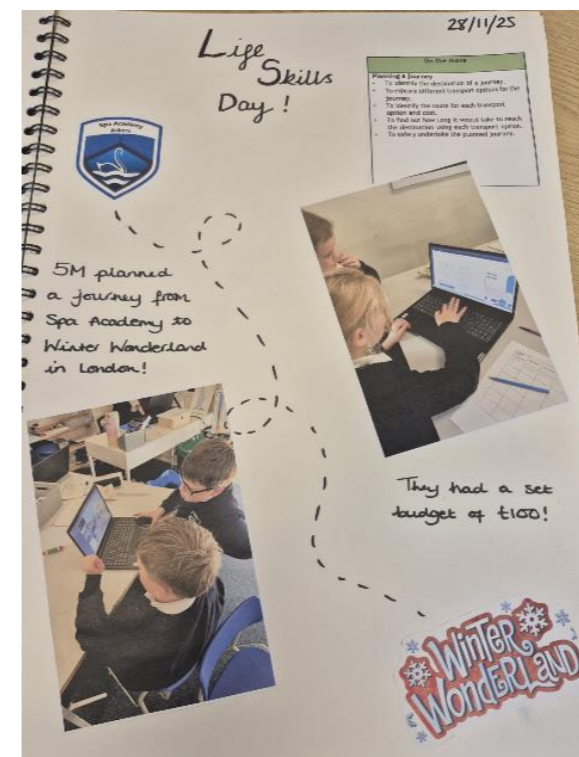
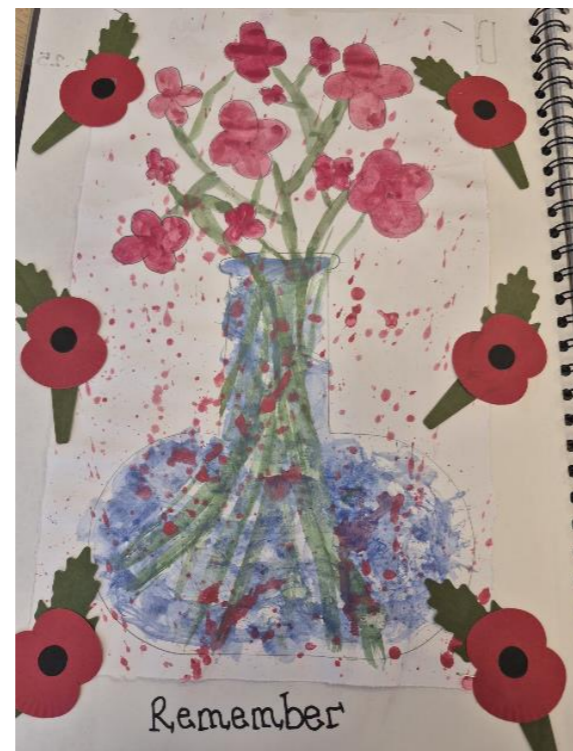
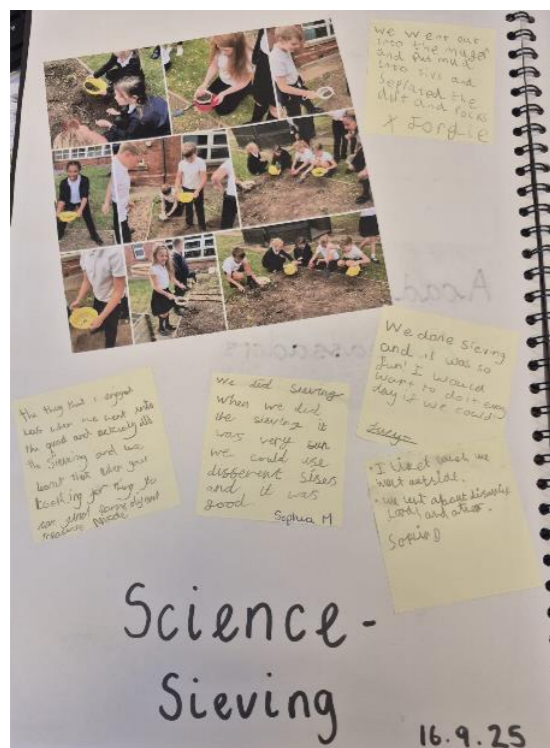




Whole school overview Personal Development and Well-being



Leger Education Trust Vision

Truly great students in truly great schools

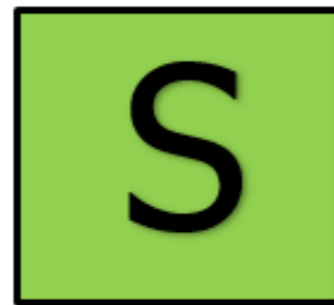
Spa Academy Core Values

Pride Integrity Ambition Respect

Key Drivers



Ambition



Support



Persistence



Inspire



Resilience



Effort

PERSONAL DEVELOPMENT & WELL-BEING

“Do the best you can until you know better. Then when you know better, do better.” - Maya Angelou

CONTEXT

At Spa Academy Askern we prioritise personal development because it forms the foundation for our children's overall growth, equipping them with essential life skills that transcend academic achievement. Personal development encompasses a wide range of elements aimed at fostering the holistic growth of individuals. It includes the development of emotional intelligence, social skills, resilience, and self-awareness; the cultivation of values such as empathy, respect, and integrity; and the enhancement of critical life skills such as communication, problem-solving, and leadership. Additionally, personal development encourages our children to engage in self-reflection, set personal goals, and understand their strengths and areas for improvement.

Ultimately our objective for prioritising personal development is to nurture Truly Great Students who are not only well prepared for their future educational journeys but also equipped to contribute positively to society as compassionate and engaged individuals.

Spa Academy Askern, located in Doncaster, is dedicated to nurturing the potential of all its pupils. The school serves a total of 254 pupils across key year groups, as detailed below: Year 3 (72), Year 4 (56), Year 5 (61), and Year 6 (65).

The percentage of pupil premium stands at approximately 49.2%. This figure derives from 125 pupils eligible compared to the total of 254 pupils in the school. This statistic is significantly above the national average of 24.3%. Spa Academy serves a community of high deprivation (significantly below that of the Doncaster average, IDACI 24/25).

In terms of special educational needs, the school has 6 pupils with an Educational Health Care Plan (EHCP), representing approximately 2.4% of the total student population (254) and 20.5% with a SEND support plan, which is higher percentage than national.

Additionally, Spa Academy Askern accommodates 30 pupils who have English as an additional language. This has risen significantly over the past 2 years, and now represents 11.8% of the school population.

INTENT



Develop, nurture and stretch pupils' talents and interests both within and beyond the academic curriculum.



Allow pupils to see beyond their own ambitious and see 'beyond the ordinary'.



Develop responsible, respectful and active citizens of the future who do and will contribute positively to society.



Develop pupils who go beyond showing respect for different protected characteristics by championing equality and diversity in all its forms.



Develop pupils' understanding of fundamental British Values and for life in modern Britain.



Develop pupils' character, aligned with our curriculum drivers.



Develop pupils' understanding of how to stay physically and mentally healthy.

At Spa Academy, we believe that every pupil should belong, achieve and thrive. This is driven through our vision of, 'Better Never Stops'.

This vision is underpinned by our school values: Pride, Ambition, Integrity, Responsibility

Our Personal Development offer at Spa is continually evolving and expanding. We carefully consider and seek a wide range of opportunities, both new and established, to ensure we are supporting our pupils in the best possible way. We aim to champion and nurture every child's aspirations and develop the self-belief that ultimately underpins confidence and success.

Throughout our Personal Development offer, we continually reflect on and build upon opportunities, supported by robust tracking of pupils with SEND, EAL and those who are disadvantaged or have multiple vulnerabilities. We firmly believe that what is essential for some is beneficial for all.

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 also plan a rich variety of enrichment experiences within our academy 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 our school. Staff consistently model high expectations to all pupils, showing daily acts of kindness and polite manners. Visitors into school continuously comment on the respect and enthusiasm shown by our pupils. This holistic approach ensures that our commitment to personal growth is not only intentional but also a lived experience in our school community. We implement restorative practices, and Pastoral intervention, that empower our children to resolve conflicts constructively, teaching them valuable skills in empathy, forgiveness, and collaboration. By creating an environment where every child's voice is heard, we ensure that all our children feel respected and valued, fostering a sense of belonging.

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 Floor Books, which serve as a comprehensive record of our initiatives and their impact. These Floor Books include photographs 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 Spa Academy, our curriculum opens up the world to our children. Prioritising personal development and implementing a comprehensive programme to promote it has a profound impact on our school community, fostering an environment where every child feels valued, supported, and empowered. By focusing on emotional intelligence, resilience, and social skills, we equip our children with essential life skills that contribute to their overall well-being and success both inside and outside the classroom. This holistic approach enhances our children's self-confidence, encourages positive relationships, and promotes a culture of respect and inclusivity 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 and qualities we instill through our programmes. They become compassionate leaders, effective communicators, and responsible citizens who contribute positively to their community. The ripple effect of prioritising personal development creates a thriving school culture where collaboration, kindness, and achievement are celebrated, leading to lasting impacts that extend far beyond their time in school.

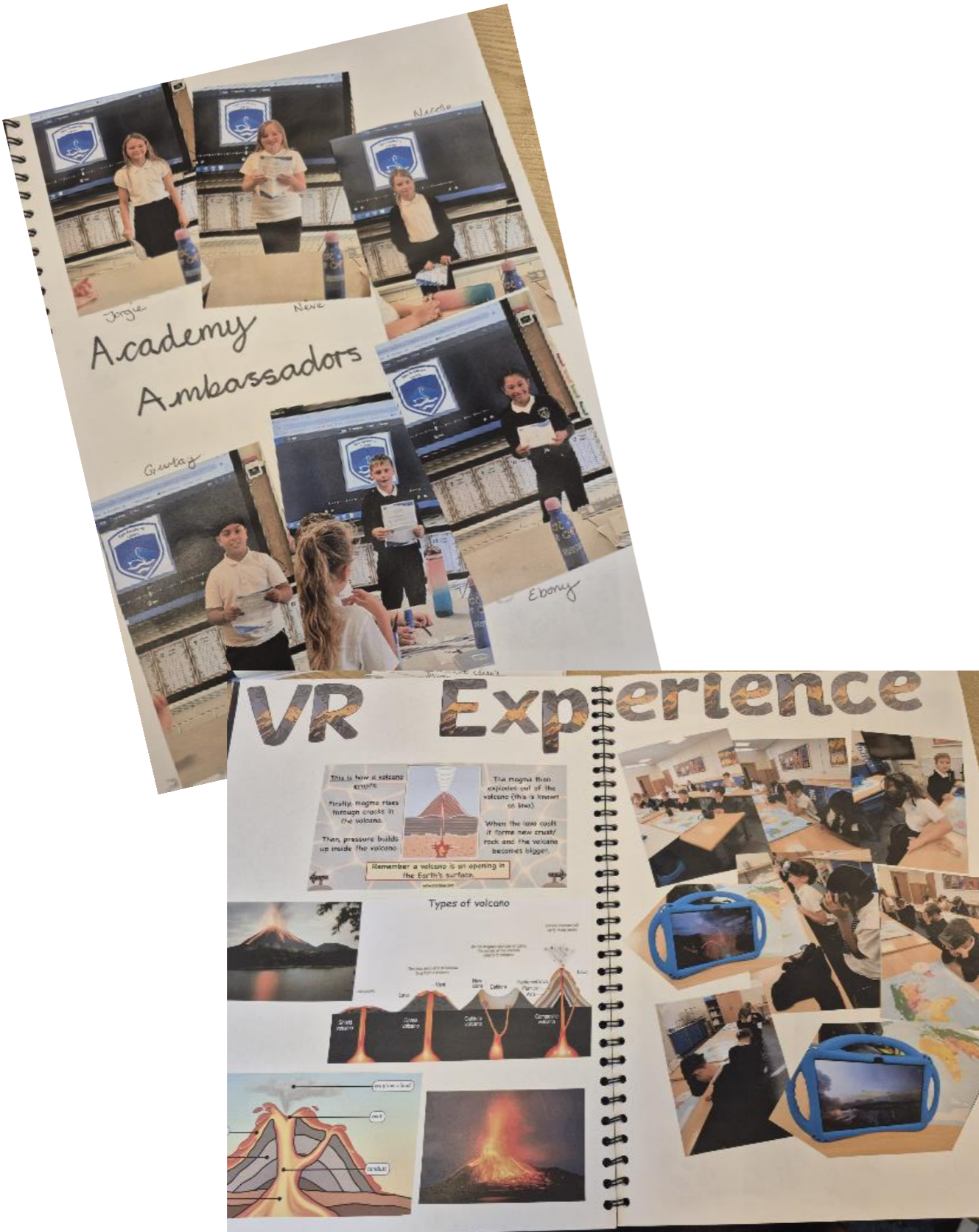
SECTION 1

CIVIC ENGAGEMENT

Including volunteering, school democracy and community engagement.

