



Sunnybrow Primary School Personal Development Map Version 3 (November 2024)

What do we want to achieve with our Personal Development offer at Sunnybrow Primary School?

Our school is situated in a very close-knit community, families tend to stay close and do not move out of the area. There is little diversity in the community. Opportunities are limited in the area and many of our families do not have the funds for their children to join teams and clubs, to travel or for entertainment. We want our pupils to have the aspiration to get good jobs, to be aware of the world outside of Sunnybrow, the confidence to go and explore it and the knowledge and understanding to successfully navigate a diverse Britain.

Because our school belongs to a close-knit community, it is important that we are a part of this and that we have strong links with our community. We want our children to be valued members of the community, to have respect for their community and the people in it, to understand their community history and work towards helping their village be the best it can be. This will certainly contribute towards children developing a sense of belonging.

We have seen a rise in Social, Emotional and Mental Health difficulties among our children and are working very hard to develop our support and provision in this area. We want to educate our children on the importance of taking care of their mental health and wellbeing. We want to remove the stigma around mental ill-health among our children and for them to be able to recognise when to seek help. We also want our children to have strategies they can use themselves to support their wellbeing so that they can become more resilient, independent and in control of their wellbeing.

As well as meeting some aspects of Personal Development through our curriculum offer, we feel that there are a number of areas that should be an important focus of our Personal Development provision in school in order to ensure that we are meeting the specific needs of our pupils and their community and also so that we can effectively prepare our pupils for a successful future. By providing a range of rich and varied experiences that sit outside of the curriculum offer, we can help to develop the confidence and self-esteem of our pupils. This can also be achieved by giving them opportunities to work on and lead projects in school.

We also want our pupils to develop life skills at an age-appropriate level. This will help them with their independence, confidence and resilience. It will also help them to better prepare for their life beyond Sunnybrow.

Life Skills

Though not a part of the National Curriculum, there are many things that children need to know and skills they need to develop in order to look after themselves effectively in different stages of their life.

Safety

Children need to know how to keep themselves safe physical, mentally and online. They need to understand and manage risk effectively.

British Values

By exploring British Values, children can learn to be a citizen in modern Britain and work towards building communities free from discrimination, intolerance and hate.

PSHCE

A comprehensive PSHCE curriculum helps children to achieve their full potential by giving children the skills to support their wellbeing and tackle issues that can affect their ability to learn, build their personal identities, confidence and self-esteem and understand what influences their decisions.

Leadership

Providing opportunities for children to lead enables them to develop leadership skills and can improve confidence and self-esteem and raise aspirations

Personal Development

Personal Development goes beyond the curriculum and enables pupils' wider development. It helps to develop character, to prepare for the future and prepares for life in modern Britain.

Healthy Living

Children need to know why they need to keep themselves physically and mentally healthy and know how they can achieve this.

RSE

By learning about relationships, pupils are equipped with the knowledge, understanding, skills and confidence to cope with the pressures and challenges of modern society.

RE

By learning about different faiths and beliefs and reflecting on their own beliefs children can better understand and respect the varied religions in the wider community.

PE / Sport / PESSPA

By learning about and taking part in physical activity children will learn healthy habits for their future lives and are more likely to be fit and well.

Cultural Capital

By building on children's cultural capital we are increasing their chances of future success. They will accumulate knowledge, behaviours and skills. They will be able to draw upon their cultural awareness, knowledge and competence.

