

Curriculum, SMSC, British Values, Life in Modern Britain, Life Skills, Character Building, Pupil Voice, Community & Enterprise



# Personal Development and well being Whole School Overview



Nurturing Talents & Interests, Diversity & Protected Characteristics, Sustainability & Caring For Our Natural World

# Leger Education Trust Vision

‘Truly great students in truly great schools’



## Key Drivers



**Ambition**  
Risk takers,  
Goal setters,  
Believe in  
better,  
Courageous



**Support**  
Encouraging,  
Sympathetic,  
Helpful,  
Nurturing and  
kind



**Persistence**  
Determined,  
Stickability,  
Patience,  
Stamina



**Inspire**  
Motivate,  
Persuade,  
Encourage and  
Influence



**Resilience**  
Strength of  
character,  
Adapability,  
Bounceback-  
ability



**Effort**  
Strive,  
Endeavour,  
Stretch,  
Exertion



## **INTENT**

At Askern Littlemoor Academy, we place personal development at the heart of our practice because it underpins every aspect of a child's growth. By nurturing personal development, we equip children with essential life skills that go far beyond academic success.

Personal development includes a wide range of elements that support the holistic growth of each child. This involves building emotional intelligence, social confidence, resilience, and self-awareness; fostering core values such as empathy, respect, and integrity; and strengthening vital life skills, including communication, problem-solving, and leadership. It also encourages children to reflect on their experiences, set meaningful goals, and recognise both their strengths and areas they can develop further.

Our overarching aim in prioritising personal development is to nurture Truly Great Students—young people who are not only ready for the next stages of their education but who will also contribute positively to their communities as compassionate, responsible, and engaged individuals.

## **IMPLEMENTATION**

### **OUR CURRICULUM**

Our curriculum is thoughtfully designed to support the personal development of our children in a holistic manner. By encompassing a wide range of subjects, we ensure that our children receive a well-rounded education that nurtures not only their academic skills but also their emotional, social and physical growth. Additionally, our curriculum includes a wide range of enrichment opportunities which foster creativity, collaboration and a sense of well-being. By integrating all these elements into our curriculum, we create a supportive environment where our children are encouraged to explore their interests, build resilience, and develop essential life skills.

## **PLANNED EVENTS & OPPORTUNITIES**

We deliver our personal development programme through a strategically structured framework that incorporates a diverse range of events and experiences designed to inspire our children and enhance their growth. Our initiatives include involvement in national charity events, such as Red Nose Day, which help children understand the value of compassion and community action. We take part in all Trust-wide events, including sports competitions that promote teamwork, resilience, and physical health.

We also maintain strong links with our local community, such as through our ongoing relationship with Akerna Day Centre, enabling children to build empathy, respect, and intergenerational connections.

Within our academy, we offer a rich range of enrichment opportunities—from playground leaders to educational visits—that foster leadership, teamwork, respect, and all aspects of personal development.

## **CULTURE OF OUR SCHOOL**

Personal development is promoted through the strong and positive culture that defines our school. We prioritise healthy relationships, mutual respect, and open communication. Restorative practices are embedded throughout our approach, enabling children to resolve conflicts constructively and develop key skills in empathy, forgiveness, and collaboration. By fostering an environment where every child's voice is valued, we ensure all children feel respected, included, and a genuine sense of belonging.

Some elements of our personal development provision cannot be captured within a planning grid because they are woven deeply into the everyday life of the school. The positive relationships among all stakeholders—staff, children, families, and the wider community—shape the ethos of our environment. Staff consistently model the behaviours and values we aim to instil, demonstrating kindness, respect, and responsibility in all interactions. This ongoing modelling reinforces our expectations and creates a nurturing, inclusive climate in which personal development is not just taught but lived. Through this holistic approach, our commitment to personal growth becomes an integral part of each child's experience within our school community.

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## **AN EQUITABLE APPROACH**

We are firmly committed to ensuring that our personal development offer is equitable, providing every child with fair and meaningful access to events, opportunities, and enrichment activities regardless of their circumstances. For children with Special Educational Needs and Disabilities (SEND), we tailor resources, adapt experiences, and offer targeted support to ensure they can take part fully and confidently alongside their peers.

For children eligible for the pupil premium, we take proactive steps to remove barriers to participation, including providing financial support when needed, so that all children can benefit from extracurricular experiences and enrichment programmes. Our inclusive ethos is grounded in a commitment to non-discrimination and equal opportunity. By valuing and supporting every individual, we create an environment where all children are empowered to thrive and reach their full potential, ensuring a truly equitable learning experience for all.

## **EVIDENCE OF PERSONAL DEVELOPMENT**

We capture evidence of our carefully planned personal development events and opportunities through our *Littlemoor's Journey* display and our floor books. These serve as detailed records that showcase the breadth of our initiatives and highlight the impact they have on our children.

While these tangible forms of evidence offer valuable insight, the most genuine way to understand how personal development is embedded within our school is to spend time within our environment and *experience* it. Observing the day-to-day interactions between children, the positive relationships formed between staff and pupils, and the overall atmosphere—including the systems and routines that shape our culture—reveals the values that genuinely drive personal growth.

This lived experience brings to life the many small, everyday moments of connection, collaboration, respect, and support that cannot be fully captured in written records. These moments exemplify our commitment to nurturing well-rounded individuals and demonstrate how personal development is woven into the fabric of our school community.

## **IMPACT**

Prioritising personal development and delivering a comprehensive programme to support it has a transformative effect on our school community. It creates an environment where every child feels valued, supported, and empowered to succeed. By developing emotional intelligence, resilience, and social skills, we equip children with vital attributes that enhance their well-being and prepare them for success both within school and in the wider world. This holistic approach strengthens self-confidence, nurtures positive relationships, and fosters a culture rooted in respect, inclusion, and mutual understanding.

Through our commitment to personal development, we are proud to realise our Trust's vision: *"Truly Great Students in Truly Great Schools."*

Our children excel not only academically but also in the values and characteristics embedded within our provision. They grow into compassionate leaders, confident communicators, and responsible citizens who make a positive contribution to their community. The impact of prioritising personal development extends far beyond their primary years, shaping a school culture where kindness, collaboration, and achievement thrive—and leaving a lasting legacy that supports children long after they leave us.

## **Askern Littlemoor Academy - Personal Development**

*"preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so." (Ofsted Inspection Handbook July 2022 paragraph 292)*

### **Intent**

**Personal Development (PD) is central to our curriculum, fostering and embedding a broad range of skills that enable our children to grow as confident, capable, and lifelong learners.**

# SECTION 1

## CIVIC ENGAGEMENT

Including volunteering, school democracy and community engagement.

Plans included in this section are:

- Fundamental British Values
- Community engagement
- Celebration Assemblies
- Visitors into school
- Playground Leaders



## Fundamental British Values

Teaching children about British values, both explicitly and implicitly, plays a vital role in supporting personal development by instilling key principles that shape behaviour, attitudes, and interactions within the wider community. These values include democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

### Explicit Teaching:

Through direct teaching, structured lessons, purposeful discussions, and planned activities, children gain a clear understanding of these values and how they apply to everyday life. For example, learning about democracy may involve taking part in class votes or student council elections, helping children recognise the importance of having a voice and participating in decision-making. Exploring the rule of law allows children to understand how rules and laws create fairness, safety, and responsibility.

We also use *Picture News*, an educational resource that presents current events, images, and stories to spark meaningful discussions. This enables children to explore social, moral, and civic concepts in a real-world context. Through weekly Picture News sessions—delivered from EYFS to Year 2—children engage with stories and images that highlight democracy, the rule of law, individual liberty, mutual respect, and tolerance. Regular exposure to these materials encourages them to share opinions, listen to others, and consider different viewpoints. Discussions help them understand why rules exist, how freedoms affect people, and the importance of valuing diversity. The consistent and visual nature of Picture News makes abstract ideas more tangible and relatable, helping children apply these values in their daily lives.

### Implicit Teaching:

British values are also woven into the everyday life of our school. Respect and tolerance are promoted through positive relationships, inclusive practices, and a culture that celebrates diversity. Children regularly witness these values in action—through staff role-modelling, classroom routines, and interactions with peers. This lived experience helps them internalise these principles naturally, building empathy, social awareness, and emotional maturity.

By combining explicit teaching with implicit modelling, children not only learn about British values but also develop essential life skills such as respect, responsibility, and active citizenship. This holistic approach supports the development of well-rounded individuals who are equipped to contribute positively to their communities and feel a strong sense of belonging and shared responsibility.

