Personal Development at Whitegate End Primary School 2026-2027



Personal Development Intent

At Whitegate End Primary School and Nursery, our Personal Development curriculum is driven by our vision that **every child belongs, feels safe and thrives**. We are committed to developing emotionally resilient, confident and ambitious young people who are equipped with the knowledge, skills and character needed to succeed in school, in their communities and in the ever-changing world beyond.

Our intention is to ensure that Personal Development is not confined to discrete lessons but is woven throughout every aspect of school life. Through high-quality relationships, an ambitious curriculum, meaningful experiences and a culture of inclusion, we enable children to develop a strong sense of self, understand their place in the world and recognise the positive contribution they can make to society.

Guided by *The Whitegate End Way*, we place relationships at the heart of everything we do. We believe that children learn best when they feel known, valued and understood. Through our trauma-informed and attachment-aware approach, we prioritise connection before correction and regulation before expectation, creating the emotional safety children need to develop confidence, self-awareness and resilience. We intend for all children to develop the knowledge and understanding required to keep themselves physically, emotionally and digitally safe; build positive and respectful relationships; celebrate diversity; understand their rights and responsibilities; and make informed choices that support their wellbeing. Through a carefully planned programme of PSHE, Relationships Education, citizenship, enrichment opportunities, pupil leadership and wider personal development experiences, children learn how to navigate life with confidence, integrity and compassion.

We want our children to leave Whitegate End with strong moral values, respect for others and a belief in their own potential. Our aim is that they become responsible citizens who embrace difference, demonstrate empathy, show courage in their convictions and contribute positively to their communities. We aspire for every child to develop the aspiration, character and life skills needed not only to achieve academically, but to flourish personally and socially.

By working in partnership with families, staff and the wider community, we ensure that every child is given the opportunity to develop the confidence, resilience and ambition to thrive. Through our Personal Development curriculum, we prepare children for life, not simply for the next stage of their education, ensuring they leave Whitegate End ready for the future and ready for life.

Personal Development Implementation

Personal Development is embedded within our curriculum, culture and daily practice. Through high-quality teaching, meaningful relationships and carefully planned learning experiences, we ensure that children develop the knowledge, understanding and character needed to become confident, resilient and responsible citizens. Alongside this, all pupils access a structured programme of PSHE, Relationships Education, Health Education, SMSC and citizenship learning, which is taught progressively across each year group.

To strengthen and enrich our Personal Development offer, we provide a wide range of experiences and opportunities that reflect the needs of our children and our community. These opportunities enable children to develop confidence, independence, resilience, aspiration and a strong sense of belonging.

Our Personal Development Enhancements

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Personal Development Implementation

The Whitegate End Life Skills

A unique feature of our Personal Development curriculum is our **Whitegate End Life Skills** programme.

Developed in partnership with our pupils, these life skills represent the experiences, opportunities and personal qualities that we believe every child deserves before leaving Whitegate End. They provide a shared commitment to ensuring that all children, regardless of background or starting point, have access to rich and memorable experiences that prepare them for life beyond primary school.

The Life Skills are intentionally woven throughout our curriculum and wider school offer. Children develop and demonstrate these through classroom learning, curriculum enrichment days, educational visits, residential experiences, pupil leadership roles, community projects and wider extracurricular opportunities.

Through our Life Skills programme, we ensure that children:

- build confidence and independence;
- develop resilience and perseverance;
- understand how to build positive relationships;
- contribute positively to their community;
- experience the world beyond their immediate environment;
- develop aspiration for their future;
- leave Whitegate End with the knowledge, skills and character needed to succeed.



By combining a rich curriculum, meaningful experiences and a strong culture of belonging, safety and aspiration, we ensure that every child at Whitegate End is prepared not only for their next stage of education, but for life itself. This is how we bring our vision to life, ensuring every child has the opportunity to **belong, feel safe and thrive**.

The Whitegate End Personal Development Promise

Every child will Belong. Every child will feel Safe. Every child will Thrive.



Personal Development Enhancement Offer

🌟 Enrichment and Aspiration	🌍 Cultural Development and Citizenship	💗 Health, Safety and Wellbeing	⚽ Physical Development and Healthy Lifestyles	🚀 Transition and Preparation for the Future	🤝 Inclusion and Pastoral Support Ensuring every child belongs, feels safe and thrives
Broadening horizons and creating memorable experiences •Educational visits linked to curriculum learning •Residential experiences •Visitors and inspirational speakers •Extra-curricular clubs •Choir, music tuition and performances •School productions and showcases •Enterprise projects and fundraising events •STEM enrichment days •Careers and aspiration events •Author visits and reading celebrations •Eco projects and outdoor learning •Whitegate End Life Skills experiences •Pupil Leadership Programme •Trust-wide enrichment opportunities	**Developing understanding, respect and belonging in modern Britain** •RE curriculum and reflection opportunities •Assemblies celebrating diversity and inclusion •School Parliament •School Council •Leadership Team •Prefects •Pledges Champions •Community projects and volunteering •Choral speaking participation •Local heritage and community visits •Celebrations of different cultures and faiths •Democracy and British Values learning •Links with care homes and community groups •Parent and community workshops •Charity awareness events •Global citizenship projects	**Keeping children safe, healthy and emotionally resilient** •PSHE and RSE curriculum •Relationships and Health Education •Emotional literacy lessons •ELSA support •Mental Health First Aid initiatives •Anti-Bullying Week •Internet Safety Week •Online safety workshops for pupils and parents •Learning Mentor support •Zones of Regulation •Worry boxes and pupil voice opportunities •Safeguarding workshops •First Aid training •Road Safety and Bikeability •PCSO and community safety workshops	**Promoting healthy bodies and healthy minds** •High-quality PE lessons •Swimming provision •Sports Day •Intra and inter-school competitions •Sports Leaders Programme •Girls' football opportunities •Active lunchtimes •Play Leaders •Daily physical activity •Outdoor adventure learning •Healthy eating promotion •Walking and active travel initiatives •After-school sports clubs •Wellbeing through movement activities •Yoga, mindfulness and relaxation sessions	**Supporting children through change with confidence** •Nursery to Reception transition programme •Reception home visits •Parent transition meetings •Additional transition support for vulnerable pupils •SEND transition packages •Secondary school visits •Secondary staff visits to Whitegate End •Transition days •Meet the teacher sessions •Visual timetables and transition booklets •Individual transition plans •Careers awareness activities •Aspirations and future pathways events •Life skills and independence activities	•The Hive/Nurture support •Coring Companions •Learning Mentor interventions •ELSA support •Attendance support and family outreach •Home visits where appropriate •Early Help and multi-agency working •Emotional regulation support •Reflect and Repair restorative practice •Trusted Adult •Bereavement and loss support •Family workshops •Inclusion passports •Pupil voice groups •Daily check-in and check-out system

How do we use our assemblies for Personal Development including SMSC, PSHE and British Values?

Picture News

Critical thinking – analysing information, questioning viewpoints and evaluating evidence

Oracy and communication – speaking confidently, listening actively and participating in discussion and debate.

Media literacy – recognising bias, evaluating sources and identifying misinformation.
Citizenship – understanding current affairs and becoming informed, active citizens.

Empathy and respect – considering different perspectives and valuing diversity.

Inclusion and equality awareness – understanding protected characteristics and promoting belonging.

Problem solving and decision making – exploring ethical issues and real-world challenges.
Confidence and pupil voice – expressing opinions, leading discussions and influencing change.

Emotional literacy and resilience – developing self-awareness, wellbeing and positive relationships.

Global awareness – understanding local, national and international issues.

Expectations

Oracy and Communication – sharing ideas, listening actively and expressing opinions respectfully.

Pupil Voice and Leadership – contributing to discussions and influencing positive change.
Respect and Relationships – understanding the impact of actions on others and strengthening community values.

Self-Regulation and Reflection – considering choices, behaviours and personal responsibility.
Empathy and Inclusion – valuing different perspectives and promoting belonging for all.

Responsibility and Character Development – embedding the Whitegate End Pledges in everyday school life.

Collaboration and Community Cohesion – working together to address key school issues and celebrate success.

Confidence and Resilience – encouraging children to participate, contribute and make positive choices.

Reading

Reading for Pleasure – developing a lifelong love of books, stories and reading.

Oracy and Communication – discussing texts, sharing opinions and listening to others' viewpoints.

Confidence and Pupil Voice – contributing ideas and influencing book choices across the school.

Literacy and Vocabulary Development – extending language, comprehension and understanding through high-quality texts.

Empathy and Perspective Taking – exploring characters, experiences and different viewpoints.

Social Skills and Relationships – building connections through buddy reading and shared reading experiences.

Aspiration and Cultural Awareness – exposing children to a diverse range of authors, texts and experiences beyond their own lives.

Resilience and Independence – developing confidence as readers and learners

Singing

Confidence and Self-Esteem – performing together and developing the confidence to participate and express themselves.

Oracy and Communication – improving vocal expression, listening skills and articulation.

Emotional Wellbeing – using music to promote positive emotions, self-expression and a sense of connection.

Belonging and Community – strengthening school identity and bringing children together through shared experiences

Respect and Inclusion – valuing different musical tastes, cultures and perspectives through a diverse range of genres.

Pupil Voice and Leadership – encouraging participation in selecting songs and shaping assembly experiences.

Cultural Awareness – exposing children to music from different traditions, backgrounds and celebrations.

Resilience and Participation – developing a willingness to contribute, persevere and perform alongside others.

Creativity and Expression – encouraging children to engage with music as a form of personal and collective expression.

Celebration & Pledges

Confidence and Self-Esteem – celebrating individual achievements and recognising progress, effort and success.

Belonging and Community – strengthening connections between pupils, families, staff and the wider school community.

Pupil Voice – encouraging children to recognise and celebrate peers who demonstrate the Whitegate End Pledges.

Respect and Positive Relationships – valuing the achievements, qualities and contributions of others.
Character Development – promoting responsibility, kindness, perseverance, teamwork and positive choices through the Pledges.

Oracy and Communication – developing confidence in speaking, listening and sharing achievements publicly.

Empathy and Recognition of Others – celebrating the success of peers and acknowledging positive contributions within the community.

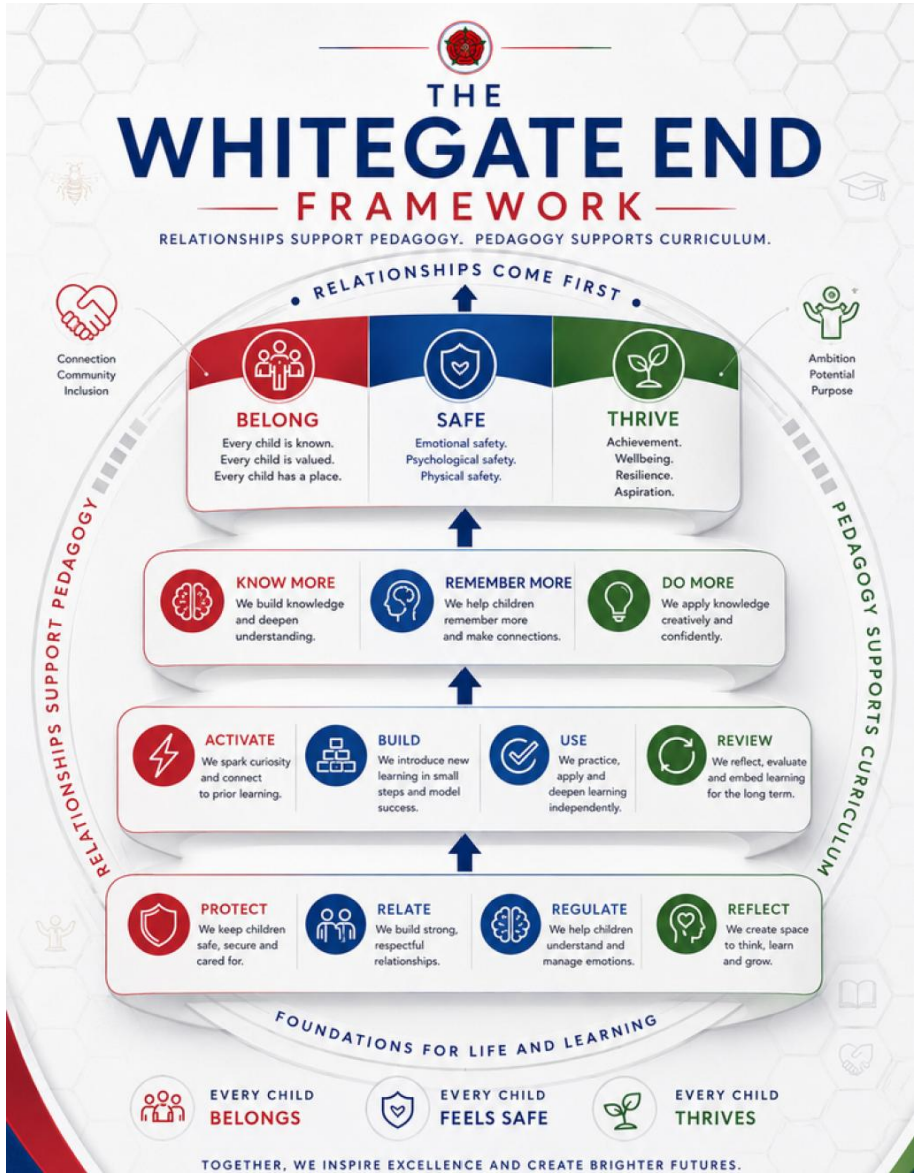
Aspiration and Motivation – inspiring children to set goals, achieve success and take pride in their accomplishments.

