



Personal Development Overview

Personal Development Intent

At Benjamin Adlard Primary School we live by the motto “Every child, every day, making a difference.” As a nurturing school with high ambition, our Personal Development vision is to ensure that, by the time pupils move on to their next stage of education, they have not only secured strong academic foundations but have also grown into well-rounded, socially responsible citizens of modern Britain.

- **Broadening knowledge and developing skills**

A deliberately sequenced, experience-rich curriculum—driven by language and vocabulary—builds cumulatively from EYFS to Year 6 so that new learning connects meaningfully with what has come before, unlocking future understanding and raising social mobility.

- **Supporting mental and physical well-being**

High-quality PE, outdoor learning and evidence-informed well-being programmes foster healthy bodies, positive mind-sets and safe habits, while our caring culture means every child feels known, valued and protected.

- **Cultivating aspiration, independence and resilience**

Through leadership roles, guided risk-taking and reflective feedback, children learn to set ambitious goals, persevere through challenge and take responsibility for their own learning journey.

- **Whole-child growth—socially, emotionally, morally, culturally and spiritually**

PSHE, RE, assemblies and enrichment weave together to nurture empathy, self-awareness and a strong moral compass, enabling pupils to form healthy relationships and understand their place in a diverse world.

- **Celebrating achievement and diversity**

We champion the protective characteristics of every individual, spotlight successes large and small, and cultivate a culture where difference is respected, inclusion is practised and equity is pursued.

- **Living British values to become valuable members of modern Britain**

Democracy, the rule of law, individual liberty, mutual respect and tolerance are explored, modelled and actively practised, preparing pupils to participate confidently and responsibly in society.

These commitments are underpinned by our three key drivers:

1. **Language & Vocabulary** – empowering communication and deepening understanding
2. **Mental Health & Well-being** – creating the conditions for everyone to thrive
3. **Social Mobility** – raising aspiration and opening doors to the future

Guided by the values of Independence, Resilience and Aspiration, we work relentlessly so that every pupil leaves Benjamin Adlard equipped not only with excellent knowledge and skills but also with the character, confidence and compassion to make a positive difference—today and every day ahead.

School Values and Character Traits

At Benjamin Adlard Primary, our core values of Aspiration, Independence and Resilience underpin everything we do. These are the character traits we aim to instil in all our pupils so that they grow into confident, capable and compassionate young people who are ready to thrive in the wider world. We explicitly teach, model and celebrate these values through our curriculum, assemblies, enrichment opportunities and pastoral provision, ensuring pupils understand what these traits look like in action and why they matter for their future success.

For many of our pupils, Aspiration is particularly significant. A high proportion come from families where parents are unemployed, with some experiencing third-generation unemployment. We see it as our moral purpose to break that cycle by showing our pupils that they can “dream big” and believe in their potential. Teachers make deliberate links between learning and future careers — for example, exploring how computing skills connect to coding and gaming industries, or how science and design technology open doors to engineering, healthcare and innovation. We also invite a range of professionals to share their career journeys, helping pupils to see what is possible. Each year, our Year 6 pupils visit a university, giving them the chance to experience higher education first-hand and to imagine themselves in those settings.

Independence and Resilience were chosen as core values because they reflect the needs of our school community. We have a high proportion of pupils with SEND, including many with social, emotional and mental health (SEMH) needs. Developing independence helps pupils to take ownership of their learning and behaviour, while our “try first, ask last” approach builds confidence and self-reliance. Equally, resilience is vital for our pupils — it teaches them to “bounce back” when faced with difficulty, to manage emotions effectively, and to see mistakes as part of the learning journey.

Our Roots Outdoor Enrichment Programme provides further opportunities to develop these qualities through teamwork, problem-solving and outdoor challenge, allowing pupils to build confidence and self-belief in a practical setting. These values are reinforced through our Values Reward System: pupils earn stickers throughout the week for demonstrating aspiration, independence or resilience, and every Friday in our Values Assembly, class teachers nominate two children who have embodied these traits. These pupils are celebrated publicly and receive a values band and certificate.

Through this consistent, whole-school approach, our values are not just taught but lived. They shape our pupils’ attitudes, ambitions and self-belief — empowering them to overcome barriers, take pride in who they are, and see themselves as capable of achieving great things.



Aspiration



Independence



Resilience

Personal Development is central to everything we do

Our personal development curriculum provides significant opportunities for pupils to engage in the following key areas:

<p>Spiritual</p> <p>Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p>	<p>Moral</p> <p>Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>
<p>Social</p> <p>Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Cultural</p> <p>Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>

How do we promote SMSC across our curriculum subjects?

Subject	Spiritual	Moral	Social	Cultural
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<p>English</p>	<p>The Promise (Year 6)</p> <p>Encourages pupils to reflect on compassion, forgiveness, and hope, helping them consider their own beliefs about goodness and renewal.</p> <p>Tamarind and the Star of Ishta (Year 4)</p> <p>Explores spirituality and identity, allowing pupils to wonder about life’s bigger questions and the power of faith, love, and belonging.</p> <p>The Heart and the Bottle (Year 3)</p> <p>Invites reflection on loss, emotions, and what it means to care deeply, supporting pupils to understand their own feelings and empathy for others.</p>	<p>Wonder (Year 6)</p> <p>Develops empathy, cooperation, and understanding of difference. Pupils explore how relationships are built on kindness, fairness, and respect.</p> <p>Black and British (Year 5)</p> <p>Encourages discussion about equality, fairness, and social justice, helping pupils understand the importance of inclusion within society.</p> <p>Grandpa’s Camper (Year 2)</p> <p>Explores relationships across generations, promoting positive connections and appreciation of family diversity.</p>	<p>Windrush Child (Year 6)</p> <p>Explores prejudice, discrimination, and the moral courage needed to challenge injustice. Pupils consider right and wrong through lived experiences.</p> <p>The Island (Year 5)</p> <p>Raises questions about how we treat others who are different, helping pupils understand the moral consequences of exclusion and fear.</p> <p>The Firework-Maker’s Daughter (Year 4)</p> <p>Promotes fairness, perseverance, and integrity — showing that doing what’s right often takes bravery.</p>	<p>Children of the Benin Kingdom (Year 5)</p> <p>Celebrates African history and heritage, helping pupils appreciate the richness and diversity of world cultures.</p> <p>Julian is a Mermaid (Year 1)</p> <p>Encourages respect for self-expression and cultural identity, promoting acceptance of different ways of life.</p> <p>Cinnamon (Year 4)</p> <p>Introduces pupils to Indian mythology and storytelling traditions, widening cultural understanding and curiosity about the world.</p>
<p>Science</p>	<p>KS1–KS2 – Natural World Pupils develop a sense of wonder about the universe, life cycles, the human body, and the natural environment.</p> <p>Year 5 – Earth & Space Inspires awe at the scale of the solar system and encourages reflection on humanity’s place in the universe.</p>	<p>Year 6 – Circulatory System / Drugs & Lifestyle Pupils consider how scientific understanding can help people make moral choices about health, nutrition, and substance use.</p> <p>KS2 – Environmental Impact (linked to Living Things & Habitats) Pupils discuss moral responsibility for the environment and explore the impact of human activity on ecosystems.</p>	<p>All Years – Working Scientifically Pupils collaborate during practical investigations, learning to share ideas, take turns, assign roles and solve problems as a team.</p> <p>Year 4 – States of Matter / Sound Group activities require cooperative planning, observation and evaluation, fostering positive social skills.</p>	<p>KS2 – Scientific Discoveries and Scientists Pupils learn about scientists from different backgrounds (e.g. Mary Anning, Katherine Johnson), promoting appreciation of diverse contributions to science.</p> <p>KS1–KS2 – Everyday Applications Lessons link science to food, health, energy and environment around the world, deepening awareness of cultural and global perspectives.</p>
<p>History</p>	<p>Year 1 – Explorers: Inspires awe in the courage and curiosity of pioneers like Ibn Battuta and Amelia Earhart. Encourages children to</p>	<p>Year 2 – The Great Fire of London: Discussions around responsibility (e.g. building safety, leadership responses).</p>	<p>Year 1 – Explorers: Collaboration, ambition, and the shared human journey of discovery.</p> <p>Year 2 – Hospitals and Healthcare: How communities came together to</p>	<p>Year 1 – Explorers: Diverse figures from different continents and cultures (e.g. Ibn Battuta) broaden understanding of global history.</p>

	<p>reflect on personal ambitions and the human drive to discover.</p> <p>Year 2 – Hospitals and Healthcare: Reflecting on the dedication of Florence Nightingale and Edith Cavell encourages children to consider compassion, service, and sacrifice.</p> <p>Year 5 – Maya Civilisation: Encourages exploration of different belief systems, rituals, and cosmology.</p> <p>Year 6 – Ancient Greece: Reflection on myths, gods, and the role of religion in ancient life supports spiritual curiosity and understanding.</p> <p>Year 6 – Impact of War: Encourages deep reflection on human suffering, courage, and resilience during times of conflict.</p>	<p>Year 4 – Roman Empire: The concept of invasion and empire raises moral questions about conquest and control.</p> <p>Year 4 – Anglo-Saxons and Vikings: Invites reflection on justice, law, and the motivations behind settlement and invasion.</p> <p>Year 5 – Industrial Revolution: Offers opportunities to examine child labour, poor working conditions, and the moral need for reform.</p> <p>Year 6 – Impact of War: Explores the moral failures of fascism and antisemitism, and the importance of standing up to injustice.</p>	<p>improve healthcare; role of teamwork in nursing and war.</p> <p>Year 4 – Roman Britain: Understanding how towns were organised, roles in society, and civic structure.</p> <p>Year 5 – Industrial Revolution: Highlights the rise of social class structures, trade unions, and the early seeds of social justice.</p> <p>Year 6 – WW2: Life on the Home Front promotes discussions around unity, shared purpose, and how communities coped with adversity.</p>	<p>Year 3 – Ancient Egypt & Ancient Civilisations: Explores non-European cultures and their contributions to the world.</p> <p>Year 5 – Maya Civilisation: Deep dive into an indigenous culture — architecture, religion, language — beyond the Western world.</p> <p>Year 6 – Ancient Greece: Understanding the roots of Western culture in art, democracy, sport, and theatre.</p> <p>Year 6 – Impact of War: The global nature of WWII develops awareness of international alliances, cultures at war, and cultural resilience.</p>
Geography	<p>KS2 – Human & Physical Features, Volcanoes, Rainforests Pupils reflect on the beauty and power of the natural world — e.g. Amazon rainforest, Vesuvius — and the emotional/spiritual connection people have to place.</p> <p>Year 6 – Plastic Waste and Sustainability Encourages reflection on personal responsibility and the impact of our choices on the planet and future generations.</p>	<p>KS2 – Environmental Impact, Trade, Tourism Pupils consider the effects of deforestation, pollution, and tourism on communities and ecosystems. They explore moral questions around resource use, poverty, and climate justice.</p>	<p>EYFS–KS2 – Fieldwork and Local Studies Children engage in collaborative fieldwork, surveys, and data collection. This supports cooperation, communication, and teamwork in real-world contexts.</p> <p>KS2 – Urban vs Rural, Settlement and Land Use Pupils discuss how people live and work together in different environments, including the role of community planning and shared resources.</p>	<p>KS1–KS2 – Place Knowledge and Global Geography Pupils compare Gainsborough to Kingston (Jamaica), Campania (Italy), and cities in North and South America. They appreciate the richness and diversity of human culture, geography, language, and belief.</p> <p>Year 5–6 – Global Interconnection and Biomes Pupils learn how culture, environment, and economy are linked across the world — developing understanding and appreciation of global diversity.</p>
Computing	<p>All Key Stages – Creating Media Children explore creativity through photography, animation, music and web design, reflecting on their own identity and digital expression.</p>	<p>Years 2–6 – Digital Literacy Clear teaching on: – Right and wrong behaviour online, – Issues like cyberbullying, misinformation, consent, digital</p>	<p>Years 3–6 – Online Collaboration & Programming Projects Pupils collaborate on tasks using technology, developing communication, turn-taking, and</p>	<p>Years 3–6 – Digital Communities, Online Identity, Representation Children explore how the internet connects people globally. They examine:</p>

	<ul style="list-style-type: none"> – Opportunities to consider the impact of technology on human life and its power to inspire awe. 	<p>footprint,</p> <ul style="list-style-type: none"> – Ethical use of digital content: who owns what and why it matters. 	<p>respect for others’ contributions.</p> <ul style="list-style-type: none"> – They explore how digital tools can be used for positive social interaction and teamwork. 	<ul style="list-style-type: none"> – Representation of culture, race, gender and belief online, – How online content can shape or reinforce cultural bias or stereotypes, – The importance of diverse and fair representation in media.
Primary languages	<p>Year 5 – Traditions and Celebrations Pupils explore how people in France celebrate different events, considering what brings joy, meaning, and identity in different cultures.</p> <p>Year 6 – Me in My World Pupils reflect on what matters to them, what they believe in, and how they see themselves as part of a global community.</p>	<p>Year 6 – Healthy Lifestyles Pupils discuss making good choices for health and wellbeing, including food, drink and exercise, developing moral awareness.</p> <p>Year 6 – Habitats Pupils explore environmental responsibility and what it means to care for living things and the planet.</p>	<p>Year 4 – At the Tearoom Pupils take part in role-play activities involving polite requests and transactions, developing social interaction skills and understanding norms of communication.</p> <p>Year 6 – The Weekend Pupils share opinions and time-based routines in spoken French, learning how to hold respectful conversations.</p>	<p>Year 3–6 – Throughout All Units Pupils are immersed in aspects of French and Francophone culture — from daily life and language to festivals, food, weather, and geography.</p> <p>They develop an appreciation for cultural diversity, linguistic heritage, and the value of communication across boundaries.</p>
Art	<p>All Years – Personal Meaning in Art Pupils explore deep themes through artistic expression—identity, feelings, imagination, belief, and the natural world. They learn how artists convey spiritual ideas through visual language. <i>E.g. Y6: Abstract and symbolic art, using chiaroscuro, creating installations or interactive work.</i></p>	<p>KS2 – Art as Commentary and Protest Pupils explore how art can express views on justice, rights, and morality. They consider the impact of visual messages and reflect on ethical decisions made by artists. <i>E.g. Y6: Art as protest (e.g. street art, installation), Paula Rego’s storytelling on social issues.</i></p>	<p>All Years – Group Work and Cultural Dialogue Pupils collaborate, negotiate, and discuss shared outcomes, respecting others’ views and working toward common artistic goals. <i>E.g. Y3–5: Group sculptures, design briefs, shared sketchbook projects.</i></p>	<p>All Years – Global and Historical Art Appreciation A rich range of artists are studied, from diverse eras, locations, and cultural movements. Children explore how art is shaped by and reflects society and culture. <i>E.g. Y2–Y6: From Van Gogh to Sokari Douglas Camp, William Morris to Diego Rivera, and architecture by Zaha Hadid and Hundertwasser.</i></p>
Design and technology	<p>Year 4 – Torches Opportunity to reflect on how light and design meet human needs, e.g. safety, comfort and accessibility.</p>	<p>Year 5 – Cooking and Nutrition: Adapting Recipes Pupils discuss ethical food choices, such as vegetarianism, sustainability and food waste, helping them reflect on the impact of decisions.</p>	<p>Year 2 – Mechanisms: Wheels and Axles Pupils work with a partner or group to build moving vehicles, learning cooperation, compromise and teamwork.</p> <p>Year 3 – Packaging Design (Shell Structures) Pupils develop communication and collaboration skills during the design</p>	<p>Year 5 – Textiles: Stuffed Toys Pupils consider toy designs from different cultures or countries, exploring how style and purpose vary.</p> <p>Year 3 – Cooking and Nutrition Pupils explore food from different cultures, understanding the global context of ingredients, tastes and traditions.</p>

			process, including sharing materials and evaluating each other's work.	
RE	<p>Year 3 – What is the Trinity and why is it important to Christians? Pupils reflect on complex spiritual ideas like God as Father, Son and Holy Spirit, encouraging awe, mystery and deeper thinking.</p> <p>Year 6 – What difference does the resurrection make to Christians? Explores hope, transformation and eternal life, encouraging pupils to reflect on the meaning of life and death.</p>	<p>Year 4 – What kind of world did Jesus want? Focuses on kindness, justice, and inclusion. Pupils evaluate moral stories like the calling of Levi and Zacchaeus.</p> <p>Year 5 – What would Jesus do? Pupils consider real-life dilemmas and how Christians might respond based on Jesus' teaching, encouraging moral reasoning.</p>	<p>Year 1 – Why does Christmas matter to Christians? Pupils explore how people gather, celebrate and build community through shared stories and traditions.</p> <p>Year 5 – What does it mean to be a Muslim in Britain today? Pupils learn about how Muslims live, worship and contribute to society, strengthening social understanding.</p>	<p>Year 2 – Who is Jewish and how do they live? Pupils learn about artefacts, symbols, and practices like mezuzah, Torah scrolls, and kosher food, deepening cultural awareness.</p> <p>Year 6 – What kind of king is Jesus? Pupils explore imagery of kingship and power in different cultures and religions, connecting it to wider traditions.</p>
PSHE/RSE	<p>EYFS–KS1 – Families, Friendships and Feelings Pupils reflect on what makes them special, how they feel, and the relationships that shape their lives. – Builds self-awareness, empathy and gratitude.</p> <p>KS2 – Mental Wellbeing and Identity Pupils explore self-worth, emotional literacy and growth mindset. They reflect on their place in the world, their values, and their ability to make a difference.</p> <p>Year 6 – Growing Up in Gainsborough Pupils explore personal identity, belonging, and moral purpose through the lens of human rights, responsibilities and community action.</p>	<p>KS1 – Right and Wrong, Truth and Honesty Pupils learn about fairness, truth-telling, kindness and handling disagreements (e.g. learning about stereotyping, taking turns, solving problems).</p> <p>KS2 – Bullying, Discrimination, Stereotypes Pupils explore moral issues like bullying, online behaviour, peer pressure, discrimination and prejudice. – They are taught to reflect on consequences, take responsibility and make ethical choices.</p> <p>Year 5–6 – Drugs, Alcohol, Risk and Safety Pupils make value-based decisions about their health and safety, including resisting pressure and making safe, informed choices.</p>	<p>All Years – Relationships and Teamwork Pupils learn how to build and maintain friendships, resolve conflict, work in teams and contribute to the school and wider community.</p> <p>KS2 – Citizenship, Democracy, Community Roles Pupils explore how society works, including voting, laws, shared responsibility and how to participate in social action. – They learn about charities, councils and the importance of active citizenship.</p> <p>Year 4–6 – Rights and Responsibilities Pupils develop understanding of individual and collective responsibility for rights, the environment, and treating others with respect.</p>	<p>EYFS–KS1 – Similarities and Differences Pupils learn to value diversity in families, traditions, celebrations, and roles in society. They are introduced to ideas of fairness and inclusion.</p> <p>KS2 – Stereotypes, Careers and Communities Pupils challenge cultural stereotypes (e.g. jobs by gender or background), explore inclusive workplace values, and learn how diverse people contribute to society.</p> <p>Year 6 – Discrimination and Prejudice Pupils engage directly with the concepts of equality, rights and respect, including how protected characteristics affect people's lives and how everyone contributes to society.</p>
PE	Dance (All Years, especially Years 4–6)	Team Games (e.g. Invasion, Net/Wall, Striking & Fielding – All Years)	All Team-Based Units (Games, OAA, Dance, Striking & Fielding, etc.)	Dance (Years 3–6) Lessons may explore dance styles from different cultures (e.g. African,

	<p>Children express emotions, feelings, and narrative through movement.</p> <p>They create and perform routines, reflecting their personal interpretation of a theme.</p> <p>Reflection on performance fosters self-awareness and appreciation of one's strengths.</p> <p>Yoga (Year 4)</p> <p>Encourages mindfulness, inner calm, and self-discipline.</p> <p>Poses and breathing techniques allow children to reflect on how they feel physically and emotionally.</p> <p>OAA – Outdoor and Adventurous Activities (Years 4–6)</p> <p>Challenges build resilience and a sense of achievement, promoting personal growth.</p>	<p>Children must play by the rules, learn consequences for breaking them, and reflect on fairness and sportsmanship.</p> <p>Pupils may officiate matches in Years 5 and 6, encouraging responsibility and impartiality.</p> <p>OAA (Years 4–6)</p> <p>Pupils consider the impact of their decisions on the group, developing responsibility and moral judgement.</p> <p>Target Games and Swimming</p> <p>Discussions around safety and making safe choices reinforces the importance of rules and looking out for others</p>	<p>Pupils work collaboratively, support teammates, and share leadership roles.</p> <p>They learn to communicate ideas, solve problems as a team, and listen to others.</p> <p>Dance (Years 4–6)</p> <p>Groups choreograph and perform together, relying on timing, unison, and group dynamics.</p> <p>Children must resolve disagreements and make shared decisions.</p> <p>OAA (Years 4–6)</p> <p>Strong emphasis on teamwork, role allocation, and collaborative problem-solving in increasingly challenging scenarios.</p>	<p>Indian, Latin), helping children appreciate global diversity.</p> <p>Understanding how movement reflects identity and culture enriches cultural knowledge.</p> <p>Yoga (Year 4)</p> <p>Offers insight into cultural traditions from India, often promoting discussion about non-Western approaches to health and wellbeing.</p> <p>Net/Wall and Striking & Fielding Games</p> <p>Sports like cricket, badminton, and volleyball provide opportunities to discuss international sporting traditions and values.</p> <p>Olympic values, often referenced in PE, also foster cultural appreciation and global citizenship.</p>
<p>Music</p>	<p>Exploring feelings through music (e.g. Y4 Spring 2: “The Show Must Go On”)</p> <p>Pupils reflect on how music expresses emotion and meaning. They are encouraged to connect with music personally, building a sense of wonder and inner reflection.</p> <p>Y1–Y6 Composing and Improvising</p> <p>Pupils create music that reflects their ideas, feelings, and experiences. They develop imagination and appreciate beauty, form, and expression in sound.</p>	<p>Y2–Y6: ‘Words Can Hurt’, ‘Friendship Song’, ‘Bringing Us Together’</p> <p>Themes in lyrics help pupils explore right and wrong, kindness, and empathy. They learn to reflect on how their actions affect others, in life and in music-making.</p> <p>Performance Etiquette (e.g. concerts, group work)</p> <p>Children learn fairness, respect, and responsibility when taking turns, giving feedback, and evaluating their own and others’ work.</p>	<p>Ensemble and Group Work (e.g. Y2: Playing in an Orchestra; Y6: Developing Ensemble Skills)</p> <p>Pupils collaborate in performances, sharing instruments, listening to each other, and adjusting to support group outcomes.</p> <p>Y4–Y6: Paired and Group Composition Tasks</p> <p>Promotes cooperation, leadership, and compromise. Pupils learn to take roles within a team and value everyone’s contribution to a shared goal.</p> <p>Public Performances</p> <p>Events such as concerts and ‘The Big</p>	<p>Diverse Musical Genres Studied</p> <p>From Reggae, Salsa, Soul, Jazz, Pop, Gospel, Orchestral and Kwela, pupils gain exposure to global music traditions and learn to value the creativity of different cultures (e.g. Y5 Summer 2: Freedom is Coming – South African Pop).</p> <p>Songs like ‘La Bamba’, ‘He’s Got the Whole World’, ‘Let Your Spirit Fly’</p> <p>Help pupils explore music with roots in different communities, promoting respect for diversity and inclusion.</p> <p>Learning about music notation and instruments</p>

