

*Penwortham
Broad Oak
Primary School*

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Personal Development Programme

PD Programme



Personal Development Programme

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Approved by: Governing Body

Vision and Ethos

At Penwortham Broad Oak Primary School, we believe that every child has the right to an excellent education that inspires curiosity, builds confidence, and nurtures a lifelong love of learning. Rooted in our ethos of 'Believe and Achieve', we are committed to creating a safe, inclusive, and stimulating environment where all children are empowered to reach their full potential.

Penwortham Broad Oak Primary School aims

At Penwortham Broad Oak Primary School, personal development sits at the heart of our work with every child. We believe that education is not only about academic success, but also about nurturing confident, respectful, and resilient young people who are ready to thrive in the wider world. Through a rich curriculum, strong pastoral support, and meaningful opportunities to develop character and independence, we empower our pupils to understand themselves, value others, and contribute positively to their community. Our aim is to help every child grow into a well-rounded learner who feels safe, supported, and inspired to achieve their full potential.

Statutory requirement

The statutory requirements for personal development in primary schools include:

Personal, Social, Health and Economic (PSHE) Education: Schools must teach PSHE, which encompasses various aspects of personal development, including health, relationships, and social skills.

Ofsted Standards: Schools should ensure that their personal development provision meets Ofsted's expectations, focusing on resilience, confidence, and independence.

Curriculum Flexibility: Schools are encouraged to tailor their PSHE programs to reflect the needs of their pupils, using their own resources and guidance.

Holistic Development: Schools should provide a wide range of experiences that support students' personal growth, including mental health support and anti-bullying strategies.

These elements are essential for fostering a supportive and effective learning environment Penwortham Broad Oak primary schools.

Guiding Principles for Personal Development

Celebrate every child's potential and success, nurturing pupils to "shine" and exceed their own expectations through a caring, safe, and supportive ethos.

Develop pupils' character—confidence, resilience, and independence—so that they flourish personally, socially and academically.

Promote responsible, respectful and active citizenship, ensuring pupils understand how to contribute positively to school life, the local community, and modern Britain.

Foster an inclusive environment rooted in equality of opportunity, where all pupils feel valued, supported, and able to achieve their full potential.

Provide a rich, broad curriculum and wider school offer that extends beyond academics to include PSHE, enrichment, sports, the arts, outdoor learning and opportunities to develop talents and interests.

Promote pupils' mental health, wellbeing and safety, ensuring strong pastoral support, positive relationships and a culture where children feel secure and confident to express themselves.

Encourage enthusiasm for learning and personal growth, inspiring pupils to be curious, motivated, and ready for the next stage of their education.

Strengthen partnerships with parents and the wider community, recognising that personal development thrives when school, home and community work together.

Embed British Values and SMSC throughout the curriculum and daily school life to help pupils develop moral awareness, respect for differences, and the skills to make positive choices.

Ensure high expectations and a purposeful learning culture, supporting pupils to take pride in their efforts, develop self-discipline, and maintain positive attitudes to learning.

SEN Supporting Statement for School Policies

At Penwortham Broad Oak Primary School we are committed to ensuring that all policies reflect our inclusive ethos and support the needs of every learner. In line with the Special Educational Needs and Disabilities (SEND) Code of Practice, we strive to:

Provide equal access to opportunities for all pupils, including those with SEND.

Ensure that reasonable adjustments are made to remove barriers to learning and participation.

Promote high expectations, independence, and achievement for all pupils, regardless of need or background.

Work collaboratively with families, external agencies, and staff to identify and meet the needs of pupils with SEND.

Embed a graduated approach to support, ensuring early identification, targeted intervention, and regular review.

This policy should be read in conjunction with our SEND Policy and Equality Policy, which outline our broader commitment to inclusion, accessibility, and the celebration of diversity.

Personal Development in the Curriculum - INTENT

At Penwortham Broad Oak Primary School, we use the DfE Enrichment Framework to create a structured and progressive approach to planning and delivering high-quality enrichment for all pupils. Our provision is carefully mapped against the framework's eight benchmarks, ensuring that enrichment is inclusive, sequential, and embedded across the wider school experience. It is organised through the five key categories—culture and creativity, physical development, community and citizenship, and careers and life skills—which we bring to life through a rich range of opportunities including arts and culture, civic engagement, nature and outdoor adventure, and wider life skills such as STEM. This strategic approach enables us to provide a broad and balanced offer that goes beyond the academic curriculum, ensuring all pupils access meaningful experiences that develop confidence, nurture talents, and prepare them for future success.

We use SCARF, a planned programme of learning as a core part of our personal development curriculum. The programme provides a framework to ensure that we meet the statutory requirements for Relationships and Health Education as specified in the Education Act 2002 and section 78 of the Education Act 2002.

