

Lawn Primary School



Lawn
Primary
School

Personal Development Programme

2023-2024

OUR VISION

We aim to ensure that, over their time at Lawn Primary, learners receive a Personal Development programme that gives them the knowledge that they need to make decisions, to be resilient and to develop their character and personality. We provide these rich experiences in a coherently planned way – through our curriculum, enrichment and extra-curricular activities.

Children at Lawn know and understand their role in society; they have a sound sense of self and contribute positively to their community. They are tolerant and understand that everyone's voice should be heard and everyone's views should be acknowledged and respected. They leave primary school armed with the school core values of **respect, responsibility, teamwork, integrity, initiative and empathy**. They are aware of their responsibility as a citizen of the modern world and have secure and developed moral foundations on which to further build. Pupils regularly demonstrate their contribution now and in the future towards society, community and others.

Pupils leadership skills and voice and developed across all aspects of school life, enabling them to understand that they can make a change and have a positive impact on others. As a result pupils have high aspirations of themselves and others and the confidence to speak out and challenge in a positive, respectful manner.

Our curriculum offer extends far beyond the academic to allow all pupils to develop in many diverse aspects of life. This is encapsulated in our Personal Development Programme.

Children leave Lawn with the confidence to try new things and make mistakes, seeing the opportunity that lies within adversity. Our bespoke curriculum, based on Global Citizenship, has been designed to get the best out of each and every learner. Children are resilient, hardworking and driven. They have been taught how to converse respectfully; how to value the responses offered by peers by celebrating ideas that are not their own, and how to politely disagree, offering their own thoughts and ideas. They stretch their own thinking by asking questions of both their peers and themselves.

OUR CURRICULUM DRIVERS

At Lawn Primary, everything begins with our curriculum drivers. They are woven through all that we do and underpin our shared belief that our role is to support children in aspiring to achieve, understanding their place in the world and broadening their horizons.

GLOBAL CITIZENSHIP



We believe it is our responsibility to show children that at there is a world of possibility awaiting them, outside of the school gates. We also strive to encourage a love of learning, and a metacognitive understanding of how we can best learn and self-regulate, that will continue into secondary school and beyond.

Sustainable Development Goals





Global Citizenship – knowledge & understanding progression map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social justice and equity	<p>What is fair and unfair?</p> <p>Importance of caring and sharing</p>	<p>What fairness means</p> <p>Examples of what it can mean to be rich or poor in local and other contexts</p>	<p>What fairness means</p> <p>Examples of what it can mean to be rich or poor in local and other contexts</p>	<p>How fairness may not always mean equal treatment</p>	<p>How fairness may not always mean equal treatment</p>	<p>Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</p>	<p>Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</p>
Identity and diversity	<p>uniqueness and value of every person</p> <p>similarities and differences between self and others</p>	<p>Similarities and differences between peoples in local setting and also in wider contexts</p> <p>What contributes to self-identity and belonging</p>	<p>Similarities and differences between peoples in local setting and also in wider contexts</p> <p>What contributes to self-identity and belonging</p>	<p>Diversity of cultures and societies within and beyond own experience</p> <p>Contributions of different cultures to our lives</p>	<p>Diversity of cultures and societies within and beyond own experience</p> <p>Contributions of different cultures to our lives</p>	<p>Contributions of different cultures to our lives</p> <p>Nature of prejudice, racism and sexism and ways to combat these</p>	<p>Contributions of different cultures to our lives</p> <p>Nature of prejudice, racism and sexism and ways to combat these</p>
Globalisation and interdependence	<p>Immediate and local environment</p> <p>Simple links with other places (e.g. through food)</p>	<p>Similarities and differences between places in various parts of the world, including own setting</p> <p>Links between local community and wider world</p>	<p>Similarities and differences between places in various parts of the world, including own setting</p> <p>Links between local community and wider world</p>	<p>Global connections between peoples and countries (e.g. through trade and communications)</p> <p>How local actions affect the wider world</p>	<p>Global connections between peoples and countries (e.g. through trade and communications)</p> <p>How local actions affect the wider world</p>	<p>Global connections between peoples and countries (e.g. through trade and communications)</p> <p>How local actions affect the wider world</p>	<p>Global connections between peoples and countries (e.g. through trade and communications)</p> <p>How local actions affect the wider world</p>

We also ensure that we teach the following key aspects of Personal Development:

- **Healthy & Safe Behaviours** include our Personal, Social and Health Education (PSHE) curriculum, Relationship and Sex Education (RSE), Physical Health, Mental Wellbeing, Internet Safety and Wider Aspects of Safety.
- **Character Development** includes development of children's own character and personality, our Lawn values, children's behaviour and wider, extra-curricular opportunities for children to engage with.
- **Lawn Values** Respect, Responsibility, Initiative, Integrity, Teamwork, Empathy
- **British Values** Democracy, Rule of Law, Respect & Tolerance and Individual Liberty.
- **Trust Values** Kindness, Equality, Respect, Creativity

Relationships and Sex Education

At Lawn Primary School, we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their school career and opens the doors to the wider world. We want our children to aspire to achieve and believe that it is essential that they understand the world they live in. Broadening our children's horizons and giving them the belief that they are capable of achieving great things drives our curriculum. Today's children and young people are growing up in an increasingly complex world, which presents both exciting opportunities and challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our PSHE/RSE curriculum gives the children the knowledge and understanding they need to make informed choices and to be a positive influence in the communities to which they belong.