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Picture news 1 x weekly</li> <li>• Tolerance linked to Different Faiths &amp; Beliefs (RE)</li> <li>• Individual Liberty linked to staying safe online, using the internet and operating simple programs (UTW-Technology)</li> <li>• Mutual Respect-Circle time/carpet time (PSED, C+L, PHYS)</li> <li>• Rule of law- Classroom rules</li> <li>• Black History Month: musical appreciation, significant individuals, mutual respect and tolerance, democracy &amp; individual liberty.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture news 1 x weekly</li> <li>• Democracy lessons linked to voting in class councilors and other Junior Leaders</li> <li>• Individual Liberty linked to staying safe on line (IT)</li> <li>• Tolerance linked to Different Faiths &amp; Beliefs (RE)</li> <li>• Mutual Respect (PSHE)</li> <li>• Rule of Law</li> <li>• All British Values taught through Picture News news stories</li> <li>• Black History Month: musical appreciation, significant individuals, mutual respect and tolerance, democracy &amp; individual liberty.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture news 1 x weekly</li> <li>• Democracy lessons linked to voting in class councilors and other Junior Leaders</li> <li>• Individual Liberty linked to staying safe online</li> <li>• British values taught through Picture news stories</li> <li>• Faiths &amp; Beliefs (RE)</li> <li>• Drama linked to mutual respect and relationships.</li> <li>• Black History Month: musical appreciation, significant individuals, mutual respect and tolerance, democracy &amp; individual liberty.</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Picture news 1 x weekly</li> <li>• Tolerance linked to Different Faiths &amp; Beliefs (RE)</li> <li>• Individual Liberty linked to staying safe online, using the internet and operating simple programs (UTW-Technology)</li> <li>• Mutual Respect-Circle time/carpet time (PSED, C+L, PHYS)</li> <li>• Rule of law- Classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>• Picture news 1 x weekly</li> <li>• Individual Liberty linked to staying safe online</li> <li>• PSHE unit – Living in the Wider World – the children learn about how to take responsibilities, the importance of rules, how to have a voice and share their opinion and how to be part of the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture news 1 x weekly</li> <li>• Individual Liberty linked to staying safe on line</li> <li>• PSHE unit – Living in the Wider World – the children learn about how to take responsibilities, the importance of rules, how to have a voice and share their opinion and how to be part of the wider community.</li> <li>• British values taught through Picture news stories</li> <li>• Faiths &amp; Beliefs (RE)</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Picture news 1 x weekly</li> <li>• Tolerance linked to Different Faiths &amp; Beliefs (RE)</li> <li>• Individual Liberty linked to staying safe online, using the internet and operating simple programs (UTW-Technology)</li> <li>• Mutual Respect-Circle time/carpet time (PSED, C+L, PHYS)</li> <li>• Rule of law- Classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>• Picture news 1 x weekly</li> <li>• Individual Liberty linked to staying safe online</li> <li>• PSHE unit – Living in the Wider World – the children learn about how to take responsibilities, the importance of rules, how to have a voice and share their opinion and how to be part of the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture news 1 x weekly</li> <li>• Individual Liberty linked to staying safe on line.</li> <li>• British values taught through Picture news stories</li> <li>• Faiths &amp; Beliefs (RE)</li> <li>• PSHE unit – Living in the Wider World – the children learn about how to take responsibilities, the importance of rules, how to have a voice and share their opinion and how to be part of the wider community.</li> </ul>

## Community Engagement

Community engagement greatly enriches our personal development offer by providing meaningful opportunities that support children’s growth, learning, and social development.

Taking part in community events enables children to interact with peers and adults beyond the classroom, helping them strengthen communication skills, practise teamwork, and build positive relationships—all of which are essential for their social development. Working alongside community organisations also offers valuable opportunities for children to take on leadership roles. Whether they are helping to organise school events or participating in wider community activities, these experiences build confidence and enhance decision-making skills.

Being actively involved in their community also nurtures a strong sense of belonging and identity. When children feel connected to their surroundings, they take greater pride in their school and local community and are more motivated to contribute positively.

In addition, community participation can reduce feelings of isolation and offer important emotional support. Activities that encourage collaboration and mutual encouragement help children develop resilience, teaching them how to face challenges and setbacks with confidence.

Through meaningful community engagement, our children grow into more confident, empathetic, and well-rounded individuals.

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Visit from local dentist</li> <li>• Harvest celebration</li> <li>• Christmas celebration</li> <li>• Visit from reindeer company</li> <li>• Visit from local vet</li> <li>• Enterprise day</li> <li>• Creature Ark visit (animals)</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to Askerna Day Centre to complete Remembrance crafts with the clients.</li> <li>• Enterprise day</li> </ul>	<ul style="list-style-type: none"> <li>• Beyond Academy ASPIRE award assembly</li> <li>• Harvest celebration</li> <li>• Christmas celebration</li> <li>• Remembrance Day service at Alexandra House.</li> <li>• Visit to Askerna Day Centre to watch a pantomime.</li> <li>• Enterprise day</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Fire brigade visit</li> <li>• Tiny forest visits</li> <li>• Great British Bird Watch</li> </ul>	<ul style="list-style-type: none"> <li>• Picture news 1 x weekly</li> <li>• Individual Liberty linked to staying safe online</li> <li>• PSHE unit – Living in the Wider World – the children learn about how to take responsibilities, the importance of rules, how to have a voice and share their opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Picture news 1 x weekly</li> <li>• Individual Liberty linked to staying safe on line</li> <li>• PSHE unit – Living in the Wider World – the children learn about how to take responsibilities, the importance of rules, how to have a voice and share their opinion and how to be part of the wider community.</li> </ul>

		and how to be part of the wider community.	<ul style="list-style-type: none"> <li>British values taught through Picture news stories</li> <li>Faiths &amp; Beliefs (RE)</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>Picture news 1 x weekly</li> <li>Tolerance linked to Different Faiths &amp; Beliefs (RE)</li> <li>Individual Liberty linked to staying safe online, using the internet and operating simple programs (UTW-Technology)</li> <li>Mutual Respect-Circle time/carpet time (PSED, C+L, PHYS)</li> <li>Rule of law- Classroom rules</li> <li>Litter picking</li> </ul>	<ul style="list-style-type: none"> <li>Picture news 1 x weekly</li> <li>Individual Liberty linked to staying safe online</li> <li>PSHE unit – Living in the Wider World – the children learn about how to take responsibilities, the importance of rules, how to have a voice and share their opinion and how to be part of the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>Picture news 1 x weekly</li> <li>Individual Liberty linked to staying safe on line.</li> <li>British values taught through Picture news stories</li> <li>Faiths &amp; Beliefs (RE)</li> <li>PSHE unit – Living in the Wider World – the children learn about how to take responsibilities, the importance of rules, how to have a voice and share their opinion and how to be part of the wider community.</li> </ul>

## Celebration Assemblies

Celebration assemblies play a significant role in supporting the personal development of our children by creating an environment that promotes recognition, community, and self-belief. By acknowledging individual and collective achievements, children learn the importance of effort, dedication, and perseverance. This recognition boosts their confidence and motivates them to pursue their goals with determination.

These assemblies also offer valuable opportunities for children to interact with peers and adults, helping them develop key social skills such as communication, collaboration, and respect. The shared experience strengthens the sense of belonging within our school community. When children see their hard work being celebrated, it reinforces positive behaviour and nurtures a growth mindset, enabling them to approach challenges with greater resilience.

Celebrating the achievements of others encourages children to show appreciation, empathy, and support for their peers. This contributes to a culture that values diversity and recognises a wide range of talents—from academic progress to artistic and sporting success. By doing so, children learn that personal development takes many forms and are inspired to explore their own strengths and interests.

Participation in assemblies, whether sharing accomplishments or performing, helps children develop public speaking and presentation skills, further enhancing their confidence and ease when speaking in front of others.

Overall, celebration assemblies help build a positive and inclusive school culture by promoting teamwork, respect, and responsibility. This supportive environment enables our children to flourish both emotionally and academically.

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Weekly achievement assemblies</li> <li>Attendance assemblies and prize draws</li> <li>Star of the week certificate and monitor badges</li> <li>Class Dojo 'spend or save days'</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly achievement assemblies</li> <li>• Attendance assemblies and prize draws</li> <li>• Star of the week certificate and monitor badges</li> <li>• Class Dojo 'spend or save days'</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly achievement assemblies</li> <li>• Attendance assemblies and prize draws</li> <li>• Star of the week certificate and monitor badges</li> <li>• Class Dojo 'spend or save days'</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Weekly achievement assemblies</li> <li>Attendance assemblies and prize draws</li> <li>Star of the week certificate and monitor badges</li> <li>Class Dojo 'spend or save days'</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly achievement assemblies</li> <li>• Attendance assemblies and prize draws</li> <li>• Star of the week certificate and monitor badges</li> <li>• Class Dojo 'spend or save days'</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly achievement assemblies</li> <li>• Attendance assemblies and prize draws</li> <li>• Star of the week certificate and monitor badges</li> <li>• Class Dojo 'spend or save days'</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Weekly achievement assemblies</li> <li>• Attendance assemblies and prize draws</li> <li>• Star of the week certificate and monitor badges</li> <li>• Class Dojo 'spend or save days'</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly achievement assemblies</li> <li>• Attendance assemblies and prize draws</li> <li>• Star of the week certificate and monitor badges</li> <li>• Class Dojo 'spend or save days'</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly achievement assemblies</li> <li>• Attendance assemblies and prize draws</li> <li>• Star of the week certificate and monitor badges</li> <li>• Class Dojo 'spend or save days'</li> </ul>

## Visitors into the school

Inviting visitors into our school greatly enriches personal development by offering children access to diverse perspectives, real-world experiences, and meaningful learning opportunities. Professionals, community leaders, creative practitioners, and specialists bring unique knowledge and expertise, helping children see the relevance of their learning beyond the classroom. Hearing about different careers, life journeys, and personal achievements inspires curiosity and broadens children’s aspirations, encouraging them to imagine new possibilities for their own futures.

