

PERSONAL DEVELOPMENT OFFER



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Introduction

At Milefield Primary School, our Personal Development Offer lies at the heart of our commitment to nurturing well-rounded, confident and compassionate individuals who are ready to thrive both within school and beyond. We recognise that education extends far beyond academic achievement; it is about developing character, fostering resilience, promoting wellbeing and equipping pupils with the knowledge, skills and values they need to lead safe, healthy and successful lives.

Our provision is intentionally designed to ensure that every child develops personally, socially, emotionally and morally, alongside achieving academic success. Personal development is not an isolated aspect of school life; it is woven through our curriculum, enrichment programme, pastoral systems, leadership opportunities, community engagement and daily interactions.

We hold high aspirations and ambitions for every pupil. We are committed to nurturing confident, respectful and resilient learners who demonstrate kindness, integrity and responsibility. Through high-quality experiences and strong pastoral support, we prepare children to make positive contributions to their communities and become informed, active citizens in an increasingly diverse and ever-changing world.

Our inclusive approach ensures that all pupils, regardless of background, need or starting point, are supported to flourish. We provide a safe, nurturing and welcoming environment where children feel valued, listened to and empowered to succeed.

We are committed to ensuring that every child:

- Develops confidence, independence and resilience.
- Understands how to keep themselves physically, emotionally and digitally safe.
- Builds positive relationships based on kindness, respect and empathy.
- Develops strong mental health and emotional wellbeing.
- Appreciates diversity and respects differences within modern Britain.
- Understands their rights and responsibilities as citizens.
- Contributes positively to school life and the wider community.
- Discovers and develops individual talents, interests and aspirations.
- Is prepared for the next stage of education and future life opportunities.

Our Personal Development Offer is underpinned by:

- Our School Vision; Values & Character Traits
- Fundamental British Values
- Equality, Diversity and Inclusion
- Safeguarding and Wellbeing
- High Expectations for All

These principles are embedded throughout all aspects of school life and form the foundation of our pastoral culture.

School Vision:

Engage: Motivating children to learn in every lesson, every day.

Inspire: Developing a thirst for knowledge and building aspirations.

Empower: Providing the skills for success at the next phase of education and beyond.

Learn



COMMITMENT

We demonstrate our commitment to learning through the effort we give and our attendance at school on time every day.

Commitment is a fundamental value that helps children achieve their full potential both academically and personally. Commitment encourages pupils to persevere when learning becomes challenging, to take pride in their work, and to always strive to do their best. By demonstrating commitment, children learn the importance of responsibility, dedication and resilience, understand that success often comes through sustained effort and a positive attitude. This value also strengthens attendance, participation and engagement in school life, helping pupils become confident, motivated individuals who are prepared for future opportunities and challenges.



PRIDE

We belong to our school and are proud of our community; we show this in the uniform we wear.

Pride is an important value that helps children develop confidence, self-respect and a sense of belonging. Being proud of belonging encourages pupils to take pride in themselves, their learning and their school. It inspires them to always give their best and celebrate positive attitudes towards learning, behaviour and personal growth. Helping children understand the importance of effort, responsibility and perseverance. By fostering pride in our school community, we create an environment where everyone feels valued, respected and motivated to contribute positively, preparing pupils to become confident and successful citizens.



COLLABORATION

We work together to ensure the best possible outcomes.

Collaboration is a vital value that helps children learn and grow together. Through working collaboratively, pupils develop important communication, listening and problem-solving skills, while learning to respect and value the ideas of others. Collaboration encourages teamwork, strengthens relationships and promotes a sense of belonging in our school community. By supporting one another, sharing responsibilities and celebrating collective success, children build confidence, empathy and resilience. This value prepares pupils to work effectively with others throughout their education and beyond, helping them become positive, respectful and active members of society.



HIGH EXPECTATIONS

We strive for excellence in all we do; taking charge of our learning and challenging ourselves to be the best we can be.

Maintaining high expectations is essential in helping every child succeed. High expectations encourage pupils to aim high, challenge themselves and believe in their own abilities & culture where effort, perseverance and excellence are valued, children develop confidence, resilience and a growth mindset. Having high expectations for learning, behaviour and achievement helps pupils take pride in their accomplishments and understand that they are capable of achieving great things. This value prepares children to embrace opportunities, overcome challenges and become ambitious, responsible members of their community.



RESILIENCE

We persevere and never give up; we know how to learn from our mistakes and improve.

Resilience is a key value that enables children to overcome challenges and achieve success. Resilience helps pupils develop the confidence and determination to keep trying, even when learning is difficult or mistakes are made. By encouraging a positive attitude towards setbacks, valuable problem-solving skills, perseverance and adaptability. Developing resilience supports emotional well-being, builds self-belief and prepares pupils to face future challenges with courage and optimism. This value helps children understand that growth comes from effort, not giving up them to become confident, independent and successful lifelong learners.



ENGAGEMENT & ATTITUDE

We are committed to our learning, showing a thirst for knowledge through our focus determination to succeed. We have mutual respect for all, treating others with kindness and showing we are Ready, Respectful & Safe.

Engagement is essential for successful learning. When pupils are actively involved, curious and motivated, they develop a deeper understanding and enjoy a greater satisfaction in achieving their goals. Engagement encourages a positive attitude in the face of challenges and a willingness to persevere, building resilience and helping pupils reach their full potential. By promoting engagement, we create a dynamic learning environment, attitude, feel inspired, confident and supported. A positive attitude enables children to embrace challenges and make the most of every opportunity.

OUR CORE VALUES



Our values shape our community, guide our actions, and prepare our children for a bright and successful future.



These values are at the heart of everything we do and help us become confident, kind and ambitious individuals ready for the future.