			Concert' in Y2 help pupils build confidence and a sense of shared identity and celebration.	Encourages understanding of cultural heritage in classical music, and appreciation of how music develops across time and place.
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British values through the curriculum

Subject	Democracy	Rule of law	Individual Liberty	Mutual Respect	Tolerance of Other Faiths and Beliefs
English	<p>Suffragette: The Battle for Equality (Year 6)</p> <p>Promotes understanding of equal rights and how individuals can influence change through democratic action. Pupils explore how collective voices can make society fairer for everyone.</p> <p>Hidden Figures (Year 5)</p> <p>Shows the importance of representation and equality in systems that have not always been fair, encouraging pupils to value fairness, teamwork, and shared responsibility.</p>	<p>Wonder (Year 6)</p> <p>Encourages pupils to understand fairness, justice, and consequences, showing that kindness and respect align with moral and social rules.</p> <p>Windrush Child (Year 6)</p> <p>Explores discrimination and justice, helping pupils recognise why laws exist to protect everyone from prejudice and unfair treatment.</p>	<p>Julian is a Mermaid (Year 1)</p> <p>Celebrates freedom of expression and individuality, teaching pupils that everyone has the right to be themselves.</p> <p>Grandpa's Camper (Year 2)</p> <p>Highlights that love and identity take many forms, encouraging pupils to accept and celebrate diversity of family structures and personal choice.</p> <p>The Last Firefox (Year 4)</p> <p>Explores emotional independence and courage, helping pupils see that liberty involves self-acceptance and confidence in who you are.</p>	<p>Black and British (Year 5)</p> <p>Builds understanding of the importance of equality and respect across communities and throughout British history.</p> <p>Children of the Benin Kingdom (Year 5)</p> <p>Teaches respect for different cultures and histories, promoting pride in heritage and admiration for others' achievements.</p> <p>Wonder (Year 6)</p> <p>Shows that respect means valuing people for who they are, not how they look. Encourages empathy and inclusion.</p>	<p>Tamarind and the Star of Ishta (Year 4)</p> <p>Encourages curiosity and understanding about different beliefs, faith traditions, and spirituality.</p> <p>Cinnamon (Year 4)</p> <p>Draws on cultural mythology to teach acceptance of different ways of seeing the world and valuing diversity.</p> <p>The Promise (Year 6)</p> <p>Promotes moral reflection and respect for differing beliefs about caring for others and for the world.</p>

<p>Science</p>	<p>KS2 – Scientific Enquiry and Fair Testing Pupils plan and carry out fair tests, making decisions together about what to measure, how to record results, and how to draw conclusions. They share findings and listen to others’ interpretations respectfully.</p> <p>Year 5 – Forces / Materials Group investigations involve class discussion and collaborative decision-making, mirroring democratic principles.</p>	<p>All Year Groups – Working Scientifically Pupils follow consistent rules of investigation: using equipment safely, recording accurately, and respecting fair testing conditions.</p> <p>KS1 – Seasonal Changes / Plants Pupils learn about natural laws (e.g. growth, weather patterns) and the importance of consistent observation and rules in the scientific method.</p>	<p>KS2 – Earth & Space / Evolution Pupils are encouraged to form their own ideas and interpretations of scientific concepts, while respecting the evidence-based nature of science.</p> <p>Year 6 – Animals Including Humans (Circulatory System) Pupils reflect on health, diet and exercise choices, recognising the importance of liberty in making informed lifestyle decisions.</p>	<p>KS2 – Science Enquiry and Debates Pupils are taught to listen to and build on others’ ideas, offer peer feedback, and respect different viewpoints, especially when interpreting data or forming hypotheses.</p>	<p>Year 6 – Evolution and Inheritance Pupils learn to explore scientific explanations (e.g. Darwin) alongside awareness that some hold different views informed by religion. Respect for differing worldviews is modelled through discussion.</p>
<p>Art</p>	<p>Pupils develop their own responses to a design brief, discuss work in pairs or groups, and evaluate others’ work respectfully. These activities nurture shared decision-making and democratic discussion.</p> <p>• <i>E.g. Y5–6: Planning for installations, designing public artwork, evaluating interpretations.</i></p>	<p>All Years – Art room Expectations and Copyright Awareness</p> <p>Pupils follow routines around safe use of tools and materials, and older pupils learn about the rights of artists (e.g. copyright, ownership of digital or commissioned work).</p> <p>• <i>E.g. Y6: Creating artwork to a brief or commission; understanding authorship.</i></p>	<p>All Years – Self-expression Through Art</p> <p>The curriculum encourages personal interpretation, identity, and storytelling through various media. Pupils are empowered to make independent choices about materials, styles, and content.</p> <p>• <i>E.g. Y6: Using symbolism and abstract art to explore emotions or beliefs.</i></p>	<p>All Years – Evaluation and Appreciation of Others’ Work</p> <p>Pupils are taught to give and receive feedback kindly and constructively, and to respect that others may interpret and express ideas differently.</p> <p>• <i>E.g. Y4–6: Group critiques and responding to art with empathy.</i></p>	<p>KS2 – Exploring Diverse Artists and Cultures</p> <p>Pupils study art from different cultures, religions and perspectives, building tolerance and appreciation for diversity.</p> <p>• <i>E.g. Y5–6: Artists like Chila Kumari Singh Burman and Lubaina Himid explore culture, heritage and belief through vibrant contemporary art.</i></p>
<p>Computing</p>	<p>Year 4–6 – Creating Media & Collaborative Tools Pupils make group decisions when designing web pages, presentations, or animations. They learn to respect others’ input and give constructive feedback.</p>	<p>Across all Key Stages – Digital Literacy Clear emphasis on understanding the rules around technology use: – Respecting age restrictions, – Following acceptable use policies, – Understanding copyright, ownership and plagiarism,</p>	<p>Year 3–6 – Online Identity & Media Creation Pupils explore safe self-expression through designing animations, editing audio, or creating their own websites. – They learn their work is their own and they have the right to protect it. – Pupils understand how to</p>	<p>Year 3–6 – Digital Etiquette and Online Behaviour Lessons on commenting online, sharing information, and being respectful to others when collaborating virtually promote mutual respect in the digital world.</p>	<p>Pupils explore online communities, identity, and representation. They learn to recognise and challenge stereotypes, understand how diverse people interact online, and reflect on respectful engagement with different views, beliefs, and values.</p>

	<p>Year 5–6 – Online Collaboration Children experience shared responsibility, turn-taking and voting systems during group projects online, such as Google Slides or website creation.</p>	<p>– Knowing that the internet is monitored and that online actions have consequences.</p>	<p>stay safe while making informed personal choices online.</p>		
DT	<p>Year 4 – Electrical Systems: Torches Pupils work in teams to decide on a design for a functional torch, considering users’ needs. They make collective decisions and justify their choices.</p> <p>Year 5 – Textiles: Stuffed Toys Pupils collaborate on pattern choices, fabric selection and design features, ensuring fair participation and valuing everyone’s ideas.</p>	<p>Year 2 – Mechanisms: Wheels and Axles Pupils follow clear safety procedures for handling tools and constructing moving vehicles, understanding the importance of rules in practical environments.</p> <p>Year 4 – Electrical Systems: Torches Pupils learn about circuits and electricity, following safety rules when working with wires and batteries. All cooking units (Y1–6) include hygiene and food safety rules, reinforcing the importance of law in health and safety.</p>	<p>Year 5 – Cooking and Nutrition: Seasonality & Recipe Adaption Children express choices in food preferences, ingredients and presentation while considering health and dietary needs.</p>	<p>Year 3 – Shell Structures: Packaging Pupils offer constructive feedback on classmates’ packaging designs, learning to respect different ideas and approaches to a shared brief.</p>	<p>Year 5 – Cooking and Nutrition: Adapting Recipes Pupils adapt recipes to suit cultural, religious or dietary needs (e.g. vegetarian, halal, gluten-free), promoting understanding and respect for diversity.</p> <p>Year 3 – Textiles Opportunity to explore decorative styles inspired by different cultural traditions</p>
French	<p>Year 5 – Traditions and Celebrations Pupils discuss and compare how festivals and traditions are celebrated in France and in the UK. They express their preferences and opinions respectfully, and explore how identity is shaped by culture.</p> <p>Year 6 – Me in My World Pupils present personal views on protecting the environment and respecting other people’s beliefs and values, developing confidence to share their voice.</p>	<p>Year 4 – In the Classroom Pupils learn classroom expectations in French and practise polite, structured language. They understand how communication follows social rules across cultures.</p> <p>Year 6 – School Learning how to express school routines and classroom behaviour highlights similarities and differences in educational norms, building awareness of rules in different countries.</p>	<p>Year 3 – I Am Able To Pupils use vocabulary to talk about their hobbies and actions, making independent choices in what they say about themselves in French.</p> <p>Year 6 – Healthy Lifestyles Children express personal preferences, likes/dislikes, and how they choose to stay healthy, showing ownership of their lifestyle decisions in another language.</p>	<p>Year 5 – Clothes Pupils explore clothing choices and develop respect for diversity in appearance and self-expression, especially when describing themselves and others in culturally sensitive ways.</p> <p>Year 6 – Habitats Pupils describe how animals and people live in different global environments, developing a respectful understanding of global diversity.</p>	<p>Year 6 – Me in My World Pupils learn to describe their own and others’ festivals, celebrations, and beliefs. This includes religious vocabulary and discussions about global citizenship and faith-based practices.</p>

<p>Geography</p>	<p>Upper KS2 – Sustainability & Economic Activity Pupils investigate environmental issues like deforestation, waste management and climate change. They explore multiple viewpoints, engage in debate, and make decisions about sustainability — practising democratic thinking.</p> <p>Year 6 – Fieldwork and Plastic Waste Study Pupils conduct surveys and develop action plans to address local environmental concerns, promoting student voice and participatory action.</p>	<p>KS1 – Local Geography and School Grounds Pupils explore how public spaces are used and managed. Through observing land use and behaviour in different environments, they understand how rules shape safe, shared spaces.</p> <p>KS2 – Environmental Impact and Conservation In studying natural disasters, plastic pollution and trade regulations, pupils understand how laws support environmental protection and human wellbeing.</p>	<p>KS2 – Climate Zones and Biomes Pupils explore how human choices affect different environments, reinforcing the value of personal responsibility in global citizenship.</p>	<p>Year 3–6 – Place Studies (Jamaica, Campania, North & South America) Pupils explore different cultures, economies, climates and ways of life. They develop respect for how people live differently depending on location, resources, and traditions.</p>	<p>KS2 – Cultural Awareness and Diversity Units Pupils study traditions, practices, and lifestyles in regions such as Jamaica and Campania. They explore how geography shapes and is shaped by belief systems and cultural heritage.</p>
<p>History</p>	<p>Year 6 – Ancient Greece Pupils study the origins of democracy in Athens, how different city-states were governed, and compare Greek democracy with modern democratic principles.</p> <p>Year 6 – Impact of War (WW2) Comparison of democratic government (Weimar Republic) with dictatorship under Nazi rule helps children understand the importance of democratic processes.</p>	<p>Year 4 – Romans Focus on Roman law and its influence on Britain, including the introduction of roads, public buildings, and structured governance.</p> <p>Year 4 – Anglo-Saxons and Vikings Exploration of early legal systems in Anglo-Saxon kingdoms, how kings enforced laws, and the concept of the Danelaw.</p> <p>Year 6 – Impact of War Examination of how legal rights were removed under Nazi rule and why laws protect freedoms in democratic societies.</p>	<p>Year 2 – Edith Cavell & Florence Nightingale These figures made courageous personal choices aligned with their moral beliefs, embodying individual liberty in action.</p> <p>Year 5 – Industrial Revolution Discussion around child labour, working conditions, and the eventual reforms that promoted rights and personal freedoms.</p> <p>Year 6 – Impact of War Contrasts between liberty in Britain and the loss of freedom in Nazi Germany.</p>	<p>Year 1 – Explorers Studying a range of explorers from different cultures (e.g. Ibn Battuta, Captain Cook) encourages appreciation for diverse contributions to world history.</p> <p>Year 5 – Maya Civilisation Encourages understanding and respect for non-European cultures and their societal structures.</p>	<p>Year 5 – Maya Civilisation Exploration of religious beliefs and practices fosters an understanding of cultural differences.</p> <p>Year 6 – Ancient Greece Study of Greek mythology and belief systems promotes awareness of varied historical worldviews.</p> <p>Year 1 – Explorers (Ibn Battuta) Highlights Islamic history and cultural diversity.</p>

<p>RE</p>	<p>Year 4 – What kind of world did Jesus want? Pupils explore how Jesus taught about fairness, inclusion and justice. They discuss different viewpoints and work together to decide how they would create a fair world today.</p> <p>Year 5 – What does it mean to be a Muslim in Britain today? Pupils consider how Muslims contribute to society. Discussions encourage children to listen, respect other voices, and understand the democratic freedoms of living in a multi-faith society.</p>	<p>Year 1 – How do Jewish people live? Pupils learn about the Torah as a source of rules for living. They compare this with rules in school and in British society, building understanding of boundaries and law.</p> <p>Year 3 – People of God: What is it like to follow God? Pupils explore the Ten Commandments and how these guide Christian life, linking religious law to moral responsibility and order in society.</p>	<p>Year 2 – What is the good news that Christians believe Jesus brings? Pupils reflect on the idea of forgiveness and making good choices. They learn that people have the freedom to follow different paths and beliefs.</p> <p>Year 6 – What difference does the resurrection make to Christians? Pupils consider the Christian belief in new life and hope. They are encouraged to explore and express their own beliefs freely.</p>	<p>Year 4 – Why do people call Jesus the Light of the World? Pupils learn to respect Christian views of Jesus while comparing them with their own ideas of guidance and truth. They respond thoughtfully to others’ beliefs.</p> <p>Year 5 – Christianity: God – What does it mean if God is holy and loving? Pupils respectfully explore deep theological ideas and listen to how Christians understand God, building appreciation for different perspectives.</p>	<p>Year 1 – Who is Jewish and how do they live? Pupils explore Jewish rituals and traditions such as Shabbat and Hanukkah, learning to appreciate and respect religious practices different from their own.</p> <p>Year 6 – Was Jesus the Messiah? Pupils explore different Christian understandings of Jesus and compare them to Jewish beliefs, developing tolerance for theological diversity within and between religions.</p>
<p>Music</p>	<p>Group performance and composition tasks (Y2–Y6) Pupils take part in shared musical decision-making — choosing instruments, deciding structure, and offering peer feedback. ► Builds cooperation, turn-taking, and respect for differing ideas in a democratic process.</p> <p>Voting and discussing preferences Pupils often compare musical styles (e.g. soul, jazz, pop) and share opinions respectfully. ► Encourages open discussion and listening to all voices.</p>	<p>Learning musical structure and rules (Y1–Y6) Pupils follow musical conventions (e.g. rhythm, tempo, dynamics) and respect shared rules when composing and performing. ► Develops understanding of consistency, boundaries, and fairness.</p> <p>Behaviour and safety during performances Whether in class or in public, pupils are expected to follow routines and respect guidelines. ► Reinforces discipline, safety, and the value of order.</p>	<p>Composing and improvising (Y1–Y6) Pupils express their own ideas, styles, and creativity within musical tasks. ► Encourages freedom of thought and self-expression.</p> <p>Exploring feelings and identity through music Children reflect on what songs mean to them, choose how to express themselves, and develop confidence through performance. ► Promotes self-awareness and personal freedom.</p>	<p>Ensemble performance and peer feedback Pupils listen carefully, play in time with others, and give respectful comments to improve group music-making. ► Reinforces teamwork and respect for everyone’s contribution.</p> <p>Learning songs from different cultures and traditions Builds awareness of musical differences and common ground between communities. ► Teaches respect for diversity and shared human experience.</p>	<p>Songs with spiritual or cultural significance (e.g. He’s Got the Whole World, Freedom is Coming) Pupils explore songs rooted in different religious and cultural traditions. ► Encourages understanding of others’ beliefs through music.</p> <p>World music genres (e.g. Reggae, Gospel, South African Pop, Classical Indian) Pupils are taught to appreciate and celebrate differences in musical heritage. ► Supports intercultural understanding and acceptance.</p>
<p>PE</p>	<p>Outdoor and Adventurous Activities (OAA) – Years 4–6 Pupils:</p>	<p>Invasion Games, Net/Wall Games, Target Games, Striking & Fielding – All Years</p>	<p>Dance – All Years Pupils create and perform their own dance routines,</p>	<p>Team Games (e.g. Invasion, Striking & Fielding) – All Years</p>	<p>Yoga – Year 4 Offers insight into cultural practices (especially if</p>

	<p>Pool ideas, vote on strategies, and plan as a group.</p> <p>Share job roles, lead, and listen to one another's input. ► Promotes democratic dialogue and shared decision-making.</p> <p>Dance – Year 6</p> <p>Pupils share ideas collaboratively, select movements democratically for choreography. ► Teaches compromise and valuing each other's contributions.</p>	<p>Children learn, apply and enforce rules (especially by Years 5–6, where they officiate games).</p> <p>They understand rules exist for fairness and safety.</p> <p>Swimming – All Years</p> <p>Water safety rules are taught explicitly with a focus on understanding risks and consequences.</p>	<p>express ideas and feelings freely.</p> <p>OAA – Year 4 - 6</p> <p>Children take personal responsibility in problem-solving tasks and are encouraged to take calculated risks in a safe environment.</p> <p>Fitness and Fundamentals – All Years</p> <p>Encourages setting personal goals and making choices about pace, challenge level, and technique.</p>	<p>Pupils work in mixed-ability teams, listen to others, take turns, and celebrate others' success.</p>	<p>teachers explore its origins and significance).</p> <p>Encourages self-awareness, mindfulness, and respect for own and others' wellbeing.</p>
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Protective characteristics through the curriculum

Subject	Disability	Race	Sex	Religion	Age	Marriage and Civil Partnership	Pregnancy	Sexual orientation
English	<p>Wonder (Year 6 class novel)</p> <p>Directly explores visible difference and how society responds to disability. Teaches empathy, respect, and the importance of kindness.</p> <p>Pigheart Boy (Year 6)</p>	<p>Windrush Child (Year 6)</p> <p>Addresses racism, migration, and belonging through the Windrush generation story, promoting equality and respect for cultural identity.</p> <p>Black and British (Year 5)</p>	<p>Hidden Figures (Year 5)</p> <p>Highlights the achievements of Black women in a male-dominated field, challenging both gender and racial discrimination. Supports gender equality and empowerment.</p> <p>Suffragette: The Battle for</p>	<p>Tamarind and the Star of Ishta (Year 4)</p> <p>Draws on Indian spirituality, family customs, and mythology, supporting tolerance and appreciation for diverse beliefs.</p> <p>Cinnamon (Year 4)</p>	<p>The Matchbox Diary (Year 4)</p> <p>Focuses on storytelling between generations. Encourages respect for the elderly and value for family heritage and lived experience.</p> <p>Grandpa's Camper (Year 2)</p> <p>Promotes intergenerational</p>	<p>Grandpa's Camper (Year 2)</p> <p>Celebrates a same-sex marriage in a positive, everyday context. This helps children understand and respect a variety of family structures, including civil partnerships.</p>	<p>The Odd Egg (Year 1)</p> <p>Explores difference, family, and nurture through a humorous story of parenting and belonging.</p>	<p>Grandpa's Camper (Year 2)</p> <p>Celebrates a loving same-sex relationship within a family setting. Helps normalise LGBTQ+ representation in age-appropriate ways.</p>

	<p>Explores chronic illness, organ donation, and the emotional impact of disability. Encourages understanding, compassion, and inclusion.</p> <p>The Last Firefox (Year 4)</p> <p>Depicts a child managing anxiety and emotional regulation, promoting understanding of neurodiversity and emotional wellbeing.</p> <p>Annie Lumsden, Girl from the Sea (Year 4)</p> <p>Explores difference and self-acceptance, with subtle links to invisible disabilities and identity.</p>	<p>Celebrates Black British history, representation, and equality, challenging stereotypes and prejudice.</p> <p>Children of the Benin Kingdom (Year 5)</p> <p>Explores African history and heritage, celebrating Black excellence and pre-colonial culture.</p> <p>Hidden Figures (Year 5)</p> <p>Tells the true story of Black women mathematicians in NASA, showing resilience and achievement in the face of racial and gender barriers.</p> <p>Fly Me Home (Year 6)</p> <p>Explores migration, race, and belonging, helping pupils understand the</p>	<p>Equality (Year 6) Teaches pupils about women’s struggle for the vote and their role in shaping society. Strengthens understanding of gender equity and activism.</p>	<p>Draws on Indian myth and symbolism to explore wisdom, faith, and human connection.</p> <p>The Promise (Year 6)</p> <p>Encourages moral reflection about stewardship, belief in goodness, and care for creation.</p>	<p>relationships and teaches that older people have rich histories and important stories to share.</p>			<p>Julian is a Mermaid (Year 1)</p> <p>Affirms identity and inclusion, supporting early understanding that people can love and live differently and should be celebrated.</p>
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		experience of starting anew in a different country.						
Art	<p>Year 4–6: Opportunity to study artists who live with disabilities, such as:</p> <p>Yinka Shonibare (uses assistants due to physical disability)</p> <p>Stephen Wiltshire (autistic artist known for detailed cityscapes)</p>	<p>Year 5–6: Artists such as Chila Kumari Singh Burman (Sikh heritage), Faith Ringgold (African American identity), and Wassily Kandinsky (influenced by spiritual belief).</p>	<p>Year 5–6: Exploring the work of Lubaina Himid, Paula Rego, or Kehinde Wiley, who confront gender, power and representation.</p>	<p>Year 4–5: Study of Islamic art, Aboriginal symbols, or African pattern work fosters respect for belief-based and cultural traditions in art.</p>				<p>Year 6: Through exploration of themes like personal storytelling and emotional expression, artists such as David Hockney or Keith Haring can be referenced to highlight diversity in identity and relationships.</p>
History		<p>During Black History Month, our school studied the lives of five significant individuals: Malorie Blackman, Olaudah Equiano, Mary Seacole, Betty Campbell, Cyrille Regis and John Barnes. Each of these figures was chosen to help pupils understand the protected characteristic of race and how these individuals challenged discrimination, broke barriers, and worked towards greater equality in their fields and communities. Their</p>	<p>Year 2 – Florence Nightingale & Edith Cavell Focus on significant women in history, challenging traditional gender roles and promoting the importance of gender equality.</p> <p>Year 5 – Industrial Revolution Looks at the roles of men, women and children in the workforce, opening discussion on gender-based labour inequalities.</p>	<p>Year 1 – Explorers Includes Ibn Battuta, a Muslim explorer. Promotes respect for people of different ethnic backgrounds and faiths.</p> <p>Year 5 – Maya Civilisation Encourages understanding of non-European civilisation and different belief systems, challenging Eurocentric worldviews.</p> <p>Year 6 – Ancient Greece Exploration of polytheistic</p>				

		<p>stories helped us reflect on the importance of respect, inclusion, and standing up to racism in all areas of life.</p>	<p>Year 6 – Impact of War Highlights women’s roles during wartime, including factory work and volunteering, and how this shifted perceptions of gender.</p>	<p>beliefs in contrast to modern monotheistic religions promotes tolerance and respect for diversity.</p> <p>Year 6 – Impact of War Studies of Nazi Germany address antisemitism, racism, and persecution — vital in understanding the impact of discrimination and the need for equality and respect for all races and religions.</p>				
<p>Science</p>		<p>KS2 – Scientists Across Cultures Opportunities to learn about diverse scientific pioneers from a range of ethnic backgrounds (e.g. Mae Jemison, George Washington Carver, Chien-Shiung Wu). This promotes positive ethnic representation and combats racial stereotypes.</p>	<p>KS2 – Learning About Scientists Including figures like Mary Anning or Katherine Johnson challenges historical gender stereotypes in science. Pupils see that science is for everyone, regardless of gender.</p>					