Inclusion and Equality – ensuring every child has opportunities to be recognised, valued and celebrated.

Family and Community Engagement – creating meaningful partnerships between home and school that support children's development and wellbeing.

BELONG • SAFE • THRIVE

How do we incorporate our pedagogy into Personal Development?

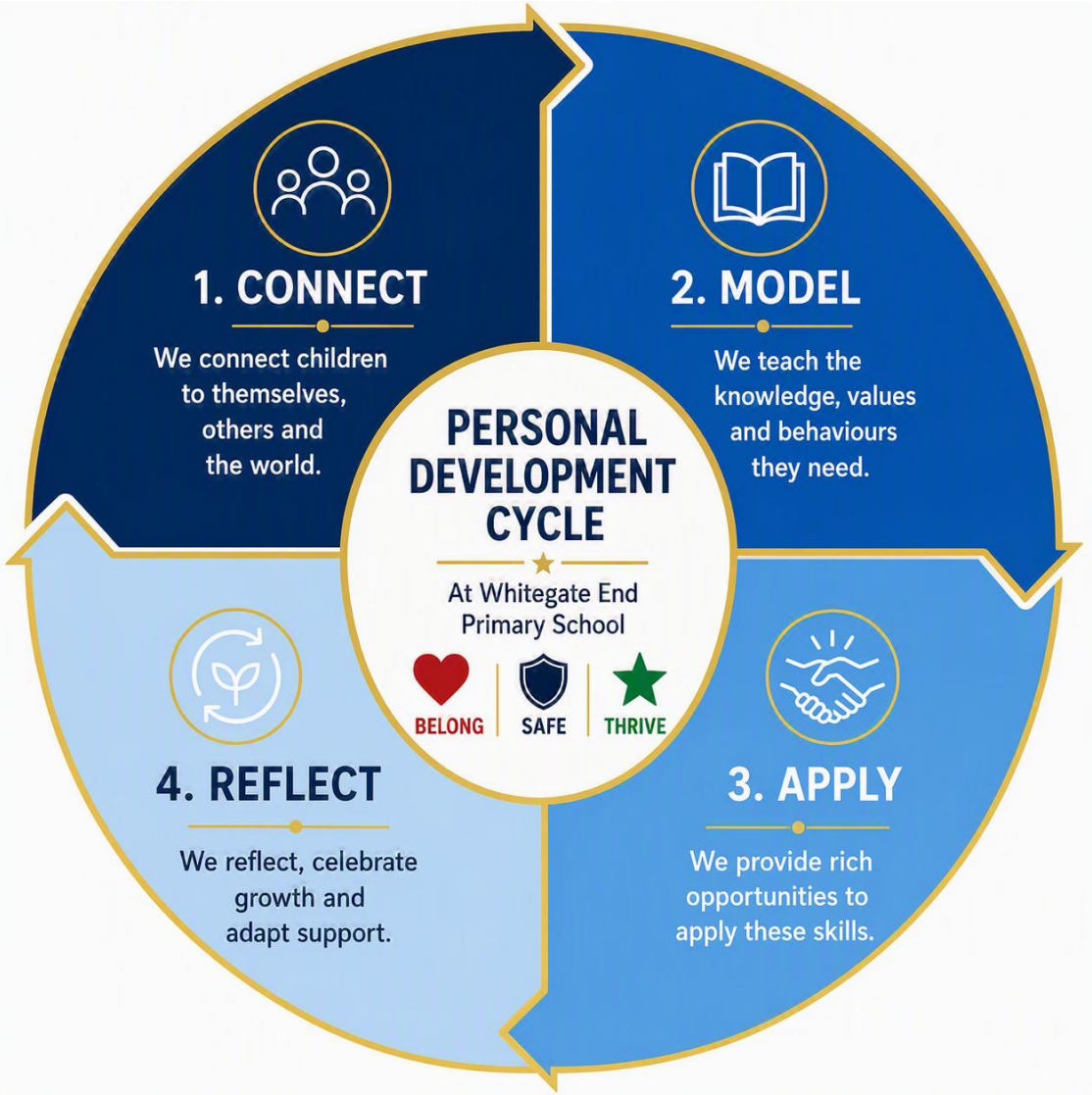


How do we incorporate our pedagogy into Personal Development?

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ACTIVATE	BUILD	USE	REVIEW
We Connect	**We Model and Guide**	**We Apply Learning**	**We Reflect and Respond**
We create meaningful connections with: Children Families The local community Learning experiences	We explicitly teach and model: School values Positive relationships Emotional regulation Respectful communication Responsible citizenship	Children practise and apply personal development skills through: Collaboration Leadership Decision making Problem solving Community participation	We help children understand their growth through: Reflection Meaningful discussions Feedback Pupil voice Self-assessment
Personal Development in Action Pupil voice School Council and Parliament Community projects Assemblies and enrichment events Educational visits and visitors Family engagement opportunities	**Personal Development in Action** PSHE and SCARF curriculum RSE lessons PACE-informed interactions Zones of Regulation ELSA and pastoral support Leadership opportunities	**Personal Development in Action** House Captains Sports Leaders Peer support roles Residentials Charity work Whitegate End Life Skills experiences	**Personal Development in Action** Reflect and Repair conversations Wellbeing check-ins Celebrations of achievement Transition reviews Responsive pastoral support
Impact: Children feel valued, included and ready to learn.	**Impact**: Children develop character, confidence and resilience.	**Impact**: Children make positive contributions and develop independence.	**Impact**: Children become self-aware, reflective and prepared for future success.

The Whitegate End Personal Development Cycle



BELONG – Every child is known and valued. SAFE – Every child feels emotionally and physically secure. THRIVE – Every child develops the knowledge, character and confidence to succeed in life.

How do we ensure Personal Development is consistent throughout our curriculum at Whitegate End?



Personal Development Impact

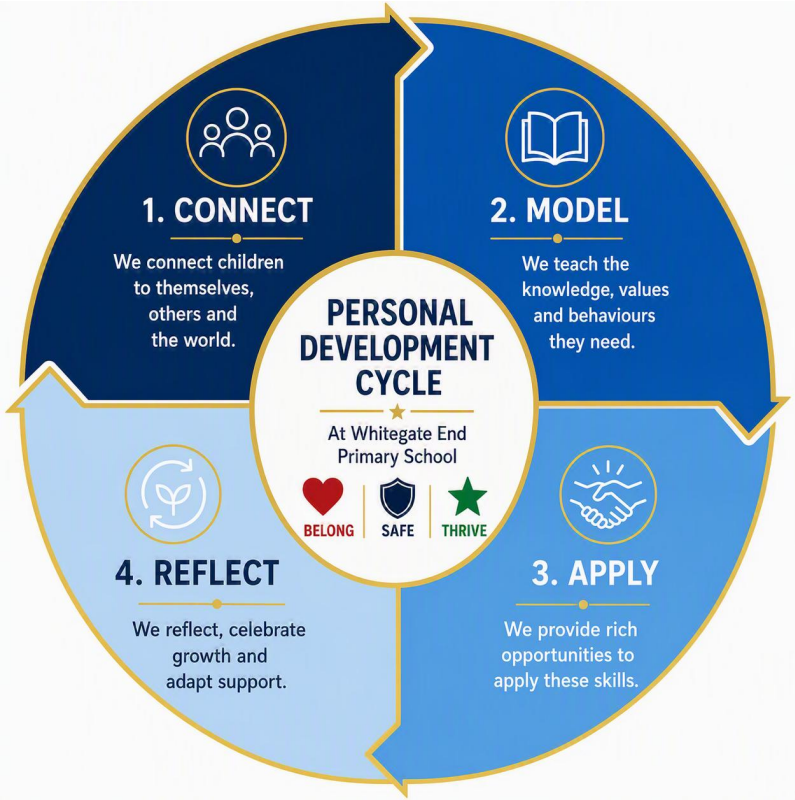
How do we monitor Personal Development at Whitegate End?



We also keep in contact with our community and families due to family members continuing to attend our school. This allows us the opportunity to continue to have dialogues about former pupils and their successes within their new journey.

How do we promote Personal Development at Whitegate End?

We continually evaluate the impact of our Personal Development offer to ensure it meets the needs of our children and community. We actively seek feedback and celebrate success through a range of measures, including:





Through these approaches, we ensure our Personal Development offer continues to help every child belong, feel safe and thrive.

BELONG • SAFE • THRIVE

At Whitegate End we always go the extra mile to promote our Personal Development offer



BELONG • SAFE • THRIVE

How do we ensure that inclusion is incorporated into our Personal Development?

Inclusion in the Whitegate End Personal Development Offer

BELONG • SAFE • THRIVE

At Whitegate End, inclusion means every child belongs.
Our personal development offer ensures that all children feel valued, included and empowered to thrive.

Diversity and Equality

- Explicit teaching of equality, diversity, protected characteristics and British Values.
- Celebration of different cultures, faiths, identities and experiences.
- Inclusive assemblies, Picture News discussions and curriculum opportunities.
- Every child is known, valued and represented within school life.

Learning Together

- Mixed opportunities for collaboration, pupil voice and peer support.
- Reading buddies, collaborative learning and discussion-based assemblies.
- Pupil leadership opportunities including School Council and wider responsibilities.
- Children learn to respect differences and work positively with others.

Parental Involvement

- Celebration Assemblies and Pledge Assemblies welcoming families and extended family members.
- Regular communication with parents regarding learning, behaviour and wellbeing.
- Home-school partnerships underpin children's success and sense of belonging.

