

Key area	Key area breakdown	Evidence/teaching opportunities across the school (What do we do in school to teach/promote each key area? Where might we find evidence?)	Evidence/teaching opportunities explicitly taught within the curriculum in a year group (What do we do in school to teach/promote each key area? Where might we find evidence?)
Personal Development	a. Personal Finance Education; b. Employability skills, including work experience; c. Citizenship, Personal, Social and Health Education provision; d. The school’s wider pastoral framework; e. Growth mindset and metacognition - resilience development strategies; f. Transition support; g. Work to develop confidence e.g. public speaking and interview skills; h. Activities focused on building selfesteem; i. Mental health & well-being provision.	a – DT resourcing projects, enterprise projects, Maths curriculum UKS2. b – maths curriculum and collaborative working supports pupils in developing life, and employability skills: Enterprise. c – taught in PSHE, RSE input by ‘Big Talk Education’; RE curriculum promotes citizenship and personal development; health education taught in science; pupils are encouraged to be part of team games during Physical Education lessons and work together during these games and respond to each other. d- regular assemblies and collective worship, which links with school values; nurture support, Thrive and counselling for vulnerable pupils; mental health and wellbeing taught as part of the PSHE curriculum; online safety, safety in the home and safety outside are part of the PSHE curriculum. EAL provision: opportunities to get to know the families are organised in EYFS, e.g. home visits, stay and play sessions. When possible, home language is used to communicate with the families. e – taught throughout the learning to learn sessions at the beginning of each year; links through collective worship to Resilient Ryder the evaluate strand within the DT lessons; the maths curriculum	EYFS (a) Experiencing real money in the role play area. (b) Visits from local professionals – doctors, dentists, farmer, librarian, shopkeeper, coach driver, etc. (d) Diwali celebrations, Harvest, Nativity, Christingle, Easter. (f) Staggered transition into reception, first topic links with home life, Jigsaw and Thrive. (g) Planned talk time in learning circles. Encouraging the children to ask questions in learning circles. (h) Jigsaw, investigation station celebrating difference, working walls to showcase work, celebrating achievements, Tapestry links with parents.
			Y1 C) Safe touch lesson delivered by school nurse. f) Plan more provision-based opportunities for Autumn term. Gradually increased focused learning time. g) Opportunities to present poems to the class. Show and Tell sessions weekly. h) Show and Tell sessions weekly.
			Y2 (a) Children will take part in DT projects choosing the correct materials for the purpose giving reasons

		<p>promotes problem solving which develops pupils' resilience and allows them to be openminded to new challenges; CUSP curriculum is structured to enhance metacognition; in art, pupils understand how ideas are developed through processes and build up resilience to getting things wrong and suggesting improvements to improve their work; within music lessons, pupils are taught about self-discipline; in History changes in living memory linking to aspects of changes in their lives.</p> <p>f – transition days in the last term from year group to year group, with extended transitions from Y6 to Y7, and for pupils with SEN. EAL provision: structured induction process for pupils new to English. Pupils who are new to English are supported from day one through the range of suitable strategies.</p> <p>g – taught through the design strand within the DT lessons; think-pair-share builds confidence in answering questions in front</p>	<p>why (wheels) and making logical decisions (waterproof hat)</p> <p>(b) Children will learn what it is like to be a fire fighter through our history topic visit.</p> <p>(b) Children will receive playground leader training throughout the year.</p> <p>(e) Children will explore money during our maths learning.</p> <p>(f) Transition work so children feel prepared for learning in Year 3.</p> <p>(e) Though arithmetic children are encouraged to beat their personal bests each week and strive towards individual targets.</p>
			<p>Y3</p> <p>f.) In Year 3, Children transition from Key Stage 1 to Key Stage 2.</p> <p>g.) Children will perform to an audience during Sing out and the music festival</p> <p>g.) Children will perform their poems to their peers.</p>
			<p>Y4</p> <p>G) Oracy planned throughout the curriculum to strengthen spoken language for public speaking and presenting.</p> <p>H) Class dojo to celebrate individual/team success. Wow work on display or showing the class. Celebrating published work on displays.</p>
			<p>Y5</p> <p>(a) Learning about the importance of money and how it works through 'the big picture' in decimals – Maths.</p> <p>(b) Work experience opportunities through the Young Enterprise project.</p>

