Askern Moss Road Infant Academy

R I A M

Whole school overview

Personal Development and Well-being



Leger Education Trust Vision

Truly Great Students in Truly Great Schools

Askern Moss Road Infant Academy Core Values

Pride **Ambition** **Integrity** **Responsibility**

Key Drivers

A	S	P	I	R	E
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

PERSONAL DEVELOPMENT & WELL-BEING

"'Intelligence plus character—that is the goal of true education." - Martin Luther King Jr.

INTENT

At Moss Road Infant Academy, we believe that achievement goes beyond academic success. Our aim is to support every pupil to flourish across the **core curriculum, the wider curriculum, and their personal development**, preparing them to become well-rounded, confident, and responsible young citizens. We serve a **diverse and high-need community**, including 33% of pupils eligible for pupil premium, 21% of pupils are of traveller heritage, and a growing number of EAL pupils from Ukraine, Poland, and Latvia. Our provision is designed to be **inclusive and responsive**, ensuring that every child experiences opportunities that are meaningful and tailored to their needs. A strong sense of **belonging and community** underpins everything we do. We want pupils to feel treasured within Moss Road Infant Academy, within the local community of Askern, and the wider Doncaster area. Pupils are encouraged to see themselves as valued members of our school and the Leger Education family, thriving in a supportive environment that celebrates their successes and encourages them to aim high in all areas of life. Our personal development and enrichment offer provides pupils with **rich experiences in the arts, culture, and creativity**, enabling them to express themselves, take part in performances, and evaluate and appreciate artistic work. These opportunities build **confidence, imagination, and pride** in their abilities. We embed **enrichment and social opportunities** into the daily life of our school, including clubs, assemblies, workshops, trips, and whole-school events. A key aim is to **develop independence, emotional regulation, and social skills**, enabling pupils to resolve conflicts, interact positively with others, and take responsibility for their actions. Through this holistic approach, Moss Road Infant Academy ensures that every pupil feels **welcomed, valued, and respected**, gaining the experiences, skills, and confidence they need to thrive both in school and in life beyond.

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 program through a strategically planned framework that encompasses a diverse range of events and activities designed to engage our children and enhance their growth. Our initiatives include participation in national charity events like Red Nose Day, where our children learn the importance of compassion and community involvement. We participate in all our Trust events such as sport competitions which promote teamwork and physical health. We engage with our local community events, such as the Remembrance Service which promotes a sense of belonging and pride. We also plan a rich variety of enrichment experiences within our academy such as such as school trips and visitors into school, which promote all aspects of personal development including leadership skills, teamwork and respect.

CULTURE OF OUR SCHOOL

We promote personal development through the strong, positive culture of Moss Road Infant Academy, which emphasises the importance of healthy relationships, inclusivity, and open communication. We implement restorative practices that empower our children to resolve conflicts constructively, teaching them valuable skills in empathy, collaboration, and emotional regulation. By creating an environment where every child's voice is heard—through class discussions, school council, and whole-school events—we ensure that all our children feel respected, valued, and a genuine sense of belonging.

Certain aspects of our personal development offer cannot be explicitly outlined in a planning grid because they are deeply embedded within the culture of our school. For example, the positive relationships between pupils, staff, and the wider community define our environment. Our staff consistently model the values we seek to instil, demonstrating kindness, respect, responsibility, and tolerance in their interactions. This modelling reinforces the expectations we have for our children, nurturing an inclusive atmosphere where personal development can flourish for all. This holistic approach ensures that our commitment to personal growth is not only intentional but also a lived experience for every member of our school community.

AN EQUITABLE APPROACH

We are deeply committed to ensuring that our personal development plan is equitable, providing all our children with equal access to events and opportunities, regardless of their individual circumstances. We actively support children with Special Educational Needs and Disabilities (SEND) by tailoring resources and adapting activities to meet their unique needs, ensuring they can fully participate alongside their peers. For children eligible for the pupil premium, or those with EAL, we implement strategies that remove barriers to participation and include financial support when necessary, allowing them to take part in all extracurricular activities and enrichment programs. Our inclusive approach is rooted in a strong ethos of non-discrimination, fostering an environment where every child feels valued, empowered, and supported to reach their full potential, thus promoting a truly equitable learning experience for all.

EVIDENCE OF PERSONAL DEVELOPMENT

We evidence our strategically planned events and opportunities that promote personal development through our corridor displays, which serve as a comprehensive record of our initiatives and their impact. These displays include photographs, meeting notes and pupil voice reflections, capturing the essence of our children's' experiences and the growth they achieve through various activities.

However, while these tangible records provide insight into our personal development efforts, the most authentic way to understand how we promote personal development in a non-explicit manner is to spend time in our school and 'feel' how it all works. Observing the interactions among our children, the relationships built between staff and pupils, and the overall school atmosphere including all its systems and processes reveals the underlying values and culture that support personal growth. This immersive experience highlights the daily moments of connection, collaboration, and respect that are integral to our commitment to nurturing well-rounded individuals, going beyond what can simply be documented in written form.

IMPACT

At Moss Road Infant Academy, our personal development and wellbeing offer opens up the world to our children. Prioritising holistic development and embedding meaningful opportunities across the curriculum and enrichment provision has a profound impact on our school community, fostering an environment where every child feels welcomed, valued, and supported. By focusing on emotional regulation, resilience, social skills, and independence, we equip our children with essential life skills that enhance their wellbeing and prepare them for life beyond school. This approach builds self-confidence, encourages positive relationships, and promotes a culture of respect, inclusivity, and belonging throughout the school.