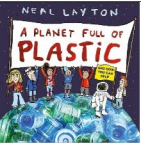

<p>PSHE (No Outsiders)</p>	<p>Year 1 – Max the Champion Explores inclusion in sport. Max has a visible disability and is treated equally — pupils learn that disability does not define a person’s ability or potential. – Promotes positive representation and inclusion.</p> <p>Year 2 – Blown Away Introduces characters working together, regardless of ability, to solve problems. Builds empathy and understanding of everyone contributing differently.</p>	<p>Year 1 – Elmer Elmer’s difference (his patchwork colours) helps children understand the value of diversity in appearance and the celebration of being different.</p> <p>Year 6 – Dreams of Freedom Presents global figures from a wide range of ethnic and cultural backgrounds. Builds awareness of racial justice and respect for all people.</p>	<p>Year 6 – My Princess Boy Explores gender identity and gender expression through a non-stereotypical character. Pupils are encouraged to respect each person’s choices about how they dress and express themselves.</p>	<p>Year 6 – The Island Although not directly about religion, this text invites discussion about the fear of the unfamiliar — which may include race, religion or belief. Encourages tolerance and inclusion.</p>	<p>Year 6 – Love You Forever Pupils reflect on the ageing process, love between generations, and how people change over time. – Supports understanding of ageing with dignity and respect.</p>	<p>Year 5 – Tang Makes Three This story reflects that families come in different forms, including those with two dads, and that all loving families are equally valid.</p>	<p>Reception – Mommy, Mama and Me Opportunities to discuss how families grow, including the arrival of babies, adoption, and non-traditional family structures, which may include maternity experiences.</p>	<p>Year 3 – This is Our House Supports the idea that all families are welcome, including those with same-sex parents. Discussion may include who lives in the home and why all family types should be respected.</p>
<p>Music</p>	<p>Benson Boone Encourages positive conversations around mental health (disability) and emotional wellbeing. His lyrics promote empathy, authenticity, and the courage to express vulnerability and self-worth.</p>	<p>Whitney Houston Celebrates sex and race, challenging gender stereotypes and breaking racial barriers in mainstream music. Her songs (e.g. Greatest Love of All) promote self-belief, confidence, and emotional expression, inspiring generations of women and Black artists.</p> <p>UB40 Promotes race and cultural diversity, drawing on reggae and ska influences rooted in Afro-</p>	<p>Whitney Houston - Celebrates sex and race, challenging gender stereotypes and breaking racial barriers in mainstream music. Her songs (e.g. Greatest Love of All) promote self-belief, confidence, and emotional expression, inspiring generations of women and Black artists.</p> <p>Taylor Swift</p>					<p>Freddie Mercury (Queen) Freddie Mercury, Queen’s lead singer, was bisexual and one of the first openly queer performers in rock music.</p>



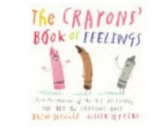

		Caribbean heritage. Their music (e.g. Red Red Wine) champions unity, equality, and respect across communities, reflecting multicultural Britain and anti-racist values.	Promotes sex equality through her evolution as a female artist who writes and performs her own music. Her lyrics explore personal growth, resilience, and using one's voice to stand up for fairness and respect.					
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How we teach SMSC, British Values and Protective Characteristics through our assemblies

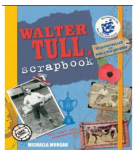
Autumn Term



Week	Monday	Tuesday	Wednesday	Friday	School Value Link	Protective Characteristic Link	British Values Link	SMSC
Week 1			School Values, Behaviour Curriculum and Golden Rules	Class assembly – British Values and Protective Characteristics	Pupils are introduced to our core values of Aspiration, Independence and Resilience, exploring what these look like in everyday school life	The assembly introduces the idea that everyone is unique and valued, teaching pupils that our Golden Rules and school values help protect and respect all people, regardless of their Protected Characteristics such as age, gender, race, religion or disability	The assembly links our school values to British Values of respect, tolerance, democracy and the rule of law, helping pupils understand how our Behaviour Curriculum and Golden Rules promote fairness	Pupils reflect on how living out our school values helps them to grow spiritually, make moral choices, build positive social relationships and appreciate the diverse cultures within our school and wider community.
Music to play on entry/exit			School Song – I won't Give Up	School Song – I won't Give Up				
Week 2	Musician of the term – UB40	Mr Lovelidge's Big Question – What's more important: doing what most	The School Council Role	Celebration assembly	Pupils consider how Aspiration, Independence and Resilience help	Discussions highlight how democratic decisions must	The assembly explores democracy and individual liberty	Pupils reflect on moral decision-making— understanding that

		people want or doing what is right for everyone?			them to think for themselves, stand up for what is right, and make positive contributions to their school community.	respect everyone's rights and ensure equality, recognising and valuing people's differences regardless of their Protected Characteristics.	through the School Council, showing how pupils' voices are valued and how decisions should be made fairly and for the good of everyone.	doing what is right may not always be the easiest choice—and how this links to fairness, justice and caring for others.
Music to play on entry/exit	School Song – I won't Give Up	School Song – I won't Give Up	School Song – I won't Give Up	School Song – I won't Give Up				
Week 3	Try Again	National recycling week 	Author of the term – Michael Morpurgo	Celebration assembly	Through the work of Michael Morpurgo, pupils explore Aspiration by learning how dedication and creativity lead to success, and Resilience by understanding how authors persevere through challenges when writing.	Discussions highlight how protecting the environment benefits everyone, regardless of age, disability, race, religion, gender or sexual orientation, reinforcing that everyone has an equal role and responsibility in looking after our shared world.	Pupils link recycling and environmental responsibility to the British value of mutual respect, recognising that caring for the planet shows respect for others and for future generations.	Pupils reflect spiritually and morally on our responsibility to care for the environment, socially on working together for a common goal, and culturally on how stories and actions can inspire positive change.
Music to play on entry/exit	BBC 10 pieces selection	UB40 – Falling in Love	UB40 – Kingston Town	School Song – I won't Give Up				
Week 3 22.9.25	The School Song	European Day of Languages LL 	School photos	Celebration assembly	Pupils show Aspiration by valuing the importance of learning languages and Independence by exploring how communication connects people across the world, celebrating curiosity and global understanding.	This week supports respect for race, religion or belief, and sex, helping pupils understand that everyone—regardless of background, language, or gender—should be valued and treated with equal respect.	The assembly promotes mutual respect and tolerance by recognising and celebrating the many languages and cultures represented in our school and across Europe.	Pupils develop cultural appreciation and social understanding by learning about different languages and traditions, reflecting spiritually on the richness of diversity and

								morally on the importance of inclusion.
Music to play on entry/exit	BBC 10 pieces selection	UB40 – One in Ten	UB40 – If It Happens Again	School Song – I won't Give Up				
Week 4	The School Song	Black History Month 	National Poetry Day	Celebration assembly	Pupils explore Aspiration through the lives and achievements of influential Black individuals and poets, and Resilience by recognising how creativity and determination can be used to overcome barriers and inspire change.	This week explicitly reinforces respect and equality for race, religion or belief, and sex, helping pupils understand the power of language and storytelling in challenging discrimination and promoting inclusion.	The assembly promotes mutual respect and tolerance by recognising the many languages and cultures represented in our school and across Europe.	Pupils reflect spiritually on how poetry can express identity and emotion, morally on standing up against prejudice, socially on celebrating shared voices, and culturally on the richness of Black heritage and literary traditions.
Music to play on entry/exit	BBC 10 pieces selection	UB40 – Cherry Oh Baby	UB40 – Tell Me It Is True	School Song – I won't Give Up				
Week 5	From the Tiny Ant	World Mental Health Day 	World Mental Health Day 	Celebration assembly	Pupils develop Resilience by learning strategies to manage emotions and challenges, and Independence by recognising when to seek help and how to care for their own wellbeing and that of others.	This week focuses on respecting and supporting everyone's mental health equally, regardless of age, disability, sex, or religion or belief, helping pupils understand that mental wellbeing is a universal right.	The assembly promotes mutual respect and individual liberty, encouraging pupils to understand that everyone has the right to feel safe, supported and listened to when it comes to mental health.	Pupils reflect spiritually on the importance of self-care, morally on supporting others with kindness, socially on reducing stigma around mental health, and culturally on how different communities promote wellbeing.
Music to play on entry/exit	BBC 10 pieces selection	Mars from The Planets Holst	Rondo alla Turca Mozart	School Song – I won't Give Up				
Week 6	From the Tiny Ant	TT Rockstars 	National Dyslexia Awareness Week	Harvest Celebration – Parish Church	Pupils show Aspiration by striving to improve their maths fluency through TT Rockstars and	This week highlights respect and inclusion for those with disabilities, such as dyslexia, helping pupils	Linked to mutual respect and individual liberty, pupils learn that everyone has the right to achieve and	Pupils reflect spiritually on their unique abilities, morally on supporting others who learn

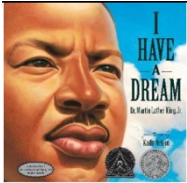
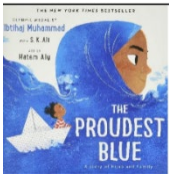
					Resilience by practising regularly and not giving up when challenges arise. They also explore Independence by finding their own strategies to succeed in learning.	understand that everyone learns differently and that individual strengths should be recognised and celebrated.	to be supported in ways that suit their learning needs, fostering empathy and equality across the school.	differently, socially on celebrating teamwork and perseverance, and culturally on valuing diversity in learning styles and talents.
Week 7	Benjies Singsation	Diwali Festival	Dare to be different – based on Diwali	Parent/Carer performances Year 3	Pupils demonstrate Aspiration through performance and creative expression in Singsation, and Independence by showing confidence on stage. They build Resilience by performing in front of others and celebrating effort as much as outcome.	The week promotes understanding and respect for religion or belief, as pupils learn about Diwali, recognising the importance of celebrating and valuing different faiths and traditions within our community.	Linked to mutual respect and tolerance, pupils celebrate the diversity of religious festivals like Diwali while coming together through music to express unity and shared joy.	Pupils reflect spiritually on the themes of light, hope and new beginnings in Diwali, morally on the importance of kindness and good triumphing over evil, socially on celebrating together as a community, and culturally on appreciating the richness of different faith traditions through song and performance.
Music to play on entry/exit	BBC 10 pieces selection	Wild Man Kate Bush	Runaway Blues Ma Rainey	School Song – I won't Give Up				
Term 2 Week 8	Musician of the term – Elvis	Mr Lovelidge's Big Question – Should rules be broken if we believe they are wrong?	Author of the term Cressida Cowell Thursday additional assembly: Retrieval and revisit golden rules	Celebration assembly	Pupils explore Independence by thinking critically about right and wrong, Resilience by standing up for their beliefs respectfully, and Aspiration by aiming to make positive changes in	Discussions highlight that everyone's views and experiences—regardless of age, race, sex, or religion or belief—should be listened to and respected when debating	Linked to the rule of law, democracy, and individual liberty, pupils reflect on why rules exist, when they might need to be challenged, and how change can be achieved fairly through shared	Pupils reflect spiritually on their personal beliefs, morally on doing what is right versus what is popular, socially on debating with respect and empathy, and culturally through exploring how

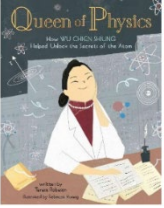
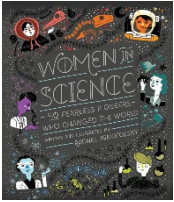
					their school and community.	moral or ethical questions.	voice and democratic action.	authors and stories raise questions about justice and fairness.
Music to play on entry/exit	BBC 10 pieces selection	Hound Dog Elvis Presley	With A Little Help from My Friends Beatles	School Song – I won't Give Up				
Week 9	Give it all you've got	Remembrance assembly 	Anti Bullying Week – Friendship fall out versus Bullying?	Children in Need	Pupils demonstrate Resilience by standing up against unkindness, Independence by making the right choices even when it's hard, and Aspiration by working towards a safe and respectful school where everyone feels valued.	Assemblies reinforce that bullying of any kind is unacceptable and that everyone—regardless of age, disability, race, sex, religion or belief, or sexual orientation—has the right to feel safe, included, and respected.	Linked to mutual respect, tolerance, and the rule of law, pupils learn the importance of standing together against discrimination and honouring those who have shown courage and sacrifice in times of conflict.	Pupils reflect spiritually on peace and remembrance, morally on kindness and justice, socially on building supportive relationships, and culturally on how we remember those who gave their lives for others and continue to work for peace.
Music to play on entry/exit	BBC 10 pieces selection	Fanferra (Cabua-Le-Le) Sergio Mendes/Carlinhos Brown	Baris Gong Kebyar of Peliatan	School Song – I won't Give Up				
Week 10	Give it all you've Got	Parent and Carer Year 2 and 5 performance	Parent and Carer Year 3 (Thursday), Year 4 and Year 6 performnce	Celebration assembly	Pupils show Aspiration by working towards confident performances, Independence through practising and preparing responsibly, and Resilience by performing in front of an audience and overcoming any nerves.	This week promotes respect and inclusion for everyone—regardless of age, sex, disability, race, or religion or belief—by celebrating that all pupils can contribute their talents and creativity to a shared performance.	Linked to mutual respect and individual liberty, pupils learn to value their own talents while appreciating and celebrating the contributions of others in a supportive and respectful environment.	Pupils reflect spiritually on expressing themselves through music, morally on using their talents to bring joy to others, socially on teamwork and collaboration, and culturally on the power of performance to unite families and communities.
Music to play on entry/exit	BBC 10 pieces selection	Hallelujah from <i>Messiah</i> Handel	Night on a Bare Mountain Mussorgsky	School Song – I won't Give Up				

Week 11	Give it all you've Got	Junior Road Safety Officers: Be Bright Be Seen Eco Warriors: Switch off Week	Universal Children's Day 	Celebration assembly	Pupils show Independence by taking responsibility for their own safety and the environment, Aspiration by acting as role models for others through the JRSOs and Eco Warriors, and Resilience by maintaining positive habits that make a lasting difference.	This week supports respect and inclusion for Age (promoting safety for all, young and old), Disability (understanding how visibility and accessibility keep everyone safe), Race and Religion or Belief (recognising that environmental and safety issues affect all communities equally), and Sex (ensuring boys and girls are equally empowered to lead).	Linked to mutual respect, individual liberty, and the rule of law, pupils learn about their rights and responsibilities—keeping themselves and others safe on the roads, caring for the environment, and recognising Universal Children's Day as a global commitment to equality and protection for all.	Pupils reflect spiritually on gratitude for safety and care, morally on their duty to protect others and the planet, socially on teamwork and advocacy through pupil leadership roles, and culturally on how communities across the world unite to uphold children's rights and environmental responsibility.
Music to play on entry/exit	BBC 10 pieces selection	Jai Ho Slumdog Millionaire A.R. Rahman	Symphony No. 5 Beethoven	School Song – I won't Give Up				
Week 12	Autumn Days	Attendance Celebration Assembly	Linked to Internal Day of Disabilities 	Celebration assembly	Pupils show Aspiration by aiming for excellent attendance and celebrating commitment to learning, Independence by understanding their responsibility for attending school regularly, and Resilience by recognising the effort it takes to attend consistently even when challenges arise.	This week focuses on Disability, Age, and Sex, highlighting the importance of inclusion and accessibility for everyone. Through the International Day of Persons with Disabilities, pupils learn that people of all abilities have equal value, and barriers—physical or social—should never limit participation or opportunity.	Linked to mutual respect and individual liberty, pupils learn to appreciate and celebrate difference, understanding that equality means ensuring everyone has the chance to succeed and belong within the school and wider community.	Pupils reflect spiritually on gratitude for their own abilities, morally on fairness and equality, socially on how attendance builds community, and culturally on how societies around the world promote inclusion for people with disabilities.
Music to play on entry/exit	BBC 10 pieces selection	O Eucharisti Hildegard	For the Beauty of the Earth John Rutter	School Song – I won't Give Up				

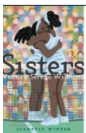
Week 13	Reception Dress Rehearsal	KS1 Dress Rehearsal	KS2 Christmas Performance Rehearsal	Celebration assembly	Pupils show Aspiration by working hard to prepare a confident and polished performance, Independence by learning lines, songs, and routines responsibly, and Resilience by performing in front of others and managing any nerves or setbacks.	This week supports respect for Religion or Belief, as pupils learn about the Christian story of Christmas while recognising and valuing that not everyone celebrates in the same way. It also promotes inclusion for all pupils, regardless of Age, Sex, or Disability, ensuring everyone has an opportunity to participate and shine.	Linked to mutual respect and tolerance, pupils celebrate together as a community, appreciating that different beliefs and traditions can be shared respectfully through performance and storytelling.	Pupils reflect spiritually on the themes of joy, hope, and giving, morally on teamwork and kindness, socially on performing and celebrating together, and culturally on understanding how Christmas is both a religious and cultural celebration in Britain.
Music to play on entry/exit	BBC 10 pieces selection	English Folk Song Suite Vaughan Williams	Symphonic Variations on an African Air S. Coleridge-Taylor	School Song – I won't Give Up				
Week 14	Reception Christmas Play	KS1 Christmas Play	KS2 Christmas Play	Christmas Service – Parish Church	Pupils demonstrate Aspiration through confidently performing and sharing their learning with parents, Independence by taking responsibility for their part in the service, and Resilience by performing publicly and embracing the challenges of preparation and presentation.	This week highlights Religion or Belief, as pupils take part in a Christian church service while learning to respect and value all faiths and traditions. It also promotes inclusion across Age, Sex, and Disability, ensuring every pupil can participate meaningfully and feel part of the celebration.	Linked to mutual respect, tolerance, and individual liberty, pupils explore how Christmas is celebrated in Britain as both a religious and cultural event, learning to appreciate shared traditions while recognising diversity in belief.	Pupils reflect spiritually on the message of Christmas—hope, peace, and kindness—morally on generosity and compassion, socially on togetherness and gratitude within the community, and culturally on the significance of Christmas within British heritage.

Week	Monday (Singing)	Tuesday (BV, PC, SMSC)	Wednesday (BV, PC, SMSC)	Friday (Celebration of Values)	School Value Link	Protective Characteristic Link	British Values Link	SMSC
Week 1	Inset Day	Mr Lovelidge's Big Question – Should we be allowed to do whatever we want if it doesn't hurt anyone else?	Class assembly – School Values and Golden Rules retrieved and revisited	Celebration assembly	Pupils revisit Aspiration, Independence and Resilience, reflecting on how these values guide their choices and behaviour. They explore Independence in making responsible decisions and Resilience in standing by what is right, even when it is difficult.	Discussions promote understanding and respect for Religion or Belief, Sex, Race, and Age, helping pupils consider how their actions and freedoms must respect the rights and dignity of others.	Linked to individual liberty, mutual respect, and the rule of law, pupils discuss personal freedom and responsibility— understanding that true liberty includes considering how our actions affect others.	Pupils reflect spiritually on making moral choices, morally on the difference between right and wrong, socially on respecting others' boundaries, and culturally on how different societies balance personal freedom with community rules.
Music to play on entry/exit	BBC 10 pieces selection	This Little Babe <i>Ceremony of Carols</i> Britten	1812 Overture Tchaikovsky	School Song – I won't Give Up				
Week 2	Musician of the term – Whitney Houston	Author of the Term Jeffrey Boakye	Scientist of the term – Mary Leakey – fossils	Celebration assembly	Pupils show Aspiration by learning how Whitney Houston and Mary Leakey achieved excellence through hard work and passion in very different fields. Resilience is explored through the challenges both women faced and overcame, while Independence is demonstrated in their determination to follow their own paths and inspire others.	This week celebrates equality for Sex (highlighting influential women in music and science), Race (recognising Whitney Houston's contribution as a Black artist who broke barriers), and Age (understanding that success and discovery can happen at different stages of life).	Linked to mutual respect and individual liberty, pupils learn to value creativity, determination and freedom of expression, while respecting the diverse talents and achievements that enrich our world.	Pupils reflect spiritually on how music and discovery can inspire others, morally on perseverance and using gifts to help others, socially on teamwork and collaboration, and culturally on how influential figures from different backgrounds shape our shared history and understanding.

