

The World for our Children, our Children for the World
Personal Development planning at South Moreton

We wish for children to leave South Moreton with the confidence, resilience and self-identity to make their way in the world as successful global citizens.
Our Personal Development Curriculum is carefully planned and structured to ensure a wide, rich set of experiences to develop knowledge, talent and interests.

Academic Excellence	A thriving and innovative curriculum	Evidence-based Teaching and Learning practice for all	Cultural capital: Take One Projects	Unique tech opportunities	PSHE as the beating heart of the school	The ‘other half’: my talents and interests			
						Additional sporting, tech and cultural opportunities	Extra curricular provision	Trips and visits	Residential opportunities
Mental Health and Wellbeing <i>we recognise that our entire PD curriculum supports mental wellbeing</i>	Inside Out project: 5 keys to wellbeing	Growth Mindset and resilience	Zones of Regulation	Keeping Safe Curriculum	Emotional Literacy Support (ELSA)	Enhanced Sport	We run over 30 clubs per year including from arts, tech, sports, science, cookery, magic and more.	E.g. Story Museum, Living Rainforest, Victorian history immersion, Earth’s Trust, sporting workshops, Harwell Campus	Year 5 Hill End
						Enhanced tech			Focusing on social and emotional learning, and outdoor and adventurous activities.
Global Citizenship	Picture News: ● Current affairs ● British Values ● Global issues ● Diversity, equality and equity ● UN Rights of the Child		Lyfta: Global human stories		***Coming Spring 2025*** Character Education		Digital citizenship and tech opportunities		Leadership

A thriving and innovative curriculum

At South Moreton School, we embrace our mission statement:

“The World for our Children, Our Children for the World”.

Intent

Our curriculum is intended to:

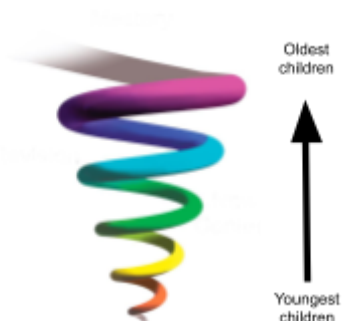
- Offer the full range of National Curriculum subjects and the and full breadth of study within these
- Cater for the needs of all pupils, across all year groups
- Embed and develop our vision for South Moreton School through the 3 aspects of academic excellence, resilience and wellbeing, and global citizenship

We believe that in order for our children to be active, responsible, curious citizens of the future world, we must equip them with **transferrable** knowledge - knowledge ‘how’ as well as knowledge ‘of’.

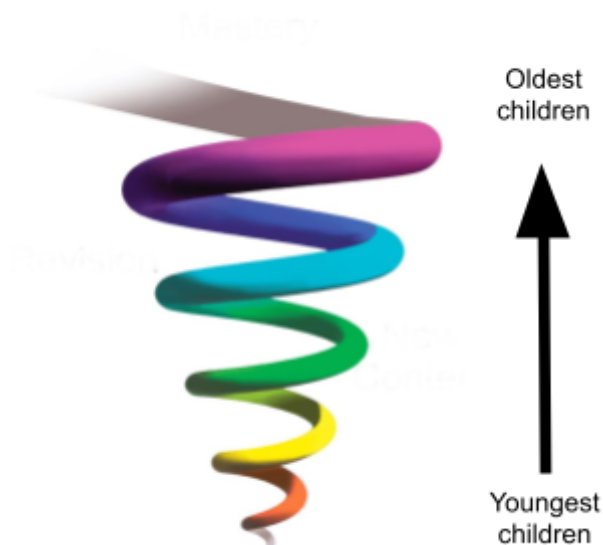
Our South Moreton School skills progressions demonstrate how, across a broad and balanced curriculum, we sequence learning in order to build on previous knowledge, with deepening understanding over time creating an ever-widening spiral of knowledge embedded in the long-term memory of our pupils.

