Personal Development at Boothroyd 2026 – 27

Claire Armitage

Personal Development Intent

Why do we teach Personal Development at Boothroyd?

At Boothroyd Primary Academy, we firmly believe that we are a school '**where we all shine brightly'.** In line with this, we have developed a Personal Development (PD) that encompasses the principles of PSHE, SMSC, Citizenship and RSE. We believe that Personal Development should be a thread throughout the whole curriculum, which is why our curriculum design has Personal Development at the HEART of our pedagogy. Our approach to Personal Development enables all our children to develop their own skills, knowledge and understanding of how to be who they are, understand the world they are growing up in and how to keep themselves safe in all areas of their world. With these skills and knowledge, our children will be able to adapt to the ever-changing world that they live in.

Our intent, throughout everything that we do, is to nurture **happy, healthy, resilient and confident** young people, who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain. We want our children to be valued citizens and make an impact to society. We ensure that every member of our school community knows that we are committed to supporting their physical health, emotional wellbeing and safety.

A core aim of our Personal Development curriculum is to reflect our school's vision and values (HEART). Children will learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Personal Development is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to encourage children to form healthy and meaningful relationships, based on respect for themselves and for others. We firmly believe in working in partnership with parents and carers so that the child's physical, moral, mental wellbeing and emotional development can be supported at home.

Personal Development Implementation

How do we implement Personal Development at Boothroyd?

Our entire curriculum is designed with researched pedagogy and with Personal Development at the very backbone. Personal Development is the 'golden thread' that runs through the curriculum and is an integral part of everything we do at Boothroyd. As well as Personal Development seamlessly flowing through our curriculum, it is also taught as a structured lesson, once a week across all year groups.

Along with a strong curriculum that embeds Personal Development and a designated PHSE, SMSC and RSE curriculum, we support Personal Development further, by ensuring that we have specific enhancements, that are suited to support our children and our community. Our enhancements are an addition and enable our children at Boothroyd to become **happy, healthy, resilient and confident** characters within society.

Our enhancements include:

- Enrichment
- Cultural
- Health, safety and wellbeing
- Physical Health
- Transition
- Pastoral support

Along with our enhancements, we also have a unique addition to our curriculum – **'7 Musts of Focus Trust and Boothroyd Musts'.** Working with our school parliamentarians, we devised a list of experiences that we felt all children deserved to partake in throughout their learning journey at Boothroyd. These experiences can be accessed within class as part of a lesson, special curriculum events, school trips and residentials. Our experiences are based on what the children felt, as children, they deserved to experience.

Personal Development Enhancements offer

Enrichment	Cultural	Health, safety and wellbeing	Physical health	Transition	Pastoral support
• School trips and visits • After school clubs • Bikeability • Music lessons • Boothroyd's got talent • Performances for parents • Choir • Christmas Productions • PD passport experiences • Sporting competitions • Focus Trust Musts	• RE sessions • Themed assemblies • Ukelele club • Young voices • Picture news • School council • School parliamentarians • Links with community leaders • Parent governors • Community room workshops • School values • Values champions • School houses • House captains • Parents evenings • School performances • School fayres • Parent workshops • PD passport experiences • Community Iftari	• Sanctuary • Caring companions • First aid training • ELSA • Bikeability • Zones of regulation • Living streets • SCARF curriculum • Anti-bullying week • MHFA • Online safety workshops for parents • Links with PCSO • PD passport experiences • Themed assemblies	• Sports day • Swimming • PE sessions • PE awards • After school clubs • Living streets • Outdoor provision • Lunch and playtime activities • Sporting competitions • Junior Travel Ambassadors • PD passport experiences	• Visual timetables • Meetings with SENDCo • Visits to look around the school. • Virtual tour of the school • Home visits • Transition days • Transition meetings between teachers • Meet the teacher parent sessions • Meetings with feeder schools • Transition meetings with parents (EYFS) • Information packs for secondary schools • Visits to new schools (Y6) • Additional visits to new schools for SEND (Y6) • Secondary school teachers visit Boothroyd • Office support with completing forms.	• Sanctuary • Caring companions • Home visits • Ongoing CPD • MHFA • Attendance officer • School houses • House captains • Class Dojo • School council • School Parliamentarians • Play therapy • Counselling • Behaviour support

Personal Development

How do we use our assemblies for Personal Development including SMSC, PSHE and British Values?

	Monday	Tuesday	Wednesday	Thursday	Friday
EYFS	To be organised by YGL.				
Years 1,2 and 3	9:00 – 9:15 Assembly in classes same as KS2 focus. Slides to be sent by staff leading KS2 assembly – week before.	9:00 – 9:25 Singing assembly (Alternate weeks - PPA weeks) CM to lead.	Throughout the day Picture News assembly in classes YGL to timetable for the year group.		2:30 – 3:00 Values Awards assembly SLT to lead
Years 4,5 and 6	9:00 – 9:30 Assembly in the Hall Staff to check diary for assembly focus and leader	9:00 – 9:25 Singing assembly (Alternate weeks - PPA weeks) CM to lead.	Throughout the day Picture News assembly in classes YGL to timetable for the year group.		9:00– 9:30 Values Awards assembly SLT to lead

How do we incorporate our pedagogy into Personal Development?

We connect

- with **all** children
- to our learning environment
- to our families
- to our local community

