ENDERBY ROAD INFANT AND NURSERY SCHOOL

Personal Development and Wellbeing

Civic Engagement





At Enderby Road…

Civic engagement begins with children's own experience of belonging: their class, their school, their family and their local community. We give children real opportunities to have a say in school life, take responsibility, help others and learn about the people and organisations within the community around them.

Children have a genuine voice in school life.

We use pupil voice regularly and involve children in decisions that affect them. Children vote daily to choose the story they would like to hear at the end of the school day, helping even our youngest children to understand that their opinions matter and that decisions can be made collectively. As children move through school, these opportunities develop further. In Year 2, children who wish to become School Ambassadors prepare and deliver speeches to their peers, who then vote to elect their representatives. Through these experiences, children begin to understand democracy, develop confidence in expressing their views and learn to respect the choices of others.

Children are given responsibility within their school community.

Our School Ambassadors and Playground Pals provide age-appropriate opportunities for children to contribute to school life and help others. Children also take responsibility for everyday classroom routines, including acting as

timetable monitors and helping to organise the daily visual timetable using Widgit symbols. These responsibilities encourage independence, develop children's confidence and help them understand that they have an important role to play in making their classroom and school run smoothly.

Children learn what it means to be Ready, Respectful and Safe.

Our school rules are visible and consistently used across school. Rather than teaching the rule of law as an abstract concept, our youngest children begin by understanding why we have rules, how rules keep people safe and how their own behaviour affects other people. Positive contributions are recognised through classroom star boards and weekly celebration assemblies, where families join us to celebrate achievements. Awards recognise children who demonstrate our school values, follow our school rules and contribute positively to school life, alongside recognition for lunchtime behaviour, wonderful walking and class attendance.

Our local community is part of children's experience of school.

Children take part in community walks and meet people who contribute to and support their community. Visitors including PCSOs, the fire service and the local Reverend help children understand different roles within the community and give them opportunities to ask questions and learn from people beyond their immediate family and school staff. We also value our relationships with local organisations and businesses, including our ASDA Community Champion, whose donations help us provide additional experiences and resources for our children.

Helping others is something children experience, rather than simply talk about.

Children and families support initiatives including our Harvest food collections, which are donated to the local food bank, and our pre-loved uniform provision. Children also take part in fundraising and charity events, including Children in Need, Red Nose Day and a sponsored Santa Dash for Lindsey Lodge Hospice, our local hospice. This is a cause particularly close to the hearts of some of our families, who have personal connections to the hospice and generously support our fundraising efforts.

Through these experiences, children begin to understand that people have different needs and that they can make a positive contribution to the lives of others.

Families are an important part of our school community.

We actively encourage parents and carers to participate in school life through coffee mornings, where they join their children in learning activities, including those linked to stories and our writing curriculum. Families are also invited to seasonal activities, such as Christmas crafts, where we share affordable ideas that can be continued at home.

Through our PEEP programme, we support families to develop children's communication, language and personal, social and emotional skills. These opportunities strengthen relationships between home and school and reinforce children's sense of belonging to a wider community.

As children move through Enderby Road…

Our youngest children begin by making choices, learning shared expectations and understanding that they belong to a class and school community. As they grow, children are increasingly encouraged to express their views, listen to others, take part in decisions, accept responsibility and recognise that their actions can make a positive difference to others.

British Values in Practice

As children move through Enderby Road, these experiences develop with them. Our youngest children begin by making choices, learning shared expectations and understanding that they belong to a class and school community. As they grow, children are increasingly encouraged to express their views, listen to others, take part in decisions, accept responsibility and recognise that their actions can make a positive difference to others.

Arts and Culture





At Enderby Road…

We believe that every child should have opportunities to experience, explore and enjoy the arts and different cultures, regardless of their background or circumstances. Through music, singing, dance, drama, art and cultural experiences, we encourage children to express themselves, develop their imagination, discover new interests and build confidence.

We want children to experience the enjoyment of creating and performing themselves, as well as appreciating the creativity, traditions and achievements of others.

