

# Personal Development Updates and Impact Report

## 2025 - 2026

### Introduction

At Ballifield, we believe that education is about much more than academic achievement. Personal development is at the heart of our work to nurture confident, resilient, compassionate and responsible young people who are prepared not only for their next stage of education, but for life beyond school.

Personal development is about helping children develop the knowledge, skills, values and character they need to understand themselves, build positive relationships, make responsible choices and contribute positively to the world around them. It encompasses children's social, emotional, moral, cultural and physical development, helping them to develop confidence, empathy, resilience, independence and a strong sense of right and wrong.



The impact of this work can be seen throughout school life. When children find the confidence to have their voice heard, the resilience to overcome a challenge, the empathy to understand another person's perspective or the courage to try something new, they are developing skills that will stay with them for life. Personal development also helps create a positive school culture where children feel safe, valued, included and ready to learn.

At Ballifield, personal development is not confined to a lesson, assembly or particular activity. It is woven through the fabric of school life. It can be seen in the way children treat one another, the responsibilities they take on, the conversations they have and the choices they make. It is developed through PSHE, RE, assemblies, PE and sport, enrichment activities, visits, visitors, clubs, leadership opportunities, charity work and, importantly, through the everyday interactions between children and adults.

Our Ballifield Core Values, including Showing Self-Belief, Valuing Diversity and Having a Voice, underpin this work and help our children develop the confidence, character and social awareness to make a positive difference.

This report celebrates a selection of personal development highlights from 2025–26 and the positive impact they have had on our pupils. These examples represent only a small part of our wider offer, as personal development is evident every day, in every classroom and across all areas of school life

\*\*\*\* One of the key elements of personal development is through physical activity and movement, for this - please see the separate PE / School Sport impact report. \*\*\*\*

# Personal Development Updates and Impact

## Autumn 2025-26

### European Day of Languages

Our European Day of Languages celebration had a wonderful impact across the whole school. Children came dressed in red and yellow, proudly representing the colours of the Spanish flag, and took part in fun activities to learn new Spanish words and explore Spanish culture. The day helped pupils develop their curiosity about languages and appreciation for different cultures. During discussions, children also shared the other languages spoken in our school community, including British Sign Language (BSL), helping everyone to understand the importance of communication in all its forms. The whole school came together in assembly to sing a song using BSL, showing respect, inclusion, and unity through language and music.



### Whole school assemblies

The Autumn 1 assemblies had a significant impact across the school, helping to strengthen our sense of community and deepen children's understanding of key values and diverse cultures. Each week's focus encouraged pupils to reflect, celebrate, and take positive action — from showing kindness and respect to embracing curiosity about different faiths and traditions. Children responded enthusiastically, whether sharing favourite books during our Reading for Pleasure assembly, contributing generously to the Harvest Festival and Roundabout charity collection, or learning about wellbeing during World Mental Health Day. The visits from Father Keith and the therapy dogs were particular highlights, sparking meaningful conversations about care, empathy, and thankfulness. Overall, the assemblies successfully supported our personal development curriculum by nurturing confidence, compassion, and a love of learning in all children. The intent and assembly themes were shared with parents throughout the term, ensuring our wider community understood and supported the values being explored in school.



### Harvest Festival

Our Harvest Festival assembly was a wonderful opportunity for the whole school to come together in celebration and reflection. We were visited by representatives from the Roundabout charity. Children learned about the importance of helping others and showing gratitude for what we have. Through generous donations, we gave Sheffield's Roundabout charity, supporting young people in need within our local community. The assembly encouraged kindness, empathy, and

social responsibility, helping children understand how small actions can make a big difference

### Support Dogs UK

We were delighted to welcome a dog from the Support Dogs UK charity to our school assembly. Children learned how specially trained dogs can help people with disabilities, providing support, companionship, and independence. The visit was both educational and inspiring, giving pupils a greater understanding of the important role animals can play in helping others and encouraging empathy and respect for both people and animals. After the assembly, they visited EYFS with the dog.



### South Yorkshire Fire Safety Video

Year 3 children worked closely with South Yorkshire Fire and Rescue to create an important video about fire safety. The project helped pupils learn how to stay safe at home, especially during the festive season when fire risks can be higher. The children showed great enthusiasm and teamwork as they shared key safety messages to help others. Their video will be shared across Sheffield at Christmas, helping families understand how to prevent house fires and stay safe while celebrating.

### World Mental Health Day

Our whole school celebration of World Mental Health Day was a truly positive and meaningful event that helped to raise both awareness and understanding of the importance of looking after our mental wellbeing. Everyone came together by wearing yellow to show support and solidarity, helping to create a bright, uplifting atmosphere across the school. Through generous donations made in person and online, we raised an impressive £202 for Bright Young Dreams, a children's mental health charity that supports young people in need.

Throughout the day, children took part in thoughtful discussions about what mental health means, how we can look after ourselves and others, and why it's important to talk about our feelings. A special whole-school assembly, supported by our Healthy Minds Champions, helped children learn practical ways to stay positive and build resilience. The highlight of the day was receiving a personalised thank you message from charity founder Jessica Ennis-Hill, which made the children feel incredibly proud of their efforts and was shared with parents via the newsletter. The day encouraged kindness, openness, and understanding, helping to create a supportive school environment where everyone feels valued and cared for.





