





# Subject Overview

*Here, children thrive...*

# Personal Development



## Personal Development intent

At Boughton Heath Academy, we are deeply committed to the holistic development of our pupils; with our core ambition being to create an environment where every child can truly thrive. This means going beyond the academic offer made to each child, in order to foster a well-rounded personal development experience.

We aim to offer a rich, diverse curriculum that not only meets educational standards but also nurtures the individual talents, interests, and wellbeing of each student. Recognising the significant influence of home and community factors, our approach is collaborative, seeking to build resilience and confidence in our pupils in order to prepare them to face the challenges of adult life with strength, hope and optimism.

**Through Personal Development, we aim to ensure that all pupils, at an age appropriate level, learn about:**

- Self-Identity, group identity, responsibilities, consequences and teamwork.
- Similarity & difference, bullying, stereotyping, racism, discrimination and celebrating differences and individuality.
- Aspirations, goals, challenges, teamwork, resilience, jobs and careers and simple budgeting.
- Drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
- Friendship, family and other relationships, conflict resolution, communication, loss and bereavement.
- Coping positively with change, puberty, environmental and life cycles (includes human reproduction).

## Implementation

Extra-curricular activities play a vital role in this vision, providing varied opportunities for students to explore their passions and talents. Our focus on developing responsible, respectful citizens is rooted in promoting fundamental British values, equality, and diversity, ensuring every pupil understands and appreciates the richness of different cultures and perspectives. An inclusive environment is paramount, catering to the unique needs of each pupil, celebrating their individuality, and ensuring no one is left behind.

Character development is at the heart of our ethos, aiming to cultivate virtues that form the foundation of a strong and positive character. We are committed to enhancing mental health awareness, ensuring our pupils are equipped to maintain their mental wellbeing and understand the importance of both online and offline safety. Emphasising physical health, we encourage lifestyles that are active and nutritionally balanced.

Our curriculum is carefully designed to provide age-appropriate education in healthy relationships and sex education, ensuring pupils are prepared for the complexities of modern relationships. We also focus on preparing our students for the next phase of their education or career, providing them with the necessary skills and knowledge for a seamless transition.

## Impact

The impact of our personal development offer is evident in the well-rounded, thriving children who emerge from our school environment. Through our offer, we nurture students who are not only academically proficient but also happy, healthy, and resilient. They exhibit a deep sense of respect for themselves and others, embracing diversity and showing a strong ability to adapt to and navigate the complexities of modern life. Our pupils demonstrate strong moral and ethical values, coupled with a robust understanding of societal responsibilities. Their engagement in a wide range of activities bolsters their confidence and resilience, preparing them for their next steps in life with enthusiasm and optimism. The culmination of our efforts is evident in each child's personal growth and their readiness to face future challenges with courage and integrity, in order to make a positive impact upon the world.



## Personal, Social & Emotional Development in the Early Years Foundation Stage

Personal, Social and Emotional Development in the Early Years Foundation Stage (EYFS) is a prime area of learning, one of the seven key areas of learning outlined in the EYFS framework and supported by the non-statutory guidance provided by Development Matters. Personal, Social and Emotional Development is broken up into three strands; Self-Regulation, Managing Self and Building Relationships.

At Boughton Heath, we believe children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Development Matters guides educators in facilitating, through adult modelling and guidance, to learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

## Personal, Social & Emotional Development – Development Matters

### Children in Reception will be learning to:

- a) See themselves as a valuable individual.
- b) Build constructive and respectful relationships.
- c) Express their feelings and consider the feelings of others.
- d) Show resilience and perseverance in the face of challenge.
- e) Identify and moderate their own feelings socially and emotionally
- f) Think about the perspectives of others.
- g) Manage their own needs : personal hygiene
- h) Know and talk about the different factors that support their overall health and wellbeing:  regular physical activity  healthy eating  Tooth brushing  sensible amounts of 'screen time'  having a good sleep routine  being a safe pedestrian

## Personal, Social & Emotional Development – Early Learning Goals



### Self - Regulation

1. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
3. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



### Managing self

4. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ,
5. Explain the reasons for rules, know right from wrong and try to behave accordingly ;
6. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



### Building relationships

7. Work and play cooperatively and take turns with others;
8. Form positive attachments to adults and friendships with peers;
9. Show sensitivity to their own and to others' needs.

# Inclusion within Personal Development

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However, we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within Personal Development. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.



Sensory circuits is available to children first thing each morning to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning.



Sensory stations are available in each classroom should children feel they need to regulate themselves at any point throughout the day.



Zones of Regulation toolkits are unique to every child. Each child has their own 'toolkit' which they have identified that can help them regulate when needed.



We always encourage and make time for children to talk to adults if they need to share worries but for those instances when children feel they can't say we have Worry Boxes in each class which are regularly checked.



