



Inspirational Learning Academies Trust No Outsiders, Everyone is welcome here



We aim to ensure that, over their time at our academy, learners receive a Personal Development Programme that gives them the knowledge that they need to make decisions, to be resilient and to develop their character and personality. We provide these rich experiences in a coherently planned way – through our curriculum and extra-curricular activities.

Children at our academy know and understand their role in society; they have a sound sense of self and contribute positively to their community. They are tolerant and understand that everyone's voice should be heard and everyone's views should be acknowledged and respected. They leave primary school armed with the core values of **respect, caring, teamwork, success, pride and learning**. They are aware of their responsibility as a citizen of the modern world and have secure and developed moral foundations on which to further build.

Our curriculum offer extends far beyond the academic to allow all pupils to develop in many diverse aspects of life. This is encapsulated in our Personal Development Programme.

Children leave our academy with the confidence to try new things and make mistakes, seeing the opportunity that lies within adversity. Our bespoke curriculum has been designed to get the best out of each and every learner. Children are resilient, hardworking and driven. They have been taught how to converse respectfully through partner, group and class discussions; how to value the responses offered by peers by celebrating ideas that aren't their own, and how to politely disagree, offering their own thoughts and ideas. They stretch their own thinking by asking questions of both their peers and themselves.

Our Curriculum Drivers

Within our academy, everything begins with our curriculum drivers. They are woven through all that we do and underpin our shared belief that our role is to support children in aspiring to achieve, understanding their place in the world and broadening their horizons.



We also ensure that we teach the following key aspects of Personal Development through our curriculum:

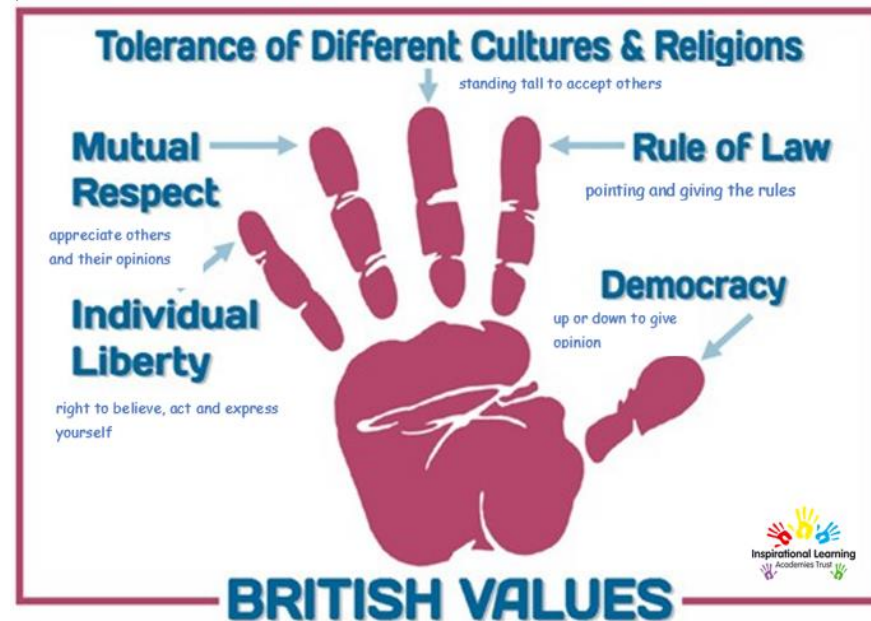
Healthy & Safe Behaviours include our Personal, Social and Health Education (PSHE) curriculum, Relationship and Sex Education (RSE), Physical Health taught within our Physical Education curriculum, Mental Wellbeing and Wider Aspects of Safety.

Character Development includes development of children's own character and personality, our **Newstead Primary Academy** ethos and rules, children's behaviour and wider, extra-curricular opportunities for children to engage with.

British Values includes Democracy, Rule of Law, Respect and Tolerance and Individual Liberty.

British Values				
The Rule of Law	Democracy	Tolerance	Mutual Respect	Individual Liberty
Understanding Rules and why they are important. Following rules.	Making decisions together. The right to an opinion/ voice.	Learning about different faiths and cultures. Listen to other viewpoints. Learning about diversity.	Treating others as you would want to be treated. Respect for each other. Working together.	Freedom of speech for all. The right to make our own choices.

The British Values are taught discretely during collective worship. We understand that the children need to have an ever-growing understanding of each of the values. The Values are then weaved within the curriculum and consistently referred to.





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Within our Academy, we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their school career and opens the doors to the wider world. We want our children to aspire to achieve and believe that it is essential that they understand the world they live in. Broadening our children's horizons and giving them the belief that they are capable of achieving great things drives our curriculum.

Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly on, and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Our PSHE/RSE curriculum gives the children the knowledge and understanding they need make informed choices and to be a positive influence in the communities to which they belong.

In addition to the statutory requirements, our PSHE curriculum will also include the strand 'Living in the Wider World'. This includes learning about economic wellbeing: ambitions, work and career, economic wellbeing (money, media literacy and digital resilience, community and shared responsibility). This is support by Barclay's LifeSkills for Upper Key Stage Two by building young people's core transferable skills such as communication, wellbeing, developing a growth mind set and more is essential to them achieving future success, in school, further education and the workplace. LifeSkills content allows exploration of practical steps to employment, understand money and develop the skills needed to succeed in the future.

Our PSHE/RSE curriculum consists of three main strands:

- Relationships
- Health and Wellbeing
- Living in the Wider World



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		How do friendships change as we grow? What will change as we become more independent?	

Relationship	Health and Well-being	Living in the Wider World
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Our PSHCE and RSE curriculum is structured around an overarching question for each term or half term. These begin in Key stage 1 as 'What? And 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. The three core themes from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is

- Relationships
- Health and Wellbeing
- Living in the Wider World

Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

A progression document highlights how learning is built upon year-on-year and is split into the key strands of our curriculum: relationships, health and well-being and living in the wider world.

Some examples of threads that are taught from Year 1-6 are as follows:

Relationships

The relationship thread features throughout all year groups.

A thread of building relationships with friends:

- what children like and dislike (Year 1 Autumn 1)
- what a makes a good friend and how to deal with resolving arguments (Year 2 Autumn 1)
- how friendships support wellbeing, treating others with respect (Year 3 Autumn)
- communicating effectively (face-to-face/online) (Year 4 Spring 1)
- different types of relationships (Year 5 Spring 2)
- how friendships/ relationships change over time /intimate relationships/marriage (Year 6 Summer term)

Thread 'families'

- know what a family is /what makes people special (Year 1 Autumn 2)
- families differ from each other (single parents, same sex parents, blended families etc) (Year 3 Spring 1)
- communication with family (Year 5 Spring 2)

Health and Wellbeing

Thread 'being healthy'

- what being healthy means (Year 1 Spring 1)
- what helps our body be healthy - food and drink/exercise(Year 2 Summer 1)
- eating a healthy diet/nutritionally rich foods (Year 3 Summer 1)
- healthy habits (Year 5 Summer 1)
- balanced lifestyle/strategies to help break unhealthy habits or take on a new healthy one

Thread 'keeping safe'

- people who help us in different situations (Year 1 Summer 1)
- recognising risk (road, fire, water safety) risks in different situations (Year 2 Spring 2)
- recognising hazards/ protecting our body (Year 2 Autumn 2)
- safe in our local environment / predict, assess and manage risks (Year 4 Summer 2)
- basic first aid, dealing with injuries (Year 5 Spring 2)

Thread 'wellbeing'

- feelings and mood, reasoning behind different feelings (Year 2 Summer 2)
- importance of keeping active and taking rest on wellbeing (Year 3 Summer 2)
- self-esteem and self-worth/focusing on personal attributes (Year 4 Autumn 1)
- feelings and intensity/managing one feelings and accessing advice (Year 4 Spring 1)
- personal identity and personal qualities that make up an individual Year 5 Autumn 1)
- mental health problems and how to support this (Year 6 Autumn 1/2)

Living in the Wider World

Thread 'money'

- understanding what money is and how we get our money (Year 1 Spring 1)
- difference in needs and wants and how we keep money safe (Year 1 Spring 1)
- earning money and different types of jobs (Year 2 Spring 1)
- spending and saving/understanding how to track money/value of money (Year 5 Autumn 2)