Singing and music are an important part of school life

Children take part in weekly singing assemblies, learning a wide range of songs linked to seasonal celebrations, including Harvest, Christmas and Easter, alongside songs that support personal, social and emotional development.

Our music curriculum develops children's understanding of pulse, rhythm, pitch, tempo and dynamics. Children learn to sing, listen carefully, explore different sounds, play a range of musical instruments, compose simple pieces and perform together.

Through these experiences, children develop musical knowledge alongside confidence, concentration, listening skills and an appreciation of music.

Every child has the opportunity to perform

Performing is an important part of school life, and every child has opportunities to participate in a production during the year. Reception children perform a Christmas Nativity, Year 1 children take part in a spring production and Year 2 children perform in the summer.

These productions involve singing, acting, learning lines and speaking in front of an audience. Children develop confidence, communication skills, teamwork and resilience as they rehearse, remember their parts and experience the achievement of performing for their families.

For many children, these experiences provide their first opportunity to stand on a stage, speak confidently to an audience and experience the pride of being part of a performance.

Children experience the excitement of live theatre and dance

Every two years, we take children to a Christmas pantomime at our local theatre, giving them the opportunity to experience a live performance in a professional theatre setting. For some children, this may be their first experience of visiting a theatre.

We also offer a free weekly after-school dance club, funded by the dance school, ensuring that children can experience dance without cost being a barrier.

These opportunities introduce children to different forms of artistic expression, broaden their experiences and encourage creativity, enjoyment and confidence.

Children learn to appreciate and create art

Our carefully sequenced art curriculum ensures that children develop fundamental drawing and painting skills before applying these to increasingly creative work.

Children are introduced to a range of influential artists, including Matisse, Cézanne, Kandinsky, Picasso and Leonardo da Vinci, alongside artistic traditions such as Aboriginal art. They explore and compare different styles, techniques and approaches, developing an appreciation of how people express ideas through art.

Children then use their developing knowledge and skills to create their own artwork, make artistic choices and express their individual creativity.

Creativity begins in our Early Years provision

In Nursery and Reception, children have regular opportunities to explore music, movement, imaginative play and creative expression.

Musical instruments are available within provision so children can investigate different sounds, experiment with rhythm and begin to make their own music. Role-play opportunities encourage children to use their imagination, develop language, explore different experiences and express their ideas.

Creative activities also provide opportunities for families to participate in school life. At Christmas, we invite parents and carers into school to enjoy craft activities with their children. These are carefully planned to be affordable and accessible, giving families ideas they can recreate together at home.

These early experiences provide important foundations for the more structured art, music and performance opportunities children encounter as they move through school.

Children experience and appreciate different cultures and traditions

Through our RE curriculum, children learn about different religions, cultures, beliefs and traditions, helping them develop curiosity, understanding and respect for others.

We provide opportunities for children to experience these traditions first-hand. For example, during a workshop led by Serja, children explored aspects of Islam through dance, food and clothing. Children also visit the local church, helping them understand the importance of places of worship within their community.

Visits to the local museum provide opportunities for children to explore the history and heritage of their local area, developing a greater understanding of the community in which they live.

Through these experiences, children are encouraged to ask questions, recognise similarities and differences, appreciate cultural diversity and develop an understanding of the world beyond their immediate experiences.

As children move through Enderby Road…

Children's artistic and cultural experiences develop alongside their confidence, knowledge and independence. Our youngest children begin by exploring sounds, materials, movement and imaginative play, learning to express themselves through creativity. As they grow, children develop increasingly secure artistic and musical skills, learn about different artists, cultures and traditions, and begin to make more deliberate creative choices. By the end of Year 2, children have experienced a range of artistic and cultural opportunities and developed the confidence to create, perform, collaborate and share their ideas with others.

Nature, Outdoor Learning and Adventure





At Enderby Road…

We believe that children learn about the natural world most meaningfully when they have opportunities to experience it for themselves. Through outdoor play, exploration, investigation and first-hand experiences, we encourage children to develop curiosity, confidence and an appreciation of the environment around them.

