



Personal Development and Wellbeing Curriculum



**“Let all that you do be
done in love”**

1 Corinthians 16:14



CONFIDENCE



COMPASSION



CURIOSITY

Love for ourselves

For each other

and for the world

Our Personal Development curriculum is rooted in our Christian vision and values. We aim to ensure that over time, at Stoborough CE Primary School, learners receive a personal development curriculum that gives them the knowledge they need to make informed decisions, to be resilient and to develop their character and personality. We provide these rich experiences in a coherently planned way, through our curriculum that extends far beyond the academic and through extra-curricular activities. Through this carefully planned and inclusive curriculum, pupils flourish personally, build positive relationships and contribute meaningfully to the world around them.

Our curriculum prepares pupils not only for the next stage of education, but for life; nurturing compassionate, confident individuals who act with love for themselves, for others and for the world. We believe it is our responsibility to show children that there is a world of possibility awaiting them, outside of the school gates. We also strive to encourage a love of learning, and a metacognitive understanding of how we can best learn and self-regulate, that will continue into secondary school and beyond.

Our curriculum is therefore structured around three interconnected strands:

Love for Ourselves- Confidence

Love for Each other – Compassion

Love for the World- Curiosity

Love For Ourselves:

We want pupils to develop a secure sense of self, grounded in confidence, wellbeing and self-worth. Pupils are taught that they are valued, unique and deserving of care, and that looking after themselves is essential to living well.

Through this strand, pupils learn to:

- Be happy, proud and confident in who they are
- Express themselves authentically and with self-respect
- Understand how to keep themselves physically, emotionally and mentally safe
- Develop resilience, independence and healthy coping strategies
- Make informed choices that support their wellbeing

Pupils are empowered to recognise their own needs, seek help when necessary and understand that self-care is a foundation for positive relationships and success.

Love For Each Other:

We aim to develop pupils who treat others with kindness, respect and empathy, recognising that strong communities are built on trust, fairness and mutual respect.

Pupils are taught to:

- Build safe, healthy and respectful relationships
- Show compassion, forgiveness and understanding
- Respect differences and celebrate diversity
- Understand boundaries, consent and responsibility
- Resolve conflict peacefully and communicate effectively

This strand supports pupils to act with integrity, to stand up for what is right and to contribute to a school community where everyone feels safe, valued and included.

Love for the World:

We want pupils to develop a deep appreciation of the world they live in, beginning with their local area of the Purbecks, which they are encouraged to respect, enjoy and care for as part of God's beautiful creation. Pupils are taught to appreciate and protect their local environment and understand the importance of stewardship and sustainability. Through strong links with the local community, pupils learn how people contribute to society through a wide range of roles. They are given meaningful opportunities to learn about careers and jobs within the local area, including conservation work with organisations such as the National Trust and Purbeck Goes Wild. They understand that art, music and creativity are valued and purposeful forms of work, through relationships with local artists and musicians. Pupils are also encouraged to develop curiosity about the wider world and beyond, helping them to understand global issues, different cultures and their place within a diverse and interconnected society.

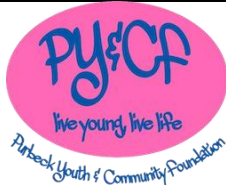
Importantly, pupils learn that they can make a difference, even as children. Pupil leadership is a real strength at Stoborough, and pupils are given purposeful opportunities to:

- Take on leadership roles
- Share their voice and influence decisions
- Serve others within school and the wider community

Through this strand, pupils grow as active, responsible citizens who understand their rights and responsibilities, and who believe they have the power to contribute positively to the world.

Partnerships: At Stoborough, strong partnerships with families, local organisations and the wider community enrich pupils' experiences, provide specialist expertise and support, and help pupils develop a strong sense of belonging and connection to the world beyond school.		Provision and Impact
Purbeck and Christchurch Sports Partnership (School Games Mark)		• Provides high-quality CPD and development opportunities for staff, strengthening PE provision across the school. • Enables pupils from Y1–Y6 to access regular inclusive sporting festivals, fixtures and experiences alongside pupils from other local schools. • Provides Sports Ambassador and Play Leader training, developing pupil leadership, confidence and responsibility. • Broadens pupils' experience of different sports and provides opportunities to represent the school. • Supports the school's commitment to high-quality PE, physical activity and participation, recognised through the School Games Mark.
Murugi Community Trust-Thigaa Primary School in Kenya		• Maintain an ongoing link with Thigaa Primary School in Kenya, helping pupils develop an understanding of life in another community and country. • Pupils and the wider school community have raised funds and made donations to support the school. • Communication between the two schools helps pupils make real connections beyond their immediate community and develops curiosity about the wider world. • The partnership supports learning about global citizenship, compassion and responsibility towards others. • The planned headteacher visit in February will further strengthen the relationship and create opportunities to deepen pupils' understanding of the school and community.
Stormbreak (Dorset NHS funded)		• Staff are trained to use Stormbreak to support pupils' mental health and wellbeing through movement. • NHS-funded resources support the delivery of regular whole-class Stormbreak activities. • Helps pupils understand the connection between movement and mental wellbeing and develop practical strategies they can use to support themselves. • Provides an inclusive, universal approach to promoting positive mental health across the school.
Forest School		• Pupils from Reception to Year 5 receive a term of Forest School provision, providing regular opportunities for learning and exploration outdoors. • An additional Forest School club enables pupils to extend their interests and experiences. • Develops confidence, resilience, independence, teamwork and problem-solving through practical experiences and appropriate challenge. • Supports pupils' wellbeing, social development and positive relationships. • Develops curiosity about, connection with and responsibility for the natural world.

