

Thurlstone Primary School

Personal Development – Life Skills Curriculum

1. Intent

At our school, we believe that every child deserves the knowledge, confidence and character to thrive in the world beyond the classroom. Our Life Skills curriculum is designed to nurture the whole child, ensuring that all pupils develop the personal, social and practical skills they need to become confident, compassionate and capable young people. Rooted in our school values of **Empathy, Drive, Respect, Independence, Awareness and Resilience**, our curriculum empowers children to understand themselves, build positive relationships and make informed, responsible choices.

We want our pupils to **grow as individuals and as members of a community**, developing the emotional literacy, self-belief and social understanding that will support them throughout their lives. Through carefully sequenced learning from EYFS to Year 6, pupils build essential life skills such as self-care, safety awareness, emotional regulation, problem-solving, teamwork, leadership, financial understanding and digital responsibility. These skills are revisited and strengthened each year, enabling children to apply them confidently in real-life contexts.

Our Life Skills Passport ensures that every child can **track their progress**, celebrate their achievements and recognise their personal growth. It encourages pupils to take ownership of their development, reflect on their strengths and set goals for the future. This approach supports our commitment to developing independent, resilient learners who are ready for the challenges of secondary school and beyond.

Above all, our Life Skills curriculum reflects our school motto: **Grow together; Learn together; Feel loved**. We create a nurturing environment where children feel valued, supported and safe to take risks in their learning. By growing together as a community, learning from one another and feeling loved for who they are, our pupils develop the character, confidence and compassion to make a positive difference in the world.

2. Rationale

Personal development is at the heart of our curriculum and life at school – we are preparing pupils for the modern world. We use this curriculum to help children stay healthy and safe, develop life skills, and understand themselves, others, and the wider world. It also promotes equality, inclusion, confidence, resilience, and readiness for the next stage of education.

3. Aims

We aim for all pupils to:

- Develop **self-awareness, self-esteem**, and **emotional literacy**.
- Build and maintain **positive, healthy relationships**.
- Understand how to keep themselves **physically, mentally and emotionally safe**, including online.
- Learn how to make **informed choices** about health, wellbeing, and lifestyle.
- Become **responsible, respectful and active citizens** who value diversity and contribute to their community.

- Develop **resilience, independence, and aspiration**.
- Understand the world they live in, including **British Values** and cultural diversity.
- Prepare confidently for **transition** to the next phase of education.

These aims reflect the core themes of our PSHE curriculum: My Happy Mind.

4. Curriculum Delivery

Personal Development is taught through:

- **PSHE lessons**
- **RSHE curriculum** (statutory Relationships and Health Education)
- **SMSC provision**
- **PE, Computing, Science, and RE**
- **Assemblies**, theme days, and whole-school initiatives
- **Educational visits**, visitors, and community links
- **Classroom culture**, behaviour expectations, and school values

We embed personal development across the curriculum and through wider experiences such as music, art, outdoor learning, and community engagement.

5. Teaching and Learning Approach

- Lessons are **age-appropriate, inclusive, and sensitive** to pupils' backgrounds.
- Teaching promotes **discussion, critical thinking, and problem-solving**.
- Staff model respectful behaviour and positive relationships.
- Opportunities for **pupil leadership** (e.g., school council, wellbeing champions, happiness heroes, buddy system) are provided.

6. Safeguarding and Sensitive Content

- RSHE is taught in line with statutory guidance.
- Parents are informed about sensitive content and may request withdrawal from non-statutory Sex Education.
- All teaching aligns with the school's **Safeguarding, Anti-Bullying, and Online Safety** policies.

7. Assessment and Monitoring

- Teachers assess understanding through discussion, reflection tasks, and observation.
- Subject leaders monitor planning, delivery, and impact.
- Pupil voice is used to shape provision.