Other guiding principles for our curriculum design are:

- Knowledge ‘how’ content is specified in detail
- Knowledge ‘how’ is taught to be remembered, not merely encountered
- Knowledge ‘how’ is sequenced and mapped deliberately and coherently
- Knowledge ‘how’ provides a driving, underpinning philosophy



We **sequence** learning based on teaching children the ‘knowledge how’ - following a skills progression which enables children to approach and engage with subject-specific content using an ever-widening and ever-deepening level of skill. For example, children in Year 6 will engage with content on the Ancient Egyptians in a different way to children in Year 3. This concept can be illustrated by the spiral model above, where children re-encounter skills each year (different colours on the spiral), building on previous learning and embedding knowledge in the long-term memory.



Evidence-based Teaching and Learning practice for all

Our teachers are highly trained in evidence-based teaching strategies and pedagogy, using this to

- Make the best decisions to support learning
- Evaluate and adapt practice to ensure the best outcomes
- Ensure that knowledge builds effectively for all pupils

We build this knowledge of evidence and research as a whole team, engaging, trialling and evaluating across the development period.

Staff across the school are focused on their professional growth, engaging with teaching evidence from an angle that works for them and their pupils. They supplement whole-school learning with their own pathways through Masters' level degrees and National Professional Qualifications. They are truly expert in what they do!

Examples of pedagogical approaches you will see in action across our South Moreton staff team:

- Blooms Taxonomy (via research by Benjamin Bloom)
- Rosenshine's Principles (via research by Barak Rosenshine)
- What makes great teaching (via research by Rob Coe et al.)
- Hinge questions
- Retrieval Practice
- Adaptive Teaching
- Explicit modelling
- Scaffolding
- Mastery principles
- Cognitive science
- Growth Mindset and executive functioning
- Formative and summative assessment practice

Cultural capital: Take One Projects

We build cultural projects three times a year, as a celebration of language and culture. and focusing on building knowledge of significant cultural works in Art and Music. By the time our pupils leave us, they will have knowledge of 7 works of art and 7 musical works, including their place in history and culture. They will further explore these works through their own representations of their learning.

Our Take One projects build personal development in ways that surpass curriculum content, and support children to develop a lifelong knowledge and love of cultural and artistic expression.

Take One Picture (supported by the National Gallery)	Take One Piece (supported by the BBC Ten Pieces work)	Take One Language (supporting linguistic skill, building appreciation of diversity, comparing and contrasting language and culture)
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We build these projects across the school using our established Blooms Taxonomy hierarchy of skills to meet all needs. We celebrate outcomes with parents - take a look at a recent art exhibition showcasing the pupils' work!



Unique tech opportunities

In line with our vision to equip children with skills for a successful future, and our commitment to global citizenship, South Moreton is proud to be a Google School, educating our pupils through a unique, rich digital programme, using the Google for Education platform.

We teach high-level digital skills, computer science and coding concepts to children across the school. We use technology as a tool to expand children's digital literacy, and also to open up the world to our children by 'bringing the outside in'. We have significant additional hardware to support wider tech learning, including 3D printers, greenscreen equipment, stop motions sets, microbits etc.

We know that tech skills will play a significant part in our pupils' futures, and they leave us with a wealth of expertise that puts them in an advantageous position for their next steps and future learning.

Children leave South Moreton Primary School being able to:

- Touch type
- Collaborate digitally on presentations and documents
- Code programs and hardware
- Animate
- Use 3D printing software and hardware
- Create digital art and music
- Edit media such as images and video
- Research information carefully and critically
- Communicate appropriately using online platforms
- Act as safe, digital citizens



ESafety and Digital Citizenship

In line with our passion for digital literacy comes a commitment to ESafety and educating our children to be responsible digital citizens. We have careful filters and systems in place to ensure pupils are learning within a safe and secure digital environment.

We teach ESafety each half term within our computing sessions using Project Evolve schemes of work. Additional themes are covered within Keeping Safe, mental health and global citizenship assemblies, and within Relationships Education. ESafety discussion is part of day-to-day learning as our pupils use devices throughout the day as a tool within lessons.

At South Moreton we ensure our staff have up-to-date knowledge on how to ensure the safety of our pupils online. We also encourage parents and pupils to attend our ESafety sessions to ensure everyone can keep safe online at home.

			
Self-image and identity	Online relationships	Online reputation	Online bullying
This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.	This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.	This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.	This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.
			
