



South Gosforth First School
'Roots to grow and wings to fly'

South Gosforth First School **Personal Development – Progression Plan**

At South Gosforth First School, we are committed to nurturing the holistic development of our pupils through our core values of **kindness, empathy, respect, responsibility and perseverance**. These values are the foundation of our educational philosophy and are integral to every aspect of our school community. Our values sit alongside **British Values**, which include **democracy, the rule of law, individual liberty, mutual respect, and embracing of those with different faiths and beliefs**. Together, these values along with our ethos of 'No Outsiders', creates a cohesive framework that promotes a respectful and inclusive environment, preparing our pupils to be thoughtful and engaged members of society.

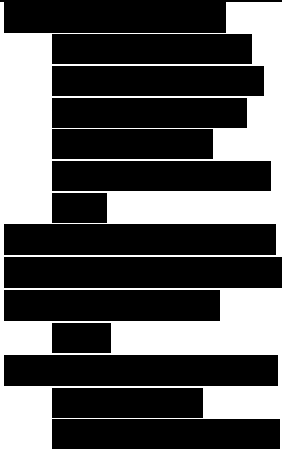
Our curriculum is driven by the principles of **character, culture, creativity and challenge**, which are woven throughout all our educational activities. By embedding these drivers into our curriculum, we aim to develop well-rounded individuals who are not only achieve their full academic potential but also responsible global citizens.

Our Personal Development curriculum is designed to equip pupils with the essential knowledge and skills they need to make informed decisions, build resilience, and develop their character and personality. This curriculum is delivered through a combination of classroom learning, learning outside the classroom, enriching extra-curricular activities and whole school events, all planned to provide a coherent and comprehensive educational experience.

A key component of our approach is our **restorative and relational behaviour policy**, which underpins the behaviours we expect from both children and staff. This policy fosters a supportive and respectful environment where positive relationships can flourish, and conflicts are resolved constructively.

Through our commitment to these values and principles, we strive to create a nurturing and stimulating environment that prepares our pupils for the challenges of the future, ensuring they grow into compassionate, responsible, and empowered individuals. Our Personal Development Curriculum is specifically designed to prepare children for their next stage in their school journey by instilling a strong sense of self-awareness, confidence, and adaptability. By focusing on these areas, we ensure that our pupils are well-prepared to transition smoothly to their next educational phase, equipped with the skills and mindset needed to thrive and succeed.

Curriculum					
EYFS	KS1	KS2	Policies & Ethos	Staff Development	Leadership, Governance & Impact
Core Personal Development Curriculum Subjects					
PSED curriculum Self-regulation Separate from carer without difficulty Seek comfort from familiar adults Understanding their wishes may not always be met Name different feelings Managing Self Following school rules Handwashing Enjoy the responsibility of small tasks Begin to understand healthy food and drink choices Road safety and using scooters and bikes Building relationships Sharing and take turns in play Confidence in talking to other children in play Begin to understand qualities needed in a friend Introduce 'belonging' to a group.	PSHE and RSE curriculum Relationships Who takes care of me? How do I keep safe? How can I be polite to others? What makes a good friend? What can I do if I'm worried or uncomfortable? What is the same and different about us? Living in the wider world Why do we have rules? How can I stay safe online? What do I like and what am I good at? What are my roles and responsibilities? What do we use the internet for? What is money used for? Health and Wellbeing How can I look after my body? Who can help me if I'm worried? What makes me special? What things are important to make me feel good? How do I feel safe at home and outside?	PSHE and RSE curriculum Relationships What makes a family? What can we do about bullying? Why is respect important? How can I be a good friend on and offline? When is it ok and not ok to keep secrets? What is diversity? Living in the wider world Why do we have rules and laws? How can I identify what is safe and unsafe online? What jobs can I do in the future? What makes a community? What should I share online? How can I look after my own money? Health and Wellbeing How do choices affect my health? What can I do when things don't go well? How can I stay safe in a new place? How do I change as we grow? Can medicines be harmful?	- Gosforth Gateway document aids transition between middle school by demonstrating the end point of progression by the time the pupils leave us in year 4. - Curriculum documents plot progression through the year groups. - Subject leader overviews demonstrate the intent of the subject, how it is implemented in the classroom and how the subject leader monitors the impact. - Curriculum provision is regularly reviewed with subject leader and deputy headteacher. - The PHSE and RSE curriculum is shared by SLT via Zoom with parents each year.	- Membership of PSHE Association - Subject leader time to develop and measure the impact of the curriculum - Subject leader networks across the GST - Staff circles offer opportunities to problem solve issues arising around curriculum areas. - Curriculum leaders meet with the deputy headteacher to discuss next steps and action planning.	

Wider Personal Development Subjects					
Communication and Language Listen to other people's talk with interest Understand simple instructions Understand simple questions Develop pretend play Take turns in conversation Physical Development Develop different ways of moving Travel with confidence Have an awareness of space Experience a range of ball games, gymnastics and dance Understanding the world Show an interest in the lives of people who are familiar to them Respect differences - talk about the lives of people around us Show care and concern for living things in the environment Recognise that people have different beliefs	RE Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about examples of co-operation between people who are different and respond with thoughts and ideas Find out about questions of right and wrong and begin to express their ideas and opinions in response. PE Master basic movements including running, jumping, throwing, and catching, as well	RE Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including, e.g., reasoning, music, art and poetry. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. PE Develop flexibility, strength, technique, control, and balance through athletics and gymnastics	- Gosforth Gateway document aids transition between middle school by demonstrating the end point of progression by the time the pupils leave us in year 4. - Curriculum documents plot progression through the year groups. - Subject leader overviews demonstrate the intent of the subject, how it is implemented in the classroom and how the subject leader monitors the impact. - Curriculum provision is regularly reviewed with subject leader and deputy headteacher.	- Subject leader time to develop and measure the impact of the curriculum - Subject leader networks across the GST - Staff circles offer opportunities to problem solve issues arising around curriculum areas. - Curriculum leaders meet with the deputy headteacher to discuss next steps and action planning.	

