










PERSONAL DEVELOPMENT CURRICULUM at Mullion Primary School

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

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Categorised into area of:	September	October	November
<p>Social, Moral, Spiritual, Cultural PSHE/RSE British Values Character Inclusion Citizenship</p> <p><i>Note: where multiple areas apply, the prime aim has been noted</i></p>	<p>School Values and 'Mullion 3' are revisited Weekly Values assembly Pupil Survey completed Clubs: girls/boys' football, running, lego, multisport, badminton Leagues: football (girls and boys), X country School Council</p>	<p>Harvest Assembly/Food collection Mental Health awareness day Black History Month Weekly Values assembly Clubs: girls/boys football, running, lego, multisports, badminton Leagues: football (girls and boys), X country School Council Half Term Parent Assembly</p>	<p>Banardos Healthy Relationships Police Road Safety Assembly Weekly Values assembly Remembrance Day Clubs: Choir, girls/boys' football, running, Lego, multisport, badminton Leagues: football (girls and boys), X country School Council Sports Leader training</p>
December	January	February	March
<p>KS2 Christmas Songs and Readings KSI Christmas Play Weekly Values assembly Talent Show Year 6 Sports Leaders Theatre workshop Clubs: Choir, girls/boys football, running, Lego, multisport, badminton Leagues: football (girls and boys), X country School Council Half Term Parent Assembly</p>	<p>Stay Safe Anti-Bullying workshop Weekly Values assembly Clubs: Lego, African drums, badminton, choir, athletics, football, gymnastics, chess Leagues: football, X country School Council</p>	<p>Weekly Values assembly Clubs: lego, African drums, badminton, choir, athletics, football, gymnastics, chess Leagues: football (girls and boys), X country School Council Half Term Parent Assembly</p>	<p>Weekly Values assembly World Book 'Week' Clubs: lego, African drums, badminton, choir, athletics, football, gymnastics, chess Leagues: football (girls and boys), X country School Council</p>
April	May	June	July
<p>Weekly Values assembly Clubs: Lego, football, netball, athletics, cricket/rounders Leagues: X Country, athletics School Council Half Term Parent Assembly Design a Poster for Park – Parish Rosuick Farm</p>	<p>Weekly Values assembly Year 5 Life Skills Workshop RNLI Water Safety visit Rosuick Farm Clubs: Lego, football, netball, athletics, cricket/rounders Leagues: X Country, athletics School Council Half Term Parent Assembly</p>	<p>Weekly Values assembly Year 6 Sailing Year 4 Residential – 1 night Year 5 Residential – 1 night Year 6 Residential – 2 night Rosuick Farm Online Safety – Parents Year 6 Careers event – Pollurian Clubs: Lego, football, netball, athletics, cricket/rounders Leagues: X Country, athletics School Council</p>	<p>Weekly Values assembly Sports Day Horticultural Show Kestle Barton Reading Festival Rosuick Farm Pupil Community Award Colour Run Year 6 Performance Clubs: Lego, football, netball, athletics, cricket/rounders Leagues: X Country, athletics School Council Half Term Parent Assembly</p>

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SMSC

Spiritual: Faiths and values are not only taught explicitly in RE, but also celebrated in assemblies and the cultural diversity within each classroom through the staff knowledge of the children. Creativity is celebrated and children have the opportunity to appreciate the natural world we live in, awe and wonder through the extensive outside environment

Moral: Through the relationship policy and the school ethos, there is an understanding of right and wrong, humans make mistakes, but also honesty, integrity and doing the right thing. All staff are involved in supporting children showing challenging behaviours, and support children in understanding the own emotions and behaviour shown as a result. Children know that there are consequences for behaviour. There is a focus on improving behaviour and support in getting it right in the future, opposed to a focus on sanctions.

Social: Children and staff are always encouraged to work and learn as a team, using others to improve their own performance and learn off people. An understanding of how to be emotionally intelligent, to cooperate and communicate effectively is explicitly taught, modelled and then expected. Mullion School works closely with the **MHST** to target interventions to support groups of children to develop their school skills and understanding. E.g. Last year's year 6 completed a series of workshops on Empathy (a key aspect of our Mullion 3) to develop their character and social literacy.