These encounters also promote critical thinking and active engagement. As children interact with visitors—asking questions, participating in demonstrations, or contributing to discussions, they develop essential communication skills and grow in confidence. Visitors naturally model positive traits such as resilience, determination, creativity, and passion. Seeing these qualities in action motivates children to adopt similar attitudes, strengthening their character and helping them recognise the value of perseverance and ambition.

Inviting a range of visitors into school also helps foster a strong sense of community. Children gain a deeper understanding of how people contribute to society in different ways, reinforcing the importance of teamwork, responsibility, and connection beyond their immediate environment. Engaging with individuals from varied backgrounds, cultures, and professions enhances children’s empathy and cultural awareness, enabling them to appreciate diversity and understand perspectives that differ from their own.

In turn, these experiences support wider personal growth—shaping confident, thoughtful, and well-rounded young people who are equipped to engage positively with the world around them.

	EYFS	Year 1	Year 2
Autumn Term	<ul style="list-style-type: none"> <li>• Local dentist</li> <li>• Reindeer visit</li> <li>• Vet visit</li> <li>• Creatures ark visit (animal encounters) to support learning about animals.</li> <li>• School nursing team</li> <li>• Dave Gibson- Skip2benefit</li> <li>• Dave Gibson- Box2benefit</li> </ul>	<ul style="list-style-type: none"> <li>• Akerna Day centre clients visit to watch the Harvest Festival.</li> <li>• Musical visit</li> <li>• Dave Gibson- Skip2benefit</li> <li>• Dave Gibson- Box2benefit</li> <li>• Dance teacher from Campsmount</li> </ul>	<ul style="list-style-type: none"> <li>• Firefighter visit</li> <li>• Akerna Day centre clients visit to watch the Harvest Festival.</li> <li>• Dave Gibson- Skip2benefit</li> <li>• Dave Gibson- Box2benefit</li> <li>• Dance teacher from Campsmount</li> </ul>

<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Nursing team deliver oral hygiene</li> <li>• Dave Gibson- Skip2benefit</li> <li>• Dave Gibson- Box2benefit</li> </ul>	<ul style="list-style-type: none"> <li>• Nursing team deliver Safe Touch</li> <li>• Dave Gibson- Skip2benefit</li> <li>• Dave Gibson- Box2benefit</li> <li>• Dance teacher from Campsmount</li> </ul>	<ul style="list-style-type: none"> <li>• Nursing team deliver 'Handling emotions'</li> <li>• Dave Gibson- Skip2benefit</li> <li>• Dave Gibson- Box2benefit</li> <li>• Dance teacher from Campsmount</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Dave Gibson- Skip2benefit</li> <li>• Dave Gibson- Box2benefit</li> <li>• Happy Chick Company</li> </ul>	<ul style="list-style-type: none"> <li>• Dave Gibson- Skip2benefit</li> <li>• Dave Gibson- Box2benefit</li> </ul>	<ul style="list-style-type: none"> <li>• Dave Gibson- Skip2benefit</li> <li>• Dave Gibson- Box2benefit</li> </ul>

# SECTION 2

## Arts and culture

Including attending and participating in performing and other creative arts, including music, visits to museums and galleries.

Plans included in this section are:

- Drama
- Music
- Dance
- Art
- Enterprise Day



## **CURRICULUM**

Drama offers a dynamic and engaging way for our children to explore complex themes related to emotions, relationships, and social interactions. By stepping into different character roles and simulating real-life scenarios, children develop empathy and a deeper understanding of others' perspectives. This experiential learning fosters essential skills such as resilience, teamwork, and effective communication.

Within our Personal, Social, Health, and Economic (PSHE) curriculum, a specialist drama teacher guides children in exploring relationships and social dynamics through drama. Through role-play exercises and group workshops, children practice conflict resolution, build rapport, and engage with themes such as respect, empathy, and cooperation in a safe, supportive environment. This hands-on approach encourages open dialogue, helps children articulate their thoughts and feelings, and strengthens their self-awareness and emotional intelligence.

## **EXTRA-CURRICULAR OPPORTUNITIES**

To further nurture a love for drama, we run an after-school drama club where children can immerse themselves in the creative process, collaborate on performances, and develop their artistic talents. Participation in the club cultivates creativity, builds confidence, and encourages self-expression as children share their unique ideas and interpretations.

## **FURTHER ENRICHMENT OPPORTUNITIES**

Performances during events such as Christmas celebrations also play a key role in personal development. These experiences help children gain confidence in public speaking and stage presence, while fostering pride and a sense of accomplishment in their work. Performing in front of an audience teaches valuable life skills including preparation, dedication, teamwork, and managing performance pressure—skills that are transferable beyond the stage.

Overall, drama is an integral part of our educational framework, supporting social, emotional, and creative growth. By fostering qualities such as empathy, self-expression, collaboration, and resilience, drama equips our children not only for academic success but also for meaningful participation in their communities.

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>Parents stay and play session around Harvest.</li> </ul>	<ul style="list-style-type: none"> <li>Harvest festival assembly</li> <li>Christmas production</li> <li>London tour bus drama lesson (Pathways to Write) Y1</li> <li>Trip to the Cast Theatre</li> <li>Parent craft morning</li> <li>Harvest craft morning</li> </ul>	<ul style="list-style-type: none"> <li>Harvest festival assembly</li> <li>Christmas production</li> <li>Trip to the Cast Theatre</li> <li>English- Cat and Plop on the roof tops (y2)</li> <li>Parent Christmas craft morning</li> <li>Harvest craft morning</li> </ul>
<b>Spring Term</b>	Littlemoor's got Talent competition <ul style="list-style-type: none"> <li>Parent craft morning</li> <li>English-drama</li> </ul>	<ul style="list-style-type: none"> <li>Littlemoor's got Talent competition</li> <li>Parent craft morning</li> <li>English-drama</li> </ul>	<ul style="list-style-type: none"> <li>Littlemoor's got Talent competition</li> <li>Parent craft morning</li> <li>English-drama</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>Parent craft morning</li> <li>English-drama</li> </ul>	<ul style="list-style-type: none"> <li>Parent craft morning</li> <li>English-drama</li> </ul>	<ul style="list-style-type: none"> <li>Parent craft morning</li> <li>English-drama</li> <li>End of year performance</li> </ul>

## Music

### CURRICULUM

Music is highly valued within our educational framework for its significant contribution to personal development. Engaging with music nurtures creativity, strengthens cognitive skills, and provides children with a meaningful outlet for emotional expression. Our structured and progressive music curriculum includes two units of recorder instruction, giving children the opportunity to develop foundational musical skills and an appreciation for both music theory and practical performance.

### EXTRA-CURRICULAR

Beyond the core curriculum, we offer a recorder club, which serves as a key avenue for personal growth. Recorder club promotes teamwork and collaboration as children work together to achieve a shared musical goal. It also boosts self-confidence, allowing children to perform in front of others while developing their musical abilities. Participation in the club encourages commitment, perseverance, and self-expression, all of which contribute to resilience and overall personal development.

### MUSIC APPRECIATION

Our curriculum introduces children to a wide range of composers, exposing them to diverse musical styles and genres during assemblies. This enriches cultural literacy, enhances critical thinking, and broadens children's understanding of the role of music in society. By exploring the historical and emotional contexts behind different pieces, children learn to analyse and relate to music in meaningful ways.

### FURTHER ENRICHMENT OPPORTUNITIES

School-wide singing during assemblies and whole-school events fosters a sense of unity and belonging. These shared musical experiences strengthen community bonds, reinforce the value of collaboration, and celebrate collective achievement. Singing together also supports emotional well-being, allowing children to express joy, solidarity, and pride, further enhancing their personal development.

