



Whitley Abbey Primary School

PSHE and RSE Policy

(Personal Social and Health Education and Relationships and Sex Education Policy)

Next Review July 2022

Review of Early Years Section 2021

## School Vision

**At Whitley Abbey...**

**We aim for everyone to be valued, safe and happy.**

**We nurture the mental and physical wellbeing of our community.**

**We celebrate life experiences and enjoy sharing new ones together.**

**Through rich learning opportunities we help children to develop a love of learning.**

**We strive to open children's minds to life's possibilities.**

**Through the Whitley Core Values we develop kindness, friendship, courage, honesty, resilience and gratitude.**

**We are proud to have Team Whitley in our hearts.**

**Hand in hand we learn.**

## Intent for PSHE and RSE

At Whitley Abbey Primary School we celebrate the diversity of our community. We engage with our families regularly to support and inform them so every child becomes the best that they can be to leave us in Year 6 with the skills and positive thinking needed to achieve their ambitions and lead happy, successful lives. We share the possibilities that lie ahead for our children, they learn how subjects they learn in school may link to future occupations and interests.

Personal, social and health education (PSHE) and Relationships Sex Education (RSE) helps our children to understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

We are aware that the delivered curriculum must reflect the needs of our pupils. Teachers use a programme for PSHE and RSE that equips pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We believe that the purpose of PSHE education is to build, where appropriate, on the statutory content already outlined in the national curriculum and in statutory guidance on: drug education, financial education, citizenship, personal safety, sex and relationship education (RSE) and the importance of physical activity and diet for a healthy lifestyle. Our key curriculum drivers of Possibilities, Community, Well Being and Love of Learning are taught explicitly through the PSHE curriculum as they are through the whole curriculum.

Through PSHE and the wider curriculum our children are explicitly taught the growth mindset skills of resilience, reciprocity, resourcefulness and reflection which can be transferred to all areas of their lives. Our aim is to have a school of happy and resilient children who have a strong moral purpose underpinned by our Whitley Core Values of kindness, friendship, courage, honesty, gratitude and resilience.

## Implementation of PSHE and RSE

At Whitley Abbey Primary School, PSHE plays a vital part of primary education and is taught in classes, weekly. This enables full coverage of PSHE and RSE. It is taught in short topic blocks to enable full coverage. Each year group covers topics within the following main strands of PSHE: living in the wider world; health and wellbeing and relationships. Additional Character Education and Growth Mindset Skills are also taught. These are taught through age-appropriate objectives to allow clear progression through the Key Stages, taken from the PSHE association guidance and planning, Character Education from The Jubilee Centre, University of Birmingham, Growth Mindset using Building Learning Power and more individual targets using the Thrive approach. The units of work are linked to our Whitley Values, British Values, School Vision and Growth Mindset so that children have depth and breadth within the curriculum. Additional focus weeks/months are delivered as a whole school through assemblies, class work and sharing assemblies where parents are invited to share the work we have been doing. These include Anti-bullying Week, Black History Month, Remembrance and Road Safety. Lessons involve class discussions and group activities and evidence of the work collected in children's books includes photographs, as the focus is not on written work but on the discussions and the children's understanding of what is taught. As needed, support is provided to children when they find particular topics more challenging and each class has a worry bag, in which children can share any concerns, whether they arise from the lesson or from something else. Worry bags form part of class reflective areas, which also help to make links with themes covered in through assemblies, through Character Education and through the class Thrive focus. There are also occasions where teachers will need to teach PSHE tailored to the particular needs of their class. as PSHE is integral to the development of children's values in order for them to become positive citizens in a forever changing community. PSHE is an important part of school assembly times where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

The whole school overview for PSHE and RSE can be found in Appendix A.

## Impact of PSHE and RSE

Through our whole school approach to PSHE and RSE children will have knowledge, understanding and skills in the following :

- how to keep themselves and others safe in different situations, including online.
- the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- relationships, friendships and how to communicate with people
- the importance of school and a love of learning
- emotional resiliency and their role as responsible members of our communities through a thorough understanding of values.
- a growth mindset, with a good awareness of learning behaviours and their own aptitudes and abilities
- the possibilities which life has to offer and the importance of economics.
- the importance of mental and physical wellbeing and how to keep themselves healthy.
- a secure understanding, appreciation and respect for diverse groups of people.

## Rationale and ethos

This policy covers our school's approach to PSHE and RSE education and also incorporates Character Education and Growth Mindset strands.

This policy was developed by the school PSHE Coordinator through a variety of consultation methods involving pupils, parents/carers, staff, governors and the school health adviser. All views were taken into account when developing this policy and the Sex and Relationships Education (SRE) programme.

We believe relationships and sex education is important for our pupil and school to prepare them safely to be successful citizens living in the wider world.

The partnership between home and school is of vital importance in providing context and support for our children. We will work hard to provide parents with all of the information they need to support their children's learning in PSHE and RSE by consulting with parents and carers and providing further information when it is requested.

We ensure that our PSHE and RSE curriculums are inclusive and meet the needs of all our pupils, including those with SEND (special education needs and disabilities) by using a range of teaching approaches including; discussion, drama and role play, cross curricular approaches, small group and individual learning.

### **Legal Obligations**

Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the science curriculum.

\* In our PSHE curriculum the only aspect which relates to sex education is in Year 6; PSHE and RSE; Summer Term; Health and Wellbeing; Growth and changing – Human reproduction and birth which will be taught during the final month in Year 6 in preparation for transition to Year 7.

**The PSHE/RSE policy complements the following policies:**

Child Protection and Safeguarding Policy 2019

Behaviour Policy 2019

**Documents that inform the school's RSE policy include:**

Education Act (1996)

Learning and Skills Act (2000)

Equality Act (2010)

Keeping Children Safe in Education – Statutory safeguarding guidance (2015)

Relationships education, relationships and sex education (RSE) and health education (2019)

**The context of the school**

Whitley Abbey Primary school is a maintained school, with a mix of religions, including Christianity, , Hinduism, Sikhism and Islam. The children range from Nursery to Year 6. It serves a varied intake with the majority of pupils being of White British ethnicity, a higher than national average percentage of pupils from minority ethnic groups and EAL pupils, and an average percentage of children eligible for Pupil Premium funding. The school has an average percentage of pupils eligible for free school meals.

**Curriculum**

The PSHE/RSE curriculum is taught using a thematic approach, so that the whole school can focus on the same area of the curriculum at the same time. This allows for greater exploration of themes through assemblies and also greater whole school and parental involvement. Each core theme is built upon year on year. PSHE/RSE are taught using the PSHE association materials. Our school curriculum drivers of Wellbeing, Love of Learning, Community and Possibilities underpin the whole curriculum. Please see Annex A for the Whole School Curriculum Overview.

PSHE/RSE Core themes

Relationships: Families and friendships; Safe relationships; Respecting ourselves and others.

Living in the Wider World: Belonging to a community; Media literacy and digital resilience; Monday and Work.

Health and Wellbeing: Physical health and Mental Wellbeing; Growing and changing; Keeping Safe.

To enhance the PSHE/RSE curriculum we have added the additional strands of Growth Mindset and Character Education which are also taught using a whole school thematic approach.