We model

- Our thinking
- Our expectations
- Our values
- I do/ We do/ You do

We guide

- I do/ We do/ You do
- Feedback
- Listen
- Collaborate

We assess for meaning and understanding

- **We read the room**
- Questioning
- Meaningful talk
- Listen
- Feedback

We adapt and respond

- Feedback in the moment
- Self-assessment
- Revisit and remodel
- Make changes

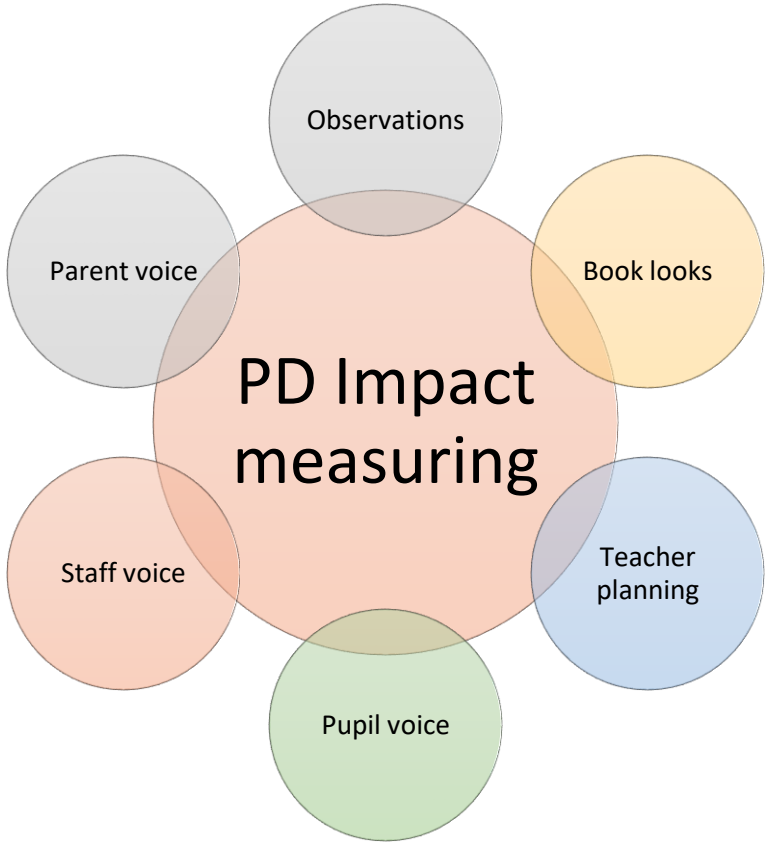
Personal Development

How do we ensure PD is consistent throughout our curriculum at Boothroyd?

Accessible curriculum for all	Curriculum design	Wider-opportunities – school trips and Focus Trust Musts	Roles and responsibilities – school council, house and vice captains	Balanced timetables
Subject leaders	Curriculum teams	Curriculum leaders	After school clubs	Assemblies
PD passport	PD curriculum			

Personal Development Impact

How do we monitor Personal Development at Boothroyd?



We also keep in contact with our community and families due to family members continuing to attend our school. This allows us the opportunity to continue to have dialogues about former pupils and their successes within their new journey.

Personal Development

How do we promote Personal Development at Boothroyd?

We know that our Personal Development is good at BPA as identified in our SEF.

We are extremely proud of our PD offer – it offers a wide range of opportunities and lives out our school values (HEART) and the Trust values of Care, Fair, Share and Dare.

We are keen to share our Personal Development and gain feedback about the effectiveness of Personal Development via many means, these include:

Tik Tok	Facebook	Newsletters	Website
Pupil voice	Pupil Parliament	School council	House captains and vice captains
Before and after school clubs	Parents attending assemblies	Parent workshops	

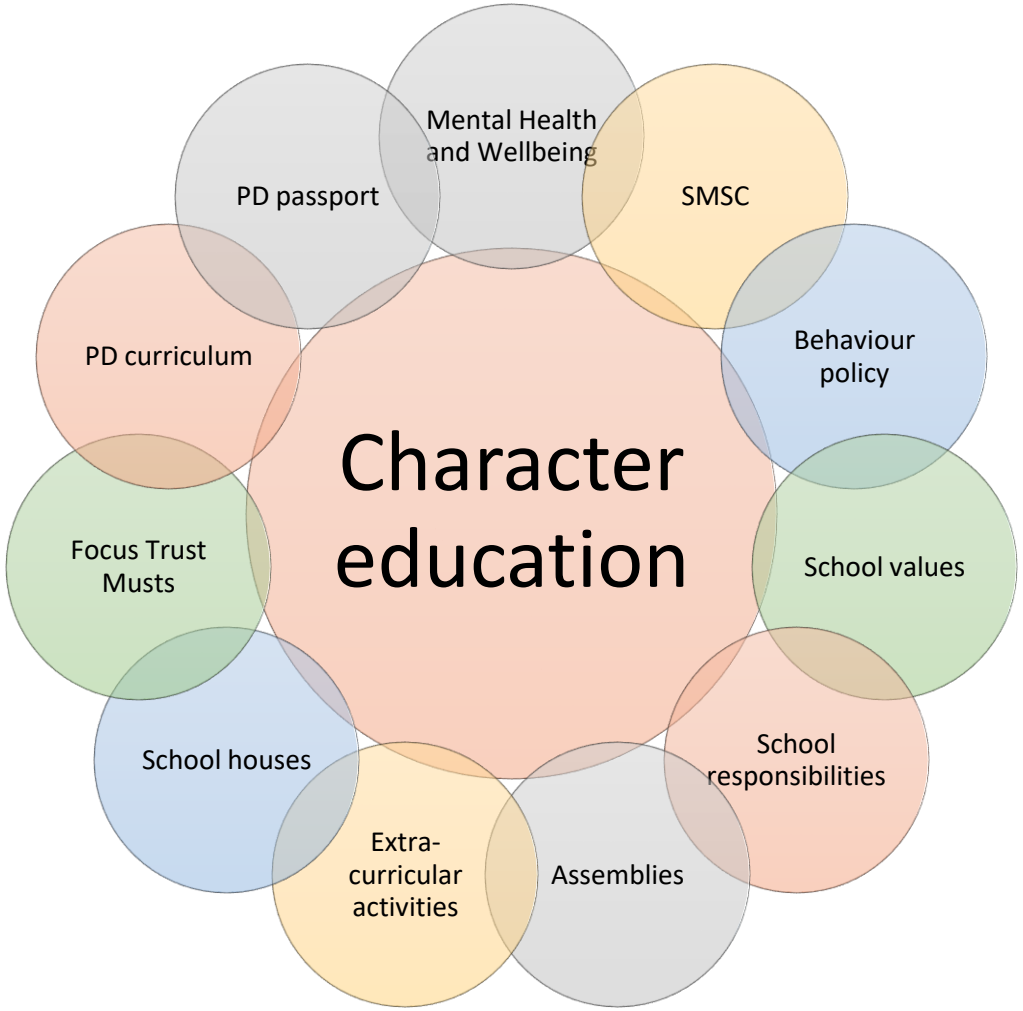
Personal Development

How do we ensure that inclusion is incorporated into our Personal Development?

Diversity	Equality	Learning together	Parental Involvement
Quality First Teaching	Interventions	Adapting, scaffolding and appropriate support	Accessible curriculum for all
Community links	Parent governors	ARC	Support from outside agencies
	Community support	CPD for staff	

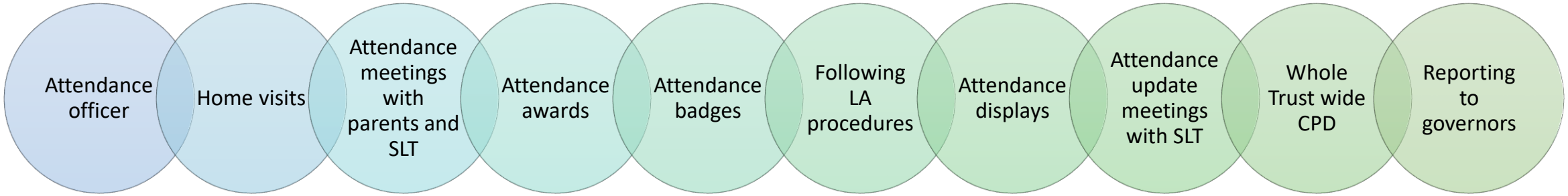
Personal Development

How do we promote character education at Boothroyd?