Eco Schools		- The Eco Team gives pupils genuine leadership and responsibility for improving the environmental sustainability of the school. - Pupils identify priorities and lead practical actions, including tree planting, reducing single-use plastic, Cut Your Carbon and walk-to-school initiatives. - Eco Schools develops pupils' understanding of sustainability and how their individual and collective choices can make a difference. - Pupils develop leadership, teamwork and active citizenship through taking action on issues that matter to them. - The school has achieved Eco Schools Distinction for three consecutive years, recognising its sustained commitment to environmental action.
Picture News		- Picture News introduces pupils to age-appropriate current affairs and issues beyond their immediate experience. - Regular use within Collective Worship provides opportunities to explore a key question, reflect and discuss different viewpoints. - Supports pupils' understanding of Fundamental British Values, protected characteristics and life in modern Britain. - Develops pupils' curiosity about the wider world and confidence to express and justify their own views while listening respectfully to others. - Helps pupils make connections between current events, their own lives and their responsibilities as citizens.
The National Trust and Purbeck Goes Wild		- The National Trust supports pupils and families to engage with the local natural environment and heritage. - Provides passes for pupils and staff to access local National Trust attractions, helping to reduce barriers to experiencing important places within our local area. - Through the Purbeck Goes Wild initiative, pupils and families are encouraged to explore nature and take part in outdoor activities within Purbeck. - Strengthens pupils' knowledge, enjoyment and appreciation of the area in which they live. - Develops pupils' curiosity about the natural world and encourages active participation in caring for and enjoying their local environment.
Planet Purbeck		- Provides opportunities for the Eco Team to work alongside a local environmental organisation on issues affecting Purbeck. - Enables pupils to engage with local residents, organisations and businesses and contribute their views. - Helps pupils understand environmental issues within the context of their own community and recognise how local action can make a difference. - Develops pupil voice, leadership, active citizenship and environmental responsibility. - Strengthens pupils' sense of connection to and responsibility for the local area.
Purbeck Youth Music		- Provides specialist music and singing workshops, including opportunities for pupils in Lower Key Stage 2 to work with experienced vocalists. - Introduces pupils to songs and musical traditions from different cultures, broadening their cultural experiences. - Gives pupils opportunities to learn from specialist musicians and experience high-quality live

		music-making. • Provides peripatetic instrumental tuition from Reception to Year 6, including drums, guitar, piano, woodwind and brass. • Develops pupils' confidence, creativity and enjoyment of music, including performing alongside others. • Broadens pupils' awareness of music beyond their everyday experiences and may inspire further musical interests.
Dorset Mind		• Provides access to additional mental health and wellbeing support for pupils and families where appropriate. • Enables the school to signpost families to specialist support beyond the provision available within school. • Supports early identification and access to appropriate help for pupils experiencing emotional or mental health difficulties. • Strengthens the network of support available to pupils and families and complements the school's own pastoral and wellbeing provision.
NHS Mental Health in Schools Support Team		• New partnership for 2026–27, strengthening the school's access to specialist mental health advice and support. • Provides a referral route for pupils who would benefit from additional support with their emotional and mental wellbeing. • Supports the school and families to identify appropriate strategies and provision for pupils experiencing mental health difficulties. • Complements the school's graduated approach to wellbeing, including universal provision and targeted support such as ELSA. • The school will review the use and impact of the service as the partnership becomes established.
My Time Young Carers		• Provides a useful signposting route for families of pupils who are young carers. • Helps families access information about additional support and opportunities that may be available locally. • Has supported identified families through initiatives such as Christmas bundles. • Contributes to the school's awareness and recognition of the additional responsibilities some young carers may experience.
Purbeck Youth and Community Foundation		• Provides mentoring for Year 6 pupils, offering additional support as pupils approach the end of primary school. • Supports pupils with the transition to secondary school, helping them prepare for the changes and increased independence ahead. • Provides pupils with opportunities to discuss worries, build confidence and develop strategies for managing transition. • Strengthens links with local youth provision and helps pupils understand where they can access support as they move beyond primary school.

Wareham Churches		- Local clergy, including Reverend Hilary and Reverend Neil, regularly lead Collective Worship in school. - Strengthens pupils' connection with the local church and Christian community. - Enriches pupils' understanding of Christianity and provides opportunities to encounter lived faith, supporting and deepening learning in RE. - Provides opportunities for pupils to reflect on Christian teaching, spirituality and the school's vision and values. - Strengthens the school's place within and relationship with its local community
Salisbury Diocese Board of Education		- Provides specialist training and support for spiritual development and Collective Worship. - Provides training for pupil Worship Leaders, developing their confidence, leadership and active participation in worship. - Supports the school in developing meaningful opportunities for reflection, spirituality and exploration of faith. - Strengthens pupils' spiritual development and their understanding of the school's Christian vision and values.
Wareham and Sandford Community Fridge (foodbank)		- Provides a valuable source of practical support for families within our school community who may need it. - The school signposts families to the Community Fridge where appropriate, helping them access local support. - Pupils and families also give back to the service, including through donations collected at Harvest. - Helps pupils understand that communities support one another and provides a meaningful example of compassion and service in action. - Strengthens the school's links with local support available to families.
Junior parkrun		- Stoborough became a parkrun primary school in Summer 2026, strengthening links between physical activity in school and participation within the wider community. - The school promotes junior parkrun to pupils and families as an accessible way to be active together outside school. - An annual school meet-up at Upton House Junior parkrun encourages pupils and families to participate as a school community. - The school running club encourages pupils to continue running beyond school, with some progressing to local community running clubs. - Supports pupils to develop confidence, enjoyment of physical activity and positive lifelong habits, while strengthening connections between school, families and the wider community.
Rock Steady		- Provides pupils with opportunities to learn and perform contemporary music as part of a band. - Enables pupils to develop musical interests and talents through an additional opportunity beyond the taught music curriculum. - Develops confidence, teamwork, communication and commitment through rehearsing and performing together. - Provides opportunities for pupils to perform to an audience, building confidence and pride in achievement.

		Broadens the range of musical experiences available to pupils.
Wareham Men's Shed		- Members of Wareham Men's Shed use their practical skills to make resources for pupils and enhance the school environment, most recently creating a mud kitchen. - Provides pupils with resources that enrich play, creativity and outdoor learning. - Demonstrates how members of the local community can use their skills and time to contribute to others. - Strengthens pupils' connection with the local community and provides a positive example of community participation and intergenerational support.
Stoborough School PTFA		- The PTFA raises funds to enhance pupils' experiences and opportunities beyond the school's core provision. - Helps to subsidise activities, experiences and resources, supporting wider access for pupils. - Organises events that bring pupils, families, staff and the wider school community together. - Provides additional opportunities for pupils to enjoy shared experiences and develop a strong sense of belonging to the school community. - Strengthens relationships between school and families and enables parents and carers to contribute actively to school life.
Stoborough Nursery		- Close partnership supports a smooth and positive transition into Reception, helping children become familiar with the school, staff and environment. - Regular communication supports the sharing of relevant information so that staff understand children's individual strengths and needs before they start school. - Strengthens relationships with families at an early stage, supporting continuity between nursery, home and school. - Joint activities and opportunities for nursery children to engage with school help develop confidence, familiarity and a sense of belonging. - The ongoing relationship enables school and nursery to work together to support children and families, particularly where additional needs or barriers are identified.
Mosaic		- Provides a signposting route for pupils and families affected by bereavement, helping them access specialist support where appropriate. - Provides specialist bereavement training for the school's ELSA, strengthening the support available within school. - Helps staff understand how to respond sensitively and appropriately when pupils experience bereavement, grief and loss. - Strengthens the school's wider pastoral network and ability to support pupils and families during difficult life experiences.
Little Troopers		- The school has begun using Little Troopers resources to strengthen its support for pupils from Armed Forces families. - Resources help staff and pupils develop greater awareness of the experiences and challenges that can be associated with military family life. - Supports pupils from military families to feel that their experiences and family circumstances are recognised, understood and represented within school. - Provides resources that can be used to support pupils through experiences such as separation,

