the Jigsaw Scheme to support RSHE teaching, which allows pupils to build on their prior learning by revisiting certain themes to further develop their knowledge, values and skills in suitable manner. Some themes are repeated as children progress through the school to enable a deeper exploration of the related skills.

Relationships and Sex Education and Health Education are now compulsory for both primary and secondary schools, with draft statutory guidance released in 2021. The guidance outlines the requirements for teaching these three areas: Relationships Education, Sex Education and Health Education. Both Relationships Education and Health Education are mandatory in all primary schools. Sex Education is optional in primary but compulsory in secondary. The optional Sex Education element of the guidance is taught at The Stoke Poges School. Parents or carers may request that their child be excused from Sex Education, which is taught outside of the national curriculum for science. If a parent wishes to withdraw their child from some or all of the Sex Education, they should first speak to their child's class teacher and then with the head or deputy headteacher, before completing a withdrawal request form found on the school's website.

The DfE guidance does not refer to Early Years. However, we start Reception on their journey following the Jigsaw approach in preparation for entering KS1.



PSHE Overview

	Being in my world	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing me
Reception 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and Responsibilities	Identifying talents Being special Families Where we live Making friends	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family Life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Relaxation Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choice Seeing things from others' perspective	Families and their difference Family conflict and how to manage it Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off-line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my idea; Preparing for transition
Year 4 8-9	Being part of the class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loves ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year 5 9-10	Planning for the forthcoming year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year 6 10-11	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion / exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting transition



Character Development

All our staff work consciously and conscientiously to create an environment where children can develop high moral standards that lead to success in various aspects of their lives, including school, work, and beyond.

Character development refers to the active cultivation of character strengths or virtues in young people. The practice of character development is based on the belief that these strengths can be developed through support, guidance, instruction, and practice. Character is both taught and caught. It is taught because children need to learn about character strengths and virtues directly and given opportunities to practice them. It is caught because children need to be exposed to the concepts and language of character through their experiences in school. This is best delivered through the school's ethos, where teachers and other adults act as role models. We empower children to become role models and recognise them publicly in this way. We also engineer enrichment activities to emphasise character development.

We have categorised four core elements of character:

- Intelligence
- Performance
- Moral
- Civic

	Intelligence	Performance	Moral	Civic
Definition	Traits necessary for discernment, right action and pursuit of knowledge, truth and understanding	Enabling the intellectual, moral and civic virtues	Enabling children to act well in situations that require an ethical response	Children to engage as a responsible citizen and contributes to the common good
Examples	Curiosity Reflection Focus Critical thinking Reason and judgement Resourcefulness Open mindedness Wisdom Creativity Autonomy	Resilience Determination Aspiration Ambition Perseverance Leadership Teamwork Confidence Motivation Problem solving Communication	Courage Independence Gratitude Justice Honesty Humility Modesty Self-discipline Tolerance Integrity Friendliness Respect	Responsivity Service Neighborliness Citizenship Community awareness Volunteering Social Justice



Values

Our chosen 11 values guide the culture and ethos of our school to ensure that we stay strong to our mission. They are a central part of school life and should be evident in every aspect of The Stoke Poges School.

Our Values

September	Kindness
October	Equality
November	Respect
December	Honesty
January	Responsibility
February	Positivity
March	Friendship
April	Resilience
May	Patience
June	Individuality
July	Courtesy

Our curriculum is enthused with opportunities for children to develop their character strengths through our values. These are complimented by regular assemblies and class discussions. Combined, these opportunities give our children the knowledge, language and moral exemplars to help continue to strengthen the virtues in their own lives.

Further to this we have The Stoke Poges Passport, a set of enriched experiences that support character building. These are embedded into our curriculum as authentic outcomes of learning.

Character building also informs our whole school approach to behaviour management, centered around positive reinforcement and time given to regulate through the coloured zones of regulation.



Equality Act 2010 and Protected Characteristics

The Personal Development curriculum aims to create a culture of respect, tolerance, and appreciation for differences among people and groups. The 2012 Equality Act is an important addition to the curriculum that emphasises inclusivity and diversity to build and maintain this culture. A strong understanding of these concepts is essential to make this happen meaningfully.

The Equality Act identifies eight protected characteristics that should be protected from discrimination. These are:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Race
- Religion or Belief
- Sex
- Sexual Orientation

We are committed to recognising and utilising the links between the personal and academic curriculum and the teaching of the protected characteristics. We will provide opportunities for pupils to learn about the law and the people it protects through:

- PSHE
- Literature spine
- Assemblies
- Academic curriculum
- Enrichment opportunities
- Extra-curricular clubs



Wider Opportunities

At The Stoke Poges School, we believe that our pupils' opinions are essential in shaping the school's functioning. Children can put themselves forward for various positions of responsibility or be chosen for specific roles as they progress through the school, such as Prefects, Team Captains, School Council Members, Reading Ambassador, and Eco Ambassador. Each child who takes on one of these positions wears a badge to indicate their role.

We also provide children with various opportunities throughout their primary education, which are demonstrated through our school passport, visits, and visitors. Besides our PE curriculum and the opportunity for pupils to become Team Captains, we also ensure that they have the chance to take part in competitive sporting events, including Sports Days, Cross Country, Football, Netball, and Athletics.

Moreover, we actively celebrate pupils who participate in competitive activities outside of school, such as gymnastics, dance, martial arts, and more.