Plans included in this section are:

- Ambassadors
- British Values
- Community engagement
- Celebration Assemblies
- Visitors into school



Academy Ambassador:		Reading Ambassadors		Sport and Play Ambassadors				
General duties include: <ul style="list-style-type: none"> - Attending regular meetings to discuss school business and to represent the views of their peers. - Setting an excellent example around school 		General duties include: <ul style="list-style-type: none"> - Upkeep of the library - Attending meetings with the Reading lead to discuss what is working well and next steps - Upkeep of reading displays 		Starting Spring term 25/26: <ul style="list-style-type: none"> - Supporting/leading lunchtime clubs (Y6 pupils providing lunchtime opportunities to Y3 pupils initially) 				
YEAR 3		YEAR 4		YEAR 5		YEAR 6		
1 Academy ambassador per class		1 Academy ambassador per class		1 Academy ambassador per class		1 Academy ambassador per class		
1 Reading ambassador per class		1 Reading ambassador per class		1 Reading ambassador per class		1 Reading ambassador per class		
						Sport and Play Ambassador chosen based on interests/talents		
AUTUMN TERM	Specific autumn term duties for Academy ambassadors include: <ul style="list-style-type: none"> o Meeting with Leger Catering to discuss school dinners and menu choices. o Playground equipment – gaining pupil voice from their class. o Bake sale coordination. o Remembrance visit to Askern House. o Attendance rewards – gaining pupil voice from their class on attendance rewards for the best class in lower phase in Monday’s assemblies. o Judging the best dressed Christmas classroom door competition. Specific autumn term duties for Reading ambassadors include: <ul style="list-style-type: none"> o Keeping the library tidy. Checking that the library is of the correct standard after their class session. o Checking in books for the pupils in their class. 		Specific autumn term duties for Academy ambassadors include: <ul style="list-style-type: none"> o Meeting with Leger Catering to discuss school dinners and menu choices. o Playground equipment – gaining pupil voice from their class. o Bake sale coordination. o Remembrance visit to Askern House. o Attendance rewards – gaining pupil voice from their class on attendance rewards for the best class in lower phase in Monday’s assemblies. o Judging the best dressed Christmas classroom door competition. Specific autumn term duties for Reading ambassadors include: <ul style="list-style-type: none"> o Keeping the library tidy. Checking that the library is of the correct standard after their class session. o Checking in books for the pupils in their class. 		Specific autumn term duties for Academy ambassadors include: <ul style="list-style-type: none"> o Meeting with Leger Catering to discuss school dinners and menu choices. o Playground equipment – gaining pupil voice from their class. o Bake sale coordination. o Remembrance visit to Askern House. o Attendance rewards – gaining pupil voice from their class on attendance rewards for the best class in lower phase in Monday’s assemblies. o Judging the best dressed Christmas classroom door competition. Specific autumn term duties for Reading ambassadors include: <ul style="list-style-type: none"> o Keeping the library tidy. Checking that the library is of the correct standard after their class session. o Checking in books for the pupils in their class. 		Specific autumn term duties for Academy ambassadors include: <ul style="list-style-type: none"> o Meeting with Leger Catering to discuss school dinners and menu choices. o Playground equipment – gaining pupil voice from their class. o Bake sale coordination. o Remembrance visit to Askern House. o Attendance rewards – gaining pupil voice from their class on attendance rewards for the best class in lower phase in Monday’s assemblies. o Judging the best dressed Christmas classroom door competition. Specific autumn term duties for Reading ambassadors include: <ul style="list-style-type: none"> o Keeping the library tidy. Checking that the library is of the correct standard after their class session. o Checking in books for the pupils in their class. 	
	SPRING TERM	Specific spring term duties for Academy ambassadors include: <ul style="list-style-type: none"> o Community Connection: Organise a "Spring Card" delivery or visit the local care home. o Healthy Eating: Follow up on the Sam Fish meeting by conducting a survey on the new menu choices. o Easter/Spring competition: Organise and lead a themed event (e.g. Easter bonnet competition or decorate an egg competition). o Uniform Swap: Organise a "Pre-loved Uniform Swap" to promote sustainability and support school families. o Red Nose Day / Comic Relief: Take the lead on planning and promoting school-wide fundraising activities for March. Specific spring term duties for Reading ambassadors include: <ul style="list-style-type: none"> o Keeping the library tidy. Checking that the library is of the correct standard after their class session. o Checking in books for the pupils in their class. 		Specific spring term duties for Academy ambassadors include: <ul style="list-style-type: none"> o Community Connection: Organise a "Spring Card" delivery or visit the local care home. o Healthy Eating: Follow up on the Sam Fish meeting by conducting a survey on the new menu choices. o Easter/Spring competition: Organise and lead a themed event (e.g. Easter bonnet competition or decorate an egg competition). o Uniform Swap: Organise a "Pre-loved Uniform Swap" to promote sustainability and support school families. o Red Nose Day / Comic Relief: Take the lead on planning and promoting school-wide fundraising activities for March. Specific spring term duties for Reading ambassadors include: <ul style="list-style-type: none"> o Keeping the library tidy. Checking that the library is of the correct standard after their class session. o Checking in books for the pupils in their class. 		Specific spring term duties for Academy ambassadors include: <ul style="list-style-type: none"> o Community Connection: Organise a "Spring Card" delivery or visit the local care home. o Healthy Eating: Follow up on the Sam Fish meeting by conducting a survey on the new menu choices. o Easter/Spring competition: Organise and lead a themed event (e.g. Easter bonnet competition or decorate an egg competition). o Uniform Swap: Organise a "Pre-loved Uniform Swap" to promote sustainability and support school families. o Red Nose Day / Comic Relief: Take the lead on planning and promoting school-wide fundraising activities for March. o Transition Support: Year 6 Ambassadors meet with local secondary school reps to discuss "Student Voice" at the next level. Specific spring term duties for Reading ambassadors include: <ul style="list-style-type: none"> o Keeping the library tidy. Checking that the library is of the correct standard after their class session. o Checking in books for the pupils in their class. 		Specific spring term duties for Academy ambassadors include: <ul style="list-style-type: none"> o Community Connection: Organise a "Spring Card" delivery or visit to the local care home. o Healthy Eating: Follow up on the Sam Fish meeting by conducting a survey on the new menu choices. o Easter/Spring competition: Organise and lead a themed event (e.g. Easter bonnet competition or decorate an egg competition). o Uniform Swap: Organise a "Pre-loved Uniform Swap" to promote sustainability and support school families. o Red Nose Day / Comic Relief: Take the lead on planning and promoting school-wide fundraising activities for March. o Transition Support: Year 6 Ambassadors meet with local secondary school reps to discuss "Student Voice" at the next level. Specific spring term duties for Reading ambassadors include: <ul style="list-style-type: none"> o Keeping the library tidy. Checking that the library is of the correct standard after their class session. o Checking in books for the pupils in their class.

Specific summer term duties for **Academy ambassadors** include:

- **SPA's Got Talent:** Ambassadors assist in organising the heats, managing the "backstage" area, and helping the judges during the grand finale.
- **Summer Fair:** Planning and running the "Ambassador Stall." Leading on the setup of community games and helping to coordinate volunteers.
- **Year-End Review:** Presenting a "Year in Review" assembly to show the impact of pupil voice over the year.
- **Sun Safety Campaign:** Leading a "Summer Sun" campaign to ensure all pupils are wearing hats and sunscreen during break and lunch times.
- **Environment Audit:** Checking the school quad and outdoor learning spaces for summer readiness.

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- **Sun Safety Campaign:** Leading a "Summer Sun" campaign to ensure all pupils are wearing hats and sunscreen during break and lunch times.
- **Environment Audit:** Checking the school quad and outdoor learning spaces for summer readiness.
- **Leavers' Prom (Y6):** The Year 6 Ambassadors form the "Prom Committee"—choosing the theme, voting on the playlist, and helping with decorations for the event.
- **Sports Day Leaders:** Assisting staff in managing equipment and recording scores for the lower phase events.

Specific summer term duties for **Reading ambassadors** include:

- Keeping the library tidy. Checking that the library is of the correct standard after their class session.
- Checking in books for the pupils in their class.

BRITISH VALUES

Teaching children about British values, both explicitly and implicitly, plays a crucial role in promoting personal development by instilling essential principles that guide behaviour, attitudes, and interactions within the broader community. British values encompass democracy, the rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs.

Explicit Teaching: When we directly teach these values through our curriculum lessons and weekly assemblies, discussions, and activities, children gain a clear understanding of their significance and practical application. For instance, lessons on democracy can include activities like voting in class decisions or student councils, helping children to appreciate the importance of participation and voice within a community. Discussions about the rule of law involve exploring how rules facilitate fairness and safety, fostering an understanding of responsibility and accountability. We also use Picture News which is an educational resource that uses current events, images, and stories to engage our children in discussion. It provides a way to explore important social and civic concepts in a meaningful, real-world context. Through the topics and stories presented, our children learn about values such as democracy, the rule of law, individual liberty, mutual respect, and tolerance. **We use Picture News every week, all year round, with children from Year 3 to Year 6.** By looking at images and news stories regularly, our children are encouraged to share their opinions, listen to others, and reflect on different perspectives. Discussions highlight why rules and laws exist, how choices and freedoms affect people, and the importance of respecting diversity. The consistent, visual, and interactive nature of Picture News helps make abstract ideas about values tangible and relevant, supporting children in understanding and applying them in their everyday lives.

Implicit Teaching: Implicitly, these values are integrated into everyday interactions and school culture. For example, our school environment emphasises respect and tolerance among children, encouraging kindness, celebrating diversity, and promoting inclusion. This reinforces these values without them being explicitly stated. When children observe these values in practice, they internalise them, developing empathy and social awareness that contribute to their personal growth.