### **Growth Mindset Core Themes**

What is a growth mindset?

Resilience; Absorption, Managing distractions, Noticing, Perseverance

Resourcefulness; Questioning, Making links, Imagining, Reasoning, Capitalising.

Reciprocity; Interdependence, Collaboration, Empathy and listening, Imitation.

Reflectiveness; Planning, Revising, Distilling, Meta-learning.

### **Character Education Themes**

Whitley Core Values; kindness, friendship, courage, honesty, gratitude and resilience.

Caring, Helpfulness, Cooperation, Courage, Kindness and Reflection time.

Cleanliness, Fairness, Friendliness, Patience, Respect and Reflection time.

Courtesy, Forgiveness, Determination, Self-discipline, Gratitude, Honesty and Reflection Time

Whilst PSHE is split into these separate core themes, in reality there will always and should be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced, extended and reflected upon in age appropriate contexts. PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.



## Early Years Curriculum

A prime area of the Early Years Foundation Stage curriculum delivered to Nursery and Reception children is Personal, Social and Emotional Development. There are 3 strands within this prime area; Making Relationships, Self-Confidence and Self-Awareness and Managing Feelings and Behaviour.

### **Making Relationships**

Through children's daily opportunities to learn through play, children are supported to play co-operatively and take turns with others. Children are supported to engage in activities that require collaboration, such as parachute activities and ring games. Staff members provide stability in staffing, key person relationships and in grouping of the children. Through the continuous and enhanced provision, staff members provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions. Within the indoor and outdoor classrooms, staff members provide role-play areas resourced with materials reflecting children's family lives and communities. We include resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos. Practitioners select books and use puppets that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'. Children have opportunities over time to get to know everyone in the group, not just their special friends. They also have opportunities to relate to their teacher and other significant adults in the setting, both individually and in small groups. Adults plan for opportunities for children to engage in tasks that involve turn-taking and sharing in small groups.

### **Self-confidence and self-awareness**

Within the Early Years classrooms, children are given time to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities. Staff members plan to provide experiences and activities that are challenging but achievable to support this strand of PSED. Children are supported to reflect on successes, achievements and their own gifts and talents. This is through the use of Show & Tell and by promoting the use of Tapestry with parents and carers. This is a great tool for staff members to understand more about children's interests and provides the children with opportunities to feel proud and confident. Through small group circle time, children are encouraged to talk to their small group about something they are interested in or have done.

## **Managing feelings and behaviour**

Teaching staff source photographs and pictures of emotions for children to look at and talk about. We support children to let others know how they are feeling, which doesn't always rely on words, such as 'feelings faces'. Children are provided with familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. putting away toys, collecting snack and milk or sweeping sand or leaves. Staff members use pictures or consistent gestures, such as Makaton, to show children with SEN or English as an Additional Language, the expected behaviours, which is also highly supportive to other members of the cohort.

Adults plan times when children can explore feelings, e.g. help children to recall when they were happy, when they were excited, or when they felt lonely and also provide activities that require give and take or sharing for things to be fair. We involve children in agreeing codes of behaviour and taking responsibility for implementing them and linking this to the whole school code of conduct. Adults share stories about characters that follow or break rules, and the effects of their behaviour on others to use as a discussion point.

## **Organisation and Provision of PSHE/RSE**

We teach PSHE and RSE in a variety of ways including assemblies, whole class teaching, group and individual support. We have dedicated curriculum time where the PSHE and RSE lessons are taught by class teachers using the PSHE Association lessons. In addition to this circle time and class discussions play a vital part in exploring and embedding concepts. The Growth Mindset curriculum is introduced through assemblies throughout the year and taught in focussed lesson at the beginning of the Autumn term. Growth Mindset skills are then taught throughout the year linked to other subjects. The Character Education Curriculum is taught through a series of short lessons. Many aspects of our PSHE/RSE curriculum link to the wider curriculum including; Religious Education, Science, PE, Art, Forest Schools and the wider curriculum

In addition, PSHE/RSE is developed through whole-school activities and events which develop children's understanding of our key drivers; Community, Possibilities, Love of Learning and Wellbeing:

School Council; representatives from each class meet regularly to discuss school matters and plan events.

Residential Visits in Key Stage 2: Year 5 visit Ilam Hall and Year 6 visit Dol-y-moch outward bound centre, where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.

Outdoor Learning; our outdoor learning curriculum ensures that children have an exciting range of outdoor learning opportunities throughout their time at Whitley Abbey Primary School which give them the opportunity to apply their skills and values in a practical setting and develop self-esteem and leadership skills. The core elements of our outdoor learning curriculum are; Teamwork, Outdoor Art, Ecology, Orienteering, Risk Taking and Hiking and also links to our Forest Schools Curriculum.

Themed Weeks; our children take part in themed weeks and whole school events shared with our campus community and the wider local community.

Extra-Curricular Activities; all children have access to a wide range of after school clubs and are encouraged to take at least one club. These clubs include sport, art, environmental issues, science, dance and music and encourage the children to stretch themselves developing their

## Values

skills and values further.

We ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teaching to establish an effective and safe school environment. We make clear links between the British Values and our own Character Education and Whitley Values through assemblies and story sharing. Throughout the year we celebrate a range of different festivals which reflect and celebrate our school community and wider society including Diwali and Eid. This work links directly to our Religious Education policy and curriculum.

## Staff Training for RSE

Sensitive issues will be discussed in staff meetings (as appropriate) to provide ways to support staff delivering Relationships and Sex Education curriculum. Relationships and Sex Education involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to Relationships and Sex Education will be balanced and take account of, and be

sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda. Staff training and support will be provided in how to deliver the PSHE/RSE curriculum

### **Dealing with Specific Topics**

#### **Female Genital Mutilation**

The School takes proactive action to protect and prevent our girls being forced to undertake FGM. The Head teacher and Governors do this in the following ways:

1. A robust attendance policy that does not authorise holidays, extended or otherwise.
2. FGM training for Child Protection leads and disseminated training for all staff at the front line dealing with the children.
3. Vigilance in respect of children and families who have originated from areas where FGM is known to be practiced.
4. Sharing information with all our families.

### **Responsibility for Relationships and Sex Education**

A **whole school approach** will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding Relationships and Sex Education. A breakdown of this is below.

The **Senior Leadership Team** (SLT) will endeavour to support the provision and development of Relationships and Sex Education in-line with this policy by providing leadership and adequate resourcing.

The responsibility of effective delivery in the classroom lies with the **class teacher**. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted and aided in their Relationships and Sex Education work by the provision of resources, background information about relevant children in their classes, support and advice from experienced members of staff or outside organisations where required and access to appropriate training.

The **PSHE/RSE Subject Lead** will be able to assist in staff training and individualised support.

The designated **Relationships and Sex Education Lead Mrs Jules Hall** is responsible for the development for the Relationships and Sex Education programme that meets all legal requirements as well as the needs of the children. It also includes keeping up to date with developments

and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaising with outside agencies and monitoring and evaluation.