Community Links and Community Support

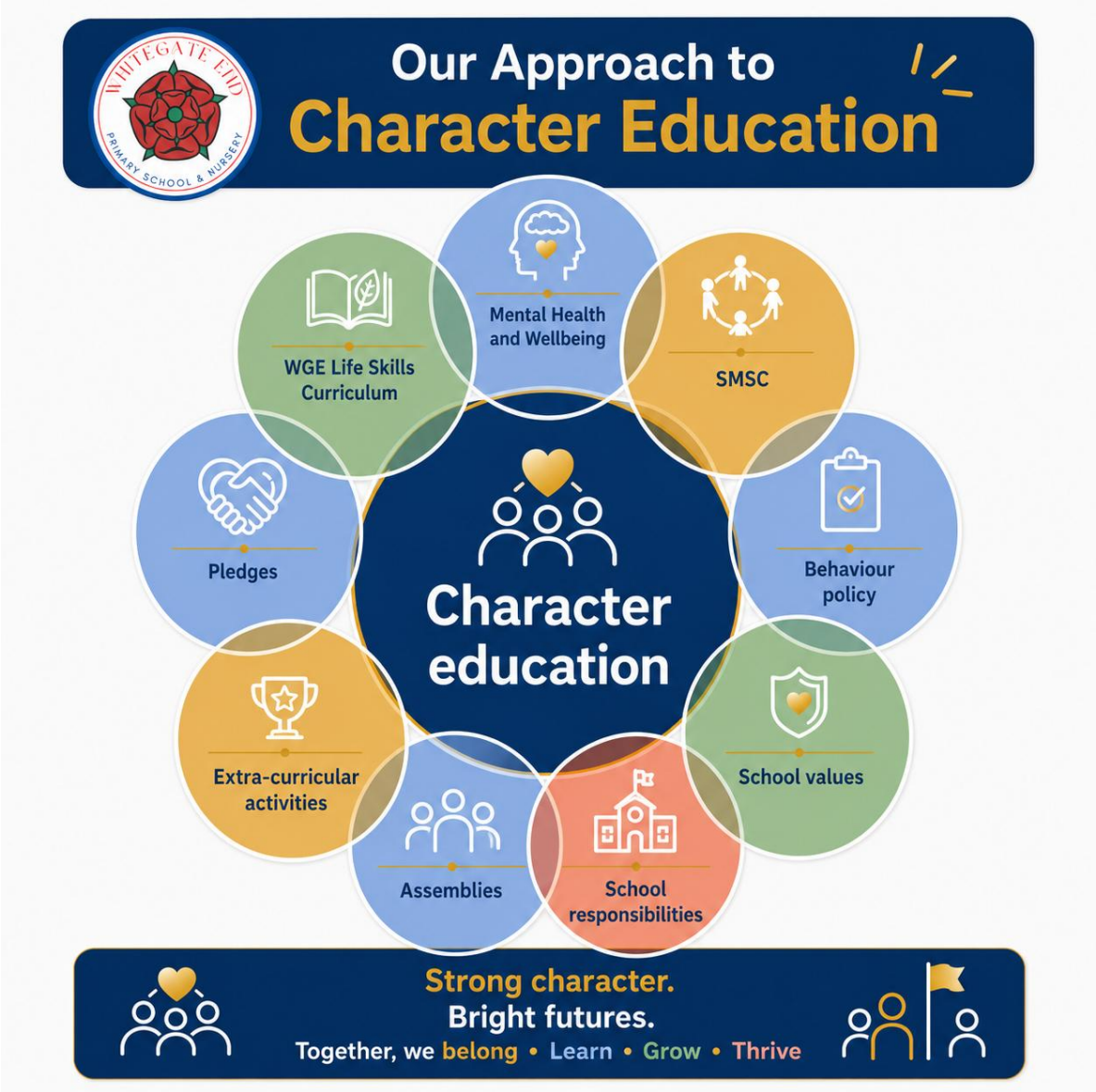
- Strong partnerships with local organisations and services.
- Opportunities for children to contribute positively to the wider community.
- Development of citizenship and preparation for life in modern Britain.

Parent Governors

- Parent representation contributes to school improvement and community voice.
- Supports transparency, inclusion and partnership working.

We are stronger together.
Inclusion is at the heart of everything we do.

How do we promote character education at Whitegate End?



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How do we promote good attendance at Whitegate End?



BELONG • SAFE • THRIVE

Personal Development





PSHE curriculum 2026 - 2027

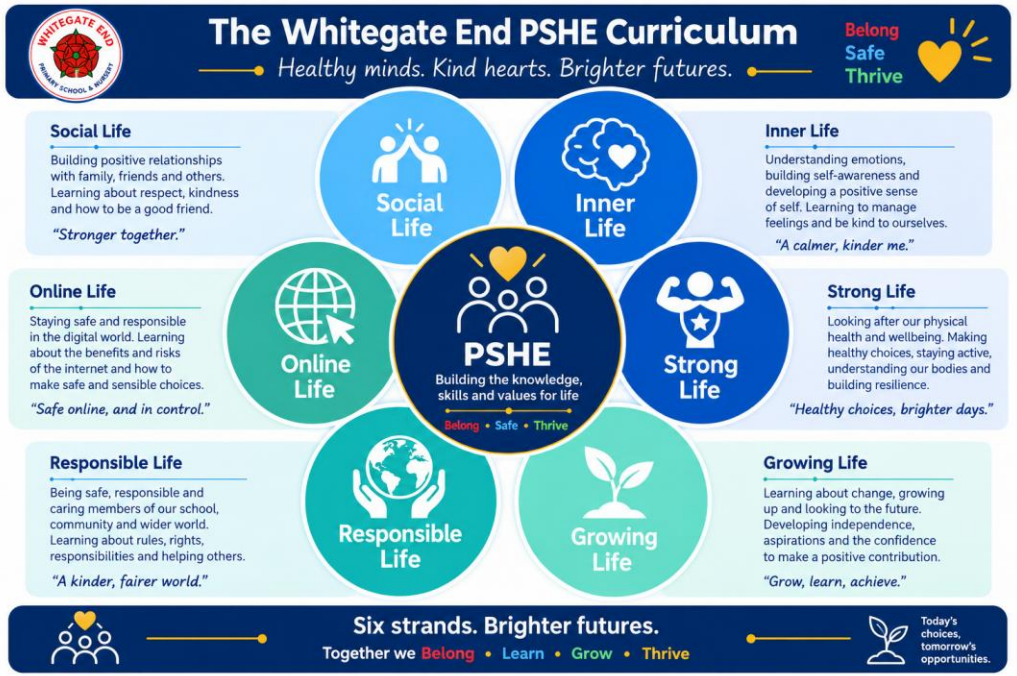
BELONG • SAFE • THRIVE

PSHE Intent

At Whitegate End, our PSHE curriculum is designed to give every child the knowledge, skills, confidence and values they need to navigate life safely, positively and successfully.

Rooted in our commitment to 'The Whitegate End Way', PSHE provides a carefully sequenced journey from Year 1 to Year 6, supporting children to understand themselves, build healthy relationships, make informed choices and become responsible members of their community.

Our curriculum goes beyond statutory Relationships and Health Education. It deliberately brings together learning about families and friendships, respectful relationships, emotional literacy and mental wellbeing, online safety, physical health, personal safety, first aid, citizenship, financial understanding, growing and changing, and preparation for the future.



BELONG • SAFE • THRIVE

PSHE Intent

The experience we want for every child

Central to our intent is creating a safe and inclusive space in which children feel able to talk, question, reflect and learn. Children are encouraged to listen respectfully, value differences, discuss difficult scenarios, respect privacy and understand when concerns need to be shared for safeguarding purposes.

Learning is therefore not intended to be passive. Through discussion, debate, scenarios, role play, practical experiences, creative activities and carefully chosen resources, pupils have opportunities to rehearse the skills and decision-making they will need beyond the classroom.

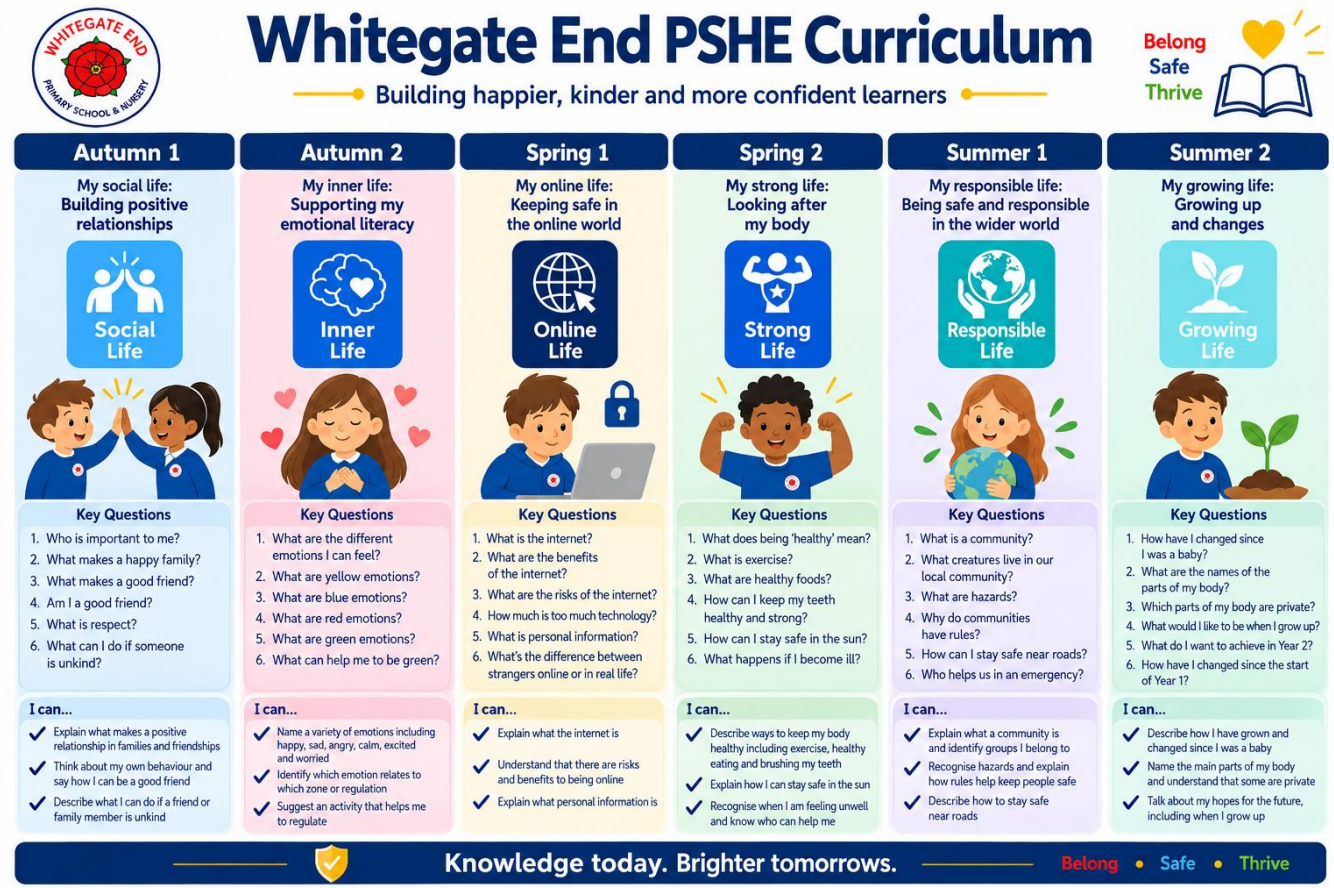
Ultimately, our intent is for every child to leave Whitegate End knowing how to build positive relationships, understand and regulate their emotions, stay safe on and offline, look after their body and mind, contribute responsibly to their community, manage change and know when and how to ask for help. We want children to leave us with a strong sense of who they are, confidence in the choices they make and the foundations they need to Belong, stay Safe and Thrive.



PSHE Implementation

At Whitegate End, our PSHE curriculum is implemented through a carefully sequenced and progressive spiralling programme from Year 1 to Year 6, ensuring that children do not simply encounter important concepts once, but revisit, deepen and apply their knowledge and skills with increasing maturity and independence.

The curriculum follows six consistent strands across the school: Social Life, Inner Life, Online Life, Strong Life, Responsible Life and Growing Life. This provides children with a familiar structure while allowing learning to become progressively more sophisticated as they move through school.



BELONG • SAFE • THRIVE

PSHE Implementation

Building knowledge and skills year on year

Progression is deliberately built into the questions, vocabulary and expected outcomes for each year group. Prior learning provides the foundation for what comes next. Children move from recognising, naming and describing concepts in the early years of the curriculum towards explaining, applying, evaluating, reflecting and making informed decisions by Year 6.

For example, in Online Life, Year 1 children begin by understanding what the internet is, recognising its benefits and risks and identifying personal information. This develops through age ratings, online bullying, sharing and privacy settings in Year 3, before pupils explore digital footprints, online relationships and monetary risks in Year 4. By Year 6, pupils are expected to think critically about phishing, persuasive technology, online behaviour, scams, harassment and the wider risks and rewards of the internet, forming their own informed opinions about online issues.

The same progression is evident across all six strands. Children move from identifying emotions to understanding and protecting their mental health; recognising healthy choices to evaluating their own lifestyle; understanding community rules to active citizenship; identifying body parts and changes to managing puberty and transition; and understanding friendship to considering healthy relationships, assertiveness and support networks.