The content set out in the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (02019) covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our curriculum should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

<https://www.lawn.derby.sch.uk/relationships-sex-education/>

PSHE

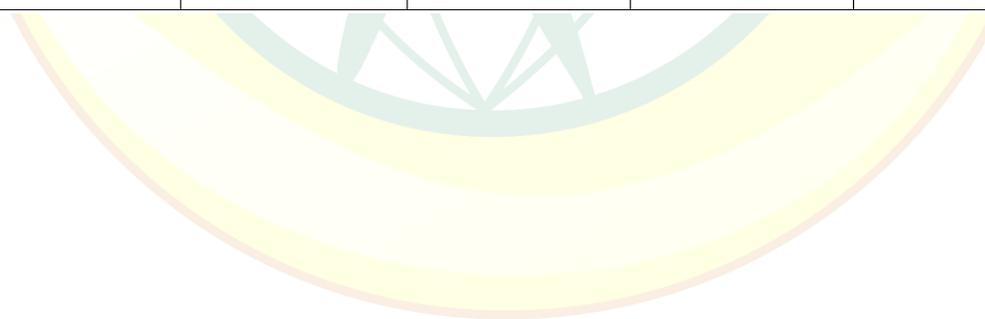
Our PSHE/RSE curriculum consists of three main strands:

- Relationships
- Physical Health and Mental Wellbeing
- Living in the Wider World

Cambridgeshire Scheme PSHE Topic Overview - 2022 / 23

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
FS2 <i>*Woven throughout EYFS curriculum, see knowledge organisers.</i>	Myself and My Relationships: Beginning and Belonging	Myself and My Relationships: Family and Friends Anti-Bullying	Myself and My Relationships: My Emotions	Citizenship: Identities and Diversity Me and My World	Healthy and Safer Lifestyles: Keeping Safe	Healthy and Safer Lifestyles: My Body and Growing Up
Year 1	Myself and My Relationships: Beginning and Belonging	Myself and My Relationships: My Emotions	Citizenship: Working Together	Citizenship: Diversity and Communities	Healthy and Safer Lifestyles: Managing Safety & Risk	Healthy and Safer Lifestyles: Relationships and Sex Education
Year 2	Citizenship: Rules, Right and Responsibilities	Myself and My Relationships: Family and Friends	Myself and My Relationships: Anti-Bullying	Economic Wellbeing: Financial Capability	Healthy and Safer Lifestyles: Drug Education	Healthy and Safer Lifestyles: Relationships and Sex Education

Year 3	Myself and My Relationships: Beginning and Belonging & Diversity and Communities	Myself and My Relationships: My Emotions	Citizenship: Healthy Lifestyles	Citizenship: Working Together	Healthy and Safer Lifestyles: Managing Safety & Risk	Healthy and Safer Lifestyles: Relationships and Sex Education
Year 4	Citizenship: Rules, Right and Responsibilities	Myself and My Relationships: Family and Friends	Myself and My Relationships: Anti-Bullying	Economic Wellbeing: Financial Capability	Healthy and Safer Lifestyles: Drug Education	Healthy and Safer Lifestyles: Relationships and Sex Education
Year 5	Myself and My Relationships: Beginning and Belonging	Myself and My Relationships: My Emotions	Citizenship: Working Together	Citizenship: Diversity and Communities	Healthy and Safer Lifestyles: Managing Safety & Risk	Healthy and Safer Lifestyles: Relationships and Sex Education
Year 6	Citizenship: 	Myself and My Relationships: 	Myself and My Relationships: 	Economic Wellbeing: 	Healthy and Safer Lifestyles: 	Healthy and Safer Lifestyles:



Design and Technology Overview that supports Personal Development

	AUTUMN	SPRING	SUMMER
YEAR 1	Mechanisms, sliders and levers	Structures (free standing)	Food (2)
YEAR 2	Mechanisms, wheels and axels	Food (2)	Textiles
YEAR 3	Food (2)	Structures (shell)	Textiles
YEAR 4	Electrical simple circuits	Levers and linkage	Food (1)
YEAR 5	Pulleys and gears	Food (1)	Textiles
YEAR 6	Food (1)	Structures (frame)	Electrical switch

Digital Safety Overview (Purple Mash)



YEAR 1	<p>Statement: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.</p> <p>Outcome: Children understand the importance of keeping importance of keeping information, such as their usernames and passwords private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space.</p>
YEAR 2	<p>Statement: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.</p> <p>Outcome: Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work in the Purple Mash display board. They develop and understanding of using email safely by using 2Respond and know ways of reporting inappropriate behaviours and content to a trusted adult.</p>
YEAR 3	<p>Statement: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content or contact.</p> <p>Outcome: Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools. They know more than one way to report unacceptable content and contact.</p>
YEAR 4	<p>Statement: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content or contact.</p> <p>Outcome: Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways or reporting inappropriate content and contact.</p>
YEAR 5	<p>Statement: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content or contact.</p> <p>Outcome: Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</p>
YEAR 6	<p>Statement: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content or contact.</p> <p>Outcome: Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking. They recognise the value in preserving their privacy when online for their own and other people's safety.</p>

Additionality at Lawn

In addition to the statutory requirements, our PSHE curriculum will also include 'Zippy's Friends'; a programme tailored to support the development of coping and social skills in the younger children.

We also deliver 'Money Matters' as a separate topic during this academic year, as we believe all children should be given the opportunity to develop money management skills for the future. This is linked to Enterprise.

Pupils at Lawn Primary School have access to many musical opportunities. These include: a wide range of peripatetic teachers, Rock Steady Bands and the Music Partnership (Violins Y4 and Singing Y1)

Leadership development across all year groups – developing roles and responsibilities. This includes Learning Detectives and Ambassadors who play a role in the development of teaching and learning and monitoring quality of provision. Year 4 engage in a Leadership Programme developed by Transform Trust, Year 5 and Year 6 REAL leadership.

The school supports mental health and wellbeing by providing 'Bridge the Gap' opportunities (resources, coffee mornings, workshops) for families.

At Lawn we encourage pupils and families to engage in their community and go 'above and beyond' This includes Global Citizenship Awards, community projects, art challenges, reading challenges, ECO work, community litter picking, Beat the Street.

Within our DEIB offer as part of the Global Citizenship curriculum, pupils engage in a conversation around Neurodiversity and disability.