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Christmas production</li> <li>• Children have access to musical instruments throughout the day in provision</li> <li>• Body percussion and environmental sounds</li> <li>• Regular singing sessions (nursery rhymes)</li> <li>• Song linked to the key text/topic fortnightly.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recorder lunchtime club</li> <li>• Harvest festival performance</li> <li>• Christmas production</li> <li>• Weekly singing assembly</li> <li>• Daily opportunity to listen to music</li> <li>• Trip to the Cast Theatre</li> </ul>	<ul style="list-style-type: none"> <li>• Recorder lunchtime club</li> <li>• Harvest festival performance</li> <li>• Remembrance Day Service at Alexandra House</li> <li>• Christmas production</li> <li>• Weekly singing assembly</li> <li>• Daily opportunity to listen to music</li> <li>• Trip to the Cast Theatre</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Littlemoor’s got Talent</li> <li>• Children have access to musical instruments throughout the day in provision</li> <li>• Body percussion and environmental sounds</li> <li>• Regular singing sessions (nursery rhymes)</li> <li>• Song linked to the key text/topic fortnightly.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Littlemoor’s got Talent</li> <li>• Weekly singing assembly</li> <li>• Daily opportunity to listen to music</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Littlemoor’s got Talent</li> <li>• Weekly singing assembly</li> <li>• Daily opportunity to listen to music</li> <li>•</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Children have access to musical instruments throughout the day in provision</li> <li>• Body percussion and environmental sounds</li> <li>• Regular singing sessions (nursery rhymes)</li> <li>• Song linked to the key text/topic fortnightly.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly singing assembly</li> <li>• Daily opportunity to listen to music</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly singing assembly</li> <li>• Daily opportunity to listen to music</li> <li>•</li> </ul>

**Dance**

We promote personal development through dance by giving every child the opportunity to explore movement, creativity and expression in a supportive, “no wrong answers” environment. All pupils in Years 1–6 take part in a weekly one-hour dance lesson across a six-week block, where they develop key expressive skills such as mirroring, canon and unison before working together to choreograph a whole-class performance for an audience. This process builds confidence, teamwork and self-belief while helping children discover their own unique style of self-expression. Our dance club for Years 3 and 5 further nurture resilience, commitment and leadership as pupils prepare a routine for the Leger Dance Festival. Children in Key Stage 2 also benefit from workshops at local secondary schools, broadening their experiences and raising aspirations. Throughout the year, we showcase dance in whole-school

performances and celebrate pupils who pursue dance beyond school through our *Beyond Academy Aspire* award assemblies, reinforcing pride, motivation and personal growth.

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• . Daily dancing to days of the week, etc.</li> <li>• Reception- weekly reading disco</li> <li>• Halloween party.</li> <li>• Christmas party</li> </ul>	<ul style="list-style-type: none"> <li>• 1 x hr dance lesson for 6 weeks choreographing a dance for the Leger competition.</li> <li>• Halloween after school disco</li> <li>• Christmas party</li> <li>• Christmas after school disco</li> <li>• Trip to the Cast Theatre</li> </ul>	<ul style="list-style-type: none"> <li>• 1 x hr dance lesson for 6 weeks choreographing a dance for the Leger competition.</li> <li>• Halloween after school disco</li> <li>• Christmas party</li> <li>• Christmas after school disco</li> <li>• Trip to the Cast Theatre</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Reception- Dance club</li> <li>• Littlemoor's got Talent competition</li> <li>• Daily dancing to days of the week, etc.</li> <li>• Reception- weekly reading disco</li> </ul>	<ul style="list-style-type: none"> <li>• 1 x hr dance lesson for 6 weeks choreographing a dance for the Leger competition.</li> <li>• Dance club</li> <li>• Littlemoor's got Talent competition</li> <li>• Weekly reading disco</li> <li>• After school Valentine's disco</li> </ul>	<ul style="list-style-type: none"> <li>• 1 x hr dance lesson for 6 weeks choreographing a dance for the Leger competition.</li> <li>• Dance club</li> <li>• Littlemoor's got Talent competition</li> <li>• Weekly reading disco</li> <li>• After school Valentine's disco</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Daily dancing to days of the week, etc.</li> <li>• Reception- weekly reading disco</li> <li>• End of year party.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly reading disco</li> <li>• End of year party.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly reading disco</li> <li>• End of year party.</li> </ul>

## Art

Our art curriculum plays a vital role in supporting children's personal development by providing rich opportunities for creativity, self-expression, and cultural appreciation. Each year group studies both an artist and a sculptor, exploring their techniques and methods before applying these skills to create

original pieces of artwork and sculpture. This process encourages children to take pride in their ideas, build resilience through practice and refinement, and gain confidence in presenting and sharing their work.

We celebrate their achievements through whole-school gallery displays, allowing pupils to recognise the value of their creativity and appreciate the diversity of artistic approaches.

	EYFS	Year 1	Year 2
Autumn Term	Children explore sculpture through hands-on play and model making using materials like blocks, recycled items, clay, and playdough. This helps them develop their creativity, fine motor skills, and understanding of shape, form, and structure in a playful and imaginative way.	<ul style="list-style-type: none"> <li>• Christmas cards</li> <li>• Harvest art</li> <li>• Remembrance Day art</li> <li>• Calendars</li> <li>• Enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas cards</li> <li>• Calendars</li> <li>• Harvest art</li> <li>• Remembrance Day art</li> <li>• Enterprise</li> </ul>
Spring Term		<ul style="list-style-type: none"> <li>• Easter cards</li> <li>• Littlemoor art gallery</li> </ul>	<ul style="list-style-type: none"> <li>• Easter cards</li> <li>• Littlemoor art gallery</li> </ul>
Summer Term		<ul style="list-style-type: none"> <li>• Enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise</li> </ul>

# SECTION 3

## NATURE, OUTDOOR & ADVENTURE

Including time outdoors, climate education and sustainability projects, gardening, residentials and camps



## Outdoor Learning

Outdoor learning supports personal development by immersing children in a natural environment, promoting growth across physical, emotional, social, and cognitive domains. Interacting with nature allows children to develop important skills such as risk assessment, problem-solving, and creativity as they navigate challenges in outdoor settings. This hands-on, experiential approach encourages curiosity, exploration, and self-directed learning, motivating children to take initiative and make independent decisions.

Spending time outdoors also enhances emotional well-being, as exposure to nature has been shown to reduce stress and improve mood. Children build confidence and resilience as they overcome obstacles—whether constructing shelters or navigating trails—fostering a sense of achievement and perseverance. Collaborative activities within outdoor learning further strengthen teamwork and interpersonal skills, as children communicate, share responsibilities, and support one another to accomplish shared goals.

Learning in our outdoor classroom, nurtures a connection to the environment, cultivating an appreciation for biodiversity and sustainability. Children develop values of care and responsibility for the natural world, while also experiencing a sense of belonging within the group, enhancing social cohesion and fostering lasting friendships.

Overall, our outdoor learning provision offers unique and meaningful experiences that equip children with essential life skills, foster emotional intelligence, and instil a lifelong love and respect for nature, all of which contribute significantly to their personal and social development.

	EYFS	Year 1	Year 2
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>Reception – visit to CHPA’s Forest School</li> <li>Outdoor learning daily as part of provision</li> <li>Seasonal walk</li> </ul>	<ul style="list-style-type: none"> <li>Daily skip to be fit sessions</li> <li>Regular outdoor learning opportunities through the curriculum</li> <li>Seasonal walk</li> </ul>	<ul style="list-style-type: none"> <li>Daily skip to be fit sessions</li> <li>Regular outdoor learning opportunities through the curriculum</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>Outdoor learning daily as part of provision</li> <li>Minibeast hunt as part of our spring topic</li> <li>Growing plants as part of our spring topic</li> <li>Plant spring bulbs.</li> </ul>	<ul style="list-style-type: none"> <li>Lessons take place in the outdoor classroom.</li> <li>Daily skip to be fit sessions</li> <li>Regular outdoor learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Lessons take place in the outdoor classroom.</li> <li>Daily skip to be fit sessions</li> <li>Regular outdoor learning opportunities</li> </ul>

	<ul style="list-style-type: none"> <li>Seasonal walk</li> </ul>	<p>through the curriculum</p> <ul style="list-style-type: none"> <li>Daily mile</li> <li>Plant spring bulbs.</li> <li>Seasonal walk</li> </ul>	<p>through the curriculum</p> <ul style="list-style-type: none"> <li>Daily mile</li> <li>Plant spring bulbs.</li> <li>Seasonal walk</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>Outdoor learning daily as part of provision</li> <li>Seasonal walk</li> </ul>	<ul style="list-style-type: none"> <li>Lessons take place in the outdoor classroom.</li> <li>Gardening Club</li> <li>Daily skip to be fit sessions</li> <li>Regular outdoor learning opportunities through the curriculum</li> <li>Daily mile</li> <li>Seasonal walk</li> </ul>	<ul style="list-style-type: none"> <li>Lessons take place in the outdoor classroom.</li> <li>Gardening Club</li> <li>Daily skip to be fit sessions</li> <li>Regular outdoor learning opportunities through the curriculum</li> <li>Daily mile</li> <li>Seasonal walk</li> </ul>

## School trips and experiences

At Askern Littlemoor Academy, school trips provide valuable opportunities to support children's personal development in multiple ways. They encourage children to step beyond their comfort zones, fostering independence, self-confidence, and resilience as they explore new environments and experiences. Participating in group activities during trips strengthens teamwork and collaboration skills, helping children communicate effectively and appreciate different perspectives.