PSHE Implementation



A spiral approach: revisit, build, apply

Our implementation therefore follows a simple principle:

REVISIT → BUILD → DEEPEN → APPLY → REFLECT

Each year, children return to the core concepts of relationships, emotional literacy, online safety, physical health, responsibility and growing up, but at an increasingly sophisticated level. New vocabulary and knowledge are explicitly connected to previous learning, while scenarios, discussion and application enable pupils to transfer what they know into choices they may encounter in real life.

By Year 6, this cumulative approach means pupils are expected not only to know how to stay healthy, safe and emotionally well, but increasingly to evaluate their own choices, assess risk, seek appropriate support, make responsible decisions, contribute positively to their community and prepare confidently for secondary school and the next stage of their lives.

Through consistent teaching, purposeful revisiting and increasing challenge, our PSHE curriculum ensures that knowledge becomes embedded, skills become increasingly independent and every child is progressively equipped to Belong, stay Safe and Thrive.

What does the PSHE curriculum progression look like?

The Whitegate End PSHE Curriculum

Year 1 – Year 6 Progression

Healthy minds. Kind hearts. Brighter futures.

Belong
Safe
Thrive

Social Life

Social Life: Building Positive Relationships

Developing kindness, respect and meaningful connections with others.

Through our PSHE curriculum, children learn how to build and maintain positive relationships, develop respect, understand differences and become kind, caring members of our school and wider community.

"Stronger relationships. Brighter futures."

Year 1

What is a happy and safe relationship?

- Who is important to me?
- What makes a happy family?
- What makes a good friend?
- Am I a good friend?
- What is respect?
- What can I do if someone is unkind?

I can build positive relationships with my family and friends and understand what makes a happy and safe relationship.

Year 2

How can I help myself and others feel happy and safe?

- Who is important to me?
- What makes a good friend and a good classmate?
- How can we work and play together?
- What kindness looks like in actions?
- How can I solve a fall out?
- How can I help others feel included?

I can show kindness, include others and help to make my school a happy and respectful place.

Year 3

How can we build and maintain positive relationships?

- What makes a positive friendship?
- How can we show respect to others?
- How can we resolve conflict?
- What does it mean to be inclusive?
- How can we celebrate differences?
- How can we be a supportive friend?

I can build and maintain positive relationships, show respect and value difference in others.

Year 4

How can we be respectful, resilient and supportive friends?

- What makes a healthy friendship?
- How can we manage conflict positively?
- What is the impact of unkind behaviour?
- How can we support others?
- What does it mean to be part of a community?
- How can we show empathy and care?

I can be a respectful and supportive friend, manage conflict positively and understand the importance of empathy and inclusion.

Year 5

How can we build positive relationships in different settings?

- How can we show respect in person and online?
- What makes a healthy relationship?
- How can we challenge bullying and unkindness?
- How can we work cooperatively with others?
- What does it mean to be a good role model?
- How can we contribute positively to our community?

I can build positive relationships in different settings, challenge unkindness and be a positive role model for others.

Year 6

How can we maintain positive relationships as we move to the next stage?

- How can we develop strong, healthy friendships?
- How can we manage change in relationships?
- How can we deal with peer pressure?
- What does respect look like in the wider world?
- How can we resolve conflict and move forward?
- How can we be a positive influence as we move to secondary school?

I can maintain positive relationships, show respect, manage change and be a kind, confident and resilient individual ready for my next chapter.

Stronger together. Brighter futures.

Belong • Safe • Thrive

Today's choices, tomorrow's opportunities.

BELONG • SAFE • THRIVE

What does the PSHE curriculum progression look like?

The Whitegate End PSHE Curriculum

Year 1 – Year 6 Progression

Healthy minds. Kind hearts. Brighter futures.

Belong
Safe
Thrive

Inner Life: Supporting my emotional literacy

Understanding emotions. Building self-awareness. Developing a positive sense of self.

Through our PSHE curriculum, children learn to recognise, understand and manage their emotions, build resilience and develop the confidence to be the best version of themselves.

"A calmer mind. A brighter tomorrow."

Inner Life

Year 1

What are emotions?

- What are the different emotions I can feel?
- What are yellow emotions?
- What are blue emotions?
- What are red emotions?
- What are green emotions?
- What can help me to be green?



I can...

I can name a variety of emotions and understand what they feel like in my body. I can identify ways to manage my feelings and know what helps me to feel calm.

Year 2

How do different emotions make my body feel?

- What different emotions can I feel?
- How do emotions feel in my body?
- What is the Zones of Regulation?
- What can help me when I feel worried or angry?
- How can I calm myself down?
- How can I show and talk about my feelings?



I can...

I can identify and describe different emotions, understand how they feel in my body and use strategies to regulate my feelings.

Year 3

How can I understand and express my emotions?

- What are different feelings and what can cause them?
- How can I express my feelings appropriately?
- What is self-esteem?
- What can I do when I face a challenge?
- How can I stay positive when things are difficult?
- Who can I talk to if I feel worried?



I can...

I can understand a wider range of emotions, express how I feel in a positive way and use strategies to build my self-esteem and resilience.

Year 4

How can I manage my emotions and build resilience?

- What triggers different emotions?
- How can I manage strong feelings?
- What is resilience?
- How can I cope with change or disappointment?
- What is a positive mindset?
- How can I support others who are feeling upset?



I can...

I can recognise my emotional triggers, manage my feelings in positive ways, show resilience and support others with empathy.

Year 5

How can I understand myself and others better?

- What are the links between thoughts, feelings and behaviour?
- How can I manage worry or anxiety?
- What does self-worth mean?
- How can I develop a growth mindset?
- How can I show empathy and understand different perspectives?
- What strategies help me stay calm and focused?



I can...

I can understand the connection between my thoughts, feelings and actions, manage difficult emotions and show empathy and respect for the feelings of others.

Year 6

How can I look after my mental health and wellbeing?

- What are the signs of stress and anxiety?
- How can I manage pressures and change?
- How can I maintain a positive sense of self?
- What helps me to feel happy and confident?
- How can I support my friends with their feelings?
- Where can I get help if I need it?



I can...

I can take responsibility for my mental wellbeing, use strategies to manage challenge and change, and show kindness, empathy and support to others.

Brighter minds. Kinder hearts. Stronger together.

Belong • Safe • Thrive

Today's choices, tomorrow's opportunities.

BELONG • SAFE • THRIVE

What does the PSHE curriculum progression look like?

The Whitegate End PSHE Curriculum

Year 1 – Year 6 Progression

Healthy minds. Kind hearts. Brighter futures.

Belong
Safe
Thrive

Online Life: Keeping safe in the online world

Being safe. Making sensible choices. Respecting ourselves and others online.

Through our PSHE curriculum, children learn to understand the digital world, develop the skills to stay safe online, and make positive, responsible choices now and in the future.

"Safe online today. Brighter futures tomorrow."

Year 1

What is the internet?

- What is the internet?
- What are the benefits of the internet?
- What are the risks of the internet?
- How much is too much technology?
- What is personal information?
- What's the difference between strangers online or in real life?

I can...

I can explain what the internet is, recognise some of its benefits and risks, and understand what personal information is.

Year 2

How can I stay safe online?

- What devices go online?
- Who can I talk to online?
- How can I keep my personal information safe?
- What are the rules for being kind online?
- What should I do if something worries me online?
- How can I make good choices when using the internet?

I can...

I can identify ways to stay safe online, understand the importance of keeping personal information private and know who to talk to if I feel worried.

Year 3

How can I be a responsible digital citizen?

- What is a digital footprint?
- Why is it important to be kind online?
- How can I keep my personal information safe?
- What should I do if I see something upsetting online?
- How can I tell if information is trustworthy?
- How can I balance time online and offline?

I can...

I can understand what a digital footprint is, recognise the importance of kindness and respect online, and make safe and sensible choices when using technology.

Year 4

How can I stay safe and make informed choices online?

- What are the risks of sharing information online?
- How can I recognise reliable information?
- What should I do if I experience online bullying?
- How can I manage my screen time?
- How can I use technology positively?
- How can I report concerns online?

I can...

I can recognise potential risks online, know how to respond to concerns such as online bullying, and use technology in positive and responsible ways.

Year 5

How can I be a critical and respectful user of technology?

- How can I evaluate information I see online?
- What is the impact of sharing and reposting content?
- How can I protect my privacy and security?
- How can I recognise and challenge online bullying or unkind behaviour?
- How can I use social media responsibly?
- How can I support others to stay safe online?

I can...

I can critically evaluate information online, understand the impact of my online behaviour, and demonstrate respect, responsibility and empathy when using technology.

Year 6

How can I navigate the online world safely and responsibly as I grow?

- How can I manage increasing independence online?
- What are the risks of social media and online gaming?
- How can I keep myself and others safe online?
- What should I do if I see inappropriate content?
- How can I be a positive role model online?
- How can I use technology to help achieve my goals and aspirations?

I can...

I can make informed, safe and responsible choices online, understand the potential risks of social media and online gaming, and use technology positively to support my wellbeing and future goals.

Safer children. Kinder communities. Brighter futures.

Belong • Safe • Thrive

Today's choices, tomorrow's opportunities.

BELONG • SAFE • THRIVE

What does the PSHE curriculum progression look like?

The Whitegate End PSHE Curriculum

Year 1 – Year 6 Progression

Healthy minds. Kind hearts. Brighter futures.

Belong
Safe
Thrive

Strong Life: Looking after my body

Healthy choices. Active bodies. Positive habits for life.

Strong Life

Through our PSHE curriculum, children learn how to make healthy choices, understand the importance of physical and mental wellbeing, and develop positive habits that help them to lead happy, active lives.

"Healthy bodies. Happier minds. Brighter futures."

Year 1

How can I make healthy choices every day?

- What does being 'healthy' mean?
- What is exercise?
- What are healthy foods?
- How can I keep my teeth healthy and strong?
- How can I stay safe in the sun?
- What happens if I become ill?

I can...

I can describe some ways to keep my body healthy including exercise, healthy eating and brushing my teeth, and I can recognise when I am feeling unwell and know who can help me.

Year 2

How can I make healthy choices to look after my body?

- What does a healthy diet look like?
- Why is exercise important?
- How can I keep my teeth clean and healthy?
- How can I stay safe in the sun?
- How much sleep do I need?
- How can I recognise when I am unwell and ask for help?

I can...

I can describe what a healthy lifestyle looks like, including exercise, healthy eating, hygiene and sleep, and I can explain how to keep myself safe and know when to seek help if I feel unwell.

Year 3

How can I make healthy choices to keep my body and mind well?

- What is a balanced diet and why is it important?
- How does exercise help my body and mind?
- Why is sleep important?
- How can I look after my teeth and personal hygiene?
- How can I stay safe in the sun and in different weather?
- How can I recognise the early signs of illness?

I can...

I can explain why a balanced diet, exercise, sleep and good hygiene are important, and I can make informed choices that support my physical and mental wellbeing.

Year 4

How can I keep my body healthy and strong?

- What are the benefits of regular exercise?
- How do different foods affect my body?
- How can I maintain good hygiene and oral health?
- Why is sleep important for my health and learning?
- How can I stay safe in the sun and around water?
- What can I do to keep myself healthy when I feel unwell?

I can...

I can make healthy choices, understand how different habits affect my body and mind, and take responsibility for keeping myself healthy, safe and well.

Year 5

How can I look after my physical and mental health?

- How does diet, exercise and sleep affect my physical and mental health?
- How can I manage stress and recognise when I need support?
- How can I make safe choices in different environments (sun, water, roads, etc.)?
- How can I keep my teeth, hygiene and body clean and healthy?
- How can I recognise and respond to illness or changes in my health?

I can...

I can explain how to maintain both my physical and mental health, recognise when I need support, and make safe, informed choices in a range of situations.

Year 6

How can I take responsibility for my health and wellbeing as I grow and change?

- How can I maintain a healthy lifestyle as I get older?
- How can I manage my mental health and wellbeing?
- How can I deal with changes in my body during puberty?
- How can I make safe and healthy choices in different situations?
- How can I seek help and support for myself and others?
- How can I prepare for the transition to secondary school?