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Thread 'community)

- harm to local and global environment (Year 1 Summer 2)
- different groups and communities/diverse community (Year 3 Spring 2)
- share responsibility to protect the world (Year 4 Summer 1)

Thread 'people and jobs'

- range of jobs in the community/strengths and interests enable them to do different jobs (Year 2 Spring 1)
- career and aspirations/skills, qualifications (Year 5 Summer 2)

UNIT	ONLINE SAFETY COVERAGE
Unit 1.1 We are treasure hunters	The children learn to use simple programmable toys safely and sensibly, as well as showing respect for the work of their peers. Web access is supervised and safe practices are encouraged. Similarly, any filming is done with appropriate consent and assent.
Unit 1.2 We are TV chefs	The pupils learn how to use digital video cameras safely and to show respect to those they are filming, including recognising the need for consent and assent. The importance of not sharing videos more widely than is appropriate is considered, as is the need to exclude information that might identify individuals from video recordings. When using the web, pupils learn to turn the screen off and tell their teacher if they encounter material that concerns them. The pupils also start to learn about copyright, recognising that they own the copyright in their original work and that this cannot be published or copied without their permission.
Unit 1.3 We are painters	In searching for images on the web, pupils work initially from a set of carefully chosen sites. They again learn that they should turn the screen off and tell their teacher if they encounter material that concerns them. If work is uploaded to a public area, the importance of protecting the children's identities is recognised, as is their intellectual property rights over their original work. An extension activity provides an initial opportunity for the children to learn some aspects of using email safely.
Unit 1.4 We are collectors	As pupils will be working with the web and searching for images, they'll need to make sure they use this technology safely, as well as showing respect for others' intellectual property through observing copyright conditions. The pupils are taught to turn the screen off and let their teacher know if they have any concerns over content they encounter. The pupils are also introduced to the school's Acceptable Use Policy, if they haven't already had this explained to them.
Unit 1.5 We are storytellers	The pupils learn to use audio recorders or microphones and audio recording software safely and sensibly. The pupils need to be aware of copyright material, and show appropriate respect for the owners of intellectual property when using technology. Regard is shown for appropriate consent and assent, school policies and third party terms and conditions if the pupils' stories are uploaded to external websites.
Unit 1.6 We are celebrating	The pupils have an opportunity to search for images on the web, and again learn to use technology safely, switching off the screen if they have concerns, and reporting these to their teacher. The pupils are taught to respect the copyright conditions associated with any third party images they use. Pupils only use photos of themselves if appropriate permission is in place. If children share their work, then attention is paid to protecting their identity and copyright. If they send cards by email they use a class address and consider some aspects of using email safely.

E-Safety

Children are taught how to be E-safe throughout school. Beginning in the Early Years with staying staff when accesses the internet. In Year 1, Year 2 and Year 3 pupils are taught to use e-mail and the internet responsibly in order to reduce the risk to themselves and others. During Year 3, Year 4, Year 5 and Year 6 this safety education is extended to social networking, texting and cyber bullying, with appropriate opportunities to discuss, role play and learn about the benefits and risks offered by these new technologies.

Each year group has an 'Online Safety Road Map' which is mirrors what is taught within the other Computing unit for that half term. For example, in Year 1 the focus is 'we are treasure hunters'. During this unit, the online safety focuses on using toys safely and sensibly and accessing the internet with supervision.

Each academic year Internet Safety Day is a focus within the academy. As part of this annual celebration the whole school focus on the importance of being safe online.

Spiritual, Moral, Social and Cultural Development

Spiritual, Moral, Social and Cultural development (SMSC) are elements to help pupils build their own personal values, have positive relationships with others and become responsible young citizens in society. SMSC development supports pupils to be kind, thoughtful and caring and to be able to live and learn alongside people with different beliefs, cultures and lifestyles. Our provision for pupils' Spiritual, Moral, Social, Cultural and Emotional development (SMSC), builds on our values of our education. An important part of SMSC is to support our pupils to engage with British values of democracy, the rule of law, individual liberty and respect for different faiths and beliefs.

We want our pupils to be reflective about their own beliefs, but also show interest and respect for the beliefs and faiths of others. We encourage pupils to reflect, not just on their own behaviour and the choices they make, but also on the skills needed to remain calm and focused on their learning.

Spiritual	Moral	Social	Cultural
Reflective of beliefs. Knowledge and respect for different faiths, feelings and values. Enjoyment of learning about themselves, others and the world around them. Imagination and creativity. Reflect on their experiences.	Recognise the difference between right or wrong, within their own life, legal boundaries, respect the civil and criminal law of England. Consequence for their behaviour and actions. Offer reasoned views to moral and ethical issues and appreciate the view point of others.	Use a range of social skills in different contexts, working or socialising with children from other religious, ethnic or socio-economic backgrounds. Resolve conflicts, work with others to volunteer and cooperate including in communities. Acceptance and engagement of the British Values, developing and demonstrating skills and attitudes that allow them to contribute positively to life in Modern Britain.	Understand and appreciate the cultural influences to shape their own and others heritage. Understand and appreciate the range of cultures in school and further afield. Knowledge of Britain's parliamentary system and its role in shaping our history and values. Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. Interest in exploring, understanding and showing respect for different faiths and cultural diversity. Respecting different religious, ethnic, socio-economic groups in the local, national and global communities.

Celebrating Social, Moral, Spiritual and Cultural Diversity

SMSC class representatives and Pupil Voice class representatives met and decided on the celebrations around the world and in Britain that we haven't yet celebrated and they would like to learn more about. The below table shows the children's choices.

Religions are taught throughout the year, in all year groups, in accordance with Stoke on Trent's agreed syllabus.

2025 - 2026	Celebration/ Festival/ Historical Event Day
Autumn 1 Tuesday 21 st October 2025	Diwali - Hindu religious observance Actual date of celebration - Tuesday 21 st October 2025
Autumn 2 Tuesday 11 th November 2025	Remembrance Day Actual date of celebration - Tuesday 11 th November, 2025
Spring 1 Tuesday 10 th February 2026	Shrove Tuesday (afternoon only) Actual date of celebration - Tuesday 17 th February
Spring 2 Thursday 19 th March 2026	Eid al Fitr - Muslim religious observance (afternoon only) Actual date of celebration - Friday 20 th March 2026 (Tentative date)
Summer 1 Thursday 23 rd April 2026	St. George's Day Actual date of celebration - Thursday 23 rd April 2026
Summer 2 Friday 26 th June 2026	United Kingdom Armed Forces Day Actual date of celebration - Saturday 27 th June 2026

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SMSC Class Representatives

Each class has a representative who is the leader of SMSC in their own class. This gives the children responsibility of the class SMSC assembly. The children when add current affairs into their class SMSC books which are discussed as a class. This allows the children to share their own opinions. All aspects of these class discussions of a focus of the categories spiritual, moral, social and cultural education.

Spiritual Education	Fostering the mystery of how and why events in the past happened and their many causes. Helping children to realise the incredible significance that some individuals have had in the past and how historical knowledge changes with new evidence and different interpretations of events. Allowing pupils to see the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and educational visits and visitors within school. Artefacts, for example, can bring us closer to people through touching what they felt.
Moral Education	Encouraging pupils to comment on moral questions and dilemmas from the past. Helping children to empathise with the decisions which ordinary people made at the time, based on their historical situation. Developing open mindedness when considering the actions and decisions of people from the past.
Social Education	Encouraging pupils to think about what past societies have contributed to our culture today. Promoting pupils own social development through working together and problem solving.

	The study of social issues is a common theme in History lessons. Exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world'
Cultural Education	Developing a better understanding of our multicultural society through studying links between local, British, European and world history. Gaining an understanding of and empathy with, people from different cultural backgrounds. Examining how other cultures have had a major impact on the development of 'British' culture

SMSC takes a high priority and is embedded into our broad and balanced curriculum as well as through extra-curricular activities, educational visits and theme SMSC days (half-termly). It is not a 'standalone' subject.