School trips also expose children to diverse cultures, histories, and real-world contexts, broadening their horizons and inspiring curiosity and a love of lifelong learning. Hands-on experiences encourage critical thinking and problem-solving as children observe practical applications of their learning and reflect on what they experience.

These shared adventures also help to build strong relationships among peers and between children and staff, creating lasting bonds and a supportive community that enhances emotional well-being and a sense of belonging.

Overall, school trips play a key role in shaping well-rounded individuals by developing social skills, confidence, resilience, and a deeper understanding of the world around them.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Visit from our local Dentist – oral health	Visit from our local Vet  Reindeer experience	Fire Brigade Visit	Amazing Creatures experience	A visit from a train station worker	
Reception		Forest School trip- Reindeer experience			Cannon Hall Farm	
Year 1	Local Walk – Askern	Pantomime – CAST (English-Recount)	Library visit		Conisborough Castle	Walk to Campsall Woods
Year 2	GFOL Experience	Walk to Alexandra House – Remembrance Service Pantomime – CAST	Litter picking (Science)	Walk to St Peter’s Church – Easter & church study	Cannon Hall Museum	Forest School trip

**Environment and Sustainability**

Focusing on the environment and sustainability plays a vital role in fostering personal development by instilling a deep sense of responsibility, awareness, and ethical thinking in our children. Engaging with environmental issues encourages them to think critically about complex challenges. They learn to analyse situations, weigh different options, and develop thoughtful solutions—skills that are valuable across all areas of life.

Exploring environmental challenges also fosters empathy. Children gain an appreciation for diverse perspectives and the interconnectedness of ecosystems and communities, enhancing their social and emotional understanding. Many sustainability initiatives are community-focused, teaching children the importance of working collaboratively toward shared goals. This teamwork nurtures communication, cooperation, and the ability to operate effectively in group settings.

In participating in environmental projects, children encounter both successes and setbacks. These experiences teach resilience, adaptability, and perseverance—qualities essential for personal growth. Seeing the tangible impact of their actions helps children build confidence and a sense of agency, empowering them to believe that they can make a positive difference both locally and globally.

Engaging with nature and sustainability also promotes healthier lifestyles. Outdoor learning and environmental activities encourage physical activity, mindfulness, and a greater awareness of the choices they make, supporting both physical and mental well-being.

Learning about sustainability further develops a strong ethical framework. Children cultivate values such as responsibility, respect, stewardship, and care for the world around them, shaping them into conscientious, thoughtful, and socially aware individuals. Through this holistic approach, environmental education not only enhances knowledge and skills but also nurtures character, preparing children to contribute positively to society and the planet.

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Big wheel and walk</li> </ul>	<ul style="list-style-type: none"> <li>• Assembly for Year 1 &amp; 2 discussing how we can assist with sustainability throughout our school.</li> <li>• Vote for 'Eco Champions'.</li> <li>• Big wheel and walk</li> <li>• Forest school trip</li> <li>• Use recyclable materials to make Enterprise Day products.</li> </ul>	<ul style="list-style-type: none"> <li>• Assembly for Year 1 &amp; 2 discussing how we can assist with sustainability throughout our school.</li> <li>• Vote for 'Eco Champions'.</li> <li>• Big wheel and walk</li> <li>• Outdoor learning at least 1 hour a week</li> </ul>

<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Big wheel and walk</li> <li>• Using recycled materials to create junk models.</li> <li>• Classroom rules- looking after our environment, recycling paper, tidying up.</li> <li>• Mini beast hunt linked to our spring topic</li> </ul>	<ul style="list-style-type: none"> <li>• Litter picking</li> <li>• Big wheel and walk</li> <li>• Outdoor learning at least 1 hour a week</li> <li>• Design technology units use recyclable materials and materials that have been recycled by parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Big wheel and walk</li> <li>• Outdoor learning at least 1 hour a week</li> <li>• Design technology units use recyclable materials and materials that have been recycled by parents.</li> <li>• Litter picking</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Big wheel and walk</li> <li>• Using recycled materials to create junk models.</li> <li>• Classroom rules- looking after our environment, recycling paper, tidying up.</li> <li>• Topic learning- how to look after the ocean</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Big wheel and walk</li> <li>• Active breakfast</li> <li>• Outdoor learning at least 1 hour a week</li> </ul>	<ul style="list-style-type: none"> <li>• Big wheel and walk</li> <li>• Active breakfast</li> <li>• Outdoor learning at least 1 hour a week</li> <li>• Forest school trip</li> </ul>

# SECTION 4

## SPORT & PHYSICAL ACTIVITIES



Including participating in individual and team sports, physical activities like dance, fitness activities or cycling, representing the school or college and attending live events

Plans included in this section are:

- Sport Competitions and sporting visitors
- Extra curricular sport clubs

## Sports Competitions and sports visitors

We place a high value on physical education (PE) as it plays a crucial role in promoting personal development across multiple dimensions, including physical health, emotional well-being, social skills, and character building. Our comprehensive and progressive PE curriculum introduces children to a wide variety of activities that develop not only fitness but also essential life skills such as teamwork, discipline, perseverance, and resilience.

Beyond the core curriculum, we offer a range of sports clubs that provide additional opportunities for children to engage in physical activity, fostering a sense of community, belonging, and shared achievement. Participation in these clubs helps children build confidence and self-esteem as they learn new skills, set goals, and celebrate successes with their peers. These clubs also encourage collaboration, communication, and respect, while allowing children to form lasting friendships.

We further enhance our provision through sports enrichment programs offered by the Leger Education Trust. These initiatives expand children's exposure to different sports, provide additional resources, and create opportunities for new experiences that complement our PE curriculum.

To ensure that all children benefit from sports, we carefully balance inclusivity with competitive opportunities. Sports festivals are designed to be inclusive, enabling every child to participate and enjoy physical activity regardless of ability, promoting confidence and a positive attitude towards health and fitness. At the same time, local and county competitions provide a platform for those who excel in sports to challenge themselves, showcase their talents, and pursue higher-level aspirations.

Through this combination of PE lessons, extracurricular clubs, enrichment programs, and inclusive competitions, we foster personal development by encouraging children to embrace physical activity, develop leadership skills, and cultivate resilience. This holistic approach not only promotes healthy lifestyles but also equips children with the confidence, teamwork, and determination that will support them throughout their lives.

	EYFS	Year 1	Year 2
Autumn Term	<ul style="list-style-type: none"> <li>Big wheel and walk</li> <li>Skip2bepit sessions with Dave Gibon.</li> </ul>	<ul style="list-style-type: none"> <li>Big wheel and walk</li> <li>Leger Sport football competition</li> <li>Leger Sport basketball competition</li> <li>Dodgeball Club</li> <li>Multisports Club</li> </ul>	<ul style="list-style-type: none"> <li>Leger Sport football competition</li> <li>Leger Sport basketball competition</li> <li>Football Club</li> <li>Dodgeball Club</li> <li>Dodgeball Club</li> </ul>

		<ul style="list-style-type: none"> <li>• Skip2bepit sessions with Dave Gibon.</li> <li>• Box2bepit sessions with Dave Gibson</li> <li>• Coach led PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Multisports Club</li> <li>• Skip2bepit sessions with Dave Gibon.</li> <li>• Box2bepit sessions with Dave Gibson</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Big wheel and walk</li> <li>• Skip2bepit sessions with Dave Gibon.</li> <li>• Box2bepit sessions with Dave Gibson</li> <li>• Littlemoor's got Talent competition</li> </ul>	<ul style="list-style-type: none"> <li>• Big wheel and walk</li> <li>• Leger Sport dodgeball competition</li> <li>• Leger Sport cheerleading workshop</li> <li>• Leger Sport tennis competition</li> <li>• Multisports Club</li> <li>• Rugby Club</li> <li>• Dance Club</li> <li>• Skip2bepit sessions with Dave Gibon.</li> <li>• Box2bepit sessions with Dave Gibson</li> <li>• Coach led PE lessons</li> <li>• Littlemoor's got Talent competition</li> </ul>	<ul style="list-style-type: none"> <li>• Big wheel and walk</li> <li>• Leger Sport dodgeball competition</li> <li>• Leger Sport cheerleading workshop</li> <li>• Leger Sport tennis competition</li> <li>• Multisports Club</li> <li>• Rugby Club</li> <li>• Dance Club</li> <li>• Skip2bepit sessions with Dave Gibon.</li> <li>• Box2bepit sessions with Dave Gibson</li> <li>• Coach led PE lessons</li> <li>• Littlemoor's got Talent competition</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Big wheel and walk</li> <li>• Sports day</li> <li>• Skip2bepit sessions with Dave Gibon.</li> <li>• Box2bepit sessions with Dave Gibson</li> <li>• Reception- Coach led PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Big wheel and walk</li> <li>• Active breakfast</li> <li>• Leger Sport athletics competition</li> <li>• Leger sport cricket competition</li> <li>• xxxxx Club</li> <li>• xxxxx Club</li> <li>• Sports Day</li> <li>• Skip2bepit sessions with Dave Gibon.</li> <li>• Box2bepit sessions with Dave Gibson</li> <li>• Interschool competition</li> <li>• Sports day</li> <li>• Coach led PE lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Big wheel and walk</li> <li>• Active breakfast</li> <li>• Skip2bepit sessions with Dave Gibon.</li> <li>• Box2bepit sessions with Dave Gibson</li> <li>• Interschool competition</li> <li>• Leger Sport athletics competition</li> <li>• Leger sport cricket competition</li> <li>• Sports day</li> <li>• Coach led PE lessons</li> </ul>

### Extra Curricular Sporting Clubs

Extracurricular clubs play a vital role in supporting the personal development of our children by offering opportunities for learning, social interaction, and skill-building beyond the classroom. These clubs cater to a variety of interests, from sports to the arts, allowing children to develop and refine specific skills while fostering a sense of achievement and mastery.