Music to play on entry/exit	BBC 10 pieces selection	Connect It Anna Meredith	I Got You (I Feel Good) James Brown	School Song – I won't Give Up				
Week 3	All things bright and beautiful Make A Difference	Martin Luther King Day 	Martin Luther King School Radio - Assemblies KS2 - Dr Martin Luther King - 'Dream on' (bbc.co.uk)	Celebration assembly	Pupils reflect on Aspiration through Martin Luther King Jr.'s dream of equality and justice, Independence through his courage to stand up for what was right, and Resilience through his perseverance in the face of adversity and opposition.	This week focuses on respect and equality for Race, Religion or Belief, and Sex, helping pupils understand that everyone deserves equal rights and opportunities regardless of their background or identity.	Linked to mutual respect, tolerance, democracy, and the rule of law, pupils learn how peaceful protest and shared voice can bring about change, and why treating others fairly is a foundation of British society.	Pupils reflect spiritually on courage and hope, morally on standing up for justice and equality, socially on the power of community and working together for change, and culturally on the impact of Martin Luther King Jr.'s legacy across the world.
Music to play on entry/exit	BBC 10 pieces selection	Wonderwall Oasis	Take The 'A' Train Billy Strayhorn/ Duke Ellington Orchestra	School Song – I won't Give Up				
Week 4	All things bright and beautiful Make A Difference	International Day of Education 	Dare to be different assembly – Linked to celebrating learning a second language	Celebration assembly	Pupils demonstrate Aspiration by valuing education and striving to achieve their best, Independence through taking responsibility for their own learning, and Resilience by embracing challenge when learning something new, such as a second language.	This week celebrates inclusion and equality across Race, Religion or Belief, and Sex, reinforcing that education is a right for everyone, regardless of background, culture, or gender. Pupils also explore Age, recognising that learning is lifelong and valuable at every stage.	Linked to mutual respect, individual liberty, and tolerance, pupils learn that education empowers individuals, gives everyone a voice, and strengthens understanding between people of different languages and cultures.	Pupils reflect spiritually on gratitude for the opportunity to learn, morally on fairness and the global right to education, socially on celebrating each other's achievements and uniqueness, and culturally on how learning languages helps connect people and celebrate diversity.
Music to play on entry/exit	BBC 10 pieces selection	Play Dead Björk	Smalltown Boy Bronski Beat	School Song – I won't Give Up				
Week 5	Bright New Day	International Day of Women and Girls in science	International Day of Women and Girls in science	Celebration assembly	Pupils show Aspiration by learning about	This week explicitly promotes equality for Sex (celebrating	Linked to mutual respect, tolerance, and individual	Pupils reflect spiritually on curiosity and

	Make A Difference				women who have achieved greatness in science, Independence through pursuing curiosity and ideas, and Resilience by understanding how many women overcame barriers to succeed in a traditionally male-dominated field.	women's contributions to science), Age (recognising role models for younger learners), and Race (highlighting diversity among female scientists). It also links to Religion or Belief by discussing how science and belief can coexist respectfully.	liberty, pupils learn that everyone has the right to pursue their interests and ambitions, and that respect for others' talents helps build a fairer, more equal society.	discovery, morally on fairness and equal opportunity, socially on teamwork and collaboration in science, and culturally on the contributions of women from different backgrounds to scientific progress.
Music to play on entry/exit	BBC 10 pieces selection	Say My Name Destiny's Child	Sahela Re Kishori Amonkar	School Song – I won't Give Up				
Week 6	Parent/Carer performances Year 1, 2, 5 and 6	Benjies Singsation	Parent/Carer performances Year 2 and 3	Celebration assembly	Pupils demonstrate Aspiration by performing confidently and taking pride in their musical achievements, Independence by preparing and rehearsing responsibly, and Resilience by performing in front of an audience and managing any nerves.	This week promotes inclusion and equality for Age, Sex, Disability, and Race, ensuring every pupil has the opportunity to participate and shine, regardless of background or ability. It also celebrates Religion or Belief, recognising that music can unite people from all cultures and faiths.	Linked to mutual respect and individual liberty, pupils learn to value creativity, freedom of expression, and respect for the diverse contributions of artists from all backgrounds.	Pupils reflect spiritually on how music can express emotion and bring people together, morally on showing appreciation and respect for others' talents, socially on teamwork and collective performance, and culturally on Whitney Houston's influence on music, diversity, and global culture.
Music to play on entry/exit	BBC 10 pieces selection	School Song – I won't Give Up	BBC 10 pieces selection	School Song – I won't Give Up				

Week 7	Musician of the term – Taylor Swift	Mr Lovelidge’s big question – Do we always have to show respect to people, even if they don’t show respect to us?	Class assembly – School Values and Golden Rules retrieved and revisited	Celebration assembly	Pupils explore Resilience through Taylor Swift’s journey of perseverance and integrity in the face of criticism, Aspiration through her dedication to her craft and continual growth, and Independence through her confidence to express her beliefs and individuality.	This week promotes equality and respect for Sex (celebrating female achievement), Age (showing that respect and kindness are values for all generations), and Religion or Belief (understanding that mutual respect applies regardless of differing beliefs). It also reinforces fairness and inclusion for Race and Sexual Orientation, teaching that respect is owed to everyone.	Linked to mutual respect, tolerance, and individual liberty, pupils discuss what respect looks like in action, how it builds positive relationships, and why showing respect matters even when it isn’t returned.	Pupils reflect spiritually on forgiveness and empathy, morally on treating others with dignity even in disagreement, socially on building respectful communities, and culturally on how music and literature can model resilience, fairness, and self-expression.
Music to play on entry/exit	BBC 10 pieces selection	Bhabiye Akh Larr Gayee Bhujhangy Group	Tropical Bird Trinidad Steel Band	School Song – I won’t Give Up				
Week 8	Bright New Day Make A Difference	Author of the term Natalie Denny	World Book Day Celebration	Celebration Assembly	Pupils show Aspiration by learning how they can make a positive difference to the planet and their environment, Independence by taking responsibility for everyday choices that protect wildlife, and Resilience by understanding that change takes time and collective effort.	This week promotes respect and equality for Age, Race, Religion or Belief, and Disability, recognising that caring for the environment and celebrating books are for everyone. It also touches on Sex, highlighting that both men and women have contributed to conservation and literature.	Linked to mutual respect, tolerance, and individual liberty, pupils learn about their right to enjoy the natural world and the responsibility to protect it, while celebrating reading as a shared freedom that unites people of all backgrounds.	Pupils reflect spiritually on the beauty and wonder of nature, morally on their duty to care for living things, socially on working together to protect the planet and share stories, and culturally on how books and wildlife connect people across the world through creativity, empathy, and stewardship.

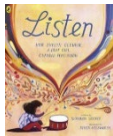
Music to play on entry/exit	BBC 10 pieces selection	Jin-Go-La-Ba Babatunde Olatunji	Inkanyezi Nezazi Ladysmith Black Mambazo	School Song – I won't Give Up				
Week 9	Sing Out Easter Song A Little Bit of Kindness	International Women's Day 	Picture news assembly - Should men and women's sports teams be paid the same?	Celebration Assembly	Pupils show Aspiration by learning from inspirational women who have achieved success in different fields, Independence by forming their own opinions on fairness and equality, and Resilience by understanding that progress towards equality takes time, persistence, and courage.	This week focuses on Sex (promoting gender equality), Age (highlighting role models for all generations), and Race (recognising the achievements of women from diverse backgrounds). It also includes Disability and Religion or Belief, reinforcing that equality of opportunity and respect should apply to all women and men.	Linked to mutual respect, tolerance, individual liberty, and democracy, pupils debate fairness in sport and beyond, exploring how respect, equal opportunities, and shared voice are essential to a fair and inclusive society.	Pupils reflect spiritually on fairness and equality, morally on justice and the value of every person's contribution, socially on respectful discussion and teamwork across genders, and culturally on how women's roles and recognition have evolved across the world.
Music to play on entry/exit	BBC 10 pieces selection	Mazurkas Op.24 Chopin	Libertango Piazzolla	School Song – I won't Give Up				
Week 10	Sing Out Easter Song A Little Bit of Kindness	Ramadan	Dare to be different – focused on Ramadan	Celebration Assembly	Pupils show Resilience by learning about the self-discipline and reflection shown during Ramadan, Independence through understanding personal responsibility and faith-based choices, and Aspiration by celebrating the dedication and spiritual growth that Ramadan represents.	This week explicitly promotes respect and understanding for Religion or Belief, helping pupils value and appreciate Islamic traditions. It also reinforces inclusion and equality for Race, Age, Sex, and Disability, recognising that people of all backgrounds can observe and respect religious practices in different ways.	Linked to mutual respect, tolerance, and individual liberty, pupils learn that everyone has the right to follow their faith and traditions, and that understanding others' beliefs helps build empathy and community harmony.	Pupils reflect spiritually on themes of faith, gratitude, and self-control, morally on fairness and compassion towards others, socially on celebrating difference and supporting friends who are fasting, and culturally on the significance of Ramadan within both Muslim communities and wider British society.

Music to play on entry/exit	BBC 10 pieces selection	Mars from The Planets Holst	Rondo alla Turca Mozart	School Song – I won't Give Up				
Week 11	When I Grow Up	Attendance assembly	World Autism Awareness Day	Celebration Assembly	Pupils show Aspiration by aiming for excellent attendance and commitment to learning, Independence by taking responsibility for coming to school ready to learn each day, and Resilience by maintaining positive habits and routines even when it feels challenging.	This week promotes inclusion and understanding of Disability, with a focus on autism, helping pupils recognise and celebrate neurodiversity. It also reinforces equality for Age, Sex, and Race, teaching that everyone—regardless of difference—deserves respect, understanding, and the right to access education.	Mutual respect Tolerance	Cultural Social
Music to play on entry/exit	BBC 10 pieces selection	School Song – I won't Give Up	BBC 10 pieces selection	School Song – I won't Give Up				
Week 12	Parent/Carer music performance – Yr2, 4, 5 and 6	Benjies Singsation	Parent/Carer music performance – Yr1 and 3	Celebration Assembly	Pupils show Aspiration by striving for excellence in their singing and performance, inspired by Taylor Swift's creativity and determination. They demonstrate Independence by preparing and rehearsing responsibly, and Resilience by performing confidently in front of others and overcoming nerves.	This week promotes inclusion and equality for Sex (celebrating a successful female artist), Age (recognising that music connects people of all generations), Race, and Disability (ensuring every pupil can take part and shine). It also supports Religion or Belief, valuing how music can bring people together across faiths and cultures.	Linked to mutual respect and individual liberty, pupils learn to value their own and others' talents, celebrate diversity in performance, and appreciate the freedom to express themselves through creativity.	Pupils reflect spiritually on how music communicates emotion and unity, morally on showing kindness and encouragement to others, socially on teamwork and collaboration during rehearsals, and culturally on Taylor Swift's global influence and the role of music in bringing communities together.


Music to play on entry/exit	BBC 10 pieces selection	School Song – I won't Give Up	BBC 10 pieces selection	School Song – I won't Give Up				
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Summer Term

Week	Monday (Singing)	Tuesday (BV, PC, SMSC)	Wednesday (BV, PC, SMSC)	Friday (Celebration of Values)	School Value Link	Protective Characteristic Link	British Values Link	SMSC
Week 1	Inset Day	Mr Lovelidge's Big Question – Should we always accept other people's beliefs – even if we think they are wrong?	Class assembly – School Values and Golden Rules retrieved and revisited	Celebration assembly	Pupils revisit Aspiration, Independence, and Resilience, exploring how these values guide respectful discussion and understanding of others' beliefs. They show Independence by forming their own opinions and Resilience by listening respectfully to different viewpoints, even when they disagree.	This week promotes respect and understanding for Religion or Belief, ensuring pupils recognise that everyone has the right to hold and express their faith or worldview. It also reinforces inclusion for Race, Sex, and Age, showing that beliefs and opinions can be valued across all groups.	Linked to mutual respect, tolerance, and individual liberty, pupils learn that in Britain, people are free to follow different faiths and beliefs, and that respect for others' rights and freedoms is essential for a fair and democratic society.	Pupils reflect spiritually on their own beliefs and values, morally on fairness and respect for others, socially on how to disagree kindly, and culturally on how diverse beliefs and worldviews shape communities in modern Britain.
Music to play on entry/exit		Bolero Ravel	Night Ferry Anna Clyne	School Song – I won't Give Up				
Week 2	Musician of the term – Queen	Dare to be different - Jewish Passover	Author of the term - Joshua Seigal	Celebration assembly	Pupils demonstrate Aspiration by learning how Queen's creativity and perseverance led to global success, Resilience through understanding how the band overcame challenges and stayed true to their style, and Independence by celebrating individuality and	This week promotes understanding and respect for Religion or Belief through learning about the Jewish festival of Passover, and inclusion for Race, Sex, and Disability by recognising diversity in faith, music, and creativity. It also highlights Sexual Orientation,	Linked to mutual respect, tolerance, and individual liberty, pupils learn that everyone has the right to express their beliefs, identity, and creativity freely, and that respecting others' traditions and differences helps build a more inclusive society.	Pupils reflect spiritually on freedom and faith through Passover, morally on standing up for what is right, socially on collaboration and inclusion within groups, and culturally on Queen's influence on music and how diverse beliefs

					self-expression— both in music and faith.	acknowledging Freddie Mercury’s legacy as an LGBTQ+ icon who inspired confidence and acceptance.		and identities enrich British and global culture.
Music to play on entry/exit	BBC 10 pieces selection	Wild Man Kate Bush	Runaway Blues Ma Rainey	School Song – I won’t Give Up				
Week 3	Thank you, Lord I’m Feeling Happy	Deaf awareness week 	Scientist of the term – Joesph Dalton Hooker – Botanist	Celebration assembly	Pupils demonstrate Aspiration by learning how Joseph Dalton Hooker’s curiosity and commitment to discovery helped shape modern botany. They show Independence by exploring ways to communicate effectively and Resilience by understanding how people with hearing loss overcome challenges to achieve their goals.	This week focuses on Disability (raising awareness and understanding of hearing loss) and Age (celebrating lifelong learning and discovery). It also reinforces inclusion and respect across Sex, Race, and Religion or Belief, showing that science and communication are for everyone.	Linked to mutual respect and individual liberty, pupils learn the importance of inclusion, accessibility, and valuing everyone’s contributions, regardless of ability or background.	Pupils reflect spiritually on gratitude for their senses and the wonder of the natural world, morally on fairness and supporting others with additional needs, socially on learning inclusive ways to communicate, and culturally on the achievements of scientists and individuals who have made the world more accessible and connected.
Music to play on entry/exit	BBC 10 pieces selection	Hound Dog Elvis Presley	With A Little Help from My Friends Beatles	School Song – I won’t Give Up				
Week 4	Thank you, Lord I’m Feeling Happy	Mental health awareness week	Dare to be different assembly – linked to International day of families	Celebration assembly	Pupils show Resilience by learning strategies to look after their mental health and cope with challenges, Independence by recognising when to seek help and how to care for	This week promotes understanding and inclusion around Disability (including mental health as an invisible disability), Age, Sex, Race, and Religion or Belief, reinforcing that	Linked to mutual respect, tolerance, and individual liberty, pupils learn that everyone has the right to feel safe, supported, and accepted within their families and communities,	Pupils reflect spiritually on gratitude for family and friendship, morally on showing empathy and care for others, socially on how kindness and connection

					themselves, and Aspiration by understanding that wellbeing supports success and happiness.	everyone deserves support and respect. Through the International Day of Families, pupils also explore Marriage and Civil Partnership, Maternity and Pregnancy, and Sexual Orientation, learning that families come in many forms and all should be valued equally.	regardless of differences.	strengthen communities, and culturally on the many ways families around the world express love, belonging, and support.
Music to play on entry/exit	BBC 10 pieces selection	Fanferra (Cabua-Le-Le) Sergio Mendes/Carlinhos Brown	Baris Gong Kebyar of Peliatan	School Song – I won't Give Up				
Week 5	Parent/Carer music performance – Yr2, 4, 5 and 6	Benjies Singsation – Queen	Parent/Carer music performance – Yr1 and 3	Celebration assembly	Pupils show Aspiration by aiming for confident, high-quality performances, inspired by Queen's creativity and excellence. They demonstrate Independence through rehearsing and preparing responsibly, and Resilience by performing live in front of an audience and supporting one another.	This week celebrates inclusion and equality for Sex, Race, Disability, and Age, ensuring all pupils have the opportunity to perform and succeed. It also recognises Sexual Orientation, reflecting on Freddie Mercury's lasting legacy in promoting self-expression, diversity, and acceptance.	Linked to mutual respect and individual liberty, pupils learn to value their own and others' talents, respect diversity in performance, and appreciate music as a form of creative freedom and unity.	Pupils reflect spiritually on the joy and emotion of music, morally on supporting and celebrating others' achievements, socially on teamwork and collaboration during rehearsals, and culturally on Queen's impact on music and the celebration of individuality and diversity.
Music to play on entry/exit	BBC 10 pieces selection	School Song – I won't Give Up	BBC 10 pieces selection	School Song – I won't Give Up				
Week 6	Musician of the term – Benson Boone	Mr Lovelidge's big question – Can a community work	Class assembly – School Values and Golden Rules	Celebration assembly	Pupils demonstrate Aspiration by learning how	This week focuses on Religion or Belief (respecting	Linked to mutual respect, tolerance, and individual	Pupils reflect spiritually on their own values and

		well together even if people all believe different things?	retrieved and revisited		shared values help communities thrive, Independence by forming and expressing their own beliefs respectfully, and Resilience by engaging in discussion and listening to others, even when opinions differ.	faith and worldview differences) and promotes equality for Race, Sex, and Age by showing that everyone's beliefs and contributions are valued in a diverse community.	liberty, pupils explore how communities in Britain include people with many beliefs, backgrounds, and lifestyles—and how cooperation, kindness, and understanding help people live well together.	beliefs, morally on fairness and acceptance, socially on the importance of teamwork and inclusion in a diverse community, and culturally on how shared values like respect and compassion unite people across different faiths and traditions.
Music to play on entry/exit	BBC 10 pieces selection	Hallelujah from <i>Messiah</i> Handel	Night on a Bare Mountain Mussorgsky	School Song – I won't Give Up				
Week 7	Try and Try Again I'm Feeling Happy	Gypsy Roma and Traveller Month 	Author of the term - Abi Elphinstone	Celebration Assembly	Pupils demonstrate Aspiration by celebrating the rich culture, history, and contributions of Gypsy, Roma and Traveller communities. They show Independence by challenging stereotypes and forming their own respectful opinions, and Resilience by standing up for fairness and inclusion.	This week focuses on Race (challenging prejudice and valuing cultural diversity) and Religion or Belief (understanding the varied faiths and traditions within Traveller communities). It also promotes inclusion across Age, Sex, and Disability, reinforcing that everyone deserves equal respect regardless of background or lifestyle.	Linked to mutual respect, tolerance, and individual liberty, pupils learn about the importance of respecting different ways of life and ensuring that all communities are treated fairly within society.	Pupils reflect spiritually on identity and belonging, morally on the importance of equality and standing against discrimination, socially on inclusion and friendship across different backgrounds, and culturally on the rich traditions, stories, and heritage of Gypsy, Roma and Traveller communities.
Music to play on entry/exit	BBC 10 pieces selection	Jai Ho Slumdog Millionaire A.R. Rahman	Symphony No. 5 Beethoven	School Song – I won't Give Up				

Week 8	Lovely Summers Day Moving On	Windrush Day 	Picture news assembly – Windrush Day	Celebration assembly	Pupils show Aspiration by learning about the courage and contribution of the Windrush Generation, Independence by forming their own understanding of fairness and equality, and Resilience by recognising the challenges faced by those who came to Britain to build a better life.	This week focuses on Race (celebrating the achievements and contributions of Caribbean communities in Britain) and also includes Age, Religion or Belief, and Sex, recognising the diverse individuals who were part of the Windrush story. It reinforces the importance of equality and respect for all people, regardless of background.	Linked to mutual respect, tolerance, democracy, and the rule of law, pupils learn about Britain’s shared history, the role of migration in shaping society, and the importance of fairness, inclusion, and respect for everyone’s contributions.	Pupils reflect spiritually on courage and hope, morally on justice and gratitude for others’ sacrifices, socially on inclusion and unity within communities, and culturally on the lasting influence of the Windrush Generation on British life, music, and identity.
Music to play on entry/exit	BBC 10 pieces selection	O Eucharisti Hildegard	For the Beauty of the Earth John Rutter	School Song – I won’t Give Up				
Week 9	Lovely Summers Day Moving On	International women in engineering 	Picture news assembly - What’s the best way to handle disappointment?	Celebration Assembly	Pupils demonstrate Aspiration by learning about women who have made groundbreaking contributions to engineering, Resilience by exploring how to manage disappointment and persevere through challenges, and Independence by setting personal goals and problem-solving when faced with setbacks.	This week promotes equality for Sex (celebrating women’s achievements in a male-dominated field), Age (inspiring future generations of engineers), and Race (recognising diversity within engineering). It also reinforces inclusion for Disability and Religion or Belief, showing that creativity and innovation are open to all.	Linked to mutual respect, individual liberty, and democracy, pupils learn that everyone should have equal opportunities to pursue their interests and ambitions, and that perseverance and respect help people grow from disappointment and achieve success.	Pupils reflect spiritually on personal growth and resilience, morally on fairness and inclusion in opportunities, socially on teamwork and problem-solving, and culturally on the vital role of women and diversity in shaping science, technology, and engineering today.
Music to play on entry/exit	BBC 10 pieces selection	English Folk Song Suite Vaughan Williams	Symphonic Variations on an African Air S. Coleridge-Taylor	School Song – I won’t Give Up				

Week 10	When I Grow Up	Attendance assembly	Benjies singsation	Celebration Assembly	Pupils show Aspiration by celebrating their commitment to learning and aiming for excellent attendance, Independence by taking responsibility for their own success and preparation, and Resilience by recognising how consistent effort and perseverance lead to achievement.	This week promotes equality and inclusion across Age, Sex, Race, Disability, and Religion or Belief, ensuring all pupils are recognised and celebrated for their contributions and successes. The celebration also reinforces that achievement and participation are for everyone, regardless of background or ability.	Linked to mutual respect, individual liberty, and the rule of law, pupils learn that success comes through responsibility, teamwork, and respect for shared values. Assemblies promote fairness, effort, and the importance of recognising everyone's strengths.	Pupils reflect spiritually on gratitude and pride in what they've achieved, morally on commitment and perseverance, socially on teamwork and community spirit, and culturally on celebrating diversity and unity through music and shared success.
Music to play on entry/exit	BBC 10 pieces selection	English Folk Song Suite Vaughan Williams	Symphonic Variations on an African Air S. Coleridge-Taylor	School Song – I won't Give Up				
Week 11	Parent/Carer music performance – Yr2, 4, 5 and 6	Year 6 Graduation	Parent/Carer music performance – Yr1 and 3	Celebration Assembly	Pupils show Aspiration by celebrating their achievements and looking forward to new challenges, Independence by reflecting on their personal growth and readiness for the next stage of learning, and Resilience by recognising how perseverance has helped them succeed.	This week promotes inclusion and equality for Age (celebrating transition and change), Sex, Race, Disability, and Religion or Belief, ensuring all pupils feel valued and recognised for their achievements, regardless of background or ability.	Linked to mutual respect, individual liberty, and democracy, pupils learn the importance of celebrating success, taking pride in effort, and recognising the collective achievements of the whole school community.	Pupils reflect spiritually on gratitude and hope for the future, morally on the value of hard work and kindness, socially on celebrating together as a school family, and culturally on the shared traditions of marking milestones and new beginnings through music and ceremony.
Music to play on entry/exit	BBC 10 pieces selection	School Song – I won't Give Up	BBC 10 pieces selection	School Song – I won't Give Up				

The table below outlines how Benjamin Adlard Primary embeds School Values, British Values (BV), SMSC, and the Protected Characteristics (MRS GRAMPS) through weekly assemblies across the academic year.