Personal Development

How do we promote good attendance?



Personal Development

How do we promote positive behaviour?

Class Dojo

Behaviour systems

Behaviour policy

Meetings with parents

SLT monitoring Class Dojo

Rewards for points

School Values

Bespoke behaviour plans

A positive ethos across school

Presence of SLT and other leaders

Emotion coaching

PSHE curriculum
2026 - 2027

PSHE intent

Why do we deliver the SCARF curriculum at Boothroyd?

At Boothroyd Primary Academy, we belief our culture of learning is centred around the school's motto 'We empower all so we can all shine brightly' and the school's values of 'Honesty, Excellence, Aspiration, Respect, Teamwork'.
In September 2020, Relationships Education became compulsory in all primary schools in England. Health Education (of which puberty education is a key part) is also compulsory.

We have chosen Coram Education's SCARF PHSE curriculum to support our delivery. The SCARF curriculum is built on the foundations of distilled versions of the key core themes in the Early Years Curriculum - referred to as personal, social and emotional development and the National Curriculum that are readily accessible and pertinent:

- **Health and well being**
- **Relationships**
- **Living in the wider world**

The National Curriculum for PSHE education addresses both pupils' current experiences and preparation for their future.

Our school values and the huge emphasis we place on recognising and celebrating the children's heritage, culture and diversity is also reflected in this scheme. This is fundamentally important to our community and what makes it so special. We want to prepare each child to be a global citizen in a diverse society and prepare them for the opportunities, responsibilities and experiences required for later life.

PSHE implementation

How do we implement PSHE at Boothroyd?

At Boothroyd, we have adopted the SCARF programme to support the delivery our PSHE curriculum, on a weekly basis. The SCARF programme has been carefully chosen to ensure our curriculum complies with the new RSE statutory requirements, along with ensuring we deliver SMSC and British Values.

The SCARF programme enables our children to develop and build their skills and knowledge, year on year, with each new topic building on the previous one.

Within the SCARF curriculum there are 6 key themes/drivers which are taught within every year group. These are:

- Me and my relationships
- Valuing difference
- Keeping myself safe
- Rights and responsibilities
- Being my best
- Growing and changing

British Values and Spiritual, Moral, Social and Cultural (SMSC) along with RSE are carefully woven throughout the SCARF curriculum. This enables our children to become successful learners, confident individuals, responsible citizens and effective contributors.

PSHE implementation

How do we implement PSHE at Boothroyd?

Relationships: Our children will examine the impact of feelings and emotions, develops skills to manage conflict, help identity special people and equips them to recognise the qualities of healthy friendships and how to manage them. This driver links directly with our school value - Teamwork.
Differences: Within the curriculum, there is a strong focus on British Values which helps children to develop respectful relationships with others, recognise bullying and understand their responsibilities as a bystander.
Keeping Safe: Our children will consider a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch. The children will also gain a deeper understanding of the term 'consent' and 'respect' with the later being a school value.
Rights and Responsibilities: This driver investigates broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older which also explores the school value of Honesty.
Being My Best: This driver links directly with our school values – aspiration and excellence. There is a focus on keeping physically healthy, developing a growth mindset and resilience, setting goals and ways to achieve them.
Growing and Changing: This key driver enables children to learn the physical and emotional changes that happen to them as they grow older, including changes at puberty and how to approach this with confidence. Age appropriate lessons on relationships and sex education will always take place.
These SCARF curriculum drivers define our PHSE approach at Boothroyd. Each child will progressively acquire, knowledge and skills to make safe informed decisions.

There are always occasions where staff may feel it necessary to teach PSHE as a result of an issue arisen in their own class, this will always be carried out in a sensitive manner and use resources where appropriate to support children's understanding of the issue.
We have a curriculum where all year groups are taught the same key driver unit simultaneously. Through doing this, we are able to plan and deliver assemblies and whole school events linked directly to the drivers and National Curriculum theme so they run parallel to the PHSE curriculum delivery. This allows the children to have a deeper understanding of key terminology and knowledge being covered through a wider platform across Boothroyd. It also provides opportunities for staff to collaborate in planning, facilitates in-lesson support, and simplifies the process of monitoring subjects across all key stages from Early Years to Year 6 as well as supporting with transition to secondary school.
Our children and staff are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community

PSHE implementation

What does the PSHE curriculum progression look like?

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Self-esteem

PSHE impact

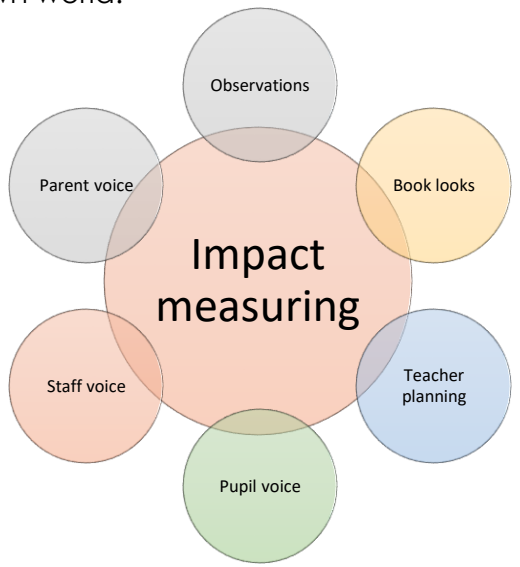
How do we monitor PSHE at Boothroyd?

The aim of our PSHE curriculum is to develop each child so that they leave our school with an understanding and knowledge about safe relationships, healthy lifestyles and internet safety for a modern day society.

As a result of our offer, across a child's primary career with us at Boothroyd, we hope pupils will leave us:

- With the ability to successfully articulate their own thoughts and beliefs whilst able to remain respectful of others.
- Have a strong sense of self that supports them in their transition to their next stage of life and education.
- With a broad view of the world, in which pupils will be ready to contribute in a positive manner to society and continue their journey of developing an even greater understanding of the world and people around them.
- Pupils will continue to uphold our school values of Honesty, Excellence, Aspirations, Respect and Teamwork and promote these as member of society.
- Continue to 'shine brightly' in everything that they do.
- Continue to be happy, healthy, resilient and confident.
- Continue to appropriately question new phenomena and to share and seek out new knowledge as they develop in their own world.

