The QRA Offer

BE KIND AIM HIGH DISCOVER

Personal development at Queens Road Academy

The purpose of the QRA offer

Be Kind, Aim High, Discover

The QRA offer connects classroom learning with experiences of the wider world. Through visits, clubs, performances and practical responsibilities, children can discover interests and grow more confident in unfamiliar situations.

Progression means children do more for themselves over time. They begin by exploring with adult support, learn to contribute alongside others and gradually take greater responsibility for their choices and actions.

Our aim is for every child to participate meaningfully. Planning should take account of individual needs, confidence and cost, with suitable support so that children can work towards the same ambitions.

The QRA personal development offer



Life Skills



Civic Engagement



Sport & Physical Activity



Nature & The Outdoors



Arts & Culture

Progression across the offer:

Awareness → Participation → Responsibility → Independence → Preparedness

Trips and experiences beyond school

A reflection on the opportunities QRA children have had

Discovering places and ideas

Visits have included Blackpool, Yorkshire Sculpture Park, art galleries, wildlife parks, museums and the Butterfly House. These give children first-hand reference points for learning and opportunities to ask questions in unfamiliar places.

Growing independence and connection

Year 5 and Year 6 residentials offer time away from familiar routines. Local visits to residential homes and visitors speaking in school bring children into contact with different generations, experiences and perspectives.

The progression lies in what children do with the experience: younger pupils notice and describe, then learn to compare and explain. Older pupils can ask more purposeful questions, make connections and take greater responsibility for their conduct.

Useful reflection: What did I learn? What did I manage for myself? What has changed in my thinking?

Life Skills

AWARENESS → PARTICIPATION → RESPONSIBILITY → INDEPENDENCE → PREPAREDNESS

EYFS

- Easter bake sale
- Little city visit to school
- Pumpkin carving competition and soup making

Y1

- Making cake pops
- Making wrap pizzas
- Water safety talk

Y2

- Enterprise day
- Making biscuits

Y3

- Enterprise project
- Board games club (Autumn 2026)

Y4

- Making rocky roads

Y5

- Gardening club
- Cooking club (Autumn 2026)
- Young marketeers

Y6

- Crucial Crew
- Cooking club (Autumn 2026)

Experiences may support more than one strand.

Life Skills: progression

Children become more capable in everyday tasks and better prepared to make safe, informed choices.

EYFS

Explore with adult support

Little City introduces familiar adult roles. Baking and soup making provide opportunities to follow simple steps, handle materials safely and take turns.

Years 1–2

Complete a task together

Food preparation builds on early practical experiences. Children follow a sequence with increasing care. Enterprise introduces making something for a purpose, while water safety develops awareness of risk.

Years 3–4

Plan and take responsibility

Enterprise projects and making rocky road provide contexts for sharing jobs, choosing resources and checking the finished result. The emphasis moves towards explaining decisions and completing an agreed task.

Years 5–6

Apply skills with greater independence

Cooking, gardening and Young Marketeers provide opportunities to organise tasks and consider customers or other users. Crucial Crew asks pupils to apply safety knowledge and recognise when to seek help.

By the end of Year 6, we want pupils to organise a practical task, explain their choices and apply safety knowledge in a new situation.

Civic Engagement

AWARENESS → PARTICIPATION → RESPONSIBILITY → INDEPENDENCE → PREPAREDNESS

EYFS

- Daily book vote
- Baby visit: history / timeline
- Fire and police service visits
- Teddy bears' picnic
- Christmas show for parents
- Library experience: sharing books and caring for them

Y1

- Nativity
- Library experience: choosing books and understanding a shared community resource

Y2

- Litter Picking in the Community
- Enterprise Project

Y3

- Magna – science trip
- Enterprise Project

Y4

- Enterprise

Y5

- Mini police
- Young marketeers
- Enterprise day

Y6

- Crucial Crew
- Trip to Blackpool

Experiences may support more than one strand.

Civic Engagement: progression

Children develop a sense of belonging and learn how their choices can contribute to other people's lives.

EYFS

Belong and make a choice

The daily book vote introduces choosing and accepting a shared decision. Visits from people who help us develop awareness of community roles. Library experiences introduce sharing books and caring for a shared space.