	as developing balance, agility, and coordination Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns	Play competitive games and apply basic principles suitable for attacking and defending Take part in outdoor and adventurous activity challenges both individually and within a team Children have the opportunity to take part in competitions that are city wide or trust wide in football, archery, athletics, tennis and gymnastics.							
Curriculum Enhancements									
Launchpad for Literacy - Framework helps identify specific skill gaps in foundational knowledge of language and communication - Incremental steps support development of skills needed for personal development - Interventions are integrated into everyday teaching and continuous provision. Oracy Development SHREC approach implemented in Early Years SGFS Oracy progression document and associated Oracy Policy demonstrates the approaches that we take across school to the direct teaching of Oracy and our expectations in this area, including vocabulary and specific sentence stems which our children will use in each year group across the curriculum in order to promote effective communication, speaking and listening skills. This sequential and progressive approach to Oracy also enhances our pupils’ understanding and ability to think about their learning and articulate their ideas clearly. OPAL Opal is seen as a part of the whole school curriculum Play zones are carefully planned based on the children’s emerging and changing needs A range of different types of play are always offered, based on Bob Hughes 16 types of play			No Outsiders The school is a ‘No Outsiders’ school. Every year group takes time in PSHE lessons to explore 2 high quality texts per half term that explore different themes around different elements of equality, diversity and inclusivity. - The assembly schedule shows that each half term will have at least 1 assembly based around either a No Outsiders text, image or news story to encourage thinking and discussion. - Opal Play Policy details the importance of play and the impact it has on children’s physical and mental health.			- Literacy coordinator delivered SHREC and Launchpad training across 2024-2025 - Literacy coordinator and deputy headteacher attended Launchpad for Literacy CPD across the academic year 2024-2025 - All staff attended Outdoor Learning training - Oracy Training - Staff Meetings (Throughout 2026-2027)			

Careers Throughout the year each year group will have a range of visitors that are linked to different areas of the curriculum. Staff use these opportunities to explore careers linked to the subjects pupils are studying. There is an annual Aspirations week where parents and local community members are invited in to talk about their career, their workplace, how they got into their line of work and what they love about their careers. During this week, children are invited to think about their own career ambitions and what they need to do to achieve this dream. Each year group is allocated different jobs around the school, from working in the office, to carrying out cleaning and dinner supervisor roles. North East Combined Authority Careers project 2025-2026 linked to Gatsby Benchmarks implemented. NHS Careers Programme also accessed. Opportunities for the exploration of careers provided for pupils across curriculum subjects so that pupils are able to identify why the learning is important and how this translates to real-life contexts. PE Healthy Active Lifestyle team works with each year group to teach the children games and activities that they can use in their independent play times 2 staff from Lee Sterry Sports Coaching attend school lunch times twice per week to support our children to lead team games and develop play provision. Extra-curricular clubs are available to all pupils across all year groups. Clubs include: Football, multi sports, tennis, Tae Kwon-do, dance. Huge focus on staff training in P.E and Sports delivered each half term in 2025-2026 from Local Authority (through Gold SLA). New P.E Curriculum also places additional focus on fundamental skills – These skills (taught as part of P.E Curriculum) are applied by pupils during their play / lunch times Curriculum enhancements are delivered in lesson time by sports specialists from local sporting clubs. Early years: Multi skills sports with Lee Sterry Sports Coaching Year 1 and 2: Tennis with Northumberland Tennis Association Year 3 and 4: Tag rugby with Newcastle Falcons, cricket with South Northumberland cricket club	• Careers Education Policy • PE yearly calendar of events • Oracy progression document details how Oracy is developed across each year group in school.		
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Sports Week takes place annually with each Key Stage having an afternoon of Sports Day activities. Children compete in their family group teams. The Year 4 sports ambassadors create warm ups for the whole school to do each morning of sports week and demonstrate them to the wider school community. Community events such as the Park run and Cancer run take place annually.			
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Assemblies

Assembly schedule shows that each half term has at least 1 safeguarding assembly.
Specific events are also covered in assemblies such as:

- Anti-bullying week
- Internet safety week
- NSPCC Speak out Stay safe
- Sun safety
- Road safety
- Stranger danger
- Metro safety

External Partners

The school invites different agencies in to deliver specific workshops around such as:
NSPCC – ‘Speak Out, Stay Safe’ programme
NSPCC PANTS sessions
Dog safety (Dogs Trust)
NEXUS Metro Safety
Water Safety

Education Solutions
(February 2026)

digital literacy in
computing curriculum



Spiritual, Moral, Social & Cultural Development, Emotional Literacy & Wellbeing					
EYFS	KS1	KS2	Policies & Ethos	Staff Development	Leadership, Governance & Impact
Restorative & Relational Practice					
- Training provided to all staff in EYFS around R&R practice and how this should look for pupils in Nursery and Reception. - Specific elements of Entry and Exit Circles are delivered in Nursery and Reception in an age-appropriate and accessible way ('Talking Piece', turn taking, relational language, introduction to active listening) - Restorative Behaviour Policy introduced in EYFS with dual coded display which is referenced daily – Nursery focus on the use of 3 focused 'Green' areas with symbols. Reception introduce all 3 traffic light colours and dual coded symbols linked to the policy.	- Training provided for all staff in KS1 around R&R practice and how this should look for pupils in Y1 and Y2. - Short Entry and Exit Circles are introduced in Y1, which omit 2 of the stages. Language structures and sentence stems are introduced linked to relational practice ('I understand you because...'). Y2 deliver full Entry and Exit Circles with an additional set of relational sentence stems introduced. - Restorative Behaviour Policy fully implemented with dual coded displays. TEARR approach used to deliver daily behaviour management of incidents.	- Training provided for all staff in KS2 around R&R practice, how this should look for pupils in Y3 and Y4 and how this progresses from KS1. - Full Entry and Exit Circles are delivered in Y3 and Y4 and pupils are taught specifically to both broaden and deepen their responses to each other in order to further cultivate a restorative and relational ethos. - Restorative Behaviour Policy fully implemented. All children in KS2 can actively identify Green, Amber and Red behaviours and can articulate associated consistent follow up actions for each of these.	- A Restorative Approach to Positive Behaviour Policy was introduced in 2022. - R&R practices have then informed our PSHE and Relationships and Safeguarding Policies. - Restorative and Relational Practice approaches, including Entry and Exit Circles were introduced in Summer Term 2024. - Restorative and Relational approaches and the rationale for implementing these have been shared with the parent and carer community. Restorative and Relational approaches used with SGFS parents and carers from Autumn Term 2024.	- Head Teacher and Deputy Head Teacher trained in Restorative and Relational Practice over the course of a year. Work alongside staff from Carr Manor School, Leeds and CPD accessed to see this in practice. - Staff trained in Problem Solving and Sharing Circles throughout Spring and Summer Term 2024 by RA to enable them to deliver these on a Monday morning and Friday afternoon. Additional training provided by Sarah Brook (Educational Psychologist) on theory behind circles, effective practice, check ins, community builders, solution circles and check outs on Wednesday 19th of March 2025.	
OPAL Provision & Platinum Award					
Early Years staff provide careful explicit teaching for how to use resources to play effectively with	Pupils in KS1 are empowered to access and fully explore all OPAL activities at lunch times in	Pupils in KS2 are enabled to fully access the OPAL Play offer completely independently and	- OPAL Play Lead in place (Lindsey Pemberton) - SGFS Play Policy developed and	All staff have received extensive training from OPAL team (Andrea Caine) on how to develop play	