Spiritual, Moral, Social and Cultural Development – Examples of links within subjects

Below are some examples of how we ensure the SMSC is thread into our curriculum:

	Science
Spiritual Education	Looking for meaning and purpose in natural and physical phenomena. Wonder about what is special about life. An awareness of the scale of living things from the small micro-organism to the largest. The interdependence of all living things and materials of the Earth. Emotional drive to know more and to wonder about the world. Wonder at the vastness of space and the beauty of natural objects
Moral Education	Pupils to become increasingly curious. Development of open mindedness to the suggestions of others Scientific developments may give rise to moral dilemmas Considering the environment
Social Education	Group practical work Team working skills and to taking responsibility Taking responsibility for their own and other people's safety. Understanding that science has a major effect on the quality of our lives Consider the benefits of scientific developments and the social responsibility involved
Cultural Education	Scientific discoveries as a part of our culture. Scientific discoveries of other cultures Scientific discoveries by a wide range of men and women in many different cultures Environmental issues are central to science.

	Design and Technology
Spiritual Education	Spiritual development is very important in DT as the process of creative thinking and problem solving lies at the centre of the subject. A pupil's ability to think creatively and show innovation can be inspirational to others but also increases their own self confidence and belief in their own abilities.
Moral Education	During the planning and making process we encourage our pupils to consider the moral and ethical dilemmas raised. For example; the impact on the environment through the choices of materials are made or the opportunity to consider sustainable or environmentally acceptable materials.
Social Education	During DT there are many opportunities to promote social responsibilities. All the children have a collective responsibility to ensure they contribute to a safe working environment where the use of tools and equipment are involved. There is the opportunity to work collaboratively with a partner or take turns in a small group which requires effective social interaction and at times compromise. There is also the opportunity for peer evaluation and to act as a critical friend to give supportive comments to improve pupils learning outcomes.
Cultural Education	DT learning activities may originate from an idea or artefact and to develop a wider cultural awareness we explore our past heritage as well as investigate and use as our stimulus foods, textiles, pottery and sculptures from different cultures and periods of time.

	Art and design
Spiritual Education	Use imagination and creativity, to explore ideas and feelings in works of Art and express themselves through their own art and design activities Appreciate the achievements of other artists both contemporary and from the past Develop fascination, awe and wonder in the work of others
Moral Education	Talk about how artists and designers represent moral issues through their work
Social Education	Collaborate to create pieces of work Respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class Recognise the need to consider the views of others Develop collaborative, cooperative and teamwork skills
Cultural Education	Reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts Explore a range of festivals and celebrations from our own and other cultures

	Religious Education
Spiritual Education	Children are given the opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values Children develop a sense of enjoyment and fascination in learning about themselves, others and the world around them Children make use of imagination and creativity in their learning Children have a willingness to reflect on their experiences
Moral Education	Children have the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England They will show an understanding of the consequences of their behaviour and actions They will show interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues
Social Education	Children will use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds They will develop a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively Children will demonstrate an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural Education	Children will show an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others Pupils will demonstrate an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain They will develop a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain They will have a willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities Children will generate an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
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	Physical Education
Spiritual Education	PE lessons including teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and appreciation of sports from other countries. Through dance and gymnastics and games across the school, pupils are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances. Dance lessons are linked closely to other foundation subjects. This allows pupils reflection time to evaluate their experiences allows them to build a positive mind set and promotes progression. Pupils will also see the sense of awe and wonder when observing elite performances from professional athletes and their peers. Pupils are encouraged to reflect on feelings of enjoyment and determination, especially in KS2 through participation in a range of competitive sports. Self and peer assessment are important to enable pupils to have an accurate grasp of where they are and how they need to improve.
Moral Education	Throughout various games pupils make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches students about code of conduct, rules, etiquette and fair play unwritten rules. Competitive games provide students with leadership opportunities as well as being umpires and referees. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations. This gives pupils a sense of justice and how to respond appropriately when they feel there is an injustice. PE encourages pupils to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team so that all team members are actively engaged during games. Dance and Gym allow children the opportunity to share ideas and discuss alternatives with each other in a structured and supportive environment where they can learn to give reasoned views and appreciate the views of others.

Social Education	PE allows all pupils to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups. Giving the pupils roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills. Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Pupils are encouraged to develop their reasoning and decision making skills communicating with others and explaining concepts with each other. Through various different competitive games and competitions, pupils are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations. Through participation in sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. The school House System encourages all children to participate in sporting activities, working towards a common goal and celebrating the achievements of all children.
Cultural Education	Opportunities to discuss viewpoints are encouraged whilst ensuring pupils are respectful of others understanding the consequences of overly critical assessment of performances. Through participation in sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in.

Please find the links within our curriculum:

Nursery	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Curriculum	ALL ABOUT ME AND THE WORLD WE LIVE IN	WINTER WOOLLIES	A SUPERHERO LIKE YOU...	LITTLE CRITTERS	ONCE UPON A TIME..	TAKE A WALK ON THE WILD SIDE
For the Love of Reading Text	Elmer	One Snowy Night	A superhero like you	The Very Hungry Caterpillar	Goldilocks and the three beards	The Tiger Who Came To Tea
SMSC links	Spiritual Enjoyment of learning about themselves, others and the world around them - linking to Elmer	Spiritual Reflect own experiences and beliefs of what Christmas is and how it is celebrated	Moral Difference between right and wrong and boundaries that we put into place	Social Focus on building relationships and skills and attitudes that help us be a good person	Social Resolve conflict and work with others including within our own school community	Cultural Respect of those cultures Looking a different cuisines during a tea party
British Values	The Rule of Law What is school life like? What are our school life?	Democracy Giving opinions based on differences Focusing on winter clothing	Mutual Respect Respecting for each others and those with people who help us	Tolerance Focus on how we all look different from each other	Democracy Making decisions together as a class	Individual liberty Looking at having the right to make choices and opinions
Educational Visit		Visit to Santa				Chester Zoo

Reception	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EFYFS Curriculum	TRADITIONAL TALES	THE GRUFFALO & FRIENDS	THE WORLD BEYOND	ALL CREATURES GREAT AND SMALL	FAIRYTALES	TAKE A WALK ON THE WILD SIDE
For the Love of Reading Text	The Three Little Pigs	Gruffolo	Whatever next	Little Red Hen	Little Red Riding Hood	The Snail and the Whale
SMSC links	Moral Introduction of the behaviour system What is positive behaviour? What is negative behaviour?	Cultural Weather in other countries compared to our own Changes in other cultures	Social Skills and attitudes in modern day Britain	Social Importance of working hard and how we need to work with others linked to Little Red Hen	Cultural Respecting different religions and ethnic groups in the local and nationally	Spiritual Understanding of different faiths, feelings and values linked to Handa's Surprise
British Values	Individual Liberty Understand that we can say what we like and making our own choices	Mutual Respect Use the Gruffolo to understand how we need to respect each other	Tolerance Listen to stories about other faiths and cultures and begin to look at what being diverse is	Democracy Making decisions together and explaining what our class favourite creature	The Rule of Law Understanding rules and why they need to be followed	Democracy Understanding decisions being made together based on journeys
Educational Visit		Gruffalo Trail at Cannock Chase		Amerton Farm		New Brighton Beach

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YEAR 1	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Focus	<i>History</i>	<i>Geography</i>	<i>Geography</i>	<i>Geography</i>	<i>History</i>	<i>History</i>
Broad and Balanced Curriculum	<u>My Family History</u> What was life like when our grandparents were children?	<u>UK Adventures</u> Can you come on a UK road trip?	<u>Our Local Area</u> What is it like where we live?	<u>Let's Take a Trip Overseas!</u> Where in the world are we?	<u>The Greatest People</u> Who were the greatest people?	<u>Great Inventions</u> Can we name and explore some great inventions?
For the Love of Reading Text	The Bog Baby	Jack and the Beanstalk	Jack and the Beanstalk	Old Bear	The Jolly Postman	Paddington Bear
SMSC links	Social Where do we live? Compare to others/ Bog Babies home.	Moral Respecting other's areas they live in (Giant).Consequences of climbing the Bean Stalk/ switching the beans.	Spiritual Reflect on their own family history and their own experiences.	Cultural Appreciate other cultures outside of the UK. Respecting other diversity/ socio-economic groups.	Spiritual Respectful of people's decisions to go to the moon/ live on the moon. Their belief of what makes a Great person?	Moral Why look after Paddington? Why look after someone in need? Why did he have to leave Peru? Why should be appreciate the inventors?
British Values	Tolerance Learning about others that live in our community/ where the Bog Baby lives, accepting viewpoints and diversity.	Mutual Respect We may all look different/ live in different places but we need to treat everyone as equal.	Democracy The Monarchy and how democracy works in the UK. A right to their own voices/ opinions.	Tolerance Learning about other countries outside of the UK. Learning about the diverse world we live in.	Individual Liberty Freed to speak and choose who a Great person is to them. Make own choice on the Man on The Moon,	The Rule of Law Why is it important to follow rules and not leave alone like Paddington? Why following our parent's rules is important.
Educational Visit		Kingshall Theatre Pantomime	Middle Port Pottery.	Peak Wildlife Centre	The Brampton Musuem - Florence Nightingale	Fruit Picking at Canalside - Stafford.