Years 1–2

Use and care for shared spaces

Year 1 library experiences build greater independence in choosing books and understanding how libraries serve others. Nativity performances and Year 2 litter picking develop contribution to school and community life.

Years 3–4

Contribute to a shared purpose

Enterprise projects give children opportunities to agree roles and explain how their contribution helps a group. They begin to consider other people's needs when making decisions.

Years 5–6

Take responsibility beyond themselves

Mini Police and Young Marketeers connect responsibility with real community roles. Crucial Crew develops understanding of safe behaviour and its consequences. Pupils should explain how their actions affect others.

By the end of Year 6, we want pupils to contribute responsibly, listen to different views and explain how they can help their community.

Sport & Physical Activity

AWARENESS → PARTICIPATION → RESPONSIBILITY → INDEPENDENCE → PREPAREDNESS

EYFS

- Sports day
- Active Start sessions
- Albie Bee activity cards and parent presentation
- Reception multisports club (Autumn 2026)

Y1

- Sports day
- Multisports club
- Dance club

(Clubs: Autumn 2026)

Y2

- Sports day
- Multisports club
- Dance club

(Clubs: Autumn 2026)

Y3

- PSP sports pyramid
- Sports day
- Dance club (Autumn 2026)

Y4

- Competitions in PE

Y5

- Football club (Bruce Dyer)
- Y5–Y6 football club (Autumn 2026)

Y6

- School football team
- Sports day
- Y5–Y6 football club (Autumn 2026)

Experiences may support more than one strand.

Sport & Physical Activity: progression

Children build confidence in movement, learn to participate fairly and develop responsibility within a team.

EYFS

Enjoy movement and join in

Active Start, sports day and Reception multisports provide opportunities to explore movement and coordination. Children practise following simple instructions and taking turns with adult encouragement.

Years 1–2

Practise skills and cooperate

Sports day, multisports and dance offer repeated opportunities to improve control and follow rules. Children learn to encourage others and cope with both success and disappointment.

Years 3–4

Apply skills in organised activity

The PSP sports pyramid, PE competitions and Year 3 dance provide contexts for applying skills. Children begin to judge what worked, practise improvements and understand their part in a group.

Years 5–6

Commit to a team and support others

Football provision and the school team provide opportunities to practise consistently and make decisions during play. The wider sports and playground leadership offer extends responsibility to helping others participate.

By the end of Year 6, we want pupils to participate confidently, show fair play and explain how practice and teamwork improve performance.

Nature & The Outdoors

AWARENESS → PARTICIPATION → RESPONSIBILITY → INDEPENDENCE → PREPAREDNESS

EYFS

- Butterfly house trip
- Visits to pond area

Y1

- Farm visit (Graves Park)
- Woodland walk

Y2

- Community litter picking
- Sculpture park visit

Y3

- Yorkshire Wildlife Park: rainforests
- KS2 gardening club (Autumn 2026)

Y4

- Yorkshire Sculpture Park
- KS2 gardening club (Autumn 2026)

Y5

- Residential
- Art opportunities
- Wild Walk
- KS2 gardening club (Autumn 2026)

Y6

- Residential
- Art outdoors – pond area
- Gardening club

Experiences may support more than one strand.

Nature & The Outdoors: progression

Children learn to observe and care for the natural world, with growing independence outdoors.

EYFS

Notice and explore

The Butterfly House and pond area introduce close observation of living things. Children develop curiosity and learn how to explore safely and treat habitats with care.

Years 1–2

Observe and begin to care

The farm visit and woodland walk broaden children's experience of animals and places. Year 2 community litter picking makes care for the environment practical. The sculpture park offers another outdoor setting to explore.

Years 3–4

Connect experience with understanding

Yorkshire Wildlife Park and Yorkshire Sculpture Park provide contexts for comparing environments and linking observation to classroom learning. KS2 gardening offers sustained responsibility for growing and caring for plants.

Years 5–6

Manage challenge and responsibility

Residentials in Years 5 and 6 provide opportunities to manage belongings and routines away from home. Gardening, the Wild Walk and outdoor art support sustained observation, cooperation and care for shared spaces.