Autumn Term

Week	Focus / Theme	School Values	British Values (BV)	SMSC	Protected Characteristics (MRS GRAMPS)
1	School Values, Behaviour Curriculum & Golden Rules	Aspiration, Independence, Resilience	Respect, tolerance, rule of law	Spiritual, Moral, Social	Age, Religion or Belief, Sex
2	Mr Lovelidge's Big Question & School Council	Independence, Resilience	Democracy, individual liberty, rule of law	Moral, Social	Age, Race, Religion or Belief, Sex
3	Author of the Term – Michael Morpurgo & National Recycling Week	Aspiration, Resilience	Mutual respect, responsibility	Spiritual, Social, Cultural	Age, Disability, Race, Religion or Belief, Sex
4	European Day of Languages	Aspiration, Independence	Mutual respect, tolerance	Social, Cultural	Race, Religion or Belief, Sex
5	Black History Month & National Poetry Day	Aspiration, Resilience	Mutual respect, tolerance, individual liberty	Spiritual, Moral, Cultural	Race, Religion or Belief, Sex
6	World Mental Health Day	Resilience, Independence	Mutual respect, individual liberty	Spiritual, Moral, Social	Age, Disability, Religion or Belief, Sex
7	TT Rockstar Day & National Dyslexia Week	Aspiration, Independence, Resilience	Mutual respect, individual liberty	Social, Moral, Cultural	Disability, Age, Race, Sex, Religion or Belief
8	Singsation & Diwali Festival	Aspiration, Resilience	Mutual respect, tolerance	Spiritual, Cultural	Religion or Belief, Age, Sex
9	Mr Lovelidge's Big Question & Author Focus	Independence, Resilience, Aspiration	Rule of law, democracy, individual liberty	Moral, Social	Age, Race, Religion or Belief, Sex
10	Anti-Bullying & Remembrance Day	Resilience, Independence	Mutual respect, tolerance, rule of law	Spiritual, Moral, Social	Age, Disability, Race, Religion or Belief, Sex, Sexual Orientation
11	Music Performances to Parents & Carers	Aspiration, Independence, Resilience	Mutual respect, individual liberty	Spiritual, Social, Cultural	Age, Disability, Race, Religion or Belief, Sex
12	JRSOs / Eco Warriors / Universal Children's Day	Independence, Aspiration, Resilience	Mutual respect, individual liberty, rule of law	Moral, Social, Cultural	Age, Disability, Race, Religion or Belief, Sex
13	Attendance Celebration & International Day of Disabilities	Aspiration, Independence, Resilience	Mutual respect, individual liberty	Spiritual, Moral, Social	Disability, Age, Sex, Religion or Belief
14	Christmas Play Dress Rehearsal	Aspiration, Independence, Resilience	Mutual respect, tolerance	Spiritual, Cultural	Religion or Belief, Age, Sex, Disability
15	Performance to Parents & Church Visit for Christmas Service	Aspiration, Independence, Resilience	Mutual respect, tolerance, individual liberty	Spiritual, Moral, Cultural	Religion or Belief, Age, Sex, Disability

Spring Term

Week	Focus / Theme	School Values	British Values (BV)	SMSC	Protected Characteristics (MRS GRAMPS)
1	Mr Lovelidge's Big Question – Should we be allowed to do	Aspiration, Independence, Resilience	Individual liberty, mutual respect, rule of law	Moral, Social	Religion or Belief, Sex, Race, Age

	whatever we want? / Class Assembly – School Values and Golden Rules				
2	Musician – Whitney Houston / Author – Reading Warriors / Scientist – Mary Leakey	Aspiration, Resilience, Independence	Mutual respect, individual liberty	Spiritual, Cultural	Sex, Race, Age
3	Martin Luther King Day	Aspiration, Independence, Resilience	Democracy, rule of law, tolerance	Spiritual, Moral, Cultural	Race, Religion or Belief, Sex
4	International Day of Education / Dare to Be Different – Learning a Second Language	Aspiration, Independence, Resilience	Mutual respect, individual liberty, tolerance	Spiritual, Cultural	Race, Religion or Belief, Age, Sex
5	International Day of Women and Girls in Science	Aspiration, Independence, Resilience	Mutual respect, tolerance, individual liberty	Moral, Social, Cultural	Sex, Age, Race, Religion or Belief
6	Benjies Singsation – Whitney Houston / Music Performance to Parents	Aspiration, Independence, Resilience	Mutual respect, individual liberty	Spiritual, Social, Cultural	Sex, Race, Age, Disability, Religion or Belief
7	Musician – Taylor Swift / Mr Lovelidge’s Big Question / Author – Reading Warriors	Aspiration, Resilience, Independence	Mutual respect, tolerance, individual liberty	Moral, Social	Sex, Age, Race, Religion or Belief, Sexual Orientation
8	Author of the Term / World Book Day	Aspiration, Independence, Resilience	Mutual respect, tolerance, individual liberty	Spiritual, Moral, Cultural	Race, Sex, Age, Disability, Religion or Belief
9	International Women’s Day / Picture News – Equal Pay in Sport	Aspiration, Independence, Resilience	Mutual respect, democracy, individual liberty	Spiritual, Moral, Social	Sex, Age, Race, Disability, Religion or Belief
10	Attendance Assembly / World Autism Awareness Day	Aspiration, Independence, Resilience	Mutual respect, rule of law, individual liberty	Spiritual, Moral, Social	Disability, Age, Sex, Race, Religion or Belief
11	Benjies Singsation – Taylor Swift / Performance to Parents	Aspiration, Independence, Resilience	Mutual respect, individual liberty	Spiritual, Social, Cultural	Sex, Age, Race, Disability, Religion or Belief

Summer Term

Week	Focus / Theme	School Values	British Values (BV)	SMSC	Protected Characteristics (MRS GRAMPS)
1	Mr Lovelidge’s Big Question – Should we always accept other people’s beliefs? / Class Assembly – School Values and Golden Rules	Aspiration, Independence, Resilience	Mutual respect, tolerance, individual liberty	Spiritual, Moral, Social	Religion or Belief, Race, Sex, Age
2	Musician – Queen / Dare to Be Different – Jewish Passover / Author – Reading Warriors	Aspiration, Resilience, Independence	Mutual respect, tolerance, individual liberty	Spiritual, Cultural	Religion or Belief, Race, Sex, Disability, Sexual Orientation
3	Deaf Awareness Week / Scientist – Joseph Dalton Hooker	Aspiration, Independence, Resilience	Mutual respect, individual liberty	Spiritual, Moral, Social	Disability, Age, Sex, Race, Religion or Belief

4	Mental Health Awareness Week / Dare to Be Different – International Day of Families	Resilience, Independence, Aspiration	Mutual respect, tolerance, individual liberty	Spiritual, Moral, Social	Disability, Age, Sex, Race, Religion or Belief, Marriage & Civil Partnership, Maternity & Pregnancy, Sexual Orientation
5	Benjies Singsation – Queen / Parent Performances – Y1 & Y3	Aspiration, Independence, Resilience	Mutual respect, individual liberty	Spiritual, Social, Cultural	Sex, Race, Disability, Age, Sexual Orientation
6	Mr Lovelidge’s Big Question – Can a community work well together? / Musician – Benson Boone	Aspiration, Independence, Resilience	Mutual respect, tolerance, individual liberty	Moral, Social, Cultural	Religion or Belief, Race, Sex, Age
7	Gypsy, Roma and Traveller Month / Author – Reading Warriors	Aspiration, Independence, Resilience	Mutual respect, tolerance, individual liberty	Spiritual, Moral, Cultural	Race, Religion or Belief, Age, Sex, Disability
8	Windrush Day / Picture News – Windrush	Aspiration, Independence, Resilience	Mutual respect, tolerance, democracy, rule of law	Spiritual, Moral, Social	Race, Religion or Belief, Sex, Age
9	International Women in Engineering / Picture News – Handling Disappointment	Aspiration, Independence, Resilience	Mutual respect, individual liberty, democracy	Moral, Social, Cultural	Sex, Age, Race, Disability, Religion or Belief
10	Attendance Assembly / Benjies Singsation – End-of-Year	Aspiration, Independence, Resilience	Mutual respect, rule of law, individual liberty	Spiritual, Moral, Social	Age, Sex, Race, Disability, Religion or Belief
11	Year 6 Graduation / Parent Performances – Y1 & Y3	Aspiration, Independence, Resilience	Mutual respect, democracy, individual liberty	Spiritual, Moral, Social	Age, Sex, Race, Disability, Religion or Belief

No Outsiders

At Benjamin Adlard Primary School, every class studies a No Outsiders book once each term. Each book is carefully chosen around a theme linked to one or more protected characteristics, helping pupils explore topics such as race, gender, disability, and family diversity in an age-appropriate way. Through these stories, children are taught to celebrate difference, challenge stereotypes, and understand that everyone is welcome. The approach promotes equality, respect, and inclusion, forming a key part of our whole-school commitment to diversity and belonging.

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Term 1 Week 1	<u>To understand that it's ok to like different things</u> Red Rockets and Rainbow Jelly	<u>To like the way I am</u> Elmer	<u>To understand what diversity is</u> The Great Big Book of Families	<u>To understand how difference can affect someone</u> Oliver	<u>To know when to be assertive</u> Dogs Don't Do Ballet	<u>To learn from our past</u> Where The Poppies Now Grow	<u>To promote diversity</u> My Princess Boy
Link to values	Pupils explore Aspiration by valuing their own ideas and	Pupils demonstrate Aspiration by learning to be proud of their	Pupils show Aspiration by appreciating that all families and	Pupils explore Aspiration by recognising that	Through this story, pupils explore Aspiration by seeing that everyone can	Pupils demonstrate Aspiration by reflecting on the bravery and hope	Pupils demonstrate Aspiration by learning to be proud of who they

	interests while appreciating those of others. They show Independence by making their own choices confidently, and Resilience by understanding that it's fine to be different, even if not everyone agrees or shares the same likes.	individuality and recognising the importance of self-acceptance. They show Independence by being confident in who they are, and Resilience by embracing their differences even when it means standing out.	communities contribute to society in meaningful ways. They demonstrate Independence by recognising and celebrating the uniqueness of their own family, and Resilience by being confident and proud of their background and identity.	everyone can succeed, even if they see or do things differently. They show Independence by learning to be confident in who they are, and Resilience by understanding that feeling different can be challenging but is something to be proud of.	achieve their dreams, no matter what others say. They demonstrate Independence by learning to stand up for what they believe in and Resilience by refusing to give up when faced with discouragement or doubt from others.	shown by those in the past. They show Independence through developing their own understanding of history and remembrance, and Resilience by learning about the challenges faced during times of conflict and the importance of carrying forward lessons of peace and unity.	are and to express themselves confidently. They show Independence by making choices that reflect their true selves rather than following what others expect, and Resilience by standing firm in their identity, even when others may not understand or agree.
Link to BV	The story reinforces Mutual Respect and Tolerance, showing that friendships can flourish even when people enjoy different things. It also supports Individual Liberty, as pupils learn that everyone has the right to make their own choices and express their individuality.	This story supports Mutual Respect and Tolerance, showing that everyone is special and deserves kindness. It also links to Individual Liberty, encouraging pupils to express themselves freely and to celebrate what makes them unique.	The story reinforces Mutual Respect and Tolerance, teaching pupils that there is no single "right" way for a family to look. It supports Individual Liberty by celebrating choice and difference, and Democracy through recognising fairness and equality for all.	This story reinforces Mutual Respect by teaching pupils to show kindness and understanding to others. It promotes Tolerance by celebrating difference as something that strengthens communities, and supports Individual Liberty by encouraging everyone to express their individuality freely.	The story reinforces Individual Liberty, showing pupils that they have the right to make their own choices and follow their passions. It promotes Mutual Respect by encouraging children to value other people's interests, even when they differ from their own, and supports Tolerance by teaching acceptance of those who challenge stereotypes or expectations.	The story strongly links to Democracy, The Rule of Law, and Mutual Respect, helping pupils understand how fairness, justice, and shared values help societies recover and grow stronger. It also supports Tolerance, by teaching respect for those who come from different backgrounds but stand together for a common cause.	The story reinforces Individual Liberty, showing that everyone has the right to express themselves freely. It promotes Mutual Respect by encouraging understanding and kindness towards people who express their identity differently, and supports Tolerance by celebrating individuality and rejecting stereotypes.
Link to PC	This book promotes respect for Race, Sex, and Disability, helping pupils recognise that difference—whether in appearance, interests, or ability—makes people unique and special. It encourages kindness and inclusion, regardless of background or identity.	The story connects to Race, Disability, and Sex, helping pupils understand that everyone deserves respect and inclusion, regardless of how they look or what makes them different. It teaches that diversity is something to be valued and celebrated.	This book explicitly links to Marriage and Civil Partnership and Sexual Orientation, showing that families can be formed in many different ways. It also reflects Race, Religion or Belief, Age, Sex, and Disability, teaching pupils that every family, regardless of background, structure,	The book helps pupils explore Disability, teaching empathy for those who may experience the world in unique ways. It also promotes respect for Race, Religion or Belief, Sex, and Age, reinforcing that everyone deserves acceptance and	This book supports understanding of Sex, by challenging traditional gender stereotypes about what boys and girls (or, in this case, dogs!) can do. It also promotes respect for Age and Disability, showing that talent, courage, and determination are not	The book supports understanding of Age, by helping pupils appreciate the experiences of those who lived before them, and Race and Religion or Belief, by recognising that soldiers and citizens of many backgrounds served together. It also encourages empathy and inclusion for all,	This book explicitly links to Sex and Gender Reassignment, challenging traditional gender roles and promoting respect for gender expression. It also relates to Sexual Orientation, Age, and Race, teaching that all people deserve acceptance and kindness regardless of

			or identity, deserves respect and value.	inclusion regardless of who they are.	limited by differences or barriers.	regardless of Sex or Disability, reminding pupils that everyone's contribution matters.	identity, appearance, or background.
Link to SMSC	Spiritually, pupils reflect on what makes them and others unique. Morally, they learn about fairness, kindness, and accepting difference. Socially, they explore how shared respect strengthens friendships, and culturally, they celebrate diversity as something that enriches everyone's lives.	Spiritually, pupils reflect on their own uniqueness and the value of being true to themselves. Morally, they consider fairness and respect for others. Socially, they learn that difference should be celebrated within friendships, and culturally, they explore how diversity enriches communities.	Spiritually, pupils reflect on what belonging and love mean to them. Morally, they consider fairness and equality in how people are treated. Socially, they learn that families come in many forms but share common values of care and support. Culturally, they explore the wide diversity of family life in Britain and around the world.	Spiritually, pupils reflect on what makes each person special. Morally, they consider fairness and kindness towards others who may feel isolated. Socially, they learn to build understanding and empathy in friendships, and culturally, they appreciate that difference in thought, behaviour, and background enriches their community.	Spiritually, pupils reflect on having confidence in their talents and staying true to themselves. Morally, they explore fairness and equality, recognising that everyone deserves the chance to pursue what makes them happy. Socially, they discuss the importance of encouragement and friendship, and culturally, they consider how stories and performances, like ballet, can be shared and appreciated by everyone.	Spiritually, pupils reflect on sacrifice, courage, and remembrance. Morally, they consider the importance of peace, respect, and responsibility. Socially, they learn about cooperation and how communities come together in times of hardship. Culturally, they explore how remembrance remains a vital part of British identity and the way we honour the past to build a better future.	Spiritually, pupils reflect on what it means to be true to themselves and to show courage in doing so. Morally, they consider fairness and inclusion, learning that judging others for being different is wrong. Socially, they explore how acceptance and empathy build stronger friendships and communities. Culturally, they develop understanding of diversity within modern society, where people express identity in many ways that should all be celebrated.
Term 2 Week 1	<u>To understand that words can hurt or heal, and to choose kind words towards others.</u> Chrysanthemum Linked to Anti-Bullying week	<u>To understand that words can hurt or heal, and to choose kind words towards others.</u> Chrysanthemum Linked to Anti-Bullying week	<u>To understand that words can hurt or heal, and to choose kind words towards others.</u> Chrysanthemum Linked to Anti-Bullying week	<u>To understand that words can hurt or heal, and to choose kind words towards others.</u> Chrysanthemum Linked to Anti-Bullying week	<u>To understand that words can hurt or heal, and to choose kind words towards others.</u> Chrysanthemum Linked to Anti-Bullying week	<u>To understand that words can hurt or heal, and to choose kind words towards others.</u> Chrysanthemum Linked to Anti-Bullying week	<u>To understand that words can hurt or heal, and to choose kind words towards others.</u> Chrysanthemum Linked to Anti-Bullying week
Link to values	Pupils are supported to act with independence by taking responsibility for their behaviour and choosing kind words even when others are unkind. The story of Chrysanthemum also models resilience — showing that when we face teasing or unkindness, we can stay proud of who we are, bounce back, and continue to grow with confidence and compassion.						
Link to BV	This assembly supports the British Values of Mutual Respect and Tolerance of those with different faiths and beliefs by helping children understand that every person is unique and deserves kindness and respect. It also reinforces Individual Liberty, teaching pupils that they have the right to be themselves — to have their own name, identity, and personality — without fear of ridicule. Through discussions about how to respond to unkind words appropriately, pupils also learn about The Rule of Law, recognising that unkindness and bullying are not acceptable in our school community.						

Link to PC	Chrysanthemum provides a safe and age-appropriate way to explore the importance of respecting difference. It links to the protected characteristic of name and identity, which sits within the broader context of race, religion, and belief. By exploring how teasing or name-calling can target what makes someone unique, the assembly encourages pupils to value individuality and celebrate diversity. It helps children understand that everyone, regardless of their background, name, appearance, or personality, deserves to be treated with dignity and respect.						
Link to SMSC	Spiritually, this assembly allows pupils to reflect on how kindness and respect contribute to a sense of belonging and wellbeing. Morally, it guides children to distinguish between right and wrong, recognising that unkind words have consequences. Socially, it promotes positive relationships and inclusion by highlighting the importance of empathy and standing up for others. Culturally, the story celebrates diversity and individuality, encouraging pupils to appreciate and respect the many different people who make up their school and wider community.						
Term 3 Week 1	<u>To understand that all families are different</u> The Family Book	<u>To recognise that people are different ages</u> My Grandpa Is Amazing	<u>To understand what makes someone feel proud</u> The Odd Egg	<u>To find a solution to a problem</u> Two Monsters	<u>To overcome languages as a barrier</u> The Way Back Home	<u>To recognise when someone needs help</u> How To Heal a Broken Wing	<u>To challenge the causes of racism</u> The Island
Link to values	Pupils demonstrate Aspiration by celebrating the love and care that all families provide, whatever their shape or size. They show Independence by recognising and valuing their own family, and Resilience by feeling confident and proud of their family circumstances, even if they are different from others’.	Pupils demonstrate Aspiration by learning to appreciate and be inspired by the skills and wisdom of older generations. They show Independence by forming their own relationships with people of different ages and Resilience by understanding that age brings change and experience that should be valued, not feared.	Pupils demonstrate Aspiration by learning that everyone has something special to offer and can achieve in their own way. They show Independence by recognising that success and pride may look different for each person, and Resilience by understanding that sometimes it takes patience and belief in yourself before others see your strengths.	Pupils demonstrate Aspiration by learning how to solve disagreements respectfully and work towards positive outcomes. They show Independence by developing their own strategies for managing conflict, and Resilience by learning that relationships can be repaired through communication and understanding.	Pupils show Aspiration by learning that understanding and friendship can grow even when communication is difficult. They demonstrate Independence by finding creative ways to connect with others, and Resilience by persevering when faced with challenges in communication or understanding.	Pupils demonstrate Aspiration by learning to show compassion and take positive action to make a difference in someone’s life. They show Independence by noticing when help is needed and choosing to act kindly, and Resilience by understanding that offering care or support often takes patience, effort, and empathy.	Pupils show Aspiration by exploring how fairness, justice, and equality can create a better world. They demonstrate Independence by forming their own moral judgments about right and wrong, and Resilience by developing the courage to challenge discrimination and stand up for others when they witness prejudice or exclusion.
Link to BV	The story reinforces Mutual Respect and Tolerance, teaching pupils that families can look very different but are all special and important. It also promotes Individual Liberty, helping children understand that everyone has the right to belong to and celebrate their family without judgement.	The story promotes Mutual Respect and Tolerance, teaching pupils that every person—young or old—has value and deserves kindness and appreciation. It also reinforces Individual Liberty, encouraging pupils to express affection and gratitude in their own ways and to appreciate the uniqueness of others, whatever their age.	The story reinforces Individual Liberty, helping pupils understand that it’s good to be unique and to celebrate their own achievements. It promotes Mutual Respect and Tolerance, as pupils learn to appreciate and celebrate the successes of others, even when their experiences differ.	The story reinforces Mutual Respect and Tolerance, teaching pupils that people can disagree and still remain friends if they listen and work together. It also promotes Democracy and the Rule of Law, as pupils recognise that fairness and compromise help communities live peacefully.	The story reinforces Mutual Respect and Tolerance, showing pupils that differences—such as language, culture, or background—should not prevent kindness or cooperation. It also links to Individual Liberty, encouraging pupils to reach out and build relationships across differences, and to Democracy, highlighting the importance of	The story promotes Mutual Respect and Individual Liberty, helping pupils understand that everyone has a responsibility to care for others while also having the freedom to show kindness in their own way. It also reflects Tolerance, by encouraging understanding and empathy towards those	The story reinforces Mutual Respect, Tolerance, and the Rule of Law, teaching pupils that everyone has equal rights and should be treated with dignity and compassion. It also links to Democracy, helping pupils understand that their voice and actions can contribute to a fairer, more inclusive society that rejects

					collaboration and shared problem-solving.	who may be hurt, vulnerable, or different.	discrimination and injustice.
Link to PC	This book links directly to Marriage and Civil Partnership and Sexual Orientation, by showing that families are made up in many ways and all should be valued equally. It also promotes inclusion for Race, Religion or Belief, Sex, Age, and Disability, reminding pupils that love, care, and belonging exist in every kind of family.	This book directly links to Age, helping pupils understand that people grow, change, and have different abilities and experiences at every stage of life. It also promotes respect and inclusion for Disability, Sex, and Race, reinforcing that all people, regardless of background or ability, deserve equal respect.	This book promotes respect for Sex, Race, and Disability, showing that everyone should have the opportunity to feel proud of who they are and what they accomplish. It encourages pupils to celebrate difference rather than compare themselves to others.	This book supports equality and inclusion across Race, Religion or Belief, Sex, and Age, showing that disagreements can happen between anyone but must always be resolved with kindness and respect, regardless of who is involved.	This book supports inclusion and understanding across Race, Religion or Belief, and Disability, teaching pupils that communication and friendship go beyond words and that everyone deserves respect, no matter where they come from or what language they speak.	This book supports inclusion for Disability, Race, Age, and Religion or Belief, teaching that everyone deserves compassion and care, regardless of their circumstances or differences. It reinforces the idea that helping others is an expression of equality and shared humanity.	This book directly links to Race and Religion or Belief, exploring how prejudice and fear of difference can lead to unfair treatment. It also connects to Sex, Disability, and Age, reinforcing that discrimination of any kind is wrong and that everyone—regardless of who they are—deserves equality, protection, and respect. Pupils learn to recognise that racism and prejudice can take many forms and must always be challenged.
Link to SMSC	Spiritually, pupils reflect on the importance of love and belonging. Morally, they explore fairness and acceptance of others. Socially, they learn to respect and value different family structures and ways of life. Culturally, they develop awareness of the many ways families live and celebrate together across communities and around the world.	Spiritually, pupils reflect on love, family, and the joy of shared moments. Morally, they explore gratitude and kindness towards older people. Socially, they learn about relationships across generations and the importance of caring for others. Culturally, they develop appreciation for the contributions of older people in families and communities.	Spiritually, pupils reflect on what makes them feel proud and special. Morally, they consider fairness and encouragement rather than envy or judgement. Socially, they learn to share in others' successes and build each other's confidence. Culturally, they explore how pride and celebration are expressed in different ways across families and communities.	Spiritually, pupils reflect on forgiveness and empathy. Morally, they explore right and wrong in how we treat others during conflict. Socially, they learn about cooperation, communication, and teamwork in resolving problems. Culturally, they recognise that people around the world share common values of respect, listening, and friendship.	Spiritually, pupils reflect on empathy, understanding, and connection. Morally, they consider fairness and the importance of helping others. Socially, they learn about cooperation and how relationships can grow through patience and shared goals. Culturally, they explore how language and communication can build bridges between people from different parts of the world.	Spiritually, pupils reflect on empathy, kindness, and the impact of small acts of goodness. Morally, they consider the importance of helping others and standing up for what is right. Socially, they learn how compassion and cooperation strengthen communities. Culturally, they explore how care and empathy are valued across societies and traditions around the world.	Spiritually, pupils reflect on justice, compassion, and the moral courage to stand up for what is right. Morally, they explore the consequences of discrimination and the importance of inclusion. Socially, they discuss how actions and words can either divide or unite communities. Culturally, they learn about the impact of racism across societies and the shared responsibility to promote equality, understanding, and respect.