		deployment, relocation and transition, where relevant. During 2026–27, the school will develop its use of the resources to build greater whole-school awareness and understanding of military families.
RNLI		- Provides age-appropriate water-safety education, particularly relevant to pupils growing up close to the coast. - Helps pupils understand potential risks around the sea and other bodies of water and how to keep themselves and others safe. - Teaches pupils what to do in an emergency and where to seek help. - Connects pupils' safety education to their local environment and experiences, helping them apply their learning beyond school. - Develops pupils' confidence to make informed and responsible choices around water.
Network Rail-Railway Safety		- The school uses railway-safety resources to provide age-appropriate teaching about staying safe around railways and level crossings. - Pupils learn to recognise potential risks and understand the importance of following railway safety rules. - Supports pupils to make safe and responsible choices when travelling and as they develop greater independence. - Complements the school's wider PSHE and contextual safety education.
Purbeck Arts Week		- Through Purbeck Young Artists, a local artist works directly with pupils through an in-school art workshop, giving them experience of working with a practising artist. - Pupils create their own artwork for the annual Purbeck Art Weeks exhibition at Rollington Barn. - Provides an authentic audience and purpose for pupils' creative work and enables them to see their artwork displayed as part of a wider community arts event. - Develops pupils' creativity, confidence and pride in their achievements. - Strengthens pupils' connection with the local arts community and broadens their understanding of artists and creative opportunities beyond school.

Personal Development and Wellbeing at Stoborough

	What this means to us at Stoborough	Provision	Impact
Spirituality	- Developing a relationship with ourselves, others, the world and beyond, connected by love. - Creating opportunities to reflect on identity, meaning, purpose and what matters. - Developing curiosity, awe and wonder and an appreciation of beauty, creativity and the natural world. - Encountering and reflecting on different beliefs, faiths and worldviews. - Encouraging pupils to ask and explore life's big questions and develop their own thoughtful responses.	- Collective Worship, prayer and reflection - RE curriculum and encounters with different faiths and worldviews - Spirituality Week - Spirituality/reflection spaces - Forest School, outdoor learning and experiences of the natural world - Art, music, literature and performance - Visits to places of worship and visitors representing different faiths/worldviews - Pupil Worship Leaders - Opportunities for reflection, questioning, creativity and awe and wonder across the curriculum	- Pupils can talk about spirituality in relation to self, others, the world and beyond. - Pupils reflect on their own thoughts, feelings, beliefs and experiences. - Pupils show curiosity and respect towards the beliefs and experiences of others. - Pupils value opportunities for reflection and can engage thoughtfully with big questions. - Pupils demonstrate appreciation and care for the natural world. - Pupils increasingly articulate what is meaningful and important to them.
Moral	- Developing a clear understanding of right and wrong and the reasons why choices matter. - Understanding that actions have consequences for ourselves and others. - Developing empathy and considering different perspectives when making decisions. - Taking responsibility for our actions, recognising mistakes and putting things right. - Developing integrity and the confidence to stand up for what is right.	- School rules: Ready, Respectful, Safe - Behaviour curriculum with explicitly taught expectations and routines - Relational and restorative approaches to behaviour and conflict - PSHE/RSE – choices, consequences, relationships, boundaries and responsibility - RE – exploring moral questions, beliefs, values, justice and forgiveness - Collective Worship and Picture News – discussion and reflection on moral issues - Anti-Bullying Week and ongoing anti-bullying education - Pupil leadership opportunities that give pupils genuine responsibility - Adults modelling respectful, fair and responsible behaviour	- Pupils understand the school rules and can explain why they matter. - Pupils increasingly take responsibility for their choices and behaviour. - Pupils recognise how their words and actions affect others. - Pupils use restorative approaches to resolve disagreements and repair relationships. - Pupils can consider different viewpoints and discuss moral questions thoughtfully. - Pupils demonstrate kindness, fairness, honesty and respect in their everyday behaviour.
Social	- Developing positive, respectful relationships with pupils and adults. - Learning to communicate, cooperate and work successfully with others. - Developing empathy and understanding different perspectives. - Developing a strong sense of belonging and contributing positively to our school community. - Learning to resolve disagreements, manage relationships and support others. - Developing the social confidence to participate in different groups and situations.	- PSHE/RSE curriculum – friendships, relationships, communication, cooperation and conflict resolution. - Positive Play, including mixed-age play. - Year 5 Reception Buddy system. - Collaborative learning and teamwork across the curriculum. - Team games, sport and inter-school events. - Forest School and residential experiences. - Pupil leadership roles and pupil-led clubs. - Collective Worship and whole-school events.	- Pupils form positive relationships and play and work well together. - Pupils communicate respectfully and cooperate with others. - Pupils demonstrate empathy and support one another. - Pupils increasingly resolve disagreements appropriately and repair relationships. - Pupils feel a sense of belonging and contribute positively to school life. - Pupils are confident participating with different ages and groups.