TOGETHER, WE GROW

Our core values are at the heart of everything we do, shaping confident, kind and ambitious children who are ready for the future.



COMMITMENT



PRIDE



HIGH EXPECTATIONS



RESILIENCE



COLLABORATION



ENGAGEMENT & ATTITUDE

READY • RESPECTFUL • SAFE

We are dedicated to providing all pupils with expertly planned high-quality experiences that support the development of essential character traits. Through our enrichment offer, children are encouraged to become respectful, resilient, hardworking and ambitious individuals.

These experiences are intentionally designed to:

- Build aspiration and ambition
- Promote tolerance, respect and understanding
- Develop resilience and independence
- Broaden pupils' horizons and cultural awareness

BUILDING CHARACTER. SHAPING FUTURES.	
Our Core Values and Ethos guide the way we think, act and grow every day.	
DEVELOPING CHARACTER TRAITS THROUGH OUR CORE VALUES	
 COMMITMENT	• Become a responsible citizen; see things through. • Be honest and fair. • Have an ability to persevere when things are challenging. • Develop a growth mindset- see challenges as opportunities.
 PRIDE	• Have self-worth and self-esteem. • Have the confidence to take an active role in society. • Have respect for diversity and be proud of who you are (<i>links to FBV- tolerance and individual liberty & protected characteristics</i>).
 HIGH EXPECTATIONS	• Have ambition and strive to be the best version of yourself. • Realise that your goals can be achieved through hard work. • Have self-discipline to dedicate time and effort to reach your goal. • Have courage and stand up for what is right.
 COLLABORATION	• Be able to work effectively and harmoniously with others (<i>FBV-democracy</i>) • Communicate with others effectively and show manners. • Have empathy with others and recognise other's emotions. • Be reliable and trustworthy.
 RESILIENCE	• Keep going when things are challenging. • Be optimistic about the challenges in front of you.
 ENGAGEMENT & ATTITUDE	• Be accountable for your actions. • Making the right choices- moral compass. • Be motivated to achieve your goals. • Be openminded to new ideas and perspectives. • Be kind and treat people with respect.
DEVELOPING CHARACTER TRAITS THROUGH OUR ETHOS	
 READY	• Take responsibility for your actions and commitments. • Concentrate on tasks without distractions.
 RESPECTFUL	• Be kind to yourself & others. • Be tolerant of others, their values & beliefs (<i>FBV- tolerance</i>) • Listen to others and respect their views. • Look after the world around you: home; community; wider world.
 SAFE	• Look out for yourself & others. • Manage risks around you. • Make appropriate choices to protect yourself & others (<i>FBV- rule of law</i>).
 VALUES  CHOICES  FUTURES STRONG CHARACTER TODAY. BRIGHTER FUTURES TOMORROW.	

By embedding enrichment throughout our curriculum and wider school life, we ensure that every child is equipped not only to succeed academically, but also to thrive as a confident, compassionate and active citizen who is ready to make a meaningful impact on society.

Pastoral Care, Wellbeing & Mental Health

At Milefield Primary School, the wellbeing of every child is at the heart of everything we do. We recognise that children learn best when they feel safe, valued, supported and connected, and we are committed to creating a nurturing environment where every pupil can thrive both emotionally and academically.

Our pastoral care provision is built upon strong relationships, early intervention and a culture of belonging. We ensure that every child is known, understood and supported by caring adults who take the time to listen, guide and champion their individual needs. Through our dedicated pastoral team and wider staff, we provide a strong network of support that helps pupils develop confidence, self-esteem and emotional security.

We understand the importance of promoting positive mental health and emotional wellbeing from an early age. Through a combination of proactive support, targeted interventions and a preventative approach, we help pupils develop the skills needed to understand and manage their emotions, build healthy relationships and respond positively to life's challenges. Opportunities for reflection, discussion and emotional literacy are woven throughout school life, ensuring that children feel confident in expressing concerns and seeking help when needed. Interventions such as Motional, ELSA, counselling and nurture support pupils' well-being in school.

We strive to ensure that every child feels included, respected and empowered. We promote resilience, independence and self-awareness through daily interactions, curriculum experiences and dedicated wellbeing support. Pupils are encouraged to develop coping strategies, perseverance and a positive sense of self, enabling them to navigate challenges successfully and build strong foundations for future success.

Our pastoral offer includes trusted adults for every child, nurture and wellbeing interventions, mental health awareness programmes, opportunities to share worries and concerns, and timely access to specialist external support where appropriate. We place a strong emphasis on identifying needs early and working collaboratively with families and external agencies to secure the best possible outcomes for our pupils.

Through our comprehensive pastoral care provision, we aim to develop happy, healthy and emotionally resilient children who feel safe, valued and ready to flourish in school, within their communities and throughout their lives.



Pastoral Care[♡]

at the heart of everything we do

Every child.
Every day.
Every opportunity.



We believe that children thrive when they feel safe, valued, understood and supported. Our pastoral offer is at the heart of everything we do, ensuring that every child is nurtured both emotionally and socially, enabling them to flourish academically and personally.



We recognise that every child's journey is unique. Through strong relationships, a culture of care and a commitment to inclusion, we work collaboratively with children, families and external partners to provide the right support at the right time. Our dedicated staff take the time to know each child as an individual, building trust and creating an environment where pupils feel confident, respected and ready to learn.



Our pastoral provision promotes positive mental health, emotional wellbeing, resilience and personal development. Through targeted interventions, nurture-based approaches, emotional literacy support and opportunities to develop social skills, we help children overcome barriers to learning and achieve their full potential.



We are proud of our strong family ethos and understand the importance of working alongside parents and carers. By listening, supporting and signposting families to appropriate services where needed, we ensure that our whole school community feels connected and cared for.