Forest School programme delivered across all year groups from Spring 2024.

There is a love of language at Lawn – therefore pupils can attend Spanish Club during lunch and after school and experience different languages through our Language Day, Spanish Cafes and Woodlands language leaders delivering sessions.

Our Global Citizenship curriculum allows us to develop mutual respect for all the Protected Characteristics through the We are All Unique topic.

Spiritual, Moral, Social and Cultural Development

Spiritual, Moral, Social and Cultural development (SMSC) is about everything we do at Lawn Primary, to help pupils build their own personal values, have positive relationships with others and become responsible young citizens in society. SMSC development supports pupils to be kind, thoughtful and caring and to be able to live and learn alongside people with different beliefs, cultures and lifestyles.

Our provision for pupils' Spiritual, Moral, Social, Cultural and Emotional development (SMSC), builds on our values. An important part of SMSC is to support our pupils to engage with British values of democracy, the rule of law, individual liberty and respect for different faiths and beliefs.

We want our pupils to be reflective about their own beliefs, but also show interest and respect for the beliefs and faiths of others. We encourage pupils to reflect, not just on their own behaviour and the choices they make, but also on the skills needed to remain calm and focused on their learning.

Some assume spiritual development is about religious exploration or faith, but this is not the case –the spiritual in SMSC is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Creativity and imagination is important, as is a sense of fascination, awe and wonder.

Moral Development

The moral element is largely about choices, behaviour and how you live your life. It also focuses on personal and societal values (known at Lawn as 'norms'), understanding the reasons for them and acknowledging and understanding disagreements. Discussions in class or assemblies, might explore the consequences of decisions, other people's needs, and ways of learning from experience. Moral development at Lawn Primary enables pupils to build a framework of moral values, which regulates their personal behaviour. This is supported by our restorative behaviour policy, the use of 'Zones of Regulation' and the support given to children and their families by our Learning Mentor and ELSA's.

Social Development

Social development shows pupils working together effectively, relating well to adults and participating in the local community. This element of SMSC includes a significant area of personal growth, ranging from engagement with society's institutions to the skills for successful personal relationships.

Cultural Development

Cultural development is about understanding and feeling comfortable in a variety of cultures. At Lawn we value cultural diversity and celebrate the diverse and unique contribution that all our children and families bring. Our global curriculum allows the pupils the opportunity to learn all about different lifestyles, backgrounds and beliefs other young people have. This is delivered through assemblies, our Diversity, Equality, Inclusion and Belonging curriculum, resourcing and RE curriculum.

British Values

We promote fundamental British values and mutual respect and tolerance of those with different faiths and beliefs. We reflect the religious backgrounds represented in our community in collective worship and actively promote British values, encouraging our pupils to regard people of all faiths, races and cultures with respect and tolerance.

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent Strategy. At Lawn Primary these values are reinforced regularly and in the following ways:

- Prevent Action Planning
- PCSO workshops on the topics of grooming and county lines

Democracy

Democracy is embedded throughout our school curriculum. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to have a voice through a variety of channels, including our School Council, Trust and School Parliament, Learning Ambassadors/Detectives, ECO Bugs and regular pupil questionnaires. The elections of the School Council members and Head Pupils are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law

The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced. Our school has 'Norms' (Socially expected positive behaviours) and Learning Nutrients (Success & Failure, Positivity & Praise, Celebrating & Reviewing, Coaching & Supporting, Clear Outcomes, Ambition & Challenge) which are deeply embedded in our curriculum every day. Each class also discusses right from wrong and sets their own 'norms' that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our pupils are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and PSHE lessons. Whether it is through choice of challenge; of how they record; of participation in our numerous extra-curricular activities; our pupils are given the freedom to make choices and are encouraged to act responsibly and show initiative.

Mutual Respect

As a school that holds values at the core of its ethos, our school values and behaviour policies have evolved around Lawn's Values. The pupils have been part of discussions and collective worship related to what this means and how it is shown. Our values and Learning Nutrients are taught explicitly, linked to assembly themes, shared within lesson slides and are expected to be demonstrated in and around school at all times, including in the community. It is shared with home through newsletters and website information. Adults throughout the school model, demonstrate and promote respect for others as do older children who have suitable, age related, tasks and responsibilities and this is reiterated throughout classroom and learning rules, as well as our behaviour.

Tolerance of Those with Different Faiths and Beliefs

Our core values include respect and tolerance of those who have different faiths and beliefs. Lawn Primary School enhances pupils' understanding of different faiths and beliefs through religious education studies; PSHE work; linked schools projects, Transform celebration events, welcoming visitors from other schools in order to celebrate differences, Diversity Days. Beliefs, traditions and customs from around the world are studied, with visitors and visits to those communities and religious buildings. Through these activities, our pupils gain an enhanced understanding of their place in a culturally diverse society and an understanding of the importance of identifying and combatting discrimination. Lawn also celebrates our Modern Foreign Language with additional enrichment activities and extra-curricular clubs as well as taster sessions of other languages as a response to pupil voice.

Learning Nutrients

Each half term there is a focused personal development area which is shared throughout all lessons, around school and links to our do-jo award system.