I can...

I can take responsibility for my physical and mental health, understand how my body will change as I grow, and make positive, confident choices to support my wellbeing now and in the future.

Healthy choices today. Brighter tomorrows.

Belong • Safe • Thrive

Today's choices, tomorrow's opportunities.

BELONG • SAFE • THRIVE

What does the PSHE curriculum progression look like?

The Whitegate End PSHE Curriculum

Year 1 – Year 6 Progression

Healthy minds. Kind hearts. Brighter futures.

Belong
Safe
Thrive

Responsible Life: Being safe and responsible in the wider world

Understanding our community. Making safe and responsible choices. Respecting people and the environment.

Through our PSHE curriculum, children learn about rules, rights and responsibilities, how to keep themselves and others safe, care for the environment, and be active, respectful members of their community.

"A kinder, safer world. Stronger communities. Brighter futures."

Year 1

How can I stay safe and help others?

- What is a community?
- What creatures live in our local community?
- What are hazards?
- Why do communities have rules?
- How can I stay safe near roads?
- Who helps us in an emergency?

I can...

I can explain what a community is, describe groups I belong to, identify some creatures in my local area, recognise hazards and explain that rules help keep people safe.

Year 2

How can I take care of myself, others and my environment?

- What makes a place a good community?
- How can I be kind and help others?
- What does it mean to be responsible?
- How can we look after our school environment?
- What jobs do people do to help us?
- How can I keep safe in different places?

I can...

I can identify ways to help others, understand what responsibility means, and show care for my school and local environment.

Year 3

How can we make a positive difference in our community?

- What does it mean to be a good citizen?
- How can I help others in my community?
- How can we care for our local environment?
- What are the consequences of unkind behaviour?
- How can I keep myself and others safe in public places?
- Why is it important to follow rules?

I can...

I can understand my role as a member of a community, show respect for others, and take responsibility for my actions and environment.

Year 4

How can we keep ourselves and others safe and make responsible choices?

- What are risks and how can we manage them?
- How can we keep safe in different environments (e.g. at home, in the community, online)?
- What is the impact of our actions on the environment?
- How can we help others in an emergency?
- Why are rules, laws and consequences important?
- How can we show respect for different people and cultures?

I can...

I can recognise risks, make informed and safe choices, understand the impact of my actions on others and the environment, and know how to get help when needed.

Year 5

How can we contribute to a fairer and safer society?

- What are rights and responsibilities?
- How can we challenge injustice and make a positive difference?
- How can we keep ourselves and others safe in different situations?
- What is the impact of environmental issues (e.g. litter, pollution, climate change)?
- How can we use money wisely and understand value for money?
- How can we show empathy and respect for people with different backgrounds?

I can...

I can understand my rights and responsibilities, make informed decisions, and take action to help build a fairer, safer and more sustainable world.

Year 6

How can I be a responsible citizen and make a positive difference in the wider world?

- How can we make a positive impact in our community and beyond?
- What are the global challenges we face and how can we help?
- How can we stay safe and responsible as we become more independent?
- How can we manage risk and make safe choices in new situations (e.g. transition to secondary school)?
- How can we use our voice to support others and create positive change?
- What kind of responsible, respectful and caring person do I want to be?

I can...

I can take responsibility for my actions, make safe and informed choices, show respect for others and the environment, and use my voice to make a positive difference as I move on to the next stage.

Safer people. Stronger communities. Brighter futures.

Together, we Belong • Safe • Thrive

Today's choices, tomorrow's opportunities.

BELONG • SAFE • THRIVE

What does the PSHE curriculum progression look like?

The Whitegate End PSHE Curriculum

Year 1 – Year 6 Progression

Healthy minds. Kind hearts. Brighter futures.

Belong
Safe
Thrive

Growing Life: Growing up and Changes

Understanding ourselves. Embracing change. Looking to the future.

Through our PSHE curriculum, children learn about how their bodies and feelings change, develop a positive view of themselves and others, and build the knowledge and confidence to face the future.

"Growing together. Confident today. Brighter tomorrows."

Year 1

How do people grow and change?

- How have I changed since I was a baby?
- What are the names of the parts of my body?
- Which parts of my body are private?
- What would I like to be when I grow up?
- What do I want to achieve in Year 2?
- How have I changed since the start of Year 1?

I can...

I can describe how I have grown and changed since I was a baby and since starting Year 1, and talk about my hopes for the future.

Year 2

How am I growing, changing and preparing for the future?

- How have I changed since Year 1?
- What are the main parts of my body and what do they do?
- What keeps my body healthy as I grow?
- How do babies grow?
- What changes happen as we get older?
- How can I look after myself as I grow?

I can...

I can recognise the changes that happen as I grow, name the main parts of my body, and understand how to look after myself now and in the future.

Year 3

What changes happen during puberty?

- What is puberty?
- What changes happen to boys and girls?
- How might my feelings change?
- What is personal space?
- How can I respect myself and others during changes?
- Where can I get help if I have questions or worries?

I can...

I can identify some of the changes that happen during puberty, understand that these are a normal part of growing up, and know where to get help and support.

Year 4

How can I manage change and my feelings during puberty?

- What physical changes happen during puberty?
- How might my emotions change?
- How can I manage mood swings and bigger feelings?
- What is respect in relationships?
- How can I ask for help and support?
- How can I feel positive about the changes happening to me?

I can...

I can explain the physical and emotional changes that happen during puberty, recognise different feelings, and use strategies to manage change positively.

Year 5

How can I make positive choices about my health, relationships and future?

- How do bodies continue to change in puberty?
- What does a healthy relationship look like?
- How can I show respect for myself and others?
- What influences might affect my choices?
- How can I stay safe and seek support?
- What are my goals and aspirations for the future?

I can...

I can describe the changes of puberty in more detail, understand what healthy relationships look like, and make positive choices for my health, wellbeing and future.

Year 6

How can I prepare for the next stage of my life?

- What changes might continue as I get older?
- How can I take care of my physical and mental health?
- What does a positive, respectful relationship look like (including online)?
- How can I manage pressure and make safe, informed choices?
- What are my hopes and goals for secondary school and beyond?
- How can I be the best version of myself?

I can...

I can explain how my body, feelings and relationships may continue to change, make informed and respectful choices, and feel confident and prepared for the next stage of my life.

Kind minds. Confident choices. Brighter futures.

Belong • Safe • Thrive

Today's choices, tomorrow's opportunities.

BELONG • SAFE • THRIVE

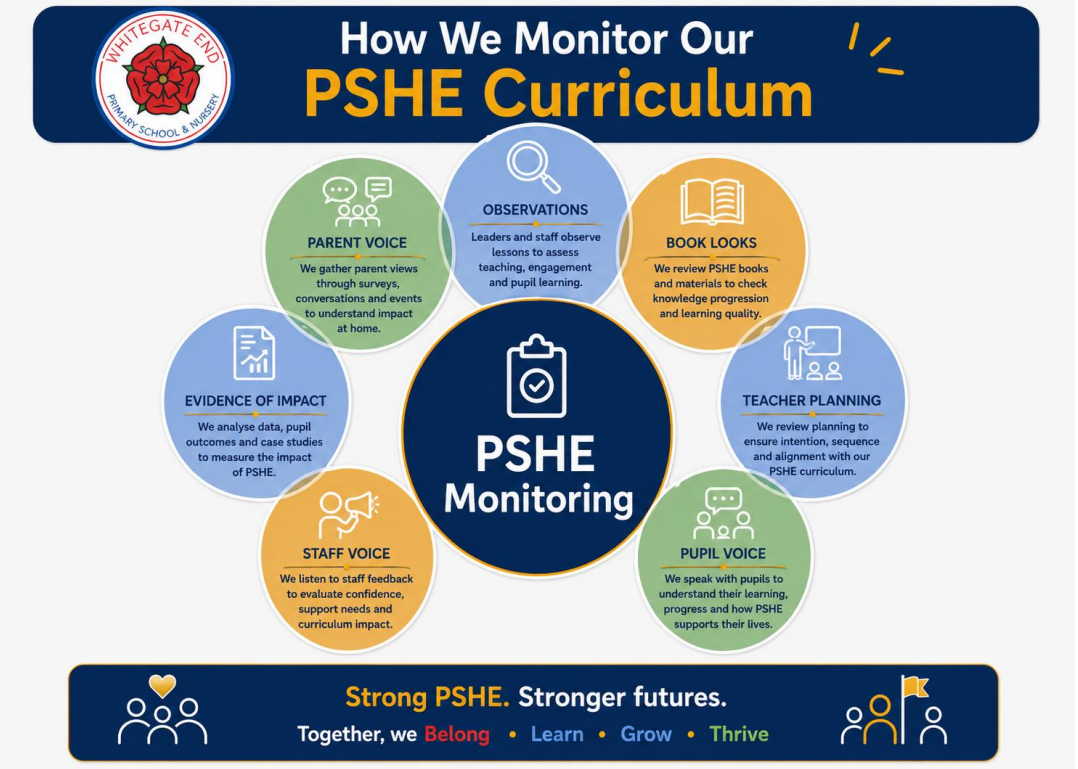
PSHE Impact

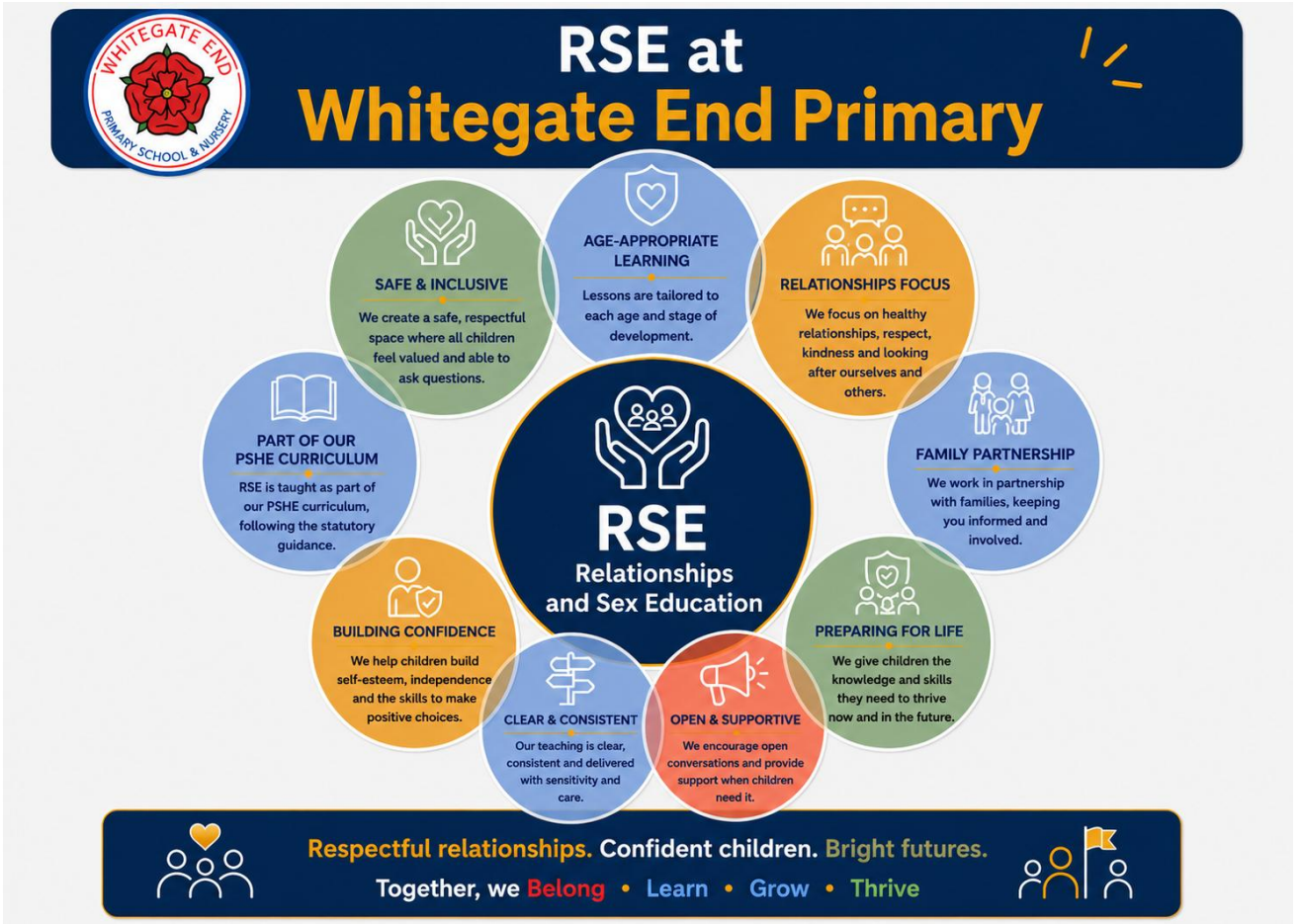
How do we monitor PSHE at Whitegate End?

