



# Personal Development

At Wisewood Community Primary School

# Personal Development

At Wisewood  
Community  
Primary School

At Wisewood we provide our children with a broad, rich and diverse curriculum that is ambitious and designed to provide the knowledge and cultural capital they need to succeed as an active and responsible citizen of the world. This extends beyond the academic curriculum offer and enables children to develop and discover their interests, talents and passions. We understand that there is more to a good education than academic success and value holistic education in environment that values the whole child. Our school aims to develop character, compassion and service. We give our children the tools and opportunities to contribute to our school and to society; to try things which they think they cannot do and to persist in the face of difficulty. We celebrate all successes and aim to develop kind, caring and well-rounded individuals.

We demonstrate a deep rooted committed to providing all our pupils with a broad and balanced curriculum as well as cultural and social experiences that broaden their horizons and support the development of character. We endeavour to support our children to develop their character – their resilience, confidence and independence – and help them to know how to keep physically and mentally healthy. We want to equip children to be responsible, respectful, active citizens who contribute positively to society; to develop their understanding and appreciation of diversity; and to celebrate differences and things we have in common. Wisewood is family, a supportive community, where children feel safe, secure and valued and take pride in their achievements and development.

Our Personal Development offer is underpinned by a sense of moral purpose and commitment to doing what is right for our children, young people and school community. The passion and drive of our staff team allows for all pupils to feel safe, secure and valued during all stages of their education.

*Our Vision for Personal Development*

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## Safeguarding

Designated Safeguarding Lead- Zena Bingham  
Deputy Safeguarding Lead- Claire Austin  
Online Safety Lead- Claire Austin  
Looked After Children Lead- Claire Austin  
Child Sexual Exploitation Lead- Claire Austin

The Chair of Governors and Safeguarding Governor monitor and evaluate the effectiveness of the Safeguarding procedures at Wisewood as well as by the Trust's Inclusion and Safeguarding Team.

Safeguarding Audits are carried out by the Trust. The audits look at Safeguarding in its entirety and a report is produced to identify areas of strength and improvements. All staff on the Safeguarding Team attend regular training and disseminate this staff in weekly Professional Development Meetings,

The curriculum is designed to cover pertinent safeguarding topics to our children, This is regularly monitored and evaluated by the subject leader, the Senior Leadership Team and the wider Safeguarding Team within the Trust.

## Safeguarding culture

### Safeguarding is everyone's responsibility!

**Safeguarding is everyone's responsibility and all members have staff have a duty of care to the children at Wisewood. Staff are vigilant and well trained to address any concerns about the children and staff at Wisewood.**

## CPOMS

Child Protection Online Monitoring System  
CPOMS is an online safeguarding platform used to log information relevant to the safeguarding of pupils, families and staff at Wisewood School. The CPOMS is used for staff to record safeguarding concerns, meeting notes, behaviour incidents, parental contact, wellbeing checks and other relevant material. All staff have an account to record these incidents and the DSL and DDSL monitor the system to ensure all incidents are promptly actioned.

## *Safeguarding*

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## Attendance

Attendance is monitored by a team of staff including teachers, admin staff, school leadership, and the Education Welfare Officer (EWO). Attendance data is rigorously tracked and analysed at both pupil, group and school level. Targeted early intervention and support is available to all pupils and their families.

Clear and robust procedures are in place for day-to-day management of attendance. All stakeholders have a responsibility for attendance and identifications of patterns and trends.

## Behaviour

Wisewood Community Primary School & Nursery follow and approach of 'Unconditional Positive Regard.'

Our approach to behaviour is built on strong relationships, value and mutual respect. We recognise each child as an individual and work tirelessly to ensure all of our children feel valued and that they belong.

We fully understand that growing up can be hard and the adults in school work hard to facilitate positive friendship behaviours, empathy and resilience. We also know that sometimes things go wrong and children make mistakes or try behaviours that negatively impact their class or school community.

At Wisewood, we ensure that the adults are swift to respond in a supportive, age-appropriate way. Our duty is foster kindness, inclusivity and high expectations. Behaviour is developed and nurtured.

## *Safeguarding*



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Inclusion is at the heart of everything we do. We are committed to ensuring the offer we deliver is an offer that all children have access to and engage positively with. We work to reduce the gaps in learning, cultural capital and experiences with careful tracking, monitoring and evaluating.