Autumn 1: Ambition

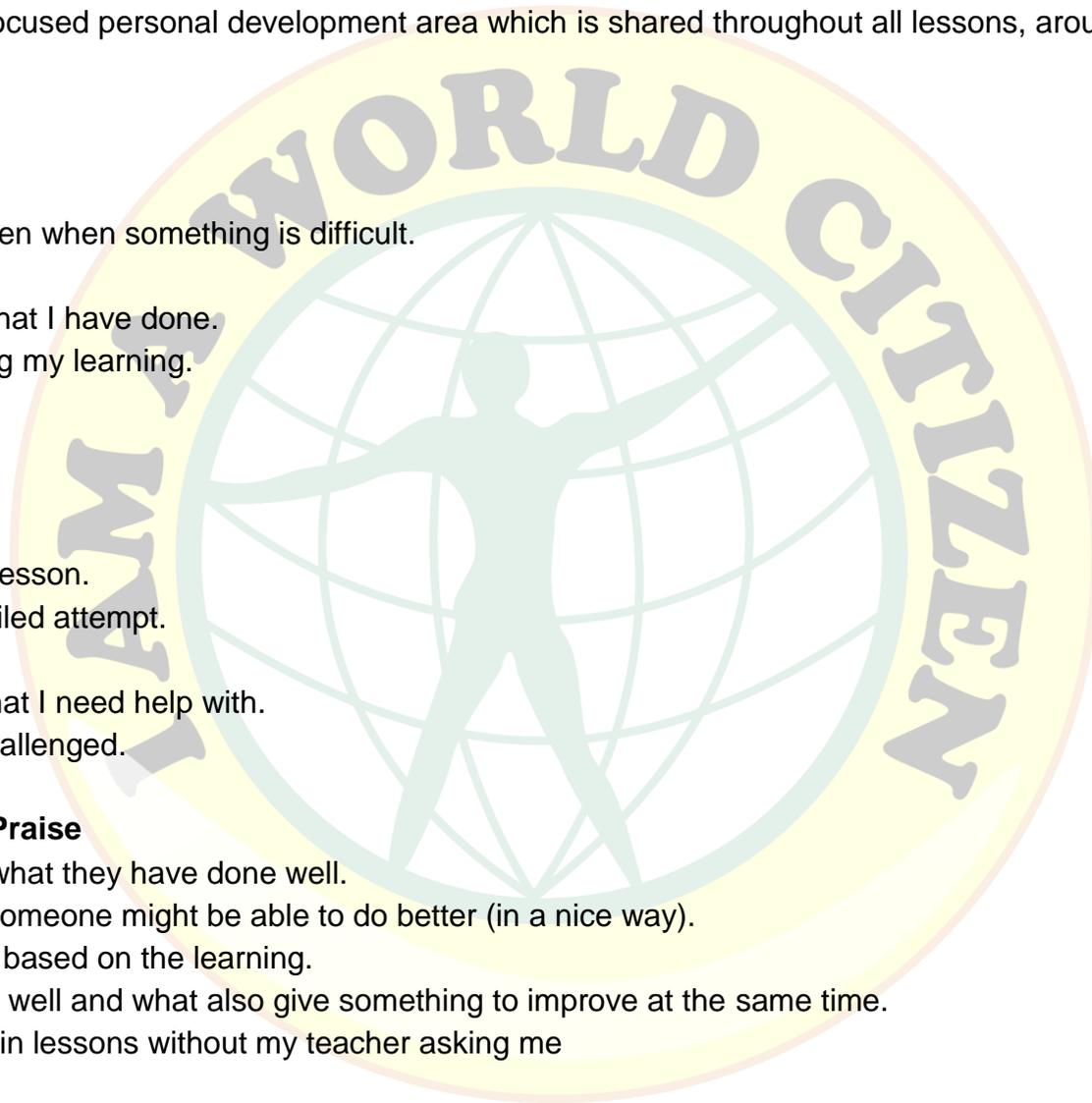
- I want to learn.
- I will keep going, even when something is difficult.
- I want to achieve.
- I want to improve what I have done.
- I can keep improving my learning.
- I will not give up.

Autumn 2: Challenge

- I can push myself.
- I will do well in this lesson.
- I will learn from a failed attempt.
- I can be successful.
- I can think about what I need help with.
- I would like to be challenged.

Spring 1: Positivity and Praise

- I can tell someone what they have done well.
- I can explain what someone might be able to do better (in a nice way).
- I can give feedback based on the learning.
- I can say what went well and what also give something to improve at the same time.
- I can help my class in lessons without my teacher asking me