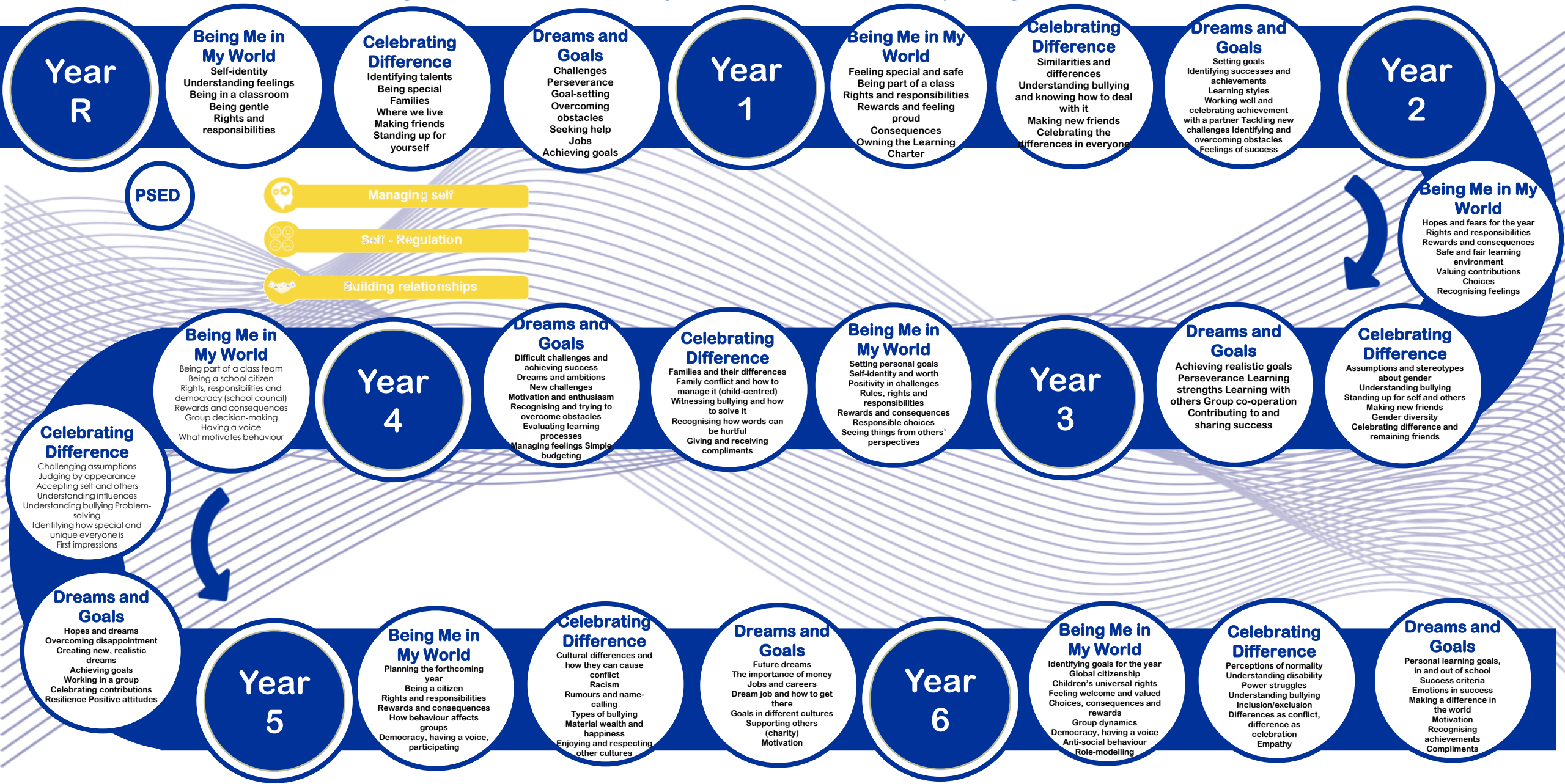
We participate in non-competitive and SEND sports festivals so that 100% of children have an opportunity to take part in a sporting event with other local schools.