British Values

Outcome	Provision	Who?	When?
Pupils can name and locate the 4 countries of the United Kingdom. They can talk about some of the unique characteristics, customs and traditions of the different countries.	Annual celebrations of Patron St. Days. (St. David, St George, St. Patrick and St Andrew)	Whole-school	St Andrew-30 th November St David-1 st March St Patrick-17 th March St George-23 rd April
Pupils have a firm understanding of the fundamental British values	Whole-school Head Teacher's weekly assembly will focus on aspects of the British Values, alongside of school character values	All classes	Every Wednesday
Pupils have knowledge about legal boundaries and have respect the laws of England	Developing Annual Class Charters	All classes	September-PSHE
Pupils understand that the age of criminal responsibility in England and Wales in the age of 10	Reviewing our school behaviour policy & re-establishing school rules for the new year	All stakeholders (children, staff, parents & Governors)	September
	UK Parliament Week	All class	November
	PCSO assemblies	All classes	Half-termly
Pupils understand the democratic voting system and can consider what life might be like in Britain without it	Daily book vote	Class 1	Daily
	Elections for leadership roles within school: School Council, Sunshine Supporters, Reading Ambassadors, Playground Leaders	Leadership roles from Year 2 onwards	Elections-Autumn term
Pupils understand the consequences and take responsibility for their behaviour and actions	Restorative approach to resolving conflicts within school	All classes	Ongoing
	PSHE/RSE curriculum		
Pupils understand, appreciate and respect difference in the world and its people, celebrating the things we have in common across cultural, religious, ethnic and socio-economic communities	HT weekly assembly (Spring term) will be story book based, and include stories about inspirational people from around the world. This will include a focus on the protected characteristics	All classes	Spring term-Every Wednesday

Pupils respect the different protected characteristics and do not tolerate discrimination	PictureNews Assembly to focus on news stories from around the world.		Every Tuesday
	Black History Month	All classes	October
	Transgender awareness month	All classes	November
	Diwali	All classes	November
	Hanukah	All classes	Dec
	Chinese New Year	All classes	Jan/Feb
	LGBTQ+ History Month	All classes	Feb
	Holi Festival	All classes	March
	Eid	All classes	April
	PSHE and RSE lessons	All classes	All classes-Me and my actions (Autumn term), Me and my relationships (Spring term) Me and the wide world (Summer term)

Safety

Outcome	Provision	Who?	When?
Pupils know how to keep themselves safe, including online	Bonfire Safety & general safety workshop at Crook Fire Station	Class 1 & 2	November
	Keeping safe in the local area & river safety	Class 3 & 4	January/ April
Pupils respect people who help to keep us safe	Road safety week	All classes	November
	Stranger Danger	Class 1 & 2	March
	PCSO Assemblies-How to keep safe in our local area	All classes	Half-termly throughout the year
	Water safety	Swimming lessons	Class 3-Spring-Swimming lesson Class 4-Summer-Swimming lesson
	Forest School Safety	Class 1	Ongoing throughout the year
	Safer Internet Day	All classes	February
	Anti-Bullying week	All classes	November
	5 ways to shine whole-school approach	All classes	Assemblies half-termly
	Children's mental health week	All classes	February
	PSHE & RSE lessons on keeping safe and online safety	Class 1 Class 2 Class 3 Class 4	Summer-How do I keep myself safe as I get bigger? Summer term-both cycles Summer term-both cycles Summer term-both cycles
	Computing lessons on Keeping Safe		
	Safety Carousel	Class 4	Autumn Term

Pupils understand how rules and laws keep us safe	Developing Annual Class Charters	All classes	September-PSHE
	Reviewing our school behaviour policy & re-establishing school rules for the new year	All stakeholders (children, staff, parents & Governors)	September
	UK Parliament Week	All class	November
	PCSO assemblies	All classes	Half-termly

Healthy Living (also see Safety)

Outcome	Provision	Who?	When?
Pupils understand the importance of personal hygiene	PSHE & RSE lessons	All classes	All classes-'Me and my wellbeing'-Spring term
	Hygiene gift packs	Class 4	Spring term
	Oral hygiene -EYFS toothbrushing programme	EYFS	Summer term
	PSHE & RSE lessons	All classes	All classes-'Me and my wellbeing'- Spring term
Pupils understand the importance of eating a balanced diet and getting regular exercise	Breakfast Club-a rotation of healthy breakfast foods, including those from other cultures	Breakfast Club	Daily and special breakfast Friday
	Packed lunch policy	School Council	September-December
	Balanced snack times	Tuck shop-All classes to provide healthy/low calorie/low fat snacks	Daily
	Active Breakfasts	Sports Kings-all children	Daily in Breakfast club
	Healthy Lifestyles week	All classes	June
	National School Sport Week	All classes	June
	Cookery after-school club & recipes shared with parents via Dojo	EYFS&KS1/KS2 on rota	Half-termly on a rota per key stages
	Chartwells Healthy Eating Workshops	All classes	February
	Tesco Stronger Starts 'Fruit and Veg' scheme	All classes	Weekly
	Sunnybrow's 5 ways to shine approach	All classes	Half-termly assemblies
	DT Food topics	All classes	Class 1, 2, 4-Summer term Class 3-Autumn term