We also use KAPOW Primary's Religion and Worldviews scheme of work which is a progressive scheme of work taking a new approach to teaching religion in primary schools. The programme also supports the 'Personal Development,' and 'Behaviour and Attitude,' aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, British Values and the SMSC (Spiritual, Moral, Social and Cultural) development opportunities provided for our pupils.

Personal Development is monitored and assessed regularly to ensure a good pace of progress for all pupils as they move through the curriculum. The Inclusion and Pastoral Team work closely with teachers, parents and families of pupils who find this area of study particularly challenging. Group and 1:1 interventions are in place to support and develop their social and emotional needs.

How the PSHE SCARF Scheme Supports Personal Development - IMPLEMENTATION

The SCARF scheme (Safety, Caring, Achievement, Resilience, Friendship) is explicitly designed to develop the whole child and is widely used to strengthen pupils' health, wellbeing, relationships, confidence and responsibility.

Key ways SCARF supports personal development

Promotes health, wellbeing and resilience

SCARF is a whole-school PSHE approach that supports positive mental health, resilience and wellbeing across the school.

Builds essential life skills

SCARF equips pupils with the knowledge and skills needed to make safe, informed decisions about relationships, health, safety, and the wider world.

Supports emotional literacy and social development

It includes themes such as feelings, friendships, valuing difference and understanding others, helping pupils develop empathy, kindness and social awareness.

Develops responsible, respectful citizens

Units such as “Rights and Responsibilities” and “Valuing Difference” teach children about equality, respect, fairness and contributing positively to society.

Provides a spiral, progressive curriculum

SCARF’s sequenced lessons revisit themes at increasing depth, enabling pupils to build secure personal development skills from EYFS to Year 6.

Meets statutory Relationships and Health Education requirements

SCARF is mapped to national expectations for safe, healthy relationships and equips children with skills for later life.

How the Kapow Religion and Worldviews Scheme Supports Personal Development

Kapow’s Religion and Worldviews curriculum is designed to prepare pupils for life in modern Britain by developing respect, open-mindedness, critical thinking and cultural understanding.

Key ways Kapow RE supports personal development

Promotes respect, tolerance and appreciation of diversity

Pupils learn to respect worldviews different from their own, appreciate diverse beliefs and understand how people live and worship.

Encourages reflection, enquiry and critical thinking

The scheme focuses on responding to “big questions” such as meaning, purpose and values—helping pupils reflect on their own views and understand others’.

Builds cultural and spiritual understanding

Pupils study religions locally, nationally and globally, gaining cultural awareness and broadening their worldview.

Supports development of character and personal values

Lessons explore morality, wisdom, belonging and community, encouraging pupils to consider beliefs, right and wrong, and their role in society.

Develops communication and oracy skills

Kapow RE emphasises discussion, questioning and articulate responses, supporting pupils’ confidence, communication and independence.

Follows a spiral curriculum for progressive understanding

Concepts are revisited across year groups, helping children deepen their understanding over time and develop secure personal knowledge.

Summary

Together, SCARF and Kapow Religion and Worldviews form a robust foundation for Personal Development:

SCARF develops children’s wellbeing, social skills, confidence, resilience, safety and citizenship.

Kapow RE develops their spirituality, cultural awareness, critical thinking, empathy and understanding of diversity.

Both schemes complement each other in ensuring pupils grow into confident, respectful, responsible and open-minded young people, fully aligned with modern expectations for Personal Development.

Personal Development Programme overview

Penwortham Broad Oak Primary School
Whole school vision and values
'Together we CAN'
CHALLENGE ASPIRE NURTURE

Supporting documents: SMSC, British values overview, subject specific 3Is

Whole school leadership opportunities

Increase children's responsibility to the whole school and wider community.

Develop their leadership skills and collaboration.

School council - Meet weekly - As part of our commitment to fostering pupil voice, responsibility and active citizenship, our School Council provides children with a meaningful leadership role within the school. Elected by their peers, council members represent the views of their classmates and work collaboratively to influence positive change. They meet regularly to discuss ideas, share suggestions, and help shape aspects of school life, ensuring pupils feel listened to and valued.

Through this role, pupils develop key personal development skills such as communication, teamwork, problem-solving and democratic participation. Their contributions help strengthen the school's inclusive culture and promote responsible, respectful and active citizenship across the wider curriculum.

Eco council - Meet weekly - As part of our commitment to developing responsible, environmentally-aware young citizens, our Eco Council empowers pupils to take a leading role in promoting sustainability across the school. Members of the Eco Council work collaboratively to identify areas for improvement, raise awareness of environmental issues, and lead whole-school initiatives such as recycling, energy reduction and caring for our fantastic outdoor spaces.