As a result of our commitment to personal development, we are proud to nurture the vision of our Trust: **"Truly Great Students in Truly Great Schools."**

Our children not only achieve academically but also embody the values we instil through our programmes. They become empathetic, confident, and responsible individuals who contribute positively to their school, local community of Askern, and wider Doncaster area. The ripple effect of prioritising personal development creates a thriving school culture where kindness, collaboration, and achievement are celebrated, leading to lasting impacts that extend far beyond their time with us.

SECTION 1
CIVIC ENGAGEMENT

Including volunteering, school democracy and community engagement.

- Plans included in this section are:
- School Council & Pupil Voice
- British Values
- Community Engagement
- Visitors into School
- Celebration & Recognition



SCHOOL COUNCIL AND PUPIL VOICE

The School Council plays a central and active role in **promoting pupil voice** and contributing to the wider personal development of all pupils. While key areas for consultation are mapped across the year (including school dinners, playtime provision and extra-curricular opportunities), this does not fully reflect the breadth of their work. The School Council meets at least once **each half term** and, where appropriate, more frequently in response to emerging priorities, pupil-led ideas or wider school and community events.

Pupils are encouraged to take ownership of the agenda, identifying areas of focus that matter to them and their peers. This ensures that the work of the School Council remains responsive, relevant and meaningful. In addition to planned pupil voice activities, members are actively involved in a range of **school and community projects**. The school has strong links with Askern Town Council, and pupils have contributed to local initiatives such as tree planting and creating bird houses for the community. The School Council also works closely with the local social group B:Friends, taking a lead in writing letters and invitations to foster intergenerational connections.

Protected Characteristics

The School Council plays a key role in leading and **supporting whole-school assemblies** linked to significant events throughout the year, including Children's Mental Health Week, Comic Relief and the RSPB Big Garden Birdwatch. Through these opportunities, pupils develop confidence, leadership skills and a strong sense of social responsibility.

As a result, the School Council contributes significantly to many aspects of the school's Personal Development offer, providing pupils with meaningful opportunities to influence change, engage with their community and develop as active, responsible citizens.

	EYFS	YEAR 1	YEAR 2
AUTUMN TERM		**School Council Election** Y2 pupils complete a speech before the whole school vote for their school parliament **Play Leader Role** Pupils gain roles as play leaders to support play time activities	
SPRING TERM		**Pupil Voice** School Council complete a survey with children to gain views on: • Lunch menu • Play time activities • After school clubs **Play Leader Role** Pupils gain roles as play leaders to support play time activities	
SUMMER TERM		**Pupil Voice** School Council complete a survey with children to gain views on: • Lunch menu • Play time activities • After school clubs **Play Leader Role** Pupils gain roles as play leaders to support play time activities	

BRITISH VALUES

British Values are a fundamental aspect of the school's Personal Development and Well-being offer and are both explicitly taught and consistently embedded through lived experiences across the school year. While planned curriculum links, key texts and events are mapped to ensure coverage, this represents only part of the wider provision.

A key driver of this work is the weekly use of **Picture News** assemblies, which provide regular, age-appropriate opportunities for pupils to engage with current events. These sessions are carefully selected to make explicit links to British Values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance. Through discussion and reflection, pupils are supported to understand how these values apply in real-life contexts.

Learning from these assemblies is often revisited and developed further within the classroom, forming the basis for extended discussion, writing opportunities or cross-curricular links. In addition, themes explored through Picture News frequently inform the work of the School Council, enabling pupils to share their views, contribute to decision-making and, where appropriate, lead on initiatives or events such as the RSPB Big Garden Birdwatch.

British Values are therefore not taught in isolation but are woven throughout daily school life. They are reinforced through assemblies, classroom practice, pupil leadership opportunities and wider school experiences, ensuring that pupils develop a deep, practical understanding of their importance in both school and the wider community.

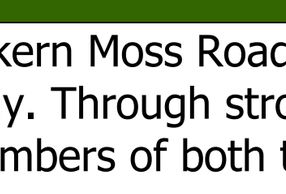
	EYFS	YEAR 1	YEAR 2
AUTUMN TERM	Anti Bullying Week – odd socks day - **mutual respect and tolerance** Black History Month – Children learn about significant individuals. EYFS artists, Y1 authors, Y2 significant individuals - **mutual respect and tolerance** School council elected – **individual liberty and democracy** Inter-generational links with B:friends & Askarne Day Centre - **mutual respect and tolerance** PSHE unit – celebrating difference - **mutual respect and tolerance** Display with artifacts from other cultures Diwali – Library box - **mutual respect and tolerance**		
	English unit – The Pirates are Coming – **mutual respect and tolerance** History Topic – Personal History **mutual respect and tolerance** Topic – My Place our Place – visit from fire and police – **rule of law**	History Topic – Personal History - **mutual respect and tolerance**	History Topic – Personal History – How was school different in the past? **mutual respect and tolerance** Geography – Would you prefer to live in a hot or cold place? **mutual respect and tolerance**
SPRING TERM	Pupil Voice – School lunch menu, after school clubs and play time activities - **individual liberty and democracy** African drumming show - **mutual respect and tolerance** International Women's Day - **mutual respect and tolerance** National Careers week - **individual liberty**		
	Topic – Let's explore - **individual liberty**	English unit – Beegu - **mutual respect and tolerance** History topic – How have toys changed? **mutual respect and tolerance**	African Drumming workshop - **mutual respect and tolerance** English unit – my name is not refugee - **mutual respect and tolerance**
SUMMER TERM	Pupil Voice – School lunch menu, after school clubs and play time activities - **individual liberty and democracy** PSHE unit Relationships - **mutual respect and tolerance**		
	Topic – Past and present	Geography – What is it like to live in Shanghai? **mutual respect and tolerance**	English unit – My Name is not Refugee - **mutual respect and tolerance** History – What is a monarch? – **rule of law**

COMMUNITY ENGAGEMENT

Community engagement is a key strength of our personal development offer at Askern Moss Road Infant Academy, providing meaningful opportunities for our children to grow socially, emotionally and culturally. Through strong links with the local community, pupils develop a clear sense of belonging and feel valued as active members of both the school and the wider community.