Through this dual approach, children not only learn about British values but also develop vital life skills such as respect for others, civic responsibility, and the ability to contribute positively to society. This holistic promotion of values ultimately leads to well-rounded individuals who are more likely to engage constructively in their communities, fostering a sense of belonging and shared responsibility.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM	<ul style="list-style-type: none"> ○ Picture news 1 x weekly ○ Democracy lessons linked to voting in ambassadors for the year ○ Individual Liberty linked to staying safe online ○ Focus of Respect during BV/Expectations assemblies and class discussions/activities ○ Introductions of Virtues – see plan for virtues Virtues 2025 2026.doc mapped across year ○ Black History Month: musical appreciation, significant individuals, mutual respect and tolerance, democracy & individual liberty covered through No Outsiders assemblies ○ Writing text: Coming to England ○ PSHE Units Being Me In My World and Celebrating Differences which focus on the practice of respect, individual liberty and tolerance 	<ul style="list-style-type: none"> ○ Picture news 1 x weekly ○ Democracy lessons linked to voting in ambassadors for the year ○ Individual Liberty linked to staying safe online ○ Focus of Respect during BV/Expectations assemblies and class discussions/activities ○ Introductions of Virtues – see plan for virtues Virtues 2025 2026.doc mapped across year ○ Black History Month: musical appreciation, significant individuals, mutual respect and tolerance, democracy & individual liberty covered through No Outsiders assemblies ○ Writing text: Counting on Katherine ○ PSHE Units Being Me In My World and Celebrating Differences which focus on the practice of respect, individual liberty and tolerance 	<ul style="list-style-type: none"> ○ Picture news 1 x weekly ○ Democracy lessons linked to voting in ambassadors for the year ○ Individual Liberty linked to staying safe online ○ Focus of Respect during BV/Expectations assemblies and class discussions/activities ○ Introductions of Virtues – see plan for virtues Virtues 2025 2026.doc mapped across year ○ Black History Month: musical appreciation, significant individuals, mutual respect and tolerance, democracy & individual liberty covered through No Outsiders assemblies ○ Writing text: Young, Gifted and Black ○ PSHE Units Being Me In My World and Celebrating Differences which focus on the practice of respect, individual liberty and tolerance 	<ul style="list-style-type: none"> ○ Picture news 1 x weekly ○ Democracy lessons linked to voting in ambassadors for the year ○ Individual Liberty linked to staying safe online ○ Focus of Respect during BV/Expectations assemblies and class discussions/activities ○ Introductions of Virtues – see plan for virtues Virtues 2025 2026.doc mapped across year ○ Black History Month: musical appreciation, significant individuals, mutual respect and tolerance, democracy & individual liberty covered through No Outsiders assemblies ○ PSHE Units Being Me In My World and Celebrating Differences which focus on the practice of respect, individual liberty and tolerance
SPRING TERM	<ul style="list-style-type: none"> ● Picture news 1 x weekly ● Individual Liberty linked to staying safe online ● Specific focus on Tolerance during weekly expectations assembly and class discussions/activities ● PSHE Units Dreams & Goals which focus on the practice of respect and individual liberty ● Tolerance and mutual respect linked to Different Faiths & Beliefs (RE) ● Writing text: Nen and the Lonely Fisherman 	<ul style="list-style-type: none"> ● Picture news 1 x weekly ● Individual Liberty linked to staying safe online ● Specific focus on Tolerance during weekly expectations assembly and class discussions/activities ● PSHE Units Dreams & Goals which focus on the practice of respect and individual liberty ● Tolerance linked to Different Faiths & Beliefs (RE) 	<ul style="list-style-type: none"> ● Picture news 1 x weekly ● Individual Liberty linked to staying safe online. ● Specific focus on Tolerance during weekly expectations assembly and class discussions/activities ● PSHE Units Dreams & Goals which focus on the practice of respect and individual liberty ● Tolerance linked to Different Faiths & Beliefs (RE) 	<ul style="list-style-type: none"> ● Picture news 1 x weekly ● Individual Liberty linked to staying safe online ● Specific focus on Tolerance during weekly expectations assembly and class discussions/activities ● PSHE Units Dreams & Goals which focus on the practice of respect and individual liberty ● Tolerance linked to Different Faiths & Beliefs (RE) ● Crucial Crew visit linked to rule of law
SUMMER TERM	<ul style="list-style-type: none"> ● Picture news 1 x weekly ● Individual Liberty linked to staying safe online ● Specific focus on Rule of Law during weekly expectations assembly and class discussions/activities ● Tolerance and mutual respect linked to Different Faiths & Beliefs (RE) ● PSHE unit- Relationships ● Class text: The Accidental Prime Minister 	<ul style="list-style-type: none"> ○ Picture news 1 x weekly ○ Individual Liberty linked to staying safe online ○ Specific focus on Tolerance during weekly expectations assembly and class discussions/activities ● Tolerance and mutual respect linked to Different Faiths & Beliefs (RE) ● PSHE unit- Relationships ○ Class text: The Journey 	<ul style="list-style-type: none"> ○ Picture news 1 x weekly ○ Individual Liberty linked to staying safe online ○ Specific focus on Tolerance during weekly expectations assembly and class discussions/activities ● Tolerance and mutual respect linked to Different Faiths & Beliefs (RE) ● PSHE unit- Relationships ○ Class text: The boy at the back of the class 	<ul style="list-style-type: none"> ○ Picture news 1 x weekly ○ Individual Liberty linked to staying safe online ○ Specific focus on Tolerance during weekly expectations assembly and class discussions/activities ● Tolerance and mutual respect linked to Different Faiths & Beliefs (RE) ● PSHE unit- Relationships ○ Democracy linked to the children making decisions for the Y6 concert ○ Class text: The Arrival

COMMUNITY ENGAGEMENT

Community engagement significantly enhances the personal development offer in our school by providing a range of opportunities that support their growth, learning, and socialisation. Participation in community events encourages our children to interact with peers and adults outside of the classroom. This interaction helps them develop communication skills, practice teamwork, and build friendships, which are essential for their social development. Engaging with community organisations and events also provides our children with chances to take on leadership roles. Whether through organising school events or participating in community events, these experiences foster confidence and decision-making skills. Being part of a community creates a sense of belonging and identity for our children. When they feel connected to their environment, they are more likely to take pride in their school and community, contributing positively to both. Community involvement can reduce feelings of isolation and provide emotional support. Activities that promote collaboration and mutual encouragement help our children develop resilience, teaching them how to cope with challenges and setbacks.

[Charity Focus 25-26 \[SAA\].docx](#) link to Fundraising across 25/26

[Virtues 2025 2026.doc](#)

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM	<ul style="list-style-type: none"> o No Outsiders assembly (1 x weekly) o 'Stars outside of school' assembly weekly o Remembrance service at Alexander House (academy ambassadors) o Visit from Major Ashton to deliver Remembrance assembly o Christingle service with local Reverend from St Peter's Church – children make own Christingle o Medical student working across all year groups with a focus on Science and PSHE o Litter picking in the community – life skills o Christmas Fayre – including donations from local community 	<ul style="list-style-type: none"> o No Outsiders assembly (1 x weekly) o 'Stars outside of school' assembly weekly o Remembrance service (academy ambassadors) o Visit from Major Ashton to deliver Remembrance assembly o Medical student working across all year groups with a focus on Science and PSHE o Christmas Fayre – including donations from local community 	<ul style="list-style-type: none"> o No Outsiders assembly (1 x weekly) o 'Stars outside of school' assembly weekly o Remembrance service (academy ambassadors) o Visit from Major Ashton to deliver Remembrance assembly o Medical student working across all year groups with a focus on Science and PSHE o Christmas Fayre – including donations from local community 	<ul style="list-style-type: none"> o No Outsiders assembly (1 x weekly) o 'Stars outside of school' assembly weekly o Remembrance service (academy ambassadors) o Visit from Major Ashton to deliver Remembrance assembly o Medical student working across all year groups with a focus on Science and PSHE o Christmas Fayre – including donations from local community
SPRING TERM	<ul style="list-style-type: none"> • No Outsiders assembly (1 x weekly) • 'Stars outside of school' assembly weekly • 'Food for Thought' Programme – families participate in growing produce to make into tasty meals • Love of Askern – Lake run 	<ul style="list-style-type: none"> • No Outsiders assembly (1 x weekly) • 'Stars outside of school' assembly weekly • 'Food for Thought' Programme – families participate in growing produce to make into tasty meals • Love of Askern – Lake run 	<ul style="list-style-type: none"> • No Outsiders assembly (1 x weekly) • 'Stars outside of school' assembly weekly • 'Food for Thought' Programme – families participate in growing produce to make into tasty meals • Love of Askern – Lake run 	<ul style="list-style-type: none"> • No Outsiders assembly (1 x weekly) • 'Stars outside of school' assembly weekly • Trip to Crucial Crew • 'Food for Thought' Programme – families participate in growing produce to make into tasty meals • Love of Askern – Lake run
SUMMER TERM	<ul style="list-style-type: none"> • No Outsiders assembly (1 x weekly) • Summer Fayre 	<ul style="list-style-type: none"> • No Outsiders assembly (1 x weekly) • Summer Fayre 	<ul style="list-style-type: none"> • No Outsiders assembly (1 x weekly) • Summer Fayre • Transition day to local secondary 	<ul style="list-style-type: none"> • No Outsiders assembly (1 x weekly) • Summer Fayre • Three transition days to local secondary

CELEBRATION ASSEMBLIES

Celebration assemblies play a vital role in the personal development of our children by creating an environment that fosters recognition, community, and self-esteem. By celebrating individual and group accomplishments, children learn the value of hard work and perseverance. This recognition boosts their self-esteem and encourages them to pursue their goals with confidence. Celebration assemblies provide a platform for children to interact with peers and adults, helping them develop important social skills such as communication, collaboration, and respect for others. The communal aspect fosters a sense of belonging. When children see their efforts being acknowledged, it reinforces positive behaviors and motivates them to continue striving for excellence. This encourages a growth mindset, making them more resilient in the face of challenges. Celebrating others' achievements teaches our children to appreciate and support their peers. This promotes a culture of empathy, encouraging our children to celebrate diversity and understand different perspectives. Some of our assemblies highlight various talents and achievements, from academics to arts and sports. This recognition helps our children understand that personal development can take many forms and encourages them to explore their own interests. Participation in assemblies—whether presenting achievements or performing—provides children with opportunities to practice public speaking and presentation skills, which build their confidence and ease in front of an audience. Celebrations contribute to a positive atmosphere within our school, promoting values such as teamwork, respect, and responsibility. This supportive culture encourages our children to thrive emotionally and academically.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM	<ul style="list-style-type: none"> o 'Stars outside of school' assembly -weekly o Weekly star learner (1 per class) o Weekly Virtue celebrated (special mention) – see plan for virtues Virtues 2025 2026.doc mapped across year o Maths Rock stars celebrated weekly o Weekly Head of Phase recognition sticker o Termly Headteacher recognition for pupils showing consistency o House point winners celebrated weekly o Class house point winners celebrated weekly o Termly Trust award (Ambition, Pride, Integrity and Responsibility) o In it 2 win it termly celebration – £100 voucher prize o Termly attendance prize (Christmas chocolate hamper) o Children achieving 'Bronze' attendance status – certificate 	<ul style="list-style-type: none"> o 'Stars outside of school' assembly -weekly o Weekly star learner (1 per class) o Weekly Virtue celebrated (special mention) – see plan for virtues Virtues 2025 2026.doc mapped across year o Maths Rock stars celebrated weekly o Weekly Head of Phase recognition sticker o Termly Headteacher recognition for pupils showing consistency o House point winners celebrated weekly o Class house point winners celebrated weekly o Termly Trust award (Ambition, Pride, Integrity and Responsibility) o In it 2 win it termly celebration – £100 voucher prize o Termly attendance prize (Christmas chocolate hamper)** o Children achieving 'Bronze' attendance status – certificate 	<ul style="list-style-type: none"> o 'Stars outside of school' assembly -weekly o Weekly star learner (1 per class) o Weekly Virtue celebrated (special mention) – see plan for virtues Virtues 2025 2026.doc mapped across year o Maths Rock stars celebrated weekly o Weekly Head of Phase recognition sticker o Termly Headteacher recognition for pupils showing consistency o House point winners celebrated weekly o Class house point winners celebrated weekly o Termly Trust award (Ambition, Pride, Integrity and Responsibility) o In it 2 win it termly celebration – £100 voucher prize o Termly attendance prize (Christmas chocolate hamper)** o Children achieving 'Bronze' attendance status – certificate 	<ul style="list-style-type: none"> o 'Stars outside of school' assembly -weekly o Weekly star learner (1 per class) o Weekly Virtue celebrated (special mention) – see plan for virtues Virtues 2025 2026.doc mapped across year o Maths Rock stars celebrated weekly o Weekly Head of Phase recognition sticker o Termly Headteacher recognition for pupils showing consistency o House point winners celebrated weekly o Class house point winners celebrated weekly o Termly Trust award (Ambition, Pride, Integrity and Responsibility) o In it 2 win it termly celebration – £100 voucher prize o Termly attendance prize (Christmas chocolate hamper)** o Children achieving 'Bronze' attendance status – certificate
SPRING TERM	<ul style="list-style-type: none"> • 'Stars outside of school' assembly -weekly • Weekly star learner (1 per class) • Weekly Virtue celebrated (special mention) – see plan for virtues Virtues 2025 2026.doc mapped across year • Maths Rock stars celebrated weekly • Weekly Head of Phase recognition sticker • Termly Headteacher recognition for pupils showing consistency • House point winners celebrated weekly • Class house point winners celebrated weekly • Termly Trust award (Ambition, Pride, Integrity and Responsibility) • In it 2 win it termly celebration – £100 voucher prize • Termly attendance prize (Easter chocolate hamper) • Children achieving 'Bronze' or 'Silver' attendance status – certificate 	<ul style="list-style-type: none"> • 'Stars outside of school' assembly -weekly • Weekly star learner (1 per class) • Weekly Virtue celebrated (special mention) – see plan for virtues Virtues 2025 2026.doc mapped across year • Maths Rock stars celebrated weekly • Weekly Head of Phase recognition sticker • Termly Headteacher recognition for pupils showing consistency • House point winners celebrated weekly • Class house point winners celebrated weekly • Termly Trust award (Ambition, Pride, Integrity and Responsibility) • In it 2 win it termly celebration – £100 voucher prize • Termly attendance prize (Easter chocolate hamper) • Children achieving 'Bronze' or 'Silver' attendance status – certificate 	<ul style="list-style-type: none"> • 'Stars outside of school' assembly -weekly • Weekly star learner (1 per class) • Weekly Virtue celebrated (special mention) – see plan for virtues Virtues 2025 2026.doc mapped across year • Maths Rock stars celebrated weekly • Weekly Head of Phase recognition sticker • Termly Headteacher recognition for pupils showing consistency • House point winners celebrated weekly • Class house point winners celebrated weekly • Termly Trust award (Ambition, Pride, Integrity and Responsibility) • In it 2 win it termly celebration – £100 voucher prize • Termly attendance prize (Easter chocolate hamper) • Children achieving 'Bronze' or 'Silver' attendance status – certificate 	<ul style="list-style-type: none"> • 'Stars outside of school' assembly -weekly • Weekly star learner (1 per class) • Weekly Virtue celebrated (special mention) – see plan for virtues Virtues 2025 2026.doc mapped across year • Maths Rock stars celebrated weekly • Weekly Head of Phase recognition sticker • Termly Headteacher recognition for pupils showing consistency • House point winners celebrated weekly • Class house point winners celebrated weekly • Termly Trust award (Ambition, Pride, Integrity and Responsibility) • In it 2 win it termly celebration – £100 voucher prize • Termly attendance prize (Easter chocolate hamper) • Children achieving 'Bronze' or 'Silver' attendance status – certificate