Through this role, pupils develop key personal development skills including teamwork, problem-solving, critical thinking and active citizenship. Their work contributes positively to the school community and supports pupils understanding of how to make a meaningful difference in their world, demonstrating responsibility, respect and a strong sense of social and environmental stewardship.

Head boy/girl & deputy boy/girl (Y6) - As part of their leadership responsibilities, our Head Boy and Head Girl actively contribute to the wider life of the school. They welcome parents at key times, support staff during collection routines, and help ensure Parents' Evening runs smoothly, by greeting families and directing them where they need to go.

Through this role, pupils develop key personal skills including leadership, confidence, and communication, as they represent the school, speak in front of others, and act as positive role models. They learn responsibility and accountability by carrying out duties reliably, while also building teamwork, organisation, and decision-making skills through working with staff and other pupils. The role further supports their emotional intelligence and understanding of citizenship, as they listen to others, show empathy, and contribute to the wider school community.

Buddies - As part of our wider approach to developing pupils' leadership, responsibility and character, children in Year 5 and Year 6 take on meaningful buddy roles supporting our youngest pupils. Our Year 5 pupils are paired with Reception children, and our Year 6 pupils support Year 1. In these roles, they help younger pupils to settle into school routines, model positive behaviour and act as trusted, caring role-models.

Through this role, Year 5 and 6 pupils develop important personal skills such as empathy, responsibility, and leadership as they support and guide younger children in Reception and Year 1. They build strong communication and interpersonal skills by listening, reassuring, and modelling positive behaviour, while also developing confidence and patience in a nurturing role. Being a buddy encourages teamwork and reliability, as pupils take ownership of their responsibilities, and deepens their understanding of inclusion, kindness, and their role within the wider school community.

Library monitors - As part of our commitment to developing responsible, confident and community-minded learners, our Library Buddies team supports the smooth running of the school library. These pupils take on a valued leadership role by helping younger children select books, modelling positive reading behaviours, and fostering a love of literature across the school.

Their responsibilities include organising and caring for library resources, guiding younger pupils during library sessions, and promoting reading for pleasure through recommendation, encouragement and peer support. Through this role, Year 6 pupils develop key personal skills such as responsibility, organisation, and independence as they manage and maintain the school library. They build strong communication and customer service skills by assisting younger pupils, recommending books, and promoting a love of reading. The application process supports confidence and self-reflection, while the role itself encourages reliability, attention to detail, and teamwork. It also fosters a sense of pride and ownership, helping pupils understand their contribution to the wider school community.

Choir - As part of our commitment to developing confidence, creativity and a strong sense of community, our school choir provides pupils with a meaningful opportunity to contribute to the wider life of the school. Choir members take on an important leadership role by representing the school at events, modelling enthusiasm for the arts, and inspiring others through performance.

Through this role, Year 4, 5 and 6 pupils develop important personal skills such as confidence, teamwork, and commitment as they rehearse regularly and perform in concerts such as Let's Go Sing and Penwortham Gala.

They build strong communication and listening skills by working closely with others and following musical direction, while also developing resilience and perseverance through practice and performance. Singing in front of an audience enhances self-esteem and self-expression, and the experience fosters a sense of pride, belonging, and contribution to the wider school and local community.

Sports teams - As part of our commitment to developing teamwork, resilience and a strong sense of belonging, our sports teams provide pupils from all year groups with valuable opportunities to represent the school and contribute to its wider community. Children of all ages participate together, promoting inclusivity and encouraging older pupils to act as positive role-models while supporting and motivating younger teammates.

Through regular training, fixtures and festivals, pupils learn the importance of commitment, cooperation and healthy competition. These experiences help them build confidence, perseverance and respect. By taking part, pupils not only stay active but also develop life skills that extend far beyond the pitch.

Digital leaders – Digital leaders are responsible for supporting the smooth running of technology across the school. They help look after equipment, set up devices and resources for teachers to deliver computing lessons, and prepare the hall technology for assemblies. During assemblies, they take an active role in controlling presentations, sound, and other technical elements, ensuring everything runs efficiently and without disruption.

Through this role, Year 6 pupils develop key personal skills such as leadership, responsibility, and digital literacy as they support the safe and effective use of technology across the school. They build strong communication and problem-solving skills by assisting peers and staff, explaining digital tools, and promoting online safety. The application process encourages confidence and self-reflection, while the role itself fosters independence, reliability, and teamwork. It also develops their understanding of responsible digital citizenship and their contribution to the wider school community.

1:1 Musical instrument lessons - As part of our commitment to developing pupils' creativity, confidence and cultural understanding, our musical instrument lessons offer children enriching opportunities to explore and extend their talents. Pupils can learn a variety of instruments through specialist teaching, building discipline, perseverance and a strong sense of achievement as they progress. These lessons encourage pupils to take responsibility for practising, develop resilience when mastering new skills, and experience the joy of performing for others.