## SEND

At Wisewood, we are committed to providing a high-quality, inclusive, and enjoyable educational experience for every young person by supporting their needs and removing barriers to learning. We believe all pupils, including those with SEND, should access a broad, balanced, and highly ambitious curriculum. We also believe every child should benefit from a rich programme of enrichment opportunities and feel a strong sense of belonging.

We use pupil voice and strong family partnerships to ensure everyone feels valued. We work with external agencies to offer research driven strategies which inform children's pupil passports. Children with support plans and EHCP's are well supported by staff and outcomes and reviewed and monitored on a regular basis.

## Pupil Premium

At Wisewood we ensure children who qualify for Pupil Premium funding have equal access to opportunities and experiences to develop their cultural capital. We track clubs and Personal Development opportunities to ensure our offer is providing excellence to all children not only specific groups. The tracking allows us to see gaps in participation and offer support when needed. When children engage in the Personal Development offer this supports their emotional regulation, mental health and character building. The systems and assessments in place help us provide us with the data to know the offer is reaching all children and raising their aspirations and closing gaps.

*Inclusion*

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## Breakfast Club

At Wisewood we understand the importance of starting the school day with a healthy breakfast, a sense of belonging and a good routine.

The Breakfast Club starts at 8am in our school hall. The Breakfast Club is supported by one of our teaching assistants in school.

Children have a choice of cereal or toast each day served by our wonderful catering team in the school kitchens.

Children have access to team games, colouring and outdoor provision once Breakfast has been served.

There is no booking required for our Breakfast Club.

## After School Provision

Our after school club is facilitated by one of our teaching assistants in school. The after school club runs from 3:30-5:30 each day with places bookable online and through the school office.

The club provides opportunities for our pupils to interact with each other in a safe and caring environment. Activities are planned to enhance communication and language skills and allow children to build positive relationships with staff and peers.

The daily offer of the club includes:

- Club meet
- Outdoor provision
- Activities
- Refreshments, snacks and relaxation.

*Wrap around provision*

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## PSHE

The PSHE curriculum at Wisewood is based on the National Curriculum and the Jigsaw Scheme of learning. Leaders have carefully crafted bespoke planning documents and resources to adapt the learning to suit the context of Wisewood.

The PSHE curriculum is taught by the class teacher and covers 6 key units:

- Being me in my world
- Celebrating Differences
- Dreams and goals
- Healthy Me
- Relationships
- Changing Me

The Personal Development curriculum embeds and enhances the learning in PSHE to develop well rounded future citizens.

## RSHE

### Relationships, Sex and Health Education

Relationships education gives children the skills, vocabulary and confidence to navigate a range of relationships safely. Children learn how to communicate their thoughts feelings and set appropriate boundaries.

Children learn about consent from the Early Years and build upon this throughout their educational journey.

The RSHE Policy outlines the teaching of RSHE at Wisewood and has been in consultation with families, staff and the governing body. This policy covers the right to withdraw, our legal obligations and the progression of skills.

## SMSC

### Social, Moral, Spiritual and Cultural learning

SMSC learning is intertwined into all aspects of school life.

The PSHE curriculum provides opportunities to understand social systems and community roles. Our morals are tested in daily life and during scenarios in the safe spaces of our classrooms. Spiritual learning is taught through the RE curriculum and is supported by visits, trips and experiences and our cultural inclusivity and appreciation is an integral part of our diverse curriculum.

The bespoke curriculum we deliver allows pupils to ask questions, address cognitive dissonance and talk through moral dilemmas to reflect on their own personal values.

*The curriculum*

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## Online Safety

Online Safety is covered as part of our RSHE, PSHE and Computing curriculum. The PSHE and Computing Leads alongside the Online Safety Lead monitor the teaching of Online Safety through pupil voice, lesson monitoring and staff questionnaires.

## Knife Crime

Our curriculum sensitively covers Knife Crime from EYFS. Children are taught about safe and unsafe objects, the consequences of carrying a knife and the impacts this can have on their future life choices.

## Water Safety

We use assembly times to cover water safety during the Spring and Summer terms. We aim to equip children with the knowledge they need to safely risk assess situations.

## Road Safety

Road Safety is part of the EYFS and KS1 Healthy Me unit in PSHE. Children have a visit from the Road Safety Team at the Council and build upon this in their weekly lessons with their class teacher.

## Dog Safety

As part of our charity work with the Support Dogs we work on dog safety with our school community. Through PSHE lessons and visits our children are encouraged to know how to approach a dog, how to care for the dog and simple behaviours of dogs who needs extra care.