We want children to enjoy being outdoors, ask questions, make discoveries and develop a growing understanding of the world in which they live.

Exploring nature begins in our Early Years provision

In Nursery and Reception, children have regular opportunities to investigate the natural world through outdoor play and exploration.

Our outdoor investigation shed provides resources for children to explore natural materials, investigate minibeasts and use equipment such as magnifying glasses to look more closely at what they discover. Children enjoy collecting, examining, comparing and talking about natural objects, developing curiosity and early scientific thinking.

These experiences encourage children to observe carefully, ask questions, use their senses and develop confidence in exploring their environment.

Children experience life cycles first-hand

We provide opportunities for children to observe the wonder of living things growing and changing.

Children watch ducklings hatch from eggs and help care for them during their time in school. They also observe caterpillars developing into butterflies, experiencing the different stages of a life cycle rather than simply learning about them through pictures or books.

These memorable experiences encourage curiosity, develop children's understanding of living things and help them recognise the importance of caring for animals and respecting nature.

Outdoor visits help children discover the world beyond school

Children have opportunities to explore their local environment through walks and visits beyond the school grounds.

Experiences include visiting the local park, trips to the farm and visits to woodland areas linked to geographical learning. These opportunities allow children to encounter different environments, observe plants and animals, and develop an understanding of the natural and human features of the world around them.

Exploring beyond school also helps children develop confidence, independence and an awareness of how to keep themselves safe in different environments.

Children learn to observe and understand the changing world

Through our science and geography curricula, children learn about weather, seasonal changes, plants, animals and the natural environment.

These experiences are reinforced through opportunities to observe the world around them. Children notice changes in the weather, recognise differences between the seasons and begin to understand how these changes affect plants, animals and everyday life.

By connecting classroom learning with their own observations, children develop a deeper understanding of the natural world and the confidence to ask questions about what they see.

Children learn to care for living things and their environment

We encourage children to recognise that they can take small, practical steps to care for the world around them.

Children help with gardening activities, make bird feeders and enjoy watching the birds that visit our school grounds. These experiences help them understand that living things have needs and that their actions can make a positive difference.

Paper recycling bins are available around school, encouraging children to begin developing responsible habits and an awareness of how materials can be reused or recycled rather than simply thrown away.

Through these everyday experiences, children begin to understand their responsibility for looking after their environment.

Outdoor experiences develop confidence, independence and curiosity

In our Early Years provision, children have access to a wide range of outdoor equipment and resources that encourage adventurous and imaginative play. Opportunities for climbing, balancing, building dens, creating obstacle courses and using large construction materials allow children to challenge themselves, solve problems, work together and develop their physical skills.

Children are encouraged to explore, make decisions, assess age-appropriate risks and develop confidence in their own abilities. These experiences help children build resilience, independence, creativity and teamwork.

As children move through Enderby Road…

Children's understanding of nature and the outdoor world develops through increasingly purposeful exploration and investigation. Our youngest children begin by using their senses, exploring natural materials and noticing living things in their immediate environment. As they grow, children become more confident in observing, questioning, comparing and explaining what they discover. They develop a greater understanding of plants, animals, life cycles, seasonal changes and their responsibility for caring for the environment, alongside the confidence and independence to explore the wider world.

Sport and Physical Activity





At Enderby Road…

We believe that every child should have opportunities to enjoy being active, develop physical skills and experience the benefits of sport, regardless of their background, ability or circumstances.

Through high-quality PE, active play, sporting opportunities and experiences beyond the classroom, we encourage children to develop confidence, resilience, teamwork and a positive attitude towards physical activity.

We recognise that some children may have limited opportunities to access organised sport or physical activities outside school. We therefore aim to remove barriers to participation, introduce children to new experiences and help them develop healthy, active habits that can continue throughout their lives.

Children develop physical skills through a carefully sequenced PE curriculum

Our PE curriculum follows the Get Ahead programme, ensuring that children develop fundamental movement skills and build progressively on their previous learning.