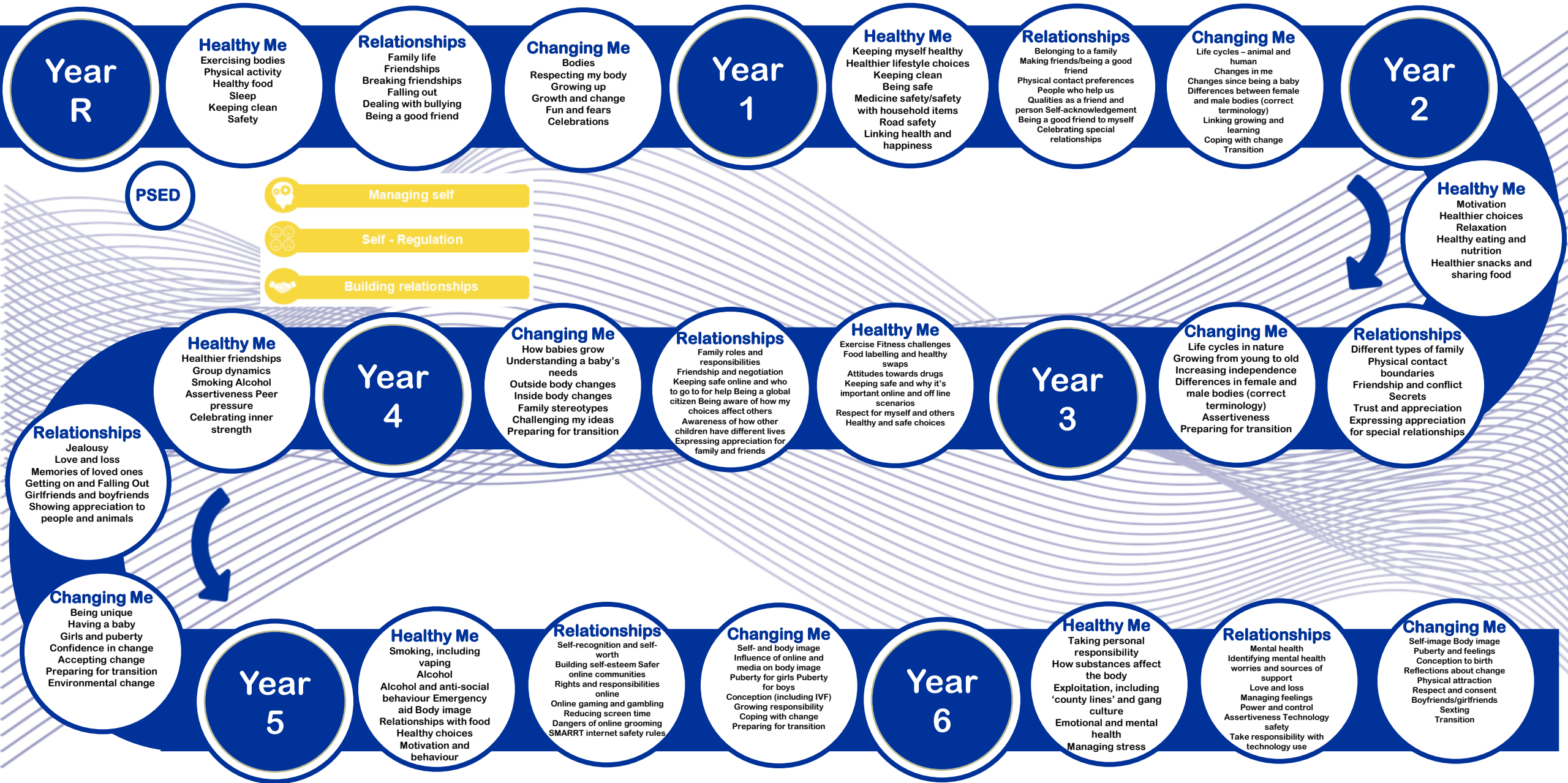
**Same intent,  
adapted implementation**