Participation in clubs provides children with the chance to interact with peers from different classes, encouraging teamwork, collaboration, and the formation of new friendships. By exploring new activities and taking on challenges, children build confidence, self-esteem, and a

stronger sense of self-worth. They also learn to balance extracurricular commitments with academic responsibilities, developing valuable time-management and prioritisation skills that prepare them for future challenges.

Our Arts clubs nurture creativity, self-expression, and innovation, allowing children to explore their identities and develop imaginative thinking. Sports clubs promote physical activity, instilling the importance of health, wellness, and lifelong fitness habits. Across all clubs, children encounter challenges, setbacks, and successes, learning resilience, perseverance, and the understanding that growth often comes through overcoming obstacles.

Extracurricular activities also provide opportunities for children to discover new interests and passions they may not encounter in the classroom. This exploration supports the development of personal identity, broadens horizons, and inspires aspirations for the future. Through these experiences, our children grow socially, emotionally, and personally, gaining skills and confidence that will benefit them throughout their lives.

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Skip2bepit sessions with Dave Gibon.</li> </ul>	<ul style="list-style-type: none"> <li>• Leger Sport football competition</li> <li>• Leger Sport basketball competition</li> <li>• Dodgeball Club</li> <li>• Multisports Club</li> <li>• Skip2bepit sessions with Dave Gibon.</li> <li>• Box2bepit sessions with Dave Gibson</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Leger Sport football competition</li> <li>• Leger Sport basketball competition</li> <li>• Football Club</li> <li>• Dodgeball Club</li> <li>• Dodgeball Club</li> <li>• Multisports Club</li> <li>• Skip2bepit sessions with Dave Gibon.</li> <li>• Box2bepit sessions with Dave Gibson</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Skip2bepit sessions with Dave Gibon.</li> <li>• Box2bepit sessions with Dave Gibson</li> <li>• Littlemoor’s got Talent competition</li> </ul>	<ul style="list-style-type: none"> <li>• Leger Sport dodgeball competition</li> <li>• Leger Sport cheerleading workshop</li> <li>• Leger Sport tennis competition</li> <li>• Multisports Club</li> <li>• Rugby Club</li> <li>• Dance Club</li> <li>• Drama Club</li> <li>• Skip2bepit sessions with Dave Gibon.</li> <li>• Box2bepit sessions with Dave Gibson</li> <li>• Littlemoor’s got Talent competition</li> </ul>	<ul style="list-style-type: none"> <li>• Leger Sport dodgeball competition</li> <li>• Leger Sport cheerleading workshop</li> <li>• Leger Sport tennis competition</li> <li>• Multisports Club</li> <li>• Rugby Club</li> <li>• Dance Club</li> <li>• Drama Club</li> <li>• Skip2bepit sessions with Dave Gibon.</li> <li>• Box2bepit sessions with Dave Gibson</li> <li>• Littlemoor’s got Talent competition</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Skip2bepit sessions with Dave Gibon.</li> <li>• Box2bepit sessions with Dave Gibson</li> </ul>	<ul style="list-style-type: none"> <li>• Leger Sport athletics competition</li> </ul>	<ul style="list-style-type: none"> <li>• Big wheel and walk</li> <li>• Active breakfast</li> </ul>

	•	<ul style="list-style-type: none"> <li>• Leger sport cricket competition</li> <li>• xxxxx Club</li> <li>• xxxxx Club</li> <li>• Sports Day</li> <li>• Skip2beful sessions with Dave Gibon.</li> <li>• Box2beful sessions with Dave Gibson</li> </ul>	<ul style="list-style-type: none"> <li>• Skip2beful sessions with Dave Gibon.</li> <li>• Box2beful sessions with Dave Gibson</li> <li>• Interschool competition</li> <li>• Leger Sport athletics competition</li> <li>• Leger sport cricket competition</li> <li>• Coach led PE lessons</li> </ul>
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## SECTION 5

# DEVELOPING WIDER LIFE SKILLS

Including cooking, debating, managing finances, and coding

Plans included in this section are:

- Financial & career development



## Financial and career development

Our structured approach to financial and careers education plays a key role in promoting personal development among our children. By equipping them with essential knowledge and practical skills in financial literacy and career exploration, we empower children to make informed decisions about their futures with confidence and independence.

Through learning the basics of budgeting, saving, and responsible spending, children develop strong financial literacy skills that prepare them for adulthood. They gain the ability to set realistic financial goals and create actionable plans to achieve them, fostering long-term thinking, strategic planning, and problem-solving abilities. These skills are transferable and support success across all areas of life.

Exposure to a variety of career paths broadens children’s understanding of the opportunities available to them. It encourages them to explore their interests, discover their strengths, and consider potential career trajectories. Financial and careers education also develops critical thinking, decision-making, and entrepreneurial skills. Children learn to identify opportunities, take calculated risks, and approach challenges with creativity and innovation, fostering a proactive and self-motivated mindset.

As children gain knowledge and confidence in managing finances and exploring careers, they become more self-assured in taking initiative and pursuing their goals. Lessons in ethical decision-making and social responsibility further instil values that guide children to make responsible choices that positively impact both their own lives and the wider community.

Finally, our approach emphasises the importance of education as a lifelong journey. By fostering a growth mindset, children learn to view challenges as opportunities for development and understand that continuous learning is essential for personal and professional success.

	EYFS	Year 1	Year 2
Autumn Term	<ul style="list-style-type: none"> <li>Themed breakfast club events ‘countries and cultures’.</li> <li>Life skills lessons</li> <li>Careers day</li> </ul>	<ul style="list-style-type: none"> <li>Themed breakfast club events ‘countries and cultures’.</li> <li>Life skills lessons</li> <li>Careers day</li> </ul>	<ul style="list-style-type: none"> <li>Themed breakfast club events ‘countries and cultures’.</li> <li>Life skills lessons</li> <li>Careers day</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>Themed breakfast club events ‘countries and cultures’.</li> <li>Life skills lessons</li> <li>Careers day</li> </ul>	<ul style="list-style-type: none"> <li>Themed breakfast club events ‘countries and cultures’.</li> <li>Life skills lessons</li> <li>Careers day</li> </ul>	<ul style="list-style-type: none"> <li>Themed breakfast club events ‘countries and cultures’.</li> <li>Life skills lessons</li> <li>Careers day</li> </ul>
Summer Term	<ul style="list-style-type: none"> <li>Themed breakfast club events ‘countries and cultures’.</li> <li>Life skills lessons</li> <li>Careers day</li> </ul>	<ul style="list-style-type: none"> <li>Themed breakfast club events ‘countries and cultures’.</li> <li>Life skills lessons</li> <li>Careers day</li> </ul>	<ul style="list-style-type: none"> <li>Themed breakfast club events ‘countries and cultures’.</li> <li>Life skills lessons</li> <li>Careers day</li> </ul>

### Life skills including cooking

Life skills.....

We teach cooking throughout the school as a key part of **personal development**, helping children build confidence, independence and healthy lifestyle habits. Cooking is introduced progressively, from simple food-handling skills in the early years to more complex recipes and

techniques as pupils move through the school. Through these experiences, children learn about nutrition, making healthy choices, working safely with equipment, and developing resilience as they practise, taste, evaluate and improve their creations.

A central strength of our approach is the involvement of our **catering team, OCS**, who bring specialist expertise directly into the classroom. Their team provides **hands-on cooking lessons, demonstrations and tasting opportunities**, giving children the chance to learn from professionals who work with food every day. These sessions inspire pupils to try new ingredients, explore a wider range of cultural dishes, understand where food comes from, and experience flavours they may not encounter at home. Working with OCS also helps children see cooking as a real skill with real-world applications.

In addition, cooking is embedded within our **outdoor learning curriculum**, where children learn to prepare simple foods safely over an open fire. These sessions help develop resilience, teamwork and problem-solving, as pupils learn practical skills such as fire safety, outdoor food preparation, and evaluating what makes a meal successful. Cooking outdoors provides a real sense of achievement and gives children a memorable, hands-on connection to nature and self-reliance.

Together, these experiences ensure that cooking contributes meaningfully to pupils' personal development, helping them grow in confidence, broaden their tastes, and build lifelong skills for healthy, independent living.