We also keep in contact with our community and families due to family members continuing to attend our school.
This allows us the opportunity to continue to have dialogues about former pupils and their successes within their new journey.



RSE curriculum
2026 - 2027

RSE intent

Why do we teach RSE at Boothroyd?

From September 2020, it became mandatory for Primary schools to teach Relationships Education and Health Education by the Department of Education.

At Boothroyd, we know and understand that relationships are key to leading a happy and successful life within our modern day society and we want our pupils, from Boothroyd, to be able to flourish and succeed within their local and wider communities.

It is our aim, within our PSHE and RSE curriculum – that is delivered throughout our SCARF scheme – that we enable our pupils to have an understanding about different relationships and how to live a healthy lifestyle. We promote our pupils to have a voice and be able to share their opinions and thoughts in an appropriate way.

We foster and encourage our pupils to adopt our school values HEART (Honesty, Excellence, Aspirations, Respect and Teamwork) which we believe are core values in making sure our children are ready and equipped to continue their education and further career opportunities.

We understand that as our pupils grow older, they will be faced with a range of situations within their social groups, which is why we ensure that our pupils have the necessary and age-appropriate information to make sure they can make informed decisions to keep themselves safe. This also includes making sure that they have an understanding and gain knowledge about keeping themselves safe on the internet and on social media, as we are aware that this plays a pivotal part in today's society.

"Relationships Education in primary schools should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. At Coram Life Education we believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way, the majority of which is covered in Health Education and National Curriculum Science. Therefore we often refer to this subject as RSE: Relationships and Sex Education. Our Relationships and Sex Education resources help children and young people to be safe, healthy and happy, both as they grow, and in their future lives. These lessons help to meet safeguarding, and emotional wellbeing requirements, as well as ensuring that schools cover the requirements of the DfE RSHE guidance." – SCARF website

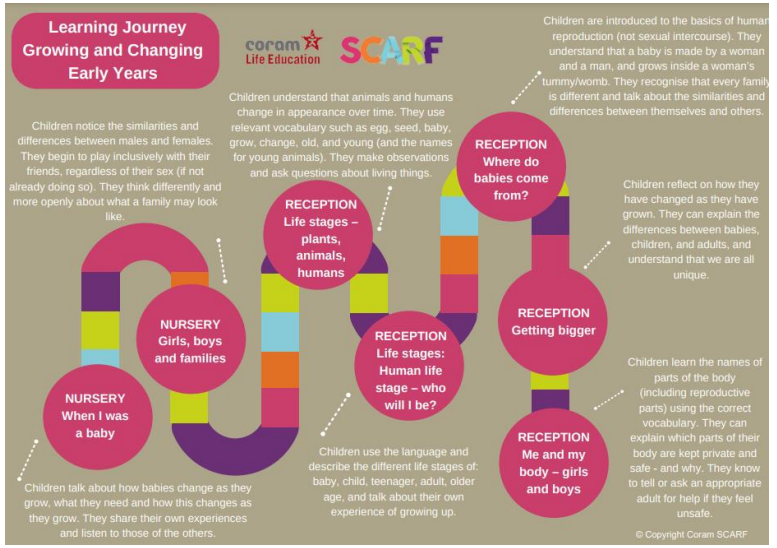
RSE implementation

How do we implement the RSE curriculum?

To support our pupils, parents, staff and our local community, we have implemented the SCARF scheme to support our delivery of RSE. The SCARF scheme, meets "all DfE requirements for statutory Relationships, Sex and Health Education (RSHE), SCARF is a complete curriculum consisting of over 350 lesson plans and related assessment that gives teachers the skills and tools to teach a comprehensive RSHE, PSHE and Wellbeing programme throughout the primary years."

We implement our RSE curriculum as:

Part of SCARF	Myths addressed	SEND learners supported with additional visuals or supports.	Workshops delivered by SCARF for children and parents
Connections with the local Mosques	Road maps for parents	Consultation with parents	Links to other areas of the curriculum
Staff CPD			



RSE impact

How do we monitor the RSE curriculum?

The aim of our RSE curriculum is to develop each child so that they leave our school with an understanding and knowledge about safe relationships, healthy lifestyles and internet safety for a modern day society.

As a result of our offer, across a child's primary career with us at Boothroyd, we hope pupils will leave us:

- With the ability to successfully articulate their own thoughts and beliefs whilst able to remain respectful of others.
- Have a strong sense of self that supports them in their transition to their next stage of life and education.
- With a broad view of the world, in which pupils will be ready to contribute in a positive manner to society and continue their journey of developing an even greater understanding of the world and people around them.
- Pupils will continue to uphold our school values of Honesty, Excellence, Aspirations, Respect and Teamwork and promote these as member of society.
- Continue to 'shine brightly' in everything that they do.
- Continue to be happy, healthy, resilient and confident.
- Continue to appropriately question new phenomena and to share and seek out new knowledge as they develop in their own world.

We also keep in contact with our community and families due to family members continuing to attend our school. This allows us the opportunity to continue to have dialogues about former pupils and their successes within their new journey.

British Values
2026 - 2027

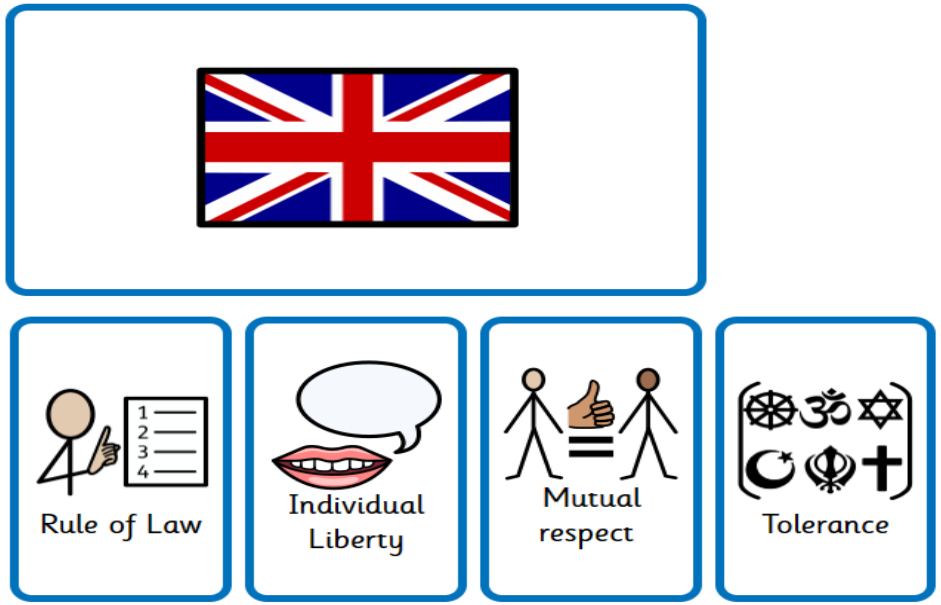
British Values intent

Why do we teach British Values and Citizenship at Boothroyd?