### **Y3 Visit to St James' Church**

Year 3 enjoyed a fascinating visit to St James' Church as part of their RE learning about the Creation Story. The visit gave pupils the opportunity to explore the church building, learn about its features, and see how it is used as a place of worship within the local community. This hands-on experience helped deepen their understanding of Christian beliefs about creation and allowed them to make meaningful connections between their classroom learning and real-life faith practices. The visit also helped to strengthen the school's links with the local community, creating a sense of curiosity and respect for different places of worship.



### **Meeting with Lisa from Eat Smart**

Mr Cassidy met with Lisa from Eat Smart Sheffield to discuss the Food for Life initiative and the school's ambition to become Sheffield's first school to achieve the Gold Award. Ballifield currently have a silver Food for Life award. During the meeting, they explored the key steps required to reach this ambitious goal, focusing on how healthy eating and sustainability can be further embedded across school life. Following the discussion, Mr Cassidy has created a detailed action plan which includes a range of exciting initiatives such as family cooking challenges, class growing projects, and the production of videos and newsletters by the Healthy Eating Crew to share good practice and inspire others. The plan also aims to build stronger links with local farms, promote closer collaboration with the school kitchen team, and gradually phase out flight trays in favour of plates to create a more enjoyable and sociable dining experience for pupils.

### **Y3 - Children's University Master Class - A Mind Apart**

Year 3 took part in an engaging Children's University drama workshop led by *A Mind Apart*. During the session, the children explored the art of storytelling through a range of imaginative drama activities that encouraged them to express ideas, work together, and think creatively. The workshop helped pupils to develop their confidence, communication skills, and creativity in a fun and supportive environment. The children thoroughly enjoyed the experience, with many commenting on how exciting it was to bring stories to life through performance.

### **Pupil Voice**

One of our school's core values is ensuring every child has a voice, and this is something we are continually striving to strengthen across all areas of school life. This half term, Mr Cassidy has developed a new Pupil Voice Tracker to record and celebrate the valuable contributions our pupils make in shaping their school experience. The tracker helps ensure that children's ideas, feedback, and suggestions are listened to, acted upon, and shared across the school community. A range of pupil voice and young leader meetings have taken place this term, including sessions with the Healthy Minds Champions, School Sports Crew, Healthy Eating Crew, Sports Leaders, and Peer Mediators, as well as subject leader pupil interviews for DT, Maths, PSHE, British Values, and Ballifield Core Values. Through these meetings, pupils have discussed topics such as wellbeing, healthy lifestyles, playtime improvements, and how to make Ballifield an even kinder and more inclusive school. This ongoing work highlights our commitment to empowering pupils to take ownership of their learning and environment, ensuring their voices genuinely shape the direction and culture of the school.

### **Whole School Black History Month Research**

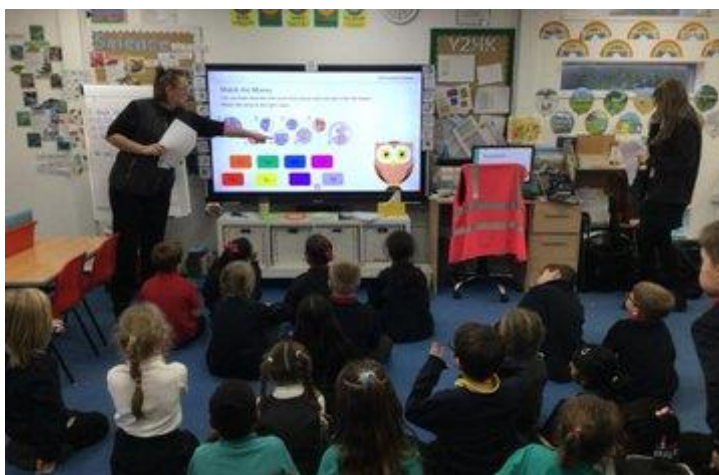
The whole-school Black History Month homework had a positive impact on children's personal development by raising awareness of Black history and celebrating the achievements of significant Black individuals from the past and present. Children researched a wide range of inspiring figures, creating paragraphs, drawings, posters, and other creative work to share with their classes. This activity encouraged independent learning, research skills, and reflection, while also promoting respect and appreciation for diversity. The contributions from pupils were used to create a vibrant school display, which not only celebrated Black History Month but also helped to create a sense of community, inclusion, and pride in learning about the achievements of others. Overall, the project supported children's understanding of history, culture, and the importance of recognising and valuing diverse role models.

### **Whole School Pumpkin Challenge**

The whole-school Pumpkin Cooking Challenge had a fantastic impact promoting healthy eating, creativity, and practical life skills. Children from all year groups joined in at home exploring the versatility of pumpkins by roasting seeds, making soups, baking pies, and creating dishes like curry, and risotto. The challenge encouraged children to develop cooking skills, follow instructions, and work creatively, while also raising awareness of reducing food waste by using ingredients already available at home. Families were actively involved, supporting children in preparing and presenting their dishes, which strengthened parental engagement and demonstrated how fun and rewarding healthy cooking can be. Entries in the form of photos, recipes, posters, and videos showcased children's imagination and commitment, and winners were celebrated across EYFS, KS1, LKS2, and UKS2, helping to boost confidence, pride, and motivation. Overall, the Pumpkin Challenge reinforced Ballifield's focus on food education and healthy lifestyles in an enjoyable, hands-on way for the whole school community.