## First Aid

We work with Pulse Medi Care to deliver first aid training to groups in Key Stage Two. The company supports us to deliver free first aid sessions and support parents with basic first aid information.

*The curriculum- Safety*

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## PE

Pupils across school have access to two hours of Physical Education each week. Our Early years pupils build up to their formal PE sessions and have access to continuous outdoor provision all year round.

Pupils from Y1- Y6 focus on the fundamental skills and the development of their physical literacy skills. PE sessions are active with a focus on health and wellbeing and participation for all levels.

Break times and lunchtimes provide additional opportunities to develop core physical education. There are a host of active opportunities available and supported by lunchtime supervisors, support staff and class teachers.

The Sports Days take place at the EIS where all children are included and celebrated.



## Swimming

The swimming curriculum at Wisewood starts long before they enter the pool. We understand the progression of skills needed to take part in an off-site learning activity where beneficial risks are present. The children of Wisewood learn how to undress and dress themselves in the Early Years as part of the EYFS Framework.

As children move through school they are taught about water safety. Children cover safe and sensible swimwear; risk assess situations and know how to call for help if there was an emergency.

When children enter the pool in Year Three, they have the necessary tools and skills to manage potential risks and can approach the off-site learning with increasing confidence.

## Biking

We facilitate independence and wellbeing through the life skill of riding a bike. This journey starts in the Early Years as children develop gross and fine motor skills. Children work on their quadrilateral control as their neurological pathways continue to form, and build up the essential physical skills. As children continue their educational journey, they work with Beyond the Four walls to experience scooter and bike skills. Children work in small groups to learn scooter and bike safety, vehicle control, and spatial awareness. The Bikeability Training develops children's confidence and risk assessment skills.



*The curriculum*



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Adventure is not defined by adrenaline or excitement levels but is measured by the experience, the people we are with and the environment.  
Our children experience beneficial risks from the very start of their education journey.

## The Arts

Our pupils access a well planned and carefully sequenced Art curriculum.

Art, craft, and design embody some of the highest forms of human creativity and we provide opportunities for our children to express their own creative spark and the journey it can take them on.

Children look at a diverse and broad range of arts and begin to understand the significance of art in History as they develop skills and knowledge to immerse themselves in the curriculum.  
All children have their work displayed in our Art Gallery at the end of the academic year.



## Music

The music curriculum at Wisewood is bespoke. All children have access to a progressive and structured music curriculum that allows skills, knowledge and understanding to be embedded and applied.

All children learn an instrument and take part in whole class music lessons. Our KS1 pupils use untuned and tuned percussion instruments with a focus on the glockenspiel. Our Y3 and Y4 pupils learn the recorder and our Y5 and Y6 cohorts learn the ukulele.

All year groups complete a performance during the year to build and develop their musicianship and confidence.

We have been recognised for our commitment to music education and have been awarded Music Mark Recognition 2025-2026. We are really proud of the music offer we have created.

## Performance

Our children love to perform and we love to celebrate their musical talents. During the academic year all classes will perform to an audience. Their audiences range from their peers, to the local care home to a hall full of families or even a park full of people.

Some performance our children have shined in are:

- The Harvest Festival
- Care home performances
- Musical Theatre flash mob
- The Nativity
- Y6 end of year showcase
- Ukulele Performance
- Midsummer Festival



*The curriculum*

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## Physical literacy

Physical literacy is taught across school to develop our children's confidence, competence and motivation to move in a variety of ways. Through a careful balance of indoor and outdoor learning our pupils advance their fine and gross motor skills. Outdoor learning supports coordination, balance and spatial awareness, while handwriting and creative tasks refine hand control and dexterity. Together, these experiences lay the foundations for lifelong physical activity, wellbeing and effective learning across the curriculum.



## Outdoor Learning



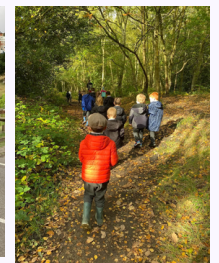
We have a vast amount of outdoor spaces at Wisewood.

Our Nursery and Foundation Stage children have their own separate outdoor areas for continuous provision, two large playgrounds for KS1 and KS2 breaktimes, a quad area and three apple orchards.

We make the most of our outdoor space during curriculum time, social time, for clubs, family celebrations and community events.

## Beyond the four Walls

All our children experience three outdoor adventure learning days each academic year with Beyond the Four Walls. Our children experience the familiar and unfamiliar through their local area in carefully planned experiences and adventures, Children walk and travel routes that vary in distance, difficulty and risk to develop and enhance their scientific, geographical and historical knowledge.