Through regular PE lessons, children develop balance, coordination, agility, spatial awareness and control, alongside skills such as running, jumping, throwing and catching.

We also invest part of our PE and Sport Premium in specialist provision from Get Ahead. Their coaches work with groups of children for an afternoon each week, providing additional opportunities to develop specific physical skills and build confidence.

Through these experiences, children learn to practise, improve, follow instructions, work with others and develop positive attitudes towards physical activity.

Physical development begins in our Early Years provision

In Nursery and Reception, physical development is an important part of children's everyday learning.

Children have access to a wide range of outdoor equipment, including climbing frames, monkey bars and resources for balancing, climbing and negotiating obstacles. These experiences help children develop strength, coordination, balance and confidence.

For some children, school provides their first opportunity to experience equipment such as climbing frames and monkey bars, making these opportunities particularly valuable.

Children also take part in a morning run to encourage an active start to the day. Activities such as Dough Disco and Squiggle Whilst You Wiggle develop fine and gross motor skills, coordination and the physical foundations needed for writing.

All children have opportunities to learn to ride balance bikes, developing balance, coordination and confidence in preparation for cycling independently.

Every child has opportunities to enjoy sport beyond PE lessons

We believe that sporting opportunities should be accessible to all children, regardless of their family's financial circumstances.

Get Ahead provides a free after-school sports club, allowing children to experience additional physical activities without cost being a barrier.

Children also participate in Get Ahead sporting events at the local sports hall, where they have opportunities to experience different activities and, on occasions, compete against pupils from other schools.

These experiences help children develop confidence in unfamiliar environments, learn to work as part of a team, celebrate achievements and develop resilience when things do not go as planned.

Active play is an important part of our school day

We recognise that physical activity should extend beyond timetabled PE lessons.

Our lunchtimes include structured activities organised by adults, working alongside our Playground Pals to encourage children to participate in games and active play.

Children also have opportunities to use outdoor equipment, including our field trim trail and playground climbing wall, developing balance, strength, coordination and confidence through physical challenges.

These opportunities encourage children to be active, develop friendships, cooperate with others and make positive use of their playtimes.

Through active play, children develop independence, social skills and an enjoyment of physical activity as part of everyday school life.

Children experience new physical activities and develop confidence in the water

We recognise that some children have limited opportunities to experience particular sports and physical activities outside school.

We fund swimming lessons for children in Year 2, ensuring that every child has the opportunity to become familiar with being in the water before moving on to junior school.

For some children, this is their first experience of swimming. These lessons help children develop water confidence, become comfortable in a swimming environment and begin learning important water safety and swimming skills.

We also provide road safety sessions, helping children develop an awareness of how to keep themselves safe when walking, cycling and travelling within their local community.

By providing these experiences, we aim to develop children's confidence, independence and understanding of how to participate safely in physical activities.

We encourage active lifestyles through whole-school and community experiences

We promote physical activity as something that children and families can enjoy together.

Through the Living Streets WOW Walk to School initiative, children are encouraged to walk, cycle or scoot to school. Children who meet the monthly active travel target receive a badge, helping to celebrate their efforts and encourage healthy travel habits.

We also organise whole-school physical activity events, including our sponsored Colour Run, which parents and carers were invited to join, and our annual Santa Dash in support of Lindsey Lodge Hospice.

These experiences make physical activity enjoyable, strengthen relationships between school and families, and help children understand that being active can also make a positive contribution to their community.

As children move through Enderby Road…

Children's physical skills, confidence and independence develop through increasingly challenging and varied experiences. Our youngest children begin by exploring movement, developing balance and coordination, and building the strength needed for everyday activities. As they progress through school, children develop greater control, learn and refine sporting skills, and become more confident in working with others, following rules and participating in team activities. By the end of Year 2, children have experienced a range of physical and sporting opportunities, developed confidence in trying new activities and begun to understand the importance of maintaining a healthy, active lifestyle.

