

LYFTA
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SUPPORTING PERSONAL DEVELOPMENT & PSHE WITH LYFTA IN SECONDARY SCHOOLS

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Lyfta in action: A teacher uses the platform to engage students.

INTRODUCTION

Lyfta’s immersive storytelling platform offers an engaging way to support the delivery of personal development (PD) in schools - supporting many key themes in the [UK PSHE/RSHE](#) curriculum.

With a learning theory that emphasises multisensory engagement, connection, understanding, building cultural capital, and promoting active thinking, we provide rich learning experiences that align with the goals of most PD programmes.

By integrating high-quality documentaries and 360-degree immersive storyworlds into learning, students develop the knowledge, skills, and values necessary to thrive in an interconnected and rapidly changing world.

HOW LYFTA SUPPORTS PERSONAL DEVELOPMENT

Lyfta provides a unique approach to personal development (PSHE/RSHE) by fostering a sense of belonging and shared humanity through real-life stories. This helps young people thrive on an intrapersonal, interpersonal, societal, and global level.

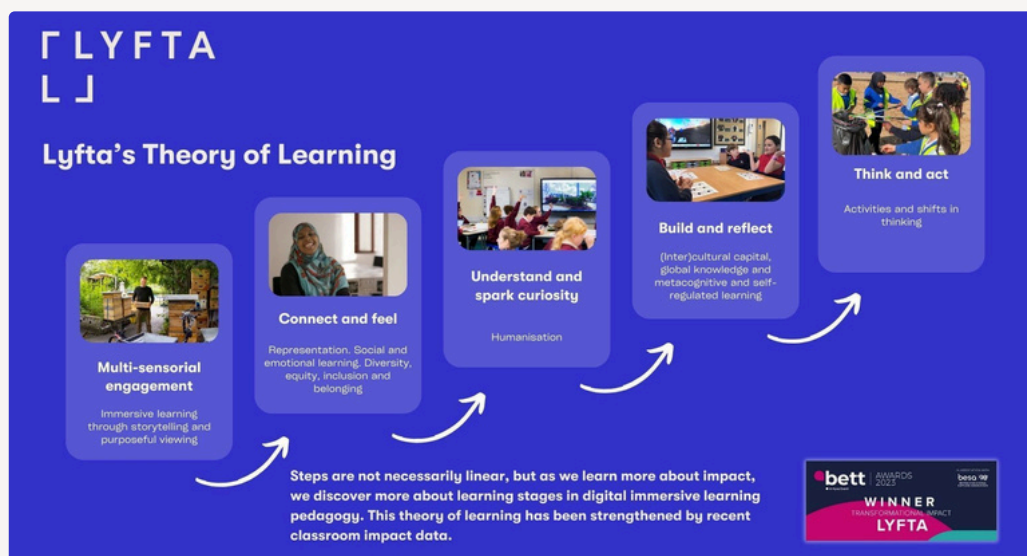
A structured programme of Lyfta lessons equips students with essential knowledge and skills to manage their lives now and in the future. Our lessons focus on developing key qualities and attributes such as resilience, self-esteem, risk management, teamwork, and critical thinking.

Through our immersive real-life stories and interactive content, Lyfta provides a powerful context for metacognitive learning and personal growth.

How Lyfta’s Theory of Learning supports PSHE

Multisensorial engagement:

Lyfta’s immersive content engages multiple senses, making learning more impactful and memorable.



A graphic representation of Lyfta’s Theory of Learning, described on p. 3 & 4

Through storytelling and purposeful viewing, students are drawn into diverse experiences from around the world, meeting PSHE objectives in health & wellbeing, relationships, and living in the wider world.

Connect & feel:

Lyfta fosters social-emotional learning (SEL), diversity, equity, inclusion, and belonging (DEIB), and global citizenship education (GCED). By connecting with real human stories, students build empathy and understand different perspectives - supporting PSHE goals of developing respectful relationships and understanding diverse communities.

Understand & spark curiosity:

Lyfta humanises complex issues, sparking curiosity and a deeper understanding of the world around us. Students learn about real-life challenges and triumphs, which makes abstract concepts more tangible.

Linking to PSHE objectives related to critical thinking and informed decision-making.