		• Opportunities to work with and contribute to the wider local community. • Restorative approaches to resolving conflict.	
Cultural	• Developing a strong sense of identity and belonging within our local community while understanding our place in a diverse wider world. • Appreciating and respecting different cultures, faiths, traditions and ways of life. • Recognising and celebrating both similarities and differences between people and communities. • Developing an appreciation of art, music, literature, heritage and human creativity. • Broadening pupils' experiences beyond those they may encounter in their everyday lives.	• Curriculum opportunities to learn about different cultures, communities, faiths and traditions. • RE and PSHE/RSE, including diversity and protected characteristics. • Picture News and Collective Worship exploring national and global events and perspectives. • Strong links with our local Purbeck heritage, environment and community. • Partnership with Thigaa Primary School in Kenya through the Murugi Community Trust. • Visits, visitors and experiences that broaden pupils' cultural experiences. • Music, art, literature, theatre and live performances. • Celebration and exploration of significant cultural and religious festivals and events. • Visits to places of worship and culturally significant places.	• Pupils are proud of and knowledgeable about their own community and heritage. • Pupils show interest in and respect for cultures, beliefs and ways of life different from their own. • Pupils understand that communities in Britain and across the world are diverse. • Pupils can discuss similarities and differences respectfully and without stereotyping. • Pupils develop their appreciation of art, music, literature, heritage and culture. • Pupils are curious about the wider world and increasingly confident engaging with experiences beyond their own.
PSHE/RSHE	• Developing the knowledge, skills and understanding pupils need to be confident, compassionate, healthy and safe • Developing self-awareness, emotional literacy, resilience and confidence. • Teaching pupils how to build and maintain healthy, respectful relationships. • Helping pupils understand appropriate boundaries, consent, privacy and how to seek help. • Preparing pupils appropriately for growing, changing and the increasing independence of later life.	• Jigsaw PSHE/RSE taught progressively from Reception to Year 6 through six recurring Puzzles: Being Me in My World; Celebrating Difference; Dreams and Goals; Healthy Me; Relationships; Changing Me. • Knowledge and skills deliberately revisited and deepened as pupils mature. • Progressive teaching of emotional literacy, self-regulation, resilience and mental and physical health. • Progressive relationships education including friendship, families, conflict, bullying, boundaries, consent, pressure and healthy/unhealthy relationships. • Age-appropriate learning about growing and changing, puberty, body image and transition. • Teaching about difference, stereotypes, discrimination, prejudice, protected characteristics and respect. • Online relationships, privacy, cyberbullying, pressure and safe choices. • Mindfulness and opportunities for reflection embedded within Jigsaw. • Contextual safety education supplements the planned curriculum, including annual Safer Internet Day, RNLI water-safety education and railway-safety workshops	• Pupils develop secure and increasingly detailed age-appropriate PSHE/RSE knowledge. • Pupils can recognise healthy and unhealthy relationships and understand appropriate boundaries. • Pupils know how and where to seek help when they are worried or feel unsafe. • Pupils increasingly recognise and manage their emotions and make informed, healthy choices. • Pupils demonstrate resilience, independence and confidence appropriate to their age. • Pupils are increasingly well prepared for change, transition and their next stage

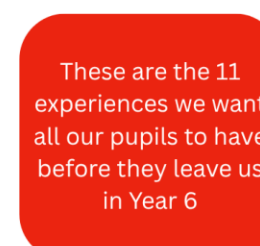
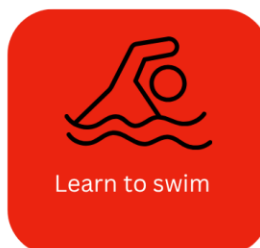
		Learning adapted or supplemented in response to identified cohort or individual needs.	
Citizenship, Fundamental British Values & Protected Characteristic	- Developing pupils as active, responsible citizens who understand that their voice and actions can make a difference. - Developing an age-appropriate understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. - Understanding and valuing diversity, equality and protected characteristics. - Recognising prejudice, discrimination and stereotypes and developing the confidence to challenge unfairness. - Learning to respect different viewpoints while expressing our own views appropriately.	- Progressive teaching through PSHE/RSE of democracy, rights and responsibilities, equality, protected characteristics, stereotypes and discrimination. - Picture News and Collective Worship explore current affairs, British Values, protected characteristics and different viewpoints. - Pupil Governors are democratically elected by pupils in each class. - School rules, behaviour curriculum and restorative practice develop understanding of rules, responsibility, fairness and respect. - Pupil leadership and voice give pupils opportunities to influence school life and take responsibility. - RE develops understanding and respect for different faiths, beliefs and worldviews. - Diverse texts, artists, musicians, visitors and curriculum content broaden pupils' understanding of modern Britain and the wider world. - Eco and charitable/community activities enable pupils to contribute as active citizens.	- Pupils understand the fundamental British Values and can relate them to their own lives and experiences. - Pupils understand that their views matter and participate appropriately in democratic processes and school decision-making. - Pupils understand and respect difference and demonstrate positive attitudes towards people with different backgrounds, characteristics, beliefs and experiences. - Pupils increasingly recognise stereotypes, prejudice and discrimination and understand why these are unfair. - Pupils understand their rights and responsibilities and contribute positively to their school and wider community. - Pupils can discuss different viewpoints respectfully and express their own views with increasing confidence.
Character Education	- Developing confident, compassionate and curious pupils who are ready to embrace opportunities and challenges. - Building resilience, perseverance, independence and self-discipline. - Developing confidence to take appropriate risks, learn from mistakes and respond positively to feedback. - Encouraging aspiration, motivation and pride in personal achievement. - Developing integrity, kindness, courage, responsibility and respect for others. - Encouraging curiosity, creativity, resourcefulness and a love of learning	- Our values of Confidence, Compassion and Curiosity are explicitly taught, modelled and celebrated. - Weekly Value Champions recognise pupils who demonstrate our values. - Curriculum teaching develops independence, perseverance, problem-solving and response to challenge. - Sport, PE, Forest School and outdoor learning provide opportunities for teamwork, challenge, resilience and appropriate risk-taking. - Residentials, trips and the Stoborough Pledge provide increasingly challenging experiences beyond the classroom. - Pupil leadership roles develop responsibility, confidence and service to others. - Music, performance, sport and wider opportunities enable pupils to discover and develop talents and interests. - Pupils are encouraged to reflect on mistakes, respond to feedback and recognise their own progress.	- Pupils demonstrate the school values through their learning, relationships and behaviour. - Pupils increasingly approach challenge with confidence and perseverance. - Pupils are willing to have a go, learn from mistakes and respond constructively to feedback. - Pupils develop independence and take increasing responsibility for themselves and others. - Pupils recognise their strengths, develop their interests and take pride in their achievements. - Pupils demonstrate kindness, integrity and respect and contribute positively to school life.