Developing Wider Life Skills





At Enderby Road…

We believe that education should equip children with more than academic knowledge. We want every child to develop the confidence, independence, resilience and practical skills they need to manage everyday situations, make decisions and approach new experiences positively.

We recognise that children arrive at school with different experiences and opportunities. Through practical learning, purposeful play, personal development and everyday school routines, we aim to provide all children with the foundations they need to become increasingly independent and capable.

We want children to believe in themselves, recognise that mistakes are part of learning and develop the confidence to take on new challenges as they grow.

Children develop practical skills for everyday life

Through our Design and Technology curriculum, children learn practical skills that help them become increasingly independent.

Children experience preparing simple foods, following instructions, handling equipment and learning to use tools, including knives, safely and appropriately.

Activities such as making healthy pizzas provide opportunities for children to make choices, develop coordination and understand the importance of preparing food safely.

These experiences help children develop confidence in completing practical tasks, following a sequence of instructions and taking responsibility for their own work.

Children develop an early understanding of money and making choices

Through our mathematics curriculum, children learn to recognise coins, understand their values and begin developing an awareness of how money is used in everyday life.

Role-play opportunities, including shops, allow children to explore familiar experiences such as buying and selling, exchanging money and making choices.

These activities help children begin to understand the purpose of money and develop early financial awareness in a meaningful, age-appropriate way.

Through making choices and solving simple problems, children also develop communication, reasoning and decision-making skills.

Children learn about different jobs and future possibilities

We help children develop an understanding of the different roles people undertake within their community and the wider world.

Through classroom learning, stories, discussions and visits from people working in different occupations, children learn about the responsibilities of different jobs and how people contribute to society.

We also actively challenge stereotypes about occupations, encouraging children to recognise that opportunities should not be limited by gender or other assumptions.

For example, children are encouraged to question ideas that nurses must be women or police officers must be men, helping them develop broader aspirations and understand that anyone can pursue different careers, regardless of their gender.

These experiences encourage children to think about their own interests, recognise the contributions of others and begin to understand the range of possibilities available to them as they grow.

Children learn to make healthy and safe choices

Through PSHE, science and everyday school experiences, children begin to understand how their choices can affect their health, safety and well-being.

Children learn about healthy eating, the importance of a balanced diet and how to make informed choices about food. Practical activities, including preparing healthy pizzas, help reinforce this understanding.

Our computing curriculum also places importance on online safety. Children learn age-appropriate ways to use technology safely, recognise potential risks and understand the importance of seeking help from a trusted adult.

Through these experiences, children begin developing the knowledge and confidence to make safer, healthier choices in their everyday lives.

Resilience helps children learn to overcome challenges

Resilience is one of our school values, reflecting our commitment to helping children develop the confidence to persevere when faced with difficulties.

We recognise that some children find making mistakes, losing games or not succeeding immediately particularly challenging. We therefore provide opportunities for children to experience manageable challenges and develop strategies for responding positively.

Our Get Ahead sports coach works with groups of children through carefully planned activities that encourage perseverance, teamwork and resilience. Children are supported to experience setbacks within a safe environment, manage disappointment and recognise that improvement often comes through practice and trying again.

Across school, we encourage children to have a go, learn from mistakes, ask for help when needed and develop confidence in their ability to overcome challenges.

These skills help children become more independent learners and prepare them for challenges both within and beyond school.

Children develop independence and prepare for their next stage of education

We place great importance on developing children's independence from the moment they begin their journey at Enderby Road.

From their first day in Nursery, children are encouraged and supported to take responsibility for everyday routines. They learn to find their own peg, put their water bottle in the correct place, manage their belongings and become increasingly independent in putting on and fastening their coats.

These seemingly small achievements are important foundations for developing confidence, responsibility and self-reliance.

As children move through school, expectations gradually increase. Children become more independent in managing classroom routines, organising themselves, making decisions and taking responsibility for their learning.

We have worked carefully to strengthen progression between year groups, ensuring that children are increasingly well prepared for the expectations of their next stage of education.