	PESSPA-Annual festivals, leagues and after-school clubs	All classes	Ongoing throughout the year
	P.E. lessons	All classes	2 hours per week
	Playground Leaders-Organise games on a rota	All classes	Playtimes
Pupils understand how to keep emotionally and mentally healthy	Children's Mental Health Week	All classes	February
	Sunnybrow's 5 ways to shine approach	All classes	Half-termly assemblies
	World Mental Health Day	All classes	October
	Durham Resilience Project-Zones of Regulation	All classes	Weekly on Fridays
	Anti-Bullying week	All classes	November
	SEMH-based interventions, therapeutic behaviour plans, key adults	Pupils identified as 'high risk' through SDQs	As needed
	PSHE & RSE lessons	All classes	All classes-'Me and my wellbeing' Spring term
Pupils understand the importance of, and how to develop respectful relationships	PSHE & RSE lessons	All classes	All classes-'Me and my relationships' Spring term
	Behaviour policy-Restorative approach	Whole-school	Daily
	PCSO Assemblies	Whole-school	Annually

Life skills

Outcome	Provision	Who?	When?
Children are prepared to look after themselves effectively in different stages of their life	Support for getting dressed/undressed and doing up zips, buttons and shoe laces	EYFS & KS1 Shoe laces- Class 3	Daily as part of normal routines Daily as part of getting changed for P.E and Forest school
	Support for using cutlery effectively	All classes	In the lunch hall
	Tidy-up time	All classes	Daily as part of normal routines
	Ordering a meal	Class 1-The Dairy Barn Year 6-Restaurant trip	May July
	'My Money'/Enterprise week	All classes	June
	PSHE Money topic	Class 3 Class 4	Summer term Cycle B Summer term Cycle B
	Class Piggy Banks-weekly class attendance winners get 50p to go in their class piggy bank. Save it for end of year class treat.	All classes	Ongoing from September
	DT Food topics-cooking simple meals	All classes	Classes 1, 2 & 4-Summer term Class 3-Autumn term
	Cookery after-school club & recipes shared with parents via Dojo	EYFS&KS1/KS2 on rota	Half-termly on a rota per key stages
	Swimming lessons	Class 3 Class 4	Spring & Summer 1 Autumn and Summer 2

	First Aid training	All classes	May
--	--------------------	-------------	-----

Cultural Capital

Outcome	Provision	Who?	When?
Pupils are aware of the world outside of Sunnybrow and are confident to go out and explore it	Visits to religious buildings	Class 1: St. Stephen's Church Class 2: A different church Class 3: Durham Cathedral/Newcastle Reform Synagogue Class 4: Buddhist monastery/Hexham Abbey	Bi-annually
	Visits to museums	Class 1 & 2 Beamish All classes: Bowes Museum Class 4-Oriental Museum	Bi-Annually
	Visits to the Theatre	All classes-annual pantomime trip	December
	Restaurant visits	Class 1-The Dairy Barn Year 6-Restaurant trip	May July
	Visit to the local library	All classes	Class 1-October Class 2-January Class 3-April Class 4-June
	Careers Week, including talks from different occupations	All classes	March
	RSC Project	Class 3	Annually
	Visits to art galleries	Class 3-Mining art gallery	June (every 2 years)

