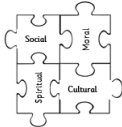












9 AREAS of PERSONAL DEVELOPMENT St Erth Primary School

<u>SMSC</u> 	<u>PSHE</u> (Wider safety, economic understanding, understanding of technology & media) 	<u>British Values</u> 
<u>RSHE - RELATIONSHIP & SEX EDUCATION</u> (PSHE) 	<u>Character</u> 	<u>Inclusion & Equal opportunities</u> 
<u>RSHE - Physical health and mental wellbeing</u> (PSHE) 	<u>Wider opportunities</u> 	<u>Citizenship</u> 



SMSC

Spiritual: As well as the study of the school's RE curriculum, pupils are provided with a wide range of opportunity and support to develop their sense of spirituality. This includes enhancing listening and reflection abilities, nurturing a sense of wonder and curiosity about the world, and appreciating human relationships. Students will engage in mindfulness techniques and develop self-awareness through quiet reflection, assemblies, and participation in events such as the Christingle and Carol Services at St Erth Church. The curriculum promotes imagination, positive self-esteem, and respect for diverse beliefs while encouraging empathy and a questioning mindset. Opportunities to explore local spirituality and history, alongside engaging with subjects like English, science, and art, will inspire creativity and a deeper connection to their environment and community values.

Moral: The Behaviour policy and school ethos at St. Erth School enables pupils to distinguish between right and wrong, respect laws, and understand the principles behind their decisions. To achieve this pupils learn about: making informed choices, demonstrating appreciation for British values such as respect and tolerance, and fostering a sense of responsibility and self-confidence. In school evidence of this development is seen through adherence to school policies, effective conflict resolution, and leadership roles taken by students. The positive impact includes a supportive school ethos where pupils care for one another, understand moral values, celebrate achievements, and are actively involved in school life, all contributing to their overall growth and understanding of others' needs.

Social: The school aims to support pupils social development by focusing on fostering positive relationships, encouraging full participation and responsibility, demonstrating appropriate behaviour, and promoting cooperation and initiative among students. This is evident in school through pupils, understanding school values, showing care for others, effective group work, and developing citizenship within a caring community. Evidence of progress in school is seen through behaviour logs, investment in providing social opportunities during breaks, emotional coaching from staff to help resolve issues and successful collaborative student leadership roles. The impact of these efforts results in a supportive school ethos, strong friendships, effective conflict resolution strategies, and active involvement in the local community, all contributing to positive social skills aligned with the school's values.

Cultural: The St. Erth School community is aware of the limited cultural diversity within the county, yet we actively celebrate Cornish culture and its influence on our identity through festivals, traditions, and our rich history. Staff members are knowledgeable and present information positively regarding a variety of culturally religious, ethnic, and socio-economic communities. The school is pro-active in working to broaden pupil's cultural understanding and horizons, texts used in the curriculum are carefully selected to support this, year 5&6 take part in a residential trip to Bristol, the



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school has brought in workshops on cultural fusion and Hinduism for example.

For more detailed information, please refer to the school's SMSC audit available on the St. Erth School website.

Character

The endpoint of our curriculum is for all pupils to leave St Erth being, '**Confident, Aspirational and Self-Aware.**' In order to achieve this children benefit from the school's values of: **Resilience, Perseverance, Aspiration, Nurture, Knowledge, Respect and Reading.** These are woven into the curriculum, behaviour policy and all other aspects of school life, providing a framework for character development. The school also has a clearly defined methodology for pupils to successfully manage themselves in their learning, extra-curricular activities and social times, '**Ready, Reflect, Review.**' This is based upon the metacognitive learning process and is graduated through the school, enabling pupils to develop appropriate skills to manage themselves successfully whilst working towards clear values. Weekly assemblies focus on a school value, exemplifying examples of how pupils can work on developing it for themselves.

The progress pupils make against their own standards is celebrated, rather than solely attainment and due to the opportunities given to our children, whether this is in the classroom, in sport, music or socially, there are many ways to excel and there is an ethos of being the best children, and staff, can be.

Children's positive character is **celebrated** in our Friday assemblies through our Outstanding and Ready, Reflect, Review awards. This includes achievements within school as well as children's participation wider artistic, musical and sporting performances.

All staff are **responsible** for ensuring that high expectations are consistent in all areas of the school, regardless of job role, age of children and time of day.