Participation in community events enables our children to interact with a wide range of people, including peers, families and local community members. These experiences support the development of communication skills, encourage teamwork and help children to build positive relationships. Opportunities to contribute to community projects allow pupils to take on age-appropriate leadership roles, supporting them to develop confidence and begin to understand how they can make a positive difference.

Engagement with the community enables pupils to thrive beyond the classroom. By taking part in shared events and initiatives, children develop a sense of pride in their school and local area, alongside growing empathy, resilience and an awareness of others. These experiences ensure that all pupils feel included, valued and empowered to contribute positively to the communities they are part of.

	EYFS	YEAR 1	YEAR 2
AUTUMN TERM	Coffee morning for parents and families Hello Yellow – world mental health day Remembrance Day – learning Harvest assembly and local food bank **Charity Focus:** Hello Yellow – Mental health awareness MacMillan Coffee Morning Poppy Appeal Save the Children – Christmas Jumper day Children in need 		
	B:FRIENDS invited to watch dress rehearsal of Christmas performance	B:Friends – intergenerational links Christmas choir performance at church	Remembrance day – art work created and perform at Alexander house Christmas choir performance at church
SPRING TERM	 Coffee morning for parents and families Skip2Bfit family fitness day Big Garden Birdwatch – bird houses & tree planting in the local community Visits from people who help us – police, fire service, trainline, school nurse **Charity Focus:** NSPCC numbers day Red Nose Day		
			Visit local church
SUMMER TERM	Coffee morning for parents and families		
	B:Friends visit – intergenerational links	Visit local church 	Litter picks across the community B:FRIENDS invited to watch dress rehearsal of leavers assembly Transition to local Junior school

CELEBRATION AND RECOGNITION

Celebration and recognition are central to the personal development of pupils at Askern Moss Road Infant Academy, creating a culture in which all children feel valued, motivated and able to thrive. Regular celebration assemblies provide meaningful opportunities to recognise both individual and group achievements across a wide range of areas, including learning, behaviour, effort and wider talents.

Through these assemblies, pupils develop a strong sense of belonging as they come together to share and celebrate success. Recognition of effort and achievement supports the development of self-esteem and confidence, encouraging children to persevere and take pride in their accomplishments. This consistent reinforcement of positive behaviours helps pupils to understand the importance of resilience, effort and a growth mindset.

Celebration assemblies also promote respect and empathy, as pupils are encouraged to recognise and celebrate the achievements of others. This fosters a supportive and inclusive school culture where all children feel valued and appreciated. Opportunities to participate in assemblies—whether through sharing work, receiving awards or contributing to performances—enable pupils to develop confidence in speaking and presenting in front of others.

By recognising a broad range of achievements, the school ensures that all pupils have the opportunity to be celebrated and to contribute to the life of the school. This inclusive approach supports pupils to develop confidence, feel a sense of pride in their achievements and understand their role within the school community.

	EYFS	YEAR 1	YEAR 2
AUTUMN TERM	Weekly celebration assemblies linked to ASPIRE values including activities out of school Termly Trust award (Ambition, Pride, Integrity and Responsibility) Termly attendance prizes (Christmas goody bags) Children achieving 'Bronze' attendance status – badge		
		Three Strikes – readers disco – weekly Christmas performance at the church Christmas choir performance at church	Three Strikes – readers disco – weekly Trust festival celebrations Christmas choir performance at church
SPRING TERM	Weekly celebration assemblies linked to ASPIRE values including activities out of school Termly Trust award (Ambition, Pride, Integrity and Responsibility) Termly attendance prizes (Easter eggs) Children achieving 'Bronze' and 'Silver' attendance status – badge Three Strikes – readers disco		
		Three Strikes – readers disco – weekly	Three Strikes – readers disco – weekly Trust festival celebrations
SUMMER TERM	Weekly celebration assemblies linked to ASPIRE values including activities out of school Termly Trust award (Ambition, Pride, Integrity and Responsibility) Termly attendance prizes (Summer goody bags) Children achieving 'Bronze', 'Silver' and 'gold' attendance status – badge Three Strikes – readers disco		
	Three Strikes – readers disco – weekly	Three Strikes – readers disco – weekly	Three Strikes – readers disco – weekly Trust festival celebrations Leavers Assembly

VISITORS INTO SCHOOL

Inviting visitors into school is a key part of our personal development offer at Askern Moss Road Infant Academy, providing pupils with meaningful opportunities to engage with the wider world. Visitors, including professionals and members of the local community, enrich learning by sharing their experiences and helping children to make connections between their learning and real life.