Taking part in instrumental tuition helps pupils develop key personal development skills, including focus, self-expression and commitment. Through music, pupils gain confidence, strengthen their emotional wellbeing, and contribute to the wider school community, ensuring that the arts remain an integral and valued part of school life.

Community engagement

How Community Engagement Supports Personal Development

Builds empathy and social awareness
Children learn to understand the needs, experiences and perspectives of others within their community.

Develops responsible, active citizenship
Pupils recognise the importance of contributing positively to society and taking part in community life.

Strengthens communication and teamwork skills
Working with local groups and partners encourages clear communication, cooperation and shared problem-solving.

Promotes respect and inclusivity
Engagement with diverse people and organisations helps pupils value differences and celebrate a range of backgrounds and cultures.

Boosts confidence and independence
Taking part in events or projects beyond school helps pupils step out of their comfort zone and act with assurance.

Encourages compassion and kindness
Involvement in projects such as charity work or helping local groups nurtures kindness and moral purpose.

Builds a sense of belonging
Connecting with the wider community helps children feel part of something bigger than themselves.

Enriches cultural capital
Exposure to local organisations, traditions, services and events broadens pupils' understanding of the world around them.

Provides real-life contexts for learning
Community links make learning meaningful, showing pupils how their skills and knowledge apply beyond the classroom.

Autumn	Spring	Summer
Christmas cards & gifts to the elderly Science comps at Hutton Harvest collection – food bank Christmas card competition for the local MP Visits to local high schools for UKS2 Christmas Fair	Library visits Poet visit linked to world book day Weekly Science lessons at Hutton Grammar School School Bingo Links to local councils – Penwortham in Bloom	Platinum time visit to local parks High school taster days for Year 6 Penwortham Gala – every 2 years Visit from the local MP Weekly visits to local nursery

	Carol singing at Booths		
Performances	How Performances Support Personal Development		
	<p>Build confidence and self-esteem Performing in front of an audience helps children overcome nerves, take positive risks and feel proud of their achievements.</p> <p>Develop resilience and perseverance Learning lines, rehearsing routines or perfecting musical pieces teaches children to practise, refine and keep going even when something feels challenging.</p> <p>Strengthen communication skills Whether speaking, singing or acting, performances enable pupils to express themselves clearly, listen to others and use their voice with purpose.</p> <p>Promote teamwork and collaboration Children learn to work together, support each other, share ideas and contribute to a collective performance.</p> <p>Enhance creativity and cultural awareness Taking part in drama, music or dance exposes pupils to different art forms, stories and traditions, enriching their cultural capital.</p> <p>Encourage responsibility and independence Pupils learn to remember costumes, manage props, practise their parts and take ownership of their role within the performance.</p> <p>Improve emotional regulation Performing helps pupils understand and manage emotions such as excitement, nerves and pride in a safe and supportive environment.</p> <p>Foster a sense of belonging and community Shared performances— assemblies, concerts, productions— help strengthen relationships across year groups and build whole-school spirit.</p>		
	Autumn	Spring	Summer
<p>Nativity- Pre-school, EYFS & KS1 Carol concert in church – lead by Year 5 and KS2 Choir Singing at Booths</p> <p>Singing performances from each year group in singing assembly (end of unit assessments for music)</p>	<p>Easter service in church – whole school - lead by Year 4 Lets go sing – choir show with other schools</p> <p>Singing performances from each year group in singing assembly (end of unit assessments for music)</p>	<p>Year 6 leavers assembly/performance Broad Oak's got Talent – whole school talent show - biannually</p> <p>Singing performances from each year group in singing assembly (end of unit assessments for music)</p>	
Themed weeks/days	How Themed Weeks/Days Support Personal Development		
	<p>Broaden pupils' knowledge and cultural awareness Themed events expose children to new ideas, subjects and cultures beyond the everyday curriculum.</p> <p>Promote curiosity and a love of learning Special focus days spark interest, motivate pupils and encourage them to explore topics in greater depth.</p> <p>Develop creativity and imagination Activities linked to themed weeks often involve problem-solving, role-play, art, drama or hands-on investigations.</p> <p>Encourage teamwork and collaboration Many themed activities require pupils to work together, share ideas and complete challenges as part of a group.</p> <p>Strengthen confidence and communication skills Presenting work, showcasing projects or sharing learning with others helps pupils use their voice with assurance.</p> <p>Support inclusion and respect for diversity Themes linked to different cultures, celebrations or world issues help children value differences and understand global perspectives.</p> <p>Build resilience and adaptability New routines, challenges and learning formats encourage children to try unfamiliar tasks and approach learning with confidence.</p> <p>Enhance wellbeing and enjoyment Creative and practical themed activities help pupils experience joy, reduce anxiety and feel positively connected to school life.</p> <p>Provide real-world context for learning Themes often link to wider community issues, national events or global topics, helping pupils understand their place in the world.</p>		
	Autumn	Spring	Summer
<p>Internet safety day – visitor from SCARF led workshops for KS2 Year 1 Toy museum day Reception Farm themed harvest day Reception Diwali celebration day Year 2 Victorian Day</p>	<p>World book day Poet day Year 1 Explorer day Reception Chinese New year Year 1 UK day Year 6 French</p>	<p>Whole school Shakespeare day – linked to whole school English units. Year 1 camping day Reception EYFS Axia fun day EYFS Pirate day Year 2 Beach day</p>	