Children, through our **PE, structured breaks curriculum enrichment**, work towards developing physical skills and an awareness of health and fitness.



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Children are encouraged to show **pride** in their own personal appearance, how the classroom looks and general, how others are spoken to, whether that be other children or staff, as well as in presentation of learning in books. There is a consistent promotion of pride in belonging to the school community. Pupils earn house points and raffle tickets for demonstrating kindness and performing acts of service to their community, such as helping a teacher complete a task or comforting a friend.

Through its curriculum offer the school aims to provide a wide range of opportunities for pupils to develop character. Trips to such as Geevor tin mine, Leech Pottery, Trink Farm and Royal Cornwall provide opportunities to develop cultural capital. Residential trips to Bristol, Dartmoor and St Ives provide opportunity to develop character through resilience, self-management and team work. Extra-curricular opportunities provide pupils with similar opportunity through: gardening club, dance fit and various sports.

Children in Year 5 attend a 'Life Skills' workshop annually where they are met and educated by members of the following services: Fire and Rescue, Bus, Tri-Service, Police, Great Western Railway, First Aid and Healthy School. This teaches children how to be responsible citizens and how the services are there to support the community.

British Values

The 4 aspects of British Values are part of our ethos, explicitly taught in assemblies and modelled in our relationships and processes. Children are encouraged to discuss the importance of each aspect and why each is important.

- **Democracy**

- Democracy is practised when voting in our Pupil Parliament and Eco-Committees and actively taking part in pupil votes for Pupil Parliament initiatives.
- Governance and Monarchy are threads going through the substantive knowledge in our history curriculum, which regularly unpicks the meaning of democracy, how it started and periods in time, or countries, which are not governed by democracy.



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- School invited a The local MP, Andrew George, to school in Summer 2025 to further embed children's understanding of the role of Parliament, including the House of Commons and the House of Lords.
- **Rules of law**
 - The rules of the school are established with simplicity and referred to consistently by linking back to our school values. Children understand that we have rules to keep us safe and happy.
 - Children relate our school rules to the law and understand that we have laws in our country to keep us safe.
- **Individual liberty**
 - Children understand that because of the sensible nature of law making (i.e. to keep us safe) we have the freedom to make our own choices. As long as we respect the rights of others, then we are free to pursue our ambitions, free from limitation and discrimination. In the UK our Human Rights are protected by law. At St Erth, we believe that by providing children with clear values and methodology for self-management (Ready, Reflect, Review) they will reach our curriculum endpoint; Confident, Aspirational and Self-aware, and be able to make their own decisions and stand up for what they believe in. Anti-bullying workshops, focussed interventions, physical activity and our PSHE curriculum also support this.
- **Tolerance and respect**
 - Children at St Erth Primary School are aware that mutual respect is understanding that we do not all share the same beliefs and values. Society needs to respect the values and beliefs of others whilst not imposing our own in order to live in a civilised world. For our children in their immediate context, it is about supporting a football team of their choice, or liking particular music, practicing a religion, eating a specific diet and ensuring that a lack of respect is appropriately challenged. In the wider context, staff are aware of the largely monocultural catchment of St Erth Primary School and challenging stereotypes, ensuring that correct information is learnt and exposure to diversity across the curriculum is crucial to our children's lives.

Inclusion and equal opportunities

Children at St Erth Primary school are taught to understand that no one should be treated differently/less favourably because they belong to a specific group. It is also discussed that it may appear that some groups of children are treated unfairly, but children with different needs may need different levels of support. Children are taught to understand the importance of equity. The school's accessibility policy provides further detail on how we achieve this and



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can be found on the school's website.

Adaptations are made to ensure all children can access the curriculum and wider opportunities:

- Curriculum adaptations
- Inclusion in enrichment opportunities such as after school clubs – adult support prioritised to enable access.
- Risk assessments to ensure safe inclusion in off site visits, developed in partnership with families.

Advice of specialist and external agencies is sought in order to remove barriers for children with specific areas of SEND e.g. ASDAT team. This extends to transition to KS3 to ensure children with SEND and SEMH needs manage transitions positively.

The 9 **Protected characteristics** are explored through our assemblies as well as through the wider curriculum, as well as through English (in particular the reading spine groups with protected characteristics are represented).

St Erth Primary School Equality policy is key in developing an understanding of inclusion across the school.

Staff have specific training to develop the school's inclusive ethos and approach to positively impact all children.