Pastoral care is not an additional service; it is a fundamental part of who we are. We are committed to creating a nurturing, inclusive and supportive environment where every child can

belong, believe and succeed.



*Care today,
confidence tomorrow. ♡*

Here are some interventions we use in school to support pupil well-being:

Emotional



Helping children to understand their emotions, build resilience and develop strategies to support mental wellbeing.

ELSA



Emotional Literacy Support Assistant interventions to support emotional development and self-esteem.

Counselling



Providing a safe space for children to talk, explore their feelings and build confidence.

Nurture interventions



Small group and individual support to build trust, strengthen relationships and promote wellbeing.

Curriculum

Our Personal Development Curriculum is carefully designed to equip pupils with the knowledge, understanding, skills and values they need to thrive in modern Britain and beyond. Our curriculum goes beyond academic learning to ensure pupils develop the confidence, character, resilience and understanding required to become safe, healthy, responsible and active members of society.

The curriculum is delivered through a carefully sequenced programme of Personal, Social, Health and Economic Education (PSHE), Relationships, Sex and Health Education (RSHE), assemblies, enrichment experiences and cross-curricular learning opportunities. This enables pupils to progressively develop the knowledge and behaviours needed to make informed choices, build positive relationships and navigate the opportunities and challenges they may encounter throughout their lives.

Through our curriculum, pupils develop an age-appropriate understanding of physical and mental health, healthy lifestyles, emotional wellbeing, relationships and friendships, respectful behaviour, personal boundaries, consent, online safety and community safety. They learn how to recognise risks, seek support when needed and make decisions that promote their wellbeing and the wellbeing of others.

Safeguarding is embedded throughout our curriculum and is viewed as a fundamental aspect of personal development. Through a proactive and preventative approach, pupils learn how to stay safe both online and offline, recognise unhealthy or unsafe situations, manage peer influence, identify risks within their community and understand how and when to seek help. Our contextual safeguarding approach ensures pupils are equipped with the knowledge and confidence to make safe and responsible choices in a rapidly changing world.

Our curriculum actively promotes the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance. Through meaningful learning experiences and opportunities to participate in school life, pupils gain an understanding of their rights and responsibilities, develop informed opinions and learn to engage respectfully with different viewpoints. We encourage children to become active citizens who understand their role in contributing positively to both their local community and wider society.

Equality, diversity and inclusion are integral to our curriculum. We celebrate the richness of different cultures, faiths, backgrounds and experiences and ensure that pupils develop respect for others and an appreciation of the diverse society in which they live. Children are taught to challenge stereotypes, recognise discrimination and value inclusion and belonging. Through age-appropriate learning about protected characteristics and diversity, pupils develop empathy, understanding and respect for difference, preparing them to live and work in an increasingly interconnected world.

We also recognise the importance of developing aspiration and preparing children for future success. Pupils are introduced to a wide range of careers, inspirational role models, employers, community leaders and enterprise experiences. These opportunities broaden horizons, raise aspirations and help children understand the links between learning, future pathways and the world of work. Pupils are encouraged to identify their strengths, talents and interests, fostering ambition, self-belief and a positive outlook towards their future.

Through our comprehensive Personal Development Curriculum, we strive to ensure that every child leaves as a confident, respectful and resilient individual who understands how to keep themselves safe, build positive relationships, embrace diversity and contribute positively to society. Our aim is that all pupils are exceptionally well prepared for the next stage of their education and have the knowledge, character and aspirations needed to flourish throughout their lives.



PERSONAL DEVELOPMENT

OUR OFFER. OUR CURRICULUM. THEIR FUTURE.

A high-quality PD/RSHE curriculum that equips our pupils with the knowledge, skills and values to thrive now and in the future.

1 CURRICULUM DESIGN



A well-designed, challenging and inclusive PD/RSHE curriculum that is progressive from EYFS to Year 6.

Taught within a three-year cycle and revisited twice to build granular knowledge and secure foundations for lifelong learning.

Our curriculum meets the needs of our pupils, families and community, with key focus areas including digital resilience, online harms and aspirations/careers education.

Weekly lessons are delivered by teachers and supplemented by responsive sessions when issues or concerns arise.

Golden threads and key concepts run throughout our curriculum.

2 HEALTHY RELATIONSHIPS



Healthy Relationships is a core theme interwoven throughout the curriculum.

Pupils learn about consent, respect and kindness which link directly to our school rules and behaviour expectations.

Our curriculum is underpinned by SMSC, fundamental British Values and equality and diversity.

3 PARENTAL CONSULTATION



We value our strong partnership with parents and carers.

Curriculum content, including sex education, is shared with families through meetings. Re-consultation is planned for February 2025. We review feedback and make adaptations where appropriate.

6 SEX EDUCATION



Sex education is taught within the Health and Wellbeing concept: **OURSELVES, GROWING AND CHANGING**.

Lessons are age-appropriate and prioritised to ensure pupils are well informed, especially in relation to risks such as exposure to inappropriate content online.

Lessons are taught weekly by teachers to whole classes or year groups so that all pupils learn about changes for both sexes.

Pupil voice shapes our teaching and future curriculum development.

OUR PD/RSHE CURRICULUM

Three core themes. One connected journey.



TAUGHT WITH CARE. REVISITED TO REMEMBER. DESIGNED FOR LIFE.



Respect & Kindness



Mental Wellbeing



Equality & Inclusion



Digital Resilience



Aspirations & Careers



Values, Voice & Democracy



FUNDAMENTAL BRITISH VALUES



FBV are interwoven throughout our curriculum as a school culture.

Discussion, debate and our Smart School Council promote tolerance and respect.

Weekly assemblies reinforce FBV.

Visits, visitors and links to world events (including Black History and all religious celebrations) provide wider experiences and prepare our pupils for life in 21st-century Britain.