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YEAR 2	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Focus	<i>Geography</i>	<i>History</i>	<i>History</i>	<i>Geography</i>	<i>Geography</i>	<i>History</i>
Broad and Balanced Curriculum	<u>Seasons and The Weather</u> What are our seasons and weather like around the world?	<u>The Great fire of London.</u> Did the fire of London make London better or worse?	<u>Our Local Heroes</u> Who are our local heroes?	<u>Our Wonderful World (Physical Geography)</u> What does our landscape look like?	<u>Our Wonderful World (Human Geography)</u> Where would you like to live?	<u>Kings and Queens</u> How have Kings and Queens impacted our lives today?
For the Love of Reading Text	The Selfish Giant	Hansel and Gretel	Lighthouse Keeper's Lunch	Flat Stanley "Flat again"	Little Evie in the Wild Wood	George and the Dragon
SMSC links	Moral What is the right/ wrong thing to do in a situation?	Social The difference of different social cultures and how this has changed through time.	Spiritual Reflective over personal opinions of where you would choose to live and the reasons why.	Cultural Protecting the landscape. Understanding people live in different environments.	Social Evie meets the wolf and the wolf helps. Understanding of everyone getting on.	Cultural Awareness of the Monarchy and the history of Britain and the integral system of Parliament and royalty.
British Values	The Rule of Law Why are their rules? Why should we act in a certain way?	Individual Liberty To be what you want to be and to make what you want	Democracy The right to choose where you live and make your own decisions. The right to n opinion.	Tolerance Respecting opinions of environmental activists to protect our landscape. Choices we make.	Mutual Respect Respecting everyone, even though we are different. Accepting what a hero is, can everyone be a hero?	Democracy We live in a democratic society and as such follow the rules and laws set out.
Educational Visit		Ford Green Hall	Local Area Tour	Deep Hayes Country Park	Outdoor education centre 2 day/1 night residential	

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YEAR 3	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Focus	<i>Geography</i>	<i>History</i>	<i>Geography</i>	<i>History</i>	<i>Geography</i>	<i>History</i>
Broad and Balanced Curriculum	<u>Climate and Weather</u> Why is the climate important?	<u>The Stone Age</u> What was new about the Stone Age?	<u>Our World</u> Where on earth are we?	<u>Bronze and Iron Age</u> Which was more impressive the Bronze Age or Iron Age?	<u>Coasts</u> Do we like to be by the seaside?	<u>Our Local Area</u> Why is local history important?
For the Love of Reading Text	Charlie and the chocolate Factory	Around the world in 80 days	Iron Man	Macbeth	The Accidental Prime Minister	Alice and Wonderland
SMSC links	Social Socio-economic backgrounds the family are extremely poor - the home conditions - sharing of the bed from several generations.	Spiritual Learning about others from around the world, different faiths, feelings and values.	Moral The right and wrong of the Iron Man, eating machinery and then saving the planet from destruction.	Cultural Comparisons of where on the Earth we are and appreciation for the cultural differences, among others.	Cultural How does parliament work? The parliamentary system in the UK - comparisons to other cultures and their systems.	Social Learning about others on a seaside holiday and what it would be like to live next to the seaside. Reflect on experiences.
British Values	Democracy Climate change and the impact on the weather. The right to decide to do something about it as a government.	Tolerance Listen to viewpoints and how cultures evolved through time. What changes came from the Stone Age.	Individual Liberty Personal opinion on which was the more impressive period of time.	Mutual Respect Was the King fairly treated in Macbeth? Is this the way to become the King.	Democracy Who has a vote and how do people make their decision to vote?	The Rule of Law Seaside/ water rules and safety. Why do we have these rules? What signs are there at the seaside to keep you safe? RNLI
Educational Visit (linked to the Broad and Balanced curriculum or For the Love of Reading)	Cadbury's World			Shakespeare workshop/ Creswell Craggs		Wedgewood Museum

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YEAR 4	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Focus	<i>History</i>	<i>Geography</i>	<i>History</i>	<i>History</i>	<i>Geography</i>	<i>Geography</i>
Broad and Balanced Curriculum	<u>The Ancient Egyptians</u> How much did the Ancient Egyptians actually achieve?	<u>The Americas</u> Can you come on a great American road trip?	<u>Roman Britain</u> Was the Roman invasion good or bad for Britain?	<u>Crime and Punishment</u> How has crime and punishment changed over the years?	<u>Earthquakes and Volcanoes</u> How does the earth shake, rattle and roll?	<u>Rivers and the Water Cycle</u> How does the water go round and round?
For the Love of Reading Text	Matilda	Wind in the Willows	Kaspar Prince of Cats	Journey to the river sea	Stig of the Dump	Mary Poppins
SMSC links	Moral Is it right how Matilda is treated by her father? What rules/ laws do we have in place in this country to know this wouldn't happen?	Cultural How have the Egyptians faith, cultural diversity change things now.? Impact on society now.	Social Exploring the lives of others and the difference between those that can attend the Savoy.	Spiritual On the journey what world does exist? The magical world and learning about this world beyond where we live and what we experience.	Social We should accept differences between people and their living experiences and can find common ground.	Moral Knowing the right and wrongs of society and how we conduct ourselves in school/ out of school and the consequences.
British Values	Tolerance Learning about the different cultures, faiths, views as you travel through America on the road trip of different states.	The Rule of Law Moe finds himself in trouble and locked away. Is this right? How did he end up in this situation?	Mutual Respect Looking after something left behind, we might not like certain people/ creatures but we need to show mutual respect.	Democracy How is climate change affecting the water around us and the world? How can we work together to slow this down?	Individual Liberty The right to make our own choices to how we live and the beliefs we keep.	The Rule of Law What consequences are there for the crimes that are committed? How has this changed over time?
Educational Visit	Ancient Egyptian Workshop in school		Dewar Roman Museum Chester		Bringing Science to life - Think Tank Birmingham	Tittesworth Reservoir

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YEAR 5	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Focus	<i>History</i>	<i>History</i>	<i>Geography</i>	<i>Geography</i>	<i>History</i>	<i>Geography</i>
Broad and Balanced Curriculum	<u>Anglo Saxons</u> Was the Anglo-Saxon era really a dark age?	<u>Vikings</u> Would Vikings do anything for money?	<u>Changes in our local environment</u> How is the UK changing?	<u>A study of the Alpine Region</u> Where should we go on holiday?	<u>Journeys</u> What makes people go on a journey?	<u>Journeys- Trade</u> Where does all of our stuff come from?
English Text	How to train your Dragon?	Narnia	Cosmic	Harry Potter and the philosophers stone.	Street Child	Journey to Jo'Burg
SMSC links	Cultural How the Saxon's existed, what was their life like? What were their houses like? Their beliefs?	Spiritual Imagination and learning about beliefs and imaginary beliefs of the Vikings and the world of Narnia.	Social The changes to the local community, country and world around us.	Social How do we choose where to go on holiday? What factors do we need to consider?	Moral How were children treated in the Victorian era. IS it right that some children should be in such poverty.	Cultural Appreciation for the life that some people were exposed to in South Africa, the culture of the country.
British Values	The Rule of Law The specific ways in which we/ dragons are trained. Why do we all need to be trained? Why do we all need to follow rules?	Individual Liberty The right to make our own decisions about our belief system.	Democracy The choice to do something, why should one person be chosen to go to space? What qualities do they need to have?	Tolerance Children mixing together at Hogwart's we are all different but need to get along together.	Mutual Respect Everyone should be treated equally. No one should live on the streets/ in such poverty. We should be respectful to those we see I this situation.	Democracy How was the country being led to allow for this persecution? What could have been done democratically/ what was done.
Educational Visit (linked to the Broad and balanced curriculum or For the Love of Reading)		Day visit to the <u>Jorvik</u> Centre, York		Harry Potter World Watford.	Blisthill Victorian Museum Iron Bridge Telford	A day in London - by train