each other in the EYFS outdoor area. They use weekly 'Relational Play' interventions (trained by Educational Psychologist) based around PSED in to enable our children to take turns, share resources and develop relationships and ability to empathise with each other. Our pupils in Reception access OPAL provision in the main playground with the older children. They are supported by EYFS staff using 'Relational Play' interventions and access some adult-led games and tasks outside with arrange of children from across school.	the playground, nature garden, school field and den building areas, as well as in the wheeled play area and MUGA. Additional adult support is provided for children in KS1 to support, model and chaperone the play, where this is needed, as well as to manage the level of risk.	navigate these opportunities with minimal adult-led support (with the exception of some pupils who require this). - Pupils access a broad range of areas, develop a range of skills and manage their own risk accordingly. - Year 4 'OPAL Play Leaders' are in place who support other children across school to access OPAL activities and games.	implemented across school. Staff across school have developed working risk-benefit assessments, which are constantly reviewed and updated (based upon a range of factors like weather and pupils' needs)	opportunities for pupils, manage risk and support pupils' independence. - Additional training on outdoor play experiences delivered by 'Green Spaces' (October 2025) - OPAL Action Plan constantly adapted and refined as a working document. - Parents and Carer sessions delivered for OPAL in 2025 and 2026.	[REDACTED]
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Targeted Pupil Wellbeing & Emotional Literacy Support					
• Opportunities to develop PSED fully implemented within Nursery and Reception provision, through the use of adult modelling and as part of 'Busy Play' continuous provision. • 'Relational Play' interventions for specific children with identified areas of need are delivered throughout the week (planned and overseen by senior staff).	• From KS1, children assessed using 'The Boxall Profile' to identify specific strengths and areas of development in pupils' social and emotional profile. • Boxall profile assessments are then used to inform 'Nurture Groups' based on specific areas of need. These are delivered once or twice per week by fully trained members of staff. These sessions are planned and overseen by the Nurture Group Leader (Rachael Blackburn). • Progress of these identified pupils is measured by re-assessment using 'The Boxall Profile' once per term. Pupils who have made sufficient progress in their identified areas can then be taken out of Nurture Groups and new groups are then established. • Nurture principles and approaches are also used as part of general classroom provision.	• KS2 pupils are also assessed using 'The Boxall Profile' to identify specific strengths and areas of development in pupils' social and emotional profile. • 'Boxall Profile' assessments are then used to inform 'Nurture Groups' based on specific areas of need. These are delivered once or twice per week by fully trained members of staff. These sessions are planned and overseen by the Nurture Group Leader (Rachael Blackburn). • The 'Time to Talk' programme is also delivered to identified pupils in KS2 to develop their emotional literacy and offer therapeutic approaches to supporting worries and anxieties. • 'Boxall Profile' reassessments each term enable staff to gauge progress of our pupils.	• 'Nurture and Emotional Wellbeing Support Policy' created and adopted in Summer Term 2024. • Play Policy adopted in June 2023 • Restorative Approach to Positive Behaviour Policy • SEND Policy and Information Report • Safeguarding Policy • Bereavement Policy • Boxall Assessment Approach • LAC Policy	• 3 staff members have been fully trained in using 'The Boxall Profile' and Nurture Groups by 'Nurture UK'. These staff members are planning, overseeing and delivering nurture sessions. • All staff have been trained in nurture principles within classroom provision in 2025. • All staff have been trained in using 'The PACE Approach' by Sarah Brook (Educational Psychologist) • All staff have been trained in Restorative and Relational Practices and approaches by Sarah Brook (Educational Psychologist) (Spring Term 2025 and 2026)	• [REDACTED]

- School Counsellor, Janice Butterworth, is employed by school to deliver tailored 'Play Therapy' approaches for identified pupils in EYFS, KS1 and KS2. These pupils may have recent experience of bereavement or other significant trauma, which requires specialist support. - Janice works alongside school staff and parents / carers to gauge an understanding of pupil's needs and puts together therapeutic approaches of support. - Pupils accessing this support is reviewed periodically and new pupils are allocated a space to work with the school counsellor when appropriate.		'Nurture and Emotional Wellbeing Support Policy' created and adopted in Summer Term 2024.	N/A	[REDACTED]
'Ways to Wellbeing' training sessions for parents and carers are provided by 'Children North East' every term in school. These sessions focus on a range of different topics, which are linked to specific areas identified as being pertinent to our cohort of children and their families. Areas previously covered include: Brain Development (Child & Adolescent), Anxiety, Depression, What is Mental Health, Communication & Conflict, Eating Disorders, Inclusion, School Avoidance and Wellbeing & self-care. These sessions are designed to provide training for our families to support their children with these issues at home and work alongside school to put appropriate strategies in place.		N/A	Staff members work alongside 'Children North East' trainers to ensure that support strategies suggested are also known by school staff.	[REDACTED]
SEMH Team - 'Noticing Nature' Programme To provide opportunities for pupils in Key Stage 1 to access observation activities in nature to support their emotional regulation		N/A	3 staff from Key Stage 1 fully trained to deliver the programme. They work alongside SEMH Team to ensure that approach is validated and effective.	[REDACTED]
- Outdoor learning opportunities explored in Nursery and Reception to develop skills of turn taking and socialisation skills as part of continuous provision. 'Little Explorers' Outdoor Learning Day focusing on Personal, Social and Emotional Development (as this is an area where we feel our pupils need a lot of support)	'Forest School' activities are delivered once per week outside on our school grounds by our fully trained, Level 3 Forest School Leader, Jane Milnes. 'The Boxall Profile' is used to identify socialisation needs in a specific group of around 10 KS1 & KS2 pupils – This identifies clear areas of focus and development to be addressed in forest school planning and activities facilitated. - Sessions are evaluated and reviewed every half term and this information is used to inform subsequent planning. The children who have take part are also re-assessed using 'The Boxall Profile' in order to clearly measure the impact of the sessions. - PSED Skills in EYFS pupils are evaluated and assessed termly to gauge impact of 'Little Explorers' provision.	'Nurture and Emotional Wellbeing Support Policy' created and adopted in Summer Term 2024. - Long Term and Medium Term Plans clearly identify areas of focus for EYFS outdoor learning provision.	Outdoor learning and 'Forest School' training accessed bi-annually by Forest School Leader and Head Teacher through Scotswood Gardens (The Breeze Project).	[REDACTED]