## Outdoor learning

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## Pastoral support

Our staff team at Wisewood provide pastoral support in many shapes and forms. Our teaching assistants provide interventions, soft starts and targeted support, our SENCO ensures all support is targeted, monitored, evaluated and reviewed and our Learning Mentors time is structured to provide support, care and the time to build relationships and establish a safe space to share thoughts and feelings to develop a sense of belonging.

## Belonging

Creating an environment that provides security, safety and care is of utmost importance. Leaders complete 'pulse checks' to monitor adult interactions and how the staff team fosters 'belonging' in school. PSHE lessons and assembly times are used to create a culture of care and support. All children are heard, listened to and are valued. Subject Leaders check in and monitor children's wellbeing during informal chats, pupil voice, pulse checks and lesson drop ins.

## Curriculum

The RSHE, PSHE and Personal Development curriculum encompass mental health and wellbeing. Children are taught how to take care of their mental health, how to support friends and how to ask for help for themselves and others.

Early in their education children are taught to identify emotions and finding strategies to help as children understand that all emotions are okay and we all experience many emotions each day. This forms part of the PSHE and RSHE curriculum and the new updated guidance.

Interventions to support mental health and wellbeing are:

- Lego Therapy
- Time to talk
- Executive Functioning strategies

## *Mental Health and Wellbeing*

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## Starting School

The EYFS team provide support and transition guidance at varying points in a child's early education. From Nursery settling in sessions to meet the teacher evening and a phased start to Receptions. Families and children are guided with kindness and care as they begin their magical school journey.

## Early Years to Key Stage One

Our children transitioning from EYFS to KS1 have a soft transition from play based learning to a more formal style of teaching. Children access the provision in the afternoon sessions during the first half term and this is gradually phased out.

## Yearly transitions

Relationships at Wisewood are strong. We know children want to feel valued and a sense of belonging and the relationships with class teachers and support staff is vital. Each year we host transition days for children to meet the class teachers and build relationship, staff are visible on the gates and after school for parents to build relationships with new teachers and ask questions. At the beginning of each year we ensure the PSHE curriculum and the timetables allow for expectations setting and relationship building to support positive and trusting relationships.

## Y6 transition

The Year Six team work closely with the secondary schools in our Trust and local area to prepare our children for the transition periods. Parents are supported and given information on Open Events for local schools, taster sessions offered and given reminders about the application process. Staff work hard to build in trips, visits and experiences with the local secondaries to allow pupils to ask questions, visit the environment build confidence and resilience for the transition periods.

*Transitions*

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## Careers

Careers Education is an important part of our curriculum offer. The Personal Development Lead has taken part in the Primary Careers Programme to enrich the offer our pupils receive.

Children have experiences, trips and visitors each year to elevate the curriculum offer and raise aspirations. We host an annual Aspirations Day that attracts media coverage, local talents and is widely celebrated in our local community.



## Further Education



As part of our careers curriculum we are able to offer experiences, clubs, and visitor with Further Education providers.

We have worked with the Sheffield College catering department to host food technology sessions, visits to Hillsborough College, talks from students and lecturers at both Sheffield Hallam and the University of Sheffield and host alternative provision providers at our Aspiration Days. We are really proud of the connections and experiences we can offer at Wisewood.

## Community Links



We have an extensive list of community partners. All staff create meaningful links with visitors, the local community and businesses to support their subjects. Some of our community partners are:

- Regather
- Sheffield Shoebox Appeal
- RivelinCo
- Sheffield Illustrators
- Slambarz
- Loxley and Wisewood Litter Pickers
- Support Dogs
- S6 Foodbank

*Careers and Aspirations*



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## Trips



Children experience a vast range of trips during their educational journey.

The trips carefully build up confidence, stamina and embed the knowledge and skills the curriculum provides.

- Cambridge Street Collective
- Sutton Heights
- Rivelin Park
- Town Hall
- Houses of Parliament
- Bradfield
- Our Cow Molly

## Intergenerational project

Our school have been partnered up with a local care home for a number of years. This has strengthened our relationship with the community, helped us to celebrate 100<sup>th</sup> birthdays and had a positive impact on the confidence and communication skills of our children. Sutton Heights have visited us for Nativities, Ukulele performances, have hosted us for career talks, birthday celebrations and craft projects.



