

Personal Development curriculum

2026-2027

Our approach to Personal Development is broken into stages, starting with:

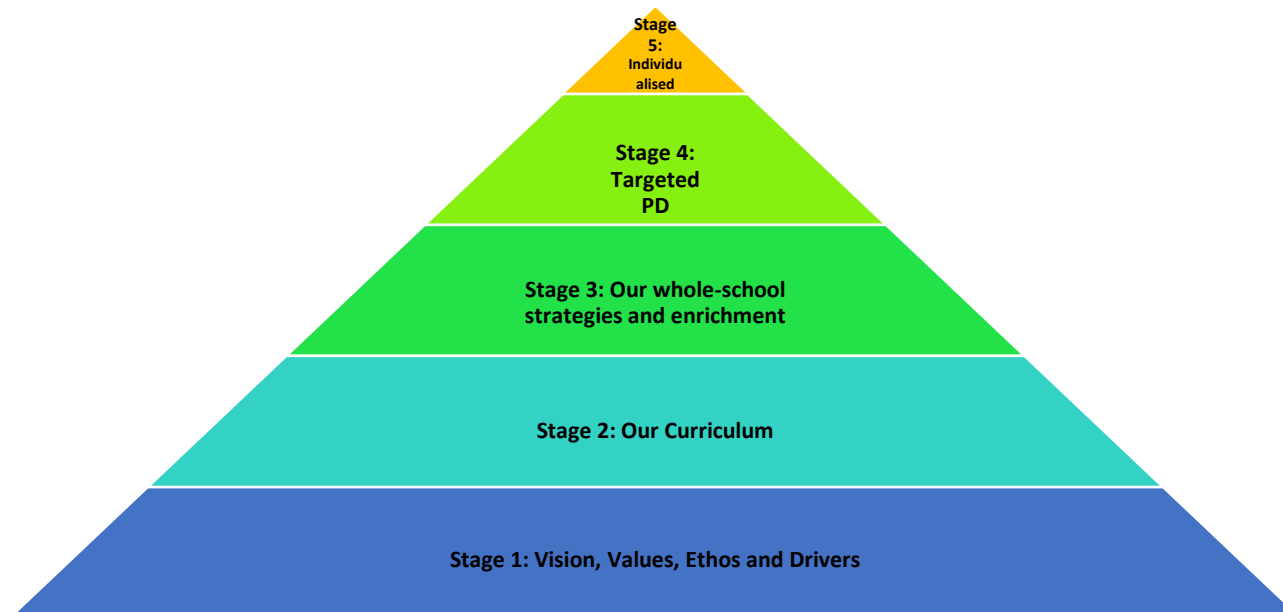
Stage 1: our vision, values, ethos, and drivers which underpins every aspect of school life and drives everything that we do.

Stage 2: is our ambitious, carefully constructed curriculum which supports progression in learning. Personal development is a component of all subjects within the curriculum as a whole; however, the key subjects which teach personal development discretely and have specific personal development skills and knowledge are: RSE, PSHE, PE, Computing and Science.

Stage 3: details the whole school strategies that all pupils access universally.

Stage 4: sets out the personal development opportunities that are targeted towards specific year groups.

Stage 5: outlines targeted personal development opportunities which are available at specific times on either a 1-to-1 or small group basis for identified children.





Stage 1: Vision, Values, Ethos and Drivers				
School Ethos	At Bottesford Junior School, we are committed to providing a safe, nurturing, and stimulating environment where every child can thrive and develop a deep appreciation for the world around them. We believe that a well-rounded education encompasses not only academic excellence but also the cultivation of positive attitudes, broad skills, and a strong sense of social responsibility.			
	Our school plays a pivotal role in encouraging children to care, to question, and to strive to be the best they can be. We recognise that each child is unique and deserving of the opportunity to reach their full potential, regardless of their background or individual needs.			
Core statement	We RISE together!			
Core Values	Respect	Integrity	Strive	Empower
Value principles	We foster a culture where respect is fundamental. Pupils and staff treat each other with kindness and empathy, valuing differences and celebrating diversity.	Honesty and fairness guide all our actions. We encourage pupils to be truthful and trustworthy, taking responsibility for their choices.	We foster a resilient mindset where pupils strive to do their best, embrace challenges, and learn from mistakes—setting high expectations, persevering with determination, and celebrating all progress and achievements.	We empower our pupils to become confident, independent learners who take responsibility for their education
School rules	Ready	Respectful		Safe
Our Educational Approach	At Bottesford Junior School, we are committed to providing opportunities for all. We believe that every child can achieve their full potential when given the right support, resources, and encouragement.			
	Our curriculum is designed to challenge and inspire our students, nurturing their academic, social, and emotional development. We place a strong emphasis on outdoor learning, environmental education, and the development of practical skills, alongside a robust, research-based academic programme.			
	Through our holistic approach, we aim to equip our students with the knowledge, skills, and values they need to become confident, responsible, and engaged citizens, ready to make a positive contribution to the world.			