Term 4 Week 1	<u>To celebrate my family</u> Mommy Mama	<u>To understand that our bodies work in different ways</u> Max the Champion	<u>To feel proud of being different</u> Just Because	<u>Use strategies to help someone who feels different</u> The Hueys in the New Jumper	<u>To ask questions</u> The Flower	<u>To appreciate artistic freedom</u> The Artist Who Painted a Blue Horse	<u>To consider how my life may change as I grow up</u> Love You Forever
Link to values	Pupils demonstrate Aspiration by celebrating love, care, and belonging within all families. They show Independence by feeling proud of their own family, whatever it looks like, and Resilience by recognising that some families may be different from others but are all equally special and valued.	Pupils demonstrate Aspiration by learning that everyone can achieve and succeed, no matter how their body works. They show Independence by recognising and celebrating their own abilities, and Resilience by understanding that people can overcome challenges through determination and support.	Pupils demonstrate Aspiration by learning that everyone's uniqueness is something to be celebrated. They show Independence by expressing who they are confidently, and Resilience by recognising that differences can make people special and that challenges can be overcome with love and support.	Pupils show Aspiration by learning how small acts of kindness and inclusion can make a big difference. They demonstrate Independence by recognising when someone might feel left out and taking action to help, and Resilience by showing compassion and empathy even when others might not.	Pupils demonstrate Aspiration by showing curiosity and a desire to learn more about the world around them. They show Independence by asking thoughtful questions and forming their own opinions, and Resilience by continuing to seek understanding, even when answers are not clear or when others discourage curiosity.	Pupils demonstrate Aspiration by celebrating creativity and original thinking, understanding that imagination drives innovation and progress. They show Independence by expressing themselves freely through art and ideas, and Resilience by being confident in their creative choices, even if others see the world differently.	Pupils show Aspiration by reflecting on the kind of person they want to become and how they can contribute positively to others as they grow. They demonstrate Independence by understanding that growing up means taking responsibility for themselves and their choices, and Resilience by recognising that change can be emotional but is also a natural and important part of life.
Link to BV	The story promotes Mutual Respect and Tolerance, helping pupils understand that families come in many forms and that all should be treated with kindness and acceptance. It also supports Individual Liberty, showing that everyone has the right to live in a loving family and to express pride in who they are.	Pupils demonstrate Aspiration by learning that everyone can achieve and succeed, no matter how their body works. They show Independence by recognising and celebrating their own abilities, and Resilience by understanding that people can overcome challenges through determination and support.	The story reinforces Mutual Respect and Tolerance, helping pupils understand that difference is not something to hide but to value and embrace. It also promotes Individual Liberty, showing that everyone has the right to be accepted for who they are and to live without prejudice or judgement.	The story reinforces Mutual Respect and Tolerance, helping pupils understand that everyone has the right to be themselves and to be accepted for who they are. It also supports Individual Liberty, encouraging pupils to express their individuality while valuing others' differences, and connects to Democracy, showing how inclusion and fairness strengthen communities.	The story supports Individual Liberty and Democracy, encouraging pupils to think for themselves and to understand that questioning helps societies grow and improve. It also reinforces Mutual Respect and Tolerance, showing that people's ideas and questions can differ, but all should be listened to and valued.	The story promotes Individual Liberty, showing pupils that everyone has the right to think creatively and express themselves without fear. It also reinforces Mutual Respect and Tolerance, teaching pupils to value different perspectives and interpretations, and to respect freedom of expression as a cornerstone of a fair society.	The story reinforces Mutual Respect and Tolerance, helping pupils appreciate the relationships and experiences that shape people at different stages of life. It also links to Individual Liberty, as pupils consider the freedom and responsibility that come with growing older, and to Rule of Law, recognising the importance of fairness and respect as part of becoming responsible citizens.
Link to PC	This book directly links to Marriage and Civil Partnership and Sexual	This book directly supports understanding of Disability, showing	This book links strongly to Disability, as it explores sibling love	This book promotes respect across Race, Sex, Disability, Religion	This book supports inclusion and understanding across	This book encourages respect for Race, Religion or Belief, Sex,	This book connects to Age, by helping pupils understand that every

	Orientation, as it features two mothers raising a child together and highlights that love makes a family, not gender. It also promotes inclusion for Race, Religion or Belief, Sex, Age, and Disability, teaching that all families, regardless of background, structure, or identity, should be respected and celebrated.	that people's bodies and abilities work in different ways but all are capable and deserving of respect. It also links to Race, Age, and Sex, portraying inclusion and teamwork across diverse groups. Pupils learn that fairness means ensuring everyone can participate fully.	and acceptance when one child has additional needs. It also promotes inclusion across Sex, Age, and Race, helping pupils understand that kindness, friendship, and pride in difference are for everyone, regardless of background or ability.	or Belief, and Age, helping pupils recognise that people may feel different for many reasons, but everyone deserves kindness and acceptance. It encourages pupils to take positive action to include others, challenging exclusion and unkindness.	Race, Religion or Belief, Sex, and Age, by teaching pupils that everyone has the right to think independently and express curiosity. It encourages respect for diversity of thought and reminds pupils that innovation and progress come from listening to different voices.	Age, and Disability, showing that everyone's way of seeing and expressing the world is valuable. It reminds pupils that creativity transcends identity and that freedom of thought and expression should be protected for all people, regardless of background or belief.	stage of life has value and dignity. It also supports inclusion across Sex, Race, Disability, and Religion or Belief, promoting respect for the experiences and perspectives of others as they grow and change. Pupils learn that growing up can look different for everyone, but care, respect, and love are constants throughout life.
Link to SMSC	Spiritually, pupils reflect on love, belonging, and what family means to them. Morally, they learn about fairness, respect, and equality for all. Socially, they explore the importance of kindness and inclusion within their community. Culturally, they develop an understanding of how families are diverse and how this diversity enriches society.	Spiritually, pupils reflect on gratitude for their abilities and those of others. Morally, they learn about fairness, equality, and empathy. Socially, they explore how teamwork and encouragement help everyone feel included. Culturally, they develop appreciation for diversity in how people move, communicate, and contribute to their communities.	Spiritually, pupils reflect on what makes each person unique and special. Morally, they consider the importance of fairness and compassion. Socially, they explore empathy and acceptance within families and friendships. Culturally, they learn that difference and diversity are natural parts of every community and should always be celebrated.	Spiritually, pupils reflect on belonging and the importance of being true to oneself. Morally, they learn about fairness, empathy, and the courage to stand up for others. Socially, they practise teamwork, inclusion, and friendship. Culturally, they explore how difference and diversity make communities more creative, interesting, and united.	Spiritually, pupils reflect on hope, curiosity, and wonder. Morally, they explore the importance of truth, honesty, and courage in asking questions. Socially, they learn that discussion and shared ideas help communities grow stronger. Culturally, they recognise how questioning has shaped discoveries, freedom, and creativity across societies.	Spiritually, pupils reflect on imagination, inspiration, and self-expression. Morally, they explore the importance of honesty and integrity in sharing their ideas. Socially, they learn to respect others' viewpoints and creative choices. Culturally, they develop an understanding of how art and expression have shaped societies and continue to celebrate diversity, individuality, and freedom.	Spiritually, pupils reflect on love, growth, and the passage of time. Morally, they explore responsibility, care, and empathy as part of becoming an adult. Socially, they discuss the importance of family, friendship, and community support throughout life. Culturally, they consider how different societies mark growing up and show respect for people at every age and stage.
Term 5 Week 1	(Not on no outsiders) <u>To understand a range of emotions people can feel</u> Colour Monster	<u>To understand that we share the world with lots of people</u> My World, Your World	<u>To be able to work with everyone in my class</u> Blown Away	<u>To be welcoming</u> Beegu	<u>To be who you want to be</u> Red: A Crayon's Story	<u>To accept people who are different from me</u> And Tango Makes Three	<u>To recognise my freedom</u> Dreams of Freedom
Link to values	Pupils demonstrate Aspiration by learning to recognise and express their emotions in	Pupils show Aspiration by learning that they are part of a wider, diverse world filled with people	Pupils demonstrate Aspiration by learning how teamwork and cooperation help	Pupils demonstrate Aspiration by learning how kindness and inclusion make their	Pupils demonstrate Aspiration by learning to be proud of who they are and by having the	Pupils demonstrate Aspiration by learning to value love, care, and family in all their forms.	Pupils demonstrate Aspiration by learning to appreciate and protect the freedoms they enjoy

	<p>healthy ways. They show Independence by beginning to identify and manage their own feelings, and Resilience by understanding that it's normal to experience a range of emotions and that they can find calm and balance again after feeling upset or confused.</p>	<p>who live, work, and play in many different ways. They demonstrate Independence by exploring their own place in that world and appreciating what makes their life unique, and Resilience by showing openness and curiosity about people whose lives are different from their own.</p>	<p>everyone succeed. They show Independence by contributing their own ideas and strengths within a group, and Resilience by working through challenges and disagreements to achieve a shared goal together.</p>	<p>classroom and community stronger. They show Independence by choosing to welcome others and make them feel safe and valued, and Resilience by understanding that reaching out to new people or those who seem different can sometimes take courage and patience.</p>	<p>courage to follow their own path. They show Independence by recognising their true identity, even when others make assumptions, and Resilience by staying confident and positive when faced with misunderstanding or pressure to conform.</p>	<p>They show Independence by forming their own understanding of what acceptance and inclusion mean, and Resilience by challenging stereotypes or unfair opinions with kindness and confidence.</p>	<p>and by recognising their potential to make a positive difference in the world. They show Independence by developing an understanding of their rights and responsibilities, and Resilience by considering the struggles others have faced to secure freedom and equality for all.</p>
Link to BV	<p>The story promotes Mutual Respect and Tolerance, helping pupils understand that everyone experiences emotions differently and that we should be kind and patient with one another. It also supports Individual Liberty, by showing pupils that they have the right to express their feelings safely and to seek help when they need it.</p>	<p>The story reinforces Mutual Respect and Tolerance, helping pupils understand that we all share the same world and that differences in how people live, dress, or believe make life richer and more interesting. It also supports Individual Liberty, showing that everyone has the right to live safely and freely, and links to Democracy, reminding pupils that fairness and equality help communities thrive.</p>	<p>The story reinforces Mutual Respect and Tolerance, showing pupils that everyone has a part to play and that working with others—no matter how different they are—makes tasks more enjoyable and successful. It also supports Democracy, as pupils learn that listening to others' ideas and sharing decisions fairly helps everyone feel included.</p>	<p>The story promotes Mutual Respect and Tolerance, helping pupils recognise that everyone deserves to feel accepted, even if they seem unfamiliar or come from somewhere new. It also supports Individual Liberty, by encouraging pupils to make positive choices that show empathy and care, and links to Democracy, as they learn that fair and inclusive communities are built through everyone's participation.</p>	<p>The story promotes Individual Liberty, helping pupils understand that everyone has the right to be themselves and to make choices about who they are. It reinforces Mutual Respect and Tolerance, teaching that we should celebrate individuality and support others in expressing who they truly are. It also links to Democracy, by showing the importance of fairness and acceptance in a community where everyone belongs.</p>	<p>The story promotes Mutual Respect and Tolerance, helping pupils understand that families and relationships can look different, but all are equally valid and deserving of love. It also supports Individual Liberty, showing that people have the right to live as they choose, and connects with Democracy, reminding pupils that equality and fairness are protected rights for everyone in Britain.</p>	<p>The story powerfully reinforces Individual Liberty, helping pupils understand that freedom of thought, speech, and choice are fundamental human rights. It also links closely to Democracy, Rule of Law, Mutual Respect, and Tolerance, as pupils reflect on how freedom depends on fairness, justice, and respect for others' rights.</p>
Link to PC	<p>This book supports inclusion for Disability—particularly emotional and mental health differences—by normalising feelings and helping children understand that everyone experiences emotions in their own way. It also promotes understanding across</p>	<p>This book promotes inclusion and equality across Race, Religion or Belief, Sex, Age, and Disability, encouraging pupils to see that everyone—regardless of who they are or where they come from—plays an important role in our shared world. It helps children understand</p>	<p>This book promotes equality and inclusion across Race, Sex, Disability, Age, and Religion or Belief, showing that teamwork thrives when everyone's strengths and perspectives are valued. It helps pupils recognise that diversity makes groups stronger</p>	<p>This book encourages respect and inclusion for Race, Religion or Belief, Disability, Sex, and Age, teaching pupils that difference should be met with kindness and curiosity rather than fear or exclusion. It helps children understand that being welcoming</p>	<p>This book links directly to Gender Reassignment and Sex, showing that identity may not always match how others label us. It also promotes respect for Race, Disability, and Religion or Belief, encouraging pupils to challenge stereotypes and to see beyond appearances to</p>	<p>This book directly links to Sexual Orientation and Marriage and Civil Partnership, as it features two male penguins who form a loving family and raise a chick together. It also supports understanding across Race, Religion or Belief, Sex, Age, and Disability, promoting</p>	<p>This book connects to Race, Religion or Belief, Sex, Disability, Sexual Orientation, and Age, illustrating that freedom and equality must apply to everyone, regardless of who they are or where they come from. Pupils learn that human rights protect all people from discrimination and</p>

	Age, Sex, and Race, reinforcing that emotions are a shared human experience, regardless of background or identity.	that difference should be respected, not feared.	and that everyone deserves a voice.	and open-hearted ensures everyone feels they belong.	appreciate each person's uniqueness.	the message that all families, relationships, and individuals deserve equal respect and protection from discrimination.	that it is everyone's responsibility to uphold those rights.
Link to SMSC	Spiritually, pupils reflect on how emotions affect themselves and others. Morally, they explore kindness, empathy, and caring for one another's wellbeing. Socially, they learn how to express and discuss their feelings appropriately in friendships and classroom life. Culturally, they recognise that people everywhere experience and express emotions differently but share the same need for understanding and compassion.	Spiritually, pupils reflect on the wonder of the world and the variety of people in it. Morally, they learn about fairness, kindness, and the importance of treating others with respect. Socially, they explore how cooperation and understanding build strong communities. Culturally, they discover how people live differently across the globe, yet share many of the same values and needs.	Spiritually, pupils reflect on the joy of friendship and teamwork. Morally, they explore fairness, cooperation, and helping others. Socially, they develop the ability to collaborate, communicate, and problem-solve with others. Culturally, they appreciate that communities everywhere work best when people of different backgrounds come together with respect and understanding.	Spiritually, pupils reflect on empathy and the importance of making others feel included. Morally, they consider fairness, kindness, and the impact of their actions on others. Socially, they explore how friendship and acceptance create strong, positive relationships. Culturally, they recognise that people from all backgrounds can find belonging when welcomed into a caring community.	Spiritually, pupils reflect on self-discovery and what it means to be authentic. Morally, they explore fairness, acceptance, and standing up for others who are misunderstood. Socially, they discuss how to create supportive environments where everyone feels free to be themselves. Culturally, they learn that diversity of identity, expression, and experience enriches both individuals and society as a whole.	Spiritually, pupils reflect on love, belonging, and the meaning of family. Morally, they explore equality, fairness, and kindness towards others. Socially, they learn about inclusion, empathy, and the value of celebrating difference. Culturally, they recognise that families and relationships come in many forms across the world, and that diversity strengthens and enriches communities.	Spiritually, pupils reflect on hope, dignity, and the shared human desire for freedom. Morally, they explore justice, equality, and the importance of standing up for what is right. Socially, they consider how individuals and societies can work together to protect human rights. Culturally, they develop an understanding of global struggles for freedom and recognise how these values shape modern British society.
Term 6	<u>To make friends with someone different</u> Blue Chameleon	<u>To play with boys and girls</u> Ten Little Pirates	<u>To understand how we share the world</u> The First Slodge	<u>To understand what 'discrimination' means</u> This Is Our House	<u>To understand why people choose to get married</u> King And King	<u>To justify my actions</u> Rose Blanche	<u>To stand up to discrimination</u> The Whisperer
Link to values	Pupils demonstrate Aspiration by learning to build friendships with everyone, including those who may seem different from themselves. They show Independence by taking the first step to include others and Resilience by understanding that	Pupils demonstrate Aspiration by building friendships that include everyone, showing Independence in their play choices, and Resilience when challenging ideas about what boys and girls "should" do.	Pupils demonstrate Aspiration by caring for others and the planet, Independence through decision-making that considers fairness, and Resilience when learning to share and cooperate.	Pupils demonstrate Aspiration by striving to make their classroom a fair and welcoming place. They show Independence by recognising and challenging unfairness and Resilience by	Pupils demonstrate Aspiration by learning to value love, care, and commitment. They show Independence by forming open-minded attitudes and Resilience when discussing families and relationships	Pupils demonstrate Aspiration by aiming to do what is morally right, Independence by thinking for themselves, and Resilience by showing courage in difficult situations.	Pupils demonstrate Aspiration by striving to create a fair and equal community, Independence by using their voice to challenge injustice, and Resilience by showing courage when faced with discrimination.

	differences can strengthen relationships rather than divide them.			standing up for what is right.	different from their own.		
Link to BV	This lesson reflects Mutual Respect and Tolerance, as pupils learn that diversity is something to be celebrated. They explore how being kind, inclusive, and open-minded helps everyone feel valued in their community.	The story supports Individual Liberty and Mutual Respect, helping pupils see that gender should never limit what someone enjoys or achieves.	This story promotes Democracy and the Rule of Law, teaching pupils about fairness, justice, and equality of opportunity for all.	This lesson builds understanding of the Rule of Law and Mutual Respect, showing how fairness and equality are essential in a just community.	This story promotes Tolerance and Individual Liberty, helping pupils understand that everyone has the right to choose who they love and marry.	The story links to Rule of Law and Individual Liberty, helping pupils understand personal responsibility, justice, and the importance of moral choice.	The text reinforces Democracy, Rule of Law, and Mutual Respect, teaching pupils that everyone shares responsibility to protect equality.
Link to PC	The text links to Race, Disability, and Religion or Belief, helping pupils understand that outward or personal differences are natural and should never be a barrier to friendship or belonging.	It links to Sex, encouraging pupils to treat everyone equally and challenge stereotypes about gender roles.	It reflects all protected characteristics, reinforcing the principle that every individual deserves equal respect and access to shared resources.	It connects to all protected characteristics, as pupils learn that no one should be excluded because of difference.	Links to Marriage and Sexual Orientation are clear, celebrating equality and acceptance of all relationships.	It relates to Race and Religion or Belief, highlighting the dangers of prejudice and persecution.	It reflects all protected characteristics, showing that discrimination in any form is wrong and must be challenged.
Link to SMSC	Social and moral understanding are developed as pupils practise empathy and cooperation. They learn to recognise exclusion and actively work to include others through kindness and respect.	Social development is fostered through cooperative play and moral reflection on fairness, equality, and inclusion in all activities.	Spiritual and moral understanding are developed through reflection on gratitude, responsibility, and kindness towards others and the environment.	Moral and social development are central, as pupils reflect on fairness, empathy, and how discrimination harms individuals and communities.	Spiritual and cultural awareness are developed as pupils appreciate diverse family structures and traditions that celebrate love and belonging.	Moral and cultural reflection are encouraged as pupils explore empathy, human rights, and the consequences of discrimination.	Moral and social growth are nurtured as pupils explore empathy, justice, and standing up for others, learning that their actions can create positive change.

No Outsiders Coverage

Reception

Text / Book Title	Values	SMSC	Protected Characteristics	British Values
Red Rockets and Rainbow Jelly	Friendship, acceptance	Understanding difference and celebrating individuality	Disability, belief, identity	Mutual respect, tolerance
Chrysanthemum	Confidence, respect	Building self-esteem and valuing uniqueness	Identity	Individual liberty
The Family Book	Love, belonging	Recognising diverse family structures	Marriage and civil partnership	Mutual respect
Mommy, Mama and Me	Acceptance, love	Valuing family diversity	Sexual orientation	Tolerance of others

The Colour Monster	Empathy, self-awareness	Recognising and naming emotions	None specific	Individual liberty
Blue Chameleon	Self-acceptance, belonging	Understanding identity and friendship	Identity	Mutual respect

Year 1

Text / Book Title	Values	SMSC	Protected Characteristics	British Values
Elmer	Inclusion, self-acceptance	Celebrating difference	Race, identity	Mutual respect
Chrysanthemum	Confidence, self-worth	Developing pride in who we are	Identity	Individual liberty
My Grandpa is Amazing	Respect, love	Appreciating family and generational diversity	Age	Mutual respect
Max the Champion	Equality, inclusion	Challenging stereotypes and celebrating ability	Disability	Mutual respect
My World, Your World	Respect, curiosity	Understanding different cultures	Race, religion	Tolerance of different faiths
Ten Little Pirates	Teamwork, inclusion	Working together and valuing others	Identity	Mutual respect

Year 2

Text / Book Title	Values	SMSC	Protected Characteristics	British Values
The Great Big Book of Families	Respect, belonging	Appreciating diverse families	Marriage and civil partnership	Tolerance
Chrysanthemum	Confidence, self-belief	Building resilience and identity	Identity	Individual liberty
The Odd Egg	Acceptance, kindness	Welcoming difference	Sex, identity	Mutual respect
Just Because	Empathy, compassion	Understanding disability	Disability	Mutual respect
Blown Away	Teamwork, friendship	Working together inclusively	None specific	Mutual respect
The First Slodge	Sharing, fairness	Developing fairness and kindness	None specific	Rule of law

Year 3

Text / Book Title	Values	SMSC	Protected Characteristics	British Values
Oliver	Healthy choices, self-respect	Understanding wellbeing	None specific	Individual liberty
Chrysanthemum	Confidence, individuality	Developing self-esteem	Identity	Individual liberty
Two Monsters	Respect, communication	Resolving conflict peacefully	None specific	Rule of law
The Hueys in the New Jumper	Individuality, courage	Understanding conformity and acceptance	Identity	Mutual respect
Beegu	Kindness, inclusion	Welcoming those who are different	Race	Tolerance
This is Our House	Fairness, respect	Inclusion and equality	Race, belief	Mutual respect

Year 4

Text / Book Title	Values	SMSC	Protected Characteristics	British Values
Dogs Don't Do Ballet	Self-expression, courage	Challenging gender stereotypes	Sex	Individual liberty
Chrysanthemum	Self-belief, respect	Promoting self-esteem	Identity	Mutual respect
The Way Back Home	Empathy, friendship	Understanding difference and cooperation	None specific	Tolerance

The Flower	Hope, care	Caring for the environment and others	None specific	Mutual respect
Red: A Crayon's Story	Authenticity, acceptance	Being true to oneself	Gender reassignment, identity	Individual liberty
King and King	Love, equality	Celebrating love in all forms	Sexual orientation	Tolerance

Year 5

Text / Book Title	Values	SMSC	Protected Characteristics	British Values
Where the Poppies Now Grow	Friendship, courage	Understanding sacrifice and peace	None specific	Rule of law
Chrysanthemum	Respect, individuality	Reflecting on personal identity	Identity	Individual liberty
How to Heal a Broken Wing	Compassion, kindness	Empathy for others	Disability	Mutual respect
The Artist Who Painted a Blue Horse	Creativity, freedom	Celebrating imagination and diversity	Belief	Individual liberty
And Tango Makes Three	Love, inclusion	Recognising family diversity	Sexual orientation	Tolerance
Rose Blanche	Justice, empathy	Standing up to injustice	Race, belief	Rule of law

Year 6

Text / Book Title	Values	SMSC	Protected Characteristics	British Values
My Princess Boy	Respect, acceptance	Understanding gender identity	Gender reassignment	Individual liberty
Chrysanthemum	Confidence, reflection	Self-identity and transition	Identity	Mutual respect
The Island	Inclusion, empathy	Challenging prejudice and exclusion	Race	Tolerance
Love You Forever	Care, respect	Understanding family love and ageing	Age	Mutual respect
Dreams of Freedom	Freedom, justice	Celebrating equality and human rights	Belief, race	Rule of law
The Whisper	Imagination, voice	Developing confidence to express yourself	None specific	Individual liberty

Roots Outdoor Education

At Benjamin Adlard Primary School, the Roots Outdoor Education provision exemplifies how a purposeful, inclusive and community-connected initiative can deliver the Anthem vision for personal development. Sitting on a hillside overlooking the Lincolnshire countryside, Roots is a large natural space that includes a wild meadow, micro farm, willow dome, enchanted forest, and an outdoor classroom.

The provision is embedded into the school's culture, not as an add-on, but as an essential part of a whole-school approach to personal development. It promotes ambition, participation, empathy, and relationships.