SUMMER TERM	<ul style="list-style-type: none"> • 'Stars outside of school' assembly -weekly • Weekly star learner (1 per class) • Weekly Virtue celebrated (special mention) – see plan for virtues Virtues 2025 2026.doc mapped across year • Maths Rock stars celebrated weekly • Weekly Head of Phase recognition sticker • Termly Headteacher recognition for pupils showing consistency • House point winners celebrated weekly • Class house point winners celebrated weekly • Termly Trust award (Ambition, Pride, Integrity and Responsibility) • In it 2 win it termly celebration – £100 voucher prize • Termly attendance prize and Always children for In it 2 win it (outdoor inflatables) • Children achieving 'Bronze' 'Silver' 'Gold' attendance status – certificate • 100+ Spa Stars reward – MacDonalds trips 	<ul style="list-style-type: none"> • 'Stars outside of school' assembly -weekly • Weekly star learner (1 per class) • Weekly Virtue celebrated (special mention) – see plan for virtues Virtues 2025 2026.doc mapped across year • Maths Rock stars celebrated weekly • Weekly Head of Phase recognition sticker • Termly Headteacher recognition for pupils showing consistency • House point winners celebrated weekly • Class house point winners celebrated weekly • Termly Trust award (Ambition, Pride, Integrity and Responsibility) • In it 2 win it termly celebration – £100 voucher prize • Termly attendance prize and Always children for In it 2 win it (outdoor inflatables) • Children achieving 'Bronze' 'Silver' 'Gold' attendance status – certificate • 100+ Spa Stars reward – MacDonalds trips 	<ul style="list-style-type: none"> • 'Stars outside of school' assembly -weekly • Weekly star learner (1 per class) • Weekly Virtue celebrated (special mention) – see plan for virtues Virtues 2025 2026.doc mapped across year • Maths Rock stars celebrated weekly • Weekly Head of Phase recognition sticker • Termly Headteacher recognition for pupils showing consistency • House point winners celebrated weekly • Class house point winners celebrated weekly • Termly Trust award (Ambition, Pride, Integrity and Responsibility) • In it 2 win it termly celebration – £100 voucher prize • Termly attendance prize and Always children for In it 2 win it (outdoor inflatables) • Children achieving 'Bronze' 'Silver' 'Gold' attendance status – certificate • 100+ Spa Stars reward – MacDonalds trips 	<ul style="list-style-type: none"> • 'Stars outside of school' assembly -weekly • Weekly star learner (1 per class) • Weekly Virtue celebrated (special mention) – see plan for virtues Virtues 2025 2026.doc mapped across year • Maths Rock stars celebrated weekly • Weekly Head of Phase recognition sticker • Termly Headteacher recognition for pupils showing consistency • House point winners celebrated weekly • Class house point winners celebrated weekly • Termly Trust award (Ambition, Pride, Integrity and Responsibility) • In it 2 win it termly celebration – £100 voucher prize • Termly attendance prize and Always children for In it 2 win it (outdoor inflatables) • Children achieving 'Bronze' 'Silver' 'Gold' attendance status – certificate • 100+ Spa Stars reward – MacDonalds trips
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VISITORS INTO SCHOOL

Inviting visitors into our school significantly enhances personal development by providing our children with diverse perspectives and real-world insights that enrich their learning experience. Visitors such as professionals or community leaders, offer unique expertise and share their life experiences, inspiring our children to explore various career paths and understand the relevance of their learning in everyday life. These interactions encourage our children to think critically and engage in discussions, fostering communication skills and confidence as they ask questions and express their thoughts. Moreover, visitors serve as role models, demonstrating qualities such as resilience, perseverance and passion which motivates our children to cultivate similar attributes in their own lives. By inviting visitors into our school, we also help to build a sense of community, reinforcing the importance of collaboration and connection beyond the classroom. As our children learn from the diverse backgrounds and stories of our visitors, they develop empathy, cultural awareness, and a broader understanding of societal issues, all of which contribute to their personal growth and character development.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM	<ul style="list-style-type: none"> • Visit from Big Talk to cover: internet safety and who they can ask to help them to stay safe online. Different types of families which is to reassure children that families are there to love and protect them • VR experience Children worked with a Virtual Reality facilitator on a session around climate change • School nurse – sleep assembly • Network Rail – safety assembly • Medical student working across all year groups with a focus on Science and PSHE • Air cadet's leader- assembly to talk about air cadets in Askern. • Chefs in school to work with selected pupils on a salad and dressing making workshop 	<ul style="list-style-type: none"> • Visit from Big Talk to cover: the dangers of sharing selfies, online content, puberty and hygiene, reproduction. Personal safety to support the understanding of risky situations both on and offline, and how to make smart choices and get help if they need it. • VR experience Children worked with a Virtual Reality facilitator on a session around cities around the world • School nurse – sleep assembly • Network Rail – safety assembly • Medical student working across all year groups with a focus on Science and PSHE • Air cadet's leader- assembly to talk about air cadets in Askern. • Chefs in school to work with selected pupils on a salad and dressing making workshop • Doncaster Music Hub –Brass Lessons 	<ul style="list-style-type: none"> • Visit from Big Talk to cover: the four private areas, reproduction, puberty, personal safety are revisited, and consent (permission to touch) is introduced. Children are actively encouraged to ask questions they want the answers to. • VR experience Children worked with a Virtual Reality facilitator on a session around the rainforest • School nurse – energy drinks • Network Rail – safety assembly • Medical student working across all year groups with a focus on Science and PSHE • Air cadet's leader- assembly to talk about air cadets in Askern. • Chefs in school to work with selected pupils on a salad and dressing making workshop 	<ul style="list-style-type: none"> • Visit from Big Talk to cover: the four private areas, reproduction, puberty, personal safety are revisited, and consent (permission to touch) is introduced. Children are actively encouraged to ask questions they want the answers to. • VR experience Children worked with a Virtual Reality facilitator on a session around volcanoes • Network Rail – safety assembly • Medical student working across all year groups with a focus on Science and PSHE • Air cadet's leader- assembly to talk about air cadets in Askern. • Chefs in school to work with selected pupils on a salad and dressing making workshop

SPRING TERM	<ul style="list-style-type: none"> • Online discussions with a group of scientists about their careers • Food for thought to work with selected families on growing produce and creating dishes from it • Rocksteady –Music assembly/ demonstration 	<ul style="list-style-type: none"> • Online discussions with a group of scientists about their careers • Food for thought to work with selected families on growing produce and creating dishes from it • Rocksteady –Music assembly/ demonstration • Doncaster Music Hub –Brass Lessons 	<ul style="list-style-type: none"> • Online discussions with a group of scientists about their careers • Food for thought to work with selected families on growing produce and creating dishes from it • Rocksteady –Music assembly/ demonstration 	<ul style="list-style-type: none"> • Online discussions with a group of scientists about their careers • Food for thought to work with selected families on growing produce and creating dishes from it • Rocksteady –Music assembly/ demonstration
SUMMER TERM	<ul style="list-style-type: none"> • Professionals from a wide range of backgrounds to enhance careers week 	<ul style="list-style-type: none"> • Doncaster Music Hub –Brass Lessons • Professionals from a wide range of backgrounds to enhance careers week 	<ul style="list-style-type: none"> • Professionals from a wide range of backgrounds to enhance careers week 	<ul style="list-style-type: none"> • Professionals from a wide range of backgrounds to enhance careers week • Teachers from the local secondary school to foster transition links

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:

- Wider Curriculum (with a focus on Drama, Music, Dance, Art)
- School trips and visitors into school linked to the Arts.



CREATIVE ARTS: DRAMA, MUSIC, DANCE, ART

Drama provides a unique and engaging medium through which our children can explore complex themes related to emotions, relationships, and social dynamics. By simulating real-life scenarios, drama provides opportunities for our children to step into different character roles, enhancing their empathy and understanding of others' perspectives. This learning experience fosters resilience, teamwork, communication and oracy skills (TRUST PRIORITY).

Pupils in Year 4 all learn to play a brass instrument. This allows our children to develop foundational musical skills and an appreciation for music theory and practice.

To further foster a love for drama, music, dance and art, opportunities are provided as part of leavers and celebration events but is woven through the writing curriculum where children take on role play, oracy and drama activities.

Our art offer supports children's personal development by giving them opportunities to explore creativity, self-expression and cultural understanding. Every year group studies a range of artists and styles, learning their techniques and skills before applying these to create their own original artwork or creation. This process encourages children to take pride in their ideas, develop resilience through practice and refinement, and gain confidence in sharing their work.

We introduce our children to a diverse range of genres, encouraging them to listen to and appreciate different styles of music during assemblies and through lessons. This exposure enriches their cultural literacy and broadens their understanding of music's role in society.

Encouraging performances during events such as Christmas also significantly contributes to personal development. These opportunities help our children gain confidence in public speaking and stage presence, while cultivating a sense of achievement and pride in their work. The experience of performing before an audience teaches valuable lessons about preparation, dedication, and handling performance pressure, which are essential skills that extend beyond the stage.

Collectively singing as a school during assemblies and whole-school events promotes a sense of unity and belonging. This shared experience not only strengthens community bonds but also reinforces the importance of collaboration and collective achievement. Singing together cultivates emotional well-being, allowing our children to express joy and solidarity, further enhancing their personal development.