### **HSBC workshops - Y2 and Y4**

Children in Year 2 and Year 4 took part in HSBC workshops that linked to our PSHE, maths, and career-related learning curriculum. The sessions helped children develop their understanding of money, including how to use it wisely and solve real-life money problems, supporting their maths learning in a fun and practical way. Children also learned about different jobs people do at HSBC and how teamwork and different skills are needed in the world of work. The workshops encouraged children to think about their own future aspirations while building confidence in talking about money and understanding its importance in everyday life.



### **Cash Academy Workshops and Parental Engagement with Y3 and Y5**

Children in Year 3 and Year 5 greatly benefited from the Cash Academy workshops, which brought financial education to life through the immersive "Money Town" experience. The interactive, curriculum-linked sessions supported children in developing real-world money

skills, including earning, saving, spending and budgeting, while also strengthening teamwork, communication and problem-solving through collaborative role play. Delivered by a highly experienced KS2 teacher, the workshops were well-structured and engaging. There was a parental engagement workshop after school that was particularly successful, with families — including those with more vulnerable children taking part in hands on activities that helped reinforce learning and encouraged positive conversations about money at home. Overall, the day provided meaningful personal development opportunities and gave pupils the financial foundations they need for life.



### **Junior Road Safety Officers - Year 6 and winter road safety messages**



Stephen from Learn Sheffield provided valuable support to our new Year 6 Junior Road Safety Officers, helping them develop the knowledge, confidence and leadership skills needed for their important role in school. Following his sessions, Mr Cassidy worked closely with the children to promote road safety in a whole-school assembly, where the JRSOs shared key messages with clarity and enthusiasm. The children also created an informative “Road Safety in Winter” video, focusing on the theme Be Bright, Be Seen. This was shown in assembly and shared with parents to help reinforce safer choices in darker months. Their work has had a positive impact across the school community, raising awareness and empowering pupils to take responsibility for keeping themselves and others safe.

### **Career Related Learning Conference**

Mr Cassidy attended the Sheffield Primary Careers Enrichment Conference which had a notably positive impact on career-related learning at Ballifield. Returning from the event energised and inspired, he begun applying new ideas to strengthen the school’s approach to broadening children’s’ horizons and raising aspirations further. The conference gave him the chance to hear directly from national experts at the Careers & Enterprise Company, engage in best-practice discussions with other Sheffield schools and explore a wide range of resources designed to challenge stereotypes and ignite children’s interest in STEM. There was a big focus on encouraging girls to get interested in STEM. He returned with a wealth of high-quality contacts that will help expand Ballifield’s employer network and create even more meaningful opportunities for pupils to learn about the world of work. In addition, he brought back around £200 worth of free STEM-related books and careers storybooks, which are already enriching classroom provision and supporting teachers in embedding

aspirational learning across the curriculum. Most importantly, Mr Cassidy came back inspired to make sure every child develops confidence, curiosity, and a belief that their future is full of possibilities.

### **Children In Need**

Our celebration of Children in Need Day had a highly positive impact on pupils' personal development, creating a strong sense of empathy, social responsibility and community spirit. Through a non-uniform day and a range of engaging classroom activities and challenges, children developed a deeper understanding of the barriers faced by disadvantaged children across the UK, recognising the importance of supporting others. Despite challenging weather conditions, staff showed exceptional commitment by taking part in the ActivAll challenge,

modelling resilience and teamwork for pupils. The whole-school effort was further strengthened by our success in winning the ActivAll Reaction Wall competition, which boosted morale and contributed

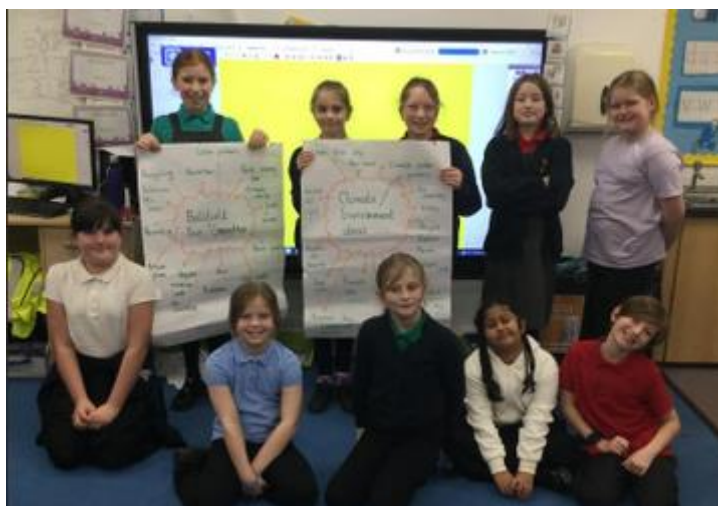


additional funds. Children were proud to see the outcome of their collective efforts, raising a total of £264.61 reinforcing their belief that even small actions can make a meaningful difference. This experience has helped to nurture compassionate, active citizens who understand the value of giving and working together for a common cause.

### **Eco Committee**

The introduction of a new Eco Committee marked an exciting step forward in giving Ballifield children a strong voice on environmental and climate-related issues. Mr Cassidy met with the children with the hope of making meaningful change and shaping the school's sustainability efforts.

children demonstrated passion for caring for planet and came up with some great ideas. During the meeting, children discussed simple but impactful changes the school can make, and they worked together to draft an action plan on actions such as turning off lights, creating bird boxes for each class, fundraising, picking, promoting eco-awareness, and helping



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organise future assemblies. The Eco Committee aims to empower children, strengthen our environmental responsibility, and support the wider effort to combat climate change. We are also working towards an Eco Schools Award.

