

Personal Development Overview



PERSONAL DEVELOPMENT AT SPRINGBANK

Curious, Kind and Courageous

CULTURE, VALUES & SMSC

Democracy

Rule of Law

Individual Liberty

Mutual Respect

SMSC

No Outsiders &
Protected Characteristics

TAUGHT & PREVENTATIVE CURRICULUM

Taught Curriculum (PSHE)

Preventative Safeguarding

RSE (Relationships & Sex Ed)

MENTAL HEALTH & WELL-BEING

Mental Health & Wellbeing

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Forest School

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Assemblies & Oracy

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Educational Trips & Events

Music Education

Extra-Curricular Clubs

Sporting & Health Week

Student Leadership



Personal Development at Springbank

At Springbank, Personal Development is not just an add-on; it is the heartbeat of our curriculum. We believe that a great education goes far beyond academic success—it is about shaping well-rounded, resilient and confident individuals who are fully prepared for life in the modern world. Our approach to character education is deeply rooted in our school vision, ensuring that every opportunity we provide empowers our pupils to be **curious, kind, and courageous**:

- **Curious:** We foster a deep appreciation for the world and a lifelong love of learning. By encouraging children to ask big questions, explore new interests, and embrace diverse experiences, we actively build their cultural capital and independent thinking skills.
- **Kind:** We cultivate empathy, respect, and a strong moral compass. Through our inclusive ethos, pupils learn to celebrate differences, build positive, respectful relationships, and understand their role as active, responsible citizens within our community and beyond.
- **Courageous:** We build resilience, self-belief, and character. We provide a safe environment where children are encouraged to step out of their comfort zones, take on leadership roles, stand up for what is right, and learn how to bounce back from challenges.

By weaving these three core values through our daily routines, taught lessons and wider enrichment opportunities, we ensure every child develops the inner strength and moral grounding to thrive both inside and outside the classroom.

British Values - Democracy



School Council Elections: Every child gets a vote, learning firsthand how democracy works by electing their class representatives.

Finding Their Voice: A strong focus on oracy helps children express opinions, debate respectfully and advocate for themselves.

History Connections: Exploring how governance developed over time, connecting lessons on Ancient Greece and Rome to modern Britain.

Pupil Voice Surveys: Regular surveys mean children have a real say in shaping daily school life.



British Values - The Rule of law

Relational Behaviour Approach: Clear, positive expectations help children understand why rules matter, how choices have consequences and how to resolve conflicts.

Progressive PSHE Units: Children explore identity, community and belonging in our first half term every year. As part of this, children look at lessons such as:

- Year 1: Understanding roles and duties in our community.
- Year 3: Exploring what makes a community.
- Year 4: Learning what democracy means and how laws are made.
- Year 5: Discrimination and prejudice

Pol-Ed Lessons: Focused sessions help children understand the role of the police in keeping communities safe and maintaining law and order. Lessons included such as different types of crime or how laws are enforced (see preventative curriculum map)



British Values - Individual Liberty

Making Informed Choices: Children choose their own extracurricular activities, with their feedback helping decide which clubs we run.

Ownership of Learning: Pupils are encouraged to choose their own challenge levels in class, building self-awareness and independence.

Personal Boundaries: Lessons explicitly cover individual liberty, consent and respecting a person's right to say no.

Online safety and digital autonomy: Our computing and online safety lessons are designed to help children make informed choices about such issues as managing screen time.

Crunch moments: Our assessment points at the end of a PSHE lesson, known as crunch points, give the children an opportunity to discuss what they would do in situations using the skills and knowledge they have learned.



British Values - Mutual Respect

Mutual respect and tolerance are not just isolated lessons at Springbank; they are implicit in everything we do, shaping our everyday interactions, classroom routines and school culture.

- **Everyday School Culture:** Staff model respectful language and relationships constantly, using relational approaches to help children resolve disagreements with kindness, empathy and mutual understanding.
- **'No Outsiders' Framework:** Inclusive picture books are integrated across the year, ensuring every child feels a sense of belonging while learning to embrace different backgrounds, abilities and family structures. These are reinforced through weekly assemblies in Key Stage Two where we look at news stories from across the world that help teach us about being welcoming and inclusive.
- **RE Starters & Cultural Learning:** Quick recap discussions at the start of RE lessons help children understand and celebrate how diverse faiths, worldviews and traditions enrich modern Britain.
- **Respectful Oracy:** Classroom talk rules teach children how to listen actively, value contrasting perspectives and disagree kindly when discussing sensitive topics.
- **Whole-School Assemblies:** Weekly assemblies reinforce shared values, highlighting how respect, tolerance and kindness build a welcoming community for everyone.