# Boughton Heath Academy Curriculum Road Map – Jigsaw PSHE



# Boughton Heath Academy Curriculum Road Map – Jigsaw PSHE: RSE





# Boughton Heath Academy Curriculum Road Map – Jigsaw PSHE End Points

Puzzle	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Being Me in My World</b>	I can talk freely about the things and people that make me happy in class and at home, remembering to take turns and share with everyone. I know how to be a good listener.	I can explain why my class is a happy and safe place to learn, and I can give different examples where I or others contribute to making my class happy and safe.	I can explain how my behaviour can impact others in my class, compare my choices and my friends' choices, and express why some choices are better than others.	I can explain how my behaviour can affect how others feel and behave, articulate the importance of having rules for learning in my class, and express why it is crucial to feel valued.	I can explain why being listened to and listening to others is important in my school community, as well as why being democratic is crucial and helps me and others feel valued.	I can compare my life, explain rules for fairness, and understand how one person's actions can affect others, with examples from school and the wider community.	I can explain how my choices impact people locally and globally, and I can empathise with others in my community and globally, influencing the choices I make.
<b>Celebrating Difference</b>	I can feel good talking about things I like and don't like, and I know how to be kind to my friends. I can also use words to stand up for myself when I need to.	I can share how I am different and similar to my classmates, highlighting what makes us special, and I can also explain what bullying is and how it can make someone feel.	I can explain why people might get bullied for being seen as different, including not conforming to gender stereotypes, and share how it feels to have and be a friend while understanding that it's okay to be different from my friends.	I can describe conflicts in family or friendship, explain how words can be used in hurtful or kind ways, share my feelings in conflicts, and offer strategies like 'Solve It Together' or asking for help.	I can share a time when my first impression of someone changed, explain why spotting bullying can be difficult, and emphasise the importance of accepting myself and others for who we are.	I can differentiate between direct and indirect bullying, provide strategies for myself and others, and express my feelings about the unkindness of racism and discrimination	I can explain how differences can be a source of conflict or a cause for celebration and show empathy in situations where differences are either a source of conflict or a cause for celebration.
<b>Dreams and Goals</b>	I can persevere with things that are a bit difficult, talk about what makes me proud, and regularly encourage myself and others to keep trying and not give up when things get tricky.	I can explain my feelings when I succeed and how we can celebrate positively, also sharing why my internal treasure chest is important for storing positive feelings.	I can explain how I contribute to a group, describe others' roles, and share how our skills complement each other, along with expressing my feelings about being part of a group.	I can explain how I learn and ways to improve. When sharing success, I'm confident and positive, storing these feelings in my internal treasure chest, understanding its importance.	I can plan and set new goals even after a disappointment, explaining the concepts of resilience and maintaining a positive attitude.	I can compare my hopes and dreams with young people from different cultures, and I can reflect on the hopes and dreams of young people from another culture, explaining how this makes me feel.	I can explain various ways to work with others to make the world a better place, and I can also describe what motivates me to contribute to creating a better world.
<b>Healthy Me</b>	I can discuss the things I do to stay healthy and safe, understanding their importance, and share these practices with my friends in class.	I can explain why I think my body is amazing and identify various ways to keep it safe and healthy, also providing examples of how being healthy can make me feel happy.	I can explain why healthy foods and medicines are good for my body, comparing them with less healthy choices, and express how it feels to make healthy and safe choices, both for myself and my friends.	I can identify and keep safe things, people, and places, share strategies for my safety and health, and express how feeling anxious or scared makes me feel.	I can recognise and resist pressure, explaining ways to resist, and identify feelings of anxiety and fear associated with peer pressure.	I can explain the roles of food and substances, including eating problems and risks of smoking and alcohol misuse, and summarise ways I respect and value my body.	I can explain the anti-social or misuse of substances, including alcohol, and its impact, while also applying skills for emotional health and stress management.
<b>Relationships</b>	I can be a kind friend, ask for help when I need it, cooperate with others in my class, make sure everyone feels included, and use my words to help my friends understand me.	I can explain why special relationships make me feel safe and good, describe how my qualities contribute to them, and give examples of behaviours I appreciate or don't like in others.	I can explain why some things might make me feel uncomfortable in a relationship, compare with relationships that make me feel safe and special, and give examples of problem-solving techniques for situations in my relationships.	I can explain how my life is positively influenced by people I know and from other countries, also understanding why my choices may affect my family, friendships, and people worldwide whom I don't know.	I can recognise how people feel when they miss a special person or animal, and I can suggest ways to manage my own feelings when experiencing the same.	I can compare friendships, explain safe technology use with strategies for standing up, negotiating, and resisting peer pressure, applying these skills to manage potential risks and harm.	I can identify loss-related feelings, recognise attempts to gain control, explain emotions in losing someone special, and offer strategies to stand up for myself and friends, managing these situations effectively.
<b>Changing Me</b>	I can describe differences, use strategies to stay calm and kind, talk about worries, and share how I handle problems and feelings with others.	I can compare how I am now to when I was a baby, use the correct names for body parts, and explain why some changes I might experience could feel better than others.	I can use the correct terms for private body parts, explain why they are private, and share my feelings about being a boy/girl and getting older, recognizing that others may feel differently.	I can explain the changes in boys' and girls' bodies during growing up, understanding their necessity for making babies, and I can recognise and cope with my feelings about these changes.	I can summarise the changes in boys' and girls' bodies, explain future choices, both controllable and uncontrollable, and offer suggestions for managing my feelings during these changes.	I can explain puberty changes, emphasise the importance of physical and emotional self-care, summarize conception, express my feelings about these changes, and accept variations in timing compared to my friends.	I can describe a baby's development from conception through pregnancy and birth, recognising my feelings about becoming a teenager and the birth process.



## Personal Development: Wider curriculum links

At Boughton Heath Academy, we firmly believe in the importance of personal development as an integral part of our curriculum. We are committed to nurturing the holistic growth of our students, going beyond academic achievements, and providing them with the tools, skills, and experiences necessary to flourish in all aspects of life. Through a comprehensive and well-rounded education, we strive to empower our students to become well-rounded individuals who are not only academically proficient but also socially, emotionally, and morally grounded, ready to make meaningful contributions to the world around them. Here's an overview of our approach in some key subject areas:

We encourage students to participate in the "No Outsiders Poetry and Public Speaking Competition," where they have the opportunity to express themselves creatively and develop their confidence in public speaking.

**Wider Ranging and Diverse Author Studies:** Our English curriculum includes a diverse range of author studies to expose students to different perspectives and cultures. By exploring literature from various backgrounds, we promote empathy, understanding, and appreciation of diversity.

We offer a bespoke, annually planned local study for each year group. This approach allows students to connect with their immediate surroundings, fostering a sense of community and an understanding of local history and geography. It also helps them appreciate the importance of their place in the world.

We encourage students to join our Choir Club, where they can discover and develop their musical talents. Singing together promotes teamwork, discipline, and self-expression. Our "Amazing Singing Project" provides students with a platform to showcase their singing abilities and build self-confidence through performances. We provide peripatetic music teachers to offer personalized music instruction, nurturing individual talents. Regular music concerts and annual performances allow students to showcase their musical achievements, fostering a strong sense of accomplishment and pride.

We are a proud member of the Cheshire School Sports Partnership (CSSP), which enables us to offer a wide range of sporting opportunities to our students such as actively participating in both competitive and non-competitive sporting festivals each month. This involvement not only promotes physical fitness but also teaches essential life skills such as teamwork, sportsmanship, and resilience.

We also enrich our personal development offer through engaging and immersive experiences such as residential visits that provide valuable opportunities for personal growth, teamwork, and independence. We host innovative and inspiring school trips and welcome exciting visitors to our school. Our students have the chance to explore and learn from exciting places like Chester Zoo, as well as interact with captivating visitors such as Teach Rex, Goofus Theatre, and The Story Tent. We believe in connecting our pupils with their cultural and historical heritage, with visits to places like Nantwich Fire Museum and Liverpool World Museum. Furthermore, we promote understanding and respect for diverse cultures by organizing trips to various places of worship within the North West, fostering a sense of inclusivity and tolerance among our students.