Our Dance club further nurtures resilience, commitment and leadership as pupils prepare a routine for the Leger Dance Festival.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM	<ul style="list-style-type: none"> ○ Christmas carol concert ○ All school, along with infant feeder schools, visit Cast Theatre for annual Pantomime. ○ Remembrance Day art with a focus on the symbol of the poppy ○ 6 sessions of music ○ 6 sessions of art ○ 6 sessions of Dance 	<ul style="list-style-type: none"> ○ Christmas carol concert ○ All school, along with infant feeder schools, visit Cast Theatre for annual Pantomime. ○ Remembrance Day poetry ○ 6 sessions of music ○ 6 sessions of art ○ 6 sessions of Dance 	<ul style="list-style-type: none"> ○ Christmas carol concert ○ All school, along with infant feeder schools, visit Cast Theatre for annual Pantomime. ○ Remembrance Day art – memorial based ○ 6 sessions of music ○ 6 sessions of art ○ 6 sessions of Dance 	<ul style="list-style-type: none"> ○ Christmas carol concert ○ All school, along with infant feeder schools, visit Cast Theatre for annual Pantomime. ○ Remembrance Day abstract art ○ 6 sessions of music ○ 6 sessions of art ○ 6 sessions of Dance
SPRING TERM	<ul style="list-style-type: none"> ● Artist of the week shared in assembly ● Worldwide singalong 'Wicked' opportunity ● Children participating in the Dance club attend Campsmount come dancing (Trust) ● Trust organised Cheerleading festival ● 6 sessions of music ● 6 sessions of art 	<ul style="list-style-type: none"> ● Artist of the week shared in assembly ● Worldwide singalong 'Wicked' opportunity ● Children participating in the Dance club attend Campsmount come dancing (Trust) ● Trust organised Cheerleading festival ● 6 sessions of music ● 6 sessions of art 	<ul style="list-style-type: none"> ● Artist of the week shared in assembly ● Worldwide singalong 'Wicked' opportunity ● Children participating in the Dance club attend Campsmount come dancing (Trust) ● Trust organised Cheerleading festival ● 6 sessions of music ● 6 sessions of art 	<ul style="list-style-type: none"> ● Artist of the week shared in assembly ● Worldwide singalong 'Wicked' opportunity ● Children participating in the Dance club attend Campsmount come dancing (Trust) ● Trust organised Cheerleading festival ● 6 sessions of music ● 6 sessions of art

SUMMER TERM	<ul style="list-style-type: none"> International fortnight Sports Week, including Trust festival, comps and Spa sports day Careers week – visitors in to school including swimming instructors, district nurse, cycling professionals. Application for Children to have the opportunity to perform at Sing Out at Doncaster Dome to enrich their singing experience with a live band and singers. 	<ul style="list-style-type: none"> International fortnight Sports Week, including Trust festival, comps and Spa sports day Doncaster Storytelling Festival 2026 @ Cast Theatre (all Y4) Careers week – visitors in to school including swimming instructors, district nurse, cycling professionals. Application for Children to have the opportunity to perform at Sing Out at Doncaster Dome to enrich their singing experience with a live band and singers. 	<ul style="list-style-type: none"> International fortnight Sports Week, including Trust festival, comps and Spa sports day Careers week – visitors in to school including swimming instructors, district nurse, cycling professionals. Application for Children to have the opportunity to perform at Sing Out at Doncaster Dome to enrich their singing experience with a live band and singers. 	<ul style="list-style-type: none"> International fortnight Sports Week, including Trust festival, comps and Spa sports day Y6 Leavers Concert Careers week – visitors in to school including swimming instructors, district nurse, cycling professionals. Application for Children to have the opportunity to perform at Sing Out at Doncaster Dome to enrich their singing experience with a live band and singers.
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SCHOOL TRIPS & VISITORS INTO SCHOOL LINKED TO THE ARTS

Arts-based trips and visitors into school play a vital role in nurturing children’s personal development by giving them rich, creative experiences that cannot be replicated through classroom learning alone. Visiting theatres —and welcoming artists, musicians, actors, and dancers into school—helps our children engage with the Arts in a direct, meaningful way.

These first-hand experiences inspire our children by showing them real practitioners at work. Visitors who demonstrate artistic skills—such as drama practitioners, painters, sculptors, illustrators, storytellers, dancers, and musicians—show children the breadth of creative careers and open their minds to new possibilities. They help children understand that the Arts are for everyone and accessible at all levels of ability and interest. These moments stay with children, fostering a lifelong appreciation for the Arts and enhancing their cultural capital. This impact is strengthened even further by the fact that our staff who have interests in the arts, allow our children to see a familiar adult performing.

Overall, Arts-focused trips and visitors enrich the curriculum, spark imagination, and contribute significantly to children’s personal development—building creativity, resilience, cultural awareness, and a deep sense of joy in learning.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM	<ul style="list-style-type: none"> Remembrance service at Alexander House (academy ambassadors) Visit from Major Ashton to deliver Remembrance assembly – followed by an arts activity Christingle service with local Reverend from St Peter’s Church – children make own Christingle Carol concert Pantomime visit to Cast Theatre 	<ul style="list-style-type: none"> Remembrance service at Alexander House (academy ambassadors) Visit from Major Ashton to deliver Remembrance assembly – followed by an arts activity Pantomime visit to Cast Theatre Doncaster music hub – Learning a brass instrument 	<ul style="list-style-type: none"> Remembrance service at Alexander House (academy ambassadors) Visit from Major Ashton to deliver Remembrance assembly – followed by an arts activity Pantomime visit to Cast Theatre 	<ul style="list-style-type: none"> Remembrance service at Alexander House (academy ambassadors) Visit from Major Ashton to deliver Remembrance assembly – followed by an arts activity Pantomime visit to Cast Theatre
SPRING TERM	<ul style="list-style-type: none"> Online webinars and workshops with authors or illustrators Rocksteady Music assembly Stonge age experience 	<ul style="list-style-type: none"> Online webinars and workshops with authors or illustrators Rocksteady Music assembly Doncaster music hub – Learning a brass instrument 	<ul style="list-style-type: none"> Online webinars and workshops with authors or illustrators Rocksteady Music assembly 	<ul style="list-style-type: none"> Online webinars and workshops with authors or illustrators Rocksteady Music assembly
SUMMER TERM	<ul style="list-style-type: none"> Application for Children in the choir perform at Sing Out at Doncaster Dome to enhance their experience as performers. They perform with a live band and singers. 	<ul style="list-style-type: none"> Application for Children in the choir perform at Sing Out at Doncaster Dome to enhance their experience as performers. They perform with a live band and singers. Doncaster music hub – Learning a brass instrument – with parent concert at the end 	<ul style="list-style-type: none"> Application for Children in the choir perform at Sing Out at Doncaster Dome to enhance their experience as performers. They perform with a live band and singers. 	<ul style="list-style-type: none"> Application for Children in the choir perform at Sing Out at Doncaster Dome to enhance their experience as performers. They perform with a live band and singers.

SECTION 3

NATURE, OUTDOOR & ADVENTURE

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

Plans included in this section are:

- Outdoor learning
- School Trips
- Environment & sustainability



OUTDOOR LEARNING

Outdoor Learning promotes personal development by immersing our children in a natural environment, fostering a unique blend of physical, emotional, social, and cognitive growth. Children develop key skills such as risk assessment, problem-solving, and creativity as they navigate challenges in outdoor settings. This hands-on approach encourages a sense of exploration and curiosity, motivating our children to take initiative and engage in self-directed learning. Examples include: 'For the Love of Askern' where all pupils are invited to run laps around the local lake as part of a fundraising opportunity; PE and Life skills lessons to apply their outdoor knowledge and experiences; Visitors into school where pupils in Y3 take part in a Stone Age Experience within the school grounds (outdoor) and Residentials for Y5 and Y6 pupils including adventure and exploration.

Being in an outdoor environment also enhances emotional well-being, reducing stress and improving mood. Furthermore, the collaborative activities inherent in Outdoor Learning encourage teamwork and interpersonal skills, as our children communicate, share responsibilities, and support each other to achieve common goals.

Staff are encouraged to take the learning beyond the classroom (outdoors) where possible within the curriculum.

[Spa Academy Askern Life skills progression.docx](#)

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM	<ul style="list-style-type: none"> o Regular outdoor learning opportunities through the curriculum o PE lessons (x 2) weekly o Life skills once per half term 	<ul style="list-style-type: none"> o Regular outdoor learning opportunities through the curriculum o PE lessons (x 2) weekly o Life skills once per half term 	<ul style="list-style-type: none"> o Regular outdoor learning opportunities through the curriculum o PE lessons (x 2) weekly o Life skills once per half term 	<ul style="list-style-type: none"> o Regular outdoor learning opportunities through the curriculum o PE lessons (x 2) weekly o Life skills once per half term
SPRING TERM	<ul style="list-style-type: none"> • PE lessons (x 2) weekly one unit specifically OAA • Life skills once per half term Regular outdoor learning opportunities through the curriculum • For the love of Askern fundraising – running/walking around the lake • Y3 Stone Age experience • Food for thought programme (led by externals) for families in the community 	<ul style="list-style-type: none"> • PE lessons (x 2) weekly one unit specifically OAA • Life skills once per half term Regular outdoor learning opportunities through the curriculum • For the love of Askern fundraising – running/walking around the lake • Food for thought programme (led by externals) for families in the community 	<ul style="list-style-type: none"> • PE lessons (x 2) weekly one unit specifically OAA • Life skills once per half term Regular outdoor learning opportunities through the curriculum • For the love of Askern fundraising – running/walking around the lake • Development of playground provision – Y5/6 outdoor gym to be installed Jan 26 • Y5 Residential to Kingswood • Food for thought programme (led by externals) for families in the community 	<ul style="list-style-type: none"> • PE lessons (x 2) weekly one unit specifically OAA • Life skills once per half term Regular outdoor learning opportunities through the curriculum • For the love of Askern fundraising – running/walking around the lake • Development of playground provision – Y5/6 outdoor gym to be installed Jan 26 • Food for thought programme (led by externals) for families in the community
SUMMER TERM	<ul style="list-style-type: none"> • PE lessons (x 2) weekly • Life skills once per half term • Gardening club • Regular outdoor learning opportunities through the curriculum • Food for thought programme (led by externals) for families in the community • Opportunity for pupils to be selected to go to a forest school within the Trust 	<ul style="list-style-type: none"> • PE lessons (x 2) weekly • Life skills once per half term • Gardening club • Regular outdoor learning opportunities through the curriculum • Food for thought programme (led by externals) for families in the community • Opportunity for pupils to be selected to go to a forest school within the Trust • Road safety sessions 	<ul style="list-style-type: none"> • PE lessons (x 2) weekly • Life skills once per half term • Gardening club • Regular outdoor learning opportunities through the curriculum • Food for thought programme (led by externals) for families in the community • Swimming at local swimming baths to develop skills in water safety • Opportunity for pupils to be selected to go to a forest school within the Trust 	<ul style="list-style-type: none"> • PE lessons (x 2) weekly • Life skills once per half term • Gardening club • Regular outdoor learning opportunities through the curriculum • Y6 Residential to Alton Towers • Food for thought programme (led by externals) for families in the community • Opportunity for pupils to be selected to go to a forest school within the Trust • Opportunity for pupils to be selected to go to Cleethorpes Beach for OAA • Bikeability – cycling proficiency and road safety

SCHOOL TRIPS

At Spa Academy Askern school trips serve as opportunities to promote personal development in several key ways. First, they encourage our children to step outside their comfort zones, fostering independence and self-confidence as they navigate new environments and experiences. By participating in group activities during trips, our children enhance their teamwork and collaboration skills, learning to communicate effectively and respect diverse perspectives. Additionally, school trips provide exposure to different cultures, histories and real-world contexts, broadening our children's horizons and fostering a sense of curiosity and lifelong learning. These experiences also encourage risk assessing, critical thinking and problem solving as our children engage in hands on learning, observe practical applications of their learning, and reflect on their experiences. School trips help strengthen relationships among peers and between children and teachers, creating lasting bonds through shared experiences. This supportive atmosphere enhances emotional well-being and instills a sense of belonging. Overall school trips play a crucial role in shaping well-rounded individuals by promoting social skills, confidence, and opening up the world around them.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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AUTUMN TERM	<ul style="list-style-type: none"> • Visit to CAST Theatre to watch a pantomime • Remembrance service at Alexander House (academy ambassadors) • Selected pupils to attend a Tag Rugby festival • Selected pupils to attend a Gymnastic Festival 	<ul style="list-style-type: none"> • Visit to CAST Theatre to watch a pantomime • Remembrance service at Alexander House (academy ambassadors) • Selected pupils to attend a Tag Rugby festival • Selected pupils to attend a Gymnastic Festival 	<ul style="list-style-type: none"> • Visit to CAST Theatre to watch a pantomime • Remembrance service at Alexander House (academy ambassadors) • Selected pupils to attend a Tag Rugby festival • Selected pupils to attend a Gymnastic Festival 	<ul style="list-style-type: none"> • Visit to CAST Theatre to watch a pantomime • Remembrance service at Alexander House (academy ambassadors) • Selected pupils to attend a Tag Rugby festival • Selected pupils to attend a Gymnastic Festival
SPRING TERM	<ul style="list-style-type: none"> • Selected pupils to attend a Cheerleading festival • Selected pupils to attend a SEND sport festival 	<ul style="list-style-type: none"> • Selected pupils to attend a Cheerleading festival • Selected pupils to attend a SEND sport festival • Odyssey museum York History focus 	<ul style="list-style-type: none"> • Selected pupils to attend a Cheerleading festival • Selected pupils to attend a SEND sport festival 	<ul style="list-style-type: none"> • Selected pupils to attend a Cheerleading festival • Selected pupils to attend a SEND sport festival • Crucial Crew - Scenario based activities around priorities for young children set by the Joint Community Safety Department of South Yorkshire Police, South Yorkshire Fire and Rescue and the South Yorkshire Safer Roads Partnership.
SUMMER TERM	<ul style="list-style-type: none"> • Selected pupils to attend a Netball festival • Selected pupils to attend a Rounders festival • Opportunity for pupils to be selected to go to a forest school within the Trust 	<ul style="list-style-type: none"> • Selected pupils to attend a Netball festival • Selected pupils to attend a Rounders festival • Opportunity for pupils to be selected to go to a forest school within the Trust 	<ul style="list-style-type: none"> • Selected pupils to attend a Netball festival • Selected pupils to attend a Rounders festival • Opportunity for pupils to be selected to go to a forest school within the Trust • OAA residential to develop personal confidence and independence, to strengthen friendships, to make lasting memories, to enrich the curriculum, to encourage adaptability and resilience and to foster a sense of community 	<ul style="list-style-type: none"> • Selected pupils to attend a Netball festival • Selected pupils to attend a Rounders festival • OAA residential to develop personal confidence and independence, to strengthen friendships, to develop teamwork, to make lasting memories, to enrich the curriculum, to encourage adaptability and resilience and to foster a sense of community • Opportunity for pupils to be selected to go to Cleethorpes Beach for OAA • Opportunity for pupils to be selected to go to a forest school within the Trust