Staff have received training on:

Emotion Coaching to support all children, including our most vulnerable children who have ACEs and EHWPB needs.

Relational Practice – Our Trust Health and Wellbeing lead delivered a trauma informed training session on relational practice and how this approach has the power to transform children's lived experience and allow them to THRIVE.

Autism Awareness – we establish secure knowledge of how to meet the needs of our children with neurodiversity to ensure we have an inclusive and supportive approach to meeting their needs.

We have 3 members of staff who are Thrive trained practitioners and are also Trauma Informed Schools trained.

Wider Opportunities at St Erth School

At St Erth Primary School, we recognise that children may be geographically isolated. It is our ambition to ensure children have a wide range of opportunities to enrich the curriculum, nurture aspirations and engage children in opportunities beyond their typical lived experience.



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Clubs – we offer a wide range of after school clubs ranging from Year R to Year 6. These are developed each year with the needs and interests of the current cohort in mind. Clubs in the last 2 years have included: Football, Netball, Cross Country, Rounders, Lego, Chess, Craft, Cookery, Gardening, Dance Fit, Yoga, Choir and Reading Café. The school keeps a record of engagement and tailors its offer in an effort to reach all pupils.

Residential:

At St Erth Primary School we are committed to giving the children a whole wealth of opportunities for personal development. Our annual residential camps give children opportunities to grow and learn things about themselves that they never knew before! They provide pupils with opportunities to develop their character and broaden their horizons. Residential plans are reviewed annually to ensure that the experiences are tailored to each unique cohort of children.

Children in Year 3 and 4 complete a one night residential and when they get to Year 5 and 6, they complete a 2 residential. The trips are carefully priced to ensure that all can access. The school's ambition is always that all pupils will attend. The locations of the residential are chosen to provide pupils with the chance to develop cultural capital (Bristol) and discover what they are capable of (Dartmoor)

Year 3 and 4 have visited Cohort youth hostel in St Ives which is accessible and been made affordable to all families in St Erth. Children have taken part in a range of activities that develop resilience and promote communication and teamwork.

PE enrichment:

The school takes part in a range of inter-school competitions, even setting up leagues and fixtures to meet the children's interests, Rounder League Summer 2024. In the last 2 years the school have competed in: Football leagues for 3 different teams (1st team, Girls, Year 3&4), Rounder League, Netball League, Cross Country league, Multi-skills festivals.

Curriculum enrichment: Below are examples of trips and events pupils have access to. Others will take place when the curriculum aligns and opportunity arises.

Musical performances: Years R,1&2 take part in the schools nativity each year. Years 3,4,5&6, take part in a musical production held at Hayle Academy each year as well as a Christmas carol concert.

Environment walks: As part of the fieldwork element of our Geography curriculum pupils across the school take part in walk and studies in our local area.



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Geevor Tin Mine: To discover the history of mining in Cornwall in a hands on fashion, supporting our local history study in KS2

National Maritime Museum: To take part in Viking workshops linking to our History Curriculum

Minnack Theatre: Each year the school take part in events as part of the Minnacks outreach. In 2024/25 pupils have taken part in a Shakespeare festival as part of their English studies and our reception class have taken part in 'The Big Sing' as part of our music curriculum.

Royal Cornwall Show: Whole school enrichment as part of our PD curriculum to connect with unique culture in Cornwall.

Levant mine and coastal history walk: To connect learning in History and Geography. Pupils revisit the history of mining for year 5&6 they also a in mapwork to plot routes and discover history across 2000 years.

Visits to Carn Euny and Chysauster Ancient Village: Part of the study of Stone age to Iron age and the Romans.

Leech Pottery: Art enrichment

Farm Visit: Science for KS1. Animals including humans.

Culdrose Lego League: Science and Computing enrichment for KS2

Tate St Ives: Art. Link to area of Art exhibit dependant so time of year varies.

Trip to Bristol and Brunel: Part of residential trip. Link to DT curriculum and bridge building and enrichment on design process.

Citizenship

Our ethos is constantly referred to in classrooms, assemblies and in newsletters to show the importance of everyone contributing to our community. Children know that each member of the team is special and valuable. Through this, there is a common understanding of why schools need rules - to make people feel safe and happy (see British Values - Rule of Law). Being part of a democracy (link to British Values) is a crucial part of being a British Citizen. Children learn to become active Citizens and make a contribution by taking part in Pupil Parliament and the Eco-committee. Year 6 pupils are also given positions of responsibility around the school such as house captains, being role models for others.