Our aim at Boothroyd is to encourage pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Britain. We actively promote the fundamental British Values and this forms part of our wider work in school.

The British Values, as defined by the government are:

- **Democracy**
- **The Rule of Law**
- **Individual Liberty**
- **Mutual Respect**
- **Tolerance of different Faiths and beliefs**



We aim to ensure that pupils responsible citizens and embrace the diverse cultures within British society. We foster an inclusive and warming learning environment where pupils are encouraged to reflect on their own beliefs, whilst respecting the beliefs and values of others.

British Values implementation

How do we implement British Values and Citizenship at Boothroyd?

We teach a broad and balanced curriculum that teaches elements of democracy, rules and laws, the monarchy, equality, values and virtues, environmental awareness and understanding of different faiths. Actively promoting British Values also refers to challenging pupils, staff or parents expressing opinions contrary to fundamental British Values.

At Boothroyd, values of tolerance and respect permeate all areas of school life. These are underpinned by our Boothroyd Values of: Honesty, Excellence, Aspiration, Respect and Teamwork.

Our aim is to create a climate within which pupils feel safe and secure and therefore allows them to learn and develop. Pupil voice plays an integral part in driving the school forward.

The British Values are promoted throughout the wider curriculum across the whole school. They are also evident in policies, assemblies, special events and cultural celebrations.

British values offer at Boothroyd				
• School council • School parliamentarians • Caring companions • Classroom jobs and responsibilities • SCARF curriculum • School houses • House captains • Parent governors • Pupil voice weekly award	• School values • School rules/expectations • Classroom rules or charters • Assemblies • SCARF curriculum • Bikeability • Road safety • E-safety • Visits from NSPCC and emergency services • Daily routines • JTA's (Junior Travel Ambassadors) • Road Inspectors	• School council members • Pupil parliamentarians • Relationship education • Extra-curricular choices • Picture news display • Continuous provision • Break and lunch activities • Partner and group work • Pupil voice • The Sanctuary	• SCARF discussions • Fundraising • Assemblies • School Values • Class Dojo • Caring Companions • Partner and group work • Extra-curricular activities • Sporting competitions • School kitchen – Halal • Class discussions and debates	• Celebrating different festivals • RE lessons – different religions • SCARF discussions (Protected characteristics) • Assemblies • Diversity displays • School values • Caring companions • Class discussions and debates • Anti-bullying policy • Anti-bullying week • SEND policy

British Values impact

How do we monitor British Values and Citizenship at Boothroyd?

The impact of promoting British Values within the school should be evident in various aspects. This could include:

Pupils demonstrating a clear understanding and respect for democracy, the rule of law, individual liberty, and mutual respect, evident in their behaviour, interactions, and contributions to school life.

Pupils showing an appreciation for the diverse cultures and beliefs that make up British society.

Pupils demonstrating strong values such as empathy, tolerance, and respect for others, both within the school and in the wider community.

Pupils actively engaging in opportunities for social action and community involvement, demonstrating their commitment to British society.

A positive, inclusive school culture where all members of the school community feel valued, respected, and supported.

Parents expressing confidence in the school's approach to promoting British Values and feeling actively involved in their child's education.

SMSC
2026 - 2027

SMSC Intent

Why do we teach SMSC at Boothroyd?

Our children, at Boothroyd Primary Academy, show:

Honesty
Excellence
Aspiration
Respect
Teamwork

At Boothroyd Primary Academy, we firmly believe that we are a school **'where we all shine brightly'.** We ensure that SMSC development is threaded throughout our curriculum by providing opportunities to develop our pupils; academically, holistically, as well as within their personal development and growth. We believe that SMSC should be a thread throughout the whole curriculum, which is why our curriculum design has SMSC at the **HEART** of our culture, behaviour and pedagogy.

Our approach to SMSC enables all our children to develop their own skills, knowledge and understanding of how to be who they are, understand the world they are growing up in and how to keep themselves safe in all areas of their world. With these skills and knowledge, our children will be able to adapt to the ever-changing world that they live in.

Our intent, throughout everything that we do, is to nurture **happy, healthy, resilient and confident** young people, who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain. We want our children to be valued citizens and make an impact to society. We ensure that every member of our school community knows that we are committed to supporting their physical health, emotional wellbeing and safety.

We aim to provide opportunities that develop a culture of questioning, sharing and seeking out new understanding of the world.

Serving a community, where the majority of our families share the same religious, community and cultural views means that it is Boothroyd's responsibility to extend our pupils opportunities to seek out alternate world views and explore them respectfully.

SMSC Implementation

How do we implement SMSC at Boothroyd?

Our school culture, life, curriculum, behaviour systems and policies are the core areas to delivering SMSC effectively at Boothroyd. It is with this 'golden thread' that teachers seize opportunities for SMSC within their lessons and through the curriculum plans they follow.

Our curriculum and daily life, enables that the children's experiences are meaningful, interesting and promote Personal Development and achievement for all children. The curriculum also provides opportunities to increase their cultural awareness so that pupils appreciate and respect diversity and richness of other cultures. This is also embedded throughout our Personal Development enhancements ***(See Personal Development for more information).***

Our PSHE curriculum – SCARF – that is delivered on a weekly basis, allows various opportunities to develop our children's Spiritual, Moral, Social and Cultural understanding and knowledge. ***(See PSHE for more information about our SCARF curriculum)***

We carefully plan weekly assemblies, RE lessons, Picture News sessions to explore values and beliefs and provide a deeper understanding of diversity and other cultures.

Throughout daily teaching practices, we ensure there are opportunities to promote daily discussions via carefully planned vocabulary, appropriate questioning, sentence stems and connecting to our prior learning to further explore beliefs and values of others and how these can impact people's lives.

Our wider opportunities and enrichments support our children to develop spiritually, socially, morally and culturally helping them to become well-rounded, respectful individuals who understand their role as a local, national and global citizen.

We ensure our behaviour policy and systems help our children thrive in life by taking responsibility of their behaviour, distinguishing right from wrong, understand how they can contribute to society and their community, respect and live in harmony with those with or without faith and appreciating and accepting that we live in a democratic society where everyone is entitled to their own opinion and view and that we all have freedom of speech. It is set out in this way as we want the children to understand and broaden their horizons to prepare themselves to become respectful and aspirational young people. We also want to enable them to celebrate our diverse world and develop skills to socialise with a wide range of people from all walks of life.

