



FIRST BRIDGE SCHOOL

Personal development, relationships education, and SMSC policy

Reviewed: March 2026
Next review: August 2026

Aims

At First Bridge School, Personal Development is foundational to our academic learning. As an independent specialist provision serving pupils of primary age with complex and highly-individualised needs, we recognise that successful progression is built not solely upon academic attainment, but upon character, relational competence, emotional regulation, safeguarding awareness, community understanding and the ability to exercise autonomy safely.

This policy articulates a single, coherent framework that integrates:

- Personal, Social, Health and Economic Education (PSHEE)
- Relationships Education (statutory primary requirement)
- Social, Moral, Spiritual and Cultural development (SMSC)
- Fundamental British Values.

This document represents:

1. A compliance-secure statutory framework aligned to 2026 requirements for independent schools.
2. A strategic re-articulation of the school's curriculum philosophy that positions pupils' personal development as the spine of our curriculum design.

Our ambition is that every pupil leaves First Bridge School:

- more confident in expressing needs and boundaries.
- more capable of recognising risk.
- more able to form healthy relationships.
- better equipped to participate in community life.
- more aware of their rights, responsibilities and value.

This is the standard against which implementation is judged.

Context and rationale: specialist SEND provision

First Bridge School is an independent specialist provision for pupils with significant additional needs.

Our pupils present with a variety of learning, behaviour and sensory needs, in line with their diagnosis, many of which is autism. In addition, pupils may

have intellectual disability, developmental delays and complex learning needs.

As a result of this, chronological age does not determine curriculum exposure and access. Instead, their developmental readiness, communication methods and emotional regulation, shapes the sequence and pace of curriculum delivery.

Personal Development cannot be delivered as a generic primary curriculum model. Instead, It is:

- Explicit
- Repetitive
- Structured
- Scaffolded
- Visually supported
- Embedded in routine
- Reinforced across environments.

First Bridge School organises learning through three developmental pathways:

- **Foundations** – Building engagement, joint attention, self-awareness and basic communication.
- **Structures** – Developing group readiness, emotional language, early autonomy and social participation.
- **Formations** – Consolidating independence, identity formation, relational understanding and preparation for transition.

For our pupils, Personal Development is not theoretical content; it is functional life preparation. This rationale informs every aspect of curriculum design.

Statutory and regulatory framework (2026 compliance)

As an independent special day school, First Bridge School pays regard to:

- Relationships Education statutory guidance (September 2026)
- Parts 1, 2 and 8 of the Independent School Standards

- Equality Act 2010
- Prevent Duty statutory guidance
- Keeping Children Safe in Education (current edition).

Relationships Education

At First Bridge School, effective relationships education is planned and delivered, as per the latest guidance, through our Personal Development, Relationships and Community Values curriculum, as summarised below.

The statutory requirements to provide health education and sex education for pupils of primary age do not apply to independent schools. As per our pupils' ages and needs, we do not teach sex education.

Parents are consulted annually on our curriculum and have no right to withdraw their child from relationships education. All curriculum materials are available upon request.

SMSC

At First Bridge School, SMSC is not a discrete subject. It is embedded across PSHEE, and present in everything we do. It is reinforced in assemblies and events; evident in our behaviour system and integrated into all community engagement trips and activities.

Equality Act 2010

The curriculum reflects and promotes understanding of equality, diversity and inclusion, including the nine protected characteristics, as outlined in the curriculum overviews below. Please also see our EDI policy.

Content is delivered in developmentally-appropriate ways and reflects diverse families and communities.

Fundamental British values

The four FBV are explicitly taught within age-appropriate frameworks, as outlined in the curriculum overviews below.

The school actively safeguards pupils from exposure to extremist or harmful content, including online risks.

Partisan views and political impartiality

All teaching is unbiased and balanced. Teachers know that they must never promote partisan political views in the teaching of any subject. Where political issues are brought to the attention of pupils, teachers always offer pupils a balanced presentation of opposing views.