Democracy



Rule of Law



Individual Liberty



Mutual Respect



Tolerance of Different Beliefs & Cultures

4 STAFF DEVELOPMENT



Our staff receive ongoing CPD to support high-quality delivery.

Training includes:

- Knowledge Organisers: how knowledge should be taught
- Vocabulary Viewers: key language and terminology
- Positive Regard: therapeutic language
- Zones of Regulation
- Mental Health First Aid

Monitoring includes lesson observations and work scrutiny cycles. Feedback informs further CPD.

5 EQUALITY & INCLUSION



Equality and inclusion are at the heart of our values, ethos and behaviour.

We ensure all pupils have equal opportunities, aspirations and experiences regardless of gender, race or disability.

Our curriculum broadens horizons and challenges stereotypes. Pupils explore protected characteristics and learn that everyone should be respected and valued.

PREPARING PUPILS FOR LIFE



Our PD/RSHE curriculum empowers pupils to make positive choices, build confidence and contribute to their community.

**CONFIDENT. KIND.
RESILIENT. READY.**



AT THE HEART OF OUR CURRICULUM IS EVERY CHILD.
WE KNOW THEM. WE VALUE THEM. WE PREPARE THEM FOR TOMORROW.

Enrichment

We recognise enrichment as a fundamental component of our curriculum, rather than an optional addition. Our Personal Development and Enrichment offer is deliberately designed to ensure that every pupil, regardless of background or starting point, benefits from a carefully sequenced and ambitious programme of experiences. These opportunities are intended to broaden horizons, develop cultural capital, strengthen character, and prepare children for the opportunities, responsibilities and experiences of later life.

Our offer has been shaped directly through consultation with our pupils and parents, reflecting our commitment to ensuring all children are provided with high-quality experiences and opportunities that build cultural capital and enhance their awareness of the wider world. This collaborative approach ensures that our enrichment offer is both meaningful and responsive to the needs of our school community.

This approach reflects the expectations of the National Curriculum, which requires schools to provide a broad and balanced education that promotes pupils' spiritual, moral, social, cultural, mental and physical development, while effectively preparing them for adult life.

Our enrichment strategy is closely aligned with the DfE Enrichment Framework for Schools and Colleges. We ensure that enrichment is:

- Strategically planned and coherently sequenced
- Broad and inclusive, offering a wide range of opportunities
- Accessible to all pupils, regardless of circumstance
- Closely connected to curriculum learning, personal development, wellbeing and future aspirations

We recognise that high-quality enrichment plays a vital role in expanding pupils' experiences beyond their immediate environment, raising aspirations, improving engagement, and fostering a strong sense of belonging—particularly for those pupils who may have limited access to such opportunities outside of school.

At the heart of our approach is a commitment to holistic development. We aim to empower pupils to become self-aware, empathetic and responsible individuals who can make a positive contribution to their community and the wider world. Through a thoughtfully designed programme of experiences, we support pupils in developing a deeper understanding of:

- Our core values
- Fundamental British Values
- Protected characteristics
- The school's ethos and inclusive culture.

The 5 Enrichment Strands

Enrichment is deliberately planned through five key strands, ensuring pupils build knowledge, confidence, aspiration and social capital progressively from Reception to Year 6:



Together, these strands ensure a coherent entitlement that helps children to know more, experience more and become more — not simply through visits or events, but through carefully sequenced opportunity.

Strategic Rationale

The design of the enrichment offer is underpinned by four key principles:

- Children learn best when abstract concepts are rooted in first-hand, memorable experiences.
- The frequency and range of children's personal experiences support language development, background knowledge and understanding of the world, particularly in the early years.
- Opportunities for cultural, civic and aspirational development must be available to all pupils, not just those who can access them beyond school.
- Enrichment is a progressive curriculum that moves children from familiarity to independence, from participation to contribution, and from local belonging to wider ambition.

This approach is particularly important in relation to educational equity. Many of the experiences included in our offer - such as theatre visits, museums, live sporting events, restaurants, faith visits, residential experiences and travel to London - provide essential cultural reference points and vocabulary that enable pupils to access the taught curriculum more confidently and more fairly. In this sense, enrichment supports curriculum access, personal development and social justice simultaneously.

Impact and Value of the Offer

The enrichment offer has a clear impact beyond the completion of individual visits or events. Through this programme, pupils develop the background knowledge, language, confidence and social understanding that enable them to engage more fully with the taught curriculum and with life beyond school. The programme also helps pupils to develop a stronger sense of identity, belonging and aspiration.

This is fully consistent with evidence cited by the Department for Education that enrichment is associated with improved school belonging, wider engagement and positive educational outcomes.

Importantly, the offer is not accidental or opportunistic. It is planned, progressive and purposeful, with each stage preparing pupils for the next:

Confidence in the familiar world	Understanding of society, culture and belief	Readiness for the next stage of life
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This reflects both the school's vision and national expectations that enrichment should be inclusive, strategically aligned and outcomes focused.

Conclusion

Our offer represents a strong example of enrichment as an entitlement for all pupils. It is rooted in the school's values, aligned with national expectations, and structured to ensure clear progression from Reception to Year 6. It supports children not only to achieve academically, but also to become curious, respectful, resilient and socially aware young people who are prepared for the next stage of learning and for life in modern Britain.



1. Civic Engagement

Building responsibility, confidence and a sense of belonging and community.

Intent

The purpose of the Civic Engagement strand is to ensure that pupils develop a strong sense of belonging, responsibility and active citizenship within their school, local community and the wider world.

Progression across this strand moves children from understanding their role within familiar groups to meaningful participation, leadership, advocacy and social action. Through opportunities such as school councils, community projects, fundraising and discussions about fairness and responsibility, pupils learn to contribute positively, collaborate effectively and value diverse perspectives.