• 'National Wellbeing Award for Schools' programme was actioned over the course of 2 academic years (2022-2023). As part of this process, a number of initiatives to support pupil wellbeing (as well as staff and community wellbeing) were developed. A 'Wellbeing Change Team' was created and Pupil Voice featured heavily in the development of this provision. As a result, a number of initiatives were added to SGFS provision, including: Wellbeing Stations, Wellbeing Champions, assigned staff delivering daily check ins and providing pastoral care to specific pupils.	• 'Nurture and Emotional Wellbeing Support Policy' created and adopted in Summer Term 2024.	• All staff involved in a number of training sessions and developing a whole school wellbeing action plan to support pupils.	• [REDACTED]
• Zones of Regulation – This is a whole school approach which has been implemented from Reception to Year 4. All classrooms have consistent displays and use consistent terminology and language to support emotional literacy. All pupils can explain the zone which they are in and / or which zone they would like to be in and strategies which they can use to get there.	• 'Nurture and Emotional Wellbeing Support Policy' created and adopted in Summer Term 2024. • PSHE & RSE Policy	• All staff involved in training from Local Authority SEMH Team and PSHE Leader has also provided staff training and resources. This is also part of our PSHE curriculum.	• [REDACTED]
• <u>Additional outside agency support for pupil wellbeing procured through:</u> • Private Educational Psychologist, Sarah Brook – Sarah has worked with and written a number of reports for specific pupils to identify key strategies to support pupil wellbeing and approaches to develop self-esteem and resilience (through trauma and attachment informed approaches). • Private School Nurse, Bernie Mein (Monthly Visits) – Nurse Bernie has worked with families and pupils from across school to support with a range of issues, including sleep, diet, self-confidence, behaviour and navigating friendships, as well as many other areas. • The Local Authority SEMH Team (Amanda Barrass & Megan Powell) – The SEMH have worked alongside 4 families across school to support with emotionally based school non-attendance, anxiety, stress and 'Zones of Regulation'. • 'Ways to Wellbeing' Team – This team have worked alongside parents, carers and pupils to offer support with managing conflict, neurodiversity, managing mental health and brain development.	• 'Nurture and Emotional Wellbeing Support Policy' created and adopted in Summer Term 2024.	• Training from Educational Psychologist delivered to whole staff on trauma and attachment informed approaches, developing restorative and relational strategies (through circles) and supporting pupil wellbeing. The Ed Psych team also delivered support for EYFS staff on 'Relational Play' interventions. • The SEMH Team delivered training for senior leaders on 'Zones of Regulation'.	• [REDACTED]

Additional Strategies to Support SMSC				
Pupils in Early Years have access to twice weekly restorative circle sessions (Monday and Friday) linked to specific and topical areas and identified needs in the class. In addition, pupils access OPAL assemblies and attend the weekly whole-school Values Assembly to ensure that they understand how our school values are lived by pupils across school – These values are referred to frequently as part of classroom provision.	Pupils in Key Stage 1 and Key Stage 2 access twice weekly restorative circle sessions (Monday and Friday) linked to specific identified areas of need within the class – The idea of these circle sessions is to further develop and strengthen relationships between children in the class. Pupils in Key Stage 1 and Key Stage 2 access assemblies every day of the week based upon identified areas of focus on the annual assembly schedule – This breaks up assembly themes in to ‘Safeguarding’, ‘Wellbeing’, ‘No Outsiders’, ‘SGFS / British Values’, ‘Festivals and Special Events’. Pupils also access a weekly values assembly, alongside parents and carers of pupils who are being celebrated with certificates that week for demonstrating our school values. This demonstrates how our values are lived in school every week.	• Termly / Annual Assembly Schedule, including weekly areas of focus • Restorative and Relational Practice Policy • Restorative Approach to Positive Behaviour Policy • PSHE & RSE Policy	• Staff have all been fully trained in Restorative and Relational Practice approaches across school • The assembly schedule and areas of focus are carefully planned and shared with staff – Suggestions for assembly inputs are shared with staff by the DHT	• Pupil Voice feedback linked to assemblies and their impact: • SIP and Governor feedback on assemblies and their impact
RE and World Views – 3 weekly teaching pattern and circle time delivered	RE is taught weekly in KS1 and KS2 Assemblies based upon RE and World Views (including special religious festivals and events) are delivered to KS1 and KS2 once or twice per half term Links to RE and cultural significance are identified on curriculum documents Pupil Voice is used to gather awareness of world views, ‘No Outsiders’, Culture and difference every 3 weeks – Feedback from this informs provision and spaced retrieval practices across school.	• RE Curriculum documents • Assembly Schedule • RE Syllabus (Newcastle)	• Staff meetings for RE – Ongoing throughout 2025 and 2026 • RE Lead working with Specialist Teachers and Governors – Throughout 2025 and 2026	• RE Governor Feedback • RE Subject Monitoring • RE Pupil Voice