We promote inclusive environments where all children access their learning, contribute to school life and have a sense of belonging.
More information about other ways in which we implement SMSC, please see the SMSC offer document)

SMSC implementation

How do we implement SMSC at Boothroyd?

At Boothroyd, we follow the Kirklees agreed RE syllabus which allows our pupils to learn about:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews

Throughout these foundations, two key drivers are threaded throughout the RE curriculum – believing and belonging.

Believing

Our children will explore their own and others beliefs and values. It aims to develop pupils' understanding of religions and worldviews, exploring their commonality and diversity. Furthermore, it supports the children to think critically about world events.

Belonging

The driver 'belonging' develops children's awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. Ultimately, we all share a common humanity and share this patch of the Earth. In this way it plays a part in helping pupils to discover their own place and journey through life.

The National Curriculum for RE offers distinctive opportunities to promote children's spiritual, moral, social and cultural development with links to other curriculum areas.

Boothroyd's SMSC Offer

Social	Moral	Cultural	Spiritual
• Teaching of British Values • Breakfast club • After school clubs • Educational trips • Stay and play sessions • Non uniform days/ charity events/ fundraising • Group work • Sanctuary use at breaks and lunch • School council • School Parliamentarians • House captains • House teams • SCARF curriculum • Continuous provision • Social events (celebrations, assemblies, school fairs, coffee mornings) • Working together, socialising, speaking & listening skills • Team building • Sharing • Co-operating with others • Dealing with conflict appropriately PSHE lessons • Managing behaviour-restorative approach • Problem solving • Maintaining links with other schools • Reflecting on feedback from children • Encourage independent skills, allow children to do things for themselves without taking over	• Teaching of British values • Assemblies • Work during SCARF lessons – complete weekly – scenarios – role play – thinking about others feelings • R.E being considerate to others faiths • Reflection time – thinking about how each felt/ how they made others feel • Stories • Whole school expectations/policies • Children understanding difference between right & wrong • Sanctions applied - children being able to accept and explain why • Parent/school partnership to promote positive ethos	• SCARF sessions • British values • RE • Assemblies • Celebrating Eid, Christmas, Easter etc • Sports Day • Sports competitions • Music – ukulele • Poetry – oracy festival • Trips & visits • Sport – football, cricket, inter-school sports • Issues in the community – understand what is happening around us • Interacting with other schools and cultures • Understanding other cultures and beliefs-assemblies	• RE • Assemblies • SCARF • Reflection opportunities • Sensory room • Singing assemblies • Prayer room

SMSC in Geography

Spiritual Development	Moral Development	Social Development	Cultural Development
•Promote a sense of wonder and fascination with human and physical aspects of the world e.g. seasons topic in Y1 and finding out about countries and places different to our own. •Creating an understanding of scale- how small changes in climate can have far reaching consequences. Understand that all life is linked and creates the processes that makes Earth the only habitable planet. •Using Google maps and asking children to imagine what it might be like to live in different parts of the worlds. •By finding out about people in other parts of the world and the way they live, then finding similarities and differences between us. •By developing an interest in our local area and how it can be improved. Children in Year 1 consider the good and bad points about where they live and think about their place in our community	•Exploring and discussing a range of Geographical moral dilemmas. How the development of cities has affected wild-life - How different countries tackle an ever-increasing population - Poverty - Environmental issues •By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment? For example, when considering physical topics such as rivers, flooding, coasts and rainforests. Considering the impact of pollution on the environment •By recognising what is right and wrong and acting upon this in our everyday lives, e.g. year 6 learn about fair trade.	•Considering social responsibility e.g. care for the environment •By exploring sustainability, and how making the right choices in e will have a knock on effect for future generations •Learning about national and international trade links and how this can impact on people and places and understand the concept of sustainable development •Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles	•Children develop their humility and begin to understand that the world is a global community. •Children develop an understanding of the cultural traditions associated with the place they are studying, as well as our own multicultural society.

SMSC in History

Spiritual Development	Moral Development	Social Development	Cultural Development
• By considering how things would be different if the course of events had been different. For example: what difference would it have made if Boudicca's revolt had been successful? • By considering the impact that significant (or over looked) historical figures have had on the way we live now. • By speculating about how we mark important events from history and the people who shaped them. E.g., Why do we remember November 5th? • Looking at local history and investigating the reasons why there is a landmark, building or museum.	• By exploring the results of right and wrong behaviour in the past, e.g., the lives of workers in the time of the Industrial Revolution, Boudicca's revolt, the tomb of Tutankhamen. • By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if…?'; 'What would have turned a tragedy into a triumph?'; 'What is right to?' • By considering different perspectives and showing empathy. Is this evidence reliable? • By considering how historical events show us how we ought to treat one another and teach us how we wouldn't want to behave to one another.	• Encouraging discussions about how groups and communities were organised in the past. E.g. Saxon communities and Egyptian class systems. • Considering social class structures from the past and how they compare today. E.g. The rights of children in the past. Is it right that society looks after children? Does everyone get a fair deal in current times do you think? • Examining how other cultures have had a major impact on the development of 'British' culture. E.g. The influence of the Greeks on the western world, • By encouraging pupils to talk to their parents and grandparents; for example, in year 1 children ask: what was TV like when you were my age? • By developing children's understanding as to why there might be different interpretations to events in history.	• Exploring our local history and understanding some of the influences that helped shape Bradford to be the city it is today. • Studying history from different cultural backgrounds and gaining understanding and empathy for how they may be different interpretations of history. • Examining how other cultures have had a major impact on the development of 'British' culture. • By investigate historical figures who have shaped Britain and/or left a legacy within our culture, e.g., King Alfred and Queen Elizabeth I. • Developing a better understanding of our multicultural society through studying links between local, British, European and World history.

SMSC Impact

How do we monitor SMSC at Boothroyd?

The aim of our SMSC provision is to develop each child holistically ensuring that we take into account their academic progress, personal development, sense of belonging and wellbeing. As a result of our offer, across a child's primary career with us at Boothroyd, we hope pupils will leave us:

- With the ability to successfully articulate their own thoughts and beliefs whilst able to remain respectful of others.
- Have a strong sense of self that supports them in their transition to their next stage of life and education.
- With a broad view of the world, in which pupils will be ready to contribute in a positive manner to society and continue their journey of developing an even greater understanding of the world and people around them.
- Pupils will continue to uphold our school values of Honesty, Excellence, Aspirations, Respect and Teamwork and promote these as member of society.
- Continue to 'shine brightly' in everything that they do.
- Continue to be happy, healthy, resilient and confident.
- Continue to appropriately question new phenomena and to share and seek out new knowledge as they develop in their own world.