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YEAR 6	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Focus	History	History	History	Geography	Geography	Geography
Broad and Balanced Curriculum	<u>The Maya Civilisation</u> Why should we remember the Maya?	<u>The Ancient Greeks</u> What did the Greeks do for us?	<u>The Impact of War</u> Did WWI or WWII have the biggest impact on our locality?	<u>South America - The Amazon</u> What is life like in the Amazon?	<u>Protecting the environment.</u> Are we damaging our world?	<u>Our world in the future.</u> How will our world look in the future?
For the Love of Reading	Wonder	A boy called Hope	Boy in the Striped Pyjamas	Kensuke's Kingdom	Queen of the Falls.	Treasure Island
SMSC links	Social Mixing with other people that we might not choose to mix with but we support one another, irrelevant of any other factor.	Cultural Living during the Greek era and what it would have been like. What was their home life, belief system, food and culture of belief?	Moral The right and wrong of war. The impact that war has and why wars do happen. Innocent people affected.	Spiritual Learning about others around the world and in contrasting social environments.	Moral What right decisions should we take as citizens to ensure that the environment around the world is protected?	Social What impact could they have on the modern world? What changes / what would they choose to do?
British Values	Mutual Respect Treating others as you would want to be treated regardless of what someone else might look like.	Individual Liberty We all dream and want to make the most magical of dreams come true but it is also important to try and make realistic changes.	Democracy Why do countries choose to go to war? IS it a collective decision? How are countries led, which mean that wars take place?	Tolerance Learning about others and being tolerant to the way other people choose to present themselves and live.	Democracy The right to choose what we do. As a collective group the right to make changes and ensure that these changes are for all.	The rule of Law Pirates - who are they do they still exist? What rules/ laws do we have that they manage to not be persecuted from?
Educational Visit		Ancient Greek Workshop	Staffordshire Regiment		Team building Day at Kiddlestone	Alton Towers

Educational visits

As an academy we believe that learning does not just take place in the classroom or indeed during school hours and offer every child in the Academy the opportunity to join one of our many Enrichment activities. These are offered free of charge and take place all year round.

Educational Visits Overview 2025 to 2026

2025 - 2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nur		Wood Farm – Santa Visit				Chester Zoo by coach
Rec		The Gruffalo Trail at Cannock Chase		Amerton Farm		New Brighton Beach
Y1		Kingshall Theatre Pantomime – Sleeping Beauty	Middleport Pottery Museum	Peak Wildlife Centre	The Brampton Museum – Florence Nightingale	Canalside Fruit picking
Y2		Ford Green Hall	Local Area Tour	Deep Hayes Country Park	Standon Bowers Outdoor Education Centre 2 day/1 night residential OPTIONAL £40	
Y3	Cadbury's World Birmingham			Shakespeare Workshop in school Creswell Craggs		Wedgewood Museum
Y4	Visiting Egyptian Workshop in School		Dewa Roman Museum Chester		Birmingham ThinkTank	Tittersworth Reservoir and Lake
Y5		Visiting Viking Workshop in School		Harry Potter World Watford by coach OPTIONAL £30	Blisthill Victorian Museum Iron Bridge Telford	Day in London by train
Y6		Visiting Ancient Greek Workshop in School	Staffordshire Regiment Museum		Team Building Day at Kibbleston	Alton Towers OPTIONAL £10

Extra-curricular clubs

Here is an example of the range of extra-curricular clubs that are offered to all children. Each child has the opportunity to attend two extra-curricular clubs. There are a range of extra-curricular clubs on such as: creative, sports and fitness, curriculum based and performing arts clubs.

DAY	CLUB	YEAR GROUP
Monday	Sportastic	Rec Y1
Tuesday	Tag Rugby	Y3 Y4 Y5 Y6
Tuesday	Young Farmers	Rec
Wednesday	Horse Riding	Y5
Wednesday	Crafty Fingers	Rec Y1 Y2
Wednesday	Football	Y5 Y6
Wednesday	Young Farmers	Y3 Y4 + Y5 Y6
Wednesday	Gardening Club	Y1 Y2 Y3 Y4 Y6
Wednesday	Come Cook with me	Y2 Y3
Wednesday	Come Cook with me	Y1
Wednesday	Recorders	Y1 - Y6
Wednesday	Cybernaughts	Y1 Y2 Y3 Y4
Thursday	Singing Stars	Rec - Y6
Thursday	Magic makers	Rec Y1 Y2
Thursday	Football	Y3 Y4
Thursday	Golf	Y5 Y6
Thursday	Young Farmers	Y1 Y2
Thursday	Team Cuisine	Y4 Y5 Y6
Thursday	Computers	Y3 Y4 Y5 Y6
Thursday	Mad 4 the curriculum	Y1 Y2 Y3 Y4
Thursday	Mini-movers	Rec Y1 Y2
Thursday	Sewing Bee	Y2 Y3 Y4 Y5 Y6



Values for extra-curricular clubs

Creative activities will help children to develop the following values:

- To explore, investigate and experiment with a range of stimuli, techniques, approaches, materials and media
- To create, design, devise their individual and collective work
- To present and display work, to develop and communicate ideas and evoke responses
- Use art-specific vocabulary to respond to, evaluate, explain, analyse, question their own and other peoples artistic works
- To enable children to develop a wide range of skills through a variety of creative activities
- To extend imagination through both knowledge and practical skills
- To enable children opportunities to develop physical, intellectual, emotional and social skills through the exploration of various and/or specific mediums
- Promote the development of technical knowledge and skills
- To raise self-esteem and develop confidence
- To develop more able and talented children

Sport & Fitness clubs will help children to develop the following values:

- To enable children to develop a wide range of basic and ongoing knowledge and skills through a variety of sports and fitness activities.
- To build confidence, self-expression & collaborative learning through the experience of team work
- To build self-confidence and social skills through the development of associated physical skills and to play/work together co-operatively through group work
- To enable pupils the opportunity to experience and share roles and responsibilities
- To support self-esteem and help children to recognise their self-worth
- Recognise physical and human resources during sporting activities
- To provide opportunities for children to promote and represent the school to a wider audience

Curriculum Clubs will help children to develop the following values:

- To enable children to develop a wide range of skills through a variety of intellectual and challenging activities
- To build self-confidence through the development and achievement of completing challenging, but fun tasks
- To develop more able and talented children
- To support self-esteem and help children to recognise their self-worth
- To enhance the pupils mathematical learning in a fun and engaging way
- Teamwork is promoted through their choice to collaborate with other children
- To develop skills on how to use a computer
- To foster an interest and love of books, stories and writing

Performing Arts Clubs will help children to develop the following values:

- To be confident when performing songs, dances & drama
- To persevere when tasks are challenging
- To have fun learning something new!
- To develop hand-eye co-ordination, core strength and balance
- To work as part of a team
- To share ideas and feel confident when doing so



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Children's University

The Children's University is an International critically-acclaimed charity which encourages all children aged 5 to 14 years to try new experiences, develop new interests and acquire new skills through participation in innovative and creative Learning Activities outside of the school day.

Learning Activities are designed to:

- Raise aspirations, self-esteem & confidence
- Encourage curiosity and a love of learning
- Enhance motivation and build resilience
- Introduce new life experiences
- Offer progression in learning and personal skills development

In Year 1 children are issued with a 'passport to learning' which will be a record of the amount of hours spent in after school clubs. It is the learning hours (credits) achieved that lead to the award of a Children's University Certificate. (Being a member of the children's University costs us £5 each, so the passports are kept in school to avoid you having to pay for a replacement)

At Inspirational Learning Academies Trust children are awarded 10 credits each term for each after-school club they attend. They can also gain credits for educational visits, being on a class council e.g.: school council, visits to museum events, and activities they take part in out of school like swimming lessons, a football team or dance lessons (please let me know the details for these activities)

Children will receive certificates at our award assemblies each term. Children in Year 6 then graduate at Staffordshire Universities annual ceremony held at Trentham gardens.