EAL Provision – Bells Assessment. Small group work with staff delivered daily. Use of ‘Race to English’ (Stage 1) 1:1 work. Use of vocabulary cards for language acquisition.	In Year 1 to Year 4, EAL pupils are supported by use of the ‘Race to English’ programme as a 1:1 intervention. Bells Assessments completed for pupils. iPads and google translate application are used for ease of communication between staff and pupils. ‘Functional Phrases’ are taught to pupils using key vocabulary cards to enable them to communicate their immediate needs – This then progresses on to more complex phrases once these are embedded. EAL pupils assessed on Insight system using Bell Foundation Assessment Criteria. Individual Pupil Profiles created which outline key strategies of support for these pupils.		EAL Policy	- Training from Verity Groot and Shelley Purchon (EAL Specialists) delivered in 2025 and 2026 around support for EAL pupils in the classroom. - Diversity Coffee Morning with interpreters for EAL families to learn more about school life and share feedback about their children – Summer Term 2025 and 2026	[REDACTED] [REDACTED]
Pupils in EYFS are offered additional ‘Stay and Play’ sessions before starting at SGFS during the Summer Term of the previous academic year. These sessions are also attended by parents and carers initially and then pupils attend additional sessions on their own once they have got to know the staff and the classroom environments. Pupils in EYFS attend 2 ‘Transition Mornings’ at the end of the academic year (July) to attend their new classes, meet their new teachers and teaching assistants and get to know some of the new children in their new ‘mixed classes’	Pupils in KS1 attend 2 ‘Transition Mornings’ at the end of the academic year (July) to attend their new classes, meet their new teachers and teaching assistants and get to know some of the new children in their new ‘mixed classes’ Classes are mixed at the end of every academic year in order to build pupils’ resilience and encourage them to make friends with a wider social group.	Pupils in Year 3 attend 2 ‘Transition Mornings’ at the end of the academic year (July) to attend their new classes, meet their new teachers and teaching assistants and get to know some of the new children in their new ‘mixed classes’ Classes are mixed at the end of every academic year in order to build pupils’ resilience and encourage them to make friends with a wider social group. Pupils in Year 4 attend 2 full ‘Transition Days’ at our official feeder school, Gosforth Central Middle School. Staff from the middle school also run ‘Getting to Know You’ sessions and answer pupils’ questions about their new school (similar	Transition Policy	Senior Leaders and key Staff work closely alongside staff from other GST schools to create a consistent transition plan / strategy which meets the needs of all pupils.	[REDACTED] [REDACTED]

Classes are mixed at the end of every academic year in order to build pupils' resilience and encourage them to make friends with a wider social group.		arrangement for non-official feeder schools). Pupils with SEND or other additional needs attend a number additional sessions at Gosforth Central Middle School to familiarise themselves with key staff and the school environment. Specific identified pupils in Year 4 are put together in a 'Transition Group' (typically 8 children). These children work with the SEMH team from the local authority and access weekly sessions around transition to middle school in order to alleviate their anxieties and ensure that this process runs smoothly.			
PSHE & RSE Curriculum	Please see PSHE & RSE in 'Curriculum' section of website				
2 children from each class from Reception to Year 4 are voted on to the school council each year. The children chosen take on this role for one academic year. As part of this role, they meet with Mr Adams once every 2/3 weeks on a Thursday lunch time. During this meeting, school council set their own agenda and discuss what they would feel is important, based upon feedback from the other children in their class / year group. Year 4 school councillors sometimes chair the meeting and take feedback from the children and sometimes Mr Adams chairs the meeting. The school councillors learn about British Values and the rule of democracy and take votes to represent the children in their classes, not for themselves. School council are also often involved in the appointment process of new staff members and also decide on which charities and causes which school, should raise money for and how this should happen. They also get involved in projects to develop the local environment (eg, tree planting - a cause which is currently very important to them). The Y4 children are currently involved in chairing school council meetings.	School Council Charter and Statement	N/A			

'Relational Play Groups' are set up in Nursery and Reception in order to model effective social interactions, turn-taking and communication amongst peers – EYFS staff facilitate these sessions and have all accessed training from the Educational Psychologist Team	Playground Buddies are appointed in Year 1 and 2 to support other KS1 children outside if they feel that they don't have anyone to play with. Children would go to the allocated 'Buddy Stop' and a Playground Buddy will support them to find a friend and / or play a game with these children.	Playground Buddies are appointed in Year 3 and 4 to support other KS2 children outside if they feel that they don't have anyone to play with. Children would go to the allocated 'Buddy Stop' and a Playground Buddy will support them to find a friend and / or play a game with these children. In addition, Year 4 children are given the additional responsibilities to act as 'OPAL Play Leaders' who support other children across school to access OPAL activities and games.	• Play Policy (including Playground Buddies and OPAL Play Leaders) • Restorative and Relational Practice Policy	• Staff and children provided with Playground Buddy training from the Local Authority – Summer Term 2025 and Autumn Term 2026. • All staff have received ongoing extensive training from OPAL team (Andrea Caine) on how to develop play opportunities for pupils, manage risk and support pupils' independence. Platinum re-accreditation achieved in July 2026. • Additional training on outdoor play experiences delivered by 'Green Spaces' (October 2025) • OPAL Action Plan constantly adapted and refined as a working document. • Parents and Carer sessions delivered for OPAL in 2024 and Summer 2025.	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
A range of trips, visits and visitors linked to special places of cultural and religious significance are planned out throughout the school year and across year groups to ensure that there is adequate spread and coverage of different faiths and areas of focus (please see year group curriculum enhancement documents)			• Year group curriculum enhancement documents • Educational Visits Policy	• Annual staff training session delivered to map out enhancements across the academic year and across year groups to ensure that there is coverage of different cultural and religious themes.	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