Spring 2: Celebrating and Reviewing

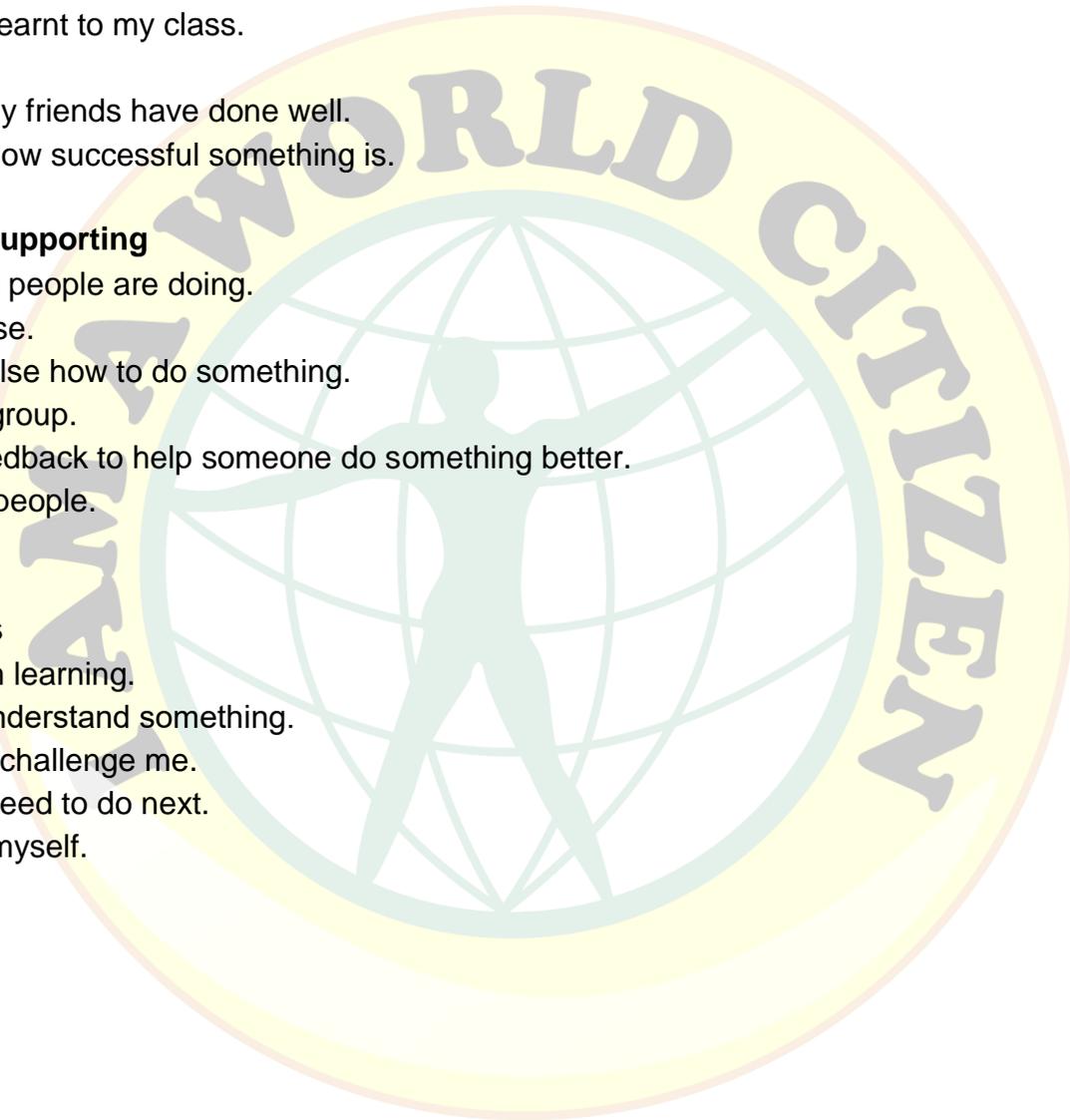
- I can say what I have learnt to my class.
- I can ask questions.
- I can celebrate what my friends have done well.
- I am confident to say how successful something is.

Summer 1: Coaching and Supporting

- I can watch what other people are doing.
- I can help someone else.
- I can show someone else how to do something.
- I can be a leader in a group.
- I can give sensitive feedback to help someone do something better.
- I can learn from other people.
- I can work in a team.

Summer 2: Clear Outcomes

- I understand what I am learning.
- I can check if I don't understand something.
- I can choose what will challenge me.
- I can work out what I need to do next.
- I can create goals for myself.



Mental Health and Wellbeing

Wellbeing Wednesday is a whole-school initiative which began a couple of years ago at Lawn Primary School. Each week, the whole school takes part in a short session designed to promote discussion about mental health and wellbeing.

Our decision to include Wellbeing Wednesdays and many other stand-alone mental wellbeing initiatives such as; Hello Yellow, Anti Bullying week, playground buddies, worry boxes, body image workshops for Upper KS2 and actively seeking out Pupil Voice - showing our commitment to the agenda of mental health of our children.

Wellbeing Wednesdays are an important and vital moment in the midst of a busy week to talk, reflect and discuss. Topics are covered through the 5 social and emotional competencies.

These are self-management, self-awareness, responsible decision making, social awareness and relationship skills.

Pupils engage in Mental Health and Wellbeing Week.

Termly Wellbeing and Mental Health newsletters to parents/carers.

Individual bespoke packages are available through ELSA or Learning Mentor.

Lawn is also an Attachment trained school which feeds through all aspects of our well-being provision.

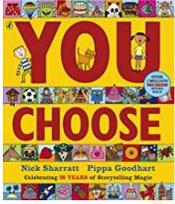
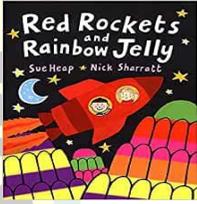
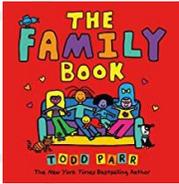
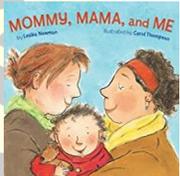
Personal Development Whole School Curriculum

Aspect of Enhanced Personal Development	Integrated in our wider school curriculum	Discrete personal development programme
<p style="text-align: center;">Healthy and Safe Behaviours (Safeguarding)</p> <p style="text-align: center;">Personal, Social and Health Education Relationship and Sex Education Physical Health Mental Wellbeing Safer Internet Curriculum Wider Aspects of Safety E-safety</p>	<p style="text-align: center;">Lawn Values Expected behaviours and school 'norms' PSHE / RSE curriculum PE curriculum RE Curriculum Computing Curriculum – online safety strand & weekly retrieval DT – Food and Nutrition Whole-school mental health approach Outdoor Play and Learning Collective Worship Individual, ongoing subject contribution to SMSC School enrichment programme, including external, residential, virtual visits and trips Attachment School Mental Health & Wellbeing newsletters Learning Mentor ELSA</p>	<p style="text-align: center;">Zones of Regulation curriculum Anti-bullying week – November Safer Internet Day – February NSPCC Pants NSPCC Speak Out Stay Safe Wellbeing Wednesdays Mental Health & Wellbeing week NHS Tooth brushing scheme (EYFS) Values Assembly programme Alright Charlie (Y6) PCSO visits on various topics Water Safety Purple Mash E-Safety Parent workshops on E-safety Bridge the Gap ELSA support Learning Mentor Stranger Danger Beat the Street Bike to School Week Rail Safety Healthy Tuck shop – pupils using cooking skills Safety week - June</p>