Curriculum architecture: Integrated personal development framework

The personal development, relationships and community values curriculum is structured around three core PSHEE themes:

- Health and wellbeing
- Relationships
- Living in the wider world.

These themes act as the structural spine through which statutory relationships education outcomes, SMSC strands and fundamental British values are delivered.

Explicit curriculum mapping

PSHEE → Relationships Education (Statutory Outcomes)

PSHEE theme	Relationships Education Coverage
Relationships	Families, friendships, respectful relationships, online relationships, being safe
Health & Wellbeing	Body autonomy, emotional regulation, puberty (age-appropriate), seeking help
Living in the Wider World	Community participation, rights and responsibilities, diversity

All statutory end-of-primary expectations are addressed within the scheme of work and adapted to pupil readiness.

PSHEE → SMSC

SMSC strand	Curriculum Expression
Spiritual	Identity, reflection, emotional awareness
Moral	Right/wrong, consequences, fairness, law
Social	Cooperation, turn-taking, conflict resolution
Cultural	Diversity, community participation, celebrations

SMSC is embedded in planning and activities.

PSHEE → Fundamental British values

British values	Curriculum Implementation
Democracy	Choice-making, pupil voice, collaborative rule setting
Rule of Law	Understanding rules, consequences, fairness
Individual Liberty	Safe autonomy, personal boundaries, self-expression
Mutual Respect & Tolerance	Diversity, anti-bullying, inclusion

British Values themes/topics are delivered and contextualised within sessions.

Safeguarding integration

Safeguarding is inseparable from Personal Development.

Pupils are explicitly taught:

- That their body belongs to them.
- The difference between safe and unsafe touch.
- That secrets about safety must not be kept.
- How to identify trusted adults.
- That they must keep asking for help until heard.
- Online safety awareness.
- Basic consent concepts (permission-seeking and giving).

Delivery is adapted for each pupil's communication profile, which could include a variety of additional aids such as visual supports, social stories, role modelling and repetition.

Staff are trained to identify disclosures arising from curriculum delivery and respond in line with our safeguarding policy.

Pedagogical model for SEND

Personal Development teaching at First Bridge School utilises evidence-based strategies including:

- mastery learning
- errorless teaching
- prompt and prompt-fade strategies
- structured reinforcement systems
- high repetition
- modelling and rehearsal
- explicit vocabulary instruction
- visual communication systems
- sensory-accessible materials.

Progress is measured through a variety of methods, including assessing behaviour changes, increases/decreases/changes in communication, and observations of increased independence and/or use of emotional regulation strategies

Parental engagement

Parents are partners in curriculum delivery. We ensure that parents are aware of the safeguarding, relationships education and personal development language utilised at school, so that this can be transferred to home and ensure home-school consistency for pupils.

First Bridge School ensures that it consults annually on Relationships Education and provides opportunities for parents to view the teaching materials. We make policies publicly available on the website, so they are easily accessible. When it is appropriate and necessary, we communicate sensitively and culturally appropriately to the prior teaching of intimate body vocabulary and anatomy.

Monitoring

The Headteacher ensures:

- statutory compliance
- curriculum coherence
- staff training
- policy review (annual)

Those with responsibility for governance:

- Scrutinise safeguarding integration.
- Monitor statutory compliance.
- Evaluate impact data.

Impact is monitored through:

- Curriculum reviews.
- Safeguarding audits.
- Behaviour data analysis.
- Progress reviews.
- Transition documentation.
- Lesson evaluation.

Personal Development is evaluated with the same rigour as academic provision.

Impact

The effectiveness of this policy is judged by whether pupils:

- Demonstrate increased safeguarding awareness.
- Show improved emotional regulation.
- Form safer peer relationships.
- Participate more confidently in community experiences.
- Transition successfully to their next provision.

Personal development is both protective and preparatory.