			<p>(g) Opportunities for oracy skills throughout the year as outlined in Mapping grid.</p> <p>Y6 (a) Our Futures end of year maths topic. Real-life money/budgeting experiences. (b) Careers fair. (c) Jigsaw/ school nurse team – birth and conception. (f) Transition officer, flying start forms, links with secondary schools, meetings with networks. (g) Children reading aloud/debates. End of year performance. End of topic showcases. (i) Counselling.</p>
<p>Social Development, including political and current affairs awareness</p>	<p>a. Citizenship, Personal, Social and Health Education provision; b. Student volunteering and charitable works; c. Student Voice – Year Group and School Council; d. Nurture Group Access; e. In school and wider community engagement programmes;</p>	<p>a – PSHE curriculum teaches all elements. b – pupils regularly contribute to local, national and international charities by fundraising at various points throughout the year. Pupils can volunteer to support younger children through playground buddies. c – School council, Eco Council and Playground Leaders. d – teacher referral for Thrive sessions and nurture groups: anger management, social skills, resilience, Lego therapy. e – pupils participate in after school competitions and events, giving them an opportunity to engage with other pupils/people in society, away from the realms of the school; visitors to the school are encouraged; Church services; using of a range of social skills in different contexts, including working and socialising with pupils from different religious,</p>	<p>EYFS (c) School council votes, voting for story each day. (e) Engagement with parents, workshops with local professionals, care home link, links with local church.</p> <p>Y1 e) Engagement with parents, workshops with local professionals, care home link, links with local church.</p> <p>Y2 (b) Taking part in fundraising to support blind dog trust (e) Linking with nature as part of enrichment opportunities at Sandal Beat and Austerfield.</p> <p>Y3 e.) Children perform with at Sing out and at the music festival programme and engage with workshops and other schools.</p>

		<p>ethnic and socioeconomic backgrounds. During Singing unit in music, Children learn about how to sing together and how music can bring society together.</p>	<p>Y4 (e)Children have access to a variety of sports clubs and competitions within school.</p> <p>Y5 (e)Children have access to a variety of sports clubs and competitions within school.</p> <p>Y6 (e) Engagement with parents and local workshops by local professionals.</p>
<p>Physical Development</p>	<p>a. The Physical Education curriculum; b. Healthy Eating policies and catering provision; c. Anti-bullying and safeguarding policies and strategies; d. The Health Education dimension of the CPSHE programme, including strands on drugs, smoking and alcohol; e. The extra-curricular programme related to sports and well-being;</p>	<p>a – all pupils take part in a daily mile to keep active; pupils take part in the recommended 2-hour Physical Education Curriculum provided by the UK Government; pupils are provided with a progressive scheme of work that allows for physical development (gross and fine motor skills, fundamentals, etc) and techniques, as well as competition and resilience which develops and prepares them for the Physical Education Curriculum enrolled within Secondary Schools. b – Pupils school meals are healthy and provide a balanced diet; pupils are taught what makes a healthy pack up and are not allowed to bring chocolate bars, sweets or fizzy drinks as part of this; pupils bring fruit or vegetables as healthy snack.</p>	<p>EYFS (a) PE lessons, cosmic yoga, daily outdoor provision, fine motor and gross motor provision daily - e.g., squiggle and wiggle, dough disco. (b) Healthy meals provided by school, daily fruit and milk, fruit and vegetable growing in provision, baking weekly. c) Promotion of tolerance and respect, and early social skills. Quality texts in provision that address relationships. (e) Outdoor provision, sports day, yoga workshops, Friday afternoon games. (g) Weekly bike sessions, road safety discussions. (h) Access to outdoor provision. (j) Weekly baking, food growing, healthy snack. (k) Travel Tracker, bike lessons.</p>