			Sports Week
Assemblies	<p>How Our Weekly Assembly Structure Supports Personal Development</p> <p>Monday – Deputy Head Led: Whole-School Assembly (British Values & Golden Rules) Reinforces shared expectations and school culture by revisiting the Golden Rules and promoting consistent behaviour across school. Strengthens pupils' understanding of British Values, helping them learn about democracy, respect, individual liberty and the rule of law. Creates a unified start to the week, promoting belonging, calmness and a shared sense of purpose.</p> <p>Tuesday – Teacher Led: Key Stage 2 Assembly Using Picture News Develops critical thinking and global awareness by exploring current events in a child-friendly way. Encourages respectful discussion and debating skills, supporting KS2 pupils to form opinions and articulate them clearly. Promotes empathy and cultural understanding through exposure to diverse issues and viewpoints.</p> <p>Tuesday – Teacher Led: Key Stage 1 Assembly Using Picture News Introduces younger pupils to the wider world, helping them understand news stories in a simple and accessible format. Builds listening and early communication skills, as children respond to questions and discuss ideas. Supports early moral development, helping pupils think about fairness, kindness and making good choices.</p> <p>Thursday – Teacher Led: Singing Assembly Develops confidence and performance skills as children sing together and practise using their voices. Strengthens teamwork and unity, with pupils working collectively to achieve a shared musical outcome. Enhances wellbeing and joy, as singing promotes emotional expression and a positive school climate.</p> <p>Friday – Headteacher or Deputy Head Led: Celebration Assembly Promotes pride and motivation by recognising pupils' achievements, effort and positive behaviour. Builds self-esteem and confidence through public celebration and acknowledgement. Encourages role-modelling, as pupils see peers demonstrating the school's values and expectations.</p>		
	Autumn	Spring	Summer
	Monday – Whole school British values, Golden rules Tuesday – KS2 – Picture news Tuesday – KS1 – Picture news Thursday – Whole school singing Friday – Celebration	Monday – Whole school British values, Golden rules Tuesday – KS2 – Picture news Tuesday – KS1 – Picture news Thursday – Whole school singing Friday – Celebration	Monday – Whole school British values, Golden rules Tuesday – KS2 – Picture news Tuesday – KS1 – Picture news Thursday – Whole school singing Friday – Celebration Year 6 leavers assembly
Trips and visits	<p>How Trips and Visits Support Personal Development</p> <p>Whole-School Trips Strengthen community and belonging Large shared experiences help pupils feel part of a wider school family and build collective memories. Promote inclusion and equality of opportunity All pupils take part, ensuring everyone accesses rich cultural and curriculum-enhancing experiences. Develop confidence and independence New environments encourage pupils to try unfamiliar activities and navigate different settings. Enhance cultural capital Whole-school trips expose children to museums, theatres, outdoor centres or historical sites, broadening their knowledge of the world.</p> <p>Class Trips Deepen learning through real-life contexts Class-based experiences link directly to curriculum topics, helping pupils see learning come to life. Strengthen teamwork and relationships Working together outside the classroom fosters cooperation and shared problem-solving. Build responsibility and self-management Pupils learn to behave appropriately in public spaces, look after their belongings and follow safety routines. Boost motivation and enthusiasm for learning Class trips spark curiosity and help pupils make meaningful connections with lesson content.</p> <p>Key Stage Trips Promote age-appropriate challenge and independence Trips tailored to KS1 or KS2 needs build confidence progressively, supporting pupils' personal growth. Encourage leadership and role-modelling Older pupils often mentor younger peers during shared key-stage experiences, reinforcing character development. Develop social skills across classes Mixed-class activities help children build friendships, collaborate and work as part of a wider cohort.</p>		