These experiences support pupils to develop confidence and communication skills, as they are encouraged to ask questions, listen carefully and share their own ideas. Visitors also act as positive role models, demonstrating important qualities such as resilience, perseverance and aspiration in an age-appropriate way. This helps pupils to begin to understand future possibilities and develop a sense of ambition.

Engagement with visitors promotes a sense of belonging and helps children to feel valued as active participants in their learning. It also supports the development of empathy and respect, as pupils learn about different roles, experiences and perspectives within their community. Through these opportunities, pupils are supported to thrive socially, emotionally and culturally, developing a broader understanding of the world around them.

	EYFS	YEAR 1	YEAR 2
AUTUMN TERM	Protected Characteristics	Major – armed forces Local foodbank collection Skip2BFit	
	B:FRIENDS invited to watch dress rehearsal of Christmas performance School Nurse – height and weight	Christingle service in school by reverend B:Friends – elderly group – games and biscuits School Nurse – Oral Hygiene	Christingle service in school by reverend School Nurse – Oral Hygiene
SPRING TERM		Skip2BFit Fire fighter visit Police visit – safety National rail visit Road Safety show	
		School Nurse – Safe touch	African Drumming Workshop Protected Characteristics
SUMMER TERM		Skip2Bfit Super Champs Day	
	B:Friends – elderly group – games and biscuits		B:FRIENDS invited to watch dress rehearsal of leavers assembly

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:

- Creative Expression & Performance
- Enrichment Experiences



CREATIVE EXPRESSION & PERFORMANCE

Creative expression and performance are integral to our personal development offer at Askern Moss Road Infant Academy, providing all pupils with opportunities to actively engage as creators of the arts rather than passive observers. Through their curriculum entitlement in subjects such as music, art and physical education, children are encouraged to explore, compose and innovate, making choices about how they express their ideas and individuality.

While the table below outlines the additional opportunities available through clubs and key performances, creative expression and performance are embedded throughout the wider curriculum and daily provision. Pupils are supported to develop confidence, creativity and self-expression through a range of planned and spontaneous opportunities to perform, create and share their work. Whether composing simple pieces in music, experimenting with techniques in art or creating performances in PE, children are given the freedom to make decisions and take ownership of their learning.

Through these experiences, pupils feel valued as artists and performers, developing a sense of pride in their achievements and a willingness to take creative risks. They are empowered to contribute, collaborate and express themselves in a variety of ways, enabling them to thrive both personally and socially.

<table>
<tr><th></th><th>EYFS</th><th>YEAR 1</th><th>YEAR 2</th></tr>
<tr><td rowspan="2">AUTUMN TERM</td><td colspan="3">Christmas Dress rehearsals to school and B: Friends
Christmas Performance
Harvest Festival to parents
Singing assembly – weekly
Class Music Performance - End of term to school
Clubs:
Dance - performance to parents
Recorder – perform to school
Choir – performance at the church</td></tr>
<tr><td>Christmas performance to parents</td><td>Christmas Choir Performance at the church
Christmas performance to parents</td><td>Christmas Choir Performance at the church
Christmas performance to parents and B: Friends</td></tr>
<tr><td rowspan="2">SPRING TERM</td><td colspan="3">Singing Assembly - weekly
Sing up day
Class Music Performance - End of term to school
Clubs:
Cheer - performance to parents
Dance - performance to parents</td></tr>
<tr><td></td><td></td><td>Campsmount come dancing
African Drumming workshop</td></tr>
<tr><td rowspan="2">SUMMER TERM</td><td colspan="3">Singing assembly – weekly
Class Music Performance - End of term to school
Clubs:
Dance – performance to school
Choir – performance to parents and whole school</td></tr>
<tr><td></td><td></td><td>Leavers assembly to parents and B: Friends</td></tr>
</table>

ENRICHMENT EXPERIENCES

Enrichment experiences, including arts-based trips, visitors, shows and performances, play a vital role in nurturing pupils' personal development at Askern Moss Road Infant Academy. These opportunities provide rich, first-hand experiences that go beyond the classroom, enabling children to engage with the arts in a direct and meaningful way.

Through exposure to live performances and visiting artists—such as musicians, storytellers, actors and dancers—pupils are supported not only to experience the arts, but to develop their ability to appreciate and evaluate them. Children are encouraged to talk about what they have seen and heard, express their preferences and opinions, and reflect on how performances make them feel. These opportunities develop pupils' confidence in articulating their thoughts, deepen their understanding of different art forms and support the development of their own creative identities.

While the table below outlines the range of visitors and performances offered, these experiences are carefully planned to complement and enhance the wider curriculum. They broaden pupils' cultural capital, spark curiosity and imagination, and allow children to see the arts as accessible and relevant to their own lives. This is further strengthened by staff who share their own interests and talents, modelling enthusiasm and engagement.

Overall, these enrichment opportunities support pupils to become confident, reflective and engaged learners who can respond thoughtfully to the world around them, enabling them to thrive both creatively and personally.