Managing online information	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.	This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.	This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.	This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

Personal, Health and Social Education at South Moreton

At South Moreton School, Personal, Social and Health Education is absolutely **“The living beating heart of our school”**

- **Characterised by outstanding Personal Development**
- **Underpinned by our solid, shared vision** and commitment to:
 - Resilience and Wellbeing
 - Global Citizenship (incl British Values)
 - Outstanding behaviour and high expectations

To emphasise the key role of PSHE within our whole-school, PSHE is **led as a strong, shared project by SLT**, who coordinate the delivery of content through assemblies, leadership actions and day-to-day life within school. This is an excellent example of leadership strength at South Moreton School, and the impact of such leadership on our school community.

This collaborative leadership further extends throughout all areas of the school. It is firmly supported by our practice and commitment to each and every pupil, including disadvantaged pupils and those with Special Educational Needs, and through the work of our Inclusion Lead (SENCo) and Pupil Premium Lead. It is also carefully intertwined in transition processes, both for those starting our school in the Early Years, and for those moving to secondary school.

Personal Development, and Personal, Social and Health Education is embedded in ‘who we are’ and ‘how we do things here’.

At South Moreton Primary School our PSHE curriculum shines through our day-to-day work, whole-school projects and daily assemblies. We are able to cover the majority of the curriculum through how we live in school every day.

Where statutory provision is not covered in sufficient depth through this work, we explicitly teach these objectives via:

- 3 wellbeing days, focusing on ‘Inside Out’ (mental health and resilience project), ‘Family’ and ‘Friendships’ (We have identified that statutory family and friendship objectives require further age-specific teaching)
- Visits from community and external speakers
- External visits (e.g. Junior Citizen, Injury Minimisation)
- The wider curriculum, including Science, Computing, PE, DT, Early Years, SEN interventions

Where PSHE content is taught through the wider curriculum, subject leaders of those curriculum areas are responsible for coordinating the delivery of its content.

Sex Education non-compulsory content is taught in Year 6, in a safe learning environment, in line with our Sex and Relationships Education Policy. It is solidly underpinned by our School ethos and values.

Inside Out project: 5 keys to wellbeing



At South Moreton, we explicitly teach children to understand and look after their mental and emotional health. We teach this weekly. Children learn to identify and name their emotions, and they learn a range of strategies to support these to ensure they lead happy, fulfilled lives.

We focus on a wellbeing 'key' every half term, to dig deeper into ways we can foster positive mental health and wellbeing strategies.

Our Forest School sessions delve deeper into the half term's Key to Wellbeing

Growth Mindset and Resilience

We are very proud to be a Growth Mindset School, reflecting a year of focused work on developing resilience and a can-do attitude in learning. Our children have been learning about Growth Mindset and how it can help them to approach challenge and persevere when things get tough. They can talk about how Growth Mindset helps them learn, and they use it in their learning and the wider school. We even put their learning to the test by challenging them to scale the mobile climbing wall!

[Information on Growth Mindset at South Moreton can be found here](#)

We have seen wonderful things happening across the school reflecting the powerful impact Growth Mindset work can make on pupils!



Our pupils say:

“I like doing hard things because it gives me a challenge and it's not too easy.”

“The more work you put into it the better you do.”

“Don't give up - try again.”

“I always like giving things a good go if it's challenging...it might come up in the future.”

“I enjoy learning new things - hard questions.”

“It's a good feeling when you don't get something and then it clicks and you understand something.”

“Now if I get stuck I ask my friend or the teacher. I used to not tell anyone. I ask now to make sure I know it.”

From a Y2 parent via email:

“Something rather wonderful just happened during our dinner time and I wanted to share it with you. I must confess I was a bit tearful - I run my own business and it's growing quicker than I can keep up at times. My son, looked at me and said 'Mummy you saying 'you can't do it' is a bit of a fixed mindset, isn't it?' You should be encouraging a growth mindset and saying to yourself, 'I can't do it yet, but I will get there'. And I know you can do it, I'm so proud of you'. Well, I cried even more. How incredible is that, that this 7 year old boy recognised that. He said that you'd been talking about it. He's clearly taken it on board, and I thought you might like to know.”

Zones of Regulation

The **ZONES** of Regulation

REGULATION			
			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

We teach children how to effectively manage their emotional health so that they can be ready to meet challenges in a regulated, healthy way.