By the end of Year 2, children have developed greater independence, resilience, confidence and positive learning behaviours, helping them make a successful transition to junior school.

As children move through Enderby Road…

Children develop increasingly secure practical skills, independence and confidence as they progress through school.

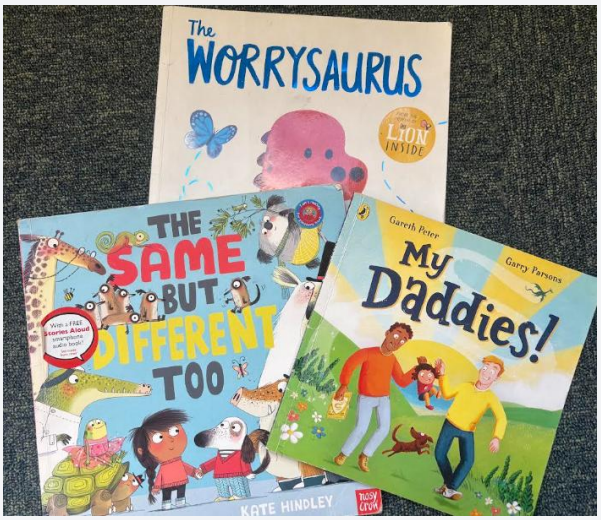
Our youngest children begin by exploring familiar routines, making simple choices and learning to complete everyday tasks with adult support.

As they grow, children develop greater responsibility for themselves and their learning, begin to understand money, safety and healthy choices, and learn to persevere when faced with challenges.

By the end of Year 2, children are increasingly able to manage everyday routines, make informed choices, approach unfamiliar situations with confidence and demonstrate the resilience and independence needed for the next stage of their education.

Relationships, Health and Wellbeing





At Enderby Road…

We believe that children's personal, social and emotional development is fundamental to their happiness, wellbeing and success in school and beyond.

We want every child to feel safe, valued and supported, to develop positive relationships with others and to understand how to look after their physical and emotional health. We recognise that children arrive at school with different experiences, needs and levels of confidence, and that some will require additional support to develop these important skills.

Through our PSHE curriculum, school values, assemblies, everyday interactions and targeted pastoral provision, we provide children with opportunities to understand themselves, develop healthy relationships, recognise risks and learn how to seek help when they need it.

We aim to create a school environment where children feel listened to, understand that their feelings matter and develop the confidence to make positive choices for themselves and others.

PSHE provides the foundations for personal development

PSHE provides a planned and progressive foundation for children's personal development.

Through Jigsaw, children learn about themselves, their relationships, their health and the world around them. Learning is revisited and developed as children move through school, helping them build their understanding over time.

Children are given regular opportunities to talk, ask questions, listen to others and consider situations they may encounter in their own lives.

Our PSHE curriculum helps children develop the knowledge, language and confidence to understand their feelings, recognise different perspectives, make positive choices and develop healthy relationships.

Importantly, this learning is not confined to individual lessons. The messages and skills introduced through PSHE are reinforced through assemblies, conversations and everyday experiences across school.

Our school values guide how we treat others

Our school values of kindness, love of learning, resilience, teamwork, independence and honesty provide children with a shared language for personal development.

These values are explored through assemblies, stories, classroom discussions and everyday school life. Children are encouraged to think about what each value looks like in practice and make connections between the stories they hear and situations they experience themselves.

Through our expectations of being Ready, Respectful and Safe, children learn the importance of treating others with kindness, taking responsibility for their actions and contributing positively to school life.

Adults model these expectations and support children to understand how their behaviour and choices can affect others.

This helps children move beyond simply knowing the names of our values to beginning to understand how they can demonstrate them through their own relationships, decisions and behaviour.

Children learn to understand feelings and build positive relationships

Through PSHE and everyday interactions, children develop the language and confidence to talk about their feelings, friendships and relationships.

Children learn to recognise and name different emotions, understand that others may feel differently and begin developing appropriate ways to express themselves.