The aim of our PSHE curriculum is to develop each child so that they leave our school with an understanding and knowledge about safe relationships, healthy lifestyles and internet safety for a modern day society.

As a result of our offer, across a child's primary career with us at Whitegate End Primary , we hope pupils will leave us:

- With the ability to successfully articulate their own thoughts and beliefs whilst able to remain respectful of others.
- Have a strong sense of self that supports them in their transition to their next stage of life and education.
- With a broad view of the world, in which pupils will be ready to contribute in a positive manner to society and continue their journey of developing an even greater understanding of the world and people around them.
- Pupils will continue to uphold our school values of being a true 'Whitegate Ender' and promote these as member of society.
- Continue to be happy, healthy, resilient and confident.
- Continue to appropriately question new phenomena and to share and seek out new knowledge as they develop in their own world.





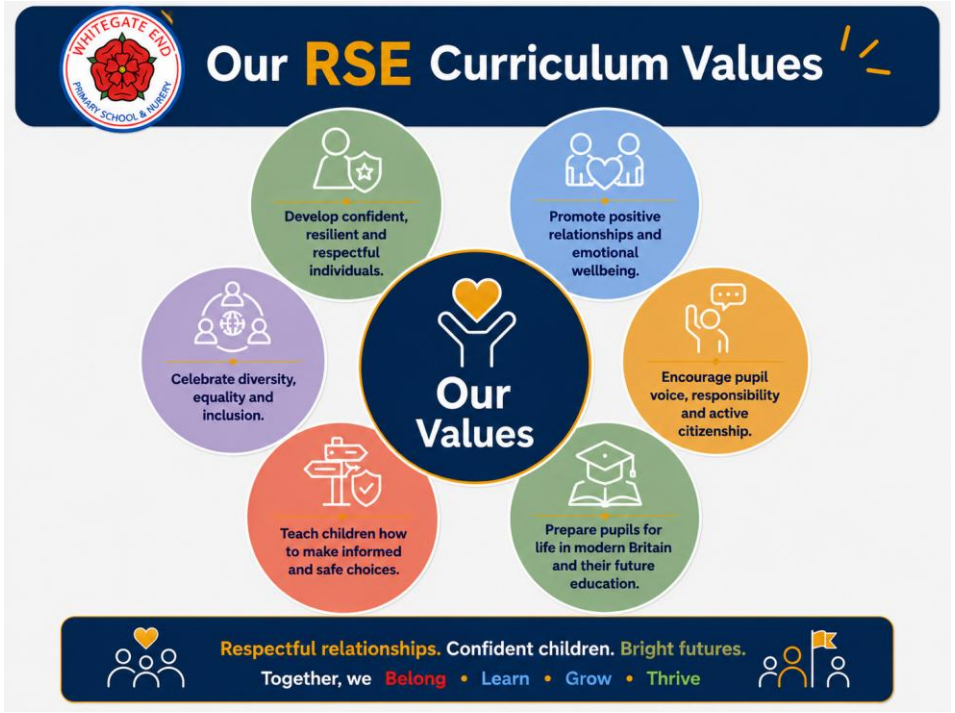
RSE curriculum 2026 - 2027

BELONG • SAFE • THRIVE

RSE Intent

At Whitegate End Primary School, Personal Development is rooted in **The Whitegate End Way** and our commitment that every child will **Belong, Feel Safe and Thrive**. Through high-quality Relationships, Sex and Health Education (RSHE), PSHE and wider personal development opportunities, we equip children with the knowledge, skills and character needed to lead healthy, safe and successful lives.

We teach the statutory requirements of **Relationships Education** and **Health Education** through our progressive curriculum and wider school experiences. Children learn how to build positive relationships, respect differences, understand families and friendships, maintain physical and mental wellbeing, keep themselves safe online and offline, and become responsible members of society



Through a relational and inclusive approach, children are encouraged to reflect, discuss and contribute their views while learning to value the perspectives of others. We believe that when children feel connected, supported and understood, they are best placed to learn, flourish and achieve their full potential.

BELONG • SAFE • THRIVE

RSE Consultation with WGE Families



BELONG • SAFE • THRIVE

RSE Consultation with WGE Families

As part of our commitment to meaningful parental engagement, Whitegate End Primary School invited families to review and provide feedback on our proposed Relationships and Sex Education policy.

The consultation received 13 responses and demonstrated strong support for the school's approach. All respondents felt the curriculum was appropriate for primary-aged children and understood what children would learn. There was unanimous support for teaching correct scientific terminology and helping children understand personal boundaries, privacy, consent and how to seek help.

Feedback also highlighted the importance of supporting parents and carers through clear curriculum information, opportunities to view teaching resources and practical guidance for discussing puberty and growing up at home.

These findings will inform our ongoing curriculum communication and parental engagement, ensuring that our Personal Development Offer continues to reflect **The Whitegate End Way**, where every child can **Belong, Feel Safe and Thrive**.

RSE Implementation

The Whitegate End PSHE Curriculum

Year 1 – Year 6 Progression

Healthy minds. Kind hearts. Brighter futures.

Belong
Safe
Thrive

Growing Life

Growing Life: Growing up and Changes

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- How can I show respect for myself and others?
- What influences might affect my choices?
- How can I stay safe and seek support?
- What are my goals and aspirations for the future?

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Year 6

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- How can I manage pressure and make safe, informed choices?
- What are my hopes and goals for secondary school and beyond?
- How can I be the best version of myself?

I can...

I can explain how my body, feelings and relationships may continue to change, make informed and respectful choices, and feel confident and prepared for the next stage of my life.

Kind minds. Confident choices. Brighter futures.

Belong • Safe • Thrive

Today's choices, tomorrow's opportunities.

BELONG • SAFE • THRIVE

RSE Impact

The aim of our RSE curriculum is to develop each child so that they leave our school with an understanding and knowledge about safe relationships, healthy lifestyles and internet safety for a modern day society.

As a result of our offer, across a child's primary career with us at Whitegate End Primary , we hope pupils will leave us:

- With the ability to successfully articulate their own thoughts and beliefs whilst able to remain respectful of others.
- Have a strong sense of self that supports them in their transition to their next stage of life and education.
- With a broad view of the world, in which pupils will be ready to contribute in a positive manner to society and continue their journey of developing an even greater understanding of the world and people around them.
- Pupils will continue to uphold our school values of being a true 'Whitegate Ender' and promote these as member of society.
- Continue to be happy, healthy, resilient and confident.
- Continue to appropriately question new phenomena and to share and seek out new knowledge as they develop in their own world.





British Values
2026 - 2027

BELONG • SAFE • THRIVE

British Values Intent

Why do we teach British Values and Citizenship at Whitegate End?

Our aim at Whitegate End is to encourage pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Britain. We actively promote the fundamental British Values and this forms part of our wider work in school.



We aim to ensure that pupils responsible citizens and embrace the diverse cultures within British society. We foster an inclusive and warming learning environment where pupils are encouraged to reflect on their own beliefs, whilst respecting the beliefs and values of others.

British Values Implementation

How do we implement British Values and Citizenship at Whitegate End?

We teach a broad and balanced curriculum that teaches elements of democracy, rules and laws, the monarchy, equality, values and virtues, environmental awareness and understanding of different faiths. Actively promoting British Values also refers to challenging pupils, staff or parents expressing opinions contrary to fundamental British Values.

At Whitegate End, values of tolerance and respect permeate all areas of school life. These are underpinned by our Whitegate End Values of:

- We nurture
- We act with integrity
- We show determination

Our aim is to create a climate within which pupils feel safe and secure and therefore allows them to learn and develop. Pupil voice plays an integral part in driving the school forward.

The British Values are promoted throughout the wider curriculum across the whole school. They are also evident in policies, assemblies, special events and cultural celebrations.

British Values at Whitegate End

Preparing our children for life in modern Britain

DEMOCRACY	RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT	TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS
• School council • Buddies • School leadership team • Sports leaders • Classroom jobs and responsibilities	• School values • School rules/expectations • Assemblies • Bikeability • Road safety • E-safety • Visits from NSPCC and emergency services • Daily routines • WGE Pledges	• School council members • Relationship education • Extra-curricular choices • Picture news display • Continuous provision • Break and lunch activities • Partner and group work • Pupil voice • The Sanctuary • WGE Pledges • Self referrals to the Learning Mentor	• Fundraising • Assemblies • School Values • Class charts • Partner and group work • Extra-curricular activities • Sporting competitions • School kitchen – Halal • Class discussions and debates	• Celebrating different festivals • RE lessons – different religions • Assemblies • Diversity displays • School values • Class discussions and debates • Anti-bullying policy • Anti-bullying week • SEND policy
We all have a voice. We listen to others and value everyone's opinions.	We understand the importance of laws, follow rules and know that everyone is treated fairly.	We are free to make choices and express our views, knowing our rights and responsibilities.	We treat others as we would like to be treated and celebrate what makes us all unique.	We respect and value people of all faiths, races, cultures and beliefs.

BELONG • SAFE • THRIVE

British Values Impact

How do we monitor British Values and Citizenship at Whitegate End?

The impact of promoting British Values within the school should be evident in various aspects. This could include:

Pupils demonstrating a clear understanding and respect for democracy, the rule of law, individual liberty, and mutual respect, evident in their behaviour, interactions, and contributions to school life.

Pupils showing an appreciation for the diverse cultures and beliefs that make up British society.

Pupils demonstrating strong values such as empathy, tolerance, and respect for others, both within the school and in the wider community.

Pupils actively engaging in opportunities for social action and community involvement, demonstrating their commitment to British society.

A positive, inclusive school culture where all members of the school community feel valued, respected, and supported.

Parents expressing confidence in the school's approach to promoting British Values and feeling actively involved in their child's education.

SMSC

Spiritual, Moral, Social and Cultural development

At Whitegate End, we nurture every child's personal growth, character and values alongside academic learning.

SPIRITUAL

We encourage children to explore their beliefs, values and sense of wonder about the world.

- Exploring beliefs and values
- Wonder and awe in the world
- Reflection and mindfulness
- Meaning and purpose

MORAL

We help children understand right from wrong and make positive choices.

- Knowing right from wrong
- Honesty and integrity
- Respect for others
- Taking responsibility

SOCIAL

We support children to build positive relationships and contribute to their community.

- Building relationships
- Working cooperatively
- Respecting differences
- Contributing to the wider community

CULTURAL

We celebrate diversity and help children understand and appreciate the world around them.

- Understanding and valuing diversity
- Exploring cultures and traditions
- Respecting and celebrating differences

Through SMSC, we help every child develop the knowledge, skills and values to thrive now and in the future.

SMSC
2026 - 2027

BELONG • SAFE • THRIVE

SMSC Intent

Our children, at Whitegate End: follow these core values:

- We nurture
- We act with integrity
- We show determination

At Whitegate End Primary, we ensure that SMSC development is threaded throughout our curriculum by providing opportunities to develop our pupils; academically, holistically, as well as within their personal development and growth. We believe that SMSC should be a thread throughout the whole curriculum, which is why our curriculum design has SMSC at the **HEART** of our culture, behaviour and pedagogy.

