



Trinity St. Peter's

Church of England Primary School

where children shine

Personal Development Curriculum Policy

Guided by Our Faith in Everything That We Say and Do

Our School Vision



At Trinity St. Peter's, we are driven by the belief that every child is a star. In partnership with our local and global community, we equip each child with the skills, values and mindset to shine.

We are committed to creating a school where every child feels they belong, where differences are recognised and celebrated, and where every individual is valued. Our curriculum is innovative, inclusive, and engaging, inspiring a lifelong love of learning and high aspirations.

We nurture children's growth academically, socially, emotionally, and spiritually. Through personal development and opportunities for pupil voice and leadership, we empower children to shape their futures and make a positive difference in the world.

Together, as a community, we work to ensure equity, success for all, and a deep celebration of diversity, rooted in kindness, inclusion and mutual support.

Personal Development Vision Statement:

At Trinity St Peter's Church of England Primary School, we are committed to developing well-rounded pupils who are confident, resilient and respectful, and who are well prepared for life in modern Britain. Personal development is rooted in our Christian vision and values and is central to our school ethos.

We believe that personal development is promoted through every aspect of school life. It is fostered through the taught curriculum, wider school experiences, enrichment opportunities, positive relationships, leadership roles and the everyday culture of the school. Together, these experiences support pupils' academic, social, emotional and spiritual growth.

While many aspects of personal development are taught explicitly through PSHE and Relationships and Sex Education (RSE), this policy sets out how personal development is also nurtured beyond discrete lessons through our wider provision. This policy should therefore be read in conjunction with the PSHE and RSE Policy, which details curriculum content and statutory teaching.

Intent

The school's personal development provision is designed to ensure that all pupils:

- develop their spiritual, moral, social and cultural (SMSC) understanding
- understand, respect and live out the fundamental British Values
- feel safe, valued and included within the school community
- develop confidence, resilience, independence and positive character traits
- access a broad range of experiences that build knowledge, aspiration and cultural awareness
- take responsibility and contribute positively to school life and the wider community

Personal development is a whole-school responsibility and is promoted consistently through leadership, curriculum planning, behaviour expectations, enrichment opportunities and relationships. The curriculum supports pupils to develop independence, resilience and self-confidence, enabling them to transition successfully to the next stage of education.

Personal Development at Trinity St Peter's extends far beyond the taught curriculum. Through a carefully planned programme of enrichment, leadership, spirituality, community engagement and wider opportunities, pupils develop the knowledge, skills and character needed to flourish both now and in the future.

Our provision includes:

- Weekly Picture News and Big Question discussions linked to British Values and current affairs
- Collective Worship, reflection and spirituality opportunities
- Educational visits, visitors and residential experiences
- Pupil leadership groups and roles of responsibility
- Community projects, fundraising and charitable initiatives
- National awareness events and themed weeks
- Extracurricular clubs and sporting opportunities
- Careers education and aspiration-building experiences
- Opportunities to engage with local, national and global communities

These experiences are carefully planned to ensure that all pupils develop confidence, resilience, independence, empathy and a strong sense of social responsibility.

Implementation

Spiritual, Moral, Social and Cultural (SMSC) Development

The school promotes SMSC development as an integral part of pupils' personal growth.

Spiritual Development

Pupils are supported to:

- reflect on beliefs, values and experiences
- develop curiosity and a sense of wonder about the world
- explore questions of meaning, purpose and morality
- experience awe, enjoyment and reflection

This is promoted through:

- Religious Education and collective worship
- assemblies and moments of reflection
- PSHE and RSE
- engagement with art, music, literature and the natural world

Moral Development

Pupils are supported to:

- distinguish right from wrong
- understand fairness, justice and responsibility
- reflect on the consequences of actions
- take responsibility for behaviour and choices

This is embedded through:

- clear behaviour expectations and restorative practice
- PSHE teaching and real-life scenarios
- curriculum content that explores moral and ethical issues
- consistent adult role modelling

Social Development

Pupils are supported to:

- form positive and respectful relationships
- work cooperatively with others
- communicate effectively
- take on responsibility and leadership

This is developed through:

- PSHE and RSE
- collaborative learning opportunities
- pupil leadership roles (e.g. school council, ambassadors)
- clubs, visits and enrichment activities

Cultural Development

Pupils are supported to:

- appreciate their own culture and that of others
- understand different beliefs, traditions and ways of life
- challenge stereotypes and prejudice
- recognise shared human values