Through regular outdoor learning, children participate in rich, hands-on experiences that develop resilience, independence, and critical thinking. Curriculum links are carefully planned. Design and technology sessions involve woodcraft and product creation. In science, students use apparatus, such as magnifying glasses, to carry out enquiry-based learning. These activities not only enrich the curriculum but also encourage students to be curious, collaborative learners.

Roots also functions as a therapeutic intervention space. Students with social, emotional and mental health needs access the area weekly to develop the micro farm collaboratively. These sessions help to build emotional regulation, self-esteem, and positive relationships. It is this relational approach that has supported many students, who were at risk of exclusion, to engage with a curriculum that truly motivates and includes them.

The impact of Roots extends beyond the school gates. Each week, the school runs a community workshop, inviting parents and local residents to join in with activities such as produce growing, site maintenance, and outdoor cooking. Participants have commented that it has improved their mental health and wellbeing. The space has become a centre for intergenerational learning and community pride.

The school rolls out its own bespoke Roots outdoor curriculum called Wild Passport, giving pupils who have SEHM needs the opportunity to acquire the core attributes of independence, resilience, empathy, equality and critical thinking.

Roots Outdoor Education at Benjamin Adlard is a compelling example of how a school's values and outdoor environment can support holistic student growth and community transformation preparing students for life in modern Britain with pride, purpose and potential.

Outdoor Learning Long Term Overview and Curriculum Progression
Year 1 to 6 Wild Passport Enrichment Offer

Term	Autumn Term	Spring Term	Summer Term
Unit Coverage	Fire	Shelter	Nature

Fire

Year group	Learning Intentions	Suggested Activities	Knowledge	Skills	Character Traits (School Value link)
Year 1	To develop curiosity about fire as a natural phenomenon and to begin understanding how to stay safe around it.	<ul style="list-style-type: none"> • Watch a small, supervised campfire being lit. • Feel the warmth from a safe distance and describe what you see, hear, smell, feel. • Read a story about fire (myths, camping, warmth). • Practice sitting in a safe circle. 	<ul style="list-style-type: none"> • Fire gives light and warmth. • Fire can be dangerous and must be controlled. • Never touch or play with fire without an adult. 	<ul style="list-style-type: none"> • Listening to and following safety instructions. • Observing and describing. 	<p>Aspiration: Pupils show curiosity and wonder as they explore fire as a natural element.</p> <p>Independence: They learn to take responsibility for their safety by listening and following instructions.</p> <p>Resilience: Pupils practise self-control and patience when sitting safely around the fire.</p>
Year 2	To understand how fire is created and how it helps people and nature.	<ul style="list-style-type: none"> • Demonstrate making a spark (with flint & steel) and lighting cotton wool. • Discuss how fire is used for cooking, warmth, signaling. • Make a pretend campfire with sticks and leaves before seeing a real one. 	<ul style="list-style-type: none"> • Fire needs heat, fuel, and oxygen (basic fire triangle). • Early humans used fire to survive. • Fires can spread if not controlled. 	<ul style="list-style-type: none"> • Gathering safe materials for a fire. • Beginning to spot hazards (dry grass, wind). 	<p>Aspiration: Pupils develop curiosity about how fire is made and its importance to human life.</p> <p>Independence: They take responsibility for gathering safe materials and recognising hazards.</p> <p>Resilience: Pupils persevere when practising new skills like making a spark safely.</p>

<p>Year 3</p>	<p>To learn how to build a simple fire structure and understand its uses.</p>	<ul style="list-style-type: none"> • Build a small teepee or log-cabin fire structure (without lighting). • Watch adult light and cook something simple over fire (bread, marshmallows). • Practice extinguishing a fire safely with water or sand. 	<ul style="list-style-type: none"> • Fire structures (teepee, log cabin) help it burn well. • Why dry wood burns better than wet wood. • How to put out a fire properly. 	<ul style="list-style-type: none"> • Building a fire structure. • Recognising when a fire is out and safe. 	<p>Aspiration: Pupils develop pride in learning a practical outdoor skill and understanding its purpose.</p> <p>Independence: They take responsibility for following safety steps when building and extinguishing a fire.</p> <p>Resilience: Pupils persevere when constructing their fire structure carefully and safely.</p>
<p>Year 4</p>	<p>To safely create and light a small fire with supervision and use it for a purpose.</p>	<ul style="list-style-type: none"> • Practice striking flint & steel to make sparks. • Light a small fire under supervision and keep it going. • Cook something simple (damper bread, apple slices, hot chocolate). 	<ul style="list-style-type: none"> • Importance of preparing kindling, tinder, and fuel. • Effects of wind/weather on fire. • Fire safety rules (bucket of water, fire perimeter). 	<ul style="list-style-type: none"> • Lighting a fire. • Managing the fire and adding wood safely. 	<p>Aspiration: Pupils take pride in mastering a new outdoor skill and using it for a practical purpose.</p> <p>Independence: They show responsibility and self-control when managing and maintaining their own fire safely.</p> <p>Resilience: Pupils persevere through challenge, such as striking flint and keeping the fire going.</p>
<p>Year 5</p>	<p>To plan and lead parts of the fire-making process as a group.</p>	<ul style="list-style-type: none"> • Plan, gather materials, build and light a fire with minimal help. • Lead a group in cooking a shared snack or meal over the fire. • Discuss and reflect on safety improvements. 	<ul style="list-style-type: none"> • How to adapt the fire size for different needs. • Why it's important to respect fire laws and permissions in different places. • How to manage fire in poor weather. 	<ul style="list-style-type: none"> • Planning and leading a small team. • Cooking and timing food over a fire. 	<p>Aspiration: Pupils take pride in leading others and applying their fire-making skills independently.</p> <p>Independence: They take ownership of planning, decision-making, and managing safety.</p> <p>Resilience: Pupils adapt to challenges such as weather or teamwork</p>

					difficulties while staying focused.
Year 6	To demonstrate independence and responsibility in managing fire and teaching others.	<ul style="list-style-type: none"> Plan and carry out a fire activity, teaching younger pupils or peers. Cook a full outdoor meal and clean up independently. Reflect on how fire connects us to history and community. 	<ul style="list-style-type: none"> Advanced fire safety and legal responsibilities in the wild. Different cultural uses of fire in ceremonies and traditions. Environmental impact of fire. 	<ul style="list-style-type: none"> Teaching and mentoring others. Managing a fire site responsibly from start to finish. 	<p>Aspiration: Pupils take pride in mastering their skills and sharing knowledge with others.</p> <p>Independence: They demonstrate confidence and responsibility in managing the full fire-making process.</p> <p>Resilience: Pupils persevere through challenges of leadership, problem-solving, and mentoring.</p>

Shelter

Year group	Learning Intentions	Suggested Activities	Knowledge	Skills	Character Traits (Linked to School Values)
Year 1	To explore natural materials and begin to understand how simple shelters provide protection.	<ul style="list-style-type: none"> Collect small branches and carry them safely. Build a nest and a mini shelter using sticks and leaves. Create a simple den with natural materials. Construct a basic ridge line shelter with help. Experience using a storm shelter. 	<ul style="list-style-type: none"> Why humans and animals need shelter. Basic materials for building shelters. Simple ways to make a space more protected. 	<ul style="list-style-type: none"> Carry and arrange branches safely. Work with others to create a basic structure. Tie simple knots with help. 	<p>Aspiration: Pupils show curiosity and pride in creating shelters that meet a real need.</p> <p>Independence: They take responsibility for using tools and materials safely while building.</p> <p>Resilience: Pupils persevere when structures collapse or need rebuilding</p>
Year 2	To build more stable shelters and begin to select suitable locations with support.	<ul style="list-style-type: none"> Build a ridge pole tarp shelter or a tarp lean-to. Construct a log lean-to. Select an appropriate site for a shelter. Build a central pole tipi. 	<ul style="list-style-type: none"> What makes a good site (flat, dry, sheltered). Differences between natural and tarp-based shelters. How to improve stability and comfort. 	<ul style="list-style-type: none"> Choose a site with guidance. Use basic knots more confidently. Work as a team to 	<p>Aspiration: Pupils take pride in developing their skills to create stronger, more effective shelters.</p> <p>Independence: They make informed choices about where and how to build, showing growing</p>

				position materials.	confidence in decision-making. Resilience: Pupils keep trying when structures fail or conditions are challenging.
Year 3	To construct more weather-resistant shelters and work independently within a team.	<ul style="list-style-type: none"> • Build a woven wattle wall and/or a tarp tipi. • Construct an A-frame shelter. • Erect a tent. • Build a raised roof tipi. 	<ul style="list-style-type: none"> • Why woven walls strengthen shelters. • How to create drainage and ventilation. • How to secure a structure against wind. 	<ul style="list-style-type: none"> • Weave branches to create walls. • Assemble and secure a tent independently. • Work as a team to lift and fix larger materials. 	<p>Aspiration: Pupils show ambition by building more complex, weather-resistant shelters.</p> <p>Independence: They take initiative in construction and problem-solving within their team.</p> <p>Resilience: Pupils persevere through practical challenges such as securing materials or working in poor weather.</p>
Year 4	To create strong, comfortable shelters that include structural and comfort features.	<ul style="list-style-type: none"> • Construct a log wall or a bough bed. • Build a wattle and daub wall. • Put up a hammock. • Build a freestanding ridge pole tent. 	<ul style="list-style-type: none"> • How insulation improves comfort. • Strength vs. flexibility in construction. • How to distribute weight safely in freestanding designs. 	<ul style="list-style-type: none"> • Combine materials for strength and comfort. • Tie and adjust knots confidently. • Use hammocks and elevated areas safely. 	<p>Aspiration: Pupils take pride in designing and building advanced shelters that balance strength and comfort.</p> <p>Independence: They make confident choices about materials, design, and construction techniques.</p> <p>Resilience: Pupils adapt and problem-solve when testing and improving their shelter designs.</p>
Year 5	To design and construct advanced, survival-level shelters independently and responsibly.	<ul style="list-style-type: none"> • Erect a freestanding ridge line tarp safely, protecting eyes and others. • Build a bender shelter from flexible branches. • Construct a jointed A-frame. • Build a raised platform shelter. • Create a leaf litter survival shelter. 	<ul style="list-style-type: none"> • Advanced knots and lashings. • Load-bearing principles. • How to maximise insulation using natural materials. 	<ul style="list-style-type: none"> • Design and build shelters independently. • Solve problems creatively when materials or 	<p>Aspiration: Pupils take pride in mastering advanced survival skills and applying their knowledge creatively.</p> <p>Independence: They demonstrate confidence,</p>

				<p>conditions change.</p> <ul style="list-style-type: none"> • Teach others basic techniques. 	<p>safety, and responsibility when designing and constructing shelters alone.</p> <p>Resilience: Pupils adapt to changing materials and conditions, problem-solving effectively to achieve success.</p>
Year 6	To demonstrate leadership, teaching others shelter-building skills, and integrating creativity and sustainability.	<ul style="list-style-type: none"> • Plan and lead a team to construct a large group shelter. • Innovate a unique shelter design using sustainable materials. • Assess and improve others' shelters for safety and comfort. 	<ul style="list-style-type: none"> • Principles of sustainable shelter building. • How to adapt shelters to extreme weather or situations. • How to lead and teach others effectively. 	<ul style="list-style-type: none"> • Leadership and delegation. • Advanced construction techniques and creative problem-solving. • Assessing and improving existing shelters. 	<p>Aspiration: Pupils show ambition and pride in leading others and creating innovative, sustainable shelter designs.</p> <p>Independence: They take responsibility for planning, decision-making, and guiding others confidently.</p> <p>Resilience: Pupils persevere through leadership challenges, adapting and problem-solving under pressure.</p>

Nature

Year group	Learning Intentions	Suggested Activities	Knowledge	Skills	Character Traits (Linked to the School Values)
Year 1	To notice and describe seasonal changes in nature and begin interacting respectfully with the natural world.	<ul style="list-style-type: none"> • Identify signs of seasonal change. • Thread simple natural materials (leaves, seeds) to create art. • Recognise trees, bushes, and plants as distinct. 	<ul style="list-style-type: none"> • Names of basic seasons and what happens during each. • How to observe plants and animals without harming them. • Difference between trees, bushes, and plants. 	<ul style="list-style-type: none"> • Look carefully at the environment. • Collect and handle natural materials safely. • Begin to describe observations using simple language. 	<p>Aspiration: Pupils show curiosity and wonder as they explore and observe seasonal changes in nature.</p>

Year 2	To develop awareness of trees, fungi, and habitats, and safely carry out simple activities in nature.	<ul style="list-style-type: none"> • Identify Rowan and Sycamore trees. • Safely carry out a “nature walk,” aware of self and others. • Find and observe fungi. • Compare different habitats. • Cook a simple meal on a fire. 	<ul style="list-style-type: none"> • What makes a habitat suitable for certain creatures. • Features of Rowan and Sycamore trees. • Basic fungi safety — look, don’t touch unless trained. 	<ul style="list-style-type: none"> • Identify at least two tree species. • Notice differences in habitats (woodland, field, pond). • Cook safely on a fire with help. 	<p>Independence: They take responsibility for exploring safely and noticing details in the natural world.</p> <p>Resilience: Pupils practise patience and care when observing and handling natural materials.</p>
Year 3	To identify a wider range of plants, minibeasts, and habitats, and create fire safely.	<ul style="list-style-type: none"> • Identify Oak, Hazel, and three edible wild plants. • Identify five minibeasts using a key. • Create an ember using traditional flint and steel. • Notice and describe the parts of a tree. • Begin producing a dichotomous key to identify minibeasts. 	<ul style="list-style-type: none"> • How to use an identification key. • Characteristics of Oak and Hazel trees. • Basic principles of fire-making with flint and steel. 	<ul style="list-style-type: none"> • Use magnifying glass and key to identify small creatures. • Recognise and name more tree species. • Safely produce a spark and ember. 	<p>Aspiration: Pupils show curiosity and enthusiasm for discovering and identifying living things in their environment.</p> <p>Independence: They take responsibility for using tools and identification keys safely and accurately.</p> <p>Resilience: Pupils persevere when tasks are challenging, such as producing a spark or identifying similar species.</p>
Year 4	To identify more advanced species and signs of animal life, and create useful wildlife-friendly structures.	<ul style="list-style-type: none"> • Identify Beech, Ash, and some fungi. • Make a bird feeder. • Recognise animal prints or signs, and observe with a camera or from a hide. • Create a dichotomous key to identify minibeasts. • Produce an ember using a magnifying glass. 	<ul style="list-style-type: none"> • Features of Beech and Ash trees. • Common fungi and why they matter to ecosystems. • How to attract and support local wildlife. 	<ul style="list-style-type: none"> • Spot and record signs of animal life. • Build simple wildlife support (feeder, shelter). • Use tools to create fire in more 	<p>Aspiration: Pupils take pride in deepening their knowledge of wildlife and ecosystems through hands-on exploration.</p> <p>Independence: They take initiative in identifying species and creating structures that benefit wildlife.</p> <p>Resilience: Pupils persevere when using more</p>

				challenging ways.	advanced tools and techniques, such as creating fire or recording evidence.
Year 5	To demonstrate advanced knowledge of trees, birds, and ecosystems while building survival and conservation skills.	<ul style="list-style-type: none"> Identify Hawthorn, Elder, and spot three bird species. Build a hedgehog house. Identify and compare animal habitats in depth. Produce an ember using a bow drill. Spot and identify birds or wildlife at a distance. 	<ul style="list-style-type: none"> How biodiversity supports ecosystems. Advanced techniques for creating fire without modern tools. Role of specific plants and shelters in supporting wildlife. 	<ul style="list-style-type: none"> Confidently identify multiple tree and bird species. Build durable and animal-friendly structures. Use advanced fire-making techniques safely. 	<p>Aspiration: Pupils show ambition in mastering advanced outdoor and conservation skills while deepening ecological understanding.</p> <p>Independence: They demonstrate confidence in identifying species and using traditional tools responsibly.</p> <p>Resilience: Pupils persevere through complex challenges such as creating fire or constructing wildlife shelters.</p>
Year 6	To lead others, conduct ecological observations, and innovate ways to support and sustain nature.	<ul style="list-style-type: none"> Plan and lead a nature walk, teaching others to identify species. Record and present findings on biodiversity in the area. Design and build a creative wildlife support project (e.g., insect hotel, bird sanctuary corner). 	<ul style="list-style-type: none"> Relationships between species and long-term changes in ecosystems. Principles of conservation and rewilding. How to teach and inspire others about nature. 	<ul style="list-style-type: none"> Leadership and mentoring. Advanced identification of plants, animals, and fungi. Creative problem-solving for supporting biodiversity. 	<p>Aspiration: Pupils show ambition by leading others and using their knowledge to protect and enhance the natural world.</p> <p>Independence: They take responsibility for planning, teaching, and conducting ecological investigations.</p> <p>Resilience: Pupils adapt to challenges in leadership and fieldwork, demonstrating persistence and problem-solving.</p>

How Safeguarding is taught at Benjamin Adlard

At Benjamin Adlard, safeguarding is a cornerstone of our personal development curriculum. We are deeply committed to ensuring every child feels safe, respected, and confident in speaking up if something doesn't feel right. Safeguarding is not taught as a standalone topic but is embedded throughout our PSHE and Computing curriculum, school assemblies, and wider school life. Pupils are taught how to keep themselves and others safe—both online and offline—and are empowered to make informed, respectful choices in their relationships and communities. All children know that they can identify trusted adults in school that they feel confident to talk to.

Pupils also explore their role within society through the 'Growing Up in Gainsborough' strand. This helps children develop their understanding of laws, democracy, rights, and responsibilities, and introduces them to local and national support services, including those related to mental health, safety, and wellbeing.

We also work regularly with a range of local agencies and services to enrich and extend our safeguarding education. Through workshops, themed days and ad hoc curriculum opportunities, pupils engage in interactive, real-world learning delivered by experts. In the past year, these have included:

- LGBT awareness workshops (Years 5 and 6)
- Anti-social behaviour and drug awareness sessions (Year 6)
- Police and fire department visits (EYFS)
- Safer Internet Day, Road Safety Awareness, Mental Health Awareness Week, Epilepsy Awareness Day, and the One Small Step programme (all year groups)
- Mental health worry and resilience workshops (KS2)
- Smiles oral health programme (EYFS)
- Police child safety workshop (Year 3)
- Local councillor Q&A (Year 4)
- SENSE charity shop community visit (Year 4)
- Stay Safe Partnership workshops on online safety, respectful communication, and identity
- The No Outsiders scheme to promote inclusion and respect (KS1 and KS2)
- Pants and staying safe in water assembly (all year groups)
- Worry box (all year groups)

These experiences support our aim to prepare children not just for life in school, but for life beyond it—as confident, capable, and safe young citizens.

Nursery

- Learn to identify trusted adults who keep them safe.
- Begin to understand how to respond if something online upsets them.
- Introduced to basic safety routines (e.g. lining up, handwashing, safe movement).
- Computing – Digital Literacy: Know to take turns with devices and handle technology with care.

Reception

- Continue learning about trusted adults and when to ask for help.
- Learn to tell an adult if something online worries them.
- Learn about basic road safety and how to behave safely in school and the community.
- Computing – Digital Literacy: Know not to share personal information online and begin to understand permission and privacy.

Year 1

- Safety and the Changing Body: Learn the PANTS rule to understand body privacy and appropriate physical contact.
- Understand the difference between secrets and surprises.
- Learn what to do if they feel unsafe online or in person.
- Computing – Digital Literacy: Know that people can be unkind online and that online behaviour should be respectful and kind.
- Growing Up in Gainsborough: Learn that rules help keep everyone safe and that people have different roles in the community (e.g. school staff, emergency services).

Year 2

- Safety: Learn what a hazard is and what to do in unsafe situations (e.g. getting lost).
- Drugs, Alcohol and Tobacco: Know that some substances are unsafe and should only be used with adult guidance.
- Family Relationships: Begin to understand that some personal information should be kept private.
- Computing – Digital Literacy: Know how to get help if they see something online that makes them feel uncomfortable. Understand the importance of asking permission before sharing or posting anything online.
- Growing Up in Gainsborough: Learn that we all have similarities and differences, and everyone should be respected. Understand how different groups help the community and how rules and voting help keep things fair and safe.

Year 3

- Safety: Learn about cyberbullying and how to recognise unsafe or fake messages/emails.
- Family Relationships: Understand that they can talk to trusted adults or Childline (0800 1111).
- Computing – Digital Literacy: Learn about respectful online behaviour, the risks of oversharing, and how to question trustworthiness of online content.
- Growing Up in Gainsborough: Learn about children's rights and responsibilities, how to look after the local environment, and where to seek help in the community (e.g. charities, mental health services).

Year 4

- Safety: Learn to identify private vs public information online, and apply the THINK mnemonic before posting or sharing.
- Drugs, Alcohol and Tobacco: Understand how peer pressure can affect decisions.
- Respectful Relationships: Learn the importance of trust, good listening, and knowing when something doesn't feel right.
- Computing – Digital Literacy: Learn how to give, deny, or ask for permission online. Understand online friendships vs real-life relationships, and how to stay safe in digital communication.
- Growing Up in Gainsborough: Learn about community roles, how charities support wellbeing, and how to access local support, including mental health services and their local councillor.

Year 5

- Safety: Understand the risks of smoking, vaping and alcohol, and how to resist peer pressure.
- Changing Adolescent Body: Learn about puberty and how to manage physical and emotional changes.
- Friendship: Know that violence is never acceptable in solving conflict.
- Computing – Digital Literacy: Explore online identity, digital footprint, and how to report bullying, use safety tools, and recognise online manipulation.
- Growing Up in Gainsborough: Learn how democracy works locally and nationally. Discuss how community services and mental health support help keep people safe.

Year 6

- Safety: Learn how to stay safe in online relationships and how to report concerns.
- Changing Adolescent Body: Learn about conception, reproduction, and body parts using correct terminology.
- Basic First Aid: Learn to perform a primary survey (DRSABC) and respond to emergencies such as asthma attacks or allergic reactions.
- Respectful Relationships: Understand consent, discrimination, stereotypes, and the right to bodily autonomy.
- Computing – Digital Literacy: Learn how to spot fake news, scams, and phishing. Understand how to protect digital identity, set strong passwords, and engage safely in online communities.
- Growing Up in Gainsborough: Learn how to challenge prejudice, access mental health services, and take part in community life. Understand how government and law protect rights and safety.

Talents and Interests

At Benjamin Adlard Primary School, we are deeply committed to recognising and nurturing the unique talents and interests of every child. We believe that a rich and varied curriculum should go beyond the classroom, offering pupils opportunities to discover and develop their passions in a supportive and aspirational environment.

Each subject area is enriched through a carefully planned programme of extra-curricular activities, enabling children to engage more deeply with their learning and experience success in a range of disciplines. From music tuition, choir, and art clubs to coding, science investigations, and sporting teams, pupils are encouraged to explore new interests and refine their existing skills. These activities provide essential opportunities for personal growth, confidence building, and collaboration.

Staff actively identify children who demonstrate particular talents or interests, and we work to nurture these further. This includes establishing partnerships with local schools, clubs, and community organisations to provide extended opportunities beyond what is offered in school. For example, gifted athletes may be signposted to local sports academies, while children showing musical promise may benefit from additional tuition or performance opportunities through external providers.

We also engage with specialists and external experts who deliver workshops and masterclasses to extend and deepen children's experiences. These carefully chosen opportunities not only develop pupils' subject-specific skills but also raise aspirations, build self-belief and expose children to real-world pathways in areas they may wish to pursue in the future. This personalised and inclusive approach ensures all children are supported to thrive and shine in their areas of strength.