Inclusion, Equality of Opportunity & Participation	• Ensuring every pupil is known, valued and able to participate fully in school life. • Providing equality of opportunity while recognising that some pupils need additional support to access the same experiences as their peers. • Identifying and removing barriers to participation, particularly for disadvantaged pupils and pupils with SEND or other vulnerabilities. • Creating an inclusive culture in which difference is respected and discrimination, prejudice and stereotypes are challenged. • Ensuring the wider Personal Development offer is an entitlement for every pupil, not simply available to those who choose or are able to access it.	• Participation in clubs, enrichment, trips and wider opportunities is tracked to identify pupils and groups who may be under-represented. • Leaders actively encourage pupils who may otherwise miss out to participate. • Disadvantaged pupils receive a 50% subsidy for educational visits. • Each disadvantaged pupil has an additional £75 annual allocation which can support access to uniform, clubs and educational visits. • Reasonable adjustments and additional support enable pupils with SEND and other needs to participate fully wherever possible. • Curriculum and wider provision deliberately represent diversity and challenge stereotypes. • Leaders use their knowledge of individual pupils and families to identify and respond to barriers to participation.	• Pupils from different groups participate in the wider life of the school. • Leaders know which pupils are participating and identify those who may be missing out. • Financial, SEND and other barriers are identified and addressed wherever possible. • Pupils who may be less likely to participate are actively supported and encouraged to access opportunities. • Pupils experience an inclusive school culture in which difference is valued and everyone is encouraged to belong and contribute. • Participation information informs future provision and leaders' decisions about where additional support is needed.
Mental Health, Wellbeing & Pastoral Support	• Promoting positive mental health and wellbeing as part of everyday school life. • Helping pupils understand their emotions, develop self-regulation and know how to look after their mental and physical wellbeing. • Creating a safe, nurturing environment in which pupils feel known, valued and able to seek help. • Identifying emerging needs early and providing appropriate support. • Working with families and external professionals where pupils need additional or specialist support.	• PSHE/RSE explicitly teaches emotional literacy, mental health, healthy choices, self-regulation and help-seeking. • Whole-class Stormbreak supports movement, mental health and emotional wellbeing. • Positive Play, Forest School and outdoor learning promote positive relationships, wellbeing, confidence and regulation. • Staff identify emerging needs through their knowledge of pupils, the SEMH graduated response, safeguarding processes and work with families. • Targeted ELSA support, delivered by the HLTA, is planned in response to identified needs and reviewed to evaluate impact. • Before-school nurture provision supports identified pupils experiencing attendance difficulties or challenges with transition into school; attendance is monitored to evaluate impact. • The school works with the NHS Mental Health Support Team to access further support and referrals where appropriate. • DSL/SEND and pastoral staff work with families and relevant external agencies to coordinate support where needed.	• Pupils can recognise and talk about emotions and know strategies that support their wellbeing. • Pupils know trusted adults they can talk to and how to seek help for themselves or others. • Pupils increasingly develop confidence, resilience and strategies for self-regulation. • Pupils with emerging or additional needs are identified and supported appropriately. • Targeted provision has clear intended outcomes and is reviewed to establish its impact and determine next steps. • Leaders use information including attendance, safeguarding, SEND and pastoral information to identify pupils who may require additional support.
Pupil Leadership	• Ensuring pupils know that their views are valued and can make a difference.	• Pupil Governors, democratically elected by their classes, represent pupil views and contribute to school improvement.	• Pupils understand that their views are valued and can give examples of how they have influenced school life.

	• Developing confidence to express opinions, listen to others and contribute to decisions. • Providing progressively meaningful opportunities to take responsibility and lead others. • Developing responsibility, service, teamwork and a sense of belonging to the school community. • Enabling pupils to use their strengths and interests to contribute positively to school life.	• Worship Leaders contribute to the planning and leadership of Collective Worship. • Eco Team leads environmental action and works with organisations such as Planet Purbeck and the local community. • Sports Ambassadors promote physical activity and support sporting opportunities. • Play Leaders support positive, active and inclusive play. • Librarians take responsibility for supporting and promoting reading. • Year 5 Reception Buddies support younger pupils to settle into school and develop confidence and belonging. • Opportunities for pupils to lead clubs and activities based on their own interests and strengths. • Pupil voice is gathered across curriculum, safeguarding, wellbeing and wider school life.	• Pupils develop confidence in expressing their views and representing others. • Pupils take increasing responsibility and demonstrate leadership, teamwork and reliability. • Older pupils act as positive role models and support younger pupils. • Pupils use their interests and strengths to contribute to the school community. • Leadership opportunities develop pupils' confidence, compassion, independence and sense of responsibility.
Wider Opportunities, Enrichment & Talents	• Providing a rich range of experiences that broaden pupils' horizons beyond the taught curriculum. • Enabling pupils to discover and develop their interests, strengths and talents. • Ensuring pupils experience sport, music, the arts, outdoor learning, culture and the wider world. • Providing experiences that build confidence, independence, resilience and aspiration. • Making purposeful use of our unique local environment and community while opening pupils' eyes to opportunities beyond Purbeck.	• The Stoborough Pledge provides an entitlement to a planned range of experiences during pupils' time at the school. • Progressive programme of trips, visits, visitors, residentials and experiences from Reception to Year 6. • Broad programme of extra-curricular clubs, including opportunities for pupils to try new activities and develop existing interests. • Extensive sporting opportunities, including clubs, inter-school events, competitions and opportunities to represent the school. • Music tuition, Rock Steady, Dorset Music Service and Purbeck Youth Music, alongside opportunities to perform. • Forest School, outdoor learning and residential experiences develop confidence, independence and appreciation of the natural world. • Partnerships with local and wider organisations broaden pupils' experiences and connect learning to the world beyond school. • Participation is tracked and barriers are addressed to support equitable access to the wider offer.	• Pupils participate in a broad range of experiences beyond the academic curriculum. • Pupils discover new interests and have opportunities to develop and celebrate their talents. • Pupils grow in confidence and are increasingly willing to try unfamiliar activities and experiences. • Pupils develop independence, resilience, teamwork and aspiration through progressively challenging opportunities. • Pupils can talk positively about memorable experiences and how these have contributed to their development. • Participation information helps leaders evaluate the reach of the wider offer and identify pupils who need encouragement or support to participate.

Stoborough Pledge

11 things before 11



At Stoborough CE Primary School, we believe that learning should be meaningful, memorable and joyfully rooted in discovery. Our rich programme of educational visits, visitor workshops, local explorations, residentials and whole-school experiences brings the curriculum to life, enabling children to make deep and lasting connections between their classroom learning and the wider world around them.

Every year group, from Reception to Year 6, enjoys a carefully planned sequence of experiences designed to enhance knowledge and strengthen our Christian values of Confidence, Compassion and Curiosity. Whether it is Reception children exploring Wareham Library, Year 3 discovering ancient artefacts at the Etches Museum at Kimmeridge or Year 6 pupils stepping into history through encounters with WW2 veterans, each experience is chosen with purpose and care.

Our programme includes a rich diversity of opportunities: performing arts experiences at The Lighthouse Theatre and the West End in London, encounters with local wildlife experts, environmental projects with the National Trust, workshops with local artists and community events such as Harvest collections for Wareham Food Bank. Residential visits in Years 4 and 6 build independence, resilience, collaboration and confidence in contexts far beyond the classroom.

At the heart of our approach is a commitment to nurturing character as well as knowledge. Each visit and experience is planned to develop our core school values, ensuring that children grow not only academically but personally and spiritually. Experiences are sequenced from EYFS through to Year 6 to support progression, deepen understanding and connect meaningfully to curriculum milestones across subjects.

We are committed to inclusion and equality of opportunity. We are committed to removing financial barriers to participation. Disadvantaged pupils receive subsidised educational visits alongside an individual annual allocation that can support access to trips, clubs and uniform. Additional barriers to participation are identified and addressed wherever possible.

These opportunities support our mission to nurture confident, compassionate and curious young people who understand their place in their community and the wider world.

We are committed to giving every child a rich, memorable primary education that nurtures the whole child. Our Stoborough Pledge – 11 Things Before 11 sets out eleven meaningful experiences that every pupil will have before they leave us at the end of Year 6.