Stage 2: Our Curriculum			
Curriculum design	Teaching pedagogy	PSHE	PE
Our curriculum is designed to help children make sense of Bottesford and our local area, leading to a deeper understanding of the wider world and their place within it. It provides pupils with the cultural capital needed to appreciate and understand different cultures, faiths and communities, while fostering tolerance, acceptance and emotional intelligence. Through our specialist work with a NACE consultant, we ensure that our curriculum offers an appropriate level of challenge, providing pupils with meaningful opportunities to develop resilience. We have carefully designed our curriculum by identifying the key disciplinary and substantive knowledge we want children to acquire, and how this can be taught most effectively. The progression of learning is thoughtfully sequenced, building on prior knowledge from KS1 and ensuring that pupils are well prepared for the next stage of their education at KS3.	Language-rich classroom environments, alongside carefully planned vocabulary, are a key feature of our curriculum. Regular class discussions promote respectful debate, developing pupils' emotional intelligence and independence of thought. These discussions encourage children to consider and respect alternative views and opinions. We provide open-ended questions and opportunities for pupils to explore and discover answers independently, helping to build resilience. Our teaching pedagogies are informed by modern, evidence-based strategies endorsed by educational specialists such as Craig Barton and Rosenshine. As a school, we also follow the latest EEF guidance to support the effective delivery of our curriculum.	PSHE develops a child's understanding of caring, respectful and safe relationships, while also broadening their awareness of physical health and wellbeing. Through the use of the Jigsaw programme of study, pupils gain a deep understanding of key themes including Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me and Relationships. Physical health, taught as part of the Healthy Me unit, remains a priority within the curriculum. Topics such as physical fitness, healthy eating, drugs and alcohol education, health and prevention, emergency first aid and the changing adolescent body all contribute to pupils' learning journey. This is further enhanced through the promotion of healthy packed lunches, opportunities such as cookery club, and participation in local initiatives including Walk to School Week. Economic education is developed through our careers curriculum and whole-school maths days.	Our PE curriculum is designed to foster pupils' resilience through controlled exposure to manageable challenges and increasing levels of challenge over time. As a school, we engage with the Get Ahead programme to provide pupils with access to community sport and inter-school competitions. PE promotes communication, interaction and collaboration by developing pupils' self-confidence, empathy and understanding, and by encouraging them to work together and support one another. Within PE, pupils are encouraged to develop their independence through setting individual goals to improve performance, physical ability and mental wellbeing. This supports the development of motivation and self-esteem. Promoting an active and healthy lifestyle remains a key focus within PE lessons. Pupils learn the importance of warming up and cooling down, as well as the positive impact of regular exercise on both mental and physical health.
RE	Science	Computing	RHE
Religious Education plays a vital role in supporting the Personal Development curriculum by fostering pupils' emotional intelligence, respect and understanding of others. Through the disciplines of 'believing', 'living' and 'thinking', our pupils	At Bottesford Juniors, our Science curriculum is a vital pillar of the Personal Development curriculum, fostering the curiosity and critical thinking skills essential for life. By encouraging pupils to ask questions and hypothesise, we build the	Computing plays a key role in supporting the Personal Development curriculum by equipping pupils with the skills, knowledge and awareness needed to thrive in an increasingly digital world. Through a broad and balanced curriculum, pupils develop	At our school, the Jigsaw programme is used to deliver the statutory requirements of Relationships and Health Education in a structured, age-appropriate way. Through its progressive units, pupils develop an understanding of positive, respectful