We use the 'Zones of Regulation' programme by occupational therapist Leah Kuypers, to teach children to categorise their emotions into 'Zones' according to how helpful they are for the given task. They learn to recognise when their emotions are not helpful for a situation, and learn a variety of strategies to support themselves to be alert, calm and ready, and to minimise unhelpful emotions.

We provide information for parents to support similar discussions and narrative, so that our mental health support can be used at home too.

Keeping Safe Curriculum

We carefully plan opportunities for children to learn to Keep Safe. These are interlaced within the curriculum, or are delivered as stand alone sessions. Here is the full range of learning opportunities that we teach pupils both inside and outside of lessons.

	Whole school ongoing programme for Personal Development		
	• Picture News including engagement with British Values - weekly • Lyfta Global Citizenship learning - weekly • Community singing • Mental Health teaching - Zones of Regulation, Growth Mindset, Inside Out project, 5 keys to wellbeing • Celebrating success together • ESafety teaching • Forest School • ELSA as appropriate • Over 30 Extra Curricular Clubs provided annually. Funded places for Pupil Premium children means X% were engaged in clubs this term / year etc. Clubs cover a planned spread of skills, including sports, arts, tech and social themes.		
	The following learning opportunities are delivered through assembly provision and class-based teaching activities. Many of the opportunities take place annually, following expectations for progression demonstrated through our spiral curriculum model.		
	Autumn	Spring	Summer
R	Vision and values teaching - South Moreton's identity Forest School Anti-bullying week (led by School Council) Leadership and responsibility Growth Mindset focus: Climbing Wall Democracy and election Life Education Bus Healthy Eating Transition Halloween Police Assembly Rail safety teaching (Switched on programme) PSHE Friendships focus Take One Piece cultural capital Safer Internet Week Remembrance Performance Tomorrow's Engineers Week Trips and visits	Character Education Healthy Eating Police visit Fire Service Visit NSPCC Speak out, stay safe PSHE Families focus Pupil survey (led by school council) Take One Picture cultural capital Trips and visits	Healthy Eating Child Safety Week PSHE focus: sleep, money Sugarsmart Wrap, slap, splat Sun Awareness Equality and British Values Take One Language cultural capital Trips and visits Democracy and election

Y1	Vision and values teaching - South Moreton's identity Class ESafety Charter (Acceptable Use) Anti-bullying week (led by School Council) Leadership and responsibility Democracy and election Growth Mindset focus: Climbing Wall Rail safety teaching (Switched on programme) Halloween Police Assembly PSHE Friendships focus Take One Piece cultural capital Safer Internet Week Remembrance Performance Tomorrow's Engineers Week Trips and visits	Character Education Fire Service Visit Police visit NSPCC Speak out, stay safe Pupil survey (led by school council) Cyberbullying PSHE Families focus Take One Picture cultural capital Trips and visits	Exercise/Safety with equipment Child Safety Week PSHE focus: sleep, money Sugarsmart Wrap, slap, splat Sun Awareness Equality and British Values Democracy and election Take One Language cultural capital Trips and visits
Y2	Vision and values teaching - South Moreton's identity Class ESafety Charter (Acceptable Use) Anti-bullying week (led by School Council) Rail safety teaching (Switched on programme) Democracy and election Leadership and responsibility Growth Mindset focus: Climbing Wall Halloween Police Assembly PSHE Friendships focus Take One Piece cultural capital Safer Internet Week Remembrance Performance Tomorrow's Engineers Week Trips and visits	Character Education British Red Cross First Aid Police visit Fire Service Visit NSPCC Speak out, stay safe Pupil survey (led by school council) Cyberbullying PSHE Families focus Take One Picture cultural capital Trips and visits	Child Safety Week PSHE focus: sleep, money Sugarsmart Wrap, slap, splat Sun Awareness Equality and British Values Democracy and election British Values Survey (led by school council) Take One Language cultural capital Trips and visits
Y3	Vision and values teaching - South Moreton's identity Acceptable Use Agreements Anti-bullying week (led by School Council) Democracy and election Barclays Roadshow Bus - economic education Leadership and responsibility Rail safety teaching (Switched on programme) Growth Mindset focus: Climbing Wall Halloween Police Assembly PSHE Friendships focus Safer Internet Week Take One Piece cultural capital Remembrance Performance Tomorrow's Engineers Week Trips and visits	Character Education Police visit NSPCC Speak out, stay safe Pupil survey (led by school council) Cyberbullying PSHE Families focus Take One Picture cultural capital Trips and visits	Child Safety Week PSHE focus: sleep, money Democracy and election Sugarsmart Wrap, slap, splat Sun Awareness Equality and British Values British Values Survey (led by school council) Take One Language cultural capital Trips and visits
Y4	Vision and values teaching - South Moreton's identity Acceptable Use Agreements Democracy and election Anti-bullying week (led by School Council) Barclays Roadshow Bus - economic education Halloween Police Assembly Leadership and responsibility	Character Education Police visit NSPCC Speak out, stay safe PSHE lessons and SEAL units Pupil survey (led by school council) Cyberbullying PSHE Families focus	Keeping our bodies clean and fresh Child Safety Week Democracy and election PSHE focus: sleep, money Sugarsmart Wrap, slap, splat Sun Awareness Equality and British Values