These experiences build confidence, empathy, communication and decision-making skills, while fostering an understanding of democratic values and social responsibility.

This aligns closely with EYFS personal, social and emotional development and with the wider curricular duty to prepare pupils to become informed, responsible and engaged members of society.



PROGRESSION



EYFS
Participation



Y1
Contribution



Y2
Collaboration



Y3
Responsibility



Y4
Leadership



Y5
Advocacy



Y6
Social Action



WHOLE SCHOOL: Smart School Council engagement;
Participation in local and national charity events



Smart School Council

Pupils develop their voice through participation in the Smart School Council, progressing from sharing ideas to collaborating, leading, advocating for change and taking social action. They learn democratic processes, respectful discussion and how to influence positive change within their school community.



Charity and Community Engagement

Participation in local and national charity events enables pupils to progress from participation to contributing, collaborating, leadership, advocacy and social action. Through supporting a range of causes, pupils develop empathy, social responsibility and the confidence to make a positive difference within their community and beyond.

YEAR GROUP	PROGRESSION	KEY ENRICHMENT EXPERIENCES	PROGRESSION & RATIONALE
EARLY YEARS 	 Participation	- Donations for Harvest festival - Emergency services visit/visitor – Dentist	Pupils begin by taking part in simple acts of kindness and experiences that build awareness of community helpers and how they support us.
YEAR 1 	 Contribution	- Visiting, raising awareness and contributing to the local food bank - Emergency services visit/visitor – Police	Children contribute by giving to others and learning how different community services help keep people safe and supported.
YEAR 2 	 Collaboration	- Visit to the recycling centre – taking responsibility for local environment - Emergency services visit/visitor – Fire	Pupils work together to care for the environment and learn how different services work together to support our community.
YEAR 3 	 Responsibility	- Work with community officer on current recycling community project - Emergency services visit/visitor – Water safety	Children take greater responsibility for their actions and the environment, developing understanding of safety and the impact of responsible choices.
YEAR 4 	 Leadership	- Volunteering within the local community (Love Where You Live project) - Emergency services visit/visitor – Ambulance	Pupils lead by example through volunteering and inspiring others, recognising how leadership can positively impact their community.
YEAR 5 	 Advocacy	- Fundraising project linked to Children in need - Emergency services visit/visitor – Anti-social behaviour	Pupils use their voice to advocate for causes, challenge issues and promote kindness and respect within the wider community.
YEAR 6 	 Social Action	- Fundraising project for wider community - Crucial crew visit	Children take meaningful social action, supporting wider causes and demonstrating independence, responsibility and readiness for secondary school life.

EVERY VOICE, EVERY ACTION. BUILDING A BETTER COMMUNITY TOGETHER.





2. Art & Culture

Experiencing culture and live performance as an entitlement; developing awareness and appreciation of diversity, expression and open-mindedness.

Intent

Engaging with art and cultural experiences in school broadens pupils' understanding of the world and encourages creativity.

Through activities such as visual arts, music, dance, and exploring cultural traditions, children develop confidence in expressing their ideas and emotions.

These experiences also promote curiosity, respect for diversity, and critical thinking. Regular exposure to art and culture supports language development, collaboration, and a deeper connection to their community, helping them to grow as well-rounded and reflective learners.



PROGRESSION



EYFS
Engagement



Y1 & Y2
Appreciation



Y3 & Y4
Inspiration



Y5 & Y6
Aspiration



WHOLE SCHOOL: BYC Partnership; Collective Singing; Rocksteady Tuition; Young Voices; Pantomime; Rotary Art Engagement; Young Writers; School Performance; Local Church visits/services

These activities develop confidence, creativity, communication and self-expression, whilst fostering teamwork, resilience and a sense of achievement. They also help pupils to build cultural capital, appreciate the arts, understand different traditions and beliefs, and develop a strong sense of belonging within both the school and wider community. Through these experiences, pupils broaden their horizons, raise their aspirations and grow as confident, well-rounded individuals.

YEAR GROUP		ENRICHMENT EXPERIENCES	PROGRESSION & RATIONALE
EARLY YEARS		Concertttenies performance	The Concertttenies performance will give EYFS and KS1 pupils the opportunity to engage with live music, inspiring creativity, curiosity, and enjoyment of the arts. It will also help develop listening skills, confidence, and cultural awareness through a shared musical experience.
YEAR 1 & 2		Concertttenies performance	
YEAR 1 & 2		Gurdwara Visit	KS1 will visit the Gurdwara to learn about Sikh beliefs, traditions and community life. This firsthand experience will encourage curiosity, respect for diversity and a greater understanding of different cultures, helping pupils become thoughtful and well-rounded learners.
YEAR 3 & 4		Theatre visit-musical	Lower Key Stage 2 will visit the theatre to watch a musical, inspiring creativity, confidence and an appreciation of the performing arts through a live cultural experience.
YEAR 3 & 4		Mosque/Imam Visit	LKS2 will welcome an Imam to school to learn about Islamic beliefs and traditions. This experience will promote curiosity, respect for diversity and a deeper understanding of different cultures and faiths.
YEAR 3 & 4		Art Gallery Visit	LKS2 will visit an art gallery to explore a range of artworks and creative styles.
YEAR 5 & 6		Theatre Visit: Play	Upper Key Stage 2 will visit the theatre to watch a play, developing confidence, creativity and further appreciation of the performing arts.



EVERY VOICE, EVERY ACTION. BUILDING A BETTER COMMUNITY TOGETHER.





3. Nature, Outdoors & Adventure

Developing curiosity, resilience and confidence through exploration, challenge and connection with nature.

Intent

Learning through nature, outdoor activities, and adventure helps primary pupils develop confidence, resilience, and a sense of curiosity about the world around them.