	Residential Experiences-Outward bounds	KS2	Annually (Spring or Summer term cost dependent)
	Focus artists	<p>Class 1: Eric Carle, Pollock, Jilly Edwards, Van Gogh, Michelle Reader, Warhol, Lois Ehlert, Deborah Harris, Cas Holmes, Georgia O'Keefe, Andy Goldsworthy</p> <p>Class 2: Molly Haslund, Christo & Jean-Claude, Paul Klee, Andrea Butler, Joseph Redoute, Rosie James, Xgaoc'o X'are, Zaha Hadid, Marela Zacarias, Cezanne, Chris Kenny, Kandinsky</p> <p>Class 3: Heather Hansen, Henri Matisse, Quentin Blake, Alice Kettle, Lauren Child, Frances Hatch, Laura Carlin, Shaheen Ahmed, Anthony Gormley, Peter Claesz, Melchior d' Hondecoeter, Marcus Coates, Claes Oldenberg, Lucia Hierro</p> <p>Class 4: Louise Fili, Grayson Perry, Kevork Mourad, Rae Smith, Fausto Melotti, Vanessa Gardiner, Shoreditch Sketcher, Rahul Mishra, Lubaina Himid, Luba Lukova, Olafur Eliasson, Njideka Akunyili Crosby, Yinka Ilori, Lotte Reiniger</p>	
	Focus musicians	<p>See full list here: https://www.sunnybrow.durham.sch.uk/wpcontent/uploads/sites/68/2023/05/List-of-musicians-for-musiccurriculum.pdf</p> <p>Singing Assembly-See schedule: https://sunnybrow.durham.sch.uk/our-curriculum/curriculum-content/curriculum-music/</p>	
	Focus musical genres	<p>Class 1: Big Band Class 2: Classical, African Call & Response, Orchestral instruments, Class 3: Ballads, Jazz, Haiku, Samba, Rock & Roll Class 4: South & West Africa, Blues, Musical Theatre, Songs of WW2, Film music</p>	

Citizenship

Outcome	Provision	Who?	When?
Pupils understand how to be responsible, respectful, active citizens who contribute positively to society	Whole-school character values. Children are encouraged to follow the Sunnybrow Way by showing HEART. Citizen and HT awards based on HEART values	Whole-school	Daily/weekly
	Weekly HT assemblies based on HEART values, British Values and Protected Characteristics		
	Building relationships with service workers (PSCO, Fire)	See details in 'Safety'	See details in 'Safety'
	PSHE & RSE lessons	All classes	All classes-'Me and living in the wider world'-Summer 2 annually
	Volunteer work at local Charity Shop	Y6 pupils	Every pupil to have the opportunity at some point throughout Y6
	Community Heroes after-school club	Open to all children	3 times per year for half a term
	Visits to support at the local Care Home	KS2-Christmas Carols KS2-Board games	December June
	Charity fundraisers	All children-different charities selected throughout the year	Ongoing throughout the year
	Careers Week, including talks from different occupations	All classes	March

Leadership

Outcome	Provision	Who?	When?
Pupils are confident in their own ability. They have high levels of self-esteem, resilience and are ambitious to achieve	Classroom jobs of responsibility	All classes-every child gets a chance at a job role throughout the year	Jobs are established each term
	School Council	2 pupils from Year 2-Year 6	Established in September
	Reading Ambassadors	3-4 pupils from Class 3 and Class 4	Established in September
	Sunshine Supporters	2 pupils from Class 2, 3 and 4	Established in September
	Playground Leaders	Class 4 pupils-change every term	Ongoing
	Sports Team Captains	Class 3 & 4	Change as per sport/league/competition

How we engage parents / carers in Personal Development

Consulted via parent questionnaires

Termly newsletters for each class

Information on school website

Friends of Sunnybrow Parent group

Class Dojo posts and parent voice

To further develop provision for Personal Development the areas we are prioritising in the coming year are:

- Character Education

To prioritise in the future:

- Careers work / aspiration
- Cultural Capital to be further developed
- Discussion and debate

Please also refer to:

- RE curriculum plans
- RSE / PSHCE curriculum plans
- PE curriculum plans
- Science curriculum plans
- Assembly schedules

People responsible for:

- RE – Kim Wild
- RSE / PSHCE – Kim Wild
- PE – Carl Vincent
- Science – Katie Murphy
- School Council – Katie Murphy
- Forest School – Kim Wild
- Wellbeing – Claire Sim
- Outdoor Play and Sunshine Supporters - Carl Vincent
- Online Safety – Claire Sim
- SMSC and British Values – Claire Sim
- Reading Ambassadors – Lynsey Cooper