# Personal Development: CREW Culture

At Boughton Heath Academy, we have adopted 'CREW' culture whereby every member of our school community is crew, there are no passengers. Our students not only excel academically but also experience significant character growth, reflected in the high-quality work they produce. By prioritising relevant, purposeful, and authentic learning opportunities, we inspire our students to strive for excellence while fostering their personal development. Our educational approach emphasises the cultivation of socially responsible citizens who recognise their potential for positive impact in the world. With a curriculum designed for lasting influence, our school culture revolves around the tradition of CREW, serving as both a cultural ethos and structural framework. At Boughton Heath Academy, CREW fosters teamwork and a sense of belonging, creating a safe, affirming, and supportive environment where students thrive socially, emotionally, and academically. Our CREW culture is centred on promoting belonging, embracing individuality, instilling an academic mindset, fostering accountability and recognition, facilitating challenging conversations, and embedding CREW principles into daily life. As a 'No Outsiders' school, we are committed to inclusive education, believing it fosters a sense of belonging and equips children to become exceptional citizens.

*'Crew is our safe place, where we are all heard and we can all succeed together. We become one, yet grow as individuals. Crew is about growing relationships whilst building character through acknowledging strengths, weaknesses and achievements.'*

Our Boughton Heath Academy Crews have all contributed in creating our HOWLs (Habits Of Work and Learning). These are performance character traits required of pupils to become successful. They encompass our school values of respect, responsibility, honesty, kindness, determination and independence. Through CREW time each week we evaluate how our HOWLs have improved and where we need to focus next.

## Boughton Heath Academy



### HOWLs

#### Habits Of Work and Learning



We will all....

#### Work Hard: mastering knowledge and skills

- ◊ Take **responsibility** for our learning by using resources, asking questions and accepting help when needed.
- ◊ Trust our crew and contribute fully to learn without limits.
- ◊ Grapple with learning showing **determination** and grit.

#### Get Smart: producing high quality work

- ◊ Complete tasks to the best of our ability to produce beautiful work.
- ◊ Give **kind**, specific feedback to our crew.
- ◊ Listen and act upon feedback to improve our work.

#### Be Kind: growing character

- ◊ Communicate with **kindness** and **respect** everyone.
- ◊ Cooperate with others and include everyone, resolving problems peacefully.
- ◊ Be stewards of resources and our community.



# Mental Health and Wellbeing



At Boughton Heath Academy, we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum we aim to teach our pupils to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

*The Zones of Regulation* is a range of activities to help your child develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a child plays in a basketball game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.

The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

			
<p><b>Blue Zone</b></p> <p>Sad Bored Tired Sick</p>	<p><b>Green Zone</b></p> <p>Happy Focused Calm Proud</p>	<p><b>Yellow Zone</b></p> <p>Worried Frustrated Silly Excited</p>	<p><b>Red Zone</b></p> <p>overjoyed/Elated Panicked Angry Terrified</p>

## Sensory Stations

Each class has a sensory stations with alerting, organising, and calming components which are designed to help individuals, often with sensory processing challenges, regulate their sensory experiences. Alerting activities stimulate and increase alertness, organising activities improve sensory integration, and calming activities reduce sensory overload. These stations offer a structured environment where individuals can be guided to choose activities that match their current sensory needs, promoting self-regulation and sensory balance.



# Growth Mindset at Boughton Heath Academy

At Boughton Heath Academy, we believe that we can all become better thinkers and learners - with practice. A growth mindset is the conviction that we can improve our intelligence, ability and performance if we work hard, learn from our mistakes and willingly accept feedback. Learning about mindsets helps children understand their abilities and become more successful learners. Children are taught that they can 'grow' their brain with practice and effort.

Children need to be prepared for an ever changing world. The teaching of mindsets builds resilience and the desire to learn, to challenge themselves and to encourage others- all of which are necessary for our children's future success.

We believe the best thing to do is to teach children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. This approach links with how we give feedback too: we include 'prompts for improvement' and 'next steps' so that all learning for all children is seen as a way to grow. If children have fixed mindsets they find it hard to cope with failure: we teach our children to see mistakes and failure as positive. It also has a really positive effect on our ethos and on how children approach learning and support each other.

Using the 3B4ME protocol, children are taught to grapple and seek other support before approaching teachers. This equips them with many life skills, most importantly, independence and perseverance. See opposite:



3B4ME



1. Think and try again:

- Read the question again.
- Have you done anything similar before?
- What are the key words?
- What might you have missed?



2. Use resources:

- Displays
- Equipment
- Word banks
- Books



3. Ask a Class Mate:

- Quietly ask a class mate if they can help you understand.