**Non-teaching staff (T.A's and Learning Mentors)** may be involved in a supportive role in some Relationships and Sex Education lessons, circle times and assemblies. They may also play an important, informal pastoral support role with pupils. They will have access to information about what that year group is doing in Relationships and Sex Education and have access to attend appropriate staff training sessions.

**Governors** have responsibilities for school policies. They will be consulted about Relationships and Sex Education provision and policy and have reports at Governor's meetings where appropriate.

Ideally the membership of the teaching team will include both sexes. If this is not the case, then access for the children to a male and female teacher at Whitley Abbey Primary School should be arranged where possible. Opportunities for discussions with a health professional will be offered. Pupils will be informed on how to access support from outside agencies, such as the NSPCC and CRASAC.

The following information on RSE in the school curriculum is on the school website; PSHE/RSE Policy and Curriculum Overview

### **Partnership with Parents and Carers**

This policy and the PSHE/RSE curriculum are shared with parents on an annual basis, parents will be informed via the school newsletter, by email and through social media.

Parents will be informed by the class teacher when RSE lessons are being taught and some materials will be sent home to help with further discussion.

Parents may also request more detailed PSHE/RSE planning from the school.

Parents and carers will be offered support if needed by the PSHE/RSE Lead Mrs Jules Hall and will be invited to a meeting to discuss the content of the sex education part of the scheme if their child is in Year 6.

Parents/carers are encouraged to offer their opinions, comments or suggestions through the child's class teacher and by emailing or contacting the school..

Parents /carers have the right to withdraw their child from Sex Education, indicated on the consent form when their child starts Year 6, this is a taught in the final half term of year 6 and covers human reproduction and birth.

## Partnership with Visitors

Use is made of teaching resources from a number of agencies. This includes the NHS, the School Nursing team and Coventry Healthcare. The school's attached nurse is informed of the content of the programme and is invited in to do Puberty talks with Years 5 and 6.

The school's nurse is invited to attend the Relationships and Sex Education events/decision making meetings.

The school nurse is involved in the planning and delivery of some sessions as appropriate. Current information on local/national trends and up to date research is also disseminated through school drop in sessions (in staff meetings).

NSPCC teaching programmes are used including The Pants Programme and Speak Out, Stay Safe.

## Individual advice and counselling

Matters of an individual nature pertaining to sex and sexuality are referred to the appropriate member of the school team. Support and advice is available from

Mrs Jules Hall (Headteacher, PSHE/RSE lead and Deputy Safeguarding Lead)

Mrs Beccy Nero (SENco)

Mrs Michelle Reeve (Designated Safeguarding Lead)

Mrs Sarah Basson (Deputy Safeguarding Lead)

Miss Lisa Simmonds (Thrive Practitioner)

## Equal Opportunities

Young people may have varying needs regarding Relationships and Sex Education depending on their circumstances and background. The school strongly believes that all pupils should have access to Relationships and Sex Education that is relevant to their particular needs. To achieve this, the school will take into account:

- The needs of both boys and girls
- Ethnic and cultural diversity
- Varying home backgrounds
- Sexuality
- Special Educational Needs

## Partnership with Pupils

The school accepts that an effective policy on Relationships and Sex Education requires information from pupils both at the development and implementation stages. This will be achieved by discussion/consultation in the following ways:

School/class councils

Circle time

Annual/termly meetings with SLT

Evaluation/monitoring

Information from class teachers about specific issues

Pupils who seek direct advice are referred to our Family Support Workers and maybe encouraged to discuss the matters with:

Their parents, guardians or appropriate relative

School nurse

Another teacher

If individuals raise particularly explicit issues, such issues will not be discussed in class and the pupils will be advised to discuss these matters with those listed above at an appropriate time. Checks will be made that this contact has been made.

**Some ground rules and distancing techniques could include:**

No one (teacher or pupil) should be expected to answer a personal question

No one will be forced to take part in the conversation

Only correct terminology will be used

Meanings of words will be explained in a sensible and factual way

**Confidentiality Policy**

Complete secrecy can never be promised to a pupil, though information given in confidence will not generally be disclosed to anyone else. It may be appropriate to refer a pupil to an outside agency. **The school Child Protection Policy and Procedures should always be followed.** The following statement may be of use when talking to a pupil:

We listen to what you have to say and won't tell other people, but if we think that you or any other young person are at risk of harm/abuse, then we may need to discuss this with others to get the help you need – wherever possible with your knowledge.

**Policy**

**Links with other policies**

In accordance with school and LEA policy, a commitment to Equal Opportunities will be built into all aspects of sex and relationship education.

This policy links closely with the Equal Opportunities Policy, the Anti Bullying Policy, the Child Protection Policy and Staff Code of Conduct. We intend to meet individual student's needs to enable them to achieve academically and in their personal relationships. This may involve providing particular support for individual pupils. It is well documented that students are sometimes bullied because of their perceived sexual orientation.

This school takes this and all forms of bullying seriously.

**Policy Implementation**

The policy will be available in the school office for access by all staff/parents/carers.

All PSHE/RSE education will be delivered according to the policy framework.

Other agencies that work with the school will be informed of the PSHE/RSE policy.



### **Procedures for Evaluation, Monitoring and Review**

Pupils will be encouraged to reflect on their own learning and progress by completing a self-evaluation exercise at the end of the RSE module, they will also have the opportunity to post questions confidentially that they would like to have a discussion about. Understanding in sex and relationship education will be demonstrated through assessment against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used, including pupil self- assessment and teacher assessment. The recording of these assessments will take the form of- pupils being below or in-line with age-related expectations. The reporting of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding. Progress in these areas will be reported through a report to parents on PSHE development and whole class information which is passed on by the class teacher. The PSHE/RSE will monitor lessons throughout the school and will discuss the effectiveness of the curriculum with groups of children.

The PSHE/RSE subject lead is responsible for considering issues raised by any of the evaluation procedures and will action specific issues by discussing them in a staff meeting with other staff.

Staff are individually responsible for monitoring of their practice through their own recording systems. Individual information that is confidential about that child to be kept securely at all times, please see also the Child Protection Policy.

The policy will be reviewed bi-annually by the Governors.

### **Complaints Procedure and Review**

Complaints about content and/or delivery of the PSHE/RSE programme should be addressed to the Head Teacher initially following the school Complaints Procedure.

#### **Review**

This policy will be reviewed in Summer 2022 by the Head Teacher and PSHE/RSE subject lead. This review will also involve teaching staff, parents, governors. This review will take the form of shared information, consultation meetings and a Performance and Standards Committee Meeting.

