

Brookfield Primary School

Personal Development and Well-Being



‘The Brookfield Journey’

This is our charter for personal development and wellbeing from Early Years to Year 6

Our promise

Every child should know that they belong at Brookfield, that their contribution matters and that they can meet a challenge with support. We plan a journey in which pupils gradually speak with greater confidence, make thoughtful choices, take responsibility for others and become more independent. Academic learning, wellbeing and wider experiences work together so that pupils are ready academically, emotionally and socially for secondary school and can thrive beyond it.

Our values give this journey its direction: we take responsibility, we rise to challenges, we are curious and we are creative. Children meet these values through the curriculum and through real experiences that ask them to practise what they learn.

How we plan the journey

Belonging before responsibility. Children build trusting relationships, learn routines and find words to express needs and feelings before taking on larger roles.

Challenge that grows. We move from supported participation and rehearsal to independent decisions, public contributions and leadership. Adults model, adapt and coach, then reduce support as confidence grows.

Learning that connects. PSHE and relationships education teach relationships, health, safety, money, work and life in a community. Assemblies, Forest School, performances, trips and pupil roles let children apply this knowledge.

A voice with a response. Children contribute through class discussion, Brookfield Parliament, surveys, Young Leaders, the newsletter and weekly pupil voice groups. We explain what changed through half-termly “You said, we did” assemblies.

Access for every child. We plan adaptations, flexible roles, rehearsal and appropriate adult support so children with SEND, disadvantaged pupils and quieter pupils can participate meaningfully and face ambitious challenges.

The experience builds year by year

Stage	Planned experience	What grows
Early Years	Camden Kids Talk, play, sharing learning and early performances.	Language, turn taking, emotional expression and belonging.
Year 1	Forest School block on belonging and care; class routines and simple shared responsibilities.	Knowing trusted adults, making safe choices and caring for people and place.
Year 2	Performance and seaside visit; philosophy discussions begin.	Rehearsal, confidence away from familiar settings and respectful listening.
Year 3	Forest School community design and a democracy project with proposals and debate.	Fair rules, inclusion, cooperation and a first experience of civic choice.
Year 4	Shakespeare project and performance; continued philosophy and collaboration.	Sustained rehearsal, expression, commitment and shared success.
Year 5	Forest School leadership and wise choices; Curiosity Convention, debate and citizenship experiences.	Independent research, reasoned discussion, identity and responsible decisions.
Year 6	Young Leader applications and interviews, Fiver Challenge, residential, production and secondary transition.	Leadership, enterprise, resilience away from home, organisation and readiness for change.

The journey in more detail:

The PSHE links below reflect the supplied draft overview. They show how planned learning can be practised in each year's wider experiences; teachers should confirm the final unit sequence against the approved curriculum.

Early Years - Building the foundations

PSHE and learning. Children learn to communicate needs and feelings, take turns, form relationships and recognise the adults who help them. Play, stories, talk and routines help them manage small changes and share space with others.

Brookfield experiences. Camden Kids Talk strengthens vocabulary, listening and confidence in expressing ideas. Sharing learning, class celebrations and early performances make it safe to try something unfamiliar, practise and feel proud of a contribution.

Growing towards the next stage. Children begin to say what they need, listen to a friend, ask for help and recognise that they belong to a group.

Year 1 Belonging and care

PSHE and learning. Draft PSHE enquiries explore what is the same and different about us, the people who care for us, staying healthy and safe, simple money choices, and caring for others

and the world. Pupils practise naming strengths, respecting differences and identifying trusted adults.

Brookfield experiences. The Forest School block begins with a woodland community. Children learn boundaries, take turns, care for creatures and shared spaces, and try simple jobs with clear adult modelling. Class discussion invites every child to express an idea or concern.

Growing towards the next stage. They move from being cared for to taking a small, reliable responsibility and knowing whom to tell if something worries them.

Year 2 Friendship and first public challenges

PSHE and learning. PSHE develops understanding of friendship, loneliness, bullying and how to seek help. Pupils consider jobs in the community, practical safety, healthy routines and growing independence. Philosophy sessions introduce the habit of giving reasons and listening to another view.

Brookfield experiences. Preparing a class performance asks children to rehearse, receive feedback and contribute to a shared outcome. A seaside visit offers a supported challenge in a less familiar setting. Adults provide different ways to contribute so a child can build confidence without being excluded by a performing role.

Growing towards the next stage. They learn that disagreements can be resolved, worries can be shared and effort over time helps them achieve something together.

Year 3 Community and democratic choice

PSHE and learning. Draft PSHE focuses on being a good friend, different families, risk and boundaries, making choices, community, sleep and activity. Pupils connect fairness and personal safety to how a group works.