## Personal Development: School trips, residentials and visitors

Boughton Heath Academy supports pupil personal development through exciting school trips, residentials, and engaging visitors. These experiences broaden horizons, foster curiosity, and promote skills like teamwork and independence, enriching our students' overall education. A breakdown of these trips can be seen below:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Visits from:</b> The Story Tent & Teach Rex <b>Trips to:</b> Chester Zoo, West Kirby Beach, Caldy Valley	<b>Visits from:</b> Grandparents <b>Trips to:</b> Chester Zoo, Liverpool Albert Dock, West Kirby Beach,	<b>Visits from:</b> Humanist Society, The Owl Man <b>Trips to:</b> Nantwich Museum, West Kirby Beach,	<b>Trips to:</b> Barnstondale Residential trip, Liverpool World Museum	<b>Trips to:</b> Conover Hall Residential trip, Chester Roman Experience	<b>Trips to:</b> Conway Centre Residential trip, Shrewsbury Prison Museum	<b>Trips to:</b> Lake Windermere Residential trip, Crucial Crew Experience, Chester Cathedral,
<b>Whole school</b>						
<b>Visits from:</b> The Drum Workshop, Judo in Schools, Goofus Theatre Company, <b>Trips to:</b> The Storyhouse Theatre						

# Physical Health

At Boughton Heath Academy, we want every child to understand the importance of physical health. Children learn about this through a variety of subjects including Physical Education, Jigsaw PSHE and Science lessons. In addition to these subjects we promote Physical Health at playtimes through our Play Leaders who offer a variety of sports and activities for all children:

Infants Break time	<b>Monday</b> Skipping Play leaders: Yash and Prim Location: Infant Playground	<b>Tuesday</b> Personal Challenges Play leaders: Matilda and Ruby Location: Infant Playground	<b>Wednesday</b> Multi Sports Play leaders: Emma and Esme HE Location: Infant Playground	<b>Thursday</b> Basketball Play leaders: Seb and Charlie Location: Infant Playground	<b>Friday</b> Skipping Play leaders: Eva and Esie Location: Infant Playground
Juniors Break time	<b>Personal Challenges</b> Play leaders: Aimee and Sofia Location: Junior Playground	<b>Skipping</b> Play leaders: Lucy F and Erin Location: Junior Playground	<b>Basketball</b> Play leaders: Esme and Ruby Location: Junior Playground	<b>Skipping</b> Play leaders: Yash and Prim Location: Junior Playground	<b>Personal Challenges</b> Play leaders: Charlie and Hugh Location: Junior Playground
Infants Lunch time	<b>Multi Sports</b> Play leaders: Esie and Esme HE Location: Infant Playground	<b>Nature Craft</b> Play leaders: Eva and Esie Location: Roundhouse	<b>Hockey Skills</b> Play leaders: Aisla and Alice Location: Infant Playground	<b>Dodgeball</b> Play leaders: Brody and Rocky Location: Junior Playground	<b>Nature Craft</b> Play leaders: Aimee and Esie Location: Roundhouse
Juniors Lunch time	<b>Basketball</b> Play leaders: Seb and Charlie Location: Junior Playground	<b>Dodgeball</b> Play leaders: Seb and Brody Location: Junior Playground	<b>Hockey</b> Play leaders: Gemma and Lucy F Location: Roundhouse	<b>Hockey</b> Play leaders: Rocky and Yash Location: Junior Playground	<b>Basketball</b> Play leaders: Brody and Rocky Location: Junior Playground

## Extra Curricular Clubs

We offer a variety of extra curricular activities for all children across the academic year. These are a mixture of staff led sessions and external providers. We ensure that every child has the opportunity to attend extra curricular clubs and remove any barriers children may have in participating such as cost. We offer a range of sports to all pupils and boys and girls have equal access. Clubs include Judo, Netball, Football, Dance, Gymnastics, Basketball, Multi-Skills, Dodgeball, Playground games, Rounders, Cricket, Table Tennis and Hockey.

## Sport Competitions and Festivals

Each academic year our aim is for all children across the school to take part in a external sporting competition or festival alongside other local schools and further afield. To enable this to happen we are part of the Chester Schools Sports Partnership and also make links with other nationally run competitions such as The National League Trust (NLT). Last academic year our football team reached the Northern Final of the NLT which was a fabulous achievement. Through the range of sports and opportunities we gave to all pupils we receive the Gold School Games award. We believe children should:

- Have access to high quality physical education.
- Have opportunities to take part in a diverse range of school sport.
- Can challenge themselves at competition both within and in between schools.
- Can learn leadership skills through appropriate sports leadership activities.
- Are aware of the best places to practice their interest in sport and physical activity outside school.
- Have opportunities to take their talent to the highest possible level within sport.





# Equality at Boughton Heath Academy

We have high aspirations for all our children and believe every child should be given the same opportunities as their peers, not just academically, but in all aspects of school life. Our ethos is one that promotes equality. We believe that it is not about where you come from, but your passion for knowledge, and we are determined to ensure that all our children are given every chance to realise their full potential. Curriculum trips and residential visits are well attended – financial help is given where needed so no child misses out. Our children are provided with a huge amount of cultural capital opportunities through our creative curriculum. Extra-curricular clubs are a feature of our school and children with talent or need are signposted to these opportunities. Again, financial help is given where needed. Character Education ensures consistent messages are given to the children in terms of expectation and the language used is also understood and clear. All adults in school have high standards of behaviour and expectations for all children.