There is also an understanding shared within the community, not only in St Erth but in the national community, that people belong to different ethnic,



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religious or pressure groups and may have views and beliefs which may not be aligned to ours. Embracing positive aspects of a range of backgrounds can only enhance our own community and give opportunity to learn more. Being in a largely monocultural community, staff are aware to present children with many opportunities to discuss different identities within a community and inspire curiosity to find out more. The school's reading spine has been developed to further enable this type of discussion.

Contributing as a citizen is explicitly referenced to throughout the year: Harvest Festival, Comic Relief, Sports relief and Children in Need, taking part in distributing food for the local feast committee and singing at their annual Christmas lunch. Children learn of the positive impact they can have on their local community and the wider national and global community. Children also consider through events such as Blue Monday how they can support the wellbeing of others in the school and local community, as well as their own.

Pupils take part in the Christmas and Summer Fayres, designing and running stalls. Raising money for the school and other good causes.

Our Pupil Parliament have an impact on the school. This develops and deepens children's understanding of fundamental British Values, seeing it in action, improving the school.

Children in Year 5 attend a 'Life Skills' workshop annually where they are met and educated by members of the following services: Fire and Rescue, Bus, Tri-Service, Police, Great Western Railway, First Aid and Healthy School. This teaches children how to be responsible citizens and how the services are there to support the community.

PSHE and RSHE Curriculum Overview

An in depth look at our PSHE/RSHE Curriculum can be found here: [PSHE & RSHE curriculum](#)



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St Erth School PSHE Curriculum Map

Relationships (online safety included, but indicated separately on plan), Health, Living in the wider world Online Safety

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Lesson 1: Welcome to school Lesson 2: Emergencies and getting help	Lesson 1: People who care for us Lesson 2: Rights, responsibilities and respect	Lesson 1: Healthy friendships Lesson 2: Our bodies and boundaries	Lesson 1: Our health Lesson 2: Healthy food choices	Lesson 1: We all have feelings Lesson 2: Good and not so good feelings	
Year 2	Lesson 1: Respecting uniqueness Lesson 2: Our communities	Lesson 1: Everyday safety	Lesson 1: learning about work Lesson 2: Basic first aid	Lesson 1: Horrible hands (Infection) Lesson 2: What are the dangers of sharing photos online?	Lesson 2: Big feelings	Lesson 1: Keeping our teeth healthy
Online Safety Taught each year to year 1&2 together	Lesson 1: Understand what personal information is and why we keep personal information private. Lesson 2: Why is it important to respect people?	Lesson 1: Pause for people. Getting offline Lesson 2: How technology makes you feel	Lesson 1: Why do websites want personal information? Lesson 2: Identify where to go for help and support when concerned.	Lesson 1: What to do if something upsets us online. Lesson 2: What are the dangers of sharing photos online?	Lesson 1: People are not always who they say they are when online and keep personal information private. Lesson 2: Why is it important to be responsible on the internet?	Lesson 2: safety in my online neighbourhood. Lesson 2: Internet traffic light
Content in year 3&4 is organised into 2 yearly cycles to ensure that, over a 2 year period in the class, all pupils will receive the content requires in years 3&4. Some lessons are revisited each year where appropriate. Such as, 'Sun Safety.'						
Year 3 & 4 Cycle A	Lesson 1: World of work Lesson 2: Spending and saving money Lesson 3: Device free moments	Lesson 1: Road safety Lesson 2: Teamwork Skills Lesson 3: Who is your online community?	Lesson 1: Physical activity Lesson 2: Drugs Lesson 3: Digital trails	Lesson 1: Everyday feelings Lesson 2: Let's give credit.	Lesson 1: Expressing feelings Lesson 2: Strategies to support positive mental well-being. Lesson 3: That's private	Lesson 1: Sun Safety Lesson 2: Putting a stop to online meanness!
Year 3 & 4 Cycle B	Lesson 1: What makes a good friend? Lesson 2: Respecting others Lesson 3: Your rings of responsibility	Lesson 1: Resolving conflict and managing negative pressure Lesson 2: Our digital citizenship pledge.	Lesson 1: Money choices Lesson 2: Everyday life and basic first aid Lesson 3: This is me!	Lesson 1: Volunteering and citizenship. Lesson 2: Is seeing believing?	Lesson 1: Managing feelings Lesson 2: Password power up.	Lesson 1: The environment Lesson 2: The power of words.
Content in year 5&6 is organised into 2 yearly cycles to ensure that, over a 2 year period in the class, all pupils will receive the content requires in years 5&6. Some lessons are revisited each year where appropriate. Such as, 'Changes from Primary to Secondary School.'						
Year 5 & 6 Cycle A	Lesson 1: Diverse communities Lesson 2: Respectful relationships Lesson 3: My media choices	Lesson 1: Illness Lesson 2: Nutrition and healthy eating Lesson 3: Keeping games fun and healthy.	Lesson 1: Puberty – bodies and reproduction Lesson 2: Puberty – changes Lesson 3: Our online tracks.	Lesson 1: Mental health and keeping well Lesson 2: A creator's rights and responsibilities.	Lesson 1: Managing challenges and change Lesson 2: Private and personal information.	Lesson 1: Risk and Peer Pressure Lesson 2: Be a super digital citizen.
Year 5 & 6 Cycle B	Lesson 1: Different types of families Lesson 2: Healthy and harmful relationships Lesson 3: Finding my media balance.	Lesson 1: Keeping your body safe Lesson 2: Consent Lesson 3: Digital friendships	Lesson 1: Spending decisions Lesson 2: Beyond gender stereotypes	Lesson 1: Exploring risk in relation to gambling Lesson 3: Reading news online	Lesson 1: Feelings and common anxieties when changing schools Lesson 3: You won't believe this	Lesson 1: Changes from primary to secondary school Lesson 2: Is it cyberbullying?