	<p><u>Strengthen resilience</u> New environments and physical challenges (e.g., outdoor centres, sporting events) support perseverance and confidence.</p> <p><u>Visits From People Coming Into School</u> <u>Enhance cultural, social and moral understanding</u> Visitors—such as artists, authors, emergency services, athletes or community leaders—expose pupils to diverse perspectives and life experiences.</p> <p><u>Develop communication and questioning skills</u> Pupils learn to listen attentively, ask thoughtful questions and engage respectfully with visitors.</p> <p><u>Inspire aspirations and ambition</u> Meeting role-models helps pupils see pathways they may not have considered and raises aspirations.</p> <p><u>Provide real-world connections</u> Workshops, talks and demonstrations enrich the curriculum by showing how learning applies beyond school.</p> <p><u>Promote respect and empathy</u> Visitors from different backgrounds or professions help children appreciate diversity and understand the contributions people make to society.</p>		
	<p><u>Autumn</u></p> <p>Whole school church Whole school science roadshow Year 5 Houses of Parliament trip Year 4 Clay workshop @ Hutton Grammar Year 1 Blackpool zoo trip Reception – People who help us weekly visitors</p>	<p><u>Spring</u></p> <p>Whole school church Year 6 Houses of Parliament trip Year 5 weekly Science lesson @ Hutton Grammar Year 5 taster days at high schools Whole school library visits</p>	<p><u>Summer</u></p> <p>Year 6 Robinwood Year 6 park visit with earnings from enterprise fair High school visits Year 3 & 4 Crosby Hall residential (3days 2 nights) Reception farm day trip Year 3 trip to the museum Year 6 transition to high school days Year 2 castle trip</p>
<p><u>Forest school</u></p>	<p><u>How Forest School Supports Personal Development</u></p> <p><u>Builds confidence and independence</u> Pupils learn to explore natural environments, make decisions and take manageable risks, developing self-reliance.</p> <p><u>Strengthens resilience and perseverance</u> Outdoor challenges—such as building shelters or learning new practical skills—encourage pupils to keep trying and overcome setbacks.</p> <p><u>Develops teamwork and cooperation</u> Activities often require pupils to work in groups, share tools safely and collaborate to solve practical problems.</p> <p><u>Promotes emotional wellbeing</u> Spending time outdoors helps pupils regulate emotions, reduce stress and build a positive mindset.</p> <p><u>Encourages curiosity and problem-solving</u> Natural environments stimulate children's creativity, critical thinking and willingness to investigate and ask questions.</p> <p><u>Enhances communication and social skills</u> Collaborative tasks and outdoor exploration give pupils opportunities to talk, negotiate and support one another.</p> <p><u>Fosters responsibility and care for the environment</u> Pupils learn to respect wildlife, look after natural spaces and understand their role in protecting the environment.</p> <p><u>Supports physical development</u> Climbing, balancing, carrying, digging and other outdoor movements help develop strength, coordination and gross motor skills.</p> <p><u>Provides inclusive, hands-on learning for all ages (EYFS, KS1 & KS2)</u> Activities can be adapted for different developmental stages, ensuring all children succeed and benefit in a practical, non-classroom setting.</p> <p><u>Boosts self-esteem and pride</u> Achieving new skills—such as using tools safely or working around a campfire—helps children recognise their own capabilities.</p>		
	<p><u>Autumn</u></p>	<p><u>Spring</u></p>	<p><u>Summer</u></p>
<p><u>Sports events</u></p>	<p><u>How Sporting Events Support Personal Development</u></p> <p><u>Develop teamwork and collaboration</u> Pupils learn to communicate effectively, support each other, and work towards a shared goal during matches, competitions and festivals.</p> <p><u>Build resilience and perseverance</u> Sporting events teach children how to cope with challenge, keep trying after setbacks, and celebrate success with humility.</p> <p><u>Promote confidence and self-belief</u></p>		