	EYFS	YEAR 1	YEAR 2
AUTUMN TERM	Visit from Major Ashton to deliver Remembrance talk – followed by an arts activity Cello performance Class Music Performance - End of term to school		
		Christingle service in school by reverend – children make their own Christingle Pantomime visit to Cast Theatre	Christingle service in school by reverend – children make their own Christingle Pantomime visit to Cast Theatre Remembrance service at Alexander House
SPRING TERM	Road Safety Puppet Show – Doncaster Council Recorder performance – Children Ukulele performance Sing up day Recorder performance – Children Class Music Performance - End of term to school		
	African Drumming show	African Drumming show	African Drumming Workshop
SUMMER TERM	Choir – performance to parents and whole school Bass Guitar performance Class Music Performance - End of term to school		

SECTION 3
NATURE, OUTDOOR & ADVENTURE

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

Plans included in this section are:

- Outdoor Learning & Provision
- Environmental Awareness & Sustainability



OUTDOOR LEARNING AND PROVISION

Outdoor learning and provision are integral to our personal development offer at Askern Moss Road Infant Academy, providing all pupils with opportunities to engage with the natural environment and learn beyond the classroom. Through continuous provision in EYFS and outdoor areas, as well as curriculum-linked outdoor lessons, children are encouraged to explore, investigate and develop their understanding of the world through first-hand, play-based experiences. These opportunities support pupils to build curiosity, independence and resilience while fostering a connection with the world around them.

While the table below outlines the planned opportunities for outdoor learning across each year group, this represents only part of our provision. Outdoor learning is embedded throughout the wider curriculum and daily practice, with staff actively seeking opportunities to take learning outside wherever possible. Pupils are supported to develop confidence, problem-solving skills and collaboration through a range of planned and spontaneous experiences in the outdoor environment. Whether engaging in exploration through continuous provision, applying skills in outdoor lessons or initiating their own play and discovery, children are encouraged to take ownership of their learning.

Through these experiences, pupils develop a sense of curiosity, wellbeing and respect for their environment. They are empowered to explore, take appropriate risks and work collaboratively, enabling them to thrive both personally and socially.

	EYFS	YEAR 1	YEAR 2
AUTUMN TERM	Outdoor play – lunch – balance bikes, football, basketball, play equipment, skipping Autumn walk school grounds		
	Outdoor continuous provision Geography maps – walk to the lake	Geography local walk – walk around the block	School Council Play Leaders Science – Living things Habitats – Walk to the lake/wood meadow Leger Sport Festivals
SPRING TERM	Outdoor play – lunch – balance bikes, football, basketball, play equipment, skipping Winter & Spring walk school grounds British Science week activities Chick delivery		
	Outdoor continuous provision Recycling and protecting our planet topic Materials topic - school grounds Let's Explore Topic – Walk to the lake and Meadow view	Materials topic What is the weather like in the UK? Walk to Meadow view	School Council Play Leaders Leger Sport Festivals Why is our natural world wonderful? - Walk to warren house park
SUMMER TERM	Outdoor play – lunch – balance bikes, football, basketball, play equipment, skipping Summer walk school grounds Super Champs' day – Skip2Bfit Gardening Club Butterfly Life Cycle PE lessons weekly		
	Outdoor continuous provision Life cycle of a plant and animals topic Under the sea topic On the farm topic School Trip	Something swallowed stanley book Recycling topic School Trip	Litter Picking Tidy book Plants and trees topic School Council Play Leaders Leger Sport Festivals School Trip

ENVIRONMENTAL AWARENESS & SUSTAINABILITY

Environmental awareness and sustainability are integral to our personal development offer at Askern Moss Road Infant Academy, supporting pupils to develop a strong sense of moral responsibility and active citizenship. Through our weekly Picture News assemblies, children are regularly introduced to current issues linked to the environment and sustainability, enabling them to build awareness, ask questions and develop an understanding of their role in caring for the world around them. These discussions take place throughout the year, ensuring that environmental themes are revisited and embedded over time.

While the table below outlines the planned opportunities linked to environmental awareness and sustainability, this represents only part of our provision. Themes explored through Picture News often spark further discussion within School Council, empowering pupils to take an active role in shaping initiatives and leading change within the school. Pupils are encouraged to respond to real-world issues by organising events, promoting eco-friendly practices and contributing ideas that support a more sustainable school environment.

Through strong links with the local community, including partnerships with Askern Council and St Peter's Church, pupils are provided with meaningful opportunities to engage in environmental action beyond the school gates. This includes involvement in activities such as tree planting, litter picking and contributing to community projects like installing bug houses. In addition, School Council actively seek and apply for grants, many of which are linked to sustainability, further enabling pupils to make a tangible difference. Through these experiences, pupils develop a sense of pride, responsibility and belonging, understanding the impact they can have as informed and active citizens.

	EYFS	YEAR 1	YEAR 2
AUTUMN TERM	Picture News Harvest festival snack - Fruit & milk WOW – walk to school challenge		
	Geog – my place our place – looking after our community		Science – living things habitats – environmental impact explored
SPRING TERM	Big Garden Birdwatch Picture News snack - Fruit & milk WOW – walk to school challenge		
	Recycling and protecting our planet topic Materials topic	Materials topic	
SUMMER TERM	Picture News Gardening club snack - Fruit & milk WOW – walk to school challenge		
	Life cycle of a plant and animals topic Under the sea topic On the farm topic	Something swallowed Stanley book Recycling topic	Litter Picking Tidy book Plants and trees topic

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 and Physical Activities
- Active Lifestyles & Daily Physical Activity
- Competitive & Non-Competitive Opportunities
- Extra-Curricular Clubs



SPORT & PHYSICAL ACTIVITIES

Sport and physical activity are a key part of our personal development and wellbeing offer at Askern Moss Road Infant Academy, promoting healthy lifestyles, confidence and teamwork. While all pupils access a high-quality physical education curriculum that develops core skills, coordination and progression across EYFS and KS1, our wider provision extends beyond this entitlement. Through a range of active opportunities, competitive and non-competitive experiences and extra-curricular clubs, pupils are encouraged to develop a lifelong enjoyment of physical activity.