Trips, Visits and Experiences			
	AUTUMN	SPRING	SUMMER
Whole-School	• Harvest Drive- Wareham Food Bank • Harvesting our apple tree to raise money for a charity • Armistice Day • Children in Need • Anti- Bullying Week (Positive Play) • Christmas Fayre- enterprise • Woodwind Musical Demonstration	• Holocaust Memorial Day • Safer Internet Day • World Book Day • Easter service at St Mary's Church • Comic Relief • Big School Bird Watch (Eco Club) • Visit from Wessex Wild- Where our Food Comes from (Eco Club) • Rock band musical demonstration	• Sports Day • Spirituality Week • Summer Fayre • Swimming lessons • Visit local Junior parkrun • Visitor from Sikh community
EYFS	• Walk to Wareham Library • Autumn Wellie Walks • Nativity performance	• Visit from Chinese parents for Lunar New Year • Dorset and Wiltshire Fire Safety workshop in school • Visit from Crossing Patrol Person- road safety • Virtual storytelling with Dorset Libraries	• Visit to Sealife Centre Weymouth • Forest School
YEAR 1	• Visit to The Lighthouse Poole – live theatre. • Nativity Performance • Weather diary • Forest School	• Visit from Wessex Wild- Story of our Lunchbox • Weather diary	• Workshop from member of Sikh community • Visit Stoborough Nursery to read their writing • Weather diary • Visit to Wessex Wild working farm
YEAR 2	• Visit to The Lighthouse Poole – live theatre • Nativity Performance • Forest School	• Local Walk to Wareham	• Visit to printmakers
YEAR 3	• Forest School • Trip to Etches Museum at Kimmeridge Bay • The Lighthouse Theatre- Pantomime Trip	• Recycling Office Dorset visit • Purbeck Youth Music – performance at The Lighthouse Theatre, Poole	• Cranbourne Ancient Technology Centre • Forest School
YEAR 4	• Forest School • Birds of Poole Harbour trip • The Lighthouse Theatre- Pantomime Trip • Visit to Intech	• National Trust community partnership project • Purbeck Arts Week – visiting artist workshops • Purbeck Youth Music – performance at The Lighthouse Theatre, Poole	• Residential Trip- Leeson House
YEAR 5	• Whole Class Instrument learning – Recorders. Perform to parents. • Carol Concert Performance • Dorset Coding Day • The Lighthouse Theatre- Pantomime Trip	• Forest School • Visit to Wareham Town Museum and walk around the historic walls	• RNLI Visit – Sea Safety • Greek Drama Day

YEAR 6	• Residential – Camping at Purbeck Valley Farm: -Kayaking -Archery - Raft building in Swanage Bay • Visit from local WW2 veterans • Dorset Coding Day • The Lighthouse Theatre- Pantomime Trip	• Local clergy visit to support learning in RE • Humanism Visitor	• Trip to London: West End Production • End of Year drama production • RNLI Visit – Sea Safety • Purbeck schools leavers service- Swanage
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Curriculum Map – Personal Development

The curriculum maps below identify the areas of learning and subjects that make the most explicit contribution to pupils' personal development. They are not intended to represent every curriculum connection; rather, they show how key knowledge, skills and experiences develop progressively through our three strands of Confidence, Compassion and Curiosity.

Reception EYFS	Love For Ourselves	Love for Each Other	Love for the World
Value Link	Confidence 	Compassion 	Curiosity 
PSED/PSHE	Recognising, naming and increasingly regulating emotions; knowing what makes me special and developing a positive sense of self; developing confidence and independence; understanding healthy choices and self-care; taking appropriate risks, having a go and understanding that mistakes help us learn; facing challenges, persevering and solving problems; working towards simple goals and celebrating achievement; knowing when and how to seek help; understanding growing and change.	Forming positive relationships and friendships; recognising and responding to others' feelings; showing kindness and respect; sharing, turn-taking and cooperating; listening to others' ideas; negotiating and resolving conflicts with increasing independence; understanding similarities and differences between ourselves, families and others; supporting and encouraging others.	Developing a sense of belonging to our class and school community; understanding simple rights, responsibilities and why rules matter; contributing ideas and making responsible choices; caring for shared resources and our environment; recognising that people and families can be different; beginning to learn about jobs and people in our community.
Understanding the World	Talking confidently about our own family, home, experiences and celebrations; developing a sense of identity and belonging within our local community; becoming increasingly independent and responsible when exploring and caring for the environment.	Recognising that families, homes, cultures and communities can be similar and different; learning about people who help and keep us safe; participating respectfully in different celebrations and commemorations; working collaboratively and showing care and respect for living things	Exploring our school, local area and the wider world; asking questions, observing, predicting and investigating; noticing seasonal and environmental change; comparing Stoborough with other places and countries; exploring different cultures and celebrations; learning about plants, animals, habitats and life cycles; developing responsibility for nature through growing food, caring for living things, recycling and sustainability; beginning to explore the past through changes in our local area, fossils, dinosaurs and significant people such as Mary Anning
Communication and Language	Developing confidence to express thoughts, feelings, wants and needs; speaking about personal experiences and ideas; initiating and sustaining conversations; explaining choices and giving reasons; developing confidence to speak and perform for others.	Listening carefully and responding to others; taking turns in conversation; recognising the importance of listening; considering and responding to different ideas and points of view; using language to cooperate, negotiate roles and organise shared play	Asking questions to find out more and deepen understanding; using increasingly rich vocabulary to talk about experiences and the world; explaining ideas and making connections; wondering, predicting and using 'how' and 'why' questions to explore new learning.
Physical Development/PE	Developing confidence and independence in movement and physical activity; understanding that exercise helps keep our bodies healthy; developing coordination, balance and control; taking appropriate physical risks and persevering when developing new skills; developing independence in dressing, self-care and managing personal needs; recognising how physical activity can make us feel.	Moving and playing safely alongside others; developing awareness of others and shared space; cooperating, taking turns and working with a partner or team; supporting and encouraging others; learning to manage winning and losing positively and developing early sportsmanship	Exploring different ways of moving and using equipment; trying unfamiliar physical activities and challenges; making choices about how to move safely and effectively; developing curiosity about what our bodies can do and how practice helps us improve.
RE	Developing a sense of identity and belonging; recognising things that are special and important to ourselves and others; expressing ideas, feelings and	Exploring kindness, compassion and helping others through Christian and Muslim stories; understanding the importance	Wondering about the natural world and why it is special; exploring Christian ideas about creation and caring for the

	questions about belief and celebration.	of family relationships and bonds through Raksha Bandhan; beginning to recognise that people may have different beliefs and traditions.	world; encountering Christianity, Judaism, Islam, Hindu traditions and Sikhism and becoming curious about how different people live and celebrate.
Computing	Beginning to use technology confidently; knowing simple rules for safe use; understanding sensible screen time; recognising when something online causes worry or upset and knowing to ask a trusted adult for help.	Using devices safely around others; beginning to understand that personal information should not be shared; developing respectful habits when using shared technology.	Exploring how technology works through simple devices and apps; developing curiosity about digital tools; giving instructions to programmable toys and seeing how actions create outcomes.