<u>Additional Causes and Charities</u> Every year our school council identify specific causes and charities who they feel that it is important that we support and potentially raise money for as a school. As a result of this, our children and families have recently supported / raised money for: • 'Under One Sky' – Homeless Charity • Newcastle West End Food Bank (Harvest and Reverse Advent Calendar) • 'Daft as a Brush' Patient Cancer Support (The Freeman Hospital) • Cancer Research • Children in Need • Comic Relief • North East Community Forest Association (Tree Planting at Quarry Park) • Craghall Care Home (Year 2 and Year 4 Visits)	• School Council Agenda and Minutes • Community Cohesion Action Plan	• N/A	
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'Cultural Capital' Initiatives & Extra Curricular Activities					
EYFS	KS1	KS2	Policies & Ethos	Staff Development	Leadership, Governance & Impact
Curriculum Enhancements					
<u>Arts Provision and Working with Cultural Agencies</u> At SGFS we believe in the importance of working with Arts and Cultural organisations in order to enable all of our pupils to access the world around them in their own unique ways and express themselves creatively. We don't believe that these provisions should be seen as 'add ons' but that they should lie at the heart of our curriculum in order to enhance our pupils' learning experiences and provide creative ways to help them learn about who they are and what they think. In addition, we believe that working with professional artists on dance, drama, music and visual arts projects supports our pupils' self-esteem, confidence and belief in themselves. <u>Over the last 2 academic years, SGFS has worked with the following artistic and cultural agencies on creative projects:</u> • balletLORENT - Year 4 Fairytale Dance Project • The Royal ballet and Royal Opera • Newcastle Cathedral Chorister Singing Project • Kema Kay – Artist, Poet and Rapper - Y2, Y3 and Y4 – Forum Theatre Work • Live Theatre – Year 1 to Year 4 Creative Writing Project • Northern Stage • Unfolding Theatre – 'No Voice Too Small' Oracy Project (Year 4 – Delivering speeches in The Council Chambers in Newcastle) • John Quinn Multi-Disciplinary Artist (Year 3 Project over 2 terms on 'Play') • Star and Shadow Cinema • Chimney Sweep Drama (KS1 and KS2 groups throughout the year) • GLOW! Newcastle Cultural Education Partnership • New Writing North • Voices of Virtue Gospel Choir • 'Hold The Drama' Music Workshop (All Pupils) • Gosforth Civic Theatre – Frida Kahlo Project • London Ballet Company • The Laing Art Gallery – Visual Arts Project (Reception to Year 4) • The Baltic • Hatton Gallery • North East Museums			• Creative Practice and Arts Provision Policy	• Members of staff have worked closely alongside staff delivering these projects in order to develop their own creative practice	• [REDACTED]

Pupils from Reception to Year 4 have worked closely with the team from the Laing Art Gallery (facilitated by our Art & Creative Practice Lead, Julie Dibb) on an Arts Ambassadors Project. This entails our pupils from across school attending The Laing Art Gallery and also working with staff from the gallery in school on various projects and activities (eg, 'Take One Picture') to encourage our pupils to appreciate and carefully analyse and interpret various pieces of art.			Creative Practice and Arts Provision Policy	Staff training delivered by The Laing Gallery team over 2 staff meeting slots (linked to getting the most from the gallery and 'take One Picture')	[REDACTED]
Annual curriculum enhancement documents specifically identify the trips, visits and other enhancements over the course of the academic year for each year group. These documents ensure coverage and progression in each area of learning across the academic year. <u>EYFS enhancements include:</u> - Autumn walks - Christian Church visit - Farm Visit - Allotment visit - Northern Stage visit - Zoo Lab visit in to school - Visit from PC Selwyn - Laing Gallery visit - Harvest performance	Annual curriculum enhancement documents specifically identify the trips, visits and other enhancements over the course of the academic year for each year group. These documents ensure coverage and progression in each curriculum area across the academic year. <u>KS1 enhancements include:</u> - Geography field trip to Gosforth - Botany trip - Visit to the Synagogue - D&T parents workshop - Primary Engineer workshop - Whitley Bay Coastal trip - Visit to the Mosque - Quayside visit - Centre for Life visit - Sunderland Winter Gardens visit - North East Land Sea and Air Museum - Northern Ballet visitor	Annual curriculum enhancement documents specifically identify the trips, visits and other enhancements over the course of the academic year for each year group. These documents ensure coverage and progression in each curriculum area across the academic year. <u>KS2 enhancements include:</u> - Stone Age workshop - Newcastle Keep visit - Great North Museum visit - St Nicholas Cathedral visit for singing performance - Botanical Gardens visit - Hindu Temple visit - Newcastle University visit - Rocks and Soils - Arbeia Roman Fort visit - Robinwood Residential visit - Buddhist Temple visit - Climate and Biomes visit - STEM engineer workshop	Annual Year Group Curriculum Enhancement Coverage documents	Staff meetings are allocated at the beginning of every school year to put the enhancement documents together to ensure progression and coverage across the academic year in each year group	[REDACTED]

Pupils in Nursery and Reception take part in an annual Nativity performance at the end of Autumn Term. During this performance they act, dance and sing and re-enact the Christian Nativity Story for EYFS parents and carers. Pupils in Reception take on the main acting roles, supported by the children in Nursery who sing alongside them.	Pupils in Year 1 and Year 2 deliver their performance at the end of Summer Term. This varies from year to year and involves the children singing, dancing and acting for parents and carers. Year 2 children take on the lead roles, supported by Year 3 pupils with the singing of communal songs.	Pupils in Year 3 and Year 4 deliver their performance at the end of Spring Term. This performance has a lot of complicated dialogue and is delivered in full costume with backing tracks, sets and stage directions. Year 4 children take on the main acting roles, with the Year 3 children supporting with the singing of communal songs. Pupils in Year 4 also help to create and perform their Leavers Assembly at the end of the Summer Term.	SGFS Enrichment Offer document	N/A	
<u>Careers & Aspirations Education</u> Pupils from Nursery to Year 4 take part in various activities linked to their dreams and aspirations and start to think about their own skills and strengths and how these may apply to their career when they are older during our annual Aspirations Week in Summer Term. During this week, we have a number of visitors who come in to school to talk about their current career roles, what these roles entail and the journey that they have been on to get to this point. This enables our children to ask questions, exposes them to a range of careers which they may never have heard of before and encourages them to start and think about their own futures. Alongside this, school are taking part in a project with North East Combined Authority on Careers Education which uses 'The Gatsby Benchmarks' to audit our current careers provision and identifies where we need to place more focus and give our children more opportunities in this area.			Careers Education Policy / Progression Plan (Aspirations Week Plans)	Staff leading on the careers project in school attended extensive training on this throughout 2025 and 2026.	