8. Roles and Responsibilities

- **Headteacher**: ensures statutory compliance and high-quality provision.
- **TLR Leads**: oversees curriculum, resources, and staff training.
- **Teachers**: deliver lessons and model positive behaviour.
- **Parents**: support learning at home.
- **Governors**: monitor effectiveness and compliance.
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Progression in Personal Development

Aligned with My Happy Mind

Year Group	Meet Your Brain	Celebrate	Appreciate	Relate	Engage
EYFS	Introduction to the brain; simple emotions; calming strategies; Happy Breathing; early self-regulation.	Recognising what makes them special; noticing strengths through play.	Saying thank you; noticing good things; simple gratitude routines.	Playing kindly; turn-taking; early friendship skills.	Setting simple goals (tidying, sharing); trying again when things are hard.
Year 1	Brain parts (Team H-A-P: Hippocampus, Amygdala, Prefrontal Cortex); big emotions; Happy Breathing; neuroplasticity basics.	Identifying personal strengths; celebrating achievements; building self-esteem.	Understanding gratitude; practising daily appreciation; linking gratitude to wellbeing.	Understanding positive relationships; kindness; recognising feelings in others.	Understanding effort; practising resilience; setting small goals and reviewing progress.
Year 2	Brain fully grown by age 6; decision-making; memory; fight/flight/freeze; deeper neuroplasticity; using Happy Breathing to support learning.	Exploring character strengths in more depth; recognising strengths in others.	Building gratitude habits; reflecting on positive experiences.	Understanding how emotions affect relationships; resolving simple conflicts.	Setting personal goals; understanding perseverance; reflecting on progress.
Year 3	Applying Team H-A-P to real situations; emotional regulation; understanding triggers.	Identifying strengths in learning; linking strengths to success.	Using gratitude to support wellbeing; journaling positive moments.	Building positive friendships; empathy; understanding different perspectives.	Setting meaningful goals; practising resilience strategies.
Year 4	Managing strong emotions; understanding how	Exploring strengths across subjects and hobbies; celebrating	Developing gratitude as a habit; understanding its	Healthy friendships; managing disagreements;	Long-term goals; staying motivated; overcoming setbacks.

Year Group	Meet Your Brain	Celebrate	Appreciate	Relate	Engage
	the brain reacts under stress; strengthening self-regulation.	diversity of strengths.	impact on mental health.	respecting differences.	
Year 5	Mental wellbeing strategies; deeper understanding of brain-emotion links; stress management.	Using strengths to support others; leadership strengths.	Gratitude as a resilience tool; supporting others through appreciation.	Peer influence; maintaining healthy boundaries; challenging stereotypes.	Planning and achieving goals; resilience in challenge; reflecting on personal growth.
Year 6	Preparing for transition; managing stress and change; applying brain knowledge independently.	Understanding identity; recognising strengths for secondary school.	Using gratitude to manage anxiety; supporting wellbeing during transition.	Complex relationships; online relationships; resolving conflict maturely.	Setting future goals; resilience for secondary school; self-motivation and independence.

Wider Personal Development Offer

School Values: *Empathy • Drive • Respect • Independence • Awareness • Resilience*

School Motto: *Grow together; Learn together; Feel loved*

Year Group	Personal Care Independence Awareness Resilience	Personal Safety Awareness Respect Independence	Social & Emotional Skills Empathy Respect Resilience	Understanding the World Awareness Drive Respect	Values & Motto Links
EYFS	Dressing independently; basic hygiene – washing hands, brushing teeth; choosing healthy foods.	Knowing safe adults; simple rules; road safety basics.	Sharing; naming feelings; asking for help.	Community helpers; exploring nature.	<i>Grow together</i> through play; <i>Feel loved</i> through nurturing routines.
Year 1	Organising belongings; healthy routines.	Recognising unsafe situations; basic online safety.	Building friendships; managing simple conflicts.	Roles in the community; early money awareness.	Empathy in friendships; Independence in routines.
Year 2	Taking responsibility for items; medicine safety.	Recognising bullying; knowing how to get help.	Problem-solving; understanding different families.	Responsibilities at home/school; saving/spending.	Respect for differences; Awareness of personal impact.
Year 3	Healthy lifestyle choices; early time management.	Sun safety; understanding emergencies.	Empathy; cooperative working.	Volunteering; digital footprints.	Drive to contribute; Respect for community.
Year 4	Managing strong emotions; intro to puberty.	Assessing risk; safe technology use.	Conflict resolution; respecting differences.	Rights/responsibilities; budgeting basics.	Resilience in challenges; Awareness of diversity.