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Headteacher


Chair of Governors


ANNEX A


Whitley Abbey Primary School

Whole School PSHE, RSE and Character Education Long Term Curriculum Plan 2020/2021


Year		Autumn	Spring	Summer
EYFS	PSHE RSE	<p><b>Early Learning Goal for 'Making relationships'</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Early Learning Goal for 'Managing feelings and behaviour'</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p><b>Early Learning Goal Children for 'People and communities'</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><b>Early Learning Goal for 'Health and self-care'</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
	Characteristics of Effective Learning	<p><b>Characteristics of Effective Learning</b> In the Early Years, staff members support children to reflect on the Characteristics of Effective Learning as part of their daily learning experience. At Whitley Abbey, we link the characteristics for children to be effective learners to animals. These characteristics support children to have a positive attitude towards learning and to help them to understand that exploring and making mistakes can provide them with rich and meaningful learning opportunities.</p> <p><b>Playing and exploring – children's engagement in learning.</b></p> <ul style="list-style-type: none"> <li>• Finding out and exploring (Exploring Elephant)</li> <li>• Playing with what they know (I Know Rhino)</li> <li>• Being willing to 'have a go' (Have a Go Gorilla)</li> </ul> <p><b>Active learning – children's motivation to learn.</b></p> <ul style="list-style-type: none"> <li>• Being involved and concentrating (Concentrating Crocodile)</li> <li>• Keeping trying (Persevering Parrot)</li> <li>• Enjoying achieving what they set out to do (Proud Peacock)</li> </ul> <p><b>Creating and thinking critically – children thinking about their learning.</b></p> <ul style="list-style-type: none"> <li>• Having their own ideas (Creative Chameleon)</li> <li>• Making links (Slinky Linky Snake)</li> <li>• Choosing ways to do things (Choosing Chimp)</li> </ul>		

	<b>Growth Mindset</b>	<p>Whole school assembly focus: What is a growth mindset?</p> <p><u>Year group focus:</u>          Help! I'm Stuck.          Everyone Can learn to ride a bicycle.          Incy Wincy Spider          Clever sticks          Toppling towers          Rooting for you</p>	<p>Whole school assembly and cross curricular focus:  <b>Resilience:</b>          Being ready, willing able to lock on to learning.</p>	<p>Whole school assembly and cross curricular focus:</p>
	<p><b>Character Education</b>  <b>Whitley Core Values</b>          Links to core values.</p>	<p>An introduction to our <b>Whitley Core Values</b> and their characters – kindness, friendship, courage, honesty, gratitude and resilience.  <b>Caring</b> – Caring Hands  <b>Helpfulness</b> – Who helps you?  <b>Cooperation</b> – Working together to help  <b>Courage</b> – Trying new things  <b>National Kindness Week</b> – The alphabet of kindness  <b>Reflection</b> – Virtue shields</p>	<p><b>Cleanliness</b> – Let's wash our hands/cleaning up our toys.  <b>Fairness</b> – It's not fair/fair shares.  <b>Friendliness</b> – Saying 'hello' to people in your classroom.  <b>Service Project</b> – Growing in the community.  <b>Patience</b> – Patience in my class/the paws of patience  <b>Respect</b> – Showing respect in the classroom.  <b>Reflection</b> – Virtue Shields.</p>	<p><b>Courtesy</b> – Good manners/Careful listening  <b>Forgiveness</b> – Saying sorry/Forgiving words  <b>Determination</b> – The strength of a superhero!/Goal!  <b>Self-discipline</b> – Sitting still/Speaking and listening  <b>Gratitude</b> – Picture journals  <b>Honesty</b> – Telling the truth  <b>Reflection</b> – Virtue Shields</p>
		<p>September whole school introduction to No Outsiders and the Equality Act.          'You Choose' by Nich Sharratt and Pippa Goodheart:          LO: I can choose what I like.          SC: I can make my mind up and tell you things I like/I can ask others what they think.</p> <p>'Red Rockets and Rainbow Jelly.' Sue Heap and Nick Sharratt: It's okay to like different things          LO: It's okay to like different things          SC: I know my friends can like different things to me/I know we can still be friends</p>	<p>Hello Hello by Brendan Wilson:          LO: To say hello          SC: I know in my class we are not all the same/I know we are different/I know I can make friends with different people/I know how to make friends.</p> <p>The Family Book by Todd Parr          LO: All families are different          SC: I know who is in my family/I know all families are different.</p>	<p>Mommy, Momma and Me by Leslea Newman and Carol Thompson          LO: To celebrate my family          SC: I know the people in my family are special/I can tell you who loves me.</p> <p>Blue Chameleon by Emily Gravett          LO: To make a new friend          SC: I know everyone is different in my class/I can make friends with anyone.</p>
1	<p>PHSE          RSE</p>	<p><b>Relationships</b>  <b>Families and Friendships</b> – Roles of different people; families; feeling cared for.  <b>Safe relationships</b> – Recognising privacy; staying safe; seeking permission  <b>Respecting ourselves and others</b> – How behaviour affects others; being polite and respectful.</p>	<p><b>Living in the Wider World</b>  <b>Belonging to a community</b> – What rules are: caring for others' needs; looking after the environment.  <b>Media literacy and digital resilience</b> – Using the internet and digital devices; communicating online.  <b>Money and Work</b> – Strengths and interests; jobs in the community.</p>	<p><b>Health and Wellbeing</b>  <b>Physical health and Mental Wellbeing</b> – Keeping healthy; food and exercise, hygiene routines; sun safety.  <b>Growth and changing</b> – Recognising what makes them unique and special; feelings; managing when things go wrong.  <b>Keeping Safe</b> – How rules and age restrictions help us; keeping safe online.</p>
	<b>Growth Mindset</b>	<p><u>Autumn 1</u>          Whole school assembly focus: What is a growth</p>	<p><u>Spring 1</u>          Whole school assembly and cross curricular focus:</p>	<p><u>Summer 1</u>          Whole school assembly and cross curricular focus:</p>


		<p>mindset?</p> <p>Year group focus lessons: I give up! Strictly can't dance Grow, grow, grow your brain Soaking up the learning Super snails 1 – the power of perseverance Super snails 2 – setting challenges</p> <p><b>Autumn 2</b> Whole school assembly and cross curricular focus: Resilience: Professor Resilience (Being ready, willing able to lock on to learning.) KS1 focus: Managing distractions; recognising and reducing interruptions Perseverance; stickability</p>	<p>Resourcefulness: Doctor Resourceful (being ready, willing and able to learn in different ways.) KS1 focus: Questioning; getting below the surface Imagining; using your mind's eye</p> <p><b>Spring 2</b> Whole school assembly and cross curricular focus: Reciprocity: Reciprocity Ranger (being ready, willing and able to learn alone and with others) KS1 focus: Collaboration; the skill of learning with others Interdependence; balancing self-reliance and sociability.</p>	<p>Reflectiveness: Captain Reflective (being ready, willing and able to become more strategic about learning) KS1 focus: Planning; working learning out in advance</p> <p><b>Summer 2</b> <u>What kind of a super-hero am I?</u></p>
	<p><b>Character Education</b> Whitley Core Values Links to core values.</p>	<p>An introduction to our <b>Whitley Core Values</b> and their characters – kindness, friendship, courage, honesty, gratitude and resilience. <b>Caring</b> – Caring for ourselves eyes and ears. <b>Helpfulness</b> – Who do you help? <b>Cooperation</b> – Many hands make light work/ Working together to achieve a challenging task. <b>Courage</b> – Coming to school <b>National Kindness Week</b> – The book of kindness <b>Reflection</b> – Virtue shields</p>	<p><b>Cleanliness</b> – Cleanliness and orderliness. <b>Fairness</b> – Fair shares for others. <b>Friendliness</b> – Practise making a new friend. <b>Service Project</b> – Growing in the community. <b>Patience</b> – The pencil of patience/patient partners. <b>Respect</b> – How does the ugly duckling feel?/Making the ugly duckling feel welcome. <b>Reflection</b> – Virtue shields.</p>	<p><b>Courtesy</b> – Courtesy at the lunch table/Courtesy in the playground. <b>Forgiveness</b> – Oops! I made a mistake!/Help me to forgive. <b>Determination</b> – You can do it!/Reach for the stars. <b>Self-discipline</b> – What is anger/Controlling your feelings. <b>Gratitude</b> – Thank you cards: writing and designing. <b>Honesty</b> – Not stealing/Not cheating. <b>Reflection</b> – Virtue Shields</p>
		<p>September whole school introduction to No Outsiders and the Equality Act.</p> <p>Going to the Volcano by Andy Stanton LO: To join in SC: I know we are all different/I know we can play together/I can join in.</p> <p>Hair, It's a Family Affair by Mylo Freeman LO: Proud to be me SC: I know we are all different/I know I am different/I know how I am different/I like the way I am.</p>	<p>My world your world by Melanie Walsh LO: I share the world with lots of people SC: I know I live in the world/I know the world is full of different people.</p> <p>Errol's Garden by Gillian Hibbs LO: To work together SC: I know I can ask for help with my ideas/I know how to ask for help/I can work with different people</p>	<p>Elmer by David McKee LO: I like the way I am SC: I know ways we are different/I know I make my class welcoming</p> <p>Want to play trucks by Ann Stott and Bob Graham LO: To find ways to play together SC: I know we might like different things/I can find ways you can join my game/I can make sure no one is left out.</p>