By the end of Year 6, we want pupils to explain how to care for the outdoors and approach unfamiliar experiences with greater independence.

Arts & Culture

AWARENESS → PARTICIPATION → RESPONSIBILITY → INDEPENDENCE → PREPAREDNESS

EYFS

- Christmas elf workshop visit
- Pantomime visit
- Halloween disco
- World Nursery Rhyme Week (sponsored sing)

Y1

- Singing club
- Puppet show (using puppets pupils have made)
- World Book Day
- Barnsley choir

Y2

- Trip to sculpture park
- Nativity
- Singing club
- Lego club
- World Book Fair
- Halloween / Christmas disco

Y3

- Horrible Histories: Egyptians trip
- Dance workshop
- BYC singing workshop
- Christmas show
- Drama club (Autumn 2026)

Y4

- Singing club
- Making cars
- Drama club (Autumn 2026)

Y5

- Cooper art gallery visit
- Christmas show

Y6

- Clarinets
- World Book Day
- Barnsley choir
- Whole school: Scholastic book fair

Experiences may support more than one strand.

Arts & Culture: progression

Children develop from curious audiences and willing participants into more confident creators and performers.

EYFS

Experience and respond

Pantomime, the Christmas elf workshop and Nursery Rhyme Week introduce shared cultural experiences. Children join in familiar songs and begin to describe what they enjoy.

Years 1–2

Make and perform with others

Puppet making, singing and nativity performances give children a part in creating something for an audience. The sculpture park and Lego club encourage them to notice design choices and explain their own ideas.

Years 3–4

Develop and refine ideas

The theatre trip, dance and singing workshops, and drama club extend pupils' repertoire. Making cars and singing provide opportunities to rehearse, solve problems and improve work in response to feedback.

Years 5–6

Make informed creative choices

The Cooper Art Gallery visit, performances, clarinets and choir experiences provide contexts for discussing artistic choices. Children work towards greater control and explain how rehearsal or revision improves their contribution.

By the end of Year 6, we want pupils to participate confidently in cultural experiences and explain their responses to art, music and performance.

Clubs offer: Autumn 2026

Children can explore an interest, practise regularly and build relationships beyond their usual classroom group.

Day	Club	Year groups	Main strand links
Monday	Dance	Y1, Y2, Y3	Arts & Culture / Sport
Tuesday	Multisports	Reception, Y1, Y2	Sport & Physical Activity
Tuesday	Drama	Y3, Y4	Arts & Culture
Tuesday	Cooking	Y5, Y6	Life Skills
Tuesday	Gardening	KS2	Nature & The Outdoors / Life Skills
Thursday	Wellbeing	Reception, Y1, Y2	Life Skills
Thursday	Board Games	Y3, Y4, Y5, Y6	Life Skills
Thursday	Football	Y5, Y6	Sport & Physical Activity

Bookings are available through Arbor. The wider QRA offer has also included Lego club, supporting shared construction, problem-solving and explaining ideas.

Sport, participation and pupil leadership

QRA children have taken part in skipping and football competitions, and the school has started a football team.

Taking part and representing QRA

Competitions give children a purpose for practice and experience of performing alongside others. Representing the school brings expectations of fair play, encouragement and respect for opponents. Participation can also help pupils discover an activity they want to continue.

Helping others take part

QRA has nominated sports and playground leaders. These roles provide a route from joining an activity to taking responsibility for others. The intended next step is for leaders to explain rules clearly, encourage children to join in and recognise when adult help is needed.

The aim is increasing confidence and responsibility, both for children representing QRA and for those finding their first enjoyable way to be active.

Values and personal development

The wider offer gives children practical contexts for Be Kind, Aim High, Discover.

Be Kind	Community visits, shared performances and teamwork give children opportunities to listen, show consideration and recognise the needs of others.
Aim High	Practice in sport, creative work and practical tasks gives children opportunities to persevere, respond to feedback and take pride in improvement.
Discover	Visits, clubs and conversations with visitors can introduce unfamiliar places and ideas, helping children recognise interests and possibilities for their future.

Assemblies and personal development teaching can revisit these experiences to discuss fairness, difference and responsibility. The book vote provides a practical starting point for democracy, while shared rules and community roles give meaning to British Values.