We also keep in contact with our community and families due to family members continuing to attend our school. This allows us the opportunity to continue to have dialogues about former pupils and their successes within their new journey.

SMSC descriptors

At Boothroyd, what do we mean by…

Spiritual development:
•Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
•Knowledge of, and respect for, different people's faiths, feelings and values.
•Sense of enjoyment and fascination in learning about themselves, others and the world around them.
•Use of imagination and creativity in their learning.
•Willingness to reflect on their experiences.

Moral development:
•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.
•Understanding of the consequences of their behaviour and actions.
•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 development:
•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.
•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.
•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 development:
•Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
•Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain.
•Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
•Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
•Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
•Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

E-safety
2026 - 2027

E-safety intent

Why do we teach our children about E-safety and keep our children safe online?

As a school, we understand that our pupils will need to understand and have knowledge about staying safe online – this is especially important as we know that our pupils are part of a society whereby social media, and the internet is a pivotal part of everyday life.

As well as understanding the advantages and disadvantages with using online platforms, we want our pupils to live out our school values of 'Respect' by giving them the knowledge and understanding about how they can be respectful and responsible individuals online and know the measures that they can implement to keep themselves and others safe.

E-safety implementation

How do we implement E-safety and keep our children safe online?

At Boothroyd, we have a duty to make sure our pupils understand the advantages and disadvantages of using online platforms, as well as understanding how to keep themselves and others safe.

We do this by:

1. We teach online safety skills throughout the curriculum and aim to foster an environment where children can 'talk and tell.' We provide children with information of where they can seek help if it is needed.
2. Our SCARF curriculum has a key focus on online safety as well as using devices.
3. We teach the majority our computing curriculum through a secure website that we pay for a license to use.
4. Our web browsers have safeguards in place to block inappropriate content this is called a firewall.
5. We have malware and virus software to protect our data.
6. We use encrypted passwords to protect pupil information.
7. We use Purple Mash for our computing curriculum.
8. We use Picture news weekly which often includes E-safety aspects.
9. Online safety policy
10. We allocate Ipads and computers to certain pupils so we can monitor more closely what is being accessed.
11. We offer parent workshops and letters about the use of Social media.

E-safety Impact

How do we monitor E-safety and keep our children safe online?

Through high quality first teaching of Computing, our children will show a secure knowledge and understanding of E-safety and responsible use of internet platforms.

Our children will use technology to collect, analyse and process data and use the internet to locate and interpret information from a variety of sources being aware of bias, inaccuracy and implausibility.

They will use digital technologies in a safe and responsible manner and understand how to respond to risks online.

Wider-opportunities
2026 - 2027

Wider-opportunities intent

Why do we offer wider-opportunities at Boothroyd?

At Boothroyd, we want to ensure that all our pupils have a wide variety of opportunities and experiences that will develop characters, personalities and give pupils skills to be able to succeed in society and become well-rounded citizens. We also want to make sure that we increase our pupils social and cultural capital

We know that the majority of our pupils have limited opportunities and experiences due to cultural and community expectations along with a high level of deprivation which is impacting the access our pupils have to wider-opportunities.

So as school, we have a duty to make sure all our pupils have the same or similar opportunities to those without high deprivation levels or cultural expectations.

Wider-opportunities implementation

How do we implement wider-opportunities at Boothroyd?

We offer rich and varied wider-opportunities for all our pupils at Boothroyd which provide rich learning experiences that enhance our curriculum. These include:

Pupil parliamentarians	7 musts of Focus-Trust	Boothroyd Personal Development passports	Personal Development Curriculum	School competitions	Roles and responsibilities
Leader roles	Visitors in school	School trips	Residentials	Music events	Sporting events
Performances	Community links	Extra-curricular clubs	House captains and Vice captains	Themed assemblies	

We ensure our wider-opportunities are sustainable every year by mapping out our opportunities and continually monitoring our opportunities and adapting where needed.

Wider-opportunities implementation

What are the 7 Musts of Focus Trust and Boothroyd Musts?

As a Trust, in a difficult world for all, we have pledged to increase our social and cultural capital across our schools. We aim to run a golden thread through our curriculums and give the children knowledge through curriculum experiences. Our aim is to give them skills and experiences to thrive in life and prepare the children for their future.

The 7 musts are:

1. First Aid Training
2. A theatre visit
3. Young Voices experience
4. A environmental project
5. A trip to London
6. Organised charity events
7. Bikeability

To further promote our cultural capital, at Boothroyd, we have implemented a Personal Development Passport – this passport compromises of 6 activities per year group, one to be completed each half term.

We plan Boothroyd Personal Development passport weeks, whereby an activity is chosen and completed. For sustainability, these activities are kept the same each year.

Wider-opportunities implementation

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Wider-opportunities impact

How do we monitor wider-opportunities at Boothroyd?

- Monitor the attendance of extra-curricular clubs
- Plan opportunities into our yearly calendar
- Pupil voice
- Monitor PP and SEND uptake of extra-curricular clubs
- Share achievements with the wider school and wider community
- Regularly review our offers

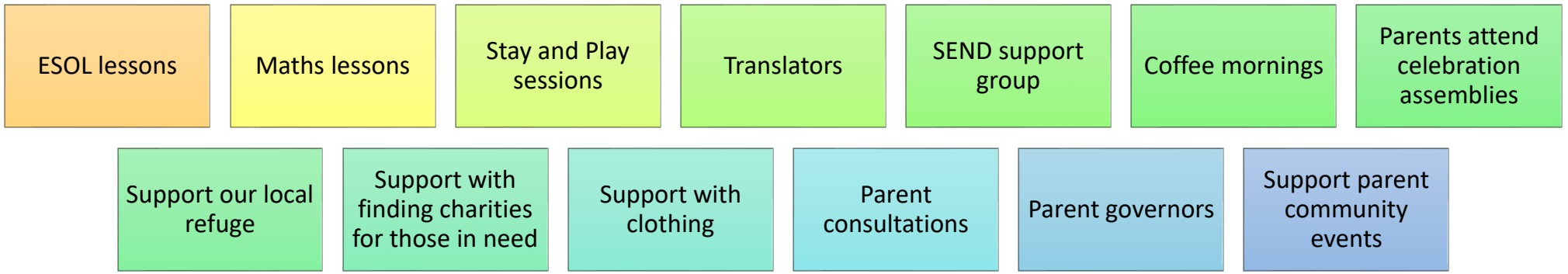
Wider-opportunities impact

How do we support our wider-community?