Appendix

Full PSHEE Schemes of Work Integration

(Structured Curriculum Framework – 2026)

Curriculum Structure and Design Principles

The PSHE Scheme of Work at First Bridge School is:

- Structured across a two-year cycle (Year A / Year B)
- Delivered through three core themes:
 1. Health and Wellbeing
 2. Relationships
 3. Living in the Wider World
- Adapted across three developmental pathways:
 - Foundations
 - Structures
 - Formations

The curriculum is cyclical, not linear. Concepts are revisited to support retention, generalisation and safeguarding reinforcement.

SEND Pedagogical Framework Underpinning Delivery

All units across both years are delivered through:

Core Teaching Strategies (Embedded Across All Units)

- 80% secure ('easy') tasks / 20% stretch ratio
- Errorless teaching approaches

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- Prompting and prompt fading
- Guided modelling
- Specific reinforcement and feedback
- Token economy systems (where appropriate)
- Sensory stories
- Visual supports and body maps
- Sequencing and matching games
- Structured questioning (AFL)
- Data collation and progress tracking
- Teach-to-mastery model

Year A

Term	Topics	Core knowledge and skills	Extended knowledge and skills	Education/Subject links	Assessment
Autumn Term One	Health and Wellbeing Healthy Lifestyles	<ul style="list-style-type: none"> • What keeping healthy means • Different ways to keep healthy • Foods that support good health • Risks of excessive sugar consumption • How physical activity supports wellbeing • Why sleep is important • How to rest and relax • Simple hygiene routines to prevent illness 	<ul style="list-style-type: none"> • Elements of a balanced lifestyle • Early signs of physical illness • Effects of poor diet • Obesity and tooth decay • Bacteria and viruses • Responsible medicine use • Managing online time • Seeking help for health concerns 	<p>Relationships</p> <p>Education Links</p> <ul style="list-style-type: none"> • Being Safe • Seeking help • Recognising trusted adults <p>SMSC Links</p> <ul style="list-style-type: none"> • Moral: personal responsibility for health • Social: community health behaviours 	<p>Structured questioning</p> <p>Mini plenaries</p> <p>Behavioural observation</p> <p>Data tracking</p>



		<ul style="list-style-type: none"> • The role of medicines and vaccinations • Dental care and correct brushing techniques • Sun safety and skin protection • The importance of balancing screen time • Identifying people who help keep us healthy 		<ul style="list-style-type: none"> • Cultural: healthcare systems 	
Autumn Term Two	Health and Wellbeing Us: Growing and Changing	<ul style="list-style-type: none"> • What makes them special • Ways in which people are unique • Strengths, preferences and dislikes • Managing difficulty • Naming main body parts • Growing from young to old • Changing needs • Preparing for transition 	<ul style="list-style-type: none"> • Identity components (family, gender, faith, culture) • Gender identity awareness • Puberty changes • Menstruation • Hygiene changes • Basic reproduction concepts (developmentally appropriate) 	<p>RE Links</p> <ul style="list-style-type: none"> • Being Safe • Body autonomy • Privacy • Respect <p>Safeguarding Emphasis</p> <ul style="list-style-type: none"> • Accurate anatomical vocabulary • Body ownership and boundaries • Consent foundations 	
Spring Term One	Relationships	<ul style="list-style-type: none"> • Roles people play in our lives 	<ul style="list-style-type: none"> • Marriage and civil partnership • Forced marriage awareness (age- 	<p>RE Links</p>	