### **Christmas Singing to St Mary's Church - Y3 and Y5**

Year 3 and Year 5's visit to St Mary's Church to sing at Father Keith's pensioners' coffee morning had a noticeably positive impact on pupils' personal development. The children experienced genuine community engagement, building confidence as they shared their learning beyond the school setting and brought joy to an appreciative audience. Singing for a real purpose helped them understand how their talents can contribute to others' wellbeing, while performing for an unfamiliar audience nurtured resilience, pride and teamwork. The visit also provided a valuable opportunity to rehearse their Christmas songs in a supportive, friendly environment, helping them refine their performance skills ahead of sharing them with parents.

### **Peer Mediators - Pupil Voice and meeting with funder**

Mr Cassidy met with the Year 6 peer mediators, alongside philanthropist William Beckett, who funded the project and members of the CRESST team, who led its delivery across Sheffield. During the interviews, both visitors were highly impressed by the children's ability to articulate the positive impact peer mediation has had on their personal development. The children spoke confidently about how the role has strengthened their empathy, enhanced their communication skills and provided meaningful leadership opportunities within school. Their maturity and insight demonstrated the programme's success and contributed to securing funding for 2026–28, with training for the next two cohorts already booked for Autumn 2026.



### **Christmas Jumper Day for Save the Children**

Christmas Jumper Day had a very positive impact on children's' personal development by encouraging kindness, generosity and an awareness of global issues. By taking part in the event, children learned the importance of helping others and supporting charities that make a real difference to the lives of young people around the world. The day created a strong sense of community and shared purpose, with children and staff coming together in festive clothing to raise money for Save the Children. As a school, we raised an impressive £121.01, helping to support vital work such as providing medical supplies and educational resources for children in need. The event also promoted values of sustainability and inclusivity, as pupils were encouraged to reuse, decorate or swap jumpers rather than buy new ones. Combined with the excitement of Christmas dinner day and the Santa Dash, the event helped to build a joyful, inclusive atmosphere while reinforcing important values such as empathy, responsibility and social awareness.

## Spring Impacts

2025-26

### Whole School Assemblies

Assemblies have had a positive impact on children's' personal development by inspiring reflection, understanding and a strong sense of school community. The *Open the Book* assemblies with Father Keith and actors from St Mary's Church brought Bible stories to life through engaging drama, helping pupils to explore key messages and values in an accessible and memorable way. The Black History assembly focusing on Rosa Parks supported understanding of equality, courage and social justice, encouraging thoughtful discussion and respect for diversity. In addition, the Ballifield Core Value assembly successfully introduced the Ballifield School song and reinforced each of the school's core values, including self-belief, respect, diversity, high ambitions, enjoyment of learning, health and pupil voice. Together, these assemblies have helped to develop confidence, empathy and a shared understanding of the values that underpin all aspects of school life.

### South Yorkshire Fire and Rescue Visit - Y3

The visit from South Yorkshire Fire and Rescue had a very positive impact on our Year 3 children's personal development. The firefighters shared clear, age-appropriate safety messages about staying safe at home, on the road and near open water, helping children understand potential risks and how to make sensible choices. The children were highly engaged and asked thoughtful questions, showing a growing awareness of how their actions can keep themselves and others safe. This experience reinforced the importance of safety in everyday life and helped pupils develop responsibility, confidence and practical skills they can use beyond the classroom.



### Parental Engagement Sessions - Whole School

Parental engagement opportunities this half term have had a very positive impact on children's learning and engagement across the school. Parents have actively supported learning through events such as the Year 3 maths workshop, Year 6 maths workshops, Year 2 DT sewing sessions, Year 4 Viking assemblies and the Year 5 'Come Read With Me' sessions, all of which helped children to build confidence, deepen understanding and see the value of learning shared between home and school. A particular highlight was the Year 3 RE engagement, where Muslim parent visitors generously shared their faith and





traditions, answering pupils' thoughtful questions and bringing learning to life through discussions about Hajj, Eid and what it is like inside a mosque. These experiences enriched the curriculum, strengthened home-school partnerships and helped children feel supported, motivated and curious in their learning.

### **Young Voices - Sheffield Arena**

The Young Voices choir visit to the Utilita Arena in Sheffield was a truly memorable highlight for our children. Young Voices is part of the world's largest school choir concerts, where thousands of children from across the UK come together to sing as one united choir in a major arena setting, giving children

an extraordinary performance experience and the chance to perform in front of parents and families in a professional-scale venue. Our children gained confidence, teamwork and musical skills through weeks of preparation and rehearsals, and the concert itself was inspiring and uplifting as they sang and performed with energy and pride. Having parents in the audience made the evening even more special, strengthening the home-school connection and creating lasting memories of achievement, collaboration and joy through music.



### **Healthy Eating Training and Assembly**

Mr Cassidy's attendance at the Eat Smart / Learn Sheffield Zoom meeting had a positive impact on personal development across the school, particularly in promoting healthy eating habits. The guidance and ideas gained from the session were shared with the Healthy Eating Crew, who worked alongside Mr Cassidy to review and strengthen the school's healthy packed lunch policy. This ensured clearer expectations and consistent messages for children and families. To further embed this learning, Mr Cassidy led engaging assemblies for both KS1 and KS2 dressed as a carrot, helping children to understand the importance of balanced diets and making healthy choices, which has supported knowledge, attitudes, and wellbeing.