Our approach ensures that participation is inclusive and accessible for all, with a strong emphasis on enjoyment, resilience and personal achievement. Pupils are supported to build confidence, work collaboratively and take pride in their involvement, recognising that physical activity plays an important role in both their physical health and overall wellbeing. Protected Characteristics

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception		Fundamentals unit 1	Gymnastics floor work	Gymnastics apparatus/Yoga	Ball skills 1 & 2	Athletics	Dance
Year 1	Monday (Physical development and movement)	Problem Solving and Team Building	Fundamentals unit 1	Fundamentals unit 2	Gymnastics floor work	Gymnastics apparatus	Dance
	Wednesday (Games and sports skills)	Ball skills Football	Net/wall hand based Basketball	Invasion games Dodgeball	Yoga	Athletics	Striking and fielding Cricket
Year 2	Monday (Physical development and movement)	Problem Solving and Team Building	Fundamentals unit 1	Fundamentals unit 2	Gymnastics floor work	Gymnastics apparatus	Dance
	Wednesday (Games and sports skills)	Target games Football	Net/wall hand based Basketball	Invasion games Dodgeball	Yoga	Athletics	Striking and fielding Cricket
Leger Festival		Football	Basketball	Dodgeball	SEND	Athletics	Cricket

ACTIVE LIFESTYLES & DAILY PHYSICAL ACTIVITY

Active lifestyles and daily physical activity are embedded within everyday life at Askern Moss Road Infant Academy, ensuring that all pupils have regular opportunities to move, be active and develop positive habits. Throughout the school day, children engage in a range of physical activities including active playtimes and lunchtimes, where equipment such as balance bikes, basketball nets, football goals and skipping resources are readily available to encourage movement, coordination and enjoyment. In addition, short movement breaks are built into classroom routines, using resources such as *Danny Go* and *GoNoodle*, as well as active learning opportunities through platforms such as *Supermovers*, helping pupils to stay engaged and physically active throughout the day.

Our wider provision further promotes active lifestyles through whole-school initiatives. Weekly Wellbeing Wednesday assemblies explore the 5 Ways to Wellbeing, including the importance of 'being active', helping pupils to understand the link between physical activity and mental health. In addition, pupils are motivated through opportunities such as Friday disco, where children who read regularly take part in Just Dance routines, combining movement with enjoyment and celebration.

Our provision is inclusive and designed to support all pupils to succeed. Opportunities such as daily sensory circuits for SEND pupils, incorporating alerting, organising and calming activities, ensure that physical activity supports both regulation and readiness to learn. Initiatives such as the WOW Travel Tracker further promote active lifestyles beyond the school day, encouraging pupils to walk, cycle or scoot to school. Through these experiences, pupils develop physical literacy, confidence and resilience, recognising the importance of being active for both their physical health and overall wellbeing.

COMPETITIVE & NON-COMPETITIVE OPPORTUNITIES

Competitive and non-competitive sporting opportunities are an important part of our Sport and Physical Activity offer at Askern Moss Road Infant Academy, supporting pupils' personal development across physical, social and emotional dimensions. While the table below outlines the planned opportunities available throughout the year, further experiences are embedded within our PE curriculum, which is taught twice weekly and provides regular opportunities for both competitive and collaborative physical activity.

Through our progressive PE curriculum, pupils are introduced to a range of sports and activities that develop key skills such as teamwork, perseverance, resilience and fair play. Alongside this, children experience both competitive and non-competitive opportunities within lessons, allowing all pupils to participate, succeed and develop confidence regardless of ability. Emphasis is placed on participation, enjoyment and personal achievement, ensuring sport is accessible and inclusive for all.

In addition to curriculum PE, pupils are offered further enrichment opportunities through sports clubs and events, supporting them to build confidence, set personal goals and celebrate their achievements with peers. These experiences encourage positive social interaction, cooperation and respect, while also allowing pupils to experience healthy competition in a supportive environment.

Through this balanced approach, pupils are encouraged to engage in physical activity in a way that meets their individual needs—whether through inclusive participation events or more structured competitive opportunities—helping them to develop resilience, aspiration and a lifelong enjoyment of sport and physical activity.

	EYFS	YEAR 1	YEAR 2
AUTUMN TERM	Skip to be fit Box to be fit		
			Selected pupils to attend a Football tournament
SPRING TERM	Skip2Bfit Skip2Bfit- Family fitness day British Science week – who's the fittest?		
			Selected pupils to attend a Cheerleading festival Campsmount come dancing – dance show
SUMMER TERM	Skip2Bfit Superchamps day Sports day		
			Selected pupils to attend a Netball festival Selected pupils to attend a Rounders festival All pupils attend athletics festival

EXTRA-CURRICULAR CLUBS

Extracurricular clubs play an important role in supporting the personal development and wellbeing of pupils at Askern Moss Road Infant Academy by providing opportunities to extend learning beyond the curriculum. A range of clubs offer pupils the chance to explore new interests, develop specific skills and experience enrichment in a fun and supportive environment. These opportunities are designed to be inclusive and accessible for all pupils, including those who are less confident or require additional support, with a strong emphasis on participation over performance.