SMSC



- **Spiritual:** Space for quiet reflection during daily 'Reflect and Relax' sessions, alongside moments of wonder outdoors through Forest School and our Walking Curriculum.
- **Moral:** Learning about choices, fairness and consequences through our relational behaviour approach, Pol-Ed lessons and ground rules in PSHE.
- **Social:** Building teamwork, empathy and communication through our oracy focus, playtimes and peer roles like our MindMate and Sports Leader ambassadors.
- **Cultural:** Exploring different faiths, family structures and worldviews through our 'No Outsiders' picture books and RE curriculum



Our taught curriculum

Statutory Yet Bespoke: We use a range of tools including surveys and pupil voice to ensure that our curriculum is as relevant as possible to them. As a result of this, it is something which is continually evolve and adapted.

Safe Learning Environment: Every lesson begins with clear ground rules and consent slides, creating a consistent, safe space for open discussion.

Embedded Retrieval Practice: Regular recap starters strengthen long-term memory, ensuring key knowledge, vocabulary and safety concepts stick.

Dedicated Signposting: Every session closes with clear signposting slides so children always know how and where to seek further help, advice or support.

Continuously Evolving: Regularly reviewed and updated to ensure our content stays relevant to emerging trends, pupil voice and current safeguarding priorities.

Our taught curriculum



PSHE SCHEME OF WORK LONG TERM PLAN 2026-27

	Topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Identity, Community and Belonging	What makes us special, roles & duties, being co-operative, courtesy & manners	Similarities & differences, cooperation & teamwork	Valuing differences, what is community?, belonging to groups	Britain as a democracy, how laws are made, the local council	Stereotyping & gender, prejudice & discrimination	Human rights & migration, homelessness, body confidence, curated online lives
Autumn 2	Mental Health and Wellbeing	Different feelings, managing feelings, change or loss	Comfortable/uncomfortable feelings, coping with loss, loneliness	Achievements & goals, setbacks, benefits of hobbies & community	Worries & tools, managing emotions, normalising "feeling down"	Emotions in the body, times of change, loss, grief & bereavement	What mental health is, stress, everyday ways to look after health
Spring 1	Relationships and Friendships	Special people, making friends and who can help	Solving friendship problems, caring for others	Different types of family	Online vs. in-person relationships	Violence in relationships is unacceptable, managing feelings	Intimate relationships & friendship, marriage and civil partnerships
Spring 2	Physical Health and Choices	Healthy bodies & games, sun-safety, dental health (fluoride)	Medicine safety, eating well & physical activity, hygiene & germs	Tobacco is a drug, remaining smoke-free, healthy choices (Eatwell)	Substances, habits & addictions, ethical food choices, sleep & screens	Resisting vaping pressure, misleading adverts, early signs of illness	Legal/illegal drugs, managing risk, allergies & vaccines
Summer 1	Keeping Safe and Managing Risk	Safety in familiar situations, personal & digital boundaries	Home & road safety, screen time & trusting others	Safe gaming & digital footprints, social media age limits	Managing environmental risks, fake news & scams, first aid & reporting	Missing from home, resisting peer pressure, passwords & phishing	Independent travel, anti-social behaviour & gangs, deepfakes & law
Summer 2	Economics, Careers and Transition	Where money comes from, saving money, different jobs	Value & choices, skills needed in a job	Influences on spending, keeping track of money, world of work	Reasons adults work, skills for different jobs	Borrowing & debt, enterprise, career decisions	Future careers & aspirations, roles of parents and carers



Our taught curriculum - Preventative Curriculum

Our taught PSHE curriculum is supplemented by our preventative curriculum which runs throughout the year. These lessons do not form part of our themed half termly blocks and some lessons (such as NSPCC Pants are private) are repeated to ensure confidence from the children.