Experiences such as exploring green spaces, participating in outdoor challenges, and engaging in hands-on learning encourage teamwork, problem-solving, and independence.

Being outdoors also supports physical health and well-being, while providing opportunities for creativity and reflection. For young pupils, these experiences foster a deeper connection to their environment and help them grow as active, engaged, and confident learners.

[WWF Schools Sustainability Guide.pdf](#)



PROGRESSION



EYFS
Participation



Y1 & Y2
Exploration



Y3 & Y4
Challenge



Y5 & Y6
Leadership



WHOLE SCHOOL: Eco Council; Litter Heroes; Walk to School week

YEAR GROUP	ENRICHMENT EXPERIENCES		PROGRESSION & RATIONALE
<u>EYFS</u>		William's Den	A visit to William's Den provides EYFS pupils with opportunities to learn through outdoor play and exploration. The experience supports physical development, builds confidence and independence, and encourages curiosity, creativity and problem-solving.
<u>YEAR 1</u>		Recycling Project- Schools sustainability guide- biodiversity (save the bees!)	Biodiversity helps Year 1 pupils develop an understanding of sustainability and the importance of protecting the natural environment. Through hands-on learning, pupils discover how bees support plant growth and food production, and why they are vital to ecosystems.
<u>YEAR 2</u>		Outdoor activity- campfire/forest schools	Forest School sessions provide Year 2 pupils with opportunities to learn and explore in a natural outdoor environment. The experience helps develop confidence, independence and resilience while encouraging curiosity and problem-solving.
<u>YEAR 3</u>		Recycling project- Schools sustainability guide- Energy saving project	The Energy Saving Project helps Year 3 pupils develop an understanding of sustainability and the importance of using energy responsibly. Through practical activities and investigations, pupils learn how energy is used in everyday life.
<u>YEAR 4</u>		Outdoor activity centre visit (Hesley Woods)	A visit to Hesley Woods provides pupils with opportunities to explore and learn in a natural environment. The experience supports their understanding of the natural world, encourages curiosity and develops observation and problem-solving skills.
<u>YEAR 5</u>		Recycling project- Schools sustainability guide- Travel and road safety	A sustainability and travel project helps Year 5 pupils understand how different forms of transport impact the environment. Through learning about sustainable travel choices, pupils develop awareness of how walking, cycling and public transport can help reduce pollution and protect the planet.
<u>YEAR 6</u>		Residential Visit	A residential visit provides Year 6 pupils with valuable opportunities to develop independence, confidence and resilience in a new environment. Through a range of challenging and enjoyable activities, pupils build teamwork, communication and problem-solving skills while strengthening relationships with their peers.



EVERY VOICE, EVERY ACTION. BUILDING A BETTER COMMUNITY TOGETHER.





4. Sports & Physical Activity

Experiencing a range of sports and physical activities as an entitlement; developing confidence, resilience, teamwork and a positive attitude towards health and wellbeing.

Intent

Participating in sport and physical activity helps primary pupils build healthy habits while developing confidence and self-discipline.

Through activities such as team games, fitness exercises, and active play, children improve their physical health, coordination, and motor skills.

These experiences also encourage teamwork, communication, and resilience, as pupils learn to handle both success and challenge. Regular physical activity supports concentration and well-being, helping pupils to stay engaged in their learning and grow into active, positive members of their school community



PROGRESSION



EYFS
Engagement



Y1
Participation



Y2
Enjoyment



Y3
Challenge



Y4
Teamwork



Y5
Leadership



Y6
Aspiration



WHOLE SCHOOL: Sports Engagement (PSP); Sporting Events; Walk to School Week; Sports person/ Athlete Visit

YEAR GROUP	ENRICHMENT EXPERIENCES	PROGRESSION & RATIONALE
EARLY YEARS	Get cycling in schools	The Get Cycling programme provides pupils with opportunities to develop balance, coordination and confidence through cycling activities. It supports physical development, promotes healthy lifestyles and encourages resilience as children learn new skills.
YEAR 1	Get cycling in schools	The Get Cycling programme provides pupils with opportunities to develop balance, coordination and confidence through cycling activities. It supports physical development, promotes healthy lifestyles and encourages resilience as children learn new skills.
YEAR 2	Balance-ability	The balance-ability programme provides pupils with the opportunity to develop balance, coordination and control in a safe and enjoyable environment.
YEAR 3	Scooter Sessions	Scooter sessions provide pupils with opportunities to further develop balance, coordination and road awareness while promoting an active and healthy lifestyle.
YEAR 4	Scooter Sessions- Ramp up	Scooter sessions provide pupils with opportunities to further develop balance, coordination and road awareness while promoting an active and healthy lifestyle.
YEAR 5	Bikeability	The Bikeability programme provides pupils with the skills and confidence to cycle safely and responsibly. It develops their understanding of road safety, hazard awareness and decision-making while encouraging independence and active travel.
YEAR 6	Sporting Event: Spectating	Visiting a sporting event provides pupils with the opportunity to experience sport in a real-life setting, inspiring participation and promoting healthy, active lifestyles.



EVERY VOICE, EVERY ACTION. BUILDING A BETTER COMMUNITY TOGETHER.





5. Developing Wider Life & Future Skills

Building confidence, resilience, independence and adaptability through real-world experiences, problem-solving and teamwork.

Intent

Developing wider life and future skills helps primary pupils build the foundations they need for success both in school and beyond.

Through activities that promote communication, problem-solving, leadership, and adaptability, children learn how to work effectively with others and manage new challenges with confidence.

These skills also support independence, decision-making, and resilience.

For primary pupils, early opportunities to develop these abilities foster a positive attitude towards learning and prepare them to navigate future opportunities with confidence and responsibility.



