



What do we want to achieve with our Personal Development offer at St Anne's C of E Primary School?

'Encouraging each child to become personally, emotionally, socially and physically effective, to lead healthy, safe and fulfilled lives; To become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives'

At St Anne's we want our Personal Development offer to ensure that our pupils are respectful and active citizens who are able to play their part and become positively involved in public life as adults. We want our pupils to have a good understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance and to live these values. Character development is also of importance to us so that children reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. We aim for our pupils to have confidence, resilience and knowledge so that they can keep themselves mentally healthy. Arming our pupils with the knowledge of how to be physically healthy, to eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities is essential. Pupils must also have age-appropriate understanding of healthy relationships through appropriate relationships and sex education.

We intend that our Personal Development offer promotes equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. St Anne's will also ensure an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. Our Christian vision and values encourage us to show compassion and respect and this is instilled in all of our pupils.

Our Personal Development provision ensures that pupils can recognise online and offline risks to their wellbeing and makes them aware of the support available to them. Pupils are also taught to recognise the dangers of inappropriate use of mobile technology and social media.

What provision is in place to help us achieve this?

Healthy Living

Intended Outcomes	Provision	Who and When
<p>Children will understand the different elements of keeping themselves healthy.</p> <p>They will learn to make healthy choices and manage their own health needs.</p> <p>Children will understand why a healthy diet is important and what a healthy diet involves. They will make healthier food choices.</p>	<p>Health modules in PSHE/RSE curriculum</p>	<p>Handwashing – Y1 Autumn 2 Sleep – Y1 Autumn 2 Exercise – Y2 Autumn 2 Dental hygiene – Y2 Autumn 2 Diet – Y3 Autumn 2 Physical activity – Y3 Autumn 2 Dental hygiene – Y4 Autumn 2 Tobacco risks – Y4 Spring 1 Greater responsibility for healthy habits – Y5 Autumn 2 Healthy habits – Y6 Autumn 2 Immunisation – Y6 Autumn 2 Alcohol risks – Y6 Spring 1</p>
	<p>DT curriculum</p>	<p>Healthy eating - Nursery – summer term Smoothies – Y1 Summer 1 Diet and nutrition – eating seasonally – Y3 Autumn 1 Developing a recipe – Y5 Summer 1</p>
	<p>Fruit snack and milk every day</p>	<p>EYFS and KS1 – daily and ongoing throughout the year</p>
	<p>PESSPA annual festivals, leagues and after school clubs. PE curriculum</p>	<p>All year groups – ongoing throughout the year</p>

	Packed lunch and healthy eating policy	All pupils – ongoing throughout the year
	Science curriculum	Animals including humans – Y2, Y3 and Y6

Cultural Capital

Intended Outcomes	Provision	Who and When
Pupils are aware of the world outside of Bishop Auckland and are confident to go out and explore it.	End of year show	All pupils take part – Summer term
	Music concert	All pupils who play an instrument – Summer term
Pupils have knowledge and respect for different cultures and customs.	Durham Brass Festival	Whole school – Summer term
	Choir of the Year	Year 6 – ongoing throughout the year
Children have knowledge of and appreciate for their own local heritage.	Pantomime	Whole school – Autumn term
	Faith Museum art workshop	Year 5 – Autumn term
	Year 6 residential trip	Year 6 – Summer term
	Visits in local area – history curriculum	Year 1 – transport heritage – visit to Locomotion museum Year 2 – Local heroes unit Year 4 – local history study
	Art curriculum	Artists covered: Beth Cavener, Julie Wilson, Megan Coyle, Marco Balich, Louise Bourgeois, Samantha Stevenson, Judith Scott, Cecilia Vicuña, Renata Bernal, Ilya Bolotowsky, Zaria Forman, Wassily Kandinsky, Bridget Riley, Clarice Cliff, Jasper Johns, Ranti Bam, Rachel Whiteread, Josef Albers, Matthew Cusick, Eduardo Paolozzi, Maggie Scott, Kim Soon-Im, Susan Stockwell, Quesntin Blake, Romare Bearden, Ruth Asawa, Anthony Caro, Max Ernst, Carl Linnaeus, Georgia O’Keeffe, Maud Purdy, El Anatsui, Sokari Douglas-Camp, Barbara Hepworth, Magfdelene Odundo, Jaume Plensa, Ruth Daniels, Senanayake, Megan