2	<b>PHSE RSE</b>	<b>Relationships</b> <b>Families and Friendships</b> – Making friends; feeling lonely and getting help. <b>Safe relationships</b> – Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. <b>Respecting ourselves and others</b> – Recognising things in common and differences; playing and working cooperatively; sharing opinions.	<b>Living in the Wider World</b> <b>Belonging to a community</b> – Belonging to a group; roles and responsibilities; being the same and different in the community. <b>Media literacy and digital resilience</b> – The internet in everyday life; online content and information. <b>Money and Work</b> – What money is; needs and wants; looking after money.	<b>Health and Wellbeing</b> <b>Physical health and Mental Wellbeing</b> – Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. <b>Growth and changing</b> – Growing older; naming body parts; moving class or year. <b>Keeping Safe</b> – Safety in different environments; risk and safety at home; emergencies.
	<b>Growth Mindset</b>	<b>Autumn 1</b> <b>Whole school assembly focus: What is a growth mindset?</b> <b>Year group focus:</b> Playing teacher ‘Oh no! I’ve made a mistake!’ ‘Girls can’t do that!’ Dream big! Super effort Challenge mountains Ding dong! How much effort  <b>Autumn 2</b> <b>Whole school assembly and cross curricular focus: Resilience: Professor Resilience (Being ready, willing able to lock on to learning.)</b> <b>KS1 focus:</b> Managing distractions; recognising and reducing interruptions Perseverance; stickability	<b>Spring 1</b> <b>Whole school assembly and cross curricular focus: Resourcefulness: Doctor Resourceful (being ready, willing and able to learn in different ways.)</b> <b>KS1 focus:</b> Questioning; getting below the surface Imagining; using your mind’s eye  <b>Spring 2</b> <b>Whole school assembly and cross curricular focus: Reciprocity: Reciprocity Ranger (being ready, willing and able to learn alone and with others)</b> <b>KS1 focus:</b> Collaboration; the skill of learning with others Interdependence; balancing self-reliance and sociability.	<b>Summer 1</b> <b>Whole school assembly and cross curricular focus: Reflectiveness: Captain Reflective (being ready, willing and able to become more strategic about learning)</b> <b>KS1 focus:</b> Planning; working learning out in advance  <b>Summer 2</b> <b>What kind of a super-hero am I?</b>
	<b>Character Education</b> <b>Whitley Core Values</b> Links to core values.	<b>An introduction to our Whitley Core Values and their characters – kindness, friendship, courage, honesty, gratitude and resilience.</b> <b>Caring</b> – Caring for others and family. <b>Helpfulness</b> – People who help us. <b>Cooperation</b> – Encouraging on another <b>Courage</b> – Saying hello to new people. <b>National Kindness Week</b> – The cup of kindness <b>Reflection</b> – Virtue Shields	<b>Cleanliness</b> – Food hygiene <b>Fairness</b> – Fair shares for others. <b>Friendliness</b> – Practise introductions and ask questions. <b>Service Project</b> – Growing in the community. <b>Patience</b> – Busy adults/Games that encourage patience. <b>Respect</b> – Classroom and Playground rules that help us show respect. <b>Reflection</b> – Virtue shields or Aristotle’s bottles.	<b>Courtesy</b> – Aesop’s Fable/Courtesy in the classroom. <b>Forgiveness</b> – I beg your pardon/Making a friendship. <b>Determination</b> – Dream on/Aim high <b>Self-discipline</b> – Active listening. <b>Gratitude</b> – A visit from a school staff member/Thanking the classroom visitor. <b>Honesty</b> – Telling the whole truth. <b>Reflection</b> – Virtue Shields or Aristotle’s bottles.
		September whole school introduction to No Outsiders and the Equality Act.  Can I join your club? By John Kelly and	<b>What the Jackdaw Saw by Julia Donaldson and Nick Sharratt</b>  <b>LO: to communicate in different ways</b> <b>SC: I know there are different ways to</b>	<b>How to be a lion by Ed Vere</b>  <b>LO: To have self-confidence</b> <b>SC: I know we are all different/I know sometimes it’s hard to be different/I know what self-confidence means/I</b>