	<p>Representing the school or participating in inter- or intra-school events helps pupils feel proud of their abilities and achievements.</p> <p>Encourage fair play and respect Children learn the importance of rules, good sportsmanship, and showing respect to teammates, opponents, referees and coaches.</p> <p>Strengthen physical health and wellbeing Taking part in competitive and friendly events supports fitness, coordination, and a lifelong positive attitude towards physical activity.</p> <p>Develop leadership skills Older or more experienced pupils often act as captains, motivators or role-models, guiding others and demonstrating responsibility.</p> <p>Promote inclusion and equality of opportunity A wide range of events allows pupils of all abilities to take part, ensuring everyone has the chance to shine and feel valued.</p> <p>Enhance school identity and community spirit Sporting events foster pride in the school, strengthen relationships across year groups, and build a sense of belonging.</p> <p>Provide meaningful real-world experiences Children apply skills such as strategy, problem-solving, communication and emotional regulation in authentic, competitive contexts.</p>		
	Autumn	Spring	Summer
			Bikeability
Community Projects	How Community Projects Support Personal Development		
	<p>Develop responsible and active citizenship Taking part in community projects helps pupils understand their role in improving their local area and contributing positively to society.</p> <p>Build empathy and compassion Working on projects that support others—such as charity collections, environmental work or social action—helps pupils understand different needs and perspectives.</p> <p>Strengthen teamwork and collaboration Pupils learn to plan, problem-solve and work together towards shared goals that have real-world impact.</p> <p>Boost confidence and leadership skills Taking ownership of a project, presenting ideas, or representing the school in the community helps children develop self-belief and initiative.</p> <p>Enhance communication and interpersonal skills Many community projects involve speaking with local organisations, partners or members of the public, helping pupils develop clear and respectful communication.</p> <p>Promote pride, purpose and belonging Seeing the results of their efforts in the local community helps pupils feel valued and connected to the world around them.</p> <p>Support cultural and social understanding Projects often link pupils with community groups, charities or local services, broadening their understanding of how communities function.</p> <p>Encourage problem-solving and creativity Pupils must think creatively to design, plan and deliver impactful community actions.</p> <p>Provide meaningful real-life learning experiences Community projects make learning relevant and purposeful, showing pupils how their skills can be used to make a difference beyond school.</p>		
	Autumn	Spring	Summer
	Whole school coffee morning Food bank collections linked to Harvest Carol singing at care homes and supermarkets	Eco projects	Penwortham In Bloom Penwortham gala – walking and performing
Inter school curriculum competitions	How Curriculum Competitions With Other Primary Schools Support Personal Development		
	<p>Build confidence and self-belief Pupils learn to present their skills, knowledge and ideas beyond their own school, helping them feel proud and capable.</p> <p>Develop resilience and perseverance Preparing for competitions teaches children to practise, refine their work and respond positively to both success and setbacks.</p> <p>Promote teamwork and collaboration Working together towards a shared goal strengthens communication, cooperation and problem-solving skills.</p> <p>Encourage healthy competition Pupils experience challenge in a supportive environment, learning how to compete fairly and show respect to others.</p> <p>Strengthen social skills Interacting with pupils from other schools helps children develop confidence in meeting new people and broadens their social experiences.</p> <p>Enhance ambition and aspiration</p>		

	<p>Seeing the achievements of peers from other settings inspires pupils to aim higher and take pride in their efforts.</p> <p>Broaden cultural and academic experiences Competitions often link to subjects such as maths, science, art, reading or sports, enriching pupils' understanding of the curriculum.</p> <p>Develop communication and presentation skills Many competitions require pupils to explain their thinking, present findings or perform, strengthening verbal confidence.</p> <p>Foster respect and appreciation for others Pupils learn to celebrate the achievements of others, show good sportsmanship and value different strengths and talents.</p> <p>Promote independence and responsibility Children learn to organise their work, manage time and prepare materials, building key skills for future learning.</p>		
	Autumn	Spring	Summer
	Science quiz @ Hutton Grammar– Y5 AXIA Y4 times tables rockstars Y6 careers fair	Maths quiz @ Hutton Grammar– Y5 Y4 Poetry competition	Public speaking competition @ Hutton Grammar– Y5 Y6 cross school virtual quiz
Lunchtime and after school clubs	<p>How Lunchtime and After-School Clubs Support Personal Development</p> <p>Lunchtime Clubs Promote positive social interaction Pupils mix with peers beyond their class, developing friendships and improving social confidence. Encourage independence and choice Children choose activities that interest them, helping them understand their own preferences and take responsibility for their time. Support inclusion and wellbeing Clubs offer quieter, structured environments that help pupils who may find busy playgrounds overwhelming. Develop specific skills and interests Whether sports, arts, languages or hobbies, lunchtime clubs help pupils discover and grow their talents. Reinforce positive behaviour and routines Taking part in clubs encourages pupils to manage time well, follow expectations and engage constructively during unstructured periods.</p> <p>After-School Clubs Extend learning beyond the curriculum Clubs offer enriched opportunities—sport, music, STEM, arts, drama—that deepen and broaden pupils' experiences. Build resilience and perseverance Longer sessions allow pupils to work on more challenging skills, developing determination and commitment. Promote teamwork and cooperation Group activities help pupils learn to collaborate, negotiate and support one another. Boost confidence through achievement Mastering new skills or completing projects gives pupils a strong sense of pride and accomplishment. Support healthy lifestyles Sports and active clubs encourage physical fitness, wellbeing and positive attitudes to health. Strengthen links with the wider community Clubs led by external providers or specialists help pupils connect with community expertise and role-models.</p>		
	Autumn	Spring	Summer
	Chess club Eco Club Digital leaders Football Infant cooking Choir	Dance Cooking Construction Digital leaders Netball Girls football Choir	Rugby Cooking Times tables Drawing Digital leaders Netball Skateboarding Choir

IMPACT

Our Personal Development programme has a transformative impact on pupils across Penwortham Broad Oak Primary School. Through a carefully planned, whole-school approach, pupils develop the character, confidence and cultural understanding they need to thrive both now and in the future. The breadth of opportunities—ranging from leadership roles, assemblies, themed days, trips, visits, Forest School and rich enrichment activities—ensures that pupils grow into responsible, articulate and compassionate individuals who understand their role within the school and the wider community.