	- Rail safety teaching (Switched on programme) - Growth Mindset focus: Climbing Wall - Safer Internet Week - PSHE Friendships focus - Take One Piece cultural capital - Remembrance - Performance - Tomorrow's Engineers Week	- Take One Picture cultural capital - Trips and visits	- British Values Survey (led by school council) - Take One Language cultural capital - Trips and visits
Y5	- Vision and values teaching - South Moreton's identity - Acceptable Use Agreements - Democracy and election - Anti-bullying week (led by School Council) - Leadership and responsibility - Growth Mindset focus: Climbing Wall - Barclays Roadshow Bus - economic education - Rail safety teaching (Switched on programme) - Safer Internet Week - Halloween Police Assembly - PSHE Friendships focus - Take One Piece cultural capital - Remembrance - Tomorrow's Engineers Week - Performance	- Character Education - Cycling Proficiency / Bikeability - Police visit - NSPCC Speak out, stay safe - Pupil survey (led by school council) - Cyberbullying - PSHE Families focus - Take One Picture cultural capital - Trips and visits	- Puberty education - Democracy and election Child Safety Week - PSHE focus: sleep, money - Sugarsmart - Wrap, slap, splat Sun Awareness - Equality and British Values - British Values Survey (led by school council) - Residential - 1 night preparation for Y6 - Take One Language cultural capital - Trips and visits - Sports Leadership
Y6	- Vision and values teaching - South Moreton's identity - Buddy programme - Acceptable Use Agreements - Democracy and election - Leadership and responsibility - Growth Mindset focus: Climbing Wall - Injury Minimisation and Prevention IMPS visit - Anti-bullying week (led by School Council) - Barclays Roadshow Bus - economic education - Safer Internet Week - Rail safety teaching (Switched on programme) - Halloween Police Assembly - PSHE Friendships focus - Take One Piece cultural capital - Remembrance - Performance - Tomorrow's Engineers Week	- Character Education - Cycling Proficiency / Bikeability - Buddy programme - Junior Citizen - Police visit - NSPCC Speak out, stay safe - PSHE Families focus - Pupil survey (led by school council) - Cyberbullying - Take One Picture cultural capital - Trips and visits	- Science - digestion and body systems - Buddy programme - Puberty education - Democracy and election - Transition planning and preparation - PSHE focus: sleep, money - Sugarsmart - Wrap, slap, splat Sun Awareness - Equality and British Values - British Values Survey (led by school council) - Take One Language cultural capital - Trips and visits - Residential visit - Transition work
	For content within the PSHE curriculum, more depth is available in our PSHE subject plan.		

Emotional Literacy Support (ELSA)

Sometimes children need a helping hand to support their emotional health or learning behaviours, or to get through a difficult life event or challenge at home.

We have a highly trained Emotional Literacy Support Assistant who works with our Educational Psychologist to deliver support and therapeutic sessions for those that need additional help.

Parents can request support, or teachers can refer to this service, which positively impacts many children across the school.

"ELSA sessions give me another adult to look out for me in school when I need it, and they help me to understand my feelings so I can feel better"

Y3 child

ELSA sessions run on Monday afternoons, or may take the form of regular check-ins throughout the week.