This is promoted through:

- a broad and inclusive curriculum
- Religious Education and foundation subjects
- assemblies and themed events
- visits, visitors and community links

British Values

In line with statutory guidance, the school actively promotes the fundamental British Values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

British Values are promoted through:

- democratic pupil voice and participation
- clear rules, routines and behaviour systems
- PSHE, Picture News and wider curriculum learning
- assemblies, discussion and daily interactions

These values are taught explicitly where appropriate and consistently modelled by all adults within the school. Pupils are given planned opportunities to discuss sensitive issues in an age-appropriate way, helping them to develop empathy, critical thinking and respect for others.

Equality, Diversity and Protected Characteristics

At Trinity St Peter's, we are committed to creating a culture where everyone feels valued, respected and included.

Through our curriculum, assemblies, collective worship, Picture News discussions, literature and wider school experiences, pupils develop an understanding of equality, diversity and the protected characteristics identified within the Equality Act 2010.

Pupils learn to:

- recognise and celebrate differences
- challenge stereotypes, prejudice and discrimination
- respect different faiths, cultures, beliefs and family structures
- understand the importance of fairness, equality and inclusion
- develop empathy and respect for others

Protected characteristics are taught in an age-appropriate way through the PSHE, RSE and RE curriculums and are reinforced through wider school life and enrichment opportunities.

Safeguarding and Personal Safety

Safeguarding is central to our personal development provision.

Children are taught how to keep themselves safe both online and offline and develop the knowledge and confidence needed to recognise risks and seek support when required.

Pupils learn about:

- healthy and unhealthy relationships
- personal boundaries and consent
- online safety and digital citizenship
- bullying, discrimination and abuse
- physical and mental wellbeing
- identifying trusted adults and accessing support

These themes are taught through the curriculum, assemblies, awareness events, visitors and daily interactions throughout school life.

Cultural Capital and Enrichment

The school recognises the importance of providing pupils with a wide range of experiences that enrich learning, raise aspirations and broaden horizons. For some pupils, school may be the primary place where these experiences occur.

Cultural capital is developed through:

- a broad, ambitious and knowledge-rich curriculum
- educational visits and visitors linked to learning
- enrichment activities, clubs and themed events
- participation in sport, the arts and performance
- leadership opportunities that build confidence and responsibility
- engagement with the local community and wider world

Opportunities are carefully planned and progressively developed to ensure all pupils benefit from a rich and balanced personal development offer as they move through the school. Participation in enrichment opportunities is monitored to ensure equitable access for all groups, with targeted support provided where barriers to engagement are identified.

Community Engagement and Courageous Advocacy

We believe that children should understand that they can make a positive difference to the lives of others.

Pupils are provided with opportunities to engage with their local, national and global communities through social action projects, charitable initiatives, fundraising activities and community partnerships.

Examples include visits to local care homes, intergenerational projects, Young Leaders Award activities, kindness initiatives and opportunities to support local and global causes.

These experiences encourage pupils to become courageous advocates who recognise injustice, show compassion and take action to improve the lives of others.

Equality, Inclusion and Pupil Wellbeing

Trinity St Peter's is committed to equality of opportunity and inclusive practice. Personal development provision:

- reflects and celebrates diversity
- promotes kindness, respect and dignity for all
- actively challenges bullying, discrimination and prejudice

Reasonable adjustments are made to ensure that all pupils, including those with SEND and disadvantaged pupils, can access the curriculum, enrichment opportunities and wider school life.

Staff are trained to recognise when pupils may need additional emotional or pastoral support, and appropriate timely interventions are put in place.

Pupil wellbeing and positive mental health are prioritised through strong relationships, pastoral support and a caring school culture.

Leadership and Pupil Voice

Pupils are given opportunities to develop leadership skills and contribute to school life through:

- pupil voice groups
- roles of responsibility within classes and across the school
- participation in decision-making and community initiatives

These experiences support confidence, responsibility and preparation for life beyond primary school.

In addition to this curriculum, we teach PSHE through the school's core values:

Service – Hope – Imagine – Nurture - Enjoy

Service

With Christ at the centre, personal development at Trinity St Peter's is rooted in service to others. We believe that every child is created in God's image and called to live with compassion, responsibility and purpose. Pupils are encouraged to recognise their role within the school, local community and wider world, understanding that their actions can positively impact others.