ENVIRONMENT & SUSTAINABILITY

Focusing on the environment and sustainability instills a deep sense of responsibility and awareness in our children, which significantly contributes to their personal development. Engaging with environmental issues encourages our children to think critically about complex problems. They learn to analyse situations, weigh options, and devise solutions—skills that are essential throughout life. Understanding environmental challenges fosters empathy. Many environmental initiatives are community-oriented, teaching children the value of working together toward a common goal. This collaboration nurtures communication skills and the ability to operate effectively in group settings. In exploring sustainability, our children encounter both successes and failures. They learn to be resilient in the face of setbacks and adaptable to changing circumstances, traits that are crucial for personal growth. By taking part in environmental projects, children see the direct impact of their actions. This boosts their confidence and empowers them to believe they can make a difference, both locally and globally. Engaging with nature and sustainability often promotes healthier lifestyles, encouraging our children to be active and conscious of their choices, which supports their physical and mental well-being. Learning about sustainability nurtures a strong ethical framework. Our children develop values such as responsibility, and respect for nature, shaping them into conscientious and mindful individuals.

Specific examples at Spa Academy include:

- Pupils in Y5 choose to walk to swimming instead of travelling by coach (summer term)
- Spa Academy Climate Action Plan – installation of a water butt, potato growing sacks, herbs and additional planters, pollinator garden
- ‘Wow’ – Initiative implemented in Spring term. Pupils earn badges for walking to school, or by riding a bike, scooter or skating. This also has a competitive element with leaderboards showcasing between classes but also across local school and nationally.
- ‘Food for thought’ programme – intergenerational involvement upskilling staff to continue, life skills.
- Exposure to Blue peter badge opportunities – (green badge) - looking after the environment
- Audit of single use plastics – ambassador tasks – staff and pupils

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM	<ul style="list-style-type: none"> DT – learning about using seasonal produce and local produce and the benefits of this. (Soup) Assembly for discussing how we can assist with sustainability throughout our school. Outdoor learning lesson x 1 hour weekly Geography – Sustainability VR Experience – Climate change Writing text: Nen and the Lonely Fisherman Class text: The Iron Man Class text: The Great Kapok Tree 	<ul style="list-style-type: none"> DT – learning about using seasonal produce and local produce and the benefits of this. (Soup) Assembly discussing how we can assist with sustainability throughout our school. 	<ul style="list-style-type: none"> DT – learning about using seasonal produce and local produce and the benefits of this. (Soup) Assembly discussing how we can assist with sustainability throughout our school. Outdoor learning lesson x 1 hour weekly Geography- Rainforests 	<ul style="list-style-type: none"> DT – learning about using seasonal produce and local produce and the benefits of this. (Soup) Assembly discussing how we can assist with sustainability throughout our school. Geography: Natural disasters VR experience -Volcanoes
SPRING TERM	<ul style="list-style-type: none"> Big Wheel and Walk WOW initiative introduced – all classes registered and take part – monthly badges as rewards. Introduce 'switch off' campaign Audit and reduce single use plastics Pupil voice around how the school site should look Class text: Flotsam Class Text Stig of the Dump 	<ul style="list-style-type: none"> WOW initiative introduced – all classes registered and take part – monthly badges as rewards. Introduce 'switch off' campaign Audit and reduce single use plastics Pupil voice around how the school site should look Writing text: Our Tower 	<ul style="list-style-type: none"> WOW initiative introduced – all classes registered and take part – monthly badges as rewards. Introduce 'switch off' campaign Audit and reduce single use plastics Pupil voice around how the school site should look 	<ul style="list-style-type: none"> WOW initiative introduced – all classes registered and take part – monthly badges as rewards. Introduce 'switch off' campaign Audit and reduce single use plastics Pupil voice around how the school site should look
SUMMER TERM	<ul style="list-style-type: none"> Continue 'switch off' campaign Gardening club Actions based on pupil voice with regards to how the school site should look Develop a sustainable cookbook from skills and learning across the year Implement a sustainable school uniform policy 	<ul style="list-style-type: none"> Continue 'switch off' campaign Gardening club Actions based on pupil voice with regards to how the school site should look Develop a sustainable cookbook from skills and learning across the year Implement a sustainable school uniform policy Class Writing text: A planet full of plastic 	<ul style="list-style-type: none"> Tiny forest (Y5) Walk to swimming Continue 'switch off' campaign Gardening club Actions based on pupil voice with regards to how the school site should look Develop a sustainable cookbook from skills and learning across the year Implement a sustainable school uniform policy Writing text: The Paper bag Prince 	<ul style="list-style-type: none"> Continue 'switch off' campaign Gardening club Actions based on pupil voice with regards to how the school site should look Develop a sustainable cookbook from skills and learning across the year Implement a sustainable school uniform policy

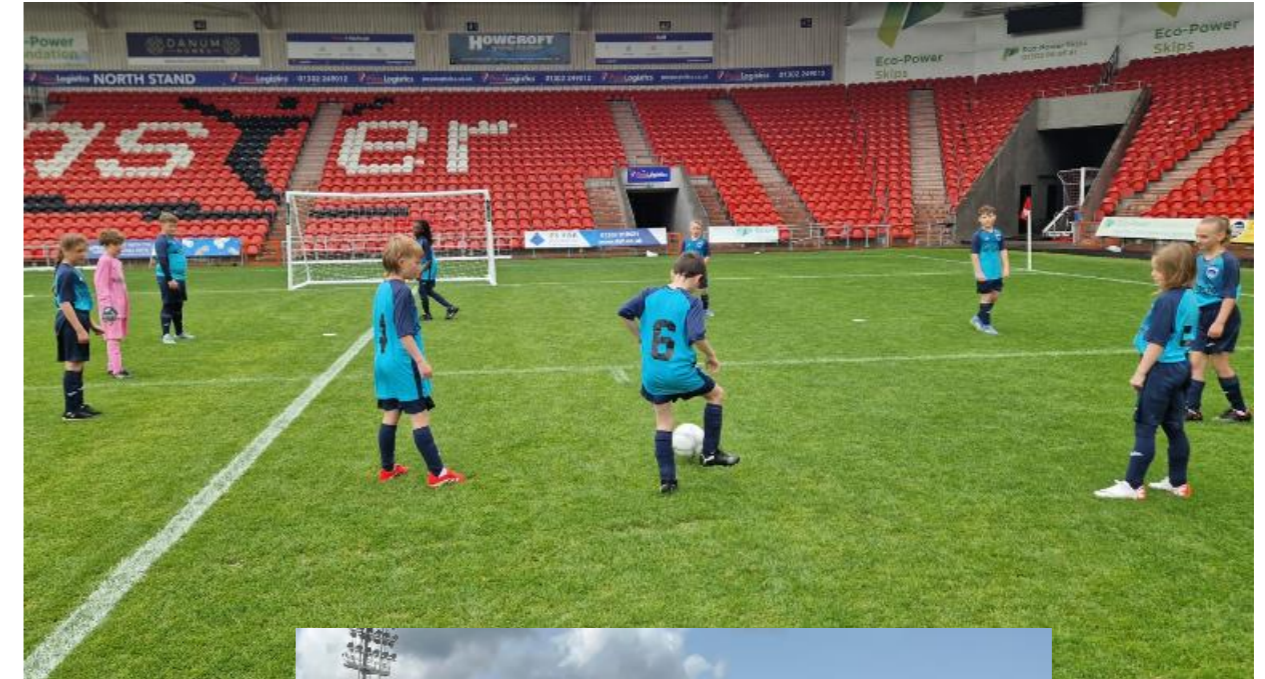
SECTION 4

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
- Extracurricular sport clubs



SPORT COMPETITIONS

We value physical education (PE) because it is pivotal in promoting personal development across various dimensions, including physical health, social skills, emotional well-being, and character building. Our robust and progressive PE curriculum introduces our children to a wide range of activities that encourage not only fitness but also the development of essential life skills such as teamwork, discipline, and perseverance. In addition to our comprehensive PE curriculum, we offer a variety of sports clubs that further enhance personal development. These clubs provide our children with opportunities to engage in physical activities outside of the regular curriculum, fostering a sense of community and belonging. Participation in sports clubs helps our children build confidence and self-esteem as they learn new skills, set goals, and celebrate their achievements with their peers. Moreover, these clubs encourage social interaction and collaboration, teaching valuable lessons in communication and respect while allowing our children to form lasting friendships. We also participate in a program of sports enrichment through the Leger Education Trust, enhancing our commitment to providing a diverse and enriching sporting experience. This program offers additional resources and opportunities for our children, expanding their understanding and engagement with various sports. In order to meet the needs of all our children, we strike a careful balance in our approach to sport enrichment events. We ensure an inclusive atmosphere at sports festivals, enabling every child to participate regardless of their skill level. This inclusivity promotes confidence and enjoyment in physical activity. Simultaneously, we offer local competitions, such as the Stoneacre cup for those who thrive and excel in competitive sports, allowing them to showcase their talents and pursue their aspirations in a more challenging environment. Through these various initiatives, we foster personal development by encouraging our children to embrace physical activity, build resilience, and develop leadership skills. The combination of a strong PE curriculum, sports clubs, enrichment programs, and inclusive competitions cultivates a well-rounded approach to education, empowering our children to lead active, healthy lifestyles while developing essential life skills that will serve them well beyond their school years. Such opportunities have allowed and continue to support pupils being scouted by external companies allowing pupils to take their interests and skills set further.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM	<ul style="list-style-type: none"> ○ Leger Sport boy's football competition ○ Leger Sport girl's football competition ○ Football, Rugby, Gymnastics festivals across the Trust 	<ul style="list-style-type: none"> ○ Leger Sport boy's football competition ○ Leger Sport girl's football competition ○ Football, Rugby, Gymnastics festivals across the Trust 	<ul style="list-style-type: none"> ○ Leger Sport boy's football competition ○ Leger Sport girl's football competition ○ Football, Rugby, Gymnastics festivals across the Trust 	<ul style="list-style-type: none"> ○ Leger Sport boy's football competition ○ Leger Sport girl's football competition ○ Football, Rugby, Gymnastics festivals across the Trust
SPRING TERM	<ul style="list-style-type: none"> • Leger dance festival • Cheerleading, SEND and Netball festivals across the Trust 	<ul style="list-style-type: none"> • Leger dance festival • Cheerleading, SEND and Netball festivals across the Trust 	<ul style="list-style-type: none"> • Leger dance festival • Cheerleading, SEND and Netball festivals across the Trust 	<ul style="list-style-type: none"> • Leger dance festival • Cheerleading, SEND and Netball festivals across the Trust
SUMMER TERM	<ul style="list-style-type: none"> • Leger Sport athletics competition • Netball and Rounders festivals across the Trust • Sports week, including sports day 	<ul style="list-style-type: none"> • Leger Sport athletics competition • Netball and Rounders festivals across the Trust • Sports week, including sports day 	<ul style="list-style-type: none"> • Curriculum swimming lesson • Leger Sport athletics competition • Netball and Rounders festivals across the Trust • Sports week, including sports day 	<ul style="list-style-type: none"> • Leger Sport athletics competition • Netball and Rounders festivals across the Trust • Sports week, including sports day