Our Preventative Safeguarding Curriculum

- **Personal Safety & Consent:**
 - *Pants are Private* (NSPCC) and *My Body, My Rules* build early understanding of bodily autonomy from Reception onwards.
 - Explicit consent starters and progressive RSE lessons teach personal boundaries, healthy relationships and respect across all year groups.
- **Community Safety & Law (Pol-Ed):**
 - *KS1*: Learning who keeps us safe, contacting emergency services (999) and understanding the role of the police.
 - *KS2*: Exploring why laws exist, understanding consequences, recognizing anti-social behaviour and managing personal property safety.
- **Digital & Online Safety:**
 - *KS1*: CEOP resources like *Jessie & Friends* introduce safe online choices and image sharing.
 - *KS2*: Dedicated assemblies and lessons cover online grooming, screen time, digital peer pressure and phone safety.
- **Targeted Awareness & Life Skills (Years 5 & 6):**
 - Age-appropriate safeguarding topics including PREVENT, grooming awareness (*Alright Charlie*), CCE and anti-social behaviour risks.
 - Essential life skills including fire safety, railway safety, road awareness, substance education and hands-on first aid.
- **Pupil Voice & Responsive Planning:**
 - Regular pupil behaviour and safety surveys ensure our curriculum stays directly linked to our children's lived experiences.



Our taught curriculum - RSE

Relationship and Sex education will be taught in each year group. There will be progression and recap throughout each year. For years 1-3, children will be introduced to the biological differences between males and females and think about different types of families.

Y1 Boys and Girls, Families	Y2 Boys and girls, families	Y3 Boys and girls, families
<p>1.Pupils learn to understand and respect the differences and similarities between people</p> <p>Pupils</p> <ul style="list-style-type: none">·are able to define difference and similarityunderstand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that <p>(reinforced in equality week)</p>	<p>1. Pupils learn about the biological differences between male and female animals and their role in the life cycle</p> <p>Pupils</p> <ul style="list-style-type: none">·know that female mammals give birth and nurse their young·can describe the biological differences between male and female·understand that the creation of life requires a male and female <p>(Recap on Science Curriculum)</p>	<p>1.Pupils learn that everybody needs to be cared for and ways in which they care for others</p> <p>Pupils</p> <ul style="list-style-type: none">·understand that we all have different needs and require different types of care·identify ways we show care towards each other·understand the links between needs, caring and changes throughout the life cycle
	<p>2.Pupils learn the biological differences between male and female children</p> <p>Pupils</p> <ul style="list-style-type: none">·identify and name biological terms for male and female sex parts·can label the male and female sex parts with confidence·understand that the male and female sex parts are related to reproduction	<p>2.Pupils learn about different types of family and how their home-life is special</p> <p>Pupils</p> <ul style="list-style-type: none">·can describe different types of family· identify what is special and different about their home life·understand families care for each other in a variety of ways



Our taught curriculum - RSE

For year 4-6 children will focus on changes which will take place physically, emotionally and mentally during puberty.

Y4 Growing up and changing
<p>Pupils learn about the way we grow and change throughout the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none">•can identify changes throughout the human life cycle•understand change is on-going•understand change is individual
<p>Pupils learn the physical changes associated with puberty</p> <p>Pupils</p> <ul style="list-style-type: none">·are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults·identify physical changes associated with puberty·Understand that everyone’s experience of puberty is different and that it begins and ends at different times



Our taught curriculum - RSE

For year 4-6 children will focus on changes which will take place physically, emotionally and mentally during puberty. Year 6 will move on to focus on pregnancy and conception. There are more lessons for years 5 and 6 than for the other year groups.

Y5 Growing up and changing	
<p>1.Pupils learn about the physical changes during puberty</p> <p>Pupils</p> <ul style="list-style-type: none">§Can use the correct anatomical terminology for parts of the body§are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults§identify physical changes associated with puberty§Understand that everyone’s experience of puberty is different and that it begins and ends at different times	<p>4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p> <p>Pupils</p> <ul style="list-style-type: none">§can explain how changes at puberty affect body hygiene§can describe how to care for their bodies during puberty§can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming
<p>2.Pupils learn about changes that happen to girls including menstruation</p> <p>Pupils</p> <ul style="list-style-type: none">§can describe menstruation§can explain effective methods for managing menstruation§understand the relationship between the sex cells (sperm and ovum), menstruation	<p>5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p> <p>Pupils</p> <ul style="list-style-type: none">·are able to describe how feelings and behaviour change during puberty·can devise strategies for managing these changes·understand how changes during puberty can affect relationships with other people
<p>3 .Pupils learn about changes that happen to boys including wet dreams</p> <p>Pupils</p> <ul style="list-style-type: none">§can describe wet dreams§can explain effective methods for managing wet dreams§understand the relationship between the sex cells (sperm and ovum), wet dreams	<p>6. Pupils learn strategies to deal with feelings in the context of relationships</p> <p>Pupils</p> <ul style="list-style-type: none">•are able to identify feelings and understand how they affect behaviour•can practise strategies for managing relationships and changes during puberty•can empathise with other people’s feelings in relationships, including parents and carers