Participation in clubs is carefully logged and monitored to ensure that all children are given fair and equitable access to extracurricular opportunities. This information is used to identify pupils who have not yet engaged, allowing staff to actively encourage and target them to take part and try new experiences. This ensures that enrichment is not limited to a small group of pupils, but is instead inclusive and representative of the whole school community. Protected Characteristics

Through these experiences, pupils develop confidence, resilience and teamwork skills, as well as a sense of belonging and achievement. Clubs provide valuable opportunities for social interaction across year groups, helping pupils to build friendships and strengthen communication skills. Importantly, our approach ensures that extracurricular provision is not only about physical or performance outcomes, but also about supporting wellbeing, enjoyment and personal growth for every child.

	EYFS	YEAR 1	YEAR 2
AUTUMN TERM		Football Dance	
SPRING TERM		Gardening Gymnastics Cheer	
SUMMER TERM		Dance Multiskills	

SECTION 5

DEVELOPING WIDER LIFE SKILLS

Including cooking, debating, managing finances, and coding

Plans included in this section are:

- Personal Safety & Risk Awareness
- Mental Health & Wellbeing
- Relationships & Social Development
- Independence & Life Skills
- SMSC
- Equality & Diversity
- Protected Characteristics



PERSONAL SAFETY & RISK AWARENESS			
Developing wider life skills is a key aspect of our personal development offer at Askern Moss Road Infant Academy, ensuring pupils are equipped with the knowledge and understanding to keep themselves safe in a range of situations. Through a carefully planned programme of assemblies, visits and themed learning experiences, children are taught how to recognise and respond to potential risks in both their everyday environment and the wider world. This provision supports pupils to develop confidence, awareness and independence, enabling them to make safe choices and understand how to seek help when needed.			
	EYFS	**YEAR 1**	**YEAR 2**
AUTUMN TERM	Assembly about lanyards Fire drill Safe environment assembly – padlocks, fencing Pol Ed assembly – Halloween & KS1 Bonfire Night and Firework Safety Pol Ed Assembly – Winter Water Safety		
		Computing – using technology safely	Computing – technology around us
SPRING TERM	Safer internet day Pol Ed assemblies – Mental Health Awareness, Screen Free Time & What are the risks of online challenges? Assembly about lanyards Network rail safety assembly Road Safety Puppet Show – Doncaster Council Fire fighter visit Police visit – safety PSHE – Healthy Me		
		Safe touch assembly	
SUMMER TERM	Assembly about water safety – linked to Askern lake Assembly on sun safety Speak Out Stay Safe Virtual Assembly PSHE – Relationships Pol Ed assembly – Summer Water Safety		

MENTAL HEALTH & WELLBEING

At Askern Moss Road Infant Academy, we place a strong emphasis on promoting positive mental health and wellbeing for all pupils. We provide a safe, nurturing environment where children feel valued, listened to and supported, recognising that mental health needs and personal circumstances may be both short-term and long-term. Our aim is to ensure that every child is equipped with the emotional literacy, resilience and self-awareness needed to thrive both in school and beyond.

Emotional wellbeing is developed through our PSHE curriculum, weekly Wellbeing Wednesday assemblies and class discussions, which support pupils to understand and express their feelings, build resilience and develop healthy relationships. Our whole-school approach, including Picture News and themed assemblies, also promotes discussions around wellbeing, diversity and inclusion, helping pupils to develop empathy and a broader understanding of others.

We adopt a proactive and responsive approach to support, working closely with parents, staff and external agencies where appropriate. Our pastoral team and SENDCo collaborate to ensure support is tailored to individual needs, with a focus on early intervention and ongoing monitoring. This may include access to pastoral support, soft start and soft finish routines, and targeted interventions where required. Where appropriate, we also signpost and engage with external services such as the school nurse and mental health support services, including workshops delivered through *With Me in Mind.*

Mental and physical wellbeing are further supported through active lifestyles, high-quality PE, playtimes and enrichment opportunities, alongside whole-school events such as Hello Yellow Day, which raise awareness of mental health and encourage open conversations. Through this embedded approach, pupils are supported to develop confidence, emotional resilience and positive habits that prepare them for life-long wellbeing.

	EYFS	YEAR 1	YEAR 2
AUTUMN TERM		Wellbeing Wednesday Dental health – school nurse workshop (Y1 & 2) Toothbrush sent home Hello Yellow – World Mental Health Day PSHE – being me in my world, celebrating difference	Protected Characteristics
SPRING TERM		Wellbeing Wednesday PSHE – Healthy Me Play Leaders – school council	

SUMMER TERM	Wellbeing Wednesday PSHE – Relationships, changing me Play Leaders – school council

RELATIONSHIPS & SOCIAL DEVELOPMENT

Relationships and social development are a key part of our personal development offer at Askern Moss Road Infant Academy and are embedded across all aspects of school life. While the table below outlines planned opportunities such as after-school clubs, school discos and PSHE coverage, pupils' social development is continually developed through daily interactions and experiences throughout the school day. Opportunities to build positive relationships are evident during lunch, playtime and snack time, where children are supported to communicate, collaborate and resolve conflict appropriately. Oracy is a strong focus across the school, enabling pupils to develop confidence in expressing their thoughts, listening to others and engaging respectfully in a range of social contexts.

Through these experiences, pupils are supported to develop a strong understanding of moral choices, social understanding and cultural norms, alongside key interpersonal skills. They are encouraged to show empathy, recognise and respect differences, and understand the importance of treating others with kindness and fairness. This helps pupils to navigate social situations effectively and develop a growing awareness of the wider world and the diverse society they are part of.

As a result, pupils develop strong social skills, increasing confidence and a deep respect for others, which supports them in forming positive relationships and becoming considerate, responsible members of the school community.