### **Y3 Brilliant Bridges - Children's University Engineer Zoom**

The Year 3 children benefited greatly from participating in the Brilliant Bridges: Engineering in Action Zoom meeting organised by the Children's University, which provided a valuable example of high-quality career-related learning. As part of our commitment to promoting STEM and broadening children's aspirations, children took part in an engaging bridge-building masterclass where they interacted with real-life engineers and learned about the skills, pathways, and qualifications needed to pursue careers in engineering. This experience

helped children make meaningful links between classroom learning and real-world applications, increasing their understanding of problem-solving, teamwork and design processes. The session concluded with children designing and constructing their own bridges, allowing them to apply newly acquired knowledge creatively and practically. As a result, children demonstrated increased enthusiasm for STEM subjects, improved confidence in discussing future careers, and a greater awareness of opportunities beyond the classroom, supporting the school's aim of raising aspirations and developing informed, curious learners.

### **Y3 Outokumpu Steel Visitors**

As part of their learning about the history of Sheffield steel, Year 3 children welcomed visitors from Outokumpu, who provided an engaging and informative insight into the steel industry. The visitors explained the historical significance of Sheffield steel, how steel is produced in modern industry and the wide range of careers available within the sector, helping children to connect their history learning with real-world applications and future opportunities. The session brought learning to life and supported career-related education by allowing children to hear directly from industry professionals. A particular highlight for the children was the opportunity to use VR headsets, which enabled them to experience aspects of steel production in an immersive and memorable way. The visit increased children's curiosity, deepened their understanding of local industrial heritage and inspired enthusiasm for STEM and manufacturing careers.



### **PSHE / RSHE / Personal Development - Parent Consultation**

Mr Cassidy and Mr Sanderson met with parents from EYFS to Year 5 to discuss the school's PSHE, RSE and personal development curriculum. The meeting provided an opportunity to explain what children learn across the year groups, how topics are delivered in a safe, age-appropriate and inclusive way, and how the curriculum supports pupils' wider personal development. Parents were able to ask questions, share their views and raise any concerns, with online safety emerging as the area of biggest worry. Feedback from attendees was overwhelmingly positive, with all parents expressing satisfaction with the curriculum, the approach to teaching sensitive topics, and the opportunity to engage directly with school leaders. The session reinforced the school's commitment to working in partnership with families to support children in becoming healthy, confident and responsible individuals, and further meetings are planned to continue this collaborative approach.

### **Y5 Breastfeeding Visitor - Mammals including Humans**

As part of their science learning on animals and life cycles, including breastfeeding mammals and humans, Year 5 children took part in an informative visit from Lauren at the Family Hub. The session focused on careers in science and health, helping children to understand how scientific knowledge is applied in real-life roles that support families and communities. Lauren shared her professional experiences and explained how an understanding of biology and human development is important within her role, providing a meaningful link between classroom learning and future career pathways. The interactive sessions, delivered to Y5 encouraged thoughtful questions and discussion, supporting

children's scientific understanding while broadening their awareness of careers linked to science, health and community services. The visit helped children recognise the relevance of science in everyday life and inspired curiosity about future opportunities within STEM and care-related professions.

### **Whole School Pupil Voice on Safety**

The whole-school safeguarding pupil voice carried out in Spring 2026 had a significant impact on understanding and strengthening safety across the school. Using consistent, age-appropriate questions, children from FS2 to Year 6 were able to express their experiences and understanding of safety, trusted adults, and safeguarding procedures. The feedback demonstrated that the vast majority of children feel safe in school, can confidently identify adults they trust, and understand rules and boundaries that protect themselves and others. Older children showed a more nuanced understanding of wider safeguarding themes, including online safety, bullying, consent, mental health, and physical safety, reflecting the effectiveness of PSHE lessons and school values in creating responsibility and empathy. The pupil voice process also provided important insight for future development, highlighting areas such as reinforcing personal responsibility for safety, deepening online safety understanding, and reassuring children about emergency procedures and environmental hazards. Overall, this activity not only confirmed the strength of current safeguarding provision but also informed next steps to further enhance children's knowledge, confidence, and sense of agency in keeping themselves and others safe.

### **Taylor Shaw Visit - EYFS - Y6**

As part of our commitment to promoting healthy eating and developing independence, children from EYFS to Year 6 took part in a practical fine motor skills workshop led by Joanne from Taylor Shaw. During the visit, children learned about the importance of nutritious food and healthy choices while practising safe and effective knife and fork usage. The hands-on activities supported the development of fine motor skills, coordination and confidence, helping children to become more independent at mealtimes. The workshop provided a valuable life skill experience, reinforcing positive eating habits and encouraging children to approach lunchtime with greater confidence and responsibility.



### **Concerteenies Performance for FS2, Y1 and Y2**

The performance by Concerteenies had a highly positive impact on children in FS2, Year 1 and Year 2 by providing an engaging, high-quality introduction to live music through a rich blend of storytelling, animation and interactive performance. Designed specifically for young children, the experience combined professional musicianship with songs, actions and Makaton, enabling all children including those with additional needs to actively participate and connect with the narrative. This immersive approach supported communication, language development and early phonics through rhythm, repetition and musical pattern, while also creating imagination, creativity and emotional engagement as children explored themes of hope, home and dreams. Experiencing live performance at such a high standard broadened children's cultural capital and provided many with their first exposure to professional music, inspiring curiosity and enthusiasm for the arts. Overall, the concert enriched the curriculum by supporting personal, social and emotional development,

enhancing listening and attention skills, and creating memorable shared experiences that deepened children's appreciation of music and performance.