Aspect of Enhanced Personal Development	Integrated in our wider school curriculum	Discrete personal development programme
<p style="text-align: center;">Character Development</p> <p>Development of children's own character Lawn values Children's behaviour Economic & Financial Understanding Understanding Media and Technology Spiritual Leadership Creativity Aspiration</p>	<p style="text-align: center;">Lawn Values British Values Expected behaviours and school 'norms' Behaviour and Achievement PSHE / RSE curriculum RE Curriculum Extra-curricular clubs programme Instrument tuition programme Computing curriculum – building resilience and independence Leadership Responsibilities No Outsiders Project Sports activities – Derby City Community</p>	<p style="text-align: center;">Zones of Regulation Anti-bullying week – November Safer Internet Day – February Residential Trip (Y6 & Y4) Charity opportunities Money Heroes Chess Tournaments Show Racism the Red Card Values Assembly programme Drawing and Talking Therapy Art Therapy Empathy Day Diversity Day Lego Therapy ELSA support Learning Mentor Real Leadership Transform Leadership Programme Transition Leadership Y6 Black History Remembrance Transform Trust Enrichment Opportunities Sports Week Mrs Hambleton Challenge Hedgehog campaign Community Litter picking Mental Health and Wellbeing week Transform Choir Partnership Music Evening</p>

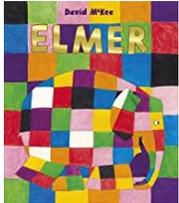
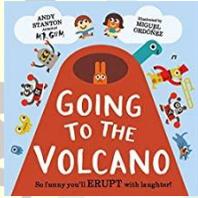
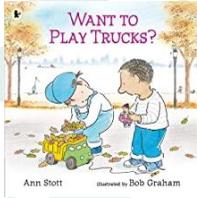
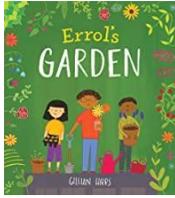
Aspect of Enhanced Personal Development	Integrated in our wider school curriculum	Discrete personal development programme
<p>Lawn Values & British Values</p> <p>Democracy, Rule of Law, Respect & Tolerance, Individual Liberty.</p> <p>Respect, Responsibility, Empathy, Initiative, Integrity, Teamwork</p> <p>Global citizenship.</p>	<p>Lawn Values</p> <p>Expected behaviours and school 'norms'</p> <p>Behaviour and Achievement</p> <p>PSHE / RSE curriculum</p> <p>RE Curriculum</p> <p>Global Citizenship Topics (We Are All Unique, Clean Green World, Freedom and Equality)</p> <p>School Council & parliament</p> <p>Pupil Leadership</p> <p>Pupil voice</p> <p>Rights Respecting School</p> <p>No Outsiders Project</p> <p>Comic Relief</p> <p>Whole School Referendums</p> <p>Whole school elections</p> <p>Transform Trust Children's Awards</p> <p>Languages Day</p> <p>Divali Day</p>	<p>Values Assembly programme</p> <p>Black History</p> <p>Show Racism the Red Card</p> <p>Global Citizenship Awards</p> <p>Transition</p> <p>Empathy Day</p> <p>Diversity Day</p> <p>Bridge the Gap event</p> <p>Dare to be Different Day</p> <p>'Pajamarama'</p> <p>Community Litter Picking</p> <p>Community Challenge</p> <p>Community Week (June)</p> <p>Mrs Hambleton's Challenge</p> <p>Meat Free Monday</p> <p>Inclusive football afternoon</p> <p>Wear Pink Day – Cancer Charity</p> <p>Learn Spanish with your child sessions</p> <p>Rainbows Hospice Concert</p>

Personal Development FS2

No Outsiders						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intention	Being able to choose what you like.	It's ok to like different things.	To know that we are all different.	Know that all families are different.	To celebrate our own and others family dynamics	To know we can be friends with anyone.
Shared Text	You Choose by Nick Sharratt and Pippa Goodheart	Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt	Hello, Hello by Brendan Wenzel	The Family Book by Todd Parr	Mommy, Mama and Me by Leslea Newman and Carol Thompson	Blue Chameleon by Emily Gravett
						
Prime Areas of Development						

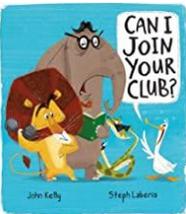
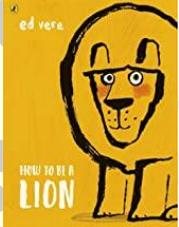
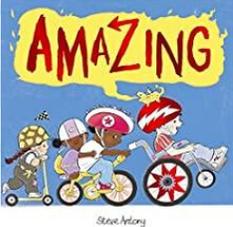
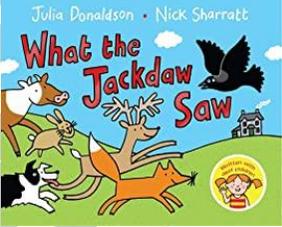
<p style="text-align: center;">Personal, Social and Emotional Development</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Children know and respond to rules and expectations of school Children remember and use the names of key adults in their setting Separate from carer without difficulty Seek comfort from familiar adults</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Manage behaviour to meet expectations Resolve conflict without issue Oral and physical health and wellbeing Ask for help when needed Begin to understand feelings through zones of regulation</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Build relationships with peers and familiar adults Access provision independently, separating from familiar adult Resolving conflict with others</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Show resilience when met with challenge Understand the effect they can have on another person through social stories</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Select resources independently dependent on need Actively take part and hold responsibilities in the classroom (milk monitor, bag monitor) Completing tasks/activities before moving on to another Revisiting oral and physical health and wellbeing Assess risk when undertaking new challenges</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Developing cooperative play with a larger group of children Keep play and conversations going by listening and responding to others</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Use strategies developed through 'Zones of Regulation' to regulate feelings Continue to develop turn taking and sharing</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Managing toilet needs and being able to go independently Continuing to make healthy food choices when met with option Celebrate achievements across the school year and thinking about oneself in a positive manner</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Developing close personal friendships with a number of peers Sharing achievements with familiar adults and peers</p>
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Personal Development Y1