They are supported to understand that disagreements, disappointment and difficult feelings are a normal part of life. Adults help children develop strategies for managing these situations, resolving difficulties, listening to others and seeking help when needed.

We are also developing our use of Thrive to strengthen our approach to children's social and emotional development. Thrive provides an additional way of understanding children's emotional needs and supporting the development of positive relationships and emotional regulation.

Through these experiences, children gradually develop greater empathy, self-awareness and confidence in managing their relationships with others.

Children learn about their bodies, personal boundaries and trusted adults

We believe that children should understand that their bodies belong to them and that they have a right to feel safe.

Through age-appropriate learning within PSHE and RSE, alongside our work with the NSPCC PANTS (Underwear Rule), children learn about privacy, personal boundaries, safe and unsafe touch and the importance of speaking to a trusted adult if something makes them feel uncomfortable or unsafe.

Children are encouraged to understand that they can say no to unwanted touch, recognise when something does not feel right and know that there are adults who will listen to and help them.

We recognise that important safeguarding messages should not be limited to one-off events. Although we have previously used external provision, including Big Talk, our approach is developing to ensure that messages about body safety, privacy, boundaries and seeking help are revisited regularly through the curriculum and everyday school life.

Through positive relationships with familiar adults, children are encouraged to share worries, ask questions and develop confidence that their concerns will be listened to and taken seriously.

Children learn to keep themselves healthy and safe

Through PSHE, science, practical experiences and everyday conversations, children develop an understanding of how to look after their health and keep themselves safe.

Children learn about healthy eating, personal hygiene, looking after their bodies and making choices that support their physical wellbeing.

In Early Years, children develop positive personal hygiene habits through regular toothbrushing, supported by visits from a dental health professional.

Important safety messages are revisited throughout the year, helping children understand how risks can change depending on their environment and the seasons.

These include road safety, water safety, protecting themselves from the sun during warmer weather and understanding the dangers of frozen ponds and other bodies of water during winter.

Children also benefit from practical experiences, including road safety sessions and Year 2 swimming lessons, which provide opportunities to reinforce important messages about keeping themselves safe.

Through these experiences, children develop an increasing awareness of potential dangers, learn to make safer choices and understand when they should seek help from an adult.

Supporting the wellbeing of children and families

We recognise that children's emotional wellbeing is closely connected to their experiences both within and beyond school.

Positive relationships with children and families are central to our approach, helping us understand individual circumstances and identify where additional support may be needed.

Our Pastoral and Attendance Lead provides support to both children and families who may be experiencing difficulties, offering guidance, reassurance and practical assistance where appropriate.

This includes working directly with children who need additional emotional or pastoral support, alongside building trusting relationships with families and helping them access further support when needed.

We recognise that some children and families require more than our universal provision. Targeted pastoral support allows us to respond to individual circumstances rather than expecting the same approach to meet every child's needs.

Through our wider work with families, including opportunities for parents to engage with school and access support, we aim to strengthen relationships between home and school and promote children's wellbeing.

Our aim is to ensure that every child feels safe, valued, listened to and supported, enabling them to develop positive relationships and engage successfully in school life.

As children move through Enderby Road…

Children's understanding of themselves, their relationships, their health and their personal safety develops progressively as they move through school.

Our youngest children begin by recognising and naming feelings, developing relationships with trusted adults, learning simple boundaries and beginning to understand how their actions affect others.

As children grow, they develop a wider emotional vocabulary, greater awareness of their own needs and those of others, and increasing confidence in managing friendships, disagreements and difficult feelings.

They develop a stronger understanding of healthy choices, personal safety and boundaries, alongside the knowledge that they have a right to feel safe and that trusted adults are available to help them.

By the end of Year 2, our aim is for children to demonstrate greater empathy, independence and emotional awareness, make increasingly informed decisions about their health and safety, and have the confidence to recognise when something is wrong, express their concerns and seek support when needed.