Our Approach to Behaviour at St Erth

At St Erth Primary School, our approach to behaviour is deeply embedded within our Personal Development ethos. Our Behaviour Policy supports pupils' spiritual, moral, social, and cultural development (SMSC), upholds British Values, and prepares children for life as responsible citizens. Our Behaviour and Relational Policy can be found here: https://www.st-erth.cornwall.sch.uk/web/school_policies/645917

Core Principles and Ethos

A relational, trauma-informed approach underpins all behaviour practices, fostering empathy, self-awareness, and respect—supporting the spiritual and moral development of pupils.

Our school values provide a shared language and framework, promoting positive behaviour and personal responsibility.

Behaviour is taught and modelled consistently, developing resilience, integrity, and accountability—key aspects of character education and citizenship.

Emotional Literacy

Through the school's PSHE and PD curriculum, children are taught to understand and regulate their emotions, linking feelings to actions—supporting emotional intelligence and mental wellbeing.

This approach nurtures a growth mindset, encouraging children to learn from mistakes and develop self-discipline, key aspects of personal development and moral understanding.

Relational Practice and Restorative Conversations

All staff foster warm, respectful relationships, using restorative practice to resolve conflicts—developing social and communication skills essential for lifelong success.

Children are encouraged to see behaviour as a choice and are supported to repair relationships—promoting a strong sense of justice, fairness and empathy.



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British Values and Citizenship

The policy supports the teaching of British Values, especially:

- Democracy (pupil voice, reflection, and choice),
- Rule of Law (clear boundaries and consistent consequences),
- Mutual Respect and Tolerance (of those with different faiths, beliefs, and backgrounds).

Behaviour lessons, PSHE, and assemblies encourage active citizenship, inclusion, and respect for diversity.

Curriculum Integration and Enrichment

Behaviour expectations are explicitly taught and reinforced through:

- PSHE lessons,
- School and British Values assemblies,
- Classroom discussions, coaching conversations, and nurture groups.
- Participation in pupil parliament, peer support roles, and celebration assemblies. This fosters leadership, collaboration, and pride in school life.

Inclusion and Safeguarding

The policy ensures equity and inclusivity, with adaptations made for pupils with SEND and those facing barriers.

Behaviour is recorded and monitored (via CPOMS) to spot patterns and intervene early, supporting pupil wellbeing and safeguarding.

Staff are trained to see behaviour as communication, helping pupils feel safe, supported, and heard.

Celebrating Positive Behaviour

A wide range of rewards (verbal praise, stickers, house points, raffle tickets, headteacher awards and certificates) reinforce positive self-image and develop motivation.

Children feel recognised and valued, contributing to a positive school culture and sense of belonging.



PERSONAL DEVELOPMENT CURRICULUM at St Erth Primary School



This whole-school, relational approach to behaviour ensures that pupils not only succeed academically but develop the character, confidence and compassion needed to thrive in our community and wider society.