Year 1	Love For Ourselves	Love for Each Other	Love for the World
Value Link	Confidence 	Compassion 	Curiosity 
PSHE/RSE	Feeling safe and special; recognising feelings; making healthy choices; setting simple goals; recognising strengths; persevering when learning is challenging; recognising and celebrating success; understanding changes as we grow	Families and friendships; making and keeping friends; similarities and differences; understanding bullying and knowing how to seek help; kindness, inclusion, appropriate relationships and asking for support.	Belonging to our class and school; rights and responsibilities; contributing our views; making responsible choices; understanding that everyone is unique and valued; exploring jobs, aspirations and the connection between learning and future opportunities.
Computing	Using technology safely and respectfully; understanding how usernames and passwords help keep information secure; knowing when to seek help; developing confidence using computers, software and simple programming.	Respecting other people's information and privacy; understanding that passwords should be kept private; using shared technology appropriately.	Exploring how computers are used in everyday life; understanding algorithms, instructions and sequences; predicting what a program will do and debugging simple errors.
PE	Understanding that learning a new skill takes time and effort; developing perseverance when something is difficult; recognising that setbacks are a normal part of learning; understanding how exercise can support mood and concentration.	Working cooperatively with partners; taking turns and sharing; noticing and describing what others do well; listening to advice and beginning to respond positively to others.	Being willing to try different sports, movements and activities; exploring different ways to improve performance; developing creativity through movement, gymnastics and dance.
RE	Asking questions and expressing personal responses to religious stories and beliefs; considering thankfulness, forgiveness and what matters to us; beginning to make connections between beliefs and how people choose to live	Exploring Christian ideas of love, kindness, fairness and forgiveness; understanding the importance of helping others; learning about Sikh <i>Sewa</i> (service), Jewish <i>Tzedakah</i> (charity) and Muslim compassion and mercy	Understanding Christian beliefs about caring for creation; exploring how religious beliefs influence people's actions; encountering different religious communities and developing respect and curiosity about different ways of believing and living.

Year 2	Love For Ourselves	Love for Each Other	Love for the World
Value Link	Confidence 	Compassion 	Curiosity 
PSHE/RSE	Recognising hopes, fears and worries; knowing how to seek help; setting realistic goals; recognising strengths and achievements; developing motivation, perseverance and problem-solving; relaxation and managing feelings; understanding growing independence and change.	Different families; cooperation and care; managing friendship conflict; safe and unsafe physical contact; expressing what feels comfortable; recognising worrying secrets; identifying trusted adults; showing courtesy, trust, honesty and appreciation.	Rights and responsibilities within school; understanding choices and consequences; contributing positively to the school community; recognising stereotypes and valuing difference; working collaboratively towards goals; beginning to explore aspirations and the wider world.
PE	Evaluating our own performance and identifying strengths and areas for improvement; understanding that practice leads to improvement; persevering when skills are challenging; understanding the longer-term benefits of exercise for strength, stamina, fitness and sleep.	Evaluating others positively and constructively; praising what others have done well; working cooperatively with partners and teams; communicating and listening effectively	Becoming curious about how and why performance can improve; experimenting with movements, tactics and approaches; using observation to notice differences in performance.
Computing	Developing independence in logging in and out safely, creating and saving digital content and using technology responsibly; learning that errors are part of programming and can be identified and fixed.	Using digital tools respectfully and responsibly; considering how content communicates with an audience; beginning to understand the impact of choices when creating digital work.	Creating digital content for a purpose and audience; combining text and images; making choices about layout, colour and size; planning, testing and debugging programs; reviewing and improving digital work.
RE	Reflecting on choices, consequences and responsibility; exploring saying sorry, forgiveness and making changes; confidently asking questions and expressing personal responses to beliefs and religious practices.	Exploring forgiveness and reconciliation; understanding why care, generosity and helping others matter within different faith traditions; developing respect for practices and beliefs that may differ from our own.	Exploring Jewish beliefs through Torah, repentance, prayer, blessings and community; understanding how religious beliefs influence everyday life; considering responsibility for caring for the world and others.

Year 3	Love For Ourselves	Love for Each Other	Love for the World
Value Link	Confidence 	Compassion 	Curiosity 
PSHE/RSE	Recognising self-worth and achievements; setting personal goals; facing challenges positively; asking for help; developing resilience and self-esteem; managing frustration and making choices that support health, wellbeing and safety; understanding personal change.	Understanding different families; resolving conflict; recognising how words and actions affect others; understanding bullying and the role of witnesses; supporting others; negotiating fairly; building positive friendships and respectful relationships.	Rights and responsibilities; considering different viewpoints; fairness and inclusion; understanding how our actions affect others; exploring global connections and different cultures; understanding how the world is interconnected; developing ambitions and learning about careers.
PE	Understanding that skills can be practised and improved; developing resilience and accepting setbacks without giving up; beginning to use evaluation to improve personal performance; recognising exercise as	Contributing positively within a team; encouraging and praising others; communicating with teammates; working collaboratively with partners and groups; respecting others' contributions.	Exploring how technique affects performance; using technical vocabulary to evaluate performance; experimenting with different strategies, movements and solutions; developing creativity through dance and gymnastics.

	a strategy for supporting mood and wellbeing.		
Computing	Using shared digital systems responsibly; developing confidence in solving problems and correcting errors; learning to evaluate and refine digital work rather than giving up when something does not work first time.	Understanding that networks enable communication and collaboration; using shared systems responsibly; recognising responsibilities when accessing and sharing information	Understanding how networks connect devices; exploring coding through sequences and animation; using logical reasoning, testing and debugging; classifying and questioning data through branching databases.
RE	Developing confidence in questioning, interpreting and discussing religious ideas; considering promises, responsibility, choices and consequences; reflecting on how beliefs may influence our own ideas about how people should live.	Exploring commitment, promises and relationships through Christian and Jewish world views; understanding Muslim obedience; exploring Hindu ideas about karma, selfless kindness and responsibility for our actions.	Comparing beliefs and practices across religious traditions; exploring covenant within Judaism, submission within Islam and karma within Hinduism; considering how beliefs shape people's lives, communities and responsibilities towards others.