		<p>Steph Laberis</p> <p>LO: to welcome different people SC: I know we are all different/I can name ways we are different/I have friends who are different/I don't leave people out.</p> <p>The Great big book of families by Mary Hoffman and Ros Asquith</p> <p>LO: to understand what diversity is SC: I understand what diversity means/I know my school is diverse</p>	<p>communicate/I can learn to use sign language</p> <p>All are Welcome by Alexandra Penfold and Suzanne Kaufman</p> <p>LO: To know I belong SC: I know who I am/I know there are special things about me/I know I am different/I know I belong</p>	<p>know how I help someone feel confident</p> <p>Amazing by Steve Anthony</p> <p>LO: To think about what makes a good friend SC: I know what a friend is/I know how to be a good friend</p>
3	PHSE RSE	<p><b>Relationships</b> <b>Families and Friendships</b> – What makes a family; features of family life. <b>Safe relationships</b> – Personal boundaries; safely responding to others; the impact of hurtful behaviour. <b>Respecting ourselves and others</b> – Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.</p>	<p><b>Living in the Wider World</b> <b>Belonging to a community</b> – The value of rules and laws; rights, freedoms and responsibilities. <b>Media literacy and digital resilience</b> – How the internet is used; assessing information online. <b>Money and Work</b> – Different jobs and skills; job stereotypes; setting personal goals.</p>	<p><b>Health and Wellbeing</b> <b>Physical health and Mental Wellbeing</b> – Health choices and habits; what affects feelings; expressing feelings. <b>Growth and changing</b> – Personal strengths and achievements; managing and reframing setbacks. <b>Keeping Safe</b> – Risks and hazards; safety in the local environment and unfamiliar places.</p>
	Growth Mindset	<p><b>Autumn 1</b> Whole school assembly focus: What is a growth mindset? <b>Year group focus:</b> On the high wire Firing Neurons Born to be.... Mistakes that worked Challenge mountains Never give up!</p> <p><b>Autumn 2</b> Whole school assembly and cross curricular focus: Resilience: Professor Resilience (Being ready, willing able to lock on to learning.) Lower KS2 focus: (review ks1 skills) Managing distractions; recognising and reducing interruptions Perseverance; stickability <b>Absorption; the pleasure of being rapt in learning.</b></p>	<p><b>Spring 1</b> Whole school assembly and cross curricular focus: Resourcefulness: Doctor Resourceful (being ready, willing and able to learn in different ways.) Lower KS2 focus: (review KS1 skills) Questioning; getting below the surface Imagining; using your mind's eye Reasoning; thinking rigorously and methodically.</p> <p><b>Spring 2</b> Whole school assembly and cross curricular focus: Reciprocity: Reciprocity Ranger (being ready, willing and able to learn alone and with others) Lower KS2 focus: (review ks1 skills) Collaboration; the skill of learning with others Interdependence; balancing self-reliance and sociability. Imitation; picking up others' habits and values.</p>	<p><b>Summer 1</b> Whole school assembly and cross curricular focus: Reflectiveness: Captain Reflective (being ready, willing and able to become more strategic about learning) Lower KS2 focus: (review KS1 skills) Planning; working learning out in advance Revising; monitoring and adapting along the way.</p> <p><b>Summer 2</b> <u>What kind of a super-hero am I?</u></p>


	<p><b>Character Education</b>  <b>Whitley Core Values</b>  Links to core values.</p>	<p><b>An introduction to our Whitley Core Values and their characters</b> – kindness, friendship, courage, honesty, gratitude and resilience.  <b>Caring</b> – Caring for our school  <b>Helpfulness</b> – People who need our help  <b>Cooperation</b> – Bury the hatchet/Strengths and needs  <b>Courage</b> – Learning from mistakes  <b>National Kindness Week</b> – Secret agents of kindness  <b>Reflection</b> – Aristotle’s bottles</p>	<p><b>Cleanliness</b> – Looking after and cleaning our teeth.  <b>Fairness</b> – Two sides to every story.  <b>Friendliness</b> – What do our friends need from us?  <b>Service Project</b> – Fundraising for a local charity.  <b>Patience</b> – Patient hands/ Brain, board, book, buddy, boss.  <b>Respect</b> – Showing respect whilst out and about/Showing respect at home.  <b>Reflection</b> – Virt.ue shields or Aristotle’s bottles</p>	<p><b>Courtesy</b> – Courtesy to others: school visitors  <b>Forgiveness</b> – Why should I forgive?/Please forgive me  <b>Determination</b> – If at first you don’t succeed/I’m a believer.  <b>Self-discipline</b> – A bubbly challenge!  <b>Gratitude</b> – A visit from a school staff member/Thanking the classroom visitor.  <b>Honesty</b> – Scenarios/Honesty role play.  <b>Reflection</b> – Virtue Shields or Aristotle’s bottles/Reflection writing.</p>
		<p>September whole school introduction to No Outsiders and the Equality Act.</p> <p>This is Our House by Michael Rosen</p> <p>LO: to understand what discrimination means  SC: I know how someone can feel like and outsider/I know how to make sure there are no outsiders in my school</p> <p>Beegu by Alexis Deacon</p> <p>LO: To be welcoming  SC: I know the behaviour that makes someone feel like an outsider/I know how to make someone feel welcome.</p>	<p>The Truth about Old People by Elina Ellis</p> <p>LO: To recognise a stereotype  SC: I know what a stereotype is/I know how stereotypes affect people/I know everyone is different.</p> <p>Planet Omar: Accidental Trouble Magnet by Zanib Mian</p> <p>LO: To consider living in Britain today  SC: I know what Britain is/I know where I live/I know lots of different people live in Britain today/I know why some people are scared of difference.</p>	<p>The Hueys in the New Jumper by Oliver Jeffers</p> <p>LO: to recognise and help an outsider  SC: I know why it’s hard to be different/I know how to help someone to be strong.</p> <p>We’re all wonders by R J Palacio</p> <p>LO: To understand what a bystander is  SC: I know everyone has differences/I know what unique means/ I know how people can feel hurt/I know what a bystander is/I know what to do if I see someone being unkind.</p>
4	<p>PHSE  RSE</p>	<p><b>Relationships</b>  <b>Families and Friendships</b> – Positive friendships, including online.  <b>Safe relationships</b> – Responding to hurtful behaviour; managing confidentiality; recognising risks online.  <b>Respecting ourselves and others</b> – Respecting differences and similarities; discussing difference sensitively</p>	<p><b>Living in the Wider World</b>  <b>Belonging to a community</b> – What makes a community; shared responsibilities.  <b>Media literacy and digital resilience</b> – How data is shared and used.  <b>Money and Work</b> – Making decisions about money; using and keeping money safe.</p>	<p><b>Health and Wellbeing</b>  <b>Physical health and Mental Wellbeing</b> – Maintaining a balanced lifestyle; oral hygiene and dental care.  <b>Growth and changing</b> – Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.  <b>Keeping Safe</b> – Medicines and household products; drugs common to everyday life.</p>
	<p><b>Growth Mindset</b></p>	<p><b>Whole school assembly focus: What is a growth mindset?</b></p>	<p><b>Spring 1</b>  <b>Whole school assembly and cross curricular focus:</b></p>	<p><b>Summer 1</b>  <b>Whole school assembly and cross curricular focus:</b></p>