EXTRA CURRICULAR SPORT CLUBS

Extracurricular clubs play a significant role in supporting the personal development of our children by providing opportunities for learning, social interaction, and skill-building outside the traditional classroom setting. Our clubs focus on specific interests, such as sports. Participation allows our children to develop and refine skills in these areas, promoting a sense of achievement and mastery. Extracurricular activities provide a space for children to interact with peers from different classes to their own. This exposure fosters friendships, improves social skills, and encourages teamwork and collaboration. Engaging in clubs allows our children to explore new interests and take on challenges. Successfully navigating these experiences can significantly enhance their self-esteem and self-worth. Balancing extracurricular commitments with academic responsibilities teaches our children valuable time management skills. They learn to prioritise tasks and responsibilities, which prepares them for future challenges. Extracurricular clubs give our children opportunities to explore a wide range of activities, helping them discover interests and passions they may not encounter in the classroom. This exploration is crucial for personal identity and future aspirations.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM	<ul style="list-style-type: none"> ○ Reading, Art, In It 2 Win it, Singing, Boardgames, Basketball, Playground leaders, Multiskills, Gymnastics ○ 1 x weekly club ran by external sports coach 	<ul style="list-style-type: none"> ○ Reading, Art, In It 2 Win it, Singing, Boardgames, Basketball, Playground leaders, Multiskills, Gymnastics ○ 1 x weekly club ran by external sports coach 	<ul style="list-style-type: none"> ○ Reading, Art, In It 2 Win it, Singing, Boardgames, Basketball, Playground leaders, Multiskills, Gymnastics ○ 1 x weekly club ran by external sports coach ○ 	<ul style="list-style-type: none"> ○ Reading, Art, In It 2 Win it, Singing, Boardgames, Basketball, Playground leaders, Multiskills, Gymnastics ○ 1 x weekly club ran by external sports coach
SPRING TERM	<ul style="list-style-type: none"> • In It 2 Win It, Reading, Boardgames, Art, Mixed ball games, Dance • Spring 2 TBC • 1 x weekly club ran by external sports coach • 	<ul style="list-style-type: none"> • In It 2 Win It, Reading, Boardgames, Art, Mixed ball games, Dance • Spring 2 TBC • 1 x weekly club ran by external sports coach 	<ul style="list-style-type: none"> • In It 2 Win It, Reading, Boardgames, Art, Mixed ball games, Dance • Spring 2 TBC • 1 x weekly club ran by external sports coach 	<ul style="list-style-type: none"> • In It 2 Win It, Reading, Boardgames, Art, Mixed ball games, Dance • Spring 2 TBC • 1 x weekly club ran by external sports coach
SUMMER TERM	<ul style="list-style-type: none"> • In It 2 Win It • Summer TBC based on pupil voice. • 1 x weekly club ran by external sports coach • 	<ul style="list-style-type: none"> • In It 2 Win It • Summer TBC based on pupil voice. • 1 x weekly club ran by external sports coach 	<ul style="list-style-type: none"> • In It 2 Win It • Summer TBC based on pupil voice. • 1 x weekly club ran by external sports coach 	<ul style="list-style-type: none"> • In It 2 Win It • Summer TBC based on pupil voice. • 1 x weekly club ran by external sports coach

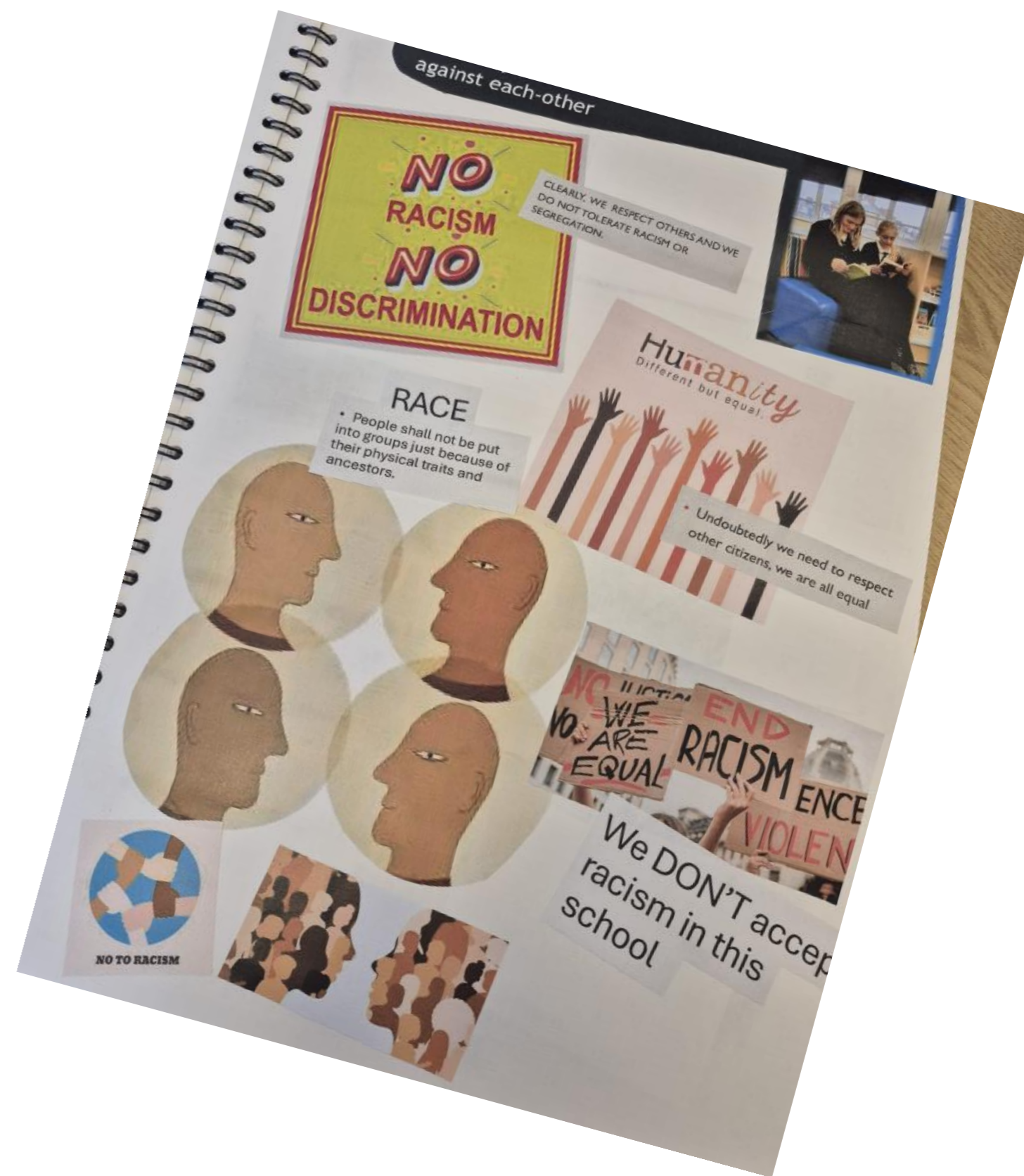
SECTION 5

DEVELOPING WIDER LIFE SKILLS

Including cooking, debating, managing finances, and coding

Plans included in this section are:

- Financial & career development
- Cooking
- Tech smart and safety aware
- Mental and physical health and well-being
- SMSC
- Equality & diversity
- Protected Characteristics



FINANCIAL & CAREERS DEVELOPMENT

Our structured approach to financial and careers education is essential in promoting personal development among our children. By equipping our children with the necessary knowledge and skills related to financial literacy and career exploration, we empower them to make informed decisions about their future. Teaching our children the basics of budgeting, saving, and responsible spending fosters strong financial literacy. Understanding how to manage money effectively prepares them for adulthood, instilling confidence and independence. Through financial education, children learn how to set realistic financial goals and create actionable plans to achieve them. This process helps to develop their ability to think long-term and strategise, skills that are invaluable for future success. Exposure to various career paths helps our children understand the diversity of opportunities available. This awareness allows them to explore different interests and talents, encouraging them to consider their aspirations and potential career trajectories. Financial and careers education often emphasises essential skills such as critical thinking, decision-making, and problem-solving. These skills are transferable and beneficial in all areas of life. Introducing concepts of entrepreneurship encourages creativity and innovation. Our children learn to identify opportunities, take calculated risks, and develop an entrepreneurial spirit, fostering a proactive approach to their futures. As our children gain knowledge in finance and careers, they develop greater self-confidence in their ability to manage financial matters and pursue their interests. This newfound confidence encourages them to take initiative in their personal and professional lives. Financial and careers education often includes discussions about ethical decision-making and social responsibility. This instills strong values in children, guiding them to make responsible choices that impact their lives and communities positively. Emphasising the importance of education and continuous learning in both financial literacy and career development instills a growth mindset. Our children learn to view challenges as opportunities for growth and education as an ongoing journey.

At Spa Academy, we know that it is essential our pupils are provided with opportunities to develop life skills that will support and equip them appropriately, throughout their lives. Our Life Skills Progression document explores a range of skills:

- **Living Independently** – ‘Money sense’ and ‘Helping around the home’
- **Health and wellbeing** – ‘It’s kind to care’ and ‘Staying safe’
- **Exploring the wider world** – ‘Employment skills and enterprise’ and ‘On the move’

[Spa Academy Askern Life skills progression.docx](#)

At Spa Academy, our aim is to expose pupils to a wide range of career opportunities. We also recognise that the skills they develop today must prepare them for jobs that may not yet exist. Our staff highlight this in class discussions and assemblies, while all visitors to the school provide pupils with insights and ideas about potential future careers.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM	<ul style="list-style-type: none"> • Life skills curriculum x 2 strands • PSHE unit: Being me in my world 	<ul style="list-style-type: none"> • Life skills curriculum x 2 strands • PSHE unit: Being me in my world 	<ul style="list-style-type: none"> • Life skills curriculum x 2 strands • PSHE unit: Being me in my world 	<ul style="list-style-type: none"> • Life skills curriculum x 2 strands • PSHE unit: Being me in my world
SPRING TERM	<ul style="list-style-type: none"> • Life skills curriculum x 2 strands • British Science week - conversations with professional with a variety of science backgrounds - I am a scientist programme • PSHE unit: Dreams & Goals 	<ul style="list-style-type: none"> • Life skills curriculum x 2 strands • British Science week - conversations with professional with a variety of science backgrounds - I am a scientist programme • PSHE unit: Dreams & Goals 	<ul style="list-style-type: none"> • Life skills curriculum x 2 strands • British Science week - conversations with professional with a variety of science backgrounds - I am a scientist programme • PSHE unit: Dreams & Goals 	<ul style="list-style-type: none"> • Life skills curriculum x 2 strands • British Science week - conversations with professional with a variety of science backgrounds - I am a scientist programme
SUMMER TERM	<ul style="list-style-type: none"> • Life skills curriculum x 2 strands • Careers week • Maths curriculum – money unit 	<ul style="list-style-type: none"> • Life skills curriculum x 2 strands • Careers week • Maths curriculum – money unit 	<ul style="list-style-type: none"> • Life skills curriculum x 2 strands • Careers week 	<ul style="list-style-type: none"> • Life skills curriculum x 2 strands • Careers week

COOKING

We teach cooking throughout the school as a key part of personal development, helping children build confidence, independence and healthy lifestyle habits. 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 external partner 'Chefs in schools' 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 and experience flavours they may not encounter at home. Working with Chefs in schools helps children see cooking as a real skill with real-world applications.

Our pupils have a good relationship with our school cooks with ambassadors talking to them about food choices which has directly impacted on the school menu. Our Head Cook is keen to share their expertise and support in cooking lessons.