### **Y2 Florence Nightingale Drama Workshop**

Y2 children greatly benefited from an engaging drama workshop delivered by One Day Creative, which brought their history learning about Florence Nightingale vividly to life. Through a range of interactive activities including role-play, improvisation and storytelling, children explored the life and achievements of this significant historical figure, developing a clear understanding of her impact on nursing and healthcare. The workshop enabled children to step into the roles of nurses and soldiers, helping them to empathise with people from the past and imagine the conditions of hospitals during the Crimean War. This active, hands-on approach encouraged children to express ideas through movement, voice and drama, while reinforcing key knowledge such as timelines and historical events. As a result, children were highly engaged and motivated, deepening their historical understanding and retention of key facts, while also developing confidence, teamwork and communication skills in a meaningful and memorable way.

### **Y6 Crucial Crew Trip**

The visit to Lifewise Centre for the Crucial Crew programme had a significant positive impact on Y6 children, providing them with essential life skills at a key transitional stage before moving to secondary school. Delivered by South Yorkshire Police in partnership with organisations such as South Yorkshire Safer Roads Partnership, the experience immersed children in realistic, interactive scenarios set within a purpose-built environment, including a courtroom, supermarket and street scene. This hands-on approach enabled children to explore important issues such as road safety, anti-social behaviour and personal safety in a safe and controlled setting. The road safety sessions were particularly impactful, helping children to understand hazards, stopping distances, and the importance of making safe, independent journeys as they prepare for increased responsibility. By actively participating in these scenarios, children developed greater awareness, confidence and decision-making skills, equipping them to manage real-life risks more effectively. There was also an opportunity to speak about career related learning. Overall, the programme made a strong contribution to children's personal development, promoting responsible citizenship, independence and an understanding of how to keep themselves and others safe.

### **ArtWorks Artist Visit**

The visit from a local artist from ArtWorks South Yorkshire had a meaningful and positive impact on vulnerable children, particularly those identified as SEND and Pupil Premium. As part of an international arts festival celebrating artists who have a learning disability, are autistic or both, selected children with SEND / in Nurture provision were given the opportunity to work closely with the artist in small, supportive groups. This created a calm, inclusive environment where children felt safe to express themselves creatively, build confidence and develop their communication skills. The sessions encouraged self-expression, collaboration and resilience, allowing children to experience success in a creative context that was tailored to their needs.



Engaging directly with professional artists who share similar lived experiences also provided powerful role models and career aspirations for the future, helping to raise aspirations and promote a strong sense of belonging. Overall, the workshop enriched children's personal development by creating creativity, wellbeing and inclusion, while broadening their cultural experiences in a meaningful and accessible way.

### **CRESST Team visit to Y5**

The visit from the CRESST team had a clear and positive impact on Year 5 children's

personal development. Through focused discussions and practical activities, children developed a stronger understanding of emotional regulation, learning how to recognise and manage their feelings in a constructive way. The sessions on conflict resolution and coping with disagreements equipped children with valuable strategies to approach challenging situations calmly and respectfully. By working through real-life scenarios, children were able to practise de-escalation techniques and consider the perspectives of others, leading to more thoughtful responses in moments of conflict. As a result, children demonstrated increased confidence in handling disagreements, improved communication skills, and a more mature approach to managing emotions, contributing to a more positive and supportive classroom environment.



### **Red Nose Day for Comic Relief**

The celebration of Comic Relief's Red Nose Day had a positive impact on pupils' personal development by promoting awareness, empathy, and a sense of social responsibility. Through taking part in a low-key, inclusive day of non-uniform and classroom-based activities, children were able to engage in meaningful discussions about the importance of helping others and supporting charitable causes. The opportunity to contribute through donations, both online and in school, encouraged children to feel part of a collective effort, creating a sense of community and shared purpose. We raised £138.52 in total (slightly lower donations than usual due to lower attendance caused by Eid) In addition, the fun, Red Nose Day-themed activities allowed children to express themselves creatively while reinforcing key values such as kindness and compassion. As a result, pupils developed a greater understanding of global issues and the importance of giving, alongside enjoying a positive and memorable shared experience.

### **Outdoor Learning visitor - Well & Wild**

The Nurture children had a highly positive experience working with Well & Wild as part of our personal development provision. During these sessions, children engaged in meaningful outdoor learning activities that supported both their wellbeing and their understanding of the natural world. As part of our healthy eating target, children took part in planting organic veg and herbs, including parsnips, cucumber, basil and parsley, helping them to develop an appreciation of where food comes from and the importance of healthy choices. Well & Wild also delivered a outdoor learning day where they worked with mixed groups of our most vulnerable children from Nurture. The children enthusiastically participated in bug hunting, creating habitats for insects and other small creatures, planting and producing artwork using natural materials. The children thoroughly enjoyed the hands-on experiences, and the day

provided a fantastic opportunity to learn, explore and build confidence in an outdoor environment.

## **Summer Impacts**

**2025-26**

### **White Ribbon Accreditation**

Becoming an officially White Ribbon accredited school is a highly positive step in strengthening our commitment to personal development, safeguarding and the wellbeing of our whole school community. White Ribbon is a globally recognised movement that works to end violence against women and girls by promoting respect, equality and positive relationships and this accreditation reflects the strong work already embedded across our school. These values are not new to us; they are firmly woven throughout our PSHE curriculum, where children are taught about healthy relationships, mutual respect and the importance of challenging inappropriate behaviour. This work is particularly significant given the increasing levels of domestic violence within our local community, which continues to be one of the most significant barriers affecting many of our children and families. As a result, our commitment to the White Ribbon movement is both timely and essential, reinforcing our role in supporting children, families and the wider community through education, awareness and early intervention. By marking White Ribbon Day annually on 25th November, we will continue to raise awareness and further strengthen our school culture of safety, respect and equality for all.