		<p><b>Year group focus:</b> From failure to success Bounce! Doom Words Mindset trumps Fantastic elastic brain Learning cereals</p>	<p><b>Resourcefulness: Doctor Resourceful</b> (being ready, willing and able to learn in different ways.) <b>Lower KS2 focus:</b> <i>(review KS1 skills) Questioning; getting below the surface</i> <i>Imagining; using your mind's eye</i> <b>Reasoning; thinking rigorously and methodically.</b></p>	<p><b>Reflectiveness: Captain Reflective</b> (being ready, willing and able to become more strategic about learning) <b>Lower KS2 focus:</b> <i>(review KS1 skills) Planning; working learning out in advance</i> <b>Revising; monitoring and adapting along the way.</b></p>
		<p><b>Autumn 2</b> Whole school assembly and cross curricular focus: Resilience: Professor Resilience (Being ready, willing able to lock on to learning.) <b>Lower KS2 focus:</b> <i>(review ks1 skills) Managing distractions; recognising and reducing interruptions</i> <i>Perseverance; stickability</i> <b>Absorption; the pleasure of being rapt in learning.</b></p>	<p><b>Spring 2</b> Whole school assembly and cross curricular focus: Reciprocity: Reciprocity Ranger (being ready, willing and able to learn alone and with others) <b>Lower KS2 focus:</b> <i>(review ks1 skills) Collaboration; the skill of learning with others</i> <i>Interdependence; balancing self-reliance and sociability.</i> <b>Imitation; picking up others' habits and values.</b></p>	<p><b>Summer 2</b> <b><u>What kind of a super-hero am I?</u></b></p>
	<p><b>Character Education</b> <b>Whitley Core Values</b> Links to core values.</p>	<p>An introduction to our <b>Whitley Core Values</b> and their characters – kindness, friendship, courage, honesty, gratitude and resilience. <b>Caring</b> – Caring for the environment. <b>Helpfulness</b> – Helpfulness in your class. <b>Cooperation</b> – Team building skills – the human knot. <b>Courage</b> –Sports day <b>National Kindness Week</b> – kindness acrostics. <b>Reflection</b> – Aristotle's bottles.</p>	<p><b>Cleanliness</b> – Clean words <b>Fairness</b> – School rules <b>Friendliness</b> – Flexible friends. <b>Service Project</b> – Fundraising for a local charity. <b>Patience</b> – A patient survivor/Games that develop patience. <b>Respect</b> – Powerful respect. <b>Reflection</b> – Reflection writing.</p>	<p><b>Courtesy</b> – Courtesy on school trips:out and about/Courtesy to our neighbours. <b>Forgiveness</b> – Feelings of forgiveness/Forgiving myself. <b>Determination</b> – Never give up!/What an example! <b>Self-discipline</b> – Can you wait? <b>Gratitude</b> – A visit from the school cook/Writing a class thank you letter. <b>Honesty</b> – Being honest with yourself. <b>Reflection</b> – Aristotle's bottles/Reflection writing.</p>
		<p>September whole school introduction to No Outsiders and the Equality Act.</p> <p>Along came a different by Tom McLaughlin</p> <p>LO: To help someone accept difference SC: I know we are different?I can tell you ways we are different/I know why some people are afraid of difference/I can help people accept difference</p>	<p>Red: A Crayons's Story by Michael Hall</p> <p>LO: To be proud of who I am SC: I know why people sometimes don't speak up/I know everyone in my school should be proud of who they are.</p> <p>Aalfred and Aalbert by Morag Hood</p> <p>LO: To find common ground</p>	<p>When Sadness Comes To Call by Eva Eland</p> <p>LO: To look after my mental health SC: I know what mental health is/I know what situations can affect my mental health/I have strategies to look after my mental health.</p> <p>Julian is a Mermaid by Jessica Love</p> <p>LO: To show acceptance</p>

		<p>Dogs don't do ballet by Anna Kemp and Sarah Oglivie</p> <p>LO: To choose when to be assertive</p> <p>SC: I know what assertive means/I know why being assertive is something hard.</p>	<p>SC: I know there are more things that we have in common than divide us</p>	<p>SC: I know there are different ways to dress/I know people can choose what they wear/I know different people in my community wear different things/I am accepting of difference.</p>
5	PHSE RSE	<p><b>Relationships</b></p> <p><b>Families and Friendships</b> – Managing friendships and peer influence.</p> <p><b>Safe relationships</b> – Physical contact and feeling safe.</p> <p><b>Respecting ourselves and others</b> – Responding respectfully to a wide range of people; recognising prejudice and discrimination.</p>	<p><b>Living in the Wider World</b></p> <p><b>Belonging to a community</b> – Protecting the environment; compassion towards others.</p> <p><b>Media literacy and digital resilience</b> – How information online is targeted; different media types; their roles and impact.</p> <p><b>Money and Work</b> – Identifying job interests and aspirations; what influences career choices; workplace stereotypes.</p>	<p><b>Health and Wellbeing</b></p> <p><b>Physical health and Mental Wellbeing</b> – Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.</p> <p><b>Growth and changing</b> – Personal identity; recognising individuality and different qualities; mental wellbeing.</p> <p><b>Keeping Safe</b> – Keeping safe in different situations, including responding to emergencies, first aid.</p>
	Growth Mindset	<p><b>Autumn 1</b></p> <p>Whole school assembly focus: What is a growth mindset?</p> <p>Year group focus:</p> <p>Passport to learning</p> <p>Too old to...</p> <p>What makes a great teacher?</p> <p>Brain power!</p> <p>Famous failures</p> <p>The iceberg illusion</p>	<p><b>Spring 1</b></p> <p>Whole school assembly and cross curricular focus: Resourcefulness: Doctor Resourceful (being ready, willing and able to learn in different ways.)</p> <p>Upper KS2 focus: (review previous skills) Questioning; getting below the surface</p> <p>Imagining; using your mind's eye</p> <p>Reasoning; thinking rigorously and methodically.</p> <p>Making links; seeking coherence, relevance and meaning.</p> <p>Capitalising; making good use of resources.</p>	<p><b>Summer 1</b></p> <p>Whole school assembly and cross curricular focus: Reflectiveness: Captain Reflective (being ready, willing and able to become more strategic about learning)</p> <p>Upper KS2 focus: (review previous skills) Planning; working learning out in advance</p> <p>Revising; monitoring and adapting along the way.</p> <p>Distilling; drawing out the lessons from experience</p> <p>Meta-learning; understanding learning and yourself as a learner.</p>
		<p><b>Autumn 2</b></p> <p>Whole school assembly and cross curricular focus: Resilience: Professor Resilience (Being ready, willing able to lock on to learning.)</p> <p>Upper KS2 focus: (review previous skills) Managing distractions; recognising and reducing interruptions</p> <p>Perseverance; stickability</p> <p>Absorption; the pleasure of being rapt in learning.</p> <p>Noticing; really sensing what's out there.</p>	<p><b>Spring 2</b></p> <p>Whole school assembly and cross curricular focus: Reciprocity: Reciprocity Ranger (being ready, willing and able to learn alone and with others)</p> <p>Upper KS2 focus: (review previous skills) Collaboration; the skill of learning with others</p> <p>Interdependence; balancing self-reliance and sociability.</p> <p>Imitation; picking up others' habits and values.</p> <p>Empathy and listening; getting inside others' minds</p>	<p><b>Summer 2</b></p> <p><u>What kind of a super-hero am I?</u></p>
	Character Education Whitley Core Values Links to core values.	<p>An introduction to our <b>Whitley Core Values</b> and their characters – kindness, friendship, courage, honesty, gratitude and resilience.</p>	<p><b>Cleanliness</b> – No smoking</p> <p><b>Fairness</b> – Seeing another point of view</p> <p><b>Friendliness</b> – What are my friends interested in?</p>	<p><b>Courtesy</b> – A courteous debate.</p> <p><b>Forgiveness</b> – Positive role models</p> <p><b>Determination</b> – People who inspire us.</p>