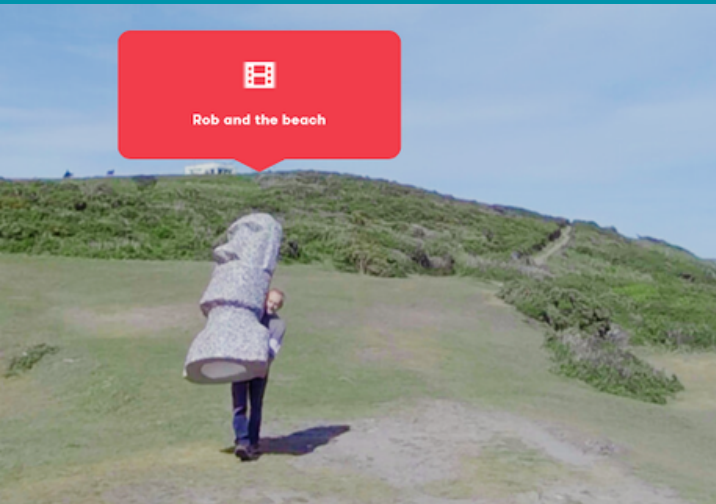
Build & reflect:

Lyfta helps students develop intercultural capital and global knowledge, essential for thriving in a diverse world. Students gain insights into different cultures, lifestyles, and viewpoints, supporting the PSHE aims related to preparing students for the opportunities and responsibilities of adult life.

Think & act:

Lyfta encourages critical thinking and action. Through reflective activities and discussions, students are motivated to think deeply about their role in the world and take meaningful action, meeting PSHE requirements for active citizenship and personal development.

Our learning activities are designed to deliberately encourage reflection on students' own learning and any shifts in thinking (metacognition).



A scene from Lyfta's storyworld "Beachcomber."

GETTING STARTED

We recommend beginning with the following 8 short lessons. Start with #01: Rob in Cornwall and then the others can be done in any order.

These can be run as 20-30 minute form time, PSHE, or year group assemblies.

- [Secondary Lyfta Time #01: Rob in Cornwall](#)
- [Secondary Lyfta Time #02: Michal in Helsinki](#)
- [Secondary Lyfta Time #03: Enaney in Awra Amba](#)
- [Secondary Lyfta Time #04: Erkan in Turkey](#)
- [Secondary Lyfta Time #05: Flora in Shipetiari](#)
- [Secondary Lyfta Time #06: Anna in Norway](#)
- [Secondary Lyfta Time #07: Cansu in Belgium](#)
- [Secondary Lyfta Time #08: Freddy in Brazil](#)

HOW DO THESE LESSONS LINK TO THE PSHE/RSHE CURRICULUM?

The next page gives an example of how PSHE objectives are met by these lessons.

If you search for PSHE in Lyfta's teacher dashboard and filter for age group, you will be able to see more lessons like this where personal development objectives are written in the teacher notes.

LYFTA STORYWORLD

PSHE THEME

Health & Wellbeing

Relationships (RSE)

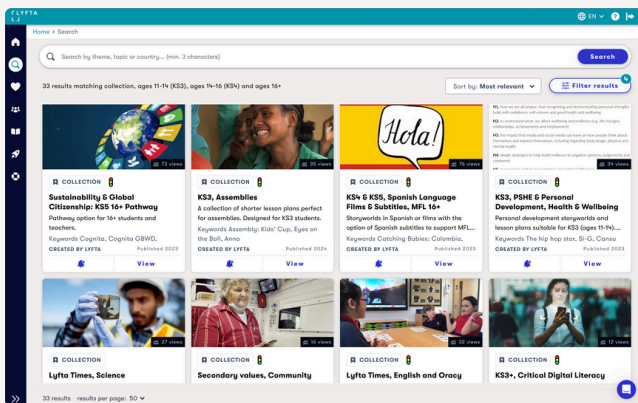
Living in the Wider World

PSHE learning opportunity	Amazonian Treats <i>Peru</i>	Big Ballet Studio <i>Finland</i>	Dog's Best Friend <i>Turkey</i>	Eyes on the Ball <i>Norway</i>	Beachcomber <i>UK</i>	The Visitor Centre <i>Awra Amba, Ethiopia</i>	The Hip Hop Star <i>Belgium</i>	Distractions & Attractions <i>Brazil</i>
H1								
H2								
H4								
H5								
H6								
H7								
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Secondary personal development ‘collections’

We also have a range of other resources to support secondary personal development from rich media articles, to 360 scenes to lesson plans.

These resources are easily accessed through the ‘collections’ functionality in the teacher dashboard.



Teacher platform with filtered search for collections for KS3-KS5 students.

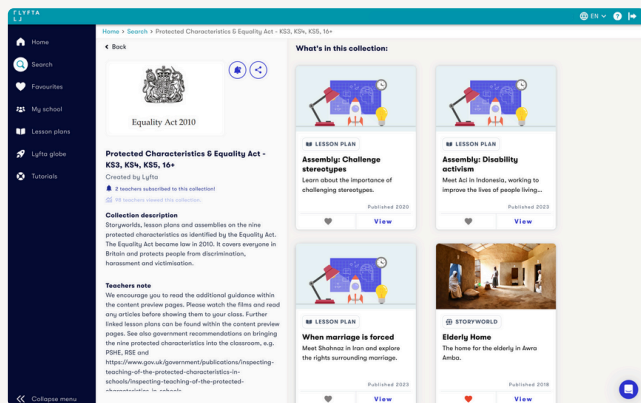


Image showing Lyfta’s “Protected characteristics & Equality Act” collection.