### **Pupil Voice / Young Leadership**

Pupil voice and young leadership remained a key priority, with a strong commitment to ensuring children actively shape the school. Mr Cassidy refined the Pupil Voice / Young Leadership tracker, strengthening how participation and impact were monitored across the school. There are currently 126 leadership roles in place, demonstrating a wide-reaching and inclusive approach, with good representation from vulnerable groups, including Pupil Premium (19%) and SEND pupils (8%), who are actively involved across a range of roles. This inclusive structure, alongside balanced boys / girls representation, ensures that leadership opportunities positively impact all learners, supporting confidence, communication skills and a sense of belonging, particularly for vulnerable pupils. Through a layered model of whole-school, class-based and themed roles, children contribute meaningfully to school improvement, with recent pupil voice work highlighting mature and thoughtful contributions, including priorities such as increasing parent involvement, enriching learning through trips, supporting charities, promoting physical activity and prioritising mental health. Overall, this approach continues to create an inclusive, empowered school community where all pupils, especially those from vulnerable groups, develop leadership skills, resilience and a strong sense of belonging.

### **Eco Committee and Litter Picking**

The Eco Committee met with Mr Cassidy to discuss ways to improve the school environment and encourage greater responsibility for caring for our surroundings. As a result of these discussions, the committee introduced a litter-picking rota for children to help keep both the KS1 and KS2 playgrounds tidy during break times. This initiative has promoted pride in the school environment, encouraged teamwork and responsibility, and helped children develop a greater understanding of the importance of reducing litter and caring for the local community. The rota has been well received, with children showing enthusiasm and commitment to making a positive difference around school.

### **Morning Activities - Before school**

The introduction of our Morning Activities has had a positive impact on children's engagement, providing an enjoyable and purposeful start to each school day. Each morning offers a different focus designed to support learning and wellbeing across the curriculum. Musical Monday encourages children to listen and appraise classical music before school, supporting music curriculum objectives and developing appreciation of different musical styles. Times Table Tuesday provides children with opportunities to practise multiplication facts in a fun, active and engaging way through music and movement, with a particular focus on preparing Year 4 children for the Multiplication Tables Check. Word Wednesday introduces ambitious vocabulary, helping to broaden children's language knowledge and encouraging them to use new words in their speaking and writing. Thoughtful Thursday promotes oracy, communication and critical thinking through P4C-style, thought-provoking questions displayed outside classrooms, encouraging discussion and reflection. Fitness Friday enables children to take part in a whole-school aerobic fitness routine, helping them to start the day positively while promoting physical health and wellbeing. Together, these activities have created a welcoming and stimulating start to the school day, encouraging children to arrive on time, engage with learning and develop a range of important skills.

### **Celebration of Culture day for the World Cup**

Celebration of Culture Day was a highly successful event linked to the World Cup, providing children with an engaging opportunity to learn about different countries and cultures from around the world. Children came to school dressed in the colours of the country they wished to support, creating a vibrant and inclusive atmosphere across the school. Throughout the day, children researched a variety of countries and took part in discussions about cultural traditions, customs and diversity in a fun and meaningful way. The event promoted global awareness, respect and curiosity while making learning enjoyable. In addition, the school community generously supported the event through donations to the Friends of Ballifield fund, raising a total of £136.

### **South Yorkshire Police - Knife Crime Talk with Y5 & Y6**

Children in Years 5 and 6 took part in a highly informative knife crime awareness assembly delivered by South Yorkshire Police. The session helped children develop a clear understanding of the risks and consequences associated with carrying knives, while reinforcing the importance of making safe and responsible choices. Through age-appropriate discussions and real-life examples, children were encouraged to think critically about peer pressure, personal safety, and the impact their actions can have on themselves, their families, and the wider community.

### **Active First Aid sessions**

The Active First Aid Sessions provided children with valuable practical knowledge and skills that could help them respond confidently in emergency situations. Delivered by first aid instructor Andy, these engaging sessions were linked closely to each year group's PSHE curriculum while also teaching essential lifesaving techniques. Children in Year 3 learned about bites and stings, the importance of taking medicines correctly and using household products safely. Year 4 focused on asthma awareness, as well as understanding the risks associated with drugs and alcohol. Year 5 explored how to respond to bleeding incidents and discussed reasons why people may choose to use or not use drugs, including nicotine, alcohol and medicines. Year 6 developed their understanding of choking and emergency first aid procedures. The interactive nature of the sessions encouraged active participation and helped children build confidence, resilience and awareness of how to keep themselves and

others safe. While we hope these skills are never needed, the knowledge gained could one day help children to save a life.

### **Kooth Mental Health Visitor**

The Kooth Digital Health assembly provided a valuable opportunity for our Year 5 and Year 6 children to develop their personal wellbeing, resilience and emotional literacy. By introducing children to a safe, accessible and trusted source of support, children developed a greater understanding of the importance of looking after their mental health and seeking help when needed. The session helped to normalise conversations around feelings, worries and challenges, including transition to secondary school, friendships, self-esteem and managing pressures. Children increased their awareness of where they can access support and were empowered to make positive choices about their own wellbeing.