Character Education

Character education has a raised profile. Desirable character traits are identified as:

- Independence
- Resilience
- Hard work
- Ambition
- Recognising potential
- Respect

These desirable traits are those that will allow the children to become responsible citizens.

These traits must be developed using the values of the Trust to drive them - we sow, we grow, we nurture.

The golden rules must also be evident across the Trust:

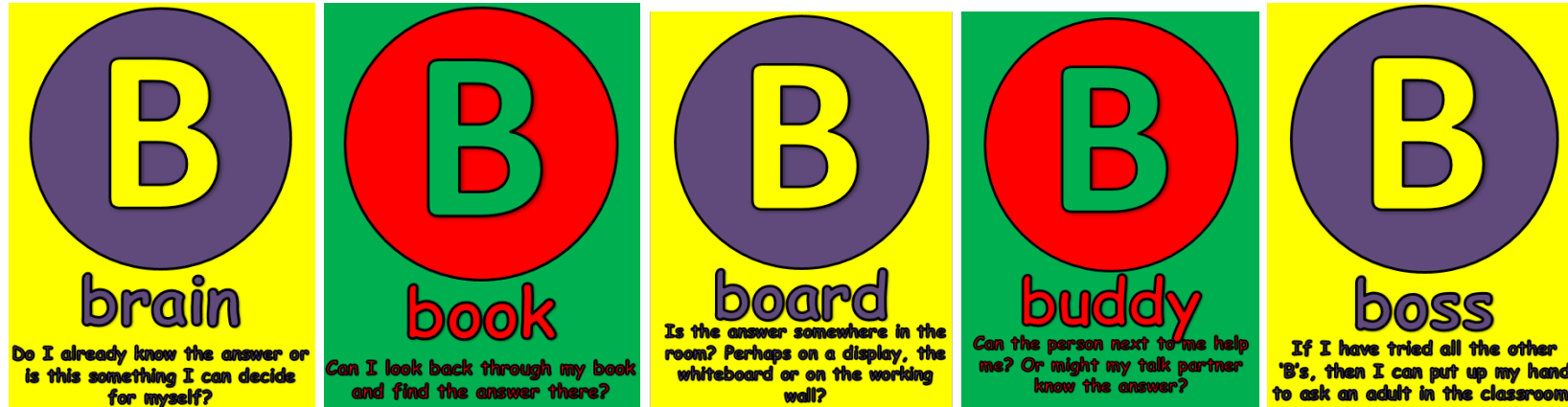
- Give everything your all
- Always tell the truth
- Treat everybody with respect and kindness.

These aspects come together to build a responsible person.

- In key stage 1 children show responsibility for themselves and for their things.
- In key stage 2 children show responsibility for the environment and the wider world.

At our academy we encourage the children to have the above desirable character traits by instilling the following:

The 5 B's are displayed in all classrooms. All staff consistently encourage the children to follow the 5 B's within all aspects of their learning.



Head/Deputy Boy and Girl

The Academy elects a Head Boy and Head Girl from Year 6 each year. The Head Boy and girl assist the Head Teacher at Awards Assemblies, Event Evenings and School concerts. All children in Year 6 are given the opportunity to apply for Head Boy and Girl through a formal process. The shortlisted children then take parent in group interview with the school governors.

Role of Head/ Deputy Boy and Head/ Deputy Girl

- To introduce visitors at weekly school assemblies
- To contribute to school council meetings
- To assist at Celebration Assemblies
- To be Ambassadors at Open evenings
- Meet and greet new visitors to the school
- Guided tour of the school, including entering classes and explaining the role plays, topics and learning environments
- Interviewing new members of staff
- Presenting awards during the weekly awards assembly
- To set a good example to all pupils all of the time

Pupil voice

Our Academy has an active Pupil Voice with representatives from Year 1 to Year 6. They hold class council meetings each week and conduct their own Pupil Voice meeting every two weeks. The Academy council meets to share ideas, discuss issues and developments. The Pupil Voice hold their own budget and fundraise throughout the year by engaging the school in different activities.

Staff:- Mrs Sutton Miss Minister Mrs Harvey Father Tommy	Head boy and head girl: Isla and Mamdouh Council Representatives:- (Both reps attended)
	Y1GC Chloee and Finley
	Y1SD Finley and Grace
	Y2MB Ava and Jackson
	Y2AT Vinnie and Thia
	Y3SS Harry and Olivia
	Y3EM Anish and Joshua
	Y4LG Tiwa and Jaxon
	Y4CJ Alisha and Charlie
	Y5AG Charlie and Ellie
	Y5LS Evie and Patrick
	Y6JK Freddie and Madison
	Y6CP Jamie-Leigh and Joshua

Open meeting and Christmas celebrations

Year 1	Cake sales, Santa, Hot chocolate, Guess how many are in the jar, Christmas dressing up themed party, Christmas crafts, making snowflakes, pass the parcel
Year 2	Christmas food, tree, ginger bread sale, hot chocolate, Christmas bubbles, reindeer, Christmas play, dinner.
Year 3	Guess how many in a jar (coins?) Christmas crafts such as Christmas scenes, snowflakes.
Year 4	Cake swap, hot chocolate, cookies, Crafting table, Give money to charity.
Year 5	Christmas obstacle course, Race against each other, Raise money for Birmingham Children's hospital (her sister is in Year 4).
Year 6	Christmas disco to raise money for charity, For the fair bring in things we don't want anymore (good but unwanted toys).

Competitions have been suggested lots of times. As a result of listening to this a book fair has been arranged for December/January. The idea is that everyone in the school takes a bingo challenge home, complete the challenges and return it for the chance to win a £5 book voucher. It would need to be completed for the last day of term to allow winners to be chosen by the pupil council. School Council need to stand up and introduce this to your own class. It is not a challenge to test anyone's reading it is just to encourage a love for reading.

Father Tommy is the Chaplin for Open door Stoke-on-Trent. It works across many different locations within the area. Provides full cooked breakfast for anyone who needs them. Things needed include ketchup, beans, sausages, tea, coffee etc. Accommodation for 37 people is also provided on a temporary basis. Those staying there are fed and helped to get into work, their own accommodation and building relationships if wanted with their families. They also help with basic meal planning. When they move on the help does not stop and if needed help is provided with whatever they need to live. For the accommodation bedding/towels/toiletries is also required.

Discussed a collection to help Father Tommy provide all the items they need and a trip to the charity to see where the donations are going to. This does not need to only be school council pupils that go out to the charity it can be extended to a few pupils from each class on different occasions.

Discussions for next Pupil Voice meeting:-

List from Father Tommy
Design a poster to put around the school to explain the charity donations as it will be an ongoing throughout the year.

Minutes taken by Mrs Sutton

Minutes are shared with each class and staff member.

Prefects

Each year a number of our Year 6 pupils are selected to become prefects. These children have demonstrated that they are role models to other children within school and are given the title of prefect as a reward for their efforts.

Prefects are given extra responsibility such as lunchtime, corridor and office monitors.

These prefects are changed each term.

Buddies

Buddies are allocated to a yard or the hall for their lunchtime duty. During this time, the buddies are in place to support younger children within the school, encourage others to play games as a group and be role models for other children within school. Buddies are also based in the hall to support with the preparation and organisation within the hall.

Collective worship - Topical days/celebrations/picture news/celebration assembly

DAY	Theme	Content	Staff
Monday	Class story	Class Diversity Text	Individual classes 3pm
Tuesday	Assembly completed in class.	Story: The Eagradalsfjall volcano is thought to be the cause of a series of recent earthquakes and Iceland has declared a state of emergency as inhabitants from the nearby town of Grindavik are evacuated. Question: What is it like to live through an uncertain time? Virtual Picture News: Found here: www.picture-news.co.uk/discuss	Individual classes 2.40 before reading at 3.00
Wednesday	Assembly completed in class	International Day of Person with Disabilities Share PPT with class and discuss.	Individual classes 2.40 before reading at 3.00
Thursday	Class story	Class Story	Individual classes 3pm
Friday	Celebration Assembly Whole School 9.15am	Achievement Awards, Attendance, Class of the Week, Team Points PLEASE ENSURE THAT YOU ARE PROMPT	Teachers and Support Staff to attend

Class Diversity Texts

The SMSC lead sends out the weekly timetable for Collective Worship. The class diversity text is a focus for each year group and is used as a prompt to discuss a range of themes such as: accepting differences, race, gender stereotypes, families, disabilities, illness, LGBTQ+, poverty.