develop the knowledge and skills needed to engage in balanced, informed discussions about religious and non-religious worldviews. This promotes curiosity, empathy and critical thinking, enabling children to reflect on their own beliefs while respecting those of others. Our RE curriculum prepares pupils for life in a diverse and modern society by promoting British values, including tolerance and mutual respect. Opportunities to explore different faiths and celebrations broaden pupils' cultural awareness beyond their immediate context. Through discussion, reflection and debate, pupils build resilience, independence and collaboration skills, while embedding our school values of community, respect, kindness, enthusiasm and care for the environment.	character and resilience needed to navigate a complex world. Through the study of the human body and the natural world, children gain a deep understanding of growing up, health, and well-being, directly supporting their physical and emotional development. Investigating evolution and sustainability further instils a sense of social and moral responsibility. Our focus on scientific impact enhances pupils' cultural capital, ensuring they are well-informed, enthusiastic citizens who understand their own bodies and their place in the environment, fully prepared for the challenges of the future.	digital literacy, computational thinking and creativity, alongside a strong understanding of online safety and responsible technology use. Our curriculum fosters independence, resilience and problem-solving through programming, digital content creation and exploration of technology. Pupils are encouraged to think critically, communicate effectively and apply their learning across a range of subjects, supporting collaboration and adaptability. By developing an awareness of online risks and digital responsibility, Computing also promotes emotional intelligence and safe decision-making. This prepares pupils to become confident, responsible and active participants in modern society and the future workplace.	relationships, including families, friendships, boundaries and online safety. Jigsaw supports children in recognising and managing emotions, promoting mental wellbeing and resilience. It also teaches key aspects of physical health, including healthy lifestyles, hygiene, safety and the risks associated with substances. Pupils learn about personal safety, consent and how to seek help when needed. The curriculum is carefully sequenced to ensure that children build knowledge and skills over time, preparing them for the physical and emotional changes of adolescence and enabling them to make informed, responsible decisions about their wellbeing.
Oracy	Pastoral provision and well-being	Careers curriculum	Forest School
Oracy is embedded throughout our curriculum and daily classroom life. Pupils are encouraged to share ideas, take turns and collaborate through group work, where discussion and teamwork support learning. Regular opportunities to perform—such as poetry recitals and class assemblies—help pupils develop confidence, expression and clarity of speech. Leadership roles, including School Council, PALs and Eco Council, enable children to represent their peers, communicate ideas and contribute to school improvement. Pupils also apply for roles such as Y6 House Captain by preparing and delivering	Pastoral provision at Bottesford Junior School is central to our Personal Development curriculum, ensuring that pupils feel safe, valued and supported to thrive both emotionally and academically. Strong relationships underpin our approach, with staff knowing pupils and families well and encouraging open communication with trusted adults. Early identification of need enables targeted emotional wellbeing support, including small group and one-to-one interventions. Clear behaviour expectations, rooted in respect and kindness, are supported through consistent and restorative approaches. Safeguarding is robust, with	Careers-related learning within our personal development curriculum is designed to support pupils in developing the knowledge, skills and attitudes needed for their future aspirations. It builds communication skills by introducing a wide range of professions and encouraging children to express and discuss their ideas about possible career paths. It develops resilience through exploring different options and understanding that aspirations may change over time. Pupils also develop emotional intelligence by learning about a variety of roles, fostering empathy and self-awareness. Teamwork and collaboration are further strengthened through our House system,	Forest School at Bottesford Junior School plays a key role in supporting the Personal Development curriculum by promoting pupils' physical, emotional and social wellbeing. Through regular outdoor learning, children develop confidence, resilience and independence while building strong teamwork and communication skills. The natural environment provides an inclusive space where all pupils can explore, take appropriate risks and develop a sense of responsibility, respect and determination. Forest School encourages pupils to become curious, creative thinkers and problem-solvers, fostering motivation and a belief in their own abilities. By engaging with nature,