		<p>Carter, William Morris, Fernando Botero, Alberto Giacometti, Henri Matisse, Henry Moore, Ed Ruscha, Georges Seurat, Audrey Flack, Clara Peeters, Cai Guo-Qiang, Zaha Hadid, Friedensreich Hundertwasser, Reis Albers, Karen Rose, Chila Kumari Singh Burman, Nijideka Akunyili Crosby, Vincent Van Gogh, Frida Kahlo, Judith Scott, Yink Shinobare, Nicola Anthony, Louise Nevelson, Joseph Cornell, Derek O Boateng, Chuck Close, Albrecht Durer, Hannah Hoch, Graham Holland, Edvard Munch, Chris Plowman, Edward Weston, Dan Fenelon, Diego Rivera, Leonardo Da Vinci, Frank Bowling, Richard Brackenburg, David Hockney, Lubaina Himid, Fiona Rae, paula Rego, John Singer Sargent</p>
	<p>Music curriculum</p>	<p>See music coverage document. A range of artists covering the following genres: Traditional Indonesian, salsa, pop, classical, folk, Bollywood. Bhangra, traditional Indian, traditional Chinese, blues, traditional Nguni, minimalism, calypso, baroque, ragtime, jazz, musical theatre, modern classical, traditional gospel, classical, rock and roll, RnB, samba, romantic, EDM and traditional Ghanaian</p>

British Values

Intended Outcomes	Provision	Who and When
<p>Children will understand what British Values are, why they are important and how they should influence our actions.</p> <p>Pupils understand, appreciate and respect difference in the world and its people, celebrating the things we have in common across cultural, religious, ethnic and socioeconomic communities Pupils respect the different protected characteristics and do not tolerate discrimination.</p> <p>Pupils respect the different protected characteristics and do not tolerate discrimination</p> <p>Pupils understand consequences and take responsibility for their behaviour and actions.</p>	<p>PSHE/RSE curriculum</p>	<p>Rules and consequences – Y1 Spring 2 Introduction to democracy – Y1 Spring 2 Learn about the school council – Y2 Spring 2 Rules out of School – Y2 Spring 2 Stereotyping – Y3 Autumn 1 Local democracy – Y3 Spring 2 Parliament – Y5 Spring 2 Justice system – Y5 Spring 2 National democracy – Y6 Spring 2</p> <p>Differences and similarities – Y1 Spring 2 Respecting difference – Y4 Autumn 1 Families are varied and differences must be respected – Y4 Autumn 1 Appreciating diversity – Y4 Spring 2 Everyone deserves to be respected – Y6 Autumn 1 Recognising discrimination – Y6 Spring 2 Valuing diversity – Y6 Spring 2</p>
<p>Pupils understand the democratic voting system and can consider what life might be like in Britain without it.</p> <p>Children will take part in discussion and debate.</p>	<p>Picture News weekly discussions</p>	<p>Ongoing throughout the year. Weekly sessions for all classes. See termly plans for breakdown of full coverage.</p>

Safety

Intended Outcome	Provision	Who and When
Children have the skills and knowledge to be able to keep themselves safe at different stages of their lives.	NSPCC PANTS workshops	Whole school – Autumn term
Children will learn to recognise and manage risk.	NSPCC Speak Out Stay Safe campaign	Whole school – Spring term
	Electrical safety	Year 4 – Autumn term science lessons
	Online safety	Whole school – ongoing throughout the year in computing lessons and on Safer Internet Day
	Police and Crime Commissioner Challenge	Year 5 – Autumn 2
	Online safety lessons in PSHE/RSE	Introduction to online safety – Y2 Spring 1 Cyberbullying – Y3 Spring 1 Being good digital citizens – Y3 Spring 1 Age restrictions – Y4 Spring 1 Benefits and risks of sharing online information – Y4 Spring 1 Difference between public and private – Y4 Spring 1 Online Safety – Y5 Spring 1 Reliability of online information – Y6 Spring 1

	Personal Safety, consent and boundaries in PSHE/RSE curriculum	Appropriate and inappropriate contact – Y1 Spring 1 Privacy – Y2 Spring 1 Physical and emotional boundaries in friendships – Y4 Autumn 1 What to do if someone feels unsafe in their family – Y5 Autumn 1
	Road Safety assembly (Safety Superheroes)	Whole school – Spring term
	Water Safety assembly (Safety Superheroes)	Whole school – Summer term
	Fire Safety assembly (Safety Superheroes)	Whole school – Spring term
	Rail Safety workshops (Safety Superheroes)	Whole school – Spring term
	Safety modules in PSHE/RSE curriculum	Whole school – Spring term 1 Calling emergency services – Y1 Spring 1 Hazards in the home – Y1 Spring 1 What to do if lost – Y1 Spring 1 Medicine safety – Y2 Spring 1 Road Safety – Y2 Spring 1 Road Safety – Y3 Spring 1 Tobacco risks – Y4 Spring 1 Alcohol risks – Y6 Spring 1