Through opportunities for leadership, responsibility, teamwork and community involvement, pupils learn the importance of kindness, generosity and stewardship. We aim to nurture pupils who serve others willingly, reflect deeply on their choices and contribute positively to society.

Hope

Personal development empowers pupils to believe in themselves and in their potential for growth. We encourage pupils to approach challenges with confidence, perseverance and optimism, understanding that setbacks are part of learning and personal growth.

Through reflection, encouragement and positive role modelling, pupils develop resilience and a growth mindset. They learn that effort, determination and aspiration lead to success, and that education opens pathways to future opportunity. Pupils are supported to develop ambition, self-belief and hope for what they can achieve.

Imagine

We want our pupils to be curious, creative thinkers who are able to imagine possibilities beyond their immediate experiences. Personal development at Trinity St Peter's nurtures imagination, independence and ambition, encouraging pupils to explore ideas, ask questions and think critically about the world around them.

By engaging with enriching experiences, diverse perspectives and real-world contexts, pupils are inspired to dream big and consider who they might become in the future. They are encouraged to see themselves as active participants in shaping their own lives and contributing to an ever-changing world.

Nurture

We are committed to providing a safe, inclusive and supportive environment in which every child feels valued and respected. Personal development is closely linked to wellbeing, emotional literacy and positive mental health.

Through strong relationships, pastoral support and a culture of care, pupils are nurtured to develop self-belief, confidence and emotional resilience. By valuing each child's voice and promoting collaboration and empathy, we support pupils to grow socially, emotionally and personally.

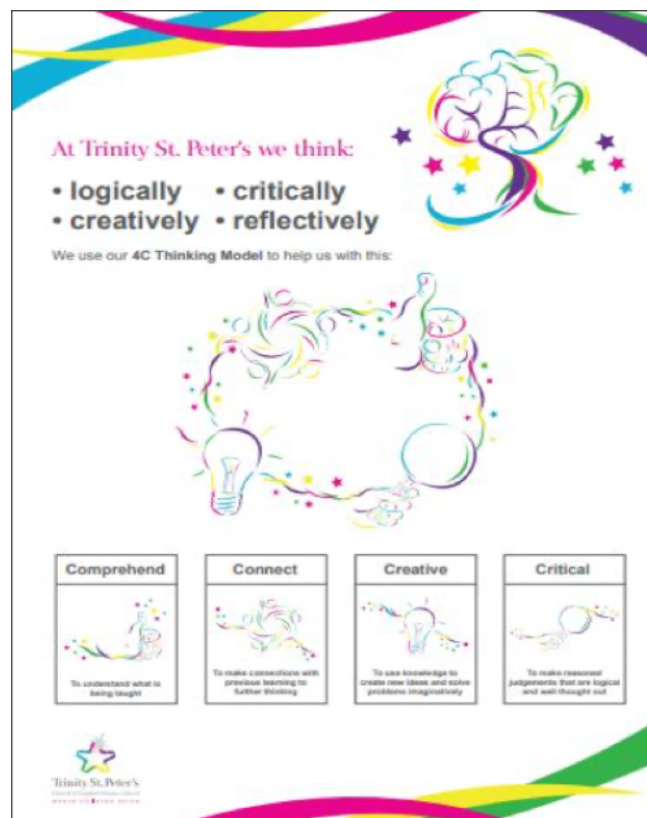
Enjoy

We believe that learning and personal growth should be meaningful, purposeful and joyful. Pupils are encouraged to embrace opportunities, engage enthusiastically in school life and take pride in their achievements.

Through a wide range of experiences, leadership opportunities and enrichment activities, pupils develop confidence, independence and a positive attitude to learning. Feeling safe, included and supported allows pupils to enjoy school, develop healthy lifestyles and build the confidence needed to succeed.

Guided by our Christian values and fundamental British Values, pupils at Trinity St Peter's are encouraged to become respectful, responsible and compassionate citizens. Through carefully planned experiences, enrichment opportunities and positive role models, pupils develop aspiration, broaden their horizons and understand how personal growth, achievement and character contribute to future success.

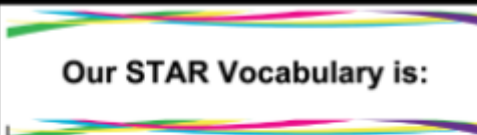
We also embed the school's 4C Thinking Model into all Personal Development lessons.