At Boothroyd, we thrive from developing our rapport and support for our wider-community and this year we have teamed up with Kirklees Community Connect Hub to offer the use of our facilities and to offer support for our local community.

Our key priorities from this work are:

1.To continue to support and further develop our support for our SEND parents.
2.To foster connections within our community and provide assistance and training opportunities to uplift our parents.
3.To create a safe and supportive environment for families who have experienced domestic violence.



Social, Emotional and Mental Health including healthy living.
2026 - 2027

Social, Emotional and Mental Health including healthy living intent

Why do we teach our children about social, emotional and mental health including healthy living?

As part of our Personal Development, we make sure that we provide opportunities for pupils to gain knowledge and understanding about **Physical health and Mental wellbeing** and how they both intertwine.

- Benefits and importance of daily exercise
- Good nutrition
- Sleep
- Self-care and personal hygiene
- Basic first aid
- Benefits of the outdoors
- Use of online platforms – E-safety, online bullying
- Importance of relationships
- Hobbies and interests
- Language and knowledge about normal emotions that everyone experiences
- Prevention of wellbeing problems

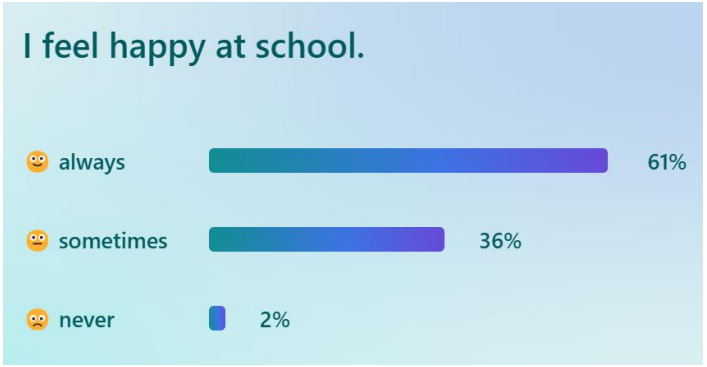
Social, Emotional and Mental Health including healthy living implementation

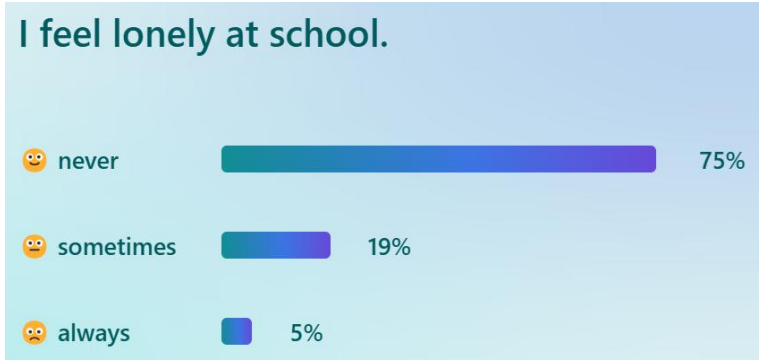
How do we implement healthy lifestyles and mental health?

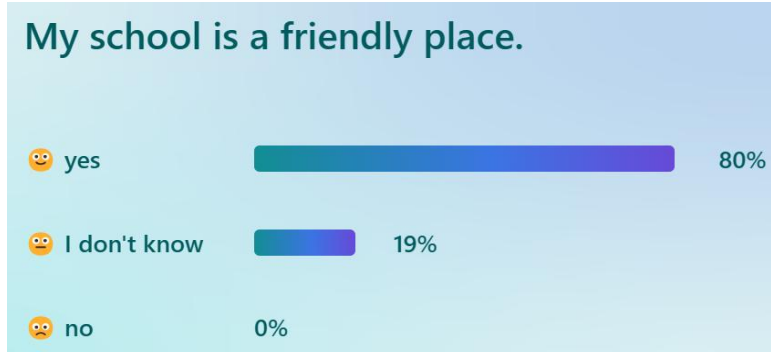
- Breakfast club
- Healthy snacks
- Milk
- Healthy choices for lunches
- Base club
- Living streets
- Zones of regulation – daily check ins
- Zones of Regulation - Curriculum
- ELSA
- The Sanctuary
- Links to outside agencies
- Caring companions/wellbeing
- Extra-curricular clubs
- Counselling or play therapy sessions
- Weekly SCARF sessions
- Mental health assembly focus
- Social interventions – Lego therapy, group sessions (SALT)
- Personal Development curriculum – BSL, Team building, problem solving.

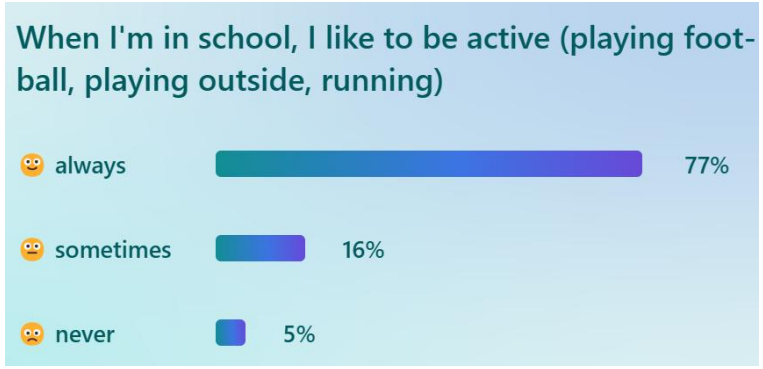
Social, Emotional and Mental Health including healthy living impact

How do we monitor healthy lifestyles and mental health?









Personal Development descriptors

At Boothroyd, what do we mean by…

Citizenship – We aim to develop our pupils knowledge and skills to be able to participate in a fair and inclusive society throughout their lifetime. Areas include diversity, equality, justice and democracy.

British Values – We aim to develop our understanding of British Values by teaching our children about Democracy, Rule of law, Tolerance of different cultures and religions, Mutual respect and Individual liberty.

SMSC – Spiritual, Moral, Social and Cultural.

RSE – Relationships and sex education.

PSHE – Personal, Social, Health and Economic.

Cultural – Ideas, customs and behaviours that we would expect to see in school.

Enrichment – a broad range of opportunities to learn and develop outside of the classroom.

Health, safety and wellbeing – Emotional health, online safety, road safety, personal safety, emotions, social interactions.

Physical Health – Exercise, healthy eating, extra-curricular activities.

Pastoral – emotional, social, physical and mental wellbeing support

Transitions – moving from class to class, moving to another school, moving home, a new teacher, from home to school, from school to home, one lesson to another lesson.