No Outsiders						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intention	To like ourselves for who we are and the way we look.	To join in.	Find ways to play together.	Proud to be ourselves	To know we share the world with lots of different people	To know how to ask for help and work with different people
Shared Text	Elmer by David McKee	Going to the Volcano by Andy Stanton	Want to Play Trucks? By Ann Stott and Bob Graham	Hair, It's a Family Affair by Mylo Freeman	My World, Your World by Melanie Walsh	Errol's Garden by Gillian Hibbs
						
Prime Areas of Development						

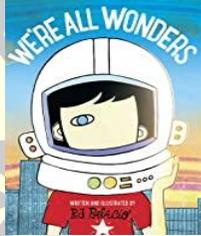
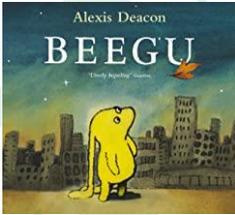
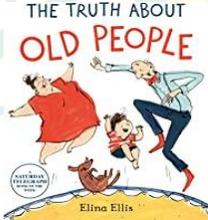
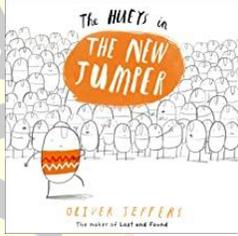
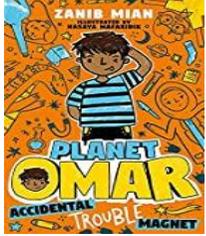
<p style="text-align: center;">Personal, Social and Emotional Development</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Children know and respond to rules and expectations of school Children remember and use the names of key adults in their setting Separate from carer without difficulty Seek comfort from familiar adults</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Manage behaviour to meet expectations Resolve conflict without issue Oral and physical health and wellbeing Ask for help when needed Begin to understand feelings through zones of regulation</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Build relationships with peers and familiar adults Access provision independently, separating from familiar adult Resolving conflict with others</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Show resilience when met with challenge Understand the effect they can have on another person through social stories</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Select resources independently dependent on need Actively take part and hold responsibilities in the classroom (milk monitor, bag monitor) Completing tasks/activities before moving on to another Revisiting oral and physical health and wellbeing Assess risk when undertaking new challenges</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Developing cooperative play with a larger group of children Keep play and conversations going by listening and responding to others</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Use strategies developed through 'Zones of Regulation' to regulate feelings Continue to develop turn taking and sharing</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Managing toilet needs and being able to go independently Continuing to make healthy food choices when met with option Celebrate achievements across the school year and thinking about oneself in a positive manner</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Developing close personal friendships with a number of peers Sharing achievements with familiar adults and peers</p>
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Personal Development Y2

No Outsiders						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intention	To welcome different people.	To have self-confidence.	To understand what diversity is.	To think about what makes a good friend.	To communicate in different ways.	To know we belong
Shared Text	Can I Join Your Club? By John Kelly and Steph Laberis	How to Be a Lion by Ed Vere	The Great Big Book of Families by Mary Hoffman and Ros Asquith	Amazing by Steve Antony	What the Jackdaw Saw by Julia Donaldson and Nick Sharratt	All are Welcome by Alexandra Penfold and Suzanne Kaufman
						
Prime Areas of Development						

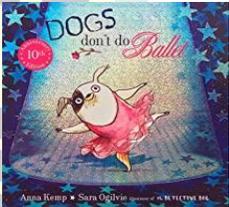
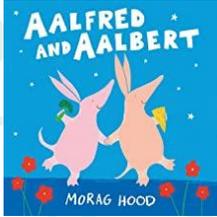
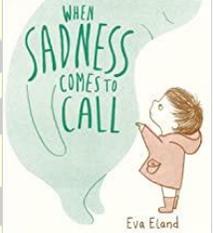
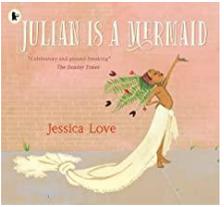
<p style="text-align: center;">Personal, Social and Emotional Development</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Children know and respond to rules and expectations of school Children remember and use the names of key adults in their setting Separate from carer without difficulty Seek comfort from familiar adults</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Manage behaviour to meet expectations Resolve conflict without issue Oral and physical health and wellbeing Ask for help when needed Begin to understand feelings through zones of regulation</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Build relationships with peers and familiar adults Access provision independently, separating from familiar adult Resolving conflict with others</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Show resilience when met with challenge Understand the effect they can have on another person through social stories</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Select resources independently dependent on need Actively take part and hold responsibilities in the classroom (milk monitor, bag monitor) Completing tasks/activities before moving on to another Revisiting oral and physical health and wellbeing Assess risk when undertaking new challenges</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Developing cooperative play with a larger group of children Keep play and conversations going by listening and responding to others</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Use strategies developed through 'Zones of Regulation' to regulate feelings Continue to develop turn taking and sharing</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Managing toilet needs and being able to go independently Continuing to make healthy food choices when met with option Celebrate achievements across the school year and thinking about oneself in a positive manner</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Developing close personal friendships with a number of peers Sharing achievements with familiar adults and peers</p>
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Personal Development Y3

No Outsiders						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intention	To understand what discrimination means.	To understand what a bystander is.	To know how to be welcoming.	To recognise a stereotype.	To recognise and help an outsider.	To consider living in Britain today.
Shared Text	This is Our House by Michael Rosen	We're All Wonders by R.J Palacio	Beegu by Alexia Deacon	The Truth About Old People by Elina Ellis	The Hueys in the the New Jumper by Oliver Jeffers	Planet Omar: Accidental Trouble Magnet by Zanib Mian
						