Picture news

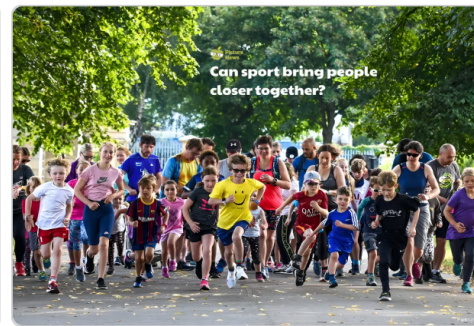
We hold weekly Picture News assemblies, designed to help children engage with current affairs and global citizenship themes through thought-provoking images, stories, and discussion questions.



Through these sessions, children are encouraged to:

- Explore real-world issues in an age-appropriate way.
- Develop oracy and reasoning skills, forming and expressing their own viewpoints.
- Learn to listen respectfully to differing opinions.
- Connect their discussions to British Values, the UN Sustainable Development Goals, and the wider global community.

At South Moreton, this approach allows pupils to grapple with meaningful questions, building empathy, confidence, and moral awareness. They learn to make informed decisions, see multiple perspectives, and understand their role as responsible global citizens.



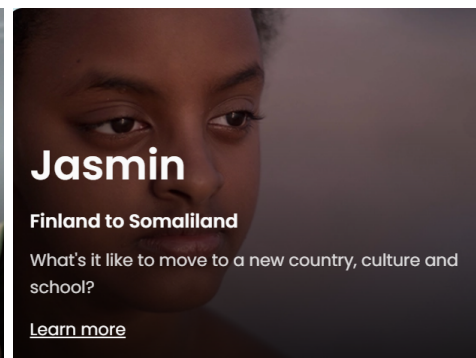
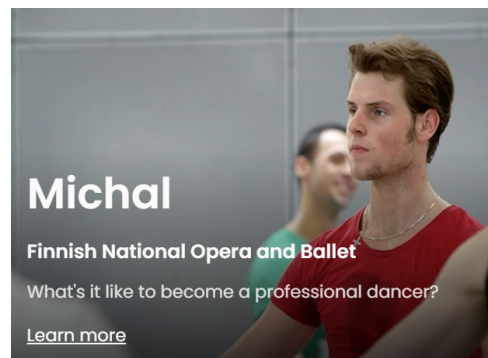
Lyfta Storyworlds

Lyfta is a digital platform offering immersive *storyworlds* — rich, interactive virtual environments — that allow pupils to explore diverse cultures, communities, and real-life lived experiences from around the world. These storyworlds include 360° scenes, documentary videos, audio, images and narratives that bring global issues alive in school. We use Lyfta weekly in assemblies to expand children's understanding of the world.

How it promotes deep global learning:

- Pupils travel virtually to a variety of settings (for example, villages in Ethiopia, cultural communities in Finland, rainforest life in Peru, or city challenges in London, to understand real human stories and decisions.
- The platform supports pupils to broaden perspectives, cultivate empathy, and reflect on their own values and actions.
- Lyfta connects to curriculum areas (e.g. PSHE, Geography, English) to embed global themes in everyday learning.

Lyfta enriches our global citizenship curriculum, giving children access to stories and voices they might never otherwise meet. It supports oracy, critical thinking, and moral reasoning, and development of sound moral values through which to engage with the world.



Leadership at South Moreton

At South Moreton, we believe every child has the potential to lead and make a difference. We offer a wide range of opportunities for pupils to take responsibility, share their voice, and help shape our school community. Leadership helps children develop confidence, teamwork, empathy, and pride in their contribution to school life. Our leaders also support and coordinate work in the local community, actively representing the school in a variety of local events.

Our pupils take on roles such as:

- **School Councillors** – representing pupil voice and driving improvement
- **House Captains** – leading teams and promoting school spirit
- **Sports Leaders** – encouraging active, fair play
- **Eco Councillors** – leading sustainability and environmental action
- **Librarians** – promoting reading and supporting younger pupils
- **Tech, Art, and Play Leaders** – helping across school life and supporting others

Through these roles, pupils learn that their actions matter and that leadership is about kindness, responsibility, and making a positive difference to those around them.



Character education* Coming Spring 2026**