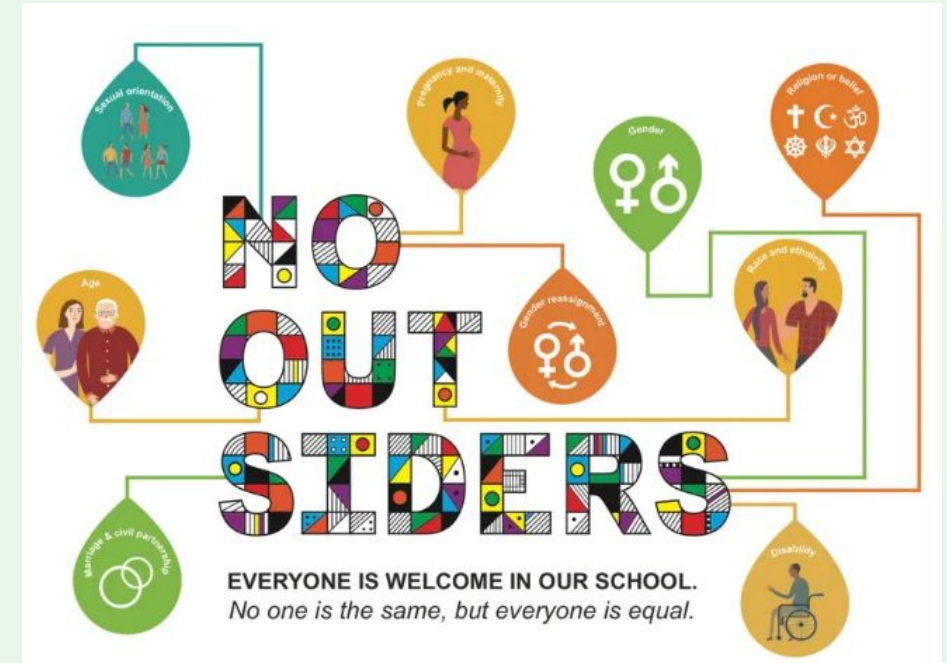
Our taught curriculum - RSE

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Y6 Healthy relationships - How a baby is made	
Pupils learn about the changes that occur during puberty (Recap from year 5)	Pupils learn about human reproduction in the context of the human lifecycle
Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact (reinforced in equality week)	Pupils learn how a baby is made and grows (conception and pregnancy)
Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships	Pupils learn about roles and responsibilities of carers and parents
	Pupils learn to answer each other’s questions about sex and relationships with confidence, where to find support and advice when they need it

No Outsiders and Protected Characteristics

- We use the No Outsiders framework across all year groups so every child feels accepted, safe and valued at Springbank.
- High-quality picture books introduce the Equality Act 2010 and protected characteristics in an age-appropriate way.
- Children learn to explore and celebrate different family structures, ethnicities, faiths, disabilities and identities.
- Discussions link directly to mutual respect and individual liberty, preparing pupils for life in modern Britain.
- Open conversations empower children to challenge stereotypes, prejudice and derogatory language
- Weekly assemblies help to ensure that this is embedded throughout school life.





Mental Health and Wellbeing

- MindMate lessons taught every half-term to build emotional literacy, resilience and healthy coping strategies.
- Awarded the MindMate Champion status in recognition of our strong whole-school commitment to mental health.
- Daily 'Reflect and Relax' sessions teach explicit self-regulation techniques and give children time to quietly reflect on their day.
- Led by a dedicated Mental Health Lead and pupil MindMate Ambassadors who actively champion well-being across the school.
- Learning mentor who support children in groups and individually
- Clear internal referral routes to ensure any social, emotional or mental health concerns are identified and acted upon quickly.
- Targeted 1:1 support, check-ins and quiet spaces available for children who need additional nurture or individual guidance.

Assemblies and Oracy



- Weekly assemblies cover a range of core themes, explicitly exploring school values like respect, readiness and kindness.
- 'No Outsiders' assemblies use real-world stories from around the globe to reinforce equality and show that everyone belongs.
- In-class assemblies center around a weekly 'big question', giving children regular opportunities to debate, share opinions and build strong oracy skills.
- Friday celebration assemblies bring the school together to recognise achievements and praise children who model our values in action.