Picture news

Each week across school we look forward to our Picture News activities. Picture News allows the children to be aware of our wider world and reflect upon things they might never have thought about or experienced before. All children are encouraged to form their own opinions about each topic. We link these ideas closely with British Values and learn about life in modern Britain.

Each week they are introduced to provoking, open-ended questions, linked to current events and British values, through our Picture News assembly.

The focus question for the week is then followed up in the individual classes and children's comments are shared.

Class assembly focus

During the class assemblies there are a range of focuses based on a calendar of events. An example is below.

Coverage Spring 1 Primary England 2026



Week	News Story	Focus Question	British Value Link	Protected Characteristics	UN Article
5 th January	The National Year of Reading 2026 is a special year across the UK, created to help children and grown-ups enjoy reading more.	What role will reading play in our future?	Mutual Respect and Tolerance	All	 29 ARTICLE 29 EDUCATION
12 th January	Famous online creators have come together at the 1 Billion Followers Summit in Dubai to talk about how their influence affects people around the world.	Can famous people help others make good choices?	Individual Liberty	Age	 13 SHARING THOUGHTS FREELY
19 th January	Recently, a new award, called the Jane Goodall Earth Medal, has been created to celebrate people who work to help others and care for the world.	Can awards encourage people to help others and care for the world?	Mutual Respect and Tolerance	Religion or Belief	 12 RESPECT FOR CHILDREN'S VIEWS
26 th January	The Football Association (FA) has published a review looking at behaviour in football across England.	Does how we behave matter as much as how well we play?	Rule of Law	All	 31 REST AND CULTURE ARTS
2 nd February	A toy company called Mattel has released a new Barbie doll designed to represent people who have autism, with features such as a fidget spinner and noise-cancelling headphones.	Does seeing yourself in a toy or story help you feel like you belong?	Individual Liberty	Disability	 2 NO DISCRIMINATION
9 th February	The government in the UK is considering new rules to help keep children safe online through consultation on whether children under 16 should be allowed to use social media.	Should children have social media?	Rule of Law	Age	 17 ACCESS TO INFORMATION

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This overview highlights key dates, religions festivals and awareness events which are used as a basis for class and whole school assemblies.

Links with the community

Within our academy, we value the importance of developing strong links between the school and local, regional, national and international communities. Through visits, assemblies, concerts and special events, we involve our pupils in the local community, so that they learn how to participate in a practical way in the life and concerns of their neighbourhood and communities.

Working with parents, local residents, the business community, public services, and voluntary services teaches the children to become active citizens.

As a trust we understand the importance of not being standalone academies and we work in constant cohesion. This allows each school to have access to three different communities (Newstead, Fegg Hayes and Norton-le-Moors)

It is important that its children, staff and governors are recognised as part of the local, wider and international community.

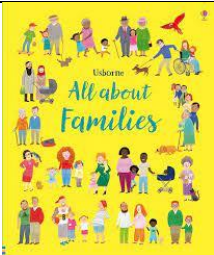
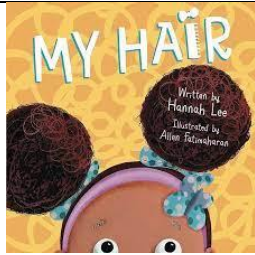
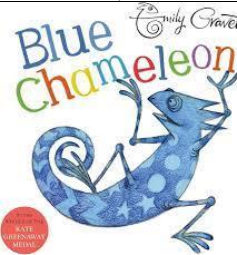
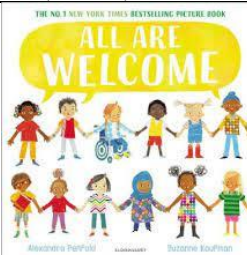
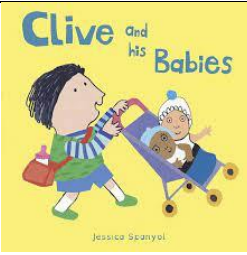
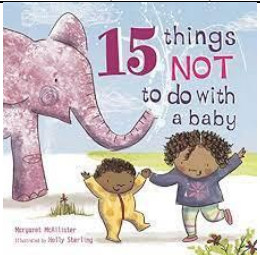
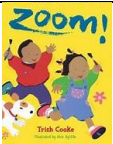
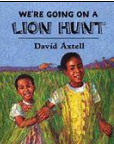
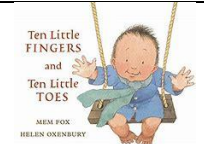
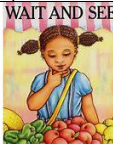
Examples of community links:

- | | | |
|---|--------------------------------|-----------------------------------|
| -Dougie Mac fund raising | -Staffordshire Fire and Rescue | -Stoke in community |
| -PCSO | - Children in need | - Father Tommy - homeless charity |
| -Links with Shelton Mosque | - Barclay's Lifeskills | - Longton Library |
| - Ormiston High School reading programme and transition | | -Phonics Training for parents |
| -Intra-school competitions | -School Tournaments | -Book fayre |

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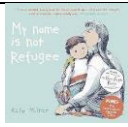
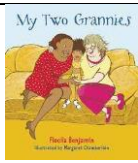
No Outsiders, Everyone is welcome here

At 3.00pm everyday (2.45pm in Nursery) all children enjoy a class read. These books have been specifically chosen in order to promote discussion in relation to the British Values and Spiritual, Moral, Social and Cultural education. These books are year group specific and cover a range of themes. These books are kept in classrooms. Please find below the overviews of these books:

Nursery	Autumn		Spring		Summer	
Book Title	All about families	My Hair	Blue Chamelon	All are welcome here	Clive and his babies	Things not to do with a baby
Blurb	Each page showcases many parts to a family. Including members of the family and where they live.	Little girl with Afro hair and the comparison of this to others in her family and other friends that she has.	He can turn himself into anything and appear to fit in anywhere but the other animals don't like him. Will he fit in anywhere?	Each page has a busy picture of a school and opens up the many different cultures, groups of society and everyone is welcome	A boy and his imagination. Plays dolls with his friends.	Scenarios exaggerated of what not to do with a baby. Supportive for those that have had a new baby in the family.
Front Cover						
Theme	Challenging Stereotypes/ Accepting difference	Accepting Difference/ Race	Race	Accepting difference/ Diversity	Gender stereotypes/ be yourself	Change in families
SMSC	Spiritual	Cultural	Social	Cultural	Social	Moral
British Value	Tolerance	Mutual Respect	Mutual Respect	Tolerance	Individual Liberty	The Rule of Law
Reception	Autumn		Spring		Summer	
Book Title	Zoom	We are going on a Lion hunt	10 little fingers, 10 little toes	Wait and see	What happened to you?	Rainbow fish
Blurb	2 children rushing constantly 1 hurts them self by rushing	We are going on a bear hunt storyline	Children are born all around the world and are born in very different environments	A child goes to her town, meets lots of shop keepers from different cultures. Mum forgets her money and the child offers her own money to pay. Mum shares the kindness to all the shops, who reward her.	A child only has one leg. Friends constantly ask questions about what happened. He makes a friend with someone not bothered about the reason why he only has one leg.	The rainbow fish has iridescent scales. But since he is also vain and proud, he doesn't share. Then he realises that you can't win friends through beauty. He begins to distribute his glitter scales to the other fish.
Front Cover						
Theme	Self-awareness	Differences of where we live	Accepting differences	Kindness	Disabilities	Selfishness/ sharing
SMSC	Moral	Cultural	Social	Social	Spiritual	Moral
British Value	The rule of	Democracy	Tolerance	Mutual respect	Mutual Respect	Individual liberty