Year 4	Love For Ourselves	Love for Each Other	Love for the World
Value Link	Confidence 	Compassion 	Curiosity 
PSHE/RSE	Developing self-belief; hopes and dreams; coping with setbacks and disappointment; developing resilience and achievable goals; managing difficult emotions; making healthy choices; developing confidence through change and growing independence.	Inclusion and empathy; understanding how behaviour affects others; healthy relationships; jealousy, love and loss; managing difficult emotions; negotiation and compromise; repairing friendships; recognising pressure and maintaining appropriate boundaries.	Understanding democracy and having a voice; contributing to the school community; questioning assumptions and first impressions; recognising and valuing protected characteristics including age, disability, race and sex; developing respect for difference and challenging stereotypes.
PE	Seeing improvement as an ongoing process; setting next steps and acting on them; responding constructively to feedback; developing confidence through increasingly challenging individual and team activities; using exercise to support physical and mental wellbeing.	Giving encouragement to teammates; listening and responding appropriately to feedback; being honest, following rules and respecting officials' decisions; collaborating effectively in partner and team activities.	Using an ongoing cycle of evaluation, practice and refinement; applying problem-solving and decision-making within games; exploring different tactics and creative responses to physical challenges.
Computing	Developing critical awareness of digital content; understanding that images can be altered and may not represent reality accurately; making purposeful and responsible choices when creating and editing content.	Considering the purpose and impact of changes made to digital content; using digital tools responsibly; recognising that what we create and share can influence how information is understood by others.	Exploring how digital images can be modified; using automated tools including simple AI features; investigating how the internet connects networks; using variables, sensors and conditional statements to solve programming problems.
RE	Developing confidence to explore complex questions and different viewpoints; reflecting on personal responsibility, duty and the consequences of choices; recognising that people draw guidance for life from different sources	Exploring equality through Sikh teaching and practice; understanding that everyone is equally valued; exploring Hindu ideas of <i>Dharma</i> and responsibility to others; considering forgiveness, sacrifice, justice and healthy relationships with others.	Understanding how religious beliefs can lead people to challenge injustice; exploring equality in Sikhism, duty in Hinduism and Christian ideas about the Kingdom of God; recognising how faith influences people's actions within communities and the wider world.

Year 5	Love For Ourselves	Love for Each Other	Love for the World
Value Link	Confidence 	Compassion 	Curiosity 
PSHE/RSE	Setting personal goals; motivation and positive attitudes; developing resilience and independence; recognising personal qualities, interests and self-esteem; managing health and wellbeing; understanding puberty, body image and emotional change; making informed and safe choices	Empathy and respect; understanding racism and discrimination; recognising different forms of bullying including cyberbullying; supporting others; managing friendship difficulties; understanding healthy relationships, pressure and appropriate boundaries; developing safe online relationships.	Rights and responsibilities as citizens; leadership and participation; understanding fairness, privilege and disadvantage; appreciating different cultures and communities; exploring careers, aspirations and barriers to opportunity; developing understanding of digital communities and their benefits and risks.
PE	Using feedback from others to improve; responding positively to challenge and setbacks; taking increasing responsibility for personal improvement; understanding how lifestyle choices, including physical activity, affect health and wellbeing.	Demonstrating sportsmanship in competitive situations; encouraging others whether winning or losing; respecting rules, officials and opponents; communicating effectively and contributing responsibly within a team.	Seeking and using different perspectives to improve performance; selecting and adapting tactics; analysing what works and why; exploring increasingly complex creative and physical challenges.
Computing	Making informed choices when searching for and using digital information; understanding that online information needs to be used responsibly; developing confidence in independently solving problems using digital tools.	Using digital systems responsibly when accessing, storing and sharing information; understanding the responsibilities involved in sharing and communicating digitally.	Understanding how the internet and websites provide access to information; using search technologies effectively; recognising that search engines select and rank results; using data and spreadsheets to analyse and solve real-world problems; designing interactive programs.
RE	Developing confidence to engage with challenging questions about belief; forming and explaining reasoned personal responses; exploring identity, faith, commitment, sacrifice and sources of guidance for life.	Exploring Christian ideas of love, holiness, forgiveness and sacrifice; understanding how beliefs can motivate people to put others' needs before their own; developing respect for different interpretations and religious perspectives.	Exploring Islamic revelation and the Qur'an, Hindu pathways to Moksha and Christian beliefs about God and salvation; recognising diversity both between and within religious traditions; considering how beliefs influence people's actions and contribution to society.

Year 6	Love For Ourselves	Love for Each Other	Love for the World
Value Link	Confidence 	Compassion 	Curiosity 
PSHE/RSE	Identifying goals, worries and fears about the future; resilience and managing challenge; mental and physical health; self-esteem and body image; managing pressure; understanding puberty and transition; developing independence, self-care and strategies for managing emotions and change.	Healthy and respectful relationships; empathy; prejudice and discrimination; understanding power imbalances and bullying; consent and pressure; resolving conflict; recognising unsafe or controlling situations; knowing how and where to seek support.	Understanding ourselves as global citizens; children's rights, wants and needs; recognising how our choices affect people locally and globally; democracy and participation; equality and protected characteristics; respecting diverse cultures and communities; careers, aspirations, opportunities and barriers; preparation for secondary school and the wider world.
PE	Independently reflecting on performance and recognising how actions contribute to success; using feedback from ourselves and others to improve; showing resilience, self-discipline and responsibility; making informed choices about physical activity and healthy lifestyles.	Showing mature sportsmanship; valuing different roles and contributions within a team; communicating instructions constructively and responding to others; respecting teammates, opponents, officials and agreed rules.	Using feedback from a range of sources; evaluating tactics and making informed decisions; solving increasingly complex physical and tactical problems; engaging with unfamiliar activities and outdoor challenges with an open and enquiring approach.
Computing	Taking increasing responsibility for protecting digital information and systems; recognising different security measures; becoming confident, independent and resilient when testing and debugging complex programs.	Making responsible choices when storing, accessing and sharing information; understanding the importance of protecting data and digital systems; considering the audience and impact of multimedia communication.	Exploring text-based programming through Python; predicting, testing and refining code; distinguishing syntax and logic errors; selecting and combining text, image, audio and video for different purposes and audiences; evaluating and refining digital work.
RE	Developing independence in evaluating evidence, interpretations and competing viewpoints; confidently forming and justifying reasoned responses to big questions; exploring identity, meaning, happiness, belief and non-belief.	Exploring respect, equality, justice, sacrifice and responsibility towards others; considering how different religious and non-religious worldviews influence moral choices; understanding the importance of respectful engagement with different beliefs.	Comparing religious and non-religious worldviews, including Christianity, Islam, Hinduism and Humanism; exploring global religious communities, stewardship and social justice; considering relationships between faith and science and how different people understand the world.