The Walking Curriculum



Our Walking Curriculum provides a powerful opportunity for children to build genuine resilience and determination. Starting in Year 1, pupils complete at least two challenging walks each year, progressively expanding their physical stamina and inner strength until, by the time they leave us, they have conquered all three Yorkshire Three Peaks. Throughout this journey, we explicitly discuss the physical, mental and character benefits that come with pushing through a challenge.



The Walking Curriculum



- "I enjoyed walking with my friends."
- "I liked being out in nature and having lots of green, open space around me."
- "I was happy but very tired. It felt like I had ran a marathon!" "
- "I liked spending time with my friends, getting out of the classroom and spending time in nature."
- "I liked doing the walks because I don't walk very often in my free time."
- 'I was extremely proud of reaching the summit even though it was really tough'



Educational Trips, Visits and Events

Educational Visits are a huge part of enriching our curriculum at Springbank. We take the opportunity to provide children with hands on learning experiences where we can!

Curriculum Educational Trips and visits include:

- Nell bank
- Skelton Grange
- Magna
- Murton Park
- Wonderdome
- Royal Armouries
- Maths City

Educational Trips, Visits and Events

We use trips and visitors to enhance our curriculum too!

We take children in years 4,5 and 6 to the theatre every year so that they can experience professional drama. We also we hold an Arts week annually where children get the chance to experience and take part in a range of activities relating to the arts.



Musical education



We're so lucky at Springbank to have Mrs Love teach music across the school. She brings so much specialist knowledge and helps us access a wide range of musical opportunities. As part of this, Mrs Love runs both our choir and our orchestra. We have the opportunity for children to take part in music lessons. Children then have the opportunity to showcase their learning as part of our yearly music concert.



Playtimes and lunch times

At Springbank, we take play seriously because we view it as a vital form of learning that directly boosts mental well-being, creativity and social skills. It is essential to us that children get the chance to properly play, explore and let off steam during the school day. That is why we have invested heavily in our outdoor spaces, surrounding the playground with a huge variety of equipment and keeping our field and woodland area open to children all year round. Alongside our new mud kitchen and digging pit, we also offer structured lunchtime clubs for children who might find outdoor, unstructured sessions a bit overwhelming, ensuring every pupil has a space where they feel safe, supported and able to thrive.



Forest school



Curiosity is at the heart of our curriculum, and Forest School plays a central role in bringing that value to life. Learning outdoors naturally encourages children to build independence, tackle new challenges and practise safe risk-taking with determination. We weave Forest School principles into everyday lessons wherever possible, supported by our two fully trained Forest School specialists. To guarantee every child benefits from this provision, every class across the school receives a dedicated block of weekly Forest School sessions for an entire half term each year.





Extra-curricular clubs

Our after-school clubs are all about giving children a chance to try something new, get active or spend time doing what they love. We change our club lineup every term to keep things fresh, offering a wide variety across Years 1 to 6. Depending on the term, choices might include boys and girls football, dance, cooking, art, computing, nature club, Lego or Feel Good club. To make sure every child can take part, the vast majority of our clubs are completely free. We also love getting the children's input, so staff regularly ask them directly what kinds of clubs they would like to see next to help shape what we run in future terms.

Sporting at Springbank



Physical development is a huge part of life at Springbank, with children enjoying fantastic opportunities to stay active both in the curriculum and through wider events. Through our partnership with Leeds Well Schools and local sports networks, our pupils regularly take part in inter-school competitions, tournaments and 'come and try' taster sessions alongside neighbouring schools across our local area.

To celebrate healthy choices, we round off every academic year with our annual Health Week, bringing physical fitness and mental well-being together. During this action-packed week, children try out everything from dance, judo and skipping workshops to orienteering, healthy cooking and sports galas. Our Year 6 Sports Leaders also take on key leadership roles, running fun activity carousels for Reception and organising intra-school tournaments for the rest of the school so every child can discover the joy of being active.

Student Leadership



This year sees the beginning of our student leadership programme, which sees all children in year 6 have some form of leadership. These are jobs which children had to choose, apply for and carry out throughout the school year. Some children have put themselves forwards to have multiple jobs!

- Oracy leaders
- Music Ambassadors
- Librarians
- Sports Leaders
- Mindmate Ambassadors
- School Councillors
- Eco-Warriors