## Curriculum

We believe in a mastery approach to the curriculum so that all children can access the same learning. Often adaptations need to be made but these are thoughtfully planned for to ensure children aim for the same learning outcome. To ensure equality and inclusion in teaching and learning we;

- Ensure equality of access for all pupils and preparing them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community without stereotyping
- Promote attitudes and values that challenge any discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Utilise teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

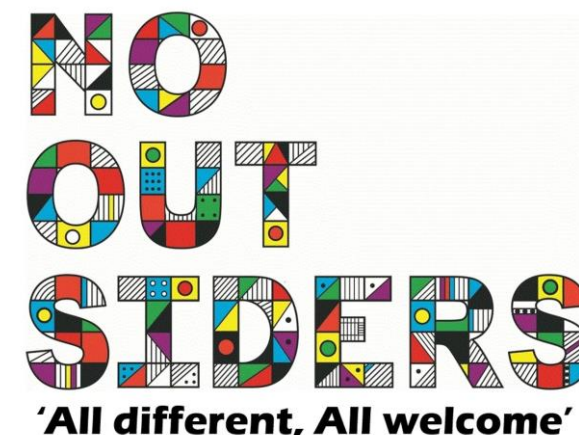
## No Outsiders

As part of our PSHE curriculum, we enhance our Jigsaw curriculum by including a scheme called No Outsiders. No Outsiders has three core values:

- Respect for diversity through education in schools;
- Commitment to community cohesion through understanding and acceptance of difference;
- Promotion of dialogue to counter fear and hate in society.

It involves the use of age appropriate story books to teach about seven of the protected characteristics of the Equality Act 2010. These include:

- age;
- disability;
- gender reassignment;
- race;
- religion or belief;
- gender;
- sexual orientation.



# Personal Development: Character Development

In order to develop children's character to support their progression in and out of school, we place a great emphasis on 6 core values we feel are integral to developing successful and responsible citizens who have a love for lifelong learning. These values are:



Through teaching these values, we aim for our children to develop a passion for learning, seeing them applying new skills and knowledge in a safe and secure learning environment where honesty is the norm, positive health and wellbeing is paramount; and mistakes are seen as learning opportunities.

Extending beyond the academic, we seek to afford abundant opportunities for children to experience and engage with sport, culture and the arts, in order that this passion can ignite and nurture future interests and talent. By the time our children leave Boughton Heath, it is our ambition they will have participated in an extra curricular activity each year of school; representing school through sport or the arts at least once.

Teachers and other children recognise when they see children displaying our values and this is celebrated during our Monday celebration assemblies. This day is purposefully chosen in order that children can start the week off with the recognition of their personal development and achievements; and in addition to this, children are encouraged to bring certificates, trophies and stories of their personal achievements to share with the whole school.



# Personal Development: Community

At Boughton Heath Academy, fostering a strong sense of community is a core part of our ethos. We actively engage our pupils in initiatives that promote empathy, social responsibility, and unity.

For example, each year, we raise funds for the Hospice of the Good Shepherd and support the West Cheshire Foodbank through our harvest collection, addressing critical local and national needs. Additionally, our participation in national events, including Children in Need and World Mental Health Day, helps our students connect with broader societal issues and encourage them to make a positive impact upon the world.

We also collaborate closely with organizations like Cheshire Police and CWAC to ensure the safety and well-being of our school environment, reinforcing the idea that we are all responsible for our community's welfare. These initiatives collectively reinforce the values of compassion, solidarity, community engagement and personal development of our pupils.



# Safety Awareness

Our number one priority at Boughton Heath Academy is child safety. Our safeguarding procedures are rigorous and within these policies we aim to educate children on how to keep themselves safe. This is done through a variety of ways listed to the right. Additionally, we have a child-friendly safeguarding policy:



## Boughton Heath Academy

*Here, children thrive...*

### Child Friendly Safeguarding Policy

#### What is Child Protection about?

All of the adults around you think that your health, safety and welfare are very important.

In our school, we respect all children, and help to protect your rights.

We do our best to help children make good educational progress.

We want to teach you how to recognise risks in different situations, and how to protect yourselves and stay safe.

#### How do we protect you at Boughton Heath Academy?

We provide a safe environment for you to learn.

We are a school where everyone has the right to feel SAFE; the right to LEARN without undue distraction or disruption and the right to RESPECT.

We want to help ensure that you remain safe at home as well as at school.

We think it is important for you to know where to get help if you are worried or unhappy about something.

#### Need to talk?

You can talk to any adult in school if you need to.

Mr Lenton is our Designated Safeguarding Lead and Mrs Sumnall is our Deputy Designated Safeguarding Lead and will ALWAYS be there for you – just tell them what's worrying you.

If you don't think you can speak to an adult in school, leave a note in your class Worry Box.

You can also phone ChildLine who will listen to you and give you help and advice.



## Speak Out, Stay Safe

We take part in the NSPCC Speak out Stay safe safeguarding programme. Where children understand, at age-appropriate level:

- abuse in all its forms and how to recognise the signs of abuse
- that abuse is never a child's fault and they have the right to be safe
- where to get help and the sources of help available to them, including the [Childline service](#).

In addition to this programme, we utilise our local PCSO to talk to the children about Stranger Danger and alongside our Jigsaw PSHE programme, these themes are addressed frequently during assemblies.

## Online Safety

Our Computing scheme, Purple Mash enables teachers to plan and deliver regular, age-appropriate E-Safety lessons throughout the academic year. In addition to this we again use our links with the Police to carry out age-appropriate workshops for children in order to deliver the most up to date material. We also take part in Safer Internet Day each year to supplement our rigorous online safety programme.