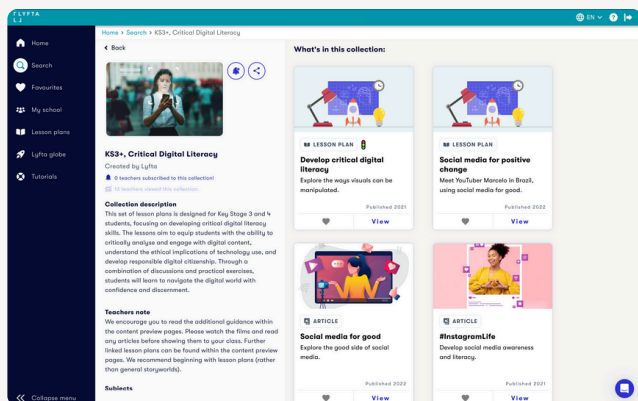


Image showing Lyfta’s “Critical digital literacy” collection.

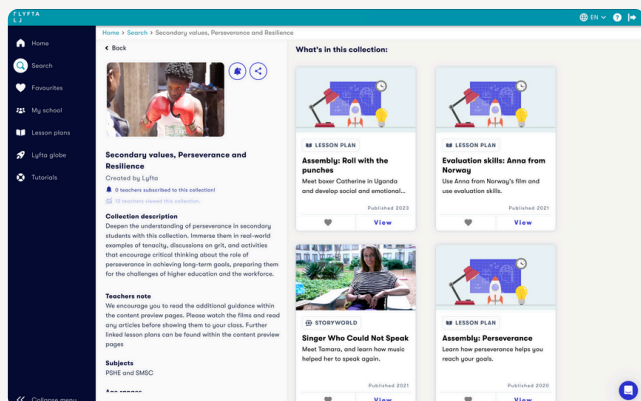


Image showing one of our many values collections. This collection is about perseverance and resilience.

In our collections you may have noticed ‘The Equality Act’ and 9 protected characteristics.

We create content that delves into the many intriguing and complex issues surrounding these themes, recognizing its importance in meeting the UK government’s statutory RSHE requirements.

Our content covers a significant portion of the PSHE curriculum, addressing many key aspects while continuously expanding to encompass more.

RESPECTFUL RELATIONSHIPS, INC. FRIENDSHIPS	MENTAL WELLBEING
The characteristics of positive and healthy friendships, in all contexts.	How to talk about their emotions accurately and sensitively.
Trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict.	That happiness is linked to being connected to others.
How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.	How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health.
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.	The benefits and importance of physical exercise, time outdoors, community participation and service-based activities on mental wellbeing and happiness.

A PERSONAL DEVELOPMENT CASE STUDY

At Upton Court Grammar School in Slough, Lyfta supports the Ad Astra Changemaker Programme, preparing students to address 21st-century challenges with intelligence, ethics, and creativity.

Here Lyfta is used to:

- Expand global perspectives: weekly sessions and special drop-down days expose students to diverse human stories, fostering a broader worldview and supporting PSHE objectives related to understanding global issues and diverse communities.
- Enhance reflective skills: students engage in activities that promote self-reflection and ethical thinking, aligning with PSHE goals of developing critical thinking and personal responsibility.
- Foster resilience and problem-solving: real-world content demonstrates resilience and teamwork, essential skills for navigating a VUCA (volatile, uncertain, complex, and ambiguous) world.
- Support DEIB and sustainability themes: story themes of diversity, equity, inclusion, belonging, and sustainability support PSHE objectives of fostering respectful relationships and responsible citizenship.



A Year 10 student shares her Lyfta learning journey.
(Scene from a case study video, link below)



A Year 10 student shares her Lyfta learning journey.
(Scene from a case study video, link below)

Feedback from students highlights that Lyfta sessions not only expand their global perspectives but also enhance their reflective skills and intrinsic motivation to act ethically and creatively.

This comprehensive approach helps students develop the competencies needed to thrive and flourish at intrapersonal, interpersonal, societal, and global levels.

Check out the [case study and video](#) for more details.

For colleagues interested in how any local primary schools may be using Lyfta for PSHE, see Barrowford Primary [case study which can be viewed here](#).

Here Lyfta plays a key role in their unique cultural capital curriculum, aimed at fostering belonging, and providing new learning opportunities.

END NOTES

Look out for upcoming CPD webinars and training related to PSHE. A useful toolkit supporting oracy and debating with Lyfta is also available.

If you'd like to discuss PSHE & Lyfta for your school in more detail, reach out to us: info@lyfta.com.