PROGRESSION



EYFS
Discovery



Y1
Awareness



Y2
Exploration



Y3
Independence



Y4
Resilience



Y5
Application



Y6
Innovation



WHOLE SCHOOL: Enterprise- Christmas fair, whole school fund-raising events

YEAR GROUP

ENRICHMENT EXPERIENCES

PROGRESSION & RATIONALE

EARLY
YEARS



Transition activities:
stay and play

The session is designed to help children build confidence, independence, and positive relationships in their new school environment. Through play-based activities, children will become familiar with new routines, staff, and peers.

YEAR 1
& 2



Library visit

KS1 pupils will develop communication, independence, and decision-making skills while fostering a positive attitude towards learning. Exploring the library environment encourages curiosity, responsibility, and confidence in making choices.

YEAR 3
& 4



Fund raising
event

A fundraising project will help LKS2 pupils develop communication, leadership, and problem-solving skills while working collaboratively towards a shared goal.

YEAR 5 & 6



- Careers Day
- Secondary
transition (Y6)

Y5 & 6 pupils will develop communication, leadership, and decision-making skills while exploring a range of future pathways. By learning about different careers and the skills they require, pupils can build confidence, broaden their aspirations, and understand the importance of resilience, adaptability, and lifelong learning.

Secondary transition activities help Year 6 pupils build confidence, independence, and resilience as they prepare for the move to secondary school. They also support pupils in adapting to new routines and expectations, ensuring a smooth and successful transition.



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Enrichment: Extra Curricular Activities

Promoting inclusion and aspiration; ensuring all pupils have access to varied experiences that broaden their horizons.

We recognise the important role that extra-curricular opportunities play in supporting pupils' personal development. Our wide-ranging programme of clubs extends learning beyond the classroom, providing pupils with opportunities to explore interests, develop new skills and discover talents that may not emerge through the academic curriculum alone.

Through participation in sport, the arts, creative activities, practical experiences and academic enrichment, pupils are encouraged to broaden their horizons, build confidence and develop a lifelong love of learning. We are committed to ensuring that all pupils have access to a rich range of opportunities that enhance their experiences, raise aspirations and contribute to their cultural capital.

Our clubs are carefully designed to complement the wider curriculum while promoting the key personal qualities that enable children to thrive. Through regular participation, pupils develop teamwork, resilience, independence, leadership and communication skills, whilst learning the value of commitment, effort and perseverance. Clubs also provide valuable opportunities for pupils to take initiative, collaborate with others and develop positive relationships with peers who share similar interests.

Beyond skill development, our extra-curricular offer helps foster a strong sense of belonging and connection to the school community. By participating in clubs, pupils gain confidence, develop self-esteem and experience success in a variety of contexts, supporting their wellbeing and personal growth.

Through our commitment to enrichment, we aim to ensure that every child has access to meaningful experiences that inspire curiosity, nurture talent and prepare them to become confident, well-rounded individuals ready to flourish both in school and beyond.

EXTRA-CURRICULAR ACTIVITIES

Opportunities for All

INSPIRING GROWTH, BUILDING SKILLS, SHAPING FUTURES.



CIVIC ENGAGEMENT

COMBINED RATIONALE

Many of our extra-curricular activities provide pupils with opportunities to contribute positively to the wider school and local community. Through performances, exhibitions, competitions, collaborative projects and fundraising events, pupils learn the value of participation, responsibility and service. These experiences help children understand how their talents and interests and interests can have a meaningful impact on others, supporting their development as active and responsible citizens.



ARTS & CULTURE

EXAMPLE CLUBS INCLUDED:

- Drama
- Choir / Young Voices
- Photography
- Art
- Sewing



Encourages creativity, self-expression, communication, performance, and cultural appreciation. These opportunities help pupils build confidence and engage with a variety of artistic traditions and creative disciplines.



NATURE, OUTDOORS & ADVENTURE

- Gardening club
- Forest Schools



Develops environmental awareness, sustainability knowledge, and a connection with nature while encouraging responsibility and outdoor learning experiences.



SPORT & PHYSICAL ACTIVITY

- Football
- Dance
- Dodgeball
- Gymnastics



Promotes physical fitness, teamwork, leadership, perseverance, resilience, goal setting, and healthy lifestyles. These clubs support both physical development and positive attitudes towards competition and personal challenge.



WIDER LIFE & FUTURE SKILLS

- Boosters
- Reading club
- Phonics club
- Chess
- STEM



Supports pupils in developing independence, strategic thinking, problem-solving, resilience, literacy, digital skills, budgeting, planning, and lifelong learning habits. These clubs prepare pupils with practical and transferable skills for everyday life and future careers.

EXPLORE • LEARN • GROW • ACHIEVE • SUCCEED

Pupil Leadership

We are committed to developing responsible, confident and active citizens who understand the positive contribution they can make to their school, local community and wider society. Pupil leadership forms an important part of our Personal Development Offer, giving children meaningful opportunities to develop character, confidence, communication skills and a strong sense of responsibility.

Through a range of carefully planned leadership roles, pupils are encouraged to take an active part in school life and to contribute to decision-making and school improvement. These opportunities help children develop teamwork, accountability, resilience and respect for others, whilst fostering a sense of pride in serving their community.

We believe that leadership is about making a positive difference and empowering others. Through their roles, pupils learn that their voice matters, their actions have impact and that everyone can contribute to creating a successful and inclusive school environment. Leadership opportunities also support pupils' understanding of democracy, citizenship and active participation, preparing them to become thoughtful and responsible members of society.

Pupil leadership roles are valued and purposeful. Children receive clear responsibilities, appropriate training and opportunities to represent the views of their peers, helping them to develop the confidence, skills and character needed to thrive both now and in the future.