	EYFS	YEAR 1	YEAR 2
AUTUMN TERM	Protected Characteristics	PSHE – celebrating difference Anti-Bullying Week – odd socks day Halloween Disco Christmas Disco Clubs: Dance Cooking Football Science	
SPRING TERM	Valentines Disco Easter Disco Clubs: Leger Sport – Gymnastics Leger Sport – Netball Cheerleading Cooking Arts & craft Campsmount come dancing – dance show – Y2 only		

SUMMER TERM	PSHE – Relationships Summer Party Clubs: Leger Sport – Multi skills Dance Gardening Arts & Crafts Science Choir

INDEPENDENCE & LIFE SKILLS

Independence and life skills are a key part of our personal development offer at Askern Moss Road Infant Academy, ensuring pupils are supported to develop the confidence and ability to manage everyday tasks in an increasingly independent way. These skills are developed through a range of practical, real-life experiences across the curriculum, including cooking, coding, managing finances and opportunities for discussion and reasoning.

Cooking is taught through food technology, where pupils explore basic preparation skills, healthy choices and safe use of equipment in an age-appropriate way. Coding is developed through the computing curriculum, where children engage in practical activities that support early problem-solving and computational thinking.

Opportunities for discussion and reasoning are developed through Picture News assemblies and wider curriculum talk, where pupils are encouraged to share opinions, listen to others and begin to justify their ideas. Early financial understanding is supported through simple, meaningful experiences such as our school book shop, where children use real money to make purchases, alongside early money work within the mathematics curriculum.

Through these experiences, pupils develop increasing autonomy, confidence and self-management. They are supported to apply practical skills in everyday contexts, helping them to become independent, resilient and prepared for future learning and life beyond school.

	EYFS	YEAR 1	YEAR 2
AUTUMN TERM		Cooking club Computing – coding Career assembly – Y2 Ecologist, Y1 Museum Curator, EYFS illustrator	
SPRING TERM	Cooking club Gardening club Career assembly – Y2 Ecologist, Y1 Museum Curator, EYFS illustrator		
		DT – make a sandwich	DT make pizza Computing – programming robot algorithms Maths - money

SUMMER TERM	Cooking club gardening club Boggledy book shop Career assembly – Y2 Ecologist, Y1 Museum Curator, EYFS illustrator		
		Maths - money	Debating – letter writing – Tidy book

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, partner talk, community projects, and leadership roles such as academy ambassadors and sport and play ambassadors. 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.

Year 2 are also exposed to current affairs through CBBC Newsround and allowed opportunity for discussion.

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.

EQUALITY & 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 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. This is reflected through our reading spine and curriculum choices.

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 and No Outsiders Assemblies

Picture News and No Outsiders is taught every week for 20 minutes each. 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	Picture News assembly Black History Month PSHE Being Me in my world PSHE Celebrating differences Odd sock day for anti-bullying Children's mental health – Hello Yellow RE Lessons 2 units a term		
		Text – Meesha Makes Friends History – what was our grandparent's childhood like?	
SPRING TERM	Picture News assembly RE Lessons 2 units a term PSHE Unit: Dreams & Goals PSHE Unit: Healthy Me African Drumming show International women's day		
		Text – Beegu History – Famous UK people – Florence Nightingale & Mary Seacole	Text – My Name Is Not Refugee History – What is the difference between where I live and Kenya? African drumming workshop
SUMMER TERM	Picture News assembly RE Lessons 2 units a term PSHE Unit: Relationships PSHE Unit: Changing Me		
		History – Famous UK people – Florence Nightingale & Mary Seacole	History – Famous people – Rosa Parks & Nelson Mandella

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

We Teach Protected Characteristics:

Through the PSHE (Jigsaw) 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. 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 academy ambassadors and talk partners 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

Picture News (weekly assembly):
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
- contextual examples
  Teachers can introduce ideas like *identity*, *belief*, *family structure*, and *fairness* in a supported, age-appropriate way.

It promotes discussion rather than giving "right/wrong" answers
Each Picture News pack includes key questions, such as:
- *Is it fair?*
- *Should everyone be treated the same?*
- *Why might people need extra help?*

These open conversations help children:
- recognise bias,
- challenge stereotypes,
- express their views,
- listen to others respectfully.

This develops the empathy and critical thinking that underpin understanding of protected characteristics.

It supports whole-school values (British Values, PSHE & RSHE)
Picture News links directly to:
- **Respect and tolerance**
- **Individual liberty**
- **Equality and inclusion**
- **Celebrating diversity**

These are closely connected to the Equality Act's protected characteristics.
Because Picture News is used weekly, it reinforces these messages consistently across the school.

It provides inclusive examples children might not encounter otherwise
Many of our children do not experience wide diversity in their daily lives.
Picture News introduces them to:
- different family types
- different religions and cultures
- people with disabilities
- gender equality issues
- people from different ethnic backgrounds

This normalises diversity and challenges stereotypes from an early age.

Picture News helps teach protected characteristics by bringing them to life through real stories, images and guided discussion.
It supports our children to understand:
- that people are different in many ways
- that these differences should be respected
- that everyone deserves fairness and inclusion

And it does so in a safe, accessible, and engaging way.

The teaching of protected characteristics is woven throughout our curriculum, assemblies, and daily life. Our aim is to equip pupils with the knowledge, empathy, and confidence to respect all people, celebrate difference, and contribute positively to an inclusive modern Britain.