Cultural: The Mullion Primary School community are aware of the lack of cultural diversity within the county, but also celebrate Cornish culture and how this shapes us: festivals, traditions and deep history. Staff are aware to present positively and knowledgeable about a range of culturally religious, ethnic and socio-economic communities.

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Character

The ethos of the school is to celebrate when children achieve great things: whether these be small steps or great feats and whether these are different for different individuals. It is clear from this ethos that success and achievements comes as a result of hard work, graft, determination and resilience.

Our **learning behaviours for success** develop high expectations of engagement and support children to succeed by developing: **Curiosity, Respect, Determination, Resilience, Creativity and Kindness.**

Progress leading to achievement 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 are identified for showing our 'Blue behaviour', demonstrating our learning behaviours for success.

Our Mullion 3 develop a strong sense of character, create a positive culture and environment for all children to enjoy school and thrive.

Children's positive character is **celebrated** in our Friday assemblies through our Virtues award and Stars of the Week. 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 are **disciplined** in movement around the school, able to respond quickly to signals to quieten for instruction and for pulling the team together.

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

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. In our Friday celebration assembly, children from a class are awarded the 'golden dustpan' for showing pride in their learning environment.

Children are being engaged with the local community and, how their positive character is influential beyond the school grounds e.g. design a poster for the local park and the Mullion 'Community Pupil Award' following a meeting between school and the Parish Council to engage the school more purposefully within the wider community.

A group of Year 6 children have been selected to perform as part of the Trust's Music Showcase taking place in the Hall for Cornwall in July 2025.

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.

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Children are encouraged to discuss the importance of each aspect and why each is important.

- **Democracy**

- Democracy is practised when voting in our School Council and actively taking part in pupil votes for School Council 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.
- School invited a Parliament Outreach Officer to Mullion in Spring 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 Mullion (The Mullion 3) are established with simplicity and referred to constantly – **respect others, showing kindness and empathy; care for our school and everything in it; take pride in my work and view challenge as an opportunity to learn.** 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 Mullion, we believe that by encouraging and celebrating self esteem, self awareness and self confidence, children are able to make their own decisions and stand up for what they believe in. We teach this through Anti-bullying workshops, focussed interventions through physical activity and our PSHE curriculum.

- **Tolerance and respect**

- Children at Mullion Primary School have the understanding that mutual respect is understanding that we do not all share the same beliefs and values. Society needs to repeat 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 of their

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choice, or liking particular music, and ensuring that a lack of respect is appropriately challenged. In the wider context, staff are aware of the largely monocultural catchment of Mullion 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 at Mullion Primary School

Children at Mullion 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.

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 7 **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).

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

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

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In Autumn 2023, staff have received training on:

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

A member of staff is currently completing the THRIVE apprenticeship to support children with SEMH needs.

Wider opportunities at Mullion Primary School

At Mullion 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.

Clubs – we offer a wide range of after school clubs ranging from Year 1 to Year 6. These include sport and other areas such as Reading and Lego club.

Residential:

At Mullion 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! This ties in with our PD aims of children learning about being ‘mentally healthy’. Residential plans are reviewed annually to ensure that the experiences are tailored to each unique cohort of children.

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Children in Year 3 and 4 complete a one night residential and when they get to Year 5 and 6, they complete a 3 or 4 night residential. This is currently being reviewed to take into account affordability for parents, but our aims and purpose remain the same.

Year 3 and 4 have visited BF Adventure which is accessible and been made affordable to all families in Mullion. Children have taken part in a range of activities that develop resilience and promote communication and teamwork.

In Year 5 and 6, we aim to build upon opportunities to develop their resilience to challenge and try activities they may not otherwise get the chance to do. In the 2023/24 year, our Year 4 and 5 children are completed a residential at Porthpean Outdoor Education Centre for 2 nights and Year 6 stayed on the Isles of Scilly for 4 nights. In 2024/25, Year 4 are completing a 1 night residential on school grounds, Year 5 are visiting Plymouth (Sleeping with Sharks) and Year 6 are attending an outdoor centre in Newquay to complete 3 days of outdoor learning, focussing on resilience and teamwork.