Equality, Diversity and Life in Modern Britain





At Enderby Road, we want children to understand that people can be different from one another and still belong, participate and be valued equally. From an early age, children are encouraged to be curious about the world around them, listen to different viewpoints and develop respect for people whose families, cultures, beliefs, abilities or experiences may be different from their own. This learning takes place through our curriculum, assemblies, stories, visitors and, importantly, children's everyday experiences of living and learning alongside others.

Children are helped to understand what British Values mean in practice. Through assemblies, stories and discussion, we introduce children to the language of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. These concepts are made meaningful for young children by connecting them to familiar situations, their experiences in school and examples from the wider world.

Children experience democracy rather than simply learning the word. From an early age, children have opportunities to express their views and participate in collective decisions. In classrooms, children vote each day for the story they would like to hear at the end of the day, learning that everyone can express a preference but that the outcome reflects a collective decision. Pupil voice is also used to involve children in decisions about aspects of

school life, including books, school meals and playground equipment. As children grow, these experiences become more formal. In Year 2, children wishing to become School Ambassadors write and deliver speeches to their peers before children vote to elect their representatives. In this way, children begin to understand that democracy involves having a voice, listening to others and accepting a shared decision.

Children learn why communities need rules. Our school rules — Ready, Respectful and Safe — provide a simple and consistent framework which children encounter throughout school life. Adults help children to understand why rules exist, how they help to keep people safe and what can happen when our actions affect other people. This provides an age-appropriate foundation for children's developing understanding of the rule of law, moving beyond simply following rules towards beginning to understand their purpose.

Children learn that they have a voice, can make choices and should respect the choices of others. Through pupil voice, classroom choices, play, learning and wider opportunities, children are encouraged to express preferences and develop their own interests. They learn that they can hold an opinion that is different from someone else's and that disagreement does not mean that either person should be treated without respect. These everyday experiences provide an age-appropriate introduction to individual liberty, alongside learning that our choices come with responsibilities towards ourselves and others.

Children encounter different faiths, beliefs and cultures through meaningful experiences. RE, stories, visitors and visits help children develop curiosity about the beliefs and traditions of others. Our links with the local church and reverend give children opportunities to learn about Christianity within their own community, while experiences such as Serja's Islam workshop, where children learned about aspects of Islam and participated together in dance, help children encounter another faith and culture first-hand. Children are encouraged to ask questions, share their own experiences and listen respectfully to those of others.

Our books and stories help children see both themselves and other people in the world around them. Carefully selected literature introduces children to a diverse range of characters, families and experiences. Children encounter different ethnic and cultural backgrounds, disabilities, different family structures and stories which challenge stereotypes. Through age-appropriate discussion, children are encouraged to notice both what makes people unique and what they have in common, helping them to understand that families and people may look and live differently and that everyone should be treated with dignity and respect.

Equality and inclusion are experienced through everyday school life. Children at Enderby Road learn and play alongside peers with a wide range of strengths, needs, backgrounds and experiences. We work to ensure that children who may experience barriers, including those with SEND and those who are disadvantaged, are supported to participate in the wider life of the school. Through these everyday experiences, children learn that fairness does not always mean everybody receiving exactly the same thing; sometimes people need different help or support so that they can participate and succeed.

We challenge stereotypes and unkindness when they arise. Through stories, curriculum learning and everyday conversations, adults encourage children to question assumptions about what people can do, what families look like or how somebody should behave because of who they are. Our values of kindness, honesty and teamwork, alongside our expectation that children are respectful, provide a clear foundation for teaching children that discrimination, exclusion and unkindness towards others are not acceptable.

As children move through Enderby Road, their understanding of equality, diversity and life in modern Britain develops from their immediate experiences towards a growing awareness of the wider world. Our youngest children begin by recognising themselves and others, making choices, learning simple rules and understanding that families and people can be different. As they grow, children encounter a wider range of beliefs, cultures, families and experiences; express and listen to different opinions; participate in increasingly meaningful democratic processes; and develop a growing understanding of their rights and responsibilities as members of a community.