	<p>f. The celebration of sporting achievement including personal fitness and competitive sport;</p> <p>g. Cycling proficiency training and Cycling to School Safely protocol;</p> <p>h. Activities available for unstructured time, including lunch and break times;</p> <p>i. Activity-based residentials;</p>	<p>c – PSHE curriculum teaches pupils about what bullying is - both face to face and cyberbullying - and how to address if they feel they are being bullied or someone they know is being bullied; anti-bullying and safeguarding policies are up to date and robust; Pupils take part in activities during Anti-bullying week and also internet safety week annually.</p> <p>d - in PSHE, pupils are taught the importance of a healthy diet and how Drugs, Smoking and Alcohol can affect a person’s lifestyle.</p> <p>e – range of extra-curricular activities offered e.g. football, basketball, rounders, crafts, games, choir; representing the school in inter-school sporting events; pupils of all ages and abilities are invited and encouraged to participate in PE After School Clubs; all pupils are offered free use of these clubs.</p> <p>f –Sports day; inter-school events; daily mile</p> <p>g, l – cycling proficiency course offered to UKS2, Get Bright Day annual event to raise awareness of keeping safe in the dark mornings and after school when travelling to school on bikes.</p>	<p>Y1</p> <p>b) DT – Food and nutrition lessons.</p> <p>e) Extracurricular activities for year 1.</p> <p>f) Show and tell, pupils can bring sports awards to show the class. Seesaw – parents/carers can share their children’s achievements.</p> <p>j) DT – Food and nutrition. Pupils given opportunity to prepare food in these lessons.</p>
			<p>Y2</p> <p>(d) Children will take part in Big Talk to learn about their personal development.</p> <p>(f) Children will have opportunity to raise money for charity and receive a medal for taking part.</p>
			<p>Y3</p> <p>b.) DT – Children learn about nutrition and a healthy diet of food and exercise.</p> <p>E.) Children perform with sing out Programme.</p> <p>a.) Children use just dance during brain breaks in an afternoon.</p>
			<p>Y4</p> <p>B) DT lessons - ultra-processed foods & understanding dietary requirements</p> <p>D) Jigsaw – Smoking, alcohol and peer pressure.</p> <p>H) Daily Mile, Go Noodle brain breaks in the PM</p>

			<p>Y5</p> <p>(b) Food Nutrition as part of DT topics. Fruit available to all at breaktimes. Chn encouraged to bring fruit from home for breaktimes. Vegetarian days once per week for school lunches.</p> <p>(e) Variety of sports after school clubs delivered by coaches. Summer sports clubs running. Promoting of girls' football at play times. Interschool competitions.</p> <p>(f) Sports' Day. Sports stars celebrated and mentioned in class assemblies e.g women's football team winning Euros.</p> <p>(h) Variety of sporting activities available at lunch times and play times. Play time coordinator to ensure plenty of activities available for chn. Playground leaders with Premier League Stars.</p> <p>(j) DT CUSP Scheme – access to 2 x Food and Nutrition topics.</p>
			<p>Y6</p> <p>b) DT – Food and nutrition lessons.</p> <p>e) Extracurricular activities for year 6. Trust games.</p> <p>j) DT – Food and nutrition. Pupils given opportunity to prepare food in these lessons.</p>
<p>Spiritual Development</p>	<p>a. The Religious Education and Philosophy Curriculum;</p> <p>b. Our collective acts of worship and reflection;</p> <p>c. Support for the expression of individual faiths;</p> <p>d. Inter-faith and faith-specific activities and speakers;</p>	<p>a – RE curriculum – The Doncaster agreed syllabus.</p> <p>b – Collective worship; staff have shared responsibility to deliver high quality worship for all pupils.</p> <p>c – RE curriculum and PSHE curriculum.</p> <p>d – links with EAL celebration days/weeks celebrating other faiths and cultures.</p> <p>e – visit local Church to celebrate Harvest and Christmas as a school; inviting local vicar into school to lead collective worship and workshops.</p>	<p>EYFS</p> <p>Discovery RE, links with local, celebration of different cultural events through EYFS framework. Collective worship.</p> <p>Y1</p> <p>a) Discussions about what it means to belong to a faith community and what makes places sacred.</p> <p>Y2</p> <p>(b) Regular opportunity for discussion with visiting spiritual leaders.</p>