Vocabulary is VITAL

Valued	We value vocabulary because it enables pupils to understand themselves, communicate effectively and engage positively with the wider world.
Identified	Key vocabulary is identified through PSHE, RSE, British Values, SMSC development and with Personal Development opportunities.
Taught	Vocabulary is explicitly taught and modelled through lessons, assemblies, collective worship, Picture News, enrichment activities and wider school experiences.
Applied	Pupils apply vocabulary through discussion, reflection, leadership opportunities, debates, pupil voice activities and real-life experiences.
Learned	Vocabulary is revisited regularly through retrieval activities, assemblies, curriculum learning and enrichment opportunities to strengthen understanding and retention.

We follow the STAR approach (**S**elect, **T**each, **A**ctivate, **R**evisit) to teach new or unfamiliar vocabulary.

 Our STAR Vocabulary is:	 What does it mean?
 How does this word connect to the topic?	 How can I remember it?

EYFS

In the Early Years Foundation Stage, personal development is nurtured through a strong focus on relationships, play, exploration and emotional wellbeing. With Christ at the centre of our provision, children are supported to feel safe, valued and confident as they begin their learning journey.

Through carefully planned experiences and child-led play, children are encouraged to develop independence, curiosity and resilience. Daily routines and interactions support the development of kindness, empathy and respect for others, while opportunities for collaboration help children learn how to share, take turns and build positive relationships.

Personal development in the Early Years is embedded through the prime areas of learning, particularly Personal, Social and Emotional Development, and is reinforced through stories, role play, music, outdoor exploration and imaginative play. These experiences help children develop a sense of enjoyment in learning, confidence in expressing themselves and an early understanding of responsibility within the school community.

By the end of the Early Years, children are well prepared for the next stage of their education, demonstrating positive attitudes to learning, secure emotional foundations and a growing sense of self.

**Calendar of Events – Shall we drop these dates in the shared calendar?
Discuss at SLT meeting.**

Month	PSHE
September	Wonder Dot Day – Foundation Stage – I wonder if this could be a whole school art day? Young Leaders Award (Year 2) Robinwood Residential (Year 6)
October	Black History Month Hello Yellow (Mental Health) Hate Crime Awareness Week
November	TSP's Celebration of Kindness Week (World Kindness day) Anti Bullying/ Behaviour Awareness Week Children in Need Appeal Day Road Safety Week

	Remembrance Sunday
December	International Day of Persons with Disabilities Human Rights' Day
January	National Storytelling Week
February	LGBT History Month Safer Internet Day Chinese New Year
March	National Careers Week World Book Day International Women's Day Brain Awareness Week British Science Week Comic Relief - Red Nose Day / Sports Relief International Day for the Elimination of Racial Discrimination
April	Drop Everything and Read Earth Day
May	World Day for Cultural Diversity
June	World Environment Day Healthy Eating Week My Money Week Child Safety Week National School Sport Week

Curriculum Enrichment Map (include here)

Impact

As a result of Trinity St Peter's approach to personal development, pupils leave the school as confident, respectful and resilient individuals who are well prepared for the next stage of their education and for life in modern Britain.

Pupils demonstrate strong social and moral understanding, positive relationships and respectful attitudes towards others, including those from different backgrounds, cultures and beliefs. They show an understanding of British Values and apply these through their behaviour, decision-making and participation in school life.

Through a wide range of leadership opportunities and enrichment experiences, pupils develop confidence, independence and a sense of responsibility. They are able to communicate effectively, work collaboratively and take pride in contributing positively to the school and wider community.

Pupils' wellbeing is supported through a caring ethos and strong pastoral relationships, enabling them to feel safe, valued and ready to learn. By the time pupils leave Trinity St Peter's, they have developed the personal qualities, aspirations and life skills needed to thrive academically, socially and emotionally as they move forward in their education.

Monitoring and Evaluation

Leaders monitor the impact of personal development provision through:

- curriculum and enrichment monitoring
- pupil voice and discussion
- behaviour, attendance and wellbeing information
- participation in leadership roles and wider opportunities

Monitoring outcomes are used to refine provision and ensure personal development remains purposeful, inclusive and responsive to pupils' needs.

Review

This policy is reviewed regularly to ensure it remains aligned with statutory requirements, Ofsted expectations and the evolving needs of the school community.

Policy reviewed: 2025/26

Next review: 2026/27