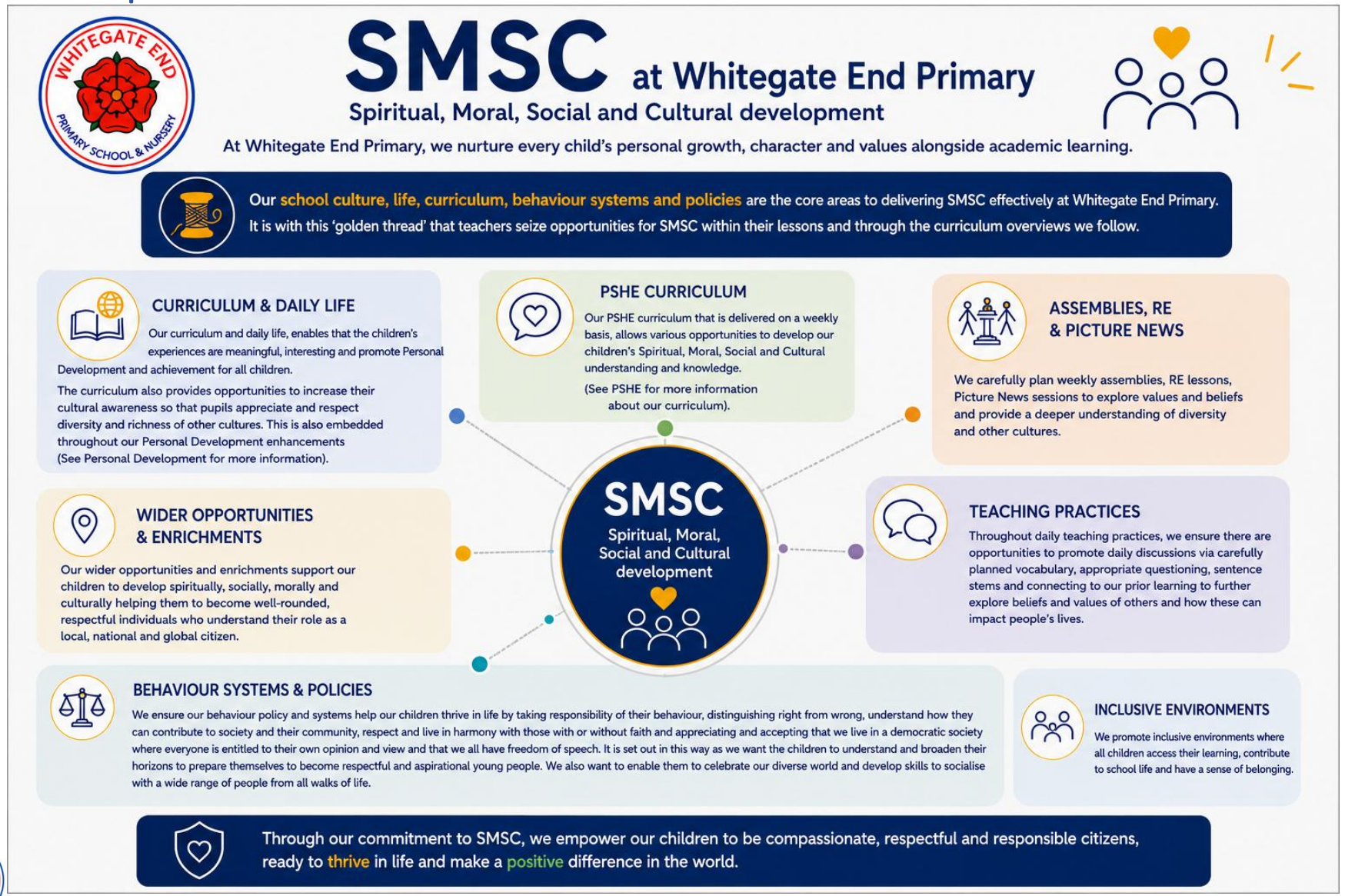
Our approach to SMSC enables all our children to develop their own skills, knowledge and understanding of how to be who they are, understand the world they are growing up in and how to keep themselves safe in all areas of their world. With these skills and knowledge, our children will be able to adapt to the ever-changing world that they live in.

Our intent, throughout everything that we do, is to nurture happy, healthy, resilient and confident young people, who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain. We want our children to be valued citizens and make an impact to society. We ensure that every member of our school community knows that we are committed to supporting their physical health, emotional wellbeing and safety.

We aim to provide opportunities that develop a culture of questioning, sharing and seeking out new understanding of the world.

Serving a community, where the majority of our families share the same religious, community and cultural views means that it is Whitegate Ends responsibility to extend our pupils opportunities to seek out alternate world views and explore them respectfully.

SMSC Implementation



BELONG • SAFE • THRIVE

SMSC Implementation

At Whitegate End, we follow the Oldham agreed RE syllabus which allows our pupils to learn about:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews

Throughout these foundations, two key drivers are threaded throughout the RE curriculum – believing and belonging.

Believing

Our children will explore their own and others beliefs and values. It aims to develop pupils' understanding of religions and worldviews, exploring their commonality and diversity. Furthermore, it supports the children to think critically about world events.

Belonging

The driver 'belonging' develops children's awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. Ultimately, we all share a common humanity and share this patch of the Earth. In this way it plays a part in helping pupils to discover their own place and journey through life.

The National Curriculum for RE offers distinctive opportunities to promote children's spiritual, moral, social and cultural development with links to other curriculum areas.

The SMSC Offer at Whitegate End

Social

Helping children to build positive relationships, work together and contribute to their community.

- Teaching of British Values
- Breakfast club
- After school clubs
- Educational trips
- Stay and play sessions
- Non-uniform days/ charity events/ fundraising
- Group work
- School council
- School Parliamentarians
- Leadership team and Prefects
- PSHE curriculum
- Continuous provision
- Social events (celebrations, assemblies, school fairs, coffee mornings)
- Working together, socialising, speaking & listening skills
- Team building
- Sharing
- Co-operating with others
- Dealing with conflict appropriately
- Managing behaviour – restorative approach
- Problem solving
- Maintaining links with other schools
- Reflecting on feedback from children
- Encourage independent skills, allow children to do things for themselves without taking over

Moral

Supporting children to understand right and wrong, make positive choices and show respect for others.

- Teaching of British values
- Assemblies
- Work during lessons – complete weekly scenarios – role play – thinking about others' feelings
- R.E being considerate to others' faiths
- Reflection time – thinking about how each felt/ how they made others feel
- Stories
- Whole school expectations/policies
- Children understanding difference between right & wrong
- Expectations applied – children being able to accept and explain why needed
- Parent/school partnership to promote positive ethos

Cultural

Developing understanding, respect and a sense of belonging in a diverse and modern Britain.

- British values
- R.E
- Assemblies
- Celebrating Eid, Christmas, Easter etc
- Sports Day
- Sports competitions
- Music
- Poetry
- Artists visits
- Trips & visits
- Choral speaking
- Sport – a range of sports, inter-school sports and tournaments
- Issues in the community – understand what is happening around us
- Interacting with other schools and cultures
- Understanding other cultures and beliefs – assemblies

Spiritual

Helping children to explore their own beliefs, reflect on life's big questions and develop a sense of awe and wonder.

- R.E
- Assemblies
- Reflection opportunities
- Artist visits
- Singing assemblies

BELONG • SAFE • THRIVE

SMSC in Geography

Helping our children grow spiritually, morally, socially and culturally

SPIRITUAL DEVELOPMENT

- Promote a sense of wonder and fascination with human and physical aspects of the world e.g. seasons topic in Y1 and finding out about countries and places different to our own.
- Creating an understanding of scale- how small changes in climate can have far reaching consequences. Understand that all life is linked and creates the processes that makes Earth the only habitable planet.
- Using Google maps and asking children to imagine what it might be like to live in different parts of the worlds.
- By finding out about people in other parts of the world and the way they live, then finding similarities and differences between us.
- By developing an interest in our local area and how it can be improved. Children in Year 1 consider the good and bad points about where they live and think about their place in our community.

MORAL DEVELOPMENT

- Exploring and discussing a range of Geographical moral dilemmas. How the development of cities has affected wild-life – How different countries tackle an ever-increasing population – Poverty – Environmental issues
- By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment? For example, when considering physical topics such as rivers, flooding, coasts and rainforests. Considering the impact of pollution on the environment
- By recognising what is right and wrong and acting upon this in our everyday lives, e.g. year 6 learn about fair trade.

SOCIAL DEVELOPMENT

- Considering social responsibility e.g. care for the environment
- By exploring sustainability, and how making the right choices in e will have a knock on effect for future generations
- Learning about national and international trade links and how this can impact on people and places and understand the concept of sustainable development
- Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles

CULTURAL DEVELOPMENT

- Children develop their humility and begin to understand that the world is a global community.
- Children develop an understanding of the cultural traditions associated with the place they are studying, as well as our own multicultural society.



Through enriching experiences and a values-led curriculum,
we help our children understand themselves, others and the world they live in.
Empowered to make a positive difference, today and tomorrow.

BELONG • SAFE • THRIVE

SMSC in History

Helping our children grow spiritually, morally, socially and culturally

SPIRITUAL DEVELOPMENT

- By considering how things would be different if the course of events had been different. For example: what difference would it have made if Boudicca's revolt had been successful?
- By considering the impact that significant (or over looked) historical figures have had on the way we live now.
- By speculating about how we mark important events from history and the people who shaped them. E.g., Why do we remember November 5th?
- Looking at local history and investigating the reasons why there is a landmark, building or museum.



MORAL DEVELOPMENT

- By exploring the results of right and wrong behaviour in the past, e.g., the lives of workers in the time of the Industrial Revolution, Boudicca's revolt, the tomb of Tutankhamen.
- By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?'; 'What would have turned a tragedy into a triumph?'; 'What is right to?'
- By considering different perspectives and showing empathy. Is this evidence reliable?
- By considering how historical events show us how we ought to treat one another and teach us how we wouldn't want to behave to one another.



SOCIAL DEVELOPMENT

- Encouraging discussions about how groups and communities were organised in the past. E.g. Saxon communities and Egyptian class systems.
- Considering social class structures from the past and how they compare today. E.g. The rights of children in the past. Is it right that society looks after children? Does everyone get a fair deal in current times do you think?
- Examining how other cultures have had a major impact on the development of 'British' culture. E.g. The influence of the Greeks on the western world.
- By encouraging pupils to talk to their parents and grandparents; for example, in year 1 children ask: what was TV like when you were my age?
- By developing children's understanding as to why there might be different interpretations to events in history.

CULTURAL DEVELOPMENT

- Exploring our local history and understanding some of the influences that helped shape Bradford to be the city it is today.
- Studying history from different cultural backgrounds and gaining understanding and empathy for how they may be different interpretations of history.
- Examining how other cultures have had a major impact on the development of 'British' culture.
- By investigate historical figures who have shaped Britain and/or left a legacy within our culture, e.g., King Alfred and Queen Elizabeth I.
- Developing a better understanding of our multicultural society through studying links between local, British, European and World history.



Through developing historical understanding and exploring the past, we help our children become thoughtful, respectful and informed citizens.
Learning from history, shaping a better future.

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SMSC Impact

The aim of our SMSC provision is to develop each child holistically ensuring that we take into account their academic progress, personal development, sense of belonging and wellbeing. As a result of our offer, across a child's primary career with us at Whitegate End, we hope pupils will leave us:

As a result of our offer, across a child's primary career with us at Whitegate End Primary , we hope pupils will leave us:

- With the ability to successfully articulate their own thoughts and beliefs whilst able to remain respectful of others.
- Have a strong sense of self that supports them in their transition to their next stage of life and education.
- With a broad view of the world, in which pupils will be ready to contribute in a positive manner to society and continue their journey of developing an even greater understanding of the world and people around them.
- Pupils will continue to uphold our school values of being a true 'Whitegate Ender' and promote these as member of society.
- Continue to be happy, healthy, resilient and confident.
- Continue to appropriately question new phenomena and to share and seek out new knowledge as they develop in their own world.

We also keep in contact with our community and families due to family members continuing to attend our school. This allows us the opportunity to continue to have dialogues about former pupils and their successes within their new journey.

SMSC descriptors

At Whitegate End, what do we mean by...

Spiritual development:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- Knowledge of, and respect for, different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

Moral development:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social development:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities



E-safety 2026 - 2027

BELONG • SAFE • THRIVE

E-Safety Intent

E-Safety at Whitegate End

Staying safe. Being kind. Making smart choices online.