	<p>e. Visits to religious buildings and centres; f. School-linking activities – locally, nationally and internationally; g. The Assembly programme.</p>	<p>g – collective worship programme; SLT lead weekly assemblies to cover values and significant celebrations and celebrate good learning behaviours.</p>	<p>Y3 Priest visit into school during Christianity topic.</p> <p>Y4 E) Priest workshop in Spring term. d) Hinduism and Hindu Festivals.</p> <p>Y5 (c)Children of minority religions offered option to opt out of RE if the family makes the decision. Teaching of different religions through RE curriculum. (d) Religious leaders invited into school to educate the children. (e)Opportunities provided through whole school celebrations and individual trips.</p> <p>Y6 (b) Regular opportunity for discussion with visiting spiritual leaders. (e)Opportunities provided through whole school celebrations and individual trips.</p>
<p>Moral Development</p>	<p>a. The Religious Education and Philosophy Curriculum; b. The behaviour and justice framework underpinning the school’s behaviour Management policies; c. Contributions to local, national and international charitable projects</p>	<p>a– RE curriculum and PSHE curriculum. b – school behaviour policy provides clear sanctions and provides an opportunity for restorative practice; studying the lives of significant individuals in history. c – pupils regularly contribute to local, national and international charities by fundraising at various points throughout the year.</p>	<p>EYFS Teaching of tolerance and appreciation of different cultures. High expectations of behaviour, praise for good behaviour. School council charity vote.</p> <p>Y1 (b) Children have a say in classroom rules and talk together about own behaviour discussing future actions.</p> <p>Y2 (b) Children have a say in classroom rules and talk together about own behaviour discussing future actions</p> <p>Y3</p>

			<p>During PSHE, Children learn about different beliefs and cultures.</p> <p>Y4 b) class agreement of rules and expectations created as a class with children’s input. Monitors with jobs and expectations.</p> <p>Y5 (c)School council supporting and making children aware of international, national and local charities.</p> <p>Y6 (b) Classroom rules, high expectations of behaviour, positive behaviour rewarded. (c)school council</p>
Cultural development	<p>a. Citizenship Education; b. Access to the Arts; c. Access to the languages and cultures of other countries through the curriculum and trips and visits; d. Promotion of racial equality and community cohesion through the school’s ethos, informing all policy and practice.</p>	<p>a – taught through the PSHE curriculum which is supported by the RE curriculum. b – in art, pupils learn about a range of well-known artists and study their work and their lives; visiting artists are invited for collaborative projects; art competitions are entered; artists from different cultures are studied. Within music, pupils learn about different types of music from differing cultural backgrounds and the music of differing composers; every year KS2 pupils have opportunity for music lessons through which they learn to play an instrument: violin, cello, guitar, flute, clarinet and learn to understand musical notation; pupils sing as part in weekly whole school assemblies to have opportunity to sing as a larger group; the school operates a choir who perform locally; sing out/ music festival attended; musical genres from different cultures are studied. CUSP Art Festival. c – diverse school intake meaning pupils are exposed to many languages and cultures on a daily basis; EAL resources are used representing different</p>	<p>EYFS (a) Discreet teaching through provision. (b) Regular access to creative resources in provision. Appreciation of different artists and media forms. c) Cultural experiences and celebrations, registering in different languages. (d) Classroom culture of tolerance and acceptance.</p> <p>Y1 (b)Opportunities to work with professional artists in school.</p> <p>Y2 (b)Opportunities to work with professional artists in school.</p> <p>Y3 Children take part in Sing out</p> <p>Y4 b) Art workshop at the point.</p> <p>Y5 (b)Opportunities to work with professional artists in school. Links with local high schools (dance project). Through music provision children have access to</p>

		<p>cultures, including books, games and artefacts, books with characters from different cultural backgrounds, learning platforms supporting home language, in EYFS play materials representing the different cultures and languages.</p> <p>d – Spanish; history; through school values, PSHE and RE curriculum, behaviour policy addresses that racism is not tolerated in school, school mission statement recognises importance of equality for all.</p>	<p>Young Voices, Rock Steady, Peripatetic music lessons through Doncaster music service.</p> <p>(c)Spanish lessons taught weekly. Chn gain understanding and insight of a wide range of different cultures through teaching of History, Geography, RE.</p> <hr/> <p>Y6</p> <p>(b) ROH. Opportunities to work with professional artists in school. Links with local high schools (dance project). Through music provision children have access to Young Voices, Rock Steady, Peripatetic music lessons through Doncaster music service.</p>
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