	EYFS	Year 1	Year 2
Autumn Term	<ul style="list-style-type: none"> <li>• Christmas biscuits</li> <li>• F2- Christmas Club- fudge</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas biscuits</li> <li>• Christmas Club- fudge</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas Club- fudge</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Summer Term	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Coding

Coding forms an important part of our **personal development offer** because it equips our children with essential skills that extend far beyond computer science. Through coding, our children learn to **think logically, solve problems, and persevere**, developing resilience and independence as they test ideas, debug errors, and refine their work. This process builds a strong growth mindset and gives children the confidence to experiment, take risks, and learn from mistakes.

Coding also nurtures **creativity and collaboration**. Our children design their own digital projects—such as games, animations or simple apps—and work together to share ideas, evaluate one another’s work and make improvements. These experiences strengthen teamwork, communication, and the ability to give and receive constructive feedback.

To extend these opportunities further, we have **Junior Digital Leaders**, a team of pupils who take on additional responsibilities in computing. They support technology across the school, explore more advanced coding challenges, and promote safe and responsible digital behaviour. Importantly, they also work alongside our **Trust’s executive IT team**, giving them the chance to apply their skills to real-life technological challenges, learn how to troubleshoot authentic problems, and understand how digital systems operate in the wider world. This hands-on experience develops leadership, confidence and a deeper understanding of digital technology.

By embedding coding throughout the curriculum and offering leadership pathways like the Junior Digital Leaders programme, we ensure children develop not only strong digital literacy but also the broader personal qualities—resilience, creativity, teamwork and critical thinking—that prepare them to thrive both in school and in their future lives.

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Talking whiteboards</li> </ul>	<ul style="list-style-type: none"> <li>• Talking whiteboards</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• F2- Beebot club</li> <li>• Beebots in provision</li> <li>• Microphones</li> </ul>	<ul style="list-style-type: none"> <li>• Beebot club</li> <li>• Talking whiteboards</li> </ul>	<ul style="list-style-type: none"> <li>• Beebot club</li> <li>• Talking whiteboards</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• <b>F2-</b> Beebot club</li> </ul>	<ul style="list-style-type: none"> <li>• Computer club</li> </ul>	<ul style="list-style-type: none"> <li>• Computer club</li> </ul>

## SMSC

Our personal development offer is designed to ensure that all pupils thrive not only academically, but also spiritually, morally, socially, and culturally. We recognise that developing the whole child is essential for preparing them to lead confident, respectful, and responsible lives in modern Britain.

### **Spiritual Development**

We encourage pupils to reflect on their own beliefs, values, and experiences through opportunities in assemblies, PSHE, and across the curriculum. Pupils are given space to explore a sense of identity and belonging, express creativity, and show curiosity about the world around them. Reflection time, discussion, and celebration of different faiths and worldviews help nurture empathy and self-awareness.

### **Moral Development**

Pupils are supported to understand right and wrong, and to take responsibility for their actions. Through PSHE, restorative approaches, and school values, they learn about fairness, justice, and respect. Ethical issues are explored across subjects, enabling pupils to consider different perspectives and make informed, responsible choices.

### **Social Development**

Our curriculum and enrichment opportunities promote teamwork, cooperation, and respect for others. Pupils develop social confidence through collaborative learning, peer mentoring, community projects, and leadership roles such as school council or playground buddies. We also support pupils in learning how to manage conflict, communicate effectively, and contribute positively to the school and wider community.

### **Cultural Development**

We celebrate diversity and promote understanding of the wide range of cultural influences that shape modern Britain. Through curriculum themes, cultural events, and visits, pupils learn to appreciate art, music, literature, and traditions from around the world. We actively promote tolerance and respect, helping pupils value both their own cultural heritage and that of others.

### **We teach SMSC explicitly through Picture News by using real-world news stories to spark meaningful thinking and discussion in primary classrooms.**

**Spiritual:** Children reflect on big questions, values and beliefs through thought-provoking images and stories, helping them develop curiosity, empathy and a sense of wonder.

**Moral:** Each news topic encourages children to consider right and wrong, fairness, consequences and the impact of choices, helping them develop a strong moral compass.

**Social:** By discussing current events together, children learn to listen, share opinions respectfully, work collaboratively and appreciate different viewpoints.

**Cultural:** Picture News introduces pupils to a wide range of people, traditions and global events, helping them understand diversity, celebrate differences and develop respect for different cultures and communities.

Overall, it provides a consistent, engaging, and age-appropriate way to build every aspect of SMSC throughout the school year.

**SMSC is not a stand-alone area but a golden thread running through our curriculum, assemblies, enrichment, and ethos. This holistic approach helps every pupil grow as a thoughtful, compassionate, and active citizen.**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Autumn Term</b>	<ul style="list-style-type: none"><li>• Diwali colouring and fine motor activities</li><li>• Stay and play</li><li>• Black History Month</li><li>• MacMillian Cancer Research</li><li>• Poppy appeal</li><li>• National diabetes day</li><li>• Enterprise Day</li><li>• Christmas jumper day- Save the Children</li></ul>	<ul style="list-style-type: none"><li>• Diwali lanterns</li><li>• Harvest festival</li><li>• Parent workshops</li><li>• Voting for school council and eco warriors</li><li>• Black History Month</li><li>• Anti bullying week</li><li>• MacMillian Cancer Research</li><li>• Poppy appeal</li><li>• National diabetes day</li></ul>	<ul style="list-style-type: none"><li>• Diwali lamps</li><li>• Harvest festival</li><li>• Parent workshops</li><li>• Voting for school council and eco warriors</li><li>• Black History Month</li><li>• Anti bullying week</li><li>• MacMillian Cancer Research</li><li>• Poppy appeal</li><li>• National diabetes day</li><li>• Christmas jumper day- Save the Children</li></ul>

		<ul style="list-style-type: none"> <li>Christmas jumper day- Save the Children</li> </ul>	
<b>Spring Term</b>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>Enterprise Day</li> </ul>	<ul style="list-style-type: none"> <li>Enterprise Day</li> </ul>	<ul style="list-style-type: none"> <li>Enterprise Day</li> </ul>

## Equality and Diversity

At our school, we are committed to creating an environment where every pupil and member of staff feels valued, respected, and included. Promoting equality and celebrating diversity are central to our ethos and underpin everything we do.

### **Equality of Opportunity**

We believe that all pupils, regardless of background, ability, or circumstance, should have equal access to high-quality education and the opportunities it brings. We actively identify and remove barriers to learning, providing targeted support where needed so that every child can achieve their full potential. This includes personalised interventions, reasonable adjustments for pupils with SEND, and strong partnerships with parents and external agencies.

### **Celebrating Diversity**

Our curriculum reflects and celebrates the diversity of our school community and wider society. Pupils learn about different cultures, faiths, and traditions through subjects such as RE, PSHE, and the humanities, as well as through themed days, assemblies, and enrichment activities. We encourage pupils to share their own experiences and heritage, fostering mutual respect, understanding, and pride in who they are.

### **Challenging Discrimination**

We take a clear and proactive stance against all forms of discrimination, prejudice, and bullying. Staff model inclusive language and behaviour, and pupils are encouraged to speak out if they witness or experience unfair treatment. Our policies, including our Equality and Anti-Bullying Policies, reinforce our commitment to respect, fairness, and dignity for all.

### **Inclusive Curriculum and Representation**

We ensure that teaching materials and classroom discussions represent a wide range of voices, cultures, and perspectives. Pupils encounter positive role models that reflect the diversity of modern Britain, helping them to develop empathy and an understanding of social justice.

### **Developing Respectful, Informed Citizens**

Through our personal development curriculum, including British Values and SMSC education, pupils learn about equality, human rights, and democracy. They are supported to challenge stereotypes, appreciate difference, and contribute positively to their community and society.

### **Teaching Equality and Diversity through Picture News**

Picture News is taught every week for 30 minutes from EYFS to year 6. It uses real-life stories and images to help children see and understand the diverse experiences of people around the world. It encourages thoughtful discussions that challenge stereotypes and promote fairness, respect and inclusion. By exploring these weekly topics, children develop a deeper awareness of equality and the importance of valuing everyone's differences.

Equality and diversity are not standalone initiatives at our school—they are woven into our culture, curriculum, and daily practice. We strive to ensure that every pupil feels a sense of belonging and is empowered to succeed, preparing them to thrive in an inclusive and respectful world.

	EYFS	Year 1	Year 2
Autumn Term	•	•	•
Spring Term	•	•	•
Summer Term	•	•	•

### Protected characteristics

At our school, we are committed to ensuring that all pupils understand, respect, and value the diversity of people’s experiences and identities. We actively teach the **protected characteristics** as defined in the **Equality Act 2010**, helping pupils to recognise discrimination, celebrate difference, and contribute to a fair and inclusive society.