PUPIL LEADERSHIP



Developing responsible, confident and active citizens

Our pupils lead with pride, serve with kindness
and make a positive difference.



RESPONSIBLE



CONFIDENT



KIND



ACTIVE



SMART SCHOOL COUNCIL

Our Smart School Council ensures that every pupil has a voice and the opportunity to contribute to school improvement. By involving all pupils in weekly discussions, we promote democratic participation, active citizenship and a sense of belonging.

- ✓ Weekly discussions on important topics
- ✓ Every child's voice is heard
- ✓ Pupil feedback shapes decisions
- ✓ Working together to make a difference



READING AMBASSADORS

We inspire a love of reading and promote a culture where every child enjoys books and stories.

- ✓ Encouraging reading for pleasure
- ✓ Supporting reading events
- ✓ Recommending books to peers
- ✓ Helping to organise reading areas
- ✓ Positive role models for younger readers



CURRICULUM AMBASSADORS

We represent pupil voice across subjects and help improve teaching and learning for everyone.

- ✓ Gathering feedback from peers
- ✓ Contributing ideas for curriculum enrichment
- ✓ Supporting subject events and celebrations
- ✓ Sharing learning with visitors and stakeholders
- ✓ Promoting enthusiasm and engagement in subjects



SPORTS LEADERS

We promote healthy lifestyles, teamwork and participation in physical activity across our school.

- ✓ Supporting playground games and activities
- ✓ Assisting with sports events and competitions
- ✓ Encouraging participation and inclusion
- ✓ Promoting positive sporting values and teamwork
- ✓ Role models for fairness, resilience and respect



TEAMWORK

RESPECT

KINDNESS

AMBITION





Assemblies

Inspire ♥ Celebrate ♥ Learn ♥ Belong



Assemblies are a key part of our Personal Development Offer, promoting pupils' wellbeing, character development and understanding of the world around them. Through a carefully planned programme of whole-school assemblies, pupils explore our school values, celebrate success and develop a strong sense of belonging.



Assemblies help children to develop qualities such as respect, resilience, kindness and responsibility, while also promoting Fundamental British Values, equality, diversity and inclusion. Through stories, discussion and reflection, pupils learn to appreciate different perspectives, understand their role as citizens and contribute positively to society.



We also use assemblies to raise aspirations, broaden horizons and introduce pupils to inspirational people, important events and opportunities beyond the classroom, helping every child to grow into a confident, respectful and well-rounded individual.



VALUES ASSEMBLIES



Values Assemblies provide regular opportunities for pupils to explore and reflect upon the values, behaviours and attitudes that underpin a positive and successful school community. Through discussions, current events and real-life examples, children develop a deeper understanding of our school values of **collaboration, high expectations, resilience, pride, attitude & engagement** and **commitment**, alongside our behaviour expectations and school directives.



These assemblies support pupils in developing self-awareness, responsibility, resilience and respect for others, helping them to understand how their actions and choices impact those around them. They also promote the **Fundamental British Values** of democracy, the rule of law, individual liberty, mutual respect and tolerance, encouraging pupils to become responsible citizens who contribute positively to school life and the wider community.



By linking our values to **behaviour, attendance, citizenship** and **personal responsibility**, these assemblies help children to make positive choices, build strong relationships and develop the character and confidence needed to thrive both in and beyond school.



COLLABORATION



HIGH EXPECTATIONS



RESILIENCE



PRIDE



ATTITUDE & ENGAGEMENT



COMMITMENT



Time to shine is our weekly celebration assembly where we recognise and celebrate the **achievements, effort** and **positive contributions** of our pupils.



Children are nominated for a range of accomplishments, including academic success, personal achievements and demonstrating our school values.



We learn together. We grow together. We belong. We succeed.



PSHE Workshops

PSHE workshops and assemblies play a vital role in supporting pupils' personal development by providing structured opportunities to explore important themes such as relationships, health, wellbeing, safety and life skills. Through engaging, age-appropriate sessions, pupils are able to deepen their understanding of key issues, reflect on their own experiences and develop the knowledge needed to make informed decisions.

These experiences complement the wider curriculum by allowing pupils to engage with real-life scenarios and hear from a range of voices, including external specialists where appropriate.

 OUR PSHE & WELLBEING JOURNEY BUILDING KNOWLEDGE, SKILLS & CONFIDENCE FOR LIFE 	
YEAR GROUP	KEY TOPICS / PROGRAMMES
 WHOLE SCHOOL	• Healthy Eating • Black History Month • Internet Safety • NSPCC: Speak Out, Stay Safe • BPL: Water Safety • Mental Health • Friendship
 EYFS	• Dentist/Tooth Brushing
 YEAR 1	• Compass Be: Story Time • Dentist/Tooth Brushing
 YEAR 2	• Compass Be: Me & My Emotions • NSPCC: Staying Safe • Dentist/Tooth Brushing
 YEAR 3	• Compass Be: Feeling my feelings • PCSO: Anti-Social Behaviour
 YEAR 4	• Compass Be: Your Journey to Positive Mental Health • PCSO: Anti-Social Behaviour
 YEAR 5	• Compass Be: Peer Wellbeing Champions • Compass Be: My Wellbeing Toolkit • Compass Be: Girls on Board-Friendships • PCSO: Anti-Social Behaviour • Police: Knife Crime • NSPCC: Staying Safe
 YEAR 6	• Crucial Crew • Compass Be: Transition • Compass Be: Preparing for SATs • Compass Be: Girls on Board-Friendships • PCSO: Anti-Social Behaviour • Police: Knife Crime • NSPCC: Staying Safe
  EMPOWERING EVERY CHILD TO BE HEALTHY, SAFE, RESILIENT AND RESPECTFUL.    	