## Road Safety

We believe that we must teach children all life safety skills and this includes road safety. Each year two Year Six children nominate themselves to be Junior Safety Officers and they deliver a programme of safety assemblies, workshops and competitions. These include road safety, especially around October time when British Summer Time ends. From EYFS, we teach children the basics of crossing the road and this progresses through the school, right up to Year 6 where children take part in Bikeability to ensure safe use of bikes on the road.



# Pupil Voice and Assessment within Personal Development

We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within Personal Development.

When assessing Personal Development, it is first essential to clearly articulate two important areas:

1. The purple being specific to Personal, Social, Health and Economic education.
2. The green having a social/emotional focus.

At Boughton Heath Academy, we have clearly mapped out all endpoints for all the PSHE jigsaw units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught.

At the end of each jigsaw lesson, children self assess their understanding of the session through a reflection sheet as seen below:

I can recognise when people are putting me under pressure and can explain ways to resist this when I want






I can identify feelings of anxiety and fear associated with peer pressure



We believe Pupil Voice can support school improvement by helping to identify future priorities and make more informed decisions on wellbeing, learning experiences and the quality of teaching. It can encourage children to reflect on their own learning, which both encourages their own metacognitive skills. Pupils need to know that it is safe and that it is important for them to express their views on what happens at school. They need to know that what they say is valued and will be listened to and considered. Our School Council plays a vital role in collecting pupil voice and ensuring children's views are considered in all areas of school life.


To ensure all pupils are heard and have opportunities to talk about how they are feeling we operate and check in, check up and check out routine each week (see below). These are class times where each child has an opportunity to talk about their feelings, share worries, ask for support from staff and their peers and also a time to make apologies and say thank you. Children value this time and learn to support one another to fix problems and share successes. Staff welcome each child each morning at the door and assess their mood and well being. Additionally, the check in, check up and check out time allows staff to sense how children are and address anything that is not normal for any individual.

## BHA Wellbeing

-  **Check in:**  
Monday Morning Register
  - How was your weekend?
  - How are you feeling?
-  **Check up:**  
Wednesday Morning Register
  - How is your week going?
  - Is there anything you need help with?
-  **Check out:**  
Friday Afternoon Register
  - Do you need to make any apologies?
  - Do you need to say thank you to anyone?

I can also:

- Speak to an adult.
- Use the worry box.





## Readiness for the next phase of education

The transition through primary and onto secondary education is a significant step for children and their families. These times of change can be challenging and anxiety-provoking, particularly when the child is vulnerable or has special educational needs and/or a disability that require understanding and support over the transition. As school staff, we have an important role to play in shaping the child's transition experience.

A good transition should be focused on preparing children for the next phase of their education and building their confidence. Emphasis should be on building relationships with other children as those with a good friendship network find transition much smoother.

### EYFS to Year One

- Reception staff work on fostering independence in tasks such as getting ready for the day, organising belongings, and completing simple activities.
- Reception teachers focus on reinforcing basic literacy and numeracy skills that form the foundation for Year One learning.
- Teachers incorporate activities that simulate Year One experiences, helping children become familiar with the new environment and routines.
- Reception teachers communicate with Year One teachers, sharing insights about individual children and their readiness for the transition.
- Reception teachers involve parents in the transition process, providing information and guidance on how to support their child's readiness for Year One.
- Teachers use stories and discussions to introduce the concept of moving to the next class, addressing any concerns or anxieties the children may have.
- Children are introduced to resources, materials, and areas that they will encounter in Year One, making the physical environment less daunting.
- Transition visits, allow Reception children to spend time in the Year One classroom and get to know their new teacher.

### Year Two (KS1) to Year Three (KS2)

- Year 2 and year 3 teachers work together to ensure that a child's transition between KS1 and KS2 is seamless.
- Year 2 teachers should make sure children's experiences in the final year of KS1 are valuable, and prepare the ground for year 3. It is important that year three builds on the principles and approaches used in the KS1.
- During transition day in the summer term, children not only spend time with their new teacher and new classroom, they are also familiarised with the Junior toilets, Junior playground and other areas they will be using as a Junior child.
- Year 3 staff are available to parents to facilitate relationships and answer specific questions/receive information through meet the teacher events.
- Year 2 and Year 3 staff and the SENDCO should identify children who are at risk of having transition difficulties as early as possible and plans should be in place to mitigate any foreseen problems.
- Teachers from KS1 and KS2 are given time to meet and discuss individual children.

### Year Six to High School

- Meet with pastoral staff and SENCOs for the new school to pass on information.
- Memory elephants made from old jumpers (self esteem message sewn inside).
- Memory jar (all children write a special memory about a classmate and put it in the classmate's jar so they can dip in if feeling worried).
- Write a letter to their future self.
- Role play about asking for help.
- Role play about making friends.
- After transition day, circle times about their experience, their new classes, their new teacher, plans for their journey to and from school, what's the same/ different, dealing with change, new friends.
- How to read a school timetable and maps of the schools.
- Scenario cards (what to do if you've forgotten your homework, managing fears, resolving conflict).
- Teacher participates in transition work with the cluster of schools based on new starts.