The nine protected characteristics are:

Age	Disability	Gender reassignment	Marriage and civil partnership	Pregnancy and maternity	Race	Religion or belief	Sex	Sexual orientation
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We Teach Protected Characteristics:

#### Through the PSHE and RSE Curriculum

Our PSHE (Personal, Social, Health and Economic education) and RSE (Relationships and Sex Education) programmes explicitly teach respect, empathy, and equality. Pupils learn about different types of families, relationships, and identities in an age-appropriate way. Lessons encourage discussion, challenge stereotypes, and promote understanding of fairness and inclusion.

#### Through Assemblies and Whole-School Themes

Assemblies regularly focus on values such as respect, kindness, and tolerance, often linking to national events like Anti-Bullying Week, Black History Month, or Pride. These opportunities help pupils see the relevance of the protected characteristics in everyday life and understand why equality matters.

### **Across the Curriculum**

Equality and diversity are embedded throughout subjects. In English, pupils explore diverse authors and characters; in History, they study the contributions of different cultures; in Art and Music, they engage with a range of cultural influences. Teachers highlight positive role models who reflect different backgrounds, genders, abilities, and beliefs.

### **Through the School Ethos and Behaviour Expectations**

Our school values promote mutual respect and dignity for all. We expect pupils to demonstrate inclusive behaviour and challenge prejudice or discriminatory language. Staff model inclusive attitudes and address any incidents swiftly and sensitively, ensuring pupils understand the impact of their words and actions.

### **Through Pupil Voice and Leadership**

Pupils take part in initiatives such as school council, peer mentoring, and equality ambassadors, where they help promote inclusion and respect across the school. These roles give them ownership of our shared responsibility to uphold the principles of equality.

By teaching the protected characteristics in a clear, age-appropriate, and integrated way, we help pupils to:

- Understand their rights and responsibilities under the Equality Act
- Recognise and challenge discrimination
- Value diversity and difference
- Develop the confidence to be themselves and support others to do the same

### **Through Picture News 1x 30minute session weekly from EYFS to year 2.**

**Picture News** is a resource we use to help our children learn about current events, diversity, and values. It supports teaching about *protected characteristics* in age-appropriate and meaningful ways:

#### **It uses real-world news to make learning relevant**

Picture News takes real, child-friendly news stories and presents them through photos, simple text and discussion prompts.

These stories often naturally involve people with different backgrounds, beliefs, identities, and abilities.

This helps pupils understand that protected characteristics are not abstract ideas—they relate to real people in the real world.

#### **It encourages empathy and understanding**

The images and stories are designed to help children *see* and *feel* the experiences of others.

When children explore stories about, for example:

- someone using a wheelchair,

- a person experiencing discrimination,
- a celebration from a faith community,  
they begin to understand what fairness, respect and equality mean.

**Builds vocabulary and concepts safely**

Protected characteristics can be difficult concepts for young children.

Picture News breaks down difficult concepts through:

- simple explanations
- guided questions
- clear visuals

	EYFS	Year 1	Year 2
Autumn Term	•	•	•
Spring Term	•	•	•
Summer Term	•	•	•

	Whole School	FS1 (Nursery)	FS2 (Reception)	Year 1	Year 2
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>-Jigsaw</li> <li>-Keeping Healthy</li> <li>-Termly Aspire Events</li> <li>-Kindness week</li> <li>-Children's Mental Health Day</li> <li>-Online Safety Day</li> <li>-Sports Day</li> <li>-Bonfire Night</li> <li>-Active Travel</li> <li>-RE</li> </ul>	<p>Christmas Performance</p>	<p>Jigsaw: 1.</p> <p>-Christmas - Performance</p>	<p>Jigsaw:</p> <p>-Christmas Performance</p> <p>-Visits to Askarna Day Centre</p>	<p>Jigsaw:</p> <p>-Christmas Performance</p> <p>-Y2 end of year performance</p> <p>-Visits to Askarna Day Centr</p>

<b>SMSC</b>					
<b>British Values</b>  <b>Life in Modern Britain</b>	<ul style="list-style-type: none"> <li>-Assemblies</li> <li>-PHSE and RE curriculum</li> <li>-Relationships policy</li> <li>-Weekly Virtues (cake and games with HT).</li> <li>-Voting for School Council - Playground Leaders</li> </ul>			-British Values song/rap	British Values song/rap
<b>Life Skills</b>	<ul style="list-style-type: none"> <li>-Classroom monitors</li> <li>-Life Skills Curriculum</li> <li>-Road Safety</li> <li>-Growth Mindset</li> </ul> <p>Embedded throughout school and pupils are consistently reminded to take risks with their learning, believe in the power of “yet” and learn from their mistakes</p>	-Transition to FS2	Transition to Y1	Transition to Y2 Water Safety	Transition Y3 Spa Water Safety
<b>Character Building</b>	<ul style="list-style-type: none"> <li>-Golden Rules</li> <li>-Bespoke Life Skills Curriculum</li> <li>-Operation Christmas Child, -- Children in Need</li> <li>-Red Nose Day</li> <li>-Skip to be Fit</li> <li>-No Outsiders</li> </ul> <p><b>-Zones of Regulation:</b></p>		<b>-No Outsiders</b> The No Outsiders Project teaches children about protected characteristics and to celebrate diversity and understand the Equality Act.	<b>-No Outsiders</b>	<b>-No Outsiders</b>

	<p>Used within each classroom so that pupils can develop awareness of their feelings and learn the skills of self-regulation. This also helps alert teachers to pupils who are communicating difficult emotions so that support can be offered.</p> <p><b>Metacognition training and implementation</b></p> <p>Use of this approach when planning and delivering lessons drives both staff and pupils to understand and develop lifelong learning and character building skills.</p>				
<b>Pupil Voice</b>	<ul style="list-style-type: none"> <li>-School Council</li> <li>-Pupil surveys</li> <li>-Meetings with Mr Fish</li> <li>-Conversations with School Leaders and external visitors</li> <li>-Sustainability Team</li> </ul>			<ul style="list-style-type: none"> <li>-School Council Elections</li> <li>-Eco Warrior Elections</li> </ul>	<ul style="list-style-type: none"> <li>-School Council Elections</li> <li>-Eco Warrior Elections</li> </ul>
<b>Community &amp; Enterprise</b>	<ul style="list-style-type: none"> <li>-Links with Askarna Day Centre</li> <li>-Harvest -Festival – donations to local elderly home.</li> <li>-Christmas crafts, make and sell</li> <li>-Family Picnic</li> <li>-Family craft sessions</li> <li>-Christmas and Summer fairs</li> </ul>	?	?	<ul style="list-style-type: none"> <li>Run a book swap</li> <li>Enterprise project: ?</li> </ul>	<ul style="list-style-type: none"> <li>Enterprise project: ?</li> <li>Performing Carols at Residential Home</li> </ul>
<b>Assemblies &amp; Celebration Days</b>	<ul style="list-style-type: none"> <li>Assembly themes: - Celebrating Differences</li> <li>-Staying Safe</li> </ul>	<ul style="list-style-type: none"> <li>-Easter Bonnet &amp; Basket Parade</li> </ul>	<ul style="list-style-type: none"> <li>-Easter Bonnet &amp; Basket Parade</li> </ul>	<ul style="list-style-type: none"> <li>Christmas Show</li> <li>-Easter Egg Competition</li> </ul>	<ul style="list-style-type: none"> <li>-St Peter's Church -- Memorial chancel screen</li> </ul>

<b>Capital Culture</b>	<ul style="list-style-type: none"> <li>-British Values</li> <li>-Feelings and Emotions</li>   <li>-Picture News</li> <li>-No Outsiders</li>   <li>-Special days: St George's Day Christmas Easter Song/ Poem performance Eid Diwali World Book Day VE Day Black History Month</li> </ul>			<ul style="list-style-type: none"> <li>-Careers assembly</li> </ul>	<ul style="list-style-type: none"> <li>-Remembrance Day</li> <li>-Easter Egg Competition</li> <li>-Careers assembly</li> </ul>
<b>Visits, Visitors and Special Events</b>	<ul style="list-style-type: none"> <li>-Cast Theatre for pantomime</li> <li>-Happy Chicks</li> <li>-Network Rail Safety Assembly</li> <li>-Water Safety workshops</li> <li>-NSPCC assembly</li> <li>-Boggledy Book Fair</li> </ul>	Local library	TRIPS? School Nurse- Dental Hygiene	TRIPS? School Nurse – Safe Touch	TRIPS? School Nurse – Safe Touch
<b>Nurturing Talents &amp; Interests</b>	<ul style="list-style-type: none"> <li>-After school clubs</li> <li>-Lunchtime clubs</li> <li>-Christmas Performances</li> <li>-Talent show</li> <li>-Skip To Be Fit</li> </ul>		Gardening club Reading club Craft club Outdoor learning club	LET sports festivals	Doncaster Sing Out LET sports festivals Reading Leaders

<b>Diversity &amp; Protected Characteristics</b>	-Diverse texts -Chinese New Year -Diwali				
<b>Sustainability &amp; Caring For Our Natural World</b>	Litter picking Composting Earth Day/ Week	?	?	?	-Eco Warriors