		<p><b>Caring</b> – Caring for our community, understanding dementia.</p> <p><b>Helpfulness</b> – Helpfulness in your family.</p> <p><b>Cooperation</b> – Understanding Aesop’s tale: the bundle of sticks</p> <p><b>Courage</b> – Facing our fears</p> <p><b>National Kindness Week</b> – Cruel to be kind.</p> <p><b>Reflection</b> – Aristototle’s bottles.</p>	<p><b>Service Project</b> – Keeping company in the community.</p> <p><b>Patience</b> – Patient snowflakes</p> <p><b>Respect</b> – Tricky discussion questions/Similarities and differences.</p> <p><b>Reflection</b> – Reflection writing</p>	<p><b>Self-discipline</b> – Knowing the limits.</p> <p><b>Gratitude</b> – Where did that come from?</p> <p><b>Honesty</b> – Being tactful</p> <p><b>Reflection</b> – Aristotle’s bottles/Reflection writing.</p>
		<p>September whole school introduction to No Outsiders and the Equality Act.</p> <p>Rose Blanche by Ian McEwan and Roberto Innocenti</p> <p>LO: To justify my actions SC: I know sometimes we have to make difficult decisions/I can justify my actions</p> <p>The Girls by Lauren Lee and Jenny Lovlie</p> <p>LO: To explore friendship SC: I know what friends are/I know how important friendship is/I know sometimes friendships can go wrong/I value the people around me.</p>	<p>Mixed by Arree Chung</p> <p>LO: To consider responses to racist behaviour SC: I understand what racism is/I can recognise racist behaviour/I know what to do if I hear or see someone being racist.</p> <p>How to Heal a Broken Wing by Bob Graham</p> <p>LO: To recognise when someone needs help SC: I know people have different life experiences/I can empathise with others</p>	<p>Kenny lives with Erica and Martina by Olly Pike</p> <p>LO: To consider consequences SC: I know what a consequence is/I know that all actions have consequences/I know that I have a choice in behaviour I join in and behaviour I choose not to join in.</p> <p>And Tango Makes Three by Justin Richardson and Peter Parnell</p> <p>LO: To exchange dialogue and express an opinion SC: I know there are different ideas about equality around the world/I can exchange dialogue and express my opinion</p>
6	PHSE RSE	<p><b>Relationships</b></p> <p><b>Families and Friendships</b> – Attraction to others; romantic relationships; civil partnerships and marriage.</p> <p><b>Safe relationships</b> – recognising and managing pressure; consent in different situations.</p> <p><b>Respecting ourselves and others</b> – Expressing opinions and respecting other points of view, including discussing topical issues.</p>	<p><b>Living in the Wider World</b></p> <p><b>Belonging to a community</b> – Valuing diversity; challenging discrimination and stereotypes.</p> <p><b>Media literacy and digital resilience</b> – Evaluating media sources; sharing things online.</p> <p><b>Money and Work</b> – Influences and attitudes to money; money and financial risks.</p>	<p><b>Health and Wellbeing</b></p> <p><b>Physical health and Mental Wellbeing</b> – What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.</p> <p><b>Growth and changing</b> – Human reproduction and birth; increasing independence; managing transition.</p> <p><b>Keeping Safe</b> – Keeping personal information safe; regulations and choices; drug use and the media.</p>
	Growth Mindset	<p><b>Autumn 1</b></p> <p>Whole school assembly focus: What is a growth mindset?</p>	<p><b>Spring 1</b></p> <p>Whole school assembly and cross curricular focus: Resourcefulness: Doctor Resourceful</p>	<p><b>Summer 1</b></p> <p>Whole school assembly and cross curricular focus: Reflectiveness: Captain Reflective</p>

		<p>Year group focus: 'Don't say....Say...' Diamond Minds Barriers to learning Brain v calculator Mathematical mistakes Learning pathways.</p>	<p>(being ready, willing and able to learn in different ways.) Upper KS2 focus: (review previous skills) Questioning; getting below the surface Imagining; using your mind's eye Reasoning; thinking rigorously and methodically. Making links; seeking coherence, relevance and meaning. Capitalising; making good use of resources.</p>	<p>(being ready, willing and able to become more strategic about learning) Upper KS2 focus: (review previous skills) Planning; working learning out in advance Revising; monitoring and adapting along the way. Distilling; drawing out the lessons from experience Meta-learning; understanding learning and yourself as a learner.</p>
		<p><b>Autumn 2</b> Whole school assembly and cross curricular focus: Resilience: Professor Resilience (Being ready, willing able to lock on to learning.) Upper KS2 focus: (review previous skills) Managing distractions; recognising and reducing interruptions Perseverance; stickability Absorption; the pleasure of being rapt in learning. Noticing; really sensing what's out there.</p>	<p><b>Spring 2</b> Whole school assembly and cross curricular focus: Reciprocity: Reciprocity Ranger (being ready, willing and able to learn alone and with others) Upper KS2 focus: (review previous skills) Collaboration; the skill of learning with others Interdependence; balancing self-reliance and sociability. Imitation; picking up others' habits and values. Empathy and listening; getting inside others' minds</p>	<p><b>Summer 2</b> <u>What kind of a super-hero am I?</u></p>
	<p>Character Education Whitley Core Values Links to core values.</p>	<p>An introduction to our Whitley Core Values and their characters – kindness, friendship, courage, honesty, gratitude and resilience. Caring – Caring for our world. Helpfulness – How would you help? Cooperation – Coaching younger children. Courage – Heroes The Knightly Virtues. National Kindness Week – What would a kind school look like? Reflection – Knightly Virtues Journal.</p>	<p>Cleanliness – Clean up your act. Fairness – Justice. Friendliness – Developing friendships that last. Service Project – Keeping company in the community. Patience – Let me teach you! Respect – Human rights. Reflection – Reflection writing</p>	<p>Courtesy – The Knightly Virtues Forgiveness – Solving conflicts fairly/Problem solving: solution focused approach. Determination – Soldiering on/Achieving your potential Self-discipline – e-safety:cyber bullying/being SMART online. Gratitude – Reflecting on gratitude Honesty – The Knightly Virtues: El Cid. Reflection – Reflection writing.</p>
		<p>September whole school introduction to No Outsiders and the Equality Act.</p> <p>The Only Way is Badger by Stella J Jones and Carmen Saldana</p> <p>LO: To consider language and freedom of speech SC: I know what freedom of speech means/I know how language can be used to persuade people/I know how important pupil voice is</p> <p>Leaf by Sandra Dieckmann</p>	<p>King of the Sky by Nicola Davis</p> <p>LO: To consider responses to immigration SC: I know what immigration means/I know what empathy means/I can empathise with a person in a different situation</p> <p>The Island by Armin Greder</p> <p>LO: To consider causes of racism SC: I know what prejudice is/I know what can happen if racism is not challenged/I know how to challenge racist behaviour.</p>	<p>Introducing Teddy by Jessica Walton and Dougal MacPherson</p> <p>LO: To show acceptance</p> <p>A Day in the Life of Marlon Bundo by Marlon Bundo and Jill Twiss</p> <p>LO: To consider democracy SC: I know what democracy is/I know that we live in a democracy/I know how laws can change.</p>

		<p>LO: To overcome fears about difference SC: I can accept and work with people who are different to me/I can explore difference without fear/I can look for solutions to challenging situations.</p>		
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