At Whitegate End, we equip children with the knowledge, skills and confidence to use technology **safely, responsibly** and **respectfully**.

Through our E-Safety curriculum, pupils learn to recognise online risks, make informed choices, protect themselves and others, and understand both the opportunities and responsibilities of living in a digital world.

Our curriculum promotes our core value of **Respect**, ensuring children become responsible digital citizens who know how to seek help and keep themselves safe online.

WHY IT MATTERS

- The internet is a big part of everyday life – at home, at school and everywhere.
- We want our children to enjoy the benefits of technology, while understanding the risks.
- We give children the knowledge and skills to make informed choices and keep themselves and others safe.

WE HELP CHILDREN TO:

- Recognise online risks and know how to stay safe
- Make informed and positive choices online
- Protect themselves and others
- Understand the opportunities and responsibilities of a digital world
- Be respectful and kind in their online interactions
- Know how and where to seek help



OUR VALUE: RESPECT

We show Respect online by:

- Thinking before we post
- Using kind words
- Respecting others' feelings and opinions
- Keeping personal information private
- Reporting anything that makes us or others feel worried

Together, we are building confident, responsible digital citizens who use technology safely, respectfully and wisely.

E-Safety Implementation

How do we implement E-safety and keep our children safe online?

At Whitegate End, we have a duty to make sure our pupils understand the advantages and disadvantages of using online platforms, as well as understanding how to keep themselves and others safe.

We do this by:

1. We teach online safety skills throughout the curriculum and aim to foster an environment where children can 'talk and tell.' We provide children with information of where they can seek help if it is needed.
2. We teach the majority our computing curriculum through a secure website that we pay for a license to use.
3. Our web browsers have safeguards in place to block inappropriate content this is called a firewall.
4. We have malware and virus software to protect our data.
5. We use encrypted passwords to protect pupil information.
6. It is incorporated into our PSHE scheme.
7. We use Purple Mash for our computing curriculum.
8. We use Picture news weekly which often includes E-safety aspects.
9. Online safety policy
10. We allocate Ipads and computers to certain pupils so we can monitor more closely what is being accessed.
11. We offer parent workshops and letters about the use of Social media.

E-Safety Impact

Monitoring the impact of E-Safety at Whitegate End

Keeping children safe. Empowering them online.





Through high quality first teaching of Computing, our children will show a secure knowledge and understanding of E-safety and responsible use of internet platforms.



Our children will use technology to collect, analyse and process data and use the internet to locate and interpret information from a variety of sources being aware of bias, inaccuracy and implausibility.



They will use digital technologies in a safe and responsible manner and understand how to respond to risks online.



We are committed to helping every child develop the knowledge, skills and confidence to stay safe and thrive online.

BELONG • SAFE • THRIVE

Whitegate End
Wider opportunities

Building social and cultural capital for every child

At Whitegate End, we provide a rich range of opportunities that help our children grow, connect and succeed in school and in life.

PERSONAL DEVELOPMENT

We help children build confidence, resilience and independence.

- Leadership opportunities
- Pupil voice and decision making
- Wellbeing and mental health
- Responsibility and citizenship

CHARACTER DEVELOPMENT

We nurture respectful, responsible and kind citizens.

- Understanding right and wrong
- Honesty and integrity
- Empathy and respect
- Making positive choices
- Working cooperatively

ENRICHMENT AND EXPERIENCES

We ensure every child has access to exciting opportunities that broaden their horizons.

- Clubs, arts, music and sport
- Trips and visitors
- Workshops and events
- Residentials
- Real-world experiences

CULTURAL CAPITAL

We celebrate diversity and help children understand and appreciate the wider world.

- Exploring cultures and traditions
- Community links
- Global awareness
- Celebrating differences
- Preparing for the future

Through wider opportunities, we open doors, build confidence and inspire every child to thrive.

Wider-opportunities
2026 - 2027

BELONG • SAFE • THRIVE

Wider-opportunities intent

At Whitegate End, we want to ensure that all our pupils have a wide variety of opportunities and experiences that will develop characters, personalities and give pupils skills to be able to succeed in society and become well-rounded citizens. We also want to make sure that we increase our pupils social and cultural capital

We know that the majority of our pupils have limited opportunities and experiences due to cultural and community expectations along with a high level of deprivation which is impacting the access our pupils have to wider-opportunities.

So as school, we have a duty to make sure all our pupils have the same or similar opportunities to those without high deprivation levels or cultural expectations.

Wider-opportunities implementation

We offer rich and varied wider-opportunities for all our pupils at Whitegate End which provide rich learning experiences that enhance our curriculum. These include:



We ensure our wider-opportunities are sustainable every year by mapping out our opportunities and continually monitoring our opportunities and adapting **where needed.**

Wider-opportunities impact

- Monitor the attendance of extra-curricular clubs
- Plan opportunities into our yearly calendar
- Pupil voice
- Monitor PP and SEND uptake of extra-curricular clubs
- Share achievements with the wider school and wider community
- Regularly review our offers

Healthy Lifestyles and Mental Health At Whitegate End

Growing healthy bodies, positive minds and kind hearts

MENTAL WELLBEING

We support children to understand and look after their mental health.

- Recognising and managing emotions
- Building self-esteem and resilience
- Seeking help and support
- Mindfulness and relaxation

PHYSICAL HEALTH

We help children to understand the importance of a healthy body.

- Healthy eating and nutrition
- Physical activity and exercise
- Sleep and rest
- Personal hygiene

GROWING AND CHANGING

We teach children about the natural changes that happen as they grow.

- Life cycles and stages of growth
- Keeping clean and changing bodies
- Questions and support

RELATIONSHIPS

We help children build positive, respectful relationships.

- Kindness, respect and empathy
- Friends and family
- Belonging and community
- Solving problems

SAFETY AND THE CHANGING WORLD

We help children stay safe and make responsible choices.

- Keeping safe online and offline
- Managing risk
- Personal safety
- Privacy and consent (appropriate to age)

BEING MY BEST

We empower children to make healthy choices and aim high.

- Setting goals
- Managing time and pressures
- Celebrating strengths and achievements
- Looking after ourselves and others

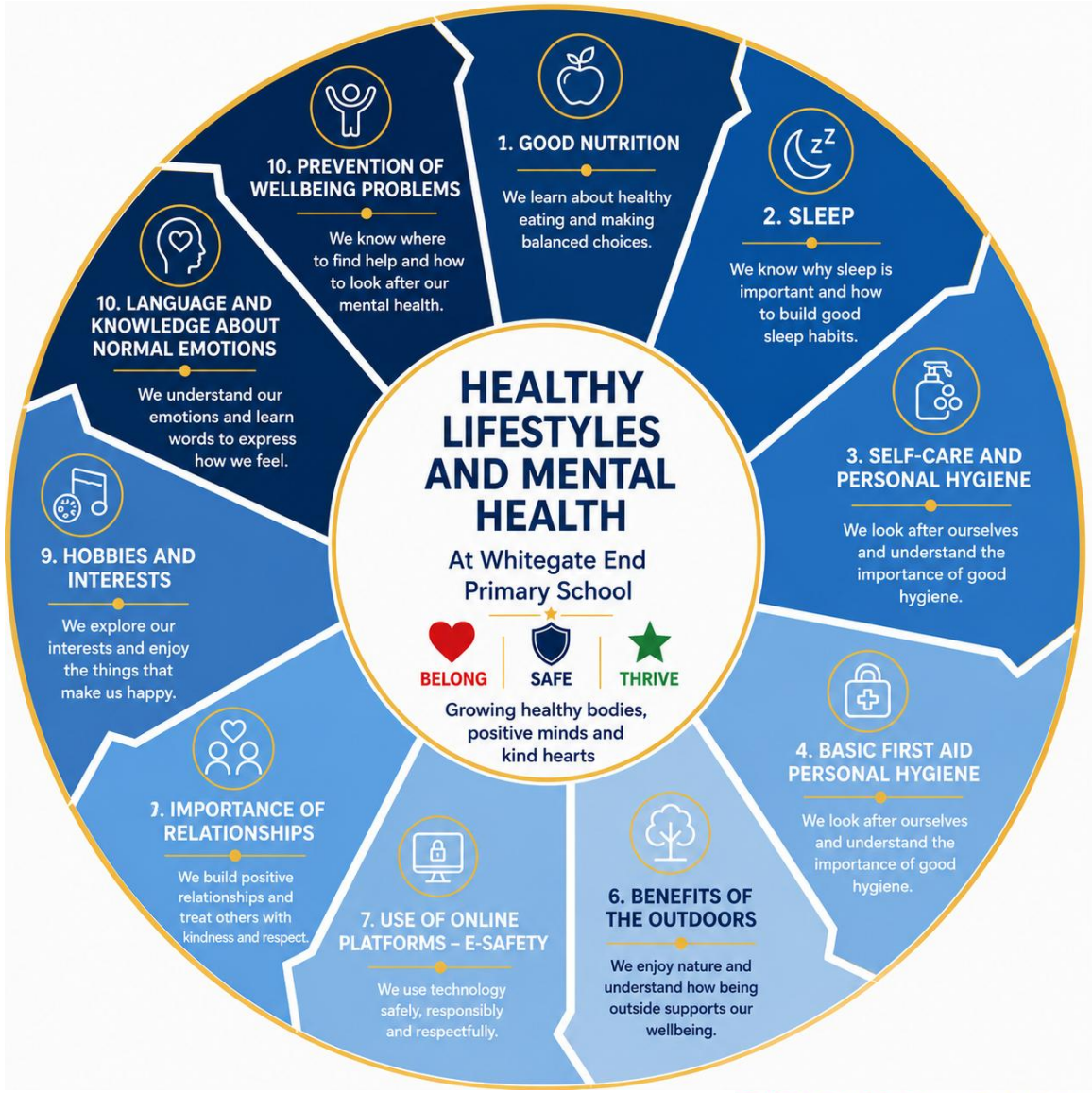
Through knowledge, skills and care, we nurture healthy lifestyles and positive minds, helping every child thrive today and in the future.

Healthy Lifestyles and Mental Health
2026 - 2027

BELONG • SAFE • THRIVE

Healthy Lifestyles and Mental Health Intent

As part of our Personal Development, we make sure that we provide opportunities for pupils to gain knowledge and understanding about **Physical health and Mental wellbeing** and how they both intertwine.



Health Lifestyles and Mental Health Implementation

Supporting every child to live healthy, happy and fulfilled lives

Our whole school approach ensures that all children have the knowledge, skills and support they need to thrive, now and in the future.

- Breakfast club
- Healthy snacks
- Milk
- Healthy choices for lunches
- Trauma Informed approach throughout school
- Learning Mentor
- Zones of regulation
- OACT Sports Partnership
- The Hive
- Links to outside agencies
- Sports leaders
- Extra-curricular clubs
- Therapeutic interventions

These initiatives are embedded across our school to promote healthy choices, positive mental health and personal development for all.

Through partnership, care and opportunity, we help every child belong, feel safe and thrive.

BELONG	SAFE	THRIVE
Everyone is valued	Everyone is supported	Everyone can succeed

Healthy Lifestyle and Mental Health Impact



Personal Development descriptors

At Whitegate End, what do we mean by...

Citizenship – We aim to develop our pupils knowledge and skills to be able to participate in a fair and inclusive society throughout their lifetime. Areas include diversity, equality, justice and democracy.

British Values – We aim to develop our understanding of British Values by teaching our children about Democracy, Rule of law, Tolerance of different cultures and religions, Mutual respect and Individual liberty.

SMSC – Spiritual, Moral, Social and Cultural.

RSE – Relationships and sex education.

PSHE – Personal, Social, Health and Economic.

Cultural – Ideas, customs and behaviours that we would expect to see in school.

Enrichment – a broad range of opportunities to learn and develop outside of the classroom.

Health, safety and wellbeing – Emotional health, online safety, road safety, personal safety, emotions, social interactions.

Physical Health – Exercise, healthy eating, extra-curricular activities.

Pastoral – emotional, social, physical and mental wellbeing support

Transitions – moving from class to class, moving to another school, moving home, a new teacher, from home to school, from school to home, one lesson to another lesson.