Year Group	Personal Care Independence Awareness Resilience	Personal Safety Awareness Respect Independence	Social & Emotional Skills Empathy Respect Resilience	Understanding the World Awareness Drive Respect	Values & Motto Links
Year 5	Mental wellbeing strategies; puberty in depth.	Drugs/alcohol awareness; basic first aid.	Leadership; managing peer influence.	Media influence; income/budgeting.	Drive to lead; Independence in decision-making.
Year 6	Managing stress; organisation for transition.	Online relationships; understanding risk.	Challenging discrimination; mature conflict resolution.	Careers; financial risks; consumer rights.	Empathy for others; Resilience for secondary school; <i>Learn together</i> as role models.

How Our Values Are Embedded Throughout

- **Empathy** – taught through emotional literacy, friendships, conflict resolution, and understanding others.
- **Drive** – developed through goal-setting, perseverance, leadership, and ambition.
- **Respect** – embedded in relationships, diversity, community roles, and digital citizenship.
- **Independence** – built through self-care, organisation, decision-making, and transition readiness.
- **Awareness** – nurtured through safety education, understanding the world, and self-reflection.
- **Resilience** – strengthened through emotional regulation, problem-solving, and coping with change.

Our motto — **Grow together; Learn together; Feel loved** — is reflected in the progression through collaboration, shared learning, and a nurturing approach to personal development.

At Thurstone, we pledge to ensure that each year every child will:

- Participate in different sports or opportunities to be active.
- Try something new in an after-school club
- Connect with people locally, nationally and globally.
- Speak and present in front of an audience
- Assume a role of responsibility in class or around school
- Focus on and learn about their own wellbeing and that of others.
- Undertake and artistic performance in front of an audience
- Engage in charity work to benefit those in need.

NURTURING PERSONAL DEVELOPMENT THROUGH OUR WIDER CURRICULAR OFFER

EXTRA CURRICULAR OPPORTUNITIES – ACADEMIC YEAR 26/27

<p>Barnsley Music Service music tuition – individual pupils and small group</p> <p>Wider Opportunities Music tuition – whole class – Y4 •</p> <p>Barnsley Youth Choir -Big Sing – Y6</p> <p>Barnsley Youth Choir – workshops for KS2</p> <p>Compass Be drop-in sessions for parents</p> <p>KS2 high quality Pantomime visit to Bradford Alhambra Theatre.</p> <p>KS1 local pantomime</p>	<p>Bikeability for Y5</p> <p>Young Voices for Y5</p> <p>P4Sport team sports -all ages</p> <p>P4Sport Get Mucky event competitions for Y3-Y6</p> <p>Clubs and activities to promote girls’ participation in sport – all ages</p> <p>After school dance club for all ages</p> <p>Crucial Crew (organised by South Yorkshire Police) for Y6</p> <p>Art club run by local artist – KS2</p> <p>E Safety Workshops for children and parents.</p>	<p>After school Gymnastics, Dodgeball, Rugby – all ages</p> <p>After school DT – all ages</p> <p>Robinwood residential for Y6</p> <p>Lunch time Wild Historian history club – KS2</p> <p>Lunch time Choir Club – all ages</p> <p>Lunch time Library Club / Book Cafe run by Y6 for all ages</p> <p>World Book Day activities</p> <p>Whole school guitar concert at Christmas – children who have had individual lessons</p>
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CO-CURRICULAR OPPORTUNITES - ACADEMIC YEAR 26/27

<p>Peer Wellbeing Champions</p> <p>Visiting Dentists for YrR</p> <p>Harvest charity work for age UK.</p> <p>Remembrance Day commemoration for the whole community.</p> <p>Yr6 Buddies for new Reception children.</p> <p>Special celebration assemblies.</p> <p>School parliament elections.</p> <p>Pupil input on Together we Grow and How We Behave newsletters.</p>	<p>Compass B workshops for all age ranges.</p> <p>Parent Workshops</p> <p>Marking Black History Month</p> <p>Wellbeing focus in The Shuttle</p> <p>Sports Council</p> <p>School uniform swap for families.</p> <p>Yr6 Meet and Greet at Parent Meetings.</p> <p>Pupil Mini Shuttle</p>	<p>Community Hamper Scheme</p> <p>Warm Coat Initiative</p> <p>Charity work for local elderly.</p> <p>Pupil led clubs.</p> <p>Pupil Tuck Shop Management.</p> <p>Pupil council planting trees to support the environment.</p> <p>Marking World Kindness Day.</p> <p>World Mental Health Day and Anti-Bullying Week.</p>
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