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speeches, developing their ability to plan, rehearse and present effectively. Classroom debates further promote critical thinking and respectful communication, encouraging pupils to express opinions, listen to others and respond thoughtfully. Through these experiences, pupils develop the confidence, vocabulary and communication skills needed to become articulate speakers and attentive listeners, preparing them for lifelong learning and active citizenship.	well-trained staff ensuring pupils are safe and understand how to keep themselves safe. Opportunities for pupil voice, such as School Council and PALS, promote leadership and inclusion. Our wider pastoral team, including a Pastoral Manager and Sports Mentor, further supports wellbeing, helping pupils develop resilience, social skills and a strong sense of belonging.	which provides regular opportunities for pupils to work together towards shared goals. Independence is encouraged as children begin to make informed choices about their own futures.	children gain a deeper appreciation of the world around them while developing essential life skills. This provision supports pupils in becoming confident, capable individuals, well prepared for future learning and life beyond school.
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Stage 3: Our whole-school strategies and enrichment		
Whole School enrichment experiences Autumn term	Whole School enrichment experiences Spring term	Whole School enrichment experiences Summer term
• Inspirational Sports Visitor • Harvest Festival • Children in Need • Anti-Bullying Week • Diwali Celebration • Christmas Celebration • Remembrance Day • Forest School • Library Visits • Virtual Author Visits • Discover Opera (live lesson) • Discover Ballet (live lesson) • Mental-Health assembly	• Eid Celebration • Easter Celebration • Comic Relief • World Book Day • Science Week • Forest School • Library Visits • Virtual Author Visits • Mental-Health assembly • WMIM assembly – self-esteem	• Sports Days • Forest School • Library Visits • Virtual Author Visits • Transition activities • Colour Run • Mental-Health assembly • NSPCC assembly • International schools' assembly and activities • Transition days and events • WMIM assembly – wellbeing
Assemblies	Protected characteristics	SMSC
Monday: Theme assembly - linked to SMSC, British Values, school values and global events Tuesday: Class-based - Picture News exploring current issues, SMSC and BV Wednesday: Hymn practice – singing songs linked to seasonal events and festivals Thursday: Class based - Picture News session linking to British Values and protected characteristics. Friday: Celebration assembly - recognising achievements, gold awards and house points, with House Captains leading	Our pupils learn about the protected characteristics outlined in the Equality Act 2010 through a carefully planned PSHE curriculum. Using Jigsaw PSHE, children explore themes such as identity, relationships and respect in an age-appropriate way. Picture News further supports this learning by linking real-world events to discussions about fairness, diversity and inclusion, helping pupils to understand and value differences within their school, community and the wider world.	At our school, pupils develop their understanding of SMSC (spiritual, moral, social and cultural development) through a carefully planned curriculum. Using Jigsaw PSHE, children explore themes such as identity, relationships and respect. Picture News supports this through discussion of real-world events. Specially organised assemblies and links with our local community, including Bottesford St. Peter's Church and visits or engagement with Scunthorpe Central Mosque, further enrich pupils' understanding of values, beliefs and diversity, helping them to develop respect and appreciation for different faiths and communities.
Pastoral Support	Celebration of differences	International Schools
• Inclusion Team • Behaviour and SEMH Lead • Safeguarding team	Visiting guests e.g. Steven Sampher Representation through Books and reading spine Representational resources	At our school, we have recently begun building a partnership with Tokuma Elementary in Bishoftu, Ethiopia. Each term, we are starting to learn about their culture and daily life. Through shared learning activities, we will



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• Trained Staff in pupil voiced and wished and feelings • Worry monsters in each classroom • Pastoral Pitstop • Pastoral Pitstop lending library for parents	Challenge gender stereotypes in assemblies and in careers activities Themed celebration days Challenge stereotypes through careers related learning	exchange work and explore similarities and differences. This partnership supports our personal development curriculum by broadening pupils' global awareness and encouraging curiosity about the wider world. It also promotes British values, including mutual respect and tolerance, as pupils learn to appreciate different beliefs, cultures and viewpoints. Through this, children develop empathy, respect and an understanding of life in a diverse and interconnected world.
Playtimes	Being active citizens in our community	National event/days
• Sport leaders • Daily sport provision • Lego • Giant construction • Reading shed • Drawing and craft activities • Trim Trail • Outdoor gym • Music area • Stage and costumes • Outdoor shop, till and food	• Carol singing at Morrisons • Choir singing at the Salvation Army Christmas Carol service • Singing Christmas Carols at Teapot Hall • Sports Ambassadors supporting the local Preschool during their sport's day. • Fundraising for local charities e.g. Lindsey Lodge Hospice and The Salvation Army • Harvest Festival collections for our local community – The Salvation Army church • Scunthorpe Concert band performance with Bottesford choir – evening event	• Anti-Bullying Week • Children in Need • Comic Relief • Remembrance Day • World Book Day • Safer Internet Day • Science Week • Children's Mental Health Week
Forest School	Leadership and roles of responsibility in school	Extra-curricular clubs
Forest School promotes child-led learning, enabling pupils to explore, create, test and problem-solve through hands-on experiences in a natural environment. Guided by a Forest School Leaders, children develop confidence, resilience, teamwork and independence while engaging in meaningful, practical activities. Key activities: • Fire building and cooking • Den and shelter building • Tool use • Rope and team challenges • Nature and wildlife exploration • Plant and animal identification • Bridge building • Woodland crafts	• Thomson Team • PALS • Sports Ambassadors • Play Leaders • IT assembly team • School council • Eco-council • House Captains • Reading shed monitors • Librarians	• Cheerleading • Art and Craft club • Golf • Multisport • Hockey • Choir • Cookery club • Dodgeball • Football • Girls Football • Table Tennis • Tag Rugby • Dance • SATS club • Cross-country club • Gardening club