### **Jewish Visitor**

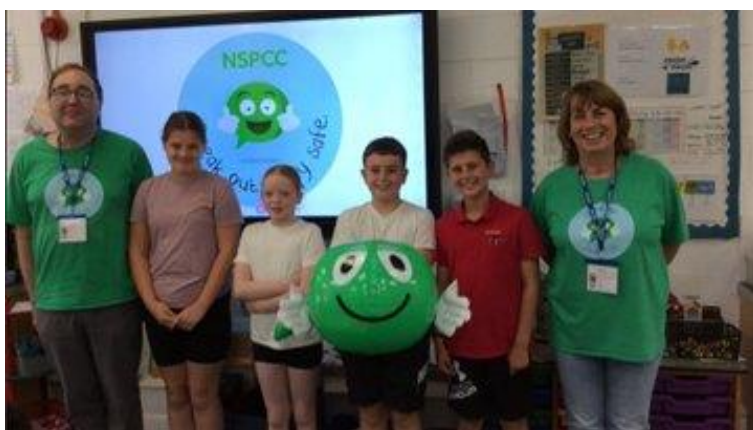
The visit from a member of the Jewish community provided Year 3 pupils with a valuable opportunity to develop their understanding of different beliefs, cultures and traditions. Through engaging discussion, exploring religious artefacts and learning about the synagogue, children were able to deepen their knowledge of Judaism and appreciate the importance of faith in people's lives. The experience encouraged curiosity, respectful questioning and positive attitudes towards diversity, supporting children to recognise and celebrate differences within their community. This helped by promoting inclusion, empathy, cultural awareness and preparing children to be respectful and understanding members of a diverse society.



### **NSPCC Workshops**

The visit from the NSPCC provided Year 5 and Year 6 children with an important opportunity to develop their understanding of personal safety, rights and wellbeing. Through age-appropriate workshops, children explored key themes including consent, recognising unsafe

situations, abuse awareness, control and manipulation. The sessions supported children in understanding that they have the right to feel safe and that concerns should always be shared with a trusted adult. Children developed confidence in identifying sources of support and knowing where to seek help, including through services such as Childline.



### **Virtual Water Safety Talk -**

### **Canal River Trust**

Children in both Key Stage 1 and Key Stage 2 took part in a virtual water safety assembly delivered by the Canal & River Trust via Microsoft Teams in classrooms. The session helped

children develop an understanding of the potential dangers associated with canals, rivers and other open water environments, while reinforcing the importance of making safe and responsible choices. Through engaging, age-appropriate discussions and real-life scenarios, children were encouraged to think carefully about personal safety, recognising hazards and how to respond in an emergency.

### **Year 2 visit to the mosque**

The Year 2 visit to the mosque provided children with a valuable opportunity to learn about Islam and develop their understanding of different faiths and cultures. The experience encouraged curiosity, respect and thoughtful discussion, helping children to recognise and celebrate diversity within their community.

### **Fruit and Veg Project - Leeds University**

FS2, Year 1 and Year 2 children took part in an important research project exploring the impact of the government's Free School Fruit and Vegetable Scheme on children's food choices and healthy eating. Mr Cassidy was interviewed about fruit and vegetables, healthy eating at Ballifield and the ways in which we encourage children to make healthy choices, while children's food intake was monitored during the project. The experience raised children's awareness of healthy eating and highlighted the importance of making nutritious choices as part of a healthy lifestyle.

### **Children's University Road Safety Masterclass - Y3**

Year 3 children took part in a virtual Road Safety Masterclass, developing their knowledge and confidence around staying safe when travelling independently. Through interactive scenarios, discussion and quizzes, children explored the Green Cross Code, safer places to cross and the importance of staying alert to distractions such as phones, friends and noise. The session helped children to understand how to make safer choices when travelling to school, visiting friends and moving around their local community.

### **Y4 Career Related Learning - Dentist Visit**

Year 4 children welcomed a dentist into school, providing an exciting opportunity to link their Science learning about teeth and oral health to real-life experiences. The visit reinforced the importance of good dental hygiene while allowing children to ask questions and develop their understanding of how dentists help people maintain healthy teeth. It also provided valuable career-related learning, helping to learn more about the role of a dentist and the skills and knowledge needed for a career in dentistry.

### **Natre Art Competition - Whole School**

Children across all year groups took part in the national NATRE Spirited Arts Competition, combining their RE learning with creativity and artistic expression. The competition encouraged children to reflect deeply on religion and worldviews, develop their ideas and communicate their understanding through a range of creative forms. Taking part celebrated both RE and the



arts while giving children the opportunity to produce meaningful work that could be recognised beyond our school.

## **Conclusion**

Ballifield's commitment to personal development is embedded in every part of school life. Through our Core Values, British Values, curriculum, enrichment opportunities, leadership roles, visits, visitors, clubs and community experiences, we provide children with opportunities to develop not only academically, but socially, emotionally, morally and culturally. The impact can be seen in the confidence of our children, the way they treat others, their resilience when faced with challenges, their willingness to have a voice and their growing understanding of the world around them.

Our aim is that children leave Ballifield with much more than knowledge. We want them to leave with confidence in themselves, respect for others, strong values, a sense of responsibility and the courage to make a positive difference. Our inclusive and values-led approach ensures that every child is supported to become the very best version of themselves, well prepared not only for their next stage of education, but for life beyond school.



D Cassidy

Year 3 Teacher

PE / Healthy Schools Coordinator

Personal Development Lead

Summer 2026