PE enrichment:

Cluster Sports – we have excellent links with the local cluster schools in Helston and the Lizard peninsular. We partake in a range of inter school sports that are a pathway for the Cornwall School games which has a focus on strong inclusion of all pupil.

Curriculum enrichment:

Rosuick Farm – Each year group is timetabled to visit a local farm, generating a community link and offering curriculum enrichment through activities on the working farm.

Kestle Barton – Children take their love of reading beyond the classroom, meeting authors and being inspired about the power of reading.

Space Port Enthuse Project – This enables us to work with Jo Richardson from Space Detectives, ESERO-UK space Ambassador and EP Advisor Spaceport Cornwall. With the Hayle cluster group, we will be working towards the Space Education Quality Mark

Nursing home

Theatre and culture – Bringing the world of story-telling to life, we want our children to experience the power of drama and visit a

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place of cultural significance within our locality. Children in KS2 have visited the Hall For Cornwall to watch a production of Peter Pan and the school PTA raises money each year to bring a theatre performance to school to ensure all children access theatre.

Culdrose – we have strong links with Culdrose as the armed forces are a strong presence in our community. Our Forces children meet weekly to work on team building and develop a sense of ‘togetherness’ to create a strong bond, supporting each other in their shared experience of being forces families.

Local farm visit through Farm to Fork – agriculture is a large part of our local community and we strive to ensure children have opportunity to explore this industry first hand as part of their curriculum and beyond.

Sharing expertise/careers of parents – our parents are a fantastic resource! We invite our parents in to bring our curriculum to life and make links with the world of work. We value the expertise our parents bring, but we also raise our children’s aspirations

Life Skills Year – See under ‘Character’ and ‘Citizenship’.

Citizenship at Mullion Primary School

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.

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

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community and inspire curiosity to find out more.

Contributing as a citizen is explicitly referenced to throughout the year: Harvest Festival, Comic Relief, Sports relief and Children in Need, as well as inviting the elderly and Grandparents to lunch, singing for the elderly in a care home. Children learn of the positive impact they can have on their local community and the wider national and global community.

The school and wider community contribute to the Christmas Fayre by organising stands to raise money.

Local businesses are engaged to support the school, developing sense of community and citizenship e.g. the school community raised over £1600 to support a week celebrating reading in March 2025, including author visits and workshops.

Children participate in fundraising opportunities such as the school colour run in the summer.

Our School Council have a wide reaching impact on the school. This develops and deepens children's understanding of fundamental British Values, seeing it in action, improving the school.

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PSHE and RSHE Curriculum Overview at Mullion Primary School

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

Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition Having a baby
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

See attached documents for individual year group detailed unit sequencing and endpoints.

RSE content highlight in yellow (Changing Me – Ages 9-11).

Our Approach to Behaviour at Mullion Primary School

At Mullion Community Primary School, our approach to behaviour is deeply embedded within our Personal Development ethos. Our Behaviour and Relationships 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.mullion-ji.cornwall.sch.uk/web/policies/26357>

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 three core rules (Mullion 3) —Respect Others, Care for Our School, Take Pride in Our Work—provide a shared language and values 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.

Zones of Behaviour & Emotional Literacy

Through the Zones of Behaviour, 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.

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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.

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 (Jigsaw), and assemblies encourage active citizenship, inclusion, and respect for diversity.

Curriculum Integration and Enrichment

Behaviour expectations are explicitly taught and reinforced through:

- Weekly PSHE lessons (Jigsaw),
- Virtues and British Values assemblies,
- Classroom discussions, coaching conversations, and nurture groups.
- Participation in school councils, peer support roles, and celebration assemblies 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.

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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, values certificates, Class Dojo) reinforce positive self-image and intrinsic motivation.

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

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.