## Clubs



We have an incredibly dedicated staff team that give up their own time to host free clubs for children across school. The free clubs that are on offer at Wisewood include:

- Cross Country
- Lego Club
- Library Club
- Chess Club
- Football Club
- STEM Club
- Computing Club
- Gardening Club
- Musical Theatre

*Enrichment opportunities*

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## Visitors

Throughout the curriculum each year group has carefully planned visitors and experiences. Each class has visitors throughout the year to support curriculum learning and enhance their aspirations. Some of the visitors include:

- Authors and illustrators.
- Vets, Nurses, Doctors, Dentists and Firefighters.
- Film and music producers.
- Lecturers
- Scientists

and many more.



## Charity

Pupils at Wisewood raise money for a wide range of local and national charities. We invite visitors in from each of the charities for our pupils to see the individuals they are supporting and ask thoughtful questions about their work. Some of the charities we support are:

- S6 Foodbank
- The Support Dogs
- Sheffield Shoebox Appeal
- Baby Basics Sheffield
- Children In Need
- Red Nose Day



## Family events



We have strong links with the local community, businesses and charities. We are well known for our family events, litter picks, bake offs, sporting events, family apple picking and curriculum showcases.

We plan family events to support the curriculum but to provide a safe space for our families.

We host baby groups, coffee mornings and taster sessions to support the wellbeing of our children and their families.

## *Enrichment opportunities*

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## School Council

Each September we elect a new School Council Body. We elect 2 members from each class from Y2- Y5 and 4 members from our Y6 cohort.

The children run in the Wisewood Elections and present their Manifestos. Successful candidates meet fortnightly to fulfil their roles. The Secretary notes the minutes of each meeting and the Chair works hard to hold all members of the body accountable for their actions.

Some projects our Councillors have worked on:

- Road Safety
- Charity events
- Open Days
- Visits
- Celebration certificates

## Play Leaders

Our Play Leaders work incredibly hard to make the unstructured social times a pleasurable time for all children.

Play Leaders write positive notes on the outdoor chalkboard, support with setting up the activities with members of staff and offer support to children on the playground that need support to engage in activities.

The Play Leaders and the staff supporting these children have had an exceptional impact on the behaviour and positive activity taking place on the school yards.

## Peer Mediators

The Peer Mediators support on the playgrounds alongside members of staff and the Play Leaders.

Peer Mediators have an important presence on the yard and are there to support with addressing and managing conflicts.

The Peer Mediators scaffold and support their peers on the yard and write down any incidents that they support. Mediators are trained to know when to ask for adult help and to disclose anything that worries them.

## Healthy Minds Champions

Our Healthy Minds Champions are a body of pupils from FS2 through to Y6. There is one class representative who champions mental health and wellbeing for their class. The pupils meet once a fortnight to discuss feedback from their class, work on projects and help with implementing new strategies and resources.

## *Pupil Leadership*

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## Tracking



Across school we use a whole school tracker for staff to input the attendance and access to Personal Development opportunities. This allows staff to ensure the clubs, trips and experience are inclusive to all children and families and all groups of children are accessing the the excellent provision on offer.



## Assessment opportunities

The whole school PSHE lesson structure builds in regular opportunities for assessment. Children use their weekly sticky learning template to recall learning from the previous week, previous half term and previous years. Teachers use this to check pupils understanding and teach to any gaps.

Opportunities for risk assessing and scenario based teaching are built into the planning templates. Children are frequently given scenarios to apply their knowledge and embed the skills taught in the curriculum.

## Assessment strategies

At Wisewood we used the evidence based WalkThrus to ensure a consistent pedagogical approach to the teaching practices in school.

Teaching strategies such as signal pause insist, talk partners and systematic checking for understanding allows all teachers to assess and maintain excellence in their teaching at all times.

Staff uses these teaching and assessment strategies to create well informed teacher assessments of the progress and levels the children are attaining.

*Tracking and assessment*



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## How do we deliver excellence in Personal Development?

We deliver excellence in Personal Development at Wisewood because we care.

All staff at Wisewood care deeply about each individual child and the power of education. Our curriculum goes beyond our data and academics to provide opportunities to develop well-rounded, respectful citizens who have the skills to navigate an ever changing world. We recognise that personal development goes beyond the classroom and we are always working hard to find new and innovative ways to capture the creativity of our pupils and strengthen the experiences they have.

The broad and inclusive curriculum delivered at Wisewood supports the whole child- academically, socially and emotionally- ensuring they thrive both in and beyond school.



*Excellence*