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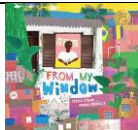
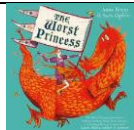
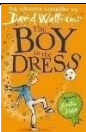
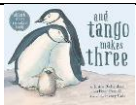
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Year 1	Autumn		Spring		Summer	
Book Title	Big feelings	Coming to England	Together we can	Susan laughs	My name is not refugee	Uncle Bobby's wedding
Blurb	Lots of feelings are shared and celebrates kindness, empathy and the differences that make us special	Floella Benjamin recites the journey and transition from Trinidad to England and the challenges they faced when they arrived in England compared to what they thought it would be like.	Sharing the different people we can be friends with. Differences in appearance, likes and dislikes.	A story of a little girl who is in a wheelchair. The story shares how she can do everything that everyone else can do.	The story of a little boy and his mum who have to pack up and leave their country. Thought provoking questions throughout the journey and the decisions to be made. But the main message is they are the same as any other child	A little girl isn't happy that her Uncle is getting married. She feels left out and that their relationship will be spoilt. It turns out they spend lots of time together and the little girl enjoys having 2 uncles.
Front Cover						
Theme	Feelings	Differences of where we live	Accepting differences	Disability	Refugees	LGBTQ+ - same sex marriage
SMSC	Social	Cultural	Spiritual	Moral	Cultural	Spiritual
British Value	Individual Liberty	Tolerance	Mutual Respect	Mutual Respect	Democracy	Tolerance
Year 2	Autumn		Spring		Summer	
Book Title	The perfect shelter	My two Grannies	The Carnival	Amazing	If all the world were	My Beautiful Voice
Blurb	A sibling is sick with a serious illness. It shares the mixture of emotions felt and how each other can be supported.	One child and to Grannies form different cultures. The little girl manages to appreciate both cultures and lets the two Grannies celebrate this with her.	On the Island of St. Lucia a young girl is excited to go to the carnival in the City but she misses her bus from the town. Her friends then help her reach the carnival	A story of a little boy and his friendship with his dragon. They do everything together.	A little girl and her love for her Grandad and his cultural stories from his Indian heritage. A story of how memories of special people can live on and be revisited.	The story of a child and the influence their teacher has as well as the relationship. The mixture of emotions in presenting in front of others.
Front Cover						
Theme	Serious Illness	Family heritage	Celebration	Disability	Family heritage	Self-esteem
SMSC	Spiritual	Cultural	Spiritual	Social	Cultural	Moral
British Value	Mutual Respect	Tolerance	Individual Liberty	Mutual Respect	Tolerance	Democracy

Year 3	Autumn		Spring		Summer	
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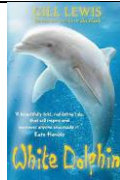
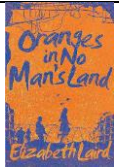
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Book Title	Gregory Cool	From my window	The worst Princess	Kasia's Surprise	The Great Food Bank Heist	Go! Go! Chichico
Blurb	Two boys meet as cousins and explore the life you have in Tobago. The food and cultures of living there.	South American setting where an urban community live. Exploring life and the surroundings of these places.	Princess Sue isn't a normal Princess. It is all about adventure, mischief and making unusual friends - a dragon. She doesn't follow the normal stereotype of a Princess.	A young girl moves to England from Poland. She isn't happy and misses Poland. Then family come to visit and she realises when showing them around that she likes her new town more than she thought.	But not just any old bank - the food bank. With its shining tins stacked from floor to ceiling. But there's a thief in town, and the shelves of the food bank are getting emptier each day, leaving people hungrier than ever.	A boy from the slums of Brazil gets a trial for a football team in Brazil. But can he really play for Brazil? His friends help this dream come true.
Front Cover						
Theme	Differences of where we live	Society groups	Stereotypes	Mobility	Poverty/ Crime	Equal opportunities
SMSC	Cultural	Cultural	Moral	Social	Social	Social
British Value	Tolerance	Democracy	The Rule of Law	Tolerance	The Rule of Law	Mutual Respect
Year 4	Autumn		Spring		Summer	
Book Title	The Boy in the dress		Detective agency	The turbulent terms of Tyke Tiler	Planet Omar	And tango makes three
Blurb	Dennis is from a normal house, in a normal area but his friends persuade him to cross dress. His world becomes very different.		Two children are detectives in India. They travel to England and their detective work continues.	Tyke Tiler follows the final term of Tyke, an adventurous twelve-year-old, at Cricklepit Combined School. After Tyke's best friend Danny gets into various scrapes, Tyke has to protect and stick up for him despite Danny being misunderstood by teachers and other students.	Juggling many potential suspects, Omar and his friends need to become super spies to find the culprit and get the money back. This is a gentle moral of how if people work together they can achieve wonderful things.	Two boy penguins make friends and set up a home. They don't follow the normal trail of girl penguins find the boy penguins.
Front Cover						
Theme	Stereotypes		Cultural differences/ crime	Self-esteem	Friendship	LGBTQ+
SMSC	Spiritual		Moral	Social	Social	Cultural
British Value	Individual Liberty		Tolerance	Mutual Respect	The rule of law	Individual Liberty

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Year 5	Autumn		Spring		Summer	
Book Title	Under the skin	Race to the Frozen North	Nura and the Immortal Palace	White Dolphin	The Dastardly Duo	Orange's in No Man's Land
Blurb	Omar moves to the safe place of the UK. Omar then meets a boy called Sam in his tower block but the fighting he thought he was free from starts all again with Omar.	Due to the colour of skin, his efforts to adventure to the North Pole is overlooked. Life began with him running away from his violent Step Mother.	When an accident in the mine buries Faisal, Nura is desperate to save him. She digs and digs - and suddenly finds herself in the magical and terrifying world of the jinn. All her life Nura has been warned to stay away from trickster jinn, and now they are welcoming her into a palace with riches beyond measure.	When they first meet, Kara and Felix can't stand each other. But on discovering an injured dolphin calf on the beach they know they must work together to save it. Now friends, they set out to find the truth behind the disappearance of Kara's mother. But powerful people don't want them to succeed.	When a food fight incident with Bashir gets Yusuf and his friends into big trouble with the Imam, he has to restore his family's honour. But the problem is he's running against Bashir. Given that Bashir has done a deal with notorious school prankster Yusuf has his work cut out to deliver a vote-winning campaign.	Story of a little girl in a war torn country. But she has no idea why the two sides are fighting. Her Granny becomes ill and the only way to get her medicine is to travel along no mans land.
Front Cover						
Theme	Refugee	Race	Wealth/ Right-wrong	Environmental	Right/wrong	War
SMSC	Cultural	Social	Moral	Moral	Moral	Spiritual
British Value	Tolerance	Individual Liberty	The rule of law	Democracy	The rule of law	Mutual Respect
Year 6	Autumn		Spring		Summer	
Book Title	Tamarind & the star of Ishta	The gold fish boy	The Star outside my window	The boy who met a whale	Roll with it	Bronze and Sunflower
Blurb	She never knew her mum as she died after she was born. So the little girl travels to the Himalayas to find out more about her ancestry.	Matthew doesn't like leaving the house and is worried about germs and stays in his bedroom. A toddler goes missing and Matthew is key to finding him as he makes notes on his neighbours. He finds friendship.	Following the disappearance of her mum, 10-year-old Aniyah suddenly finds herself living in foster care. With her life in disarray, she knows just one thing for sure: her mum isn't gone for ever. Because people with the brightest hearts never truly leave. They become stars.	Set in Sri Lanka, jam-packed with peril and kidnap and a huge blue whale! Razi, a local fisherboy, is watching turtle eggs hatch when he sees a boat bobbing into view. He notices a small, still hand hanging over the side... Inside is Zheng, who's escaped a shipwreck and is full of tale. But the villains who are after Zheng are soon after Razi and his sister, Shifa, too.	Ellie's a girl who tells it like it is. That surprises some people, who see a kid in a wheelchair and think she's going to be all sunshine and cuddles. Ellie has big dreams: but one day she's going to be a professional baker. But when Ellie and her mom move so they can help take care of her ailing grandpa, Ellie has to start all over again in a new town at a new school. the new kid in the wheelchair who lives in the trailer park on the wrong side of town.	Set in China. When Sunflower, a young city girl, moves to the countryside, she grows to love the reed marsh lands - the endlessly flowing river, the friendly buffalo with their strong backs and shiny round heads, the sky that stretches on and on in its vastness. However, the days are long, and the little girl is lonely. Then she meets Bronze, who, unable to speak, is ostracized by the other village boys.
Front Cover						
Theme	Death of a close relative	OCD/ Socialisation	Belonging	Environment	Disability	Socio-economic
SMSC	Social	Moral	Social	Moral	Cultural	Spiritual
British Value	Mutual Respect	The rule of law	Tolerance	Democracy	Individual Liberty	Tolerance