Brookfield experiences. In Forest School they design an inclusive woodland community, agreeing roles and rules, considering the needs of others and improving plans after feedback. The democracy project asks pupils to propose improvements, form a manifesto and debate how a school budget might be spent.

Growing towards the next stage. They begin to argue for a choice with reasons, listen when others disagree and see that belonging includes responsibility for the group.

Year 4 Identity, respect and sustained collaboration

PSHE and learning. PSHE invites pupils to recognise strengths and interests, treat others with respect, identify and manage feelings, understand growing up, consider environmental choices and manage risk. They practise recognising how their actions affect others.

Brookfield experiences. The Shakespeare project asks children to work towards a performance with the Young Shakespeare Company. Rehearsal, speaking, movement, backstage contributions and responding to direction provide different routes into a demanding shared task. Philosophy develops careful questioning and respectful discussion.

Growing towards the next stage. They learn to sustain effort over weeks, manage nerves and see how individual preparation helps a team succeed.

Year 5 Identity, judgment and a public voice

PSHE and learning. Draft PSHE explores identity, money choices, helping in emergencies, safe communication and consent, substance risks, aspirations and the world of work. Pupils consider stereotypes, peer influence and how to make informed choices.

Brookfield experiences. Forest School moves towards leadership, safe risk taking and a legacy project. The Curiosity Convention asks pupils to research independently and explain their learning to an audience. All Year 5 pupils are invited to take part in cross-school debating competitions and a debating enrichment club, offering practice in building an argument, listening carefully and speaking with respect. Children can take part with appropriate preparation and support.

Growing towards the next stage. They become more confident in presenting evidence, making responsible decisions and representing a view while respecting other perspectives.

Year 6 Leadership, enterprise and readiness

PSHE and learning. PSHE revisits physical and mental health, stress, media influence, changing friendships, financial decisions, increasing independence, pressure, consent and seeking help. Pupils apply this knowledge as they prepare for the social and organisational changes of secondary school.

Brookfield experiences. Young Leader applications and interviews ask pupils to reflect on strengths and commitment. Roles such as school ambassador, playground champion and Responsibility Squad let them serve younger pupils and care for the site. In the Fiver Challenge they plan, budget and run a small enterprise. A residential week, the summer production and transition activities ask pupils to manage unfamiliar routines, contribute to a team and persevere through demanding tasks.

Growing towards the next stage. They leave with practical experience of responsibility, setbacks and achievement, knowing that asking for help is part of independence.

Voice, leadership and democratic life

Brookfield Parliament offers elected representation and a route for children to influence decisions affecting school life. Young Leaders apply for responsibilities and explain why they are suited to them. Roles include school ambassador, playground champion, club leader, young librarian, learning mentor, fruit monitor and the Responsibility Squad, which helps care for shared spaces. Pupils can also contribute to the school newsletter. Each role has an adult lead, clear boundaries and a rota that protects learning and gives children time to play.

The Headteacher leads a planned pupil voice group every week in term time. The Chair of Governors joins every fortnight to listen to and discuss school matters with a range of pupils. Other staff, such as the site manager, head of catering, teachers or support staff, may join a relevant discussion. Sessions draw on a yearly schedule covering attendance, wellbeing, values, induction, learning, behaviour and feeling safe. Pupils from different years and circumstances are deliberately included. Adults record themes, actions and follow-up securely. Every half term, an assembly shares “You said, we did” examples, including reasons when a suggestion cannot be taken forward.

Wellbeing, values and citizenship in daily life

PSHE gives children the knowledge and language to develop healthy relationships, understand physical and mental wellbeing, manage risks online and offline, seek help and make thoughtful choices about money and work. We revisit these themes at increasing depth as children grow. Trusted adults and pastoral support respond to individual needs; a pupil voice group is never a substitute for safeguarding or direct help.

Through PSHE, religion and worldviews, history, assemblies and lived school experiences, pupils explore democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. They learn that the right to be safe, to learn and to be heard sits alongside responsibilities to act safely, listen respectfully and care for others. Forest School makes this concrete: Year 1 cares for a shared place; Year 3 designs an inclusive community; Year 5 leads, weighs risk and makes wise choices.

How we know the journey is working

The Headteacher and staff review whether children can describe their learning, ask for help, participate, manage challenge, work with others and take responsibility. We consider pupil voice and “You said, we did” follow-up alongside participation in experiences, staff observations and patterns in attendance, behaviour and belonging. We check access by pupil group and adjust provision where opportunities or outcomes are uneven. Our goal is that each child leaves Brookfield knowing they matter, having overcome meaningful challenges and prepared to contribute confidently to their next community.

