

# Old Clee Primary Academy

*'Inspired to Believe, Learning to Succeed'*

## Personal Development Policy



<b>Approved by:</b>	Full Governing Board	<b>Date:</b> June 2025
<b>Last reviewed on:</b>	January 2024	
<b>Next review due by:</b>	Summer 2026	

**Personal Development (PD)** is at the heart of our academy's learning journey. It promotes, encourages, and embeds a wide range of essential skills, behaviours, qualities, and attributes that enable children to become life-long learners and *SUPERB* citizens.

Through our PD curriculum and wider academy culture, we support pupils in acquiring the knowledge, understanding, and skills they need to manage their lives both now and in the future. As part of a whole-school approach, PD education helps children thrive as individuals, as members of families, and as active, responsible members of society.

The impact of this approach is far-reaching. PD equips pupils to navigate the many critical opportunities, challenges, and responsibilities they will encounter in an increasingly complex and rapidly changing world. It enables them to apply their learning across the curriculum

Our whole academy approach fosters positive and effective relationships among all members of the academy community. We believe that the promotion of pupils' personal and social development is fundamental to supporting all other aspects of learning.

Personal Development (PD) education plays a vital role in helping children and young people build their personal identity, confidence, and self-esteem. It supports them in understanding the factors that influence their choices and behaviour. By developing self-awareness, empathy, and the ability to work collaboratively, our pupils are better equipped to form healthy, respectful, and productive relationships in every aspect of their lives.

## Overview

At Old Clee Primary Academy (OCPA), we have developed a bespoke Personal, Social, and Health Education (PSHE) curriculum, delivered alongside our Relationships and Sex Education (RSE) programme. This curriculum aligns closely with the PSHE Association's Programme of Study and is further enhanced through explicit links to British Values, protected characteristics, and Spiritual, Moral, Social, and Cultural (SMSC) development.

Our curriculum has been thoughtfully planned to address the specific needs of our pupils. To inform its design, we have drawn on a broad range of sources, including the views of the Senior Leadership and Pastoral Teams, teachers, teaching assistants, and parents. We have also reviewed local health and wellbeing data, including in-depth analysis provided by Public Health England (Child and Maternal Health). (Source: *Child Health Profiles – Fingertips PHE*)

In addition to the core content, our curriculum is interwoven with cross curricular themes, including links to key events such as Safer Internet Day, Anti-bullying Week, Science Week and the dangers of fireworks, open water and train-lines, reinforcing learning through real-life contexts. Mental health and emotional wellbeing are a key focus throughout, with long-term planning clearly identifying where teachers actively promote positive mental health across the Personal Development (PD) curriculum.

The curriculum fully addresses all statutory requirements and extends beyond them to include the theme of *Living in the Wider World*. This broader framework is organised around key overarching concepts: identity, relationships, a healthy and balanced lifestyle, risk, diversity and equality, rights, responsibilities and consent, change and resilience, power, and careers. (See Appendix 1 for further detail.)

## Classroom Approach

In Key Stages 1 and 2, personal development learning is delivered through a weekly rotation of six core behaviours across each half term. These behaviours are explicitly taught, practised, and reflected upon, with the expectation that children will actively implement them in their daily school life. We have introduced these behaviours to staff, pupils, and parents using the acronym **SUPERB**, which encapsulates the values we promote:

- **Self-Aware** – Be mindful of your behaviour and its impact on others.
- **Unique** – Celebrate and take pride in everyone's differences.
- **Problem Solver** – Approach challenges with a positive mindset and seek constructive solutions.
- **Empathetic** – Understand and support the feelings and needs of others.
- **Responsible** – Make thoughtful decisions that benefit the wider community.
- **Benevolent** – Show kindness, honesty, care, and politeness in all interactions.

## Curriculum Planning

Teachers plan their lessons using a termly Long-Term Plan (LTP), which identifies the relevant area of the Knowledge Matrix to follow. The Knowledge Matrix ensures progressive learning across the academy and incorporates all statutory objectives and outcomes. It also includes suggested resources, many of which are quality-assured by the PSHE Association and drawn from their resource bank. [PSHE Association Resource Bank](#)

In our nursery and early years settings, the programme of study is aligned with the statutory Early Learning Goal (ELG) objectives. Teachers plan learning experiences and activities with a clear understanding of which ELG objectives are linked to specific goals, as set out in the LTP.

## Whole School Approach

Our personal development curriculum has been designed to involve all adults across the academy community, including lunchtime supervisors, premises staff, and administrative teams. Everyone is informed about the learning taking place in classrooms and is equipped to support children in becoming **SUPERB** citizens.

To ensure consistency, we have aligned our academy behaviour systems with the personal development programme. This alignment reflects a more restorative practice approach and includes a reward system that reinforces and celebrates the **SUPERB** citizen behaviours.

## Keeping Personal Development Current and Relevant

At our academy, noticing and celebrating key themes linked to Personal Development (P.D) is central to embedding positive behaviours, personal qualities, and character attributes in our pupils. To support this, we have introduced themed days and weeks across the school calendar, providing meaningful opportunities to explore and reinforce these values.

One example is our careers-themed P.D. day, during which local businesses and government representatives are invited to share insights into their roles. This initiative helps broaden pupils' understanding of the world of work, inspiring them to consider a wide range of future career paths and aspirations.

Parental involvement is actively encouraged through the weekly display of our SUPERB counter totals on the school website alongside displays all around the academy. This initiative promotes home-school dialogue, encouraging children to reflect on and discuss these positive character traits with their families.

We are currently in the process of applying for the 'Healthy Schools Award' that reflects our holistic approach to our pupil's and staff wellbeing.

Our Governing Body is actively involved in the ongoing development of the P.D approach, receiving regular updates to maintain oversight and strategic alignment.

## Passports

Our **SUPERB Citizen Passport** is designed to further embed the promoted qualities throughout each child's journey at Old Clee Primary Academy (OCPA). This passport will follow pupils throughout their time at the academy, serving as a record of their personal strengths and highlighting areas for growth in other qualities and attributes.

We have recently enhanced our SUPERB Citizen Passport by incorporating a cultural capital element. This encourages pupils to recognise and reflect on how they demonstrate SUPERB behaviours across different areas of the curriculum and within the wider community. To further strengthen the link between school and home, we have introduced an annual personal development homework task for each year group. These tasks are designed not only to support pupils' character development but also to engage and empower parents in fostering these essential life skills. Examples include keeping their bedroom tidy for a week, learning to brush their teeth independently, or mastering how to tie their shoelaces.

Ultimately, our goal is for the language of the **SUPERB** behaviours to become a natural part of everyday dialogue between adults and children within the academy, as well as extending into conversations at home.

## Links to other policies

- Behaviour policy
- RSE policy

## Appendix 1

### Overarching concepts developed through the Programme of Study

- 1. Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- 2. Relationships** (including different types and in different settings, including online)
- 3. A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- 4. Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- 5. Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- 6. Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- 7. Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- 8. Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- 9. Career** (including enterprise, employability and economic understanding)

## **Ratification**

**Date ratified by the Governing Board:** June 2025

**Date of last review:** January 2024

**Next review date:** Summer 2026

**Signed by Chair of Governors:** Richard Claridge

**Date:** 19<sup>th</sup> June 2025