

Personal Development Curriculum Rationale



At Bradway, our Personal Development curriculum underpins and strengthens the wider work of the school in promoting pupil wellbeing and preparing children for life in modern Britain. In an increasingly complex world, it provides a structured framework for teaching pupils how to stay safe and healthy, manage risk - including online - and navigate academic, personal and social challenges with confidence. Personal Development is an overarching provision that encompasses statutory Relationships, Sex and Health Education (RSHE), PSHE, Citizenship, mental health and wellbeing, character education, British values, inclusion, SMSC and wider enrichment opportunities. Through this integrated approach, we are committed to developing the whole child.

INTENT		IMPLEMENTATION		IMPACT	
 Alignment to National Curriculum  End Points  Sequencing  Addressing Social Disadvantage  Local Context	At Bradway, our RSHE curriculum fully meets all statutory requirements set out in the <i>RSHE Statutory Guidance</i> (DfE, 2025), and draws upon the <i>PSHE Programme of Study</i> (PSHE Association, 2020), and the <i>Citizenship Non-Statutory Guidance</i> (DfE, 2015). We use Pol Ed resources to support the delivery of our PD curriculum.	 Pedagogical Approaches	Our PD curriculum uses a safe, age-appropriate and discussion-based approach, delivered through lessons, assemblies and visiting speakers. Fictional scenarios and carefully selected texts, images and videos explore real-life issues without relying on fear or shock tactics. Through approaches such as circle time and P4C, pupils discuss, reflect and work collaboratively, developing knowledge, safety strategies and the confidence to make informed choices and seek help.	 Approach to Assessment	Assessment in PD is ongoing with the focus on personal progression rather than attainment.
	Our Personal Development curriculum ensures that pupils leave our school as confident, responsible and well-informed young people, fully prepared for secondary education and life in modern Britain. By the end of Year 6, they are ready, respectful and safe - equipped with the knowledge, skills and values to thrive. Pupils demonstrate strong character, emotional and social competence, understand how to keep themselves healthy and safe, and build positive, secure relationships within their families and communities	 Teachers' Expert Knowledge	Teachers are supported to feel confident teaching all areas of the PD curriculum through high-quality reading and support materials, as well as regular CPD opportunities, many provided by Pol-Ed. Our PD teaching celebrates diversity, promotes inclusion and recognises that pupils, families and staff may hold different beliefs and perspectives. Staff are encouraged to challenge prejudice and closed-mindedness through respectful discussion and explanation.	 Performance Data	Data is not formally collected for Personal Development. Teachers use ongoing formative assessment and professional judgement to evaluate pupils' understanding and adapt teaching accordingly, sharing insights at pupil progress meetings where appropriate. Progress is also evident in pupils' conduct, attitudes and relationships across the school. Emerging themes or concerns are addressed responsively, with curriculum content adapted to meet pupils' evolving needs.
	We use a spiral curriculum to revisit core PSHE and RSHE topics across year groups from EYFS to Y6, increasing in depth and maturity as pupils grow. The curriculum spirals through four main topic areas: Relationships, Keeping Safe, Understanding the Law, and Wellbeing. Building upon previous lessons allows pupils to continually reinforce attributes, values and safety strategies, while exploring key concepts in increasingly complex and age-appropriate ways.	 Promoting Discussion and Understanding	Each lesson is designed to promote discussion around a key question, enabling children to develop a deep and nuanced understanding of the topics discussed. Children are encouraged to question, in order that they will become adults who feel empowered to make their own decisions around issues of interpersonal relationships, morality, health and wellbeing.	 Pupils' Work	PD lessons should be exploratory and present children with many opportunities for discussion, through which to test their own opinions and listen to those of others. While most learning will take place through discussion, children may explore new content through a range of other activities, e.g. picture representations, mind maps or labelling diagrams which will be recorded in books.
	The PSHE Association states 'there is clear evidence that the most disadvantaged pupils are those who can benefit most from PSHE education. The evidence suggests that PSHE learning helps disadvantaged pupils to perform better academically and narrow gaps in life chances with their more advantaged counterparts.' Teachers are provided with high quality PD materials and comprehensive schemes, allowing facilitators to focus on the content of the lessons and high-quality delivery.	 Knowing More and Remembering More	Lessons are thoughtfully sequenced, building on and referring back to previous lessons to help children commit learning to their long-term memory. PD also links and supports knowledge from many other curriculum areas including science, computing and RE. Children are encouraged and provided opportunity to transfer what they have learned from one school subject to another, and from school to lives in the wider community.	 Talking to Pupils	Children use appropriate vocabulary when reflecting both in lessons and in conversations with adults around school. The subject leader talks to pupils about their learning as part of the monitoring process.
	Our PD programme is underpinned by an understanding of our pupils' backgrounds, including faith and culture, and reflects the diversity of our school community. We work closely with parents and carers, recognising them as the first educators of their children, and actively consult with them to ensure our curriculum remains relevant and responsive to the needs of our pupils and wider community. Teachers use inclusive language and carefully consider content and approach to ensure every pupil feels valued and included.	 Teacher Assessment	A wide range of AfL techniques are used to explore children's prior knowledge and allow teachers to gain an insight into children's understanding, and misconceptions. Teachers will be flexible, and wherever appropriate, tangents will be followed to give children opportunities to clarify and deepen their understanding.	Links / References RSHE Statutory guidance (DfE - 2025) How Safe Are Our Children, (NSPCC, 2020) Science Programme of Study (DfE 2013) PSHE Programme of Study (PSHE Association 2026) Pol Ed	