Our PSHE and RE curriculum plays a central role in supporting the personal development, wellbeing and character of all pupils. Through a carefully planned and progressive PSHE programme, pupils learn how to build positive relationships, keep themselves physically and emotionally safe, make informed choices and develop the resilience needed for life in modern Britain. Lessons promote respect, equality, empathy and tolerance, ensuring children understand and value the diverse world around them.

Our RE curriculum further strengthens pupils' spiritual, moral and cultural understanding by exploring a range of faiths, beliefs and worldviews. This helps pupils appreciate difference, reflect thoughtfully on big questions and develop their own sense of identity and moral purpose. Together, PSHE and RE provide a strong foundation for responsible citizenship, emotional literacy and respectful behaviour, fully supporting our whole-school commitment to nurturing well-rounded, confident and compassionate young people.

Pupil leadership is a notable strength, with roles such as Head Boy and Head Girl, Buddies, School Council, Eco Council, Library Buddies, Choir and Sports Team representatives giving pupils meaningful responsibility. These roles help children develop communication, teamwork, decision-making and empathy. They also promote pride, aspiration and a strong sense of belonging, as pupils see themselves as active contributors to the life of the school.

Our structured assembly programme ensures that British Values, the school's ethos and expectations, global awareness and celebration of achievements are consistently reinforced. This contributes to pupils demonstrating strong social awareness, respectful attitudes and the confidence to speak in front of others. Regular exposure to Picture News builds children's understanding of current events and strengthens their ability to think critically, form opinions and appreciate diverse perspectives.

Enrichment opportunities, including Forest School, music lessons, sporting activities, choir and themed curriculum weeks, have a significant impact on pupils' confidence, creativity and resilience. Pupils learn to take positive risks, collaborate with others and express themselves through a range of mediums. Forest School in particular enhances wellbeing, curiosity and independence, supporting pupils' emotional regulation and deepening their connection with the natural world.

Trips and visits broaden pupils' horizons and deepen curriculum understanding, allowing them to experience learning beyond the classroom in meaningful real-world contexts. Visitors into school inspire ambition and help children make connections to future careers, community roles and the wider world.

As a result of this rich and well-sequenced programme, pupils at Penwortham Broad Oak Primary School demonstrate positive attitudes to learning, strong interpersonal skills and a clear understanding of how to keep themselves safe, healthy and active. They show respect for others, take pride in their contributions, and embrace opportunities to lead, participate and challenge themselves. Our children leave us as confident, resilient and well-rounded young people who are equipped with the personal qualities, values and cultural awareness they need to succeed in modern Britain.

Roles and responsibilities

Head Teacher – Sarah Barton - Assessment

Deputy Head Teacher – Sarah Meredith - Year 6 teacher, Teaching and Learning with Curriculum

EYS Teacher – Emma Bentham - PE

Year 1 Teacher – Louise Bush - Maths and English

Year 2 Teacher – Alex Sutton - SENCO and Read Write Inc lead

Year 3 Teacher – Leanne Chambers - Computing

Year 4 Teacher – Sophie Newton - Art and Design Technology

Year 5 Teacher – David Bromley - Geography and Climate/Net Zero

Year 6 Teacher – Rebecca Benton - English and MFL

EYS, Year 2 and 5 teacher – Nicola Sheffield - Music, PSHE, RE

EYS and Year 1 Teacher – Louise Rostron - Science

Learning Mentor – Kelly Dytham - Pastoral

Forest School – Tom Petersons (L3) Nicki Lawless (L3) Christine Scanlon (L2) Alison Roberts (L2)

Eco Club – Jane Taylor

School council – Ellie Hodson

Home School Communication

Communication with parents and the community is important and therefore we offer (as a Minimum) the following:

All Parents/Carers will:

- receive curriculum information each half term via Seesaw .
- annual opportunity to offer opinions and feedback on their school experience.
- access homework for their child
- provided with a verbal report twice a year regarding progress in a wide range of different learning areas
- receive a written report on their child's progress on an annual basis
- informal meetings regarding their child's progress when requested by them
- Staff will add pictures/information to their class Seesaw