	Families and close Positive Relationships	<ul style="list-style-type: none"> Identifying people who love and care for us Different family structures (including same-sex parents) Features of healthy family life Recognising when to tell someone if worried 	<p>appropriate recognition)</p> <ul style="list-style-type: none"> Respect for diverse family models Recognising unsafe family relationships 	<ul style="list-style-type: none"> Families and People Who Care for Me 	
Spring Term Two	Relationships Managing Hurtful Behaviour and Bullying	<ul style="list-style-type: none"> Words and actions can hurt Bullying (including online) Emotional impact Reporting procedures Role of bystanders 	<ul style="list-style-type: none"> Discrimination Challenging stereotypes Strategies to respond safely 	<p>British Values Links</p> <ul style="list-style-type: none"> Mutual Respect Rule of Law 	
Summer Term One	Living in the Wider World	<p>Shared Responsibilities</p> <ul style="list-style-type: none"> What rules are and why they matter Human rights foundations Relationship between rights and responsibilities Caring for the environment Community responsibility 			



Summer Term Two	Living in the Wider World	Communities <ul style="list-style-type: none"> • Groups we belong to • Diversity within communities • Challenging stereotypes • Recognising prejudice • Valuing contributions 			
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Year B

Term	Topics	Core knowledge and skills	Extended knowledge and skills	Education/Subject links	Assessment
Autumn Term One	Health and Wellbeing Mental Health	<ul style="list-style-type: none"> • Naming emotions • Emotional vocabulary • Managing big feelings • Recognising when help is needed • Change and loss 	<ul style="list-style-type: none"> • Mental health as daily health • Warning signs • Grief and bereavement • Problem-solving strategies 	<ul style="list-style-type: none"> • Seeking support 	Structured questioning Mini plenaries Behavioural observation
Autumn Term Two	Health and Wellbeing Keeping Safe & Drugs Education	Keeping Safe <ul style="list-style-type: none"> • Private body parts • Online impersonation risks • Responding to unknown adults 			Data tracking



		<ul style="list-style-type: none"> • Consent and permission • Secrets vs surprises • Reporting procedures <p>Drugs Education</p> <ul style="list-style-type: none"> • Legal drugs (alcohol, nicotine) • Risks and impact • Laws around substances • Media influence • Where to seek help 			
Spring Term One	Relationships Friendships	<ul style="list-style-type: none"> • Building friendships • Loneliness • Conflict resolution • Peer influence • Online friendship risk 	<ul style="list-style-type: none"> • Marriage and civil partnership • Forced marriage awareness (age-appropriate recognition) • Respect for diverse family models • Recognising unsafe family relationships 	RE Links	<ul style="list-style-type: none"> • Families and People Who Care for Me
Spring Term Two	Relationships Safe Relationships	<ul style="list-style-type: none"> • Building friendships • Loneliness • Conflict resolution • Peer influence • Online friendship risk 	<ul style="list-style-type: none"> • Discrimination • Challenging stereotypes • Strategies to respond safely 	British Values Links	<ul style="list-style-type: none"> • Mutual Respect • Rule of Law



Summer Term One	Living in the Wider World Media Literacy and digital Resilience	<ul style="list-style-type: none"> • Reliability of online sources • Misinformation • Data sharing • Safe digital behaviour • Manipulated media 			
Summer Term Two	Living in the Wider World Economic Wellbeing	<p>Communities</p> <ul style="list-style-type: none"> • Groups we belong to • Diversity within communities • Challenging stereotypes • Recognising prejudice • Valuing contributions 	<p>Money</p> <ul style="list-style-type: none"> • Forms of money • Saving and spending • Needs vs wants • Gambling risks • Money and emotions <p>Aspirations, Work and Career</p> <ul style="list-style-type: none"> • Strengths and achievements • Career diversity • Challenging workplace stereotypes • Routes into careers • Voluntary work 		

Curriculum Coherence Across the years

This model ensures:

- Safeguarding concepts are revisited annually
- Emotional literacy deepens over time
- Relationship understanding increases
- Community awareness broadens
- Digital resilience develops progressively

Impact Indicators Specific to Scheme Delivery

Progress is demonstrated when pupils:

- Use correct body vocabulary appropriately
- Seek help independently
- Recognise unsafe behaviours
- Demonstrate conflict resolution
- Show improved emotional regulation
- Engage respectfully with diversity