Lifeskills

Intended Outcome	Provision	Who and When
Children have the skills and knowledge to be able to look after themselves effectively in different stages of their life	First Aid modules in PSHE/RSE curriculum	Whole School – Spring term 1
	Managing money modules in PSHE/RSE curriculum	Whole School – Summer term 1
	Swimming lessons	KS2 - annually
	DT curriculum cooking modules	Y1 Summer 1 Y3 Autumn 1 Y5 Summer 1

Leadership

Intended Outcome	Provision	Who and When
Pupils are confident in their own ability. They have high levels of self-esteem, resilience and are ambitious to achieve.	Reading Ambassadors	Group of KS2 pupils – ongoing throughout the year
	Year 6 Buddies	All Year 6 pupils – ongoing throughout the year
	Classroom monitors	Selected from each class – ongoing throughout the year
	Junior management Team	Year 6 pupils – ongoing throughout the year
	Class worship	Each class – once per year
	Playground Leaders	All Year 5 pupils – ongoing throughout the year
	Archbishop of York Young Leaders Award	Year 2 and Year 3 – ongoing throughout the year
	Pupil voice groups (Right 2 Be, Chaplaincy, Fair and Squarers, Anti-bullying, Eco, Safety Superheroes, Charities, Global Neighbours)	2 children elected from each class – ongoing throughout the year

Mental Health and Wellbeing

Intended outcome	Provision	Who and When
Pupils understand how to keep emotionally and mentally healthy	Health and wellbeing PSHE/RSE units	Relaxation – Y1 Autumn 2 Managing emotions / growth mindset – Y2 Autumn 2 Relaxation – Y3 Autumn 2 Emotions / growth mindset / calming and relaxing activities – Y4 Autumn 2 Rest and relaxation / managing feelings– Y5 Autumn 2 Greater responsibility for healthy habits – Y5 Autumn 2 Resilience – Y6 Autumn 2 Rest and relaxation and how they affect health – Y6 Autumn 2 Being resilient in challenging situations – Y6 Autumn 2
	Thrive	Access for all children as needed
	Zones of Regulation	All children – ongoing throughout the year
	SEMH interventions Therapeutic approach	Access for children as needed
Pupils will have the skills to be able to maintain healthy relationships and solve conflict in a healthy way	Anti-bullying week Friendship and Anti-bullying PSHE/RSE curriculum modules	Whole school – every November Positive friendships – Y1 Autumn 1 Solving relationship problems – Y3 Autumn 1 Impact of bullying and how to help – Y3 Autumn 1 Cyberbullying – Y3 Spring 1 Boundaries in friendships – Y4 Autumn 1 Bullies, victims and bystanders – Y4 Autumn 1 The impact if bullying / influences on a bully's behaviour – Y5 Autumn 1

Pupils will have the skills to be able to maintain healthy relationships and solve conflict in a healthy way	Restorative approach	Whole school – ongoing throughout the year
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How we engage parents / carers in Personal Development

Parents have been invited in to school to find out about the curriculum for PSHE/RSE. They have been able to see some of the resources that we use and have been informed about the sex education aspects of the curriculum in Year 5 and 6.

Parents are regularly invited in to school to watch class worships, performances and concerts.

Pupil voice groups keep parents informed of the work they are doing.

The curriculum offer is shared on our school website but also through a class newsletter that is sent home to parents each term.

Updates are shared with parents via the weekly newsletter and our Facebook page.

NSPCC resources are shared with parents.

Online safety information is shared via the website but also through a weekly online safety email.

Safeguarding information is shared via the website but also through a weekly safeguarding email.

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

Developing SEMH provision in school

Develop the work of pupil voice groups

Achieve the Global Neighbours Award

Begin to implement Careers education

To prioritise in the future:

Further develop cultural capital

Please also refer to:

- Long and medium term plans for PSHE/RSE
- Long and medium term plans for science
- Long and medium term plans for PE
- Long and medium term plans DT
- Long and medium term plans for art
- Long and medium term plans for music
- Floor books and action plans for pupil voice groups
- Picture News termly coverage document
- Floor books for PSHE/RSE

People responsible for:

- PSHE/RSE – Suzanne Binks
- Global Neighbours – Clare Laidler
- Right 2 Be Team – Andrea Harrison
- Chaplaincy Team – Ellen Taylor
- Safety Superheroes – Sophie Steadman
- Anti-bullying Team – Robert Weatherall
- Charities Team – Emily Tonge
- Fair and Squarers – Roseanne Shields
- Eco – Danielle McHale / Jake Hogg
- ABYYL – Roseanne Shields and Danielle McHale
- Science Curriculum – Robert Weatherall
- PE – Emily Tonge
- Reading Ambassadors – Suzanne Binks
- Music and performances – Clare Laidler
- Thrive – Nicola Turnbull
- DT – Danielle McHale/Suzanne Binks