Spa's life skills curriculum includes food safety and storage, using equipment safely i.e the microwave,

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM	<p>Like skills session:</p> <ul style="list-style-type: none"> • Helping around the home (food safety and storage) • <ul style="list-style-type: none"> ○ Selected pupils to take part in 'Chefs in schools' salad making workshop. Pupils explore a range of ingredients, try different tastes etc and then make a salad to eat at school, or take home. <ul style="list-style-type: none"> • Cooking lesson 1 hr. weekly for 6 weeks (D&T) • Making a soup Vegetable Soup 	<p>Like skills session:</p> <ul style="list-style-type: none"> • Helping around the home (using equipment safely, such as a microwave) <ul style="list-style-type: none"> • Selected pupils to take part in 'Chefs in schools' salad making workshop. Pupils explore a range of ingredients, try different tastes etc and then make a salad to eat at school, or take home. <ul style="list-style-type: none"> • Making a soup Minestrone Soup • Cooking lesson 1 hr. weekly for 6 weeks (D&T) 	<p>Like skills session:</p> <ul style="list-style-type: none"> ○ Helping around the home (shopping for ingredients, including online shopping) <ul style="list-style-type: none"> ○ Selected pupils to take part in 'Chefs in schools' salad making workshop. Pupils explore a range of ingredients, try different tastes etc and then make a salad to eat at school, or take home. <ul style="list-style-type: none"> ○ Making a Chicken noodle soup ○ Cooking lesson 1 hr. weekly for 6 weeks (D&T) 	<p>Like skills session:</p> <ul style="list-style-type: none"> • Helping around the home (understanding expiry dates) <ul style="list-style-type: none"> • Selected pupils to take part in 'Chefs in schools' salad making workshop. Pupils explore a range of ingredients, try different tastes etc and then make a salad to eat at school, or take home. • Making a Dumpling soup • Cooking lesson 1 hr. weekly for 6 weeks (D&T)
SPRING TERM	<ul style="list-style-type: none"> • 'Food for Thought' Programme – families participate in growing produce to make into tasty meals 	<ul style="list-style-type: none"> • 'Food for Thought' Programme – families participate in growing produce to make into tasty meals 	<ul style="list-style-type: none"> • 'Food for Thought' Programme – families participate in growing produce to make into tasty meals 	<ul style="list-style-type: none"> • 'Food for Thought' Programme – families participate in growing produce to make into tasty meals
SUMMER TERM	<ul style="list-style-type: none"> • Cooking lesson 1 hr. weekly for 6 weeks (D&T) with a focus on BBQ making a protein and vegetable skewer 	<ul style="list-style-type: none"> • Cooking lesson 1 hr. weekly for 6 weeks (D&T) with a focus on BBQ making a stuffed burger 	<ul style="list-style-type: none"> • Cooking lesson 1 hr. weekly for 6 weeks (D&T) with a focus on BBQ making a kofta and dressed side salad 	<ul style="list-style-type: none"> • Cooking lesson 1 hr. weekly for 6 weeks (D&T) with a focus on BBQ making a gyros with protein, sauce and bread

TECH-SMART & SAFETY-AWARE

Technology plays an important part in our personal development offer because it helps children build essential skills that reach far beyond computing lessons. Whether they are using computers, tablets, phones, VR headsets, Micro: bits, or a range of apps and digital platforms, children learn to think logically, solve problems and stay resilient when things don't work straight away. By exploring new tools, trying out ideas and refining their work, they develop independence, confidence and a strong growth mindset.

Working with a wide range of digital technologies also nurtures creativity and collaboration. Children create digital stories, videos, games, animations, programmes or interactive projects, and they learn to share ideas, review one another's work and suggest improvements. These experiences strengthen teamwork, communication and the ability to give and receive constructive feedback.

A key part of our approach is helping children to become safe and responsible digital citizens. We teach them how to use technology in an age-appropriate way, how to recognise risks online and how to protect their personal information. Children learn about healthy screen habits, the impact technology can have on their mental wellbeing and how to make positive choices when using apps, games and online platforms. They are taught to identify unsafe or unkind behaviour online—such as cyberbullying—and to know exactly where to go for help, both in school and at home.

By embedding technology throughout the curriculum and providing clear guidance on safe and healthy digital use, we ensure children develop strong digital literacy and online safety awareness. Alongside this, they build the broader personal qualities—resilience, creativity, teamwork and critical thinking—that prepare them to thrive both in school and in their future lives.

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN TERM	<ul style="list-style-type: none"> Wake up Wednesday – digital safety shared to children in the safeguarding assembly. VR Experience Digital Literacy - 6 lessons Art – Drawing 	<ul style="list-style-type: none"> Wake up Wednesday – digital safety shared to children in the safeguarding assembly. VR Experience Digital Literacy - 6 lessons 	<ul style="list-style-type: none"> Wake up Wednesday – digital safety shared to children in the safeguarding assembly. VR Experience Digital Literacy - 6 lessons Online safety assembly with parents invited to join 	<ul style="list-style-type: none"> Wake up Wednesday – digital safety shared to children in the safeguarding assembly. VR Experience Digital Literacy - 6 lessons Online safety assembly with parents invited to join
SPRING TERM	<ul style="list-style-type: none"> Wake up Wednesday – digital safety shared to children in the safeguarding assembly. Computer Science – 6 lessons DT lessons – digital world 	<ul style="list-style-type: none"> Wake up Wednesday – digital safety shared to children in the safeguarding assembly. Computer Science – 6 lessons 	<ul style="list-style-type: none"> Wake up Wednesday – digital safety shared to children in the safeguarding assembly. Computer Science – 6 lessons 	<ul style="list-style-type: none"> Wake up Wednesday – digital safety shared to children in the safeguarding assembly. Computer Science – 6 lessons
SUMMER TERM	<ul style="list-style-type: none"> Wake up Wednesday – digital safety shared to children in the safeguarding assembly. Computer Skills- 6 lessons 	<ul style="list-style-type: none"> Wake up Wednesday – digital safety shared to children in the safeguarding assembly. Computer Skills- 6 lessons 	<ul style="list-style-type: none"> Wake up Wednesday – digital safety shared to children in the safeguarding assembly. Computer Skills- 6 lessons DT – Digital world 	<ul style="list-style-type: none"> Wake up Wednesday – digital safety shared to children in the safeguarding assembly. Computer Skills- 6 lessons DT- Digital world

MENTAL AND PHYSICAL HEALTH AND WELL-BEING

At Spa Academy, we place a strong emphasis on promoting positive mental and physical health and wellbeing for all pupils. We provide a safe, nurturing environment where children feel valued, listened to and supported. We recognise that mental health needs and personal circumstances can be short-term or long-term, and we are committed to supporting pupils throughout both.

Emotional wellbeing is developed through regular PSHE lessons, assemblies and class discussions, helping pupils to understand their feelings, build resilience and develop healthy relationships. Our reading spine and whole-school assemblies also include examples of mental health and neurodivergence, enabling pupils to see themselves represented and to build empathy for others.

To ensure personalised support, we work closely with parents and a range of outside agencies, always keeping the child at the center of our approach tracking the support that they have received. Our dedicated pastoral team and SENDCo work collaboratively with staff, families and specialists to provide both proactive and reactive interventions, tailored to each pupil's needs. Additional support is offered through:

- pastoral provision
- soft start/soft finish routines
- Rainbows
- Lego Therapy
- Self-Esteem
- Social Skills
- Access to the school nurse.

Physical wellbeing is encouraged through high-quality PE lessons, active playtimes and a wide range of extracurricular sports and clubs. We also promote healthy lifestyle choices by teaching pupils about nutrition, the importance of exercise and the benefits of rest. Events such as Hello Yellow Day further highlight the value of mental health and encourage pupils to engage in well-being conversations.

By embedding wellbeing into daily school life, we support our pupils in developing the skills and habits they need to stay healthy, confident and ready to learn.

Spa Academy is proud to provide a provision, known as the Fountain, supporting pupils with significant needs, including those with an Education, Health and Care Plan (EHCP). Led by a qualified teacher, the provision delivers high-quality, personalised learning that meets the academic, social, and emotional needs of each pupil.

Pupils in the Fountain are encouraged to engage with their mainstream classes where appropriate, promoting inclusion, developing confidence, and supporting a successful transition back into the classroom. This approach ensures pupils make strong progress in their personal development, including social skills, independence, and resilience, and are well-prepared for life in the wider school community.

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.

All classes also are 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, which can be seen mapped out here. [ASPIRE SMSC tracking.docx](#)

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.

YEAR 3

YEAR 4

YEAR 5

YEAR 6

AUTUMN TERM	<ul style="list-style-type: none"> Picture News assembly 1 x a week No Outsiders assembly 1 x a week (Race, Age and Sex) Writing text: Coming to England Writing text: Nen and the Lonely Fisherman Class text: The Great Kapok Tree MFL French 6 Lesson a half term RE Lessons 2 units a term PSHE Being Me in my world PSHE Celebrating differences Odd sock day for anti-bullying Children's mental health – Hello Yellow 	<ul style="list-style-type: none"> Picture News assembly 1 x a week No Outsiders assembly 1 x a week (Race, Age and Sex) Writing text: Counting on Katherine Class text: The Boy who Biked the World MFL French 6 Lesson a half term RE Lessons 2 units a term PSHE Being Me in my world PSHE Celebrating differences Odd sock day for anti-bullying Children's mental health – Hello Yellow 	<ul style="list-style-type: none"> Picture News assembly 1 x a week No Outsiders assembly 1 x a week (Race, Age and Sex) Writing text: Young Gifted and Black Class text: The Explorer MFL French 6 Lesson a half term RE Lessons 2 units a term PSHE Being Me in my world PSHE Celebrating differences Odd sock day for anti-bullying Children's mental health – Hello Yellow 	<ul style="list-style-type: none"> Picture News assembly 1 x a week No Outsiders assembly 1 x a week (Race, Age and Sex) Writing text: The place for me Class text: Survivors MFL French 6 Lesson a half term RE Lessons 2 units a term PSHE Being Me in my world PSHE Celebrating differences Odd sock day for anti-bullying Children's mental health – Hello Yellow
SPRING TERM	<ul style="list-style-type: none"> Picture News assembly 1 x a week No Outsiders assembly 1 x a week (Marriage & civil partnership, Disability) MFL French 6 Lesson a half term RE Lessons 2 units a term PSHE Unit: Dreams & Goals PSHE Unit: Healthy Me Scientist study: Marie Curie History unit for half a term Geography unit for half a term 	<ul style="list-style-type: none"> Picture News assembly 1 x a week No Outsiders assembly 1 x a week (Marriage & civil partnership, Disability) MFL French 6 Lesson a half term RE Lessons 2 units a term PSHE Unit: Dreams & Goals PSHE Unit: Healthy Me Scientist study: Stephen Hawkings History unit for half a term Geography unit for half a term 	<ul style="list-style-type: none"> Picture News assembly 1 x a week No Outsiders assembly 1 x a week (Marriage & civil partnership, Disability) MFL French 6 Lesson a half term RE Lessons 2 units a term PSHE Unit: Dreams & Goals PSHE Unit: Healthy Me Scientist study: Mae Jemison History unit for half a term Geography unit for half a term 	<ul style="list-style-type: none"> Picture News assembly 1 x a week No Outsiders assembly 1 x a week (Marriage & civil partnership, Disability) MFL French 6 Lesson a half term RE Lessons 2 units a term PSHE Unit: Dreams & Goals PSHE Unit: Healthy Me Scientist study: Jane Goodall History unit for half a term Geography unit for half a term
SUMMER TERM	<ul style="list-style-type: none"> Picture News assembly 1 x a week No Outsiders assembly 1 x a week (Religion & Belief, Race – GRT focus, LGBTQ+) International fortnight Careers week MFL French 6 Lesson a half term RE Lessons 2 units a term PSHE Unit: Relationships Transition unit: Changes and moving on Writing text: The Merchant of Venice Class text: The day I was erased Class text: The accidental Prime Minister 	<ul style="list-style-type: none"> Picture News assembly 1 x a week No Outsiders assembly 1 x a week (Religion & Belief, Race – GRT focus, LGBTQ+) International fortnight Careers week MFL French 6 Lesson a half term RE Lessons 2 units a term PSHE Unit: Relationships Transition unit: Changes and moving on Writing text: A planet full of plastic Class text: The Goldfish Boy Class text: The Journey 	<ul style="list-style-type: none"> Picture News assembly 1 x a week No Outsiders assembly 1 x a week (Religion & Belief, Race – GRT focus, LGBTQ+) International fortnight Careers week MFL French 6 Lesson a half term RE Lessons 2 units a term PSHE Unit: Relationships Transition unit: Changes and moving on Class text: A kind of Spark Class text: The Boy at the back of the Class 	<ul style="list-style-type: none"> Picture News assembly 1 x a week No Outsiders assembly 1 x a week International fortnight Careers week Class text: The Boy in the Tower Class text: The Arrival

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 (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.