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- Tracking games - Storytelling and drama			Orienteering club
British Values			
Democracy	Liberty	Mutual respect and tolerance	Rule of law
We have our voices heard and have a say in school decisions. - House Captains - School Council - Eco Council - House points 'big spend' - Book choices from our reading scheme - Picture News - Pupil questionnaires e.g after school clubs & reading scheme	We have the freedom to be ourselves and have our own choices. - Choice of playtime and lunchtime activities, after school clubs - PSHE, Behaviour and RSE Policy - A sense of school and class community and belonging, enhanced by our House system - Picture News	We listen to and respect the views of others. We celebrate and value people's differences and appreciate each other's beliefs. - Book choices – reading scheme and reading spine - RE and PSHE lessons - Class discussions - Celebration weeks e.g. mental health week and anti-bullying week - Picture News	We follow the laws of our country and our school rules. - Behaviour policy - School Rules on display - External visitors/visits such as bikability (Road safety laws and rules, and swimming (water safety rules) - PSHE Curriculum - External visitors: Fire, police etc.
Safeguarding			
School community	Parents and carers	Children	
- Participate in national and local events - E-Safety day, anti-bullying etc - Work closely with PCSO - been into school last term - Water safety talks - Fire Service visits - reading - Staff visible on the playground each morning.	- Weekly newsletters - information on e-safety and any local safeguarding issues eg water safety - Fact sheets about specific safeguarding risks - part of newsletter - Open door policy - Pastoral Pit stop - Safeguarding team named on website	- Children - Pupil voice - Trusted adult slips - Worry monsters - Lanyards - Children are encourage to speak to adults	



Stage 4: Targeted Personal Development and enrichment			
Year group	Enrichment experiences Autumn term	Enrichment experiences Spring term	Enrichment experiences Summer term
3	Christmas poetry performance Visit to the mosque to support our work on the 5 pillars. Pedestrian skills	WBD – Reading café event with parents Martin Wiles – a retired sheep farmer – came in to speak to the children about all things farming, including careers WMIM – Y3 workshop (Understanding emotions)	Visit to St Peter's Church – RE Workshop on Georgia O'Keefe (Art) – 20:21 art gallery
4	Steve Heath-Drury – Rugby coaching - SRUFC External Christmas poetry performance	Y4 MTC parent meeting and workshop WBD – Reading café event with parents Anglo Saxon/Viking Workshop WMIM – Y4 workshop (Managing emotions)	History visitor – Vikings
5	Swimming lessons StarLincs – Mobile Planetarium and Workshop Y6 residential parent meeting and talk Fire Safety Talk Christmas poetry performance	Bikeability WBD – Reading café event with parents Water Safety – linked to Bottesford Beck and Morrison's lake area Y5 PCSO mobile phone talk (social media groups) WMIM – Y5 workshop (Well-being)	Visit to St Peter's Church
6	House Captains vote Thomson Team vote Y6 SATs parent meeting and talk Fire Safety talk Bottesford Beck Walk Residential – Robinwood Christmas poetry performance	WBD – Reading café event with parents Y6 PCSO mobile phone talk (social media groups and the law) WMIM – Y6 workshop (Managing uncertainty)	Y6 end of year production (play) Y6 end of year treat day – bowling etc Y6 secondary school transition days WMIM – Y5 assembly (transition)



Stage 5: Individualised Personal Development

The following individualised programmes/activities can be used to support pupils' personal development on a needs analysis basis:

- Lego therapy
- Friendship support groups
- WMIM Gravity group
- Mindfulness group
- Bereavement support
- Pol-Ed 1:1 work
- Pol-Ed group work
- Anger management 1:1 work
- Emotional support 1:1 work
- Emotional regulation 1:1 work
- Well-being check-ins
- Self-harm support 1:1
- Self-esteem work 1:1
- Tolerance 1:1 support work
- Transition group
- Transition 1:1 support
- Social stories group work
- Autism diagnosis 1:1 work
- Cognitive Behaviour Therapy 1:1 work