<u>Whole School Enrichment Offer</u> At South Gosforth First School, we believe that all of our children should be entitled to access a wide variety of opportunities and experiences throughout their time in school. In addition to this entitlement for all, we also see the value in augmenting our curriculum offer with a range of additional special opportunities and experiences which give our children the chance to explore what they enjoy and what they are good at. Our pupils will be given the opportunity to: • Take part in a school play or performance • Learn an instrument (recorder, violin, guitar, keyboard / piano) • Sing in a concert • Be a part of the School Council and contribute towards important decisions for school • Work with a professional artist, actor, author or poet • Join the school choir • To speak confidently in front of a large group of people • Learn and play in an engaging outdoor environment • Share our feelings about different topics and events across the world • Build dens outside • Take part in debates about issues which are important to us • Learn about the different religions, races, cultures and families in our school and across the world • Compete in a competitive sporting event • Learn Spanish throughout KS2 • Apply knowledge and skills that we have learned in a range of meaningful contexts • Plant fruit and vegetables in the school allotment • Cook and create healthy foods, learn how to make healthy choices and understand where our food comes from • Design and create products for different purposes • Attend a residential learning experience in Year 4 to Robinwood • Make meaningful contact with children in other parts of the country and world to develop 'Cultural Capital' • Work alongside other children from across the Gosforth Schools Trust • Go on a range of school trips where we learn about our locality and people from the past • Fundraise for charities which are important to us and to raise money for things we need in school • Take part in a range of extra-curricular clubs to develop interests in sport, dance, debating, music, art, ICT, crafts and cooking.	• SGFS Enrichment Offer document	• Document and offer to be reviewed annually in conjunction with staff	
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<u>Additional 'Cultural Capital' Initiatives</u> • 'Leaders for Impact' Programme: Royal Ballet / Royal Opera - Senior leaders are taking part in an intensive round of CPD to develop whole-school approaches to creative and cultural learning to enable all pupils in school to access high quality arts provision. 'Cultural Champions' initiative implemented to develop Music and Art provision in school. • GLOW! Provision – Head Teacher is a founding trustee of GLOW! (Newcastle Cultural Education Partnership). Many in-school cultural initiatives have been procured through contacts made from GLOW! These include: 'No Voice Too Small' – An oracy project led by 'Unfolding Theatre' where our KS2 pupils attended the council chambers to deliver a speech about the local environment. John Quinn Multi-Disciplinary Art Project – This focused on the value of play and culminated in the children producing a video animation telling their own completely child-led narratives. Banghra Dancing sessions, balletLORENT – Storytelling through dance. Working with poet and rapper, Kema Kay (around self-esteem and 'bystander behaviour'). 'Hold The Drama' music workshops – Pupils had to tell the story which the actors told through music to develop their own verbal storytelling skills. • 'Musician / Artist of the Fortnight' Initiative – Pupils are exposed to a range of musicians and multi-disciplinary artists each week across the school year and express their thoughts and ideas about what these artists are trying to convey and why. They also begin to learn to appreciate and express their likes and dislikes of a range of art forms and understand how music and visual arts can give enjoyment, enhance people's lived experiences and change the way we see the world around us. • 'Singing Schools' Accreditation – Richie Corbishley, Music Subject Leader, has procured training for our whole staff team from a local Singing School (Seaton Sluice First School) and has started the process of SGFS gaining this accreditation in our school. Our children sing frequently throughout the school day, both in class and during time together as a whole school, as this helps us to express ourselves and unites us as a community. We will continue to develop our singing provision over the next academic year and hopefully achieve the full accreditation later in 2026/2027. • Peripatetic Music Tuition – A vast array of our pupils across school from Y1 to Y4 take part in peripatetic music tuition. This includes drumming, guitar, violin, ukulele and woodwind. School fund this provision for a number of Pupil Premium and Pupil Premium Plus children. • 'Mantle of the Expert' – Our pupils across school from Year 1 to Year 4 all use 'Mantle of the Expert' strategies and apply their learning in 'real life' contexts using drama, in order to explore concepts and demonstrate their understanding in a range of different ways.	• Creative Practice and Arts Provision Policy	• Training delivered from senior leaders to staff team around Leaders for Impact Programme, areas of focus and how this translates into classroom practice • 'Mantle of the Expert' training delivered by MoE Lead Teacher (St Johns Primary)	
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	• KS2 Orienteering • KS2 Kwik Cricket • KS1 Rugby • KS2 Tennis			
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Values and Drivers					
EYFS	KS1	KS2	Policies & Ethos	Staff Development	Leadership, Governance & Impact
SGFS Core Values and Character Development <i>Kindness, Empathy, Respect, Responsibility & Perseverance</i>					
Children take part in weekly values assemblies where the school community celebrates 2 children from each class and the specific values that they have demonstrate. Families are invited in to share the celebration when their child receives a certificate. The children who received certificates that week are invited to have their lunch on the Golden Table with the headteacher. Each class has their own 'Star of Kindness' awards each week, that the teacher shares with the class. The PE curriculum is enhanced with sports competitions both in school, with the trust and citywide, focussed on the core value of perseverance.		Pupil Roles and Responsibilities The Year 4 children are given more opportunities to demonstrate the school values through extra responsibility roles such as: Monitor Roles, Play Buddies, Librarians, Digital Ambassadors, Chairing School Council meetings. Skylarks Wraparound Club – Key Stage 2 pupils are given roles to support the younger children, lead games and even help to prepare the food and snacks.	- The school values are displayed in school. They are celebrated each week in values assembly. - The school values also link to our Opal play. The fortnightly Opal assembly looks at the values through the lens of play and how we show our school values in play. - The core values are explicitly taught and discussed throughout the year in assemblies. The assembly schedule shows which value is addressed each half term. - School embraces a No Outsiders policy as part of the core value of respect and kindness.	- The staff were involved in the development of the school values in the first instance. The values are annually reviewed and discussed with staff on the initial training day of the academic year. - Staff have received No Outsiders training and the PSHE coordinator has delivered staff meetings on the updated reading spine.	
Values are introduced to the children in EY using simplified explanations Children begin coming into weekly values assembly in Spring term. Star of Kindness is introduced and awarded to children in class in autumn term. The children are split into houses and begin to earn points through their demonstration of the core values.					
ECO Warriors We have 20 eco warriors from Reception to Year 4 who meet every week (supported by Mrs Damti). They are working towards our Eco Award Green Flag, using our Climate Action Plan to inform their areas of focus.			Climate Action Plan	Eco warrior guidance provided to staff member by Eco Warrior Green Flag framework.	