In line with our commitment to pupils' broader personal development, we provide a wide range of leadership opportunities across the school, ensuring that every child can develop confidence, responsibility, and a strong sense of citizenship. These roles include:

- Junior Online Safety Officers
- Reading Warriors
- Eco Warriors
- Community Councillors
- TIMI Champions
- Prefects
- Junior Road Safety Officers
- Anti-Bullying Ambassadors

Pupils are encouraged to apply for these roles and are supported to take ownership of key aspects of school life, from promoting online safety and reading culture to leading environmental projects and modelling exemplary behaviour. These opportunities develop essential life skills such as teamwork, communication, problem-solving and decision-making, and contribute to our wider vision of preparing pupils to become active, respectful and responsible members of their community — both now and in the future.

Developing Talents and Interests Offer 2024 – 2026

Subject	Whole School Offer	Year Group Specific
English	<p>Author visits</p> <p>National Poetry Day</p> <p>Christmas Performances</p> <p>Share Mornings</p> <p>World Book Day</p> <p>Reading Warriors</p> <p>Author of the term</p>	<p>Virtual and in person author visits –</p> <p>We Read Wednesdays</p> <p>Christmas Performances (EYFS & KS1)</p> <p>Library lunch club (Reception & Year 2)</p> <p>Debating Club (KS2)</p> <p>Comic Club (KS1)</p> <p>Literacy Tree Quiz (Year 5 and 6)</p> <p>Timi Champions School Visit – Houses of Parliament (Year 5 & 6)</p> <p>Pantomime (KS1 and KS2)</p> <p>Author Event – Cressida Cowell (Year 5)</p>
Maths	<p>TT Rockstars Day</p> <p>Share Mornings</p> <p>Numbots</p> <p>NSPCC Number Day</p>	<p>Normandy School Trip (Year 4)</p> <p>Stem Fair – Queen Elizabeth High School (Year 5)</p> <p>Maths competition – Queen Elizabeth High School (Year 5)</p> <p>STEM Challenge Day (Year 4 & 5)</p> <p>Yorkshire Building Society Money Workshop (KS1 and KS2)</p> <p>Family Numeracy Trail (Year 2)</p>
Science	<p>British Science Week</p> <p>International Day of Women in Science</p> <p>Great Science Share</p> <p>Scientist of the term</p>	<p>Lincoln Zoo (EYFS)</p> <p>Whisby Nature Reserve (Year 1)</p> <p>National Space Centre (Year 5)</p> <p>Magna trip (Year 5)</p> <p>Eco Warriors (KS2)</p> <p>Future Fridays Assemblies – Vet (Year 2) and AMP Rose (Year 6)</p> <p>Science Club (KS2)</p> <p>STEM Challenge Day (Year 4 & 5)</p>

		<p>Bulb Planting (EYFS)</p> <p>Future Friday Assembly – Ryan Morrow Dietitian (Year 3) and Ruth Pollock NHS (KS1 and KS2)</p> <p>Claxby Farm Visit (Year 3)</p> <p>Magna visit (Year 5)</p>
History & Geography	<p>Black History Month</p> <p>Local History Day</p> <p>The Great Big School Clean</p> <p>Remembrance Day</p> <p>Energy Saving Week</p> <p>100 Year VE Day Celebration</p> <p>Eco Award</p>	<p>Lincolnshire Showground (Year 3)</p> <p>Lincoln Castle (Year 2)</p> <p>Eco Warriors (KS2)</p> <p>Geography Club (KS2)</p> <p>National Holocaust Centre Workshop (Year 6)</p> <p>Virtual Blitz Workshop (Year 6)</p> <p>Claxby Farm Visit (Year 3)</p>
Computing	<p>Safer Internet Day</p> <p>International Day of Women in Science</p>	<p>Coding club (KS2)</p> <p>Future Fridays Assemblies –AMP Rose (Year 6) & Steve Robinson Electrical Engineer (Year 4)</p> <p>STEM Challenge Day (Year 4 & 5)</p> <p>Queen Elizabeth High School STEM fair (Year 5)</p> <p>RAF Coaching programme (Key Stage 2)</p> <p>Stay Safe Partnership – Online Safety and Identity (Key Stage 2)</p> <p>Tesco School Trip (Year 2)</p> <p>Elite Signs school visit (Year 3)</p>
PE	<p>Inter House Competition (Football and orienteering)</p> <p>One Small Step Programme</p> <p>Athlete visit – James Shaw</p> <p>Lunch time sports coach</p> <p>Sports Day</p>	<p>Dance Club (EYFS and KS1)</p> <p>Multi Sports Club (KS2)</p> <p>Table Tennis Club (KS2)</p> <p>Kwik Cricket Club (KS2)</p> <p>Breakfast club – football, tennis, hockey and golf (KS2)</p>

		<p>Hot Shot Basketball (Yr4)</p> <p>Girls Football County Qualifier (Yr5 and 6)</p> <p>Tri-Golf Festival (Year 3 and 4)</p> <p>Multi Sports Event (Year 2 and 3)</p> <p>Dynamos Cricket (Year 5 and 6)</p> <p>Ogwen Cottage Residential (Yr5)</p>
Art and Design	<p>Family Roots Club</p> <p>Black History Month</p> <p>Benjies Bin Lorry/ Hayes Travel Competition</p>	<p>Kirton Academy (Year 5)</p> <p>Craft club (EYFS and KS1)</p> <p>Science and Sketch club (KS2)</p> <p>STEM Challenge Day (Year 4 & 5)</p> <p>Queen Elizabeth High School STEM fair (Year 5)</p> <p>Future Friday Assembly – Steven Dixon Food Production (KS1 and KS2), Steve Robinson Electrical Engineer (Year 4) and Jeli Rose (Chef)</p> <p>Local Artist Lantern Workshop (Yer 5)</p>
Primary Languages	<p>World Languages Day</p> <p>Chinese New Year</p> <p>Fly around France Day</p> <p>Fly around Francophone Countries Day</p> <p>Dare to be Different Assemblies</p>	<p>French Share Mornings (Year 2, 3, 4, 5 and 6)</p>
Music	<p>Music Tuition Lessons</p> <p>School Choir</p> <p>Benjies Singsation</p> <p>Christmas Performances</p> <p>Musician of the term</p>	<p>Parent Music Performances (Year 2 & KS2)</p> <p>Young Voices (KS2)</p> <p>IMP Programme (EYFS)</p> <p>Djembe Drum club (KS1)</p> <p>Labos Festival (Year 4)</p> <p>Music and Movies Club (KS2)</p> <p>St George’s Academy and Talbot Clark Band (KS1 & KS2)</p>

		Music technology workshop (Year 5 and 6)
RE	<p>Religious celebration assemblies – Diwali, Rosh Hashanah, Passover</p> <p>Parish Church – Harvest Festival, Christingle and Easter Service</p> <p>Christmas Performances</p> <p>Dare to be different assemblies</p>	Scunthorpe Mosque Visit – (Year 4)
PSHE	<p>Anti Bullying Week</p> <p>Children’s Mental Health Week</p> <p>No Outsiders</p> <p>One Small Step Programme</p> <p>Epilepsy Awareness Day</p> <p>Time for Me</p> <p>Children in Need/ Red Nose Day</p> <p>Be Bright Be Seen Day</p> <p>World Mental Health Day</p> <p>The Great Big School Clean Day</p> <p>Stop Food Waste Day</p> <p>Thrive</p>	<p>Firefighter and Police Officer Visit (EYFS)</p> <p>Smile Toothbrush Programme (EYFS)</p> <p>Time for Me Club (KS2)</p> <p>Mental Health Worry Workshop (Year 3)</p> <p>Stay Safe Partnership Workshop – Online Safety, Respectful Communication, What’s in the Box, Anit Social Behaviour and Identity Workshop (KS2)</p> <p>Positive Health LGBTQ Workshop (KS2)</p> <p>Railway Safety Assembly (KS1 and KS2)</p> <p>SENSE Charity Shop School Visit (Year 4)</p> <p>Salvation Army Visit (Year 6)</p> <p>Q and A with a local councillor (Year 4)</p> <p>Junior Online Safety Officers (Year 5)</p> <p>X Church School Visit (Year 3)</p> <p>Prefects (Year 6)</p> <p>Pedestrian Training Workshop (Year 2)</p> <p>Yorkshire Building Society Money Workshop (KS1 and KS2)</p> <p>WLDC Mentors (Yr4 & 5)</p> <p>Wild Passports (SEHM)</p> <p>Lego therapy (SEHM)</p>

Autumn Enrichment School Offer 25 / 26**EYFS and KS1**

Baking – Cultural

Dance – Sports

Craft Club – Arts

School Readiness – Cultural

Music and Movies - Music

KS2

Baking – Cultural

Football – Sports

Dodgeball – Sports

Young Voices Choir – Music

Music and Movies – Music

Reading for pleasure - Cultural

After Club Attendance at Enrichment Clubs for the Autumn Term 25 / 26**Reception****Contextual information**

Year group	Total number of pupils	Number of SEND pupils	Number of pupils with an EHCP	Number of disadvantaged pupils	Number of EAL pupils	Number of LAC pupils	Number of PLAC	Number of children open to social care	Number of children previously open to social care
Reception	30	3	2	17	5	1	0	3	1

Club Attendance

Total number who attended after school clubs (Dance, Craft, Baking, Musicals, Roots)	Number of SEND pupils who attended	Number of pupils with an EHCP who attended	Number of disadvantaged pupils who attended	Number of EAL pupils who attended	Number of LAC pupils who attended	Number of PLAC	Number of children open to social care	Number of children previously open to social care
25	2	0	17	4	0	0	0	0

Year 1**Contextual information**

Year group	Total number of pupils	Number of SEND pupils	Number of pupils with an EHCP	Number of disadvantaged pupils	Number of EAL pupils	Number of LAC pupils	Number of PLAC	Number of children open to social care	Number of children previously open to social care
Year 1	23	5	0	14	8	0	0	1	4

Club Attendance

Total number who attended after school clubs (Dance, Craft, Baking & Musicals, Roots)	Number of SEND pupils who attended	Number of pupils with an EHCP who attended	Number of disadvantaged pupils who attended	Number of EAL pupils who attended	Number of LAC pupils who attended	Number of PLAC	Number of children open to social care	Number of children previously open to social care
22	5	0	12	8	0	0	1	2

Year 2**Contextual information**

Year group	Total number of pupils	Number of SEND pupils (K)	Number of pupils with an EHCP	Number of disadvantaged pupils	Number of EAL pupils	Number of LAC pupils	Number of PLAC	Number of children open to social care	Number of children previously open to social care
Year 2	30	10	3	23	6	2	2	1	8

Club Attendance

Total number who attended after school clubs (Dance, Craft, Baking, Musicals, Roots)	Number of SEND pupils who attended (K)	Number of pupils with an EHCP who attended	Number of disadvantaged pupils who attended	Number of EAL pupils who attended	Number of LAC pupils who attended	Number of PLAC	Number of children open to social care	Number of children previously open to social care
27	8	2	20	5	1	2	1	3

Year 3**Contextual information**

Year group	Total number of pupils	Number of SEND pupils (K)	Number of pupils with an EHCP	Number of disadvantaged pupils	Number of EAL pupils	Number of LAC pupils	Number of PLAC	Number of children open to social care	Number of children previously open to social care
Year 3	29	9	5	22	8	2	0	2	7

Club Attendance

Total number who attended after school clubs (Roots, Football, Dodgeball, Baking, Film, Musicals)	Number of SEND pupils who attended (K)	Number of pupils with an EHCP who attended	Number of disadvantaged pupils who attended	Number of EAL pupils who attended	Number of LAC pupils who attended	Number of PLAC	Number of children open to social care	Number of children previously open to social care
24	9	3	16	8	1	0	1	4

Year 4**Contextual information**

Year group	Total number of pupils	Number of SEND pupils (K)	Number of pupils with EHCP	Number of disadvantaged pupils	Number of EAL pupils	Number of LAC pupils	Number of PLAC	Number of children open to social care	Number of children previously open to social care
Year 4	28	7	2	22	8	1	1	2	8

Club Attendance

Total number who attended after school clubs (Roots, Football, Dodgeball, Baking, Film, Musicals)	Number of SEND pupils who attended (K)	Number of pupils with EHCP who attended	Number of disadvantaged pupils who attended	Number of EAL pupils who attended	Number of LAC pupils who attended	Number of PLAC	Number of children open to social care	Number of children previously open to social care
23	6	1	14	8	0	1	2	3

Year 5

Contextual information

Year group	Total number of pupils	Number of SEND pupils (K)	Number of pupils with EHCP	Number of disadvantaged pupils	Number of EAL pupils	Number of LAC pupils	Number of PLAC	Number of children open to social care	Number of children previously open to social care
Year 5	30	9	3	22	9	0	1	2	10

Club Attendance

Total number who attended after school clubs (Roots, Football, Dodgeball, Baking, Film, Musicals)	Number of SEND pupils who attended (K)	Number of pupils with EHCP who attended	Number of disadvantaged pupils who attended	Number of EAL pupils who attended	Number of LAC pupils who attended	Number of PLAC	Number of children open to social care	Number of children previously open to social care
23	3	1	14	7	0	1	1	4

Year 6

Contextual information

Year group	Total number of pupils	Number of SEND pupils (K)	Number of pupils with EHCP	Number of disadvantaged pupils	Number of EAL pupils	Number of LAC pupils	Number of PLAC	Number of children open to social care	Number of children previously open to social care
Year 6	30	5	6	26	9	1	1	1	11

Club Attendance

Total number who attended after school clubs (Hockey, Multi sports, Science)	Number of SEND pupils who attended	Number of pupils with EHCP who attended	Number of disadvantaged pupils who attended	Number of EAL pupils who attended	Number of LAC pupils who attended	Number of PLAC	Number of children open to social care	Number of children previously open to social care
24	4	4	20	8	0	0	0	7

Whole school

Contextual information

Total number of pupils	Number of SEND pupils (K)	Number of pupils with EHCP	Number of disadvantaged pupils	Number of EAL pupils	Number of LAC pupils	Number of PLAC	Number of children open to social care	Number of children previously open to social care
200	50	21	146	53	7	5	12	49

After School Club Attendance

Total number who attended after school clubs	Number of SEND pupils who attended	Number of pupils with EHCP who attended	Number of disadvantaged pupils who attended	Number of EAL pupils who attended	Number of LAC pupils who attended	Number of PLAC	Number of children open to social care	Number of children previously open to social care
150 (75%)	37 (76%)	11 (22%)	115 (79%)	48 (91%)	3 (43%)	4	6	22

Additional Enrichment Opportunities

Additional Enrichment Across School:

Time for me – 8 young carer pupils attended weekly

Key Stage 1 and Key Stage 2 Lunch club – 16 children attend this club every day. 8 of these children have EHCPs. One day a week is linked to a creative theme to promote enrichment.

Breakfast sports club: 18 children across KS2 attend an additional sports club every morning as part of breakfast club.

- Young Voices
- Reading Warriors
- Eco Warriors
- Community Councillors
- TIMI Champions
- Prefects
- Junior Road Safety Officers
- Anti-Bullying Ambassadors

Future Fridays Assemblies

Our Future Friday assemblies take place once each term and form an important part of our school's careers and aspirations programme. They are designed to help pupils make meaningful connections between their curriculum learning and the world of work. Each term, a visitor is invited to speak about their career, chosen because their field directly links to a subject or topic being studied in school. These professionals are sourced by our Community Champion Councillor, who helps us connect with inspiring individuals from a range of industries.

For the year ahead, our Future Friday programme includes:

- Term 1: Jeli Rose – an ex-chef and operations manager for a CAD company, linking to Year 6 DT units on cooking, nutrition, and electrical systems.
- Term 2: Dan Lamoon– a content creator for a website company, linking to Year 5 computing work on video editing.
- Term 3: Ryan Morrow – a nutritionist, linking to Year 3 science on healthy diets.
- Term 4: Steve Robinson – a mechanical engineer for the RAF, linking to Year 5 DT mechanical systems.
- Term 5: Duncan Chapman – a musician, linking to Year 4 science on sound.
- Term 6: Ian MmCallum– a marketing manager for Ping Events, linking to Year 6 geography on economic activity.

Together, these assemblies offer pupils a broad insight into different career paths and demonstrate how subjects such as science, design, and computing are used beyond the classroom. The programme strengthens our core value of Aspiration, encouraging pupils to “dream big” and see how the learning they do every day can shape their future opportunities.

Mental Health and Wellbeing

Moral Purpose

All staff at Benjamin Adlard School are committed to making a difference to the lives of our young people and community. We teach and promote resilience to allow all children to manage everyday challenges and stresses, as well as being aspirational in the care and expectations for children to reach their full potential, despite difficulties they may face. We also ensure strategies and skills are taught to all children to allow them to begin to approach challenges independently before seeking further help. These are a reflection of the schools core values and curriculum intent.

Our moral purpose can therefore be summarised below:

- Aspiration
- Independence
- Resilience

What supporting positive mental health means to us:

- The child stays at the centre of every conversation.
- We prioritise those who need our help most, but we promote positive mental health with everyone.
- We embed social, emotional and mental health awareness across the curriculum
- Children have opportunities to have conversations surrounding mental health
- Children and young people are taught skills to build resilience and manage everyday stressors
- Staff wellbeing, resilience and mental health is a key focus
- We have a highly trained Pastoral Team who lead on evidence-based practice for all our interventions.

How we ensure best practice:

- Notes are kept up to date.
- Staff read and understand section one of Keeping Young people Safe in Education.
- Staff know our behaviour, SEMH, and safeguarding policies.
- All staff understand what mental health in our school is and the protocols to when concerns arise.
- Intervention pathways are followed
- The wider school community has an active voice about SEMH.

- We monitor SEMH interventions and adjust where necessary
- All staff have training on how best to support SEMH
- Speaking to each other with courtesy, respect and empathy is essential.

Mental Health practice in our school:

- PSHE curriculum units specifically teach mental health and wellbeing
- ‘Time for me’ sessions each week focus on strategies following the 5 ways to wellbeing
- Themed weeks based on national events such as Children’s mental health week.
- Intervention programmes which are led by trained practitioners (ELSA, Thrive, Happy to Me, Lego Therapy)
- A wellbeing committee to ensure best practice for staff wellbeing.
- Regular meetings and training with the Mental Health Support Team in Gainsborough
- Workshops and extra curriculum activities with outside agencies
- Support materials and information sent out to parents/carers and staff

We offer a provision pathway to meet the needs of all children:

Universal Support- To meet the needs of all our pupils through our overall ethos and our wider curriculum.

Classroom targeted support- For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement. These needs can be met through classroom provisions.

In house intervention- For pupils who need more differentiated support and resources or specific targeted interventions such as wellbeing groups or personal mentors.

Specialist support- For children who require specialist support from outside agencies such as the Mental Health Support Team and our student counsellor.

Pastoral Care for Families

At our school, we are deeply committed to supporting the families we serve and strengthening our local community. We recognise that when families are supported, children thrive—both academically and personally. To achieve this, we offer a wide range of practical, emotional, and enrichment-based support, led by a dedicated full-time Family Support Worker who works closely with parents and carers to build trusted relationships, provide early help, offer guidance, and link families with essential services.

We actively remove barriers so that all families—regardless of circumstance—can access opportunities that enrich family life and promote wellbeing. Our pledge includes:

- **Full-time Family Support Worker**
 - Offers early help, emotional support, and practical guidance
 - Works directly with families to overcome challenges that may affect home or school life
 - Signposts to specialist and local services to support positive parenting
- **Access to affordable and enriching experiences**
 - Supported payment plans allowed over 50 families to attend Disney on Ice
 - Inclusive Mother’s Day and Father’s Day events, and seasonal activities like Easter Bingo
 - Provide vulnerable families with essential care items such as winter warm packs

- **Essential support services**
 - On-site uniform and clothes bank
 - Regular access to a food bank
 - Mental health support groups and wellbeing workshops for parents
- **Positive behaviour support for families**
 - Signposting to positive parenting programmes to develop effective strategies at home
- **Extended enrichment opportunities**
 - Worked with a local company to secure funding for free after-school clubs running from 4:30–8:00pm, four days a week
- **Community partnership and safety**
 - Collaborative work with local police, social services and health to support community safety initiatives and promote positive role models
 - Work with West Lindsey Council safeguarding team to support vulnerable families with housing
- **Signposting to local services and agencies**
 - Work with parents and carers to encourage them to eventually become independent.

Everything we do is rooted in our belief that strong families create strong learners. We are proud to stand alongside our parents and carers, offering the support and opportunities they need to help their children flourish.

Trips overview

	Autumn term	Spring term	Summer term
Nursery	Parish Church (Christmas Festival) RE	Lincoln Zoo Geography Science Parish Church (Easter Celebration) RE	Lea Park (Local area walk) PSHE Science
Reception	Parish Church (Christmas Festival) RE	Lincoln Zoo Geography Science Parish Church (Easter Celebration) RE	
Year 1	Savoy Cinema Literacy Trinity Art Centre Literacy Parish Church (Harvest & Christmas Festival) RE	Yorkshire Wildlife Park Science Parish Church (Easter Celebration) RE	AMP Roses Computing
Year 2	Savoy Cinema Literacy Trinity Art Centre	Marshalls Yard Geography Parish Church (Easter Celebration)	Lincoln Castle History

	<p>Literacy Tesco Computing Parish Church (Harvest & Christmas Festival) RE</p>	<p>RE Marhsall's Yard Computing The Venue (KS1 All Stars Cricket Event) PE</p>	<p>Queen Elizabeth High School (KS1 Multi Sports event) PE</p>
Year 3	<p>Savoy Cinema Literacy Trinity Art Centre Literacy Lincolnshire Showground Geography Parish Church (Harvest & Christmas Festival) RE</p>	<p>Parish Church (Easter Celebration) RE Young Voices Music X Church PSHE Elite Signs Computing Torksey Golf Club (Tri Golf Tournament) PE The Venue (KS2 All Stars Cricket Event) PE</p>	
Year 4	<p>Savoy Cinema Literacy Trinity Art Centre Literacy Ullswater Centre PE Parish Church (Harvest & Christmas Festival) RE TGA (Hot Shot Basketball) PE</p>	<p>The Collection – Lincoln History Parish Church (Easter Celebration) RE Sense Charity Shop PSHE Young Voices Music Torksey Golf Club (Tri Golf Tournament) PE</p>	<p>Roses Sports Club PE Wonderland Book Shop Literacy</p>
Year 5	<p>Savoy Cinema Literacy Trinity Art Centre Literacy National Space Centre Science, DT, Maths Magna Centre Science, DT, Maths Parish Church (Harvest & Christmas Festival) RE Ogwen Cottage Residential (Wales) PE</p>	<p>Queen Elizabeth High School Maths Competition and Science Fair Science, DT, Maths Parish Church (Easter Celebration) RE Young Voices Music Roses Venue (Girls Football County Qualifier) PE</p>	<p>Kirton Academy Art and DT Marshalls Sports Ground (Dynamo Cricket) PE</p>
Year 6	<p>Savoy Cinema Literacy Trinity Art Centre Literacy</p>	<p>PGL PE Parish Church (Easter Celebration) RE Young Voices</p>	<p>Lincoln University PSHE Ping Geography Marshalls Sports Ground (Dynamo Cricket)</p>

	Parish Church (Harvest & Christmas Festival) RE	Music Roses Venue (Girls Football County Qualifier) PE	PE
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