British Values			
Democracy Children participate in democratic actions in early years: turn taking, taking part and acknowledging the successes of others Children from reception onwards vote for class representatives to be on the school council The school council make decisions about the development of SGFS Weekly circle times teach the importance of listening to all views Pupil voice activities are conducted regularly to gather pupil opinions and have their voice heard Rule of Law Dual-Coded School rules are displayed throughout school and referred to by all members of staff. Expectations of what is right and wrong are clear. The restorative behaviour policy is followed consistently. Children carry out restorative actions to repair any behaviour that has caused harm or hurt Individual Liberty PSHE and computing curriculums teach children how to exercise their personal freedoms in a safe way. Pupils have opportunity to develop make safe choices through Opal playtimes. Pupils are given increasing responsibility as they get older with roles in Y4 such as play buddies and librarians. Circle times give pupils a safe space to express their opinions in a supportive environment Mutual respect Respect is woven into our own school core values Our restorative behaviour policy is rooted in respect for all. Embracing of those with different faiths and beliefs Our RE teaching is based on the agreed syllabus for Newcastle schools and is designed to reflect the faiths, beliefs and religions of our school and wider community The PSHE curriculum develops the children’s understanding and appreciation of different communities, both locally and nationally. No Outsiders lessons and assemblies explicitly teach the view ‘all different, all welcome’ and actively challenge incidences or examples of prejudice.			

Equality & Inclusion					
EYFS	KS1	KS2	Policies & Ethos	Staff Development	Leadership, Governance & Impact
SEND & Vulnerable Learners					
Universal offer Quality first teaching Visual timetables in every classroom Adaptive Teaching Strategies Targeted offer Restorative play Launchpad for Literacy Private Speech Therapist Sensory Room Provision	Universal offer Quality first teaching Visual timetables in every classroom Mastery approach in maths Dual coded behaviour policy PACE & Trauma Informed Approaches Adaptive Teaching Strategies Targeted offer Nurture Time to talk Private Ed Psych Private School Nurse SEMH Team Private OT Sensory Provision – Sensory Circuits	• ‘Restorative Approach to Positive Behaviour’ Policy • Parent Information Workshops (Termly) • School nurse meetings for parents for advice and support • Multi Agency Working (where appropriate – LA SEND Team, Alternative Provision Providers, Autism Specialists, Thomas Bewick, Charles Parsons, Descriptors of Need, TAS Meetings, Educational Psychologists, SENDIASS, CNDS, Clennell Education Solutions)	• PACE training • Trauma informed behaviour training • Autism and PDA training • Launchpad for Literacy training		
Adaptive Teaching Programme (Ambition Institute) Deputy Head Teacher is accessing the ‘Adaptive Teaching – Train the Trainer’ programme and delivering this to staff across school as part of a ‘Teacher Learning Community’. This is to provide staff with adequate tools to enable all pupils to access learning at their own level, without ‘capping’ pupils’ understanding and through making carefully considered adaptations to learning tasks (learning tasks not activities)			• SEND Policy and Information Report	• Deputy Head Teacher accessing year-long CPD on Adaptive Teaching (Ambition Institute) and rolling this out to all staff as part of staff meeting schedule.	•
Inclusion Quality Framework SENDCo to begin the process of IQF in Summer Term 2026			• SEND Policy and Information Report	• Local Authority SEND team Training Support	•

'No Outsiders'					
'No Outsiders' Early Years book spine – Linked to PSED / PSHE Curriculum 'No Outsiders' links identified throughout the curriculum	'No Outsiders' KS1 book spine - Linked to PSHE Curriculum 'No Outsiders' Assemblies once per half term 'No Outsiders' links identified throughout the curriculum	'No Outsiders' KS2 book spine - Linked to PSHE Curriculum 'No Outsiders' Assemblies once per half term 'No Outsiders' links identified throughout the curriculum	- PSHE Curriculum - PSHE & RSE Policy - Annual Parent Information Workshops	'No Outsiders' training delivered bi-annually	[REDACTED]
EAL Support					
- Induction Meetings with Senior Leaders (alongside school tours) - Diversity & Inclusion Coffee Mornings (with interpreter) delivered - Bells Foundation Assessments carried out for pupils on entry 2 staff from school trained by Bells Foundation on supporting EAL learners on entry to school - Letters provided for EAL speakers in home language on request - Annual Staff training from Shelley Purchon and Verity Groot provided – Office Staff attending training at Westgate Hill Primary to learn from their good practice (2026)			EAL Policy	- EAL Training delivered to staff annually (Verity Groot) - Staff attended Westgate Hill Primary to learn from best practice	[REDACTED]
Pupil Premium & Poverty Proofing Initiatives					
- Pupil Premium and Pupil Premium Plus children are all provided with additional catch up / intervention provision as part of our curriculum offer here at SGFS. This is based upon the needs of individual learners. Outside agency professional support informs this provision. - Pupil Premium Plus families are provided with questionnaires to gain an understanding of how they feel the PP+ funding should be best spent in school to support their children. - Pupil Premium Strategy – Evaluated for impact every term. All strategies included within this strategy are evidence based and validated for impact. - School funds trips and other cultural capital initiatives and extra-curricular provision to ensure equality of access for Pupil Premium learners. Specific resources are also funded, as well as peripatetic music tuition. - Poverty Proofing Initiatives are implemented in school wherever possible – This includes changes to 'World Book Day' and accessibility of other events. The curriculum is adapted to ensure that poverty proofing is evident and to ensure that all children can access content.			Pupil Premium Strategy and Updates of Impact	Vulnerable Learners training provided for all staff in Spring and Summer Term 2026 and Autumn Term 2026	[REDACTED]