Prime Areas of Development						

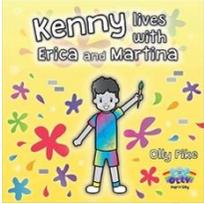
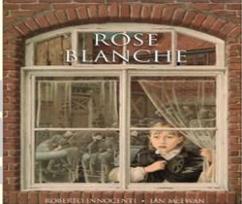
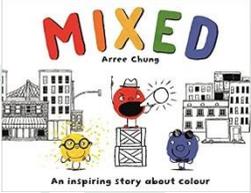
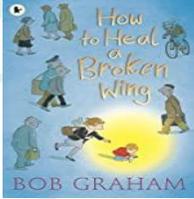
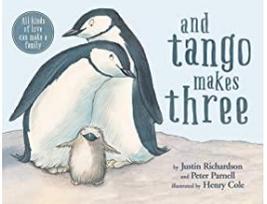
<p style="text-align: center;">Personal, Social and Emotional Development</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Children know and respond to rules and expectations of school Children remember and use the names of key adults in their setting Separate from carer without difficulty Seek comfort from familiar adults</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Manage behaviour to meet expectations Resolve conflict without issue Oral and physical health and wellbeing Ask for help when needed Begin to understand feelings through zones of regulation</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Build relationships with peers and familiar adults Access provision independently, separating from familiar adult Resolving conflict with others</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Show resilience when met with challenge Understand the effect they can have on another person through social stories</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Select resources independently dependent on need Actively take part and hold responsibilities in the classroom (milk monitor, bag monitor) Completing tasks/activities before moving on to another Revisiting oral and physical health and wellbeing Assess risk when undertaking new challenges</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Developing cooperative play with a larger group of children Keep play and conversations going by listening and responding to others</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Use strategies developed through 'Zones of Regulation' to regulate feelings Continue to develop turn taking and sharing</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Managing toilet needs and being able to go independently Continuing to make healthy food choices when met with option Celebrate achievements across the school year and thinking about oneself in a positive manner</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Developing close personal friendships with a number of peers Sharing achievements with familiar adults and peers</p>
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Personal Development Y4

No Outsiders						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intention	To help someone accept difference.	To choose when to be assertive.	To be proud of who you are.	To find a common ground.	To be able to look after our mental health.	To show acceptance.
Shared Text	Along Came Different by Tom McLaughlin	Dog's Don't Do Ballet by Anna Kemp and Sarah Oglivie	Red: A Crayon's story by Michael Hall	Aalfred and Aalbert by Morag Hood	When Sadness Comes to Call by Eva Eland	Julian is a Mermaid by Jessica Love
						
Prime Areas of Development						

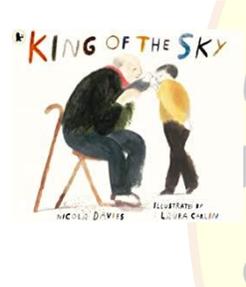
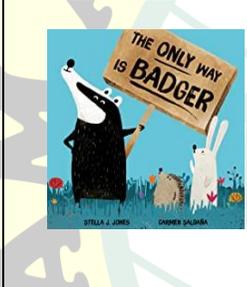
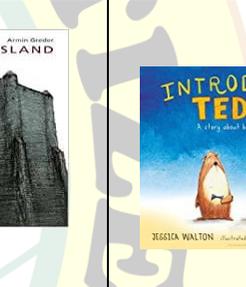
<p style="text-align: center;">Personal, Social and Emotional Development</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Children know and respond to rules and expectations of school Children remember and use the names of key adults in their setting Separate from carer without difficulty Seek comfort from familiar adults</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Manage behaviour to meet expectations Resolve conflict without issue Oral and physical health and wellbeing Ask for help when needed Begin to understand feelings through zones of regulation</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Build relationships with peers and familiar adults Access provision independently, separating from familiar adult Resolving conflict with others</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Show resilience when met with challenge Understand the effect they can have on another person through social stories</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Select resources independently dependent on need Actively take part and hold responsibilities in the classroom (milk monitor, bag monitor) Completing tasks/activities before moving on to another Revisiting oral and physical health and wellbeing Assess risk when undertaking new challenges</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Developing cooperative play with a larger group of children Keep play and conversations going by listening and responding to others</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Use strategies developed through 'Zones of Regulation' to regulate feelings Continue to develop turn taking and sharing</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Managing toilet needs and being able to go independently Continuing to make healthy food choices when met with option Celebrate achievements across the school year and thinking about oneself in a positive manner</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Developing close personal friendships with a number of peers Sharing achievements with familiar adults and peers</p>
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Personal Development Y5

No Outsiders						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intention	To consider consequences	To justify my actions	To consider responses to racist behaviour	To recognise when someone needs help.	To explore friendship	To exchange dialogue and express opinion.
Shared Text	Kenny Lives with Erica and Martina by Olly Pike	Rose Blanche by Ian McEwan and Roberto Innocenti	Mixed by Arree Chung	How to Heal a Broken Wing by Bob Graham	The Girls by Lauren Lee and Jenny Lovelle	And Tango Makes Three by Justin Richardson and Peter Parnall
						
Prime Areas of Development						

<p style="text-align: center;">Personal, Social and Emotional Development</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Children know and respond to rules and expectations of school Children remember and use the names of key adults in their setting Separate from carer without difficulty Seek comfort from familiar adults</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Manage behaviour to meet expectations Resolve conflict without issue Oral and physical health and wellbeing Ask for help when needed Begin to understand feelings through zones of regulation</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Build relationships with peers and familiar adults Access provision independently, separating from familiar adult Resolving conflict with others</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Show resilience when met with challenge Understand the effect they can have on another person through social stories</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Select resources independently dependent on need Actively take part and hold responsibilities in the classroom (milk monitor, bag monitor) Completing tasks/activities before moving on to another Revisiting oral and physical health and wellbeing Assess risk when undertaking new challenges</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Developing cooperative play with a larger group of children Keep play and conversations going by listening and responding to others</p>	<p style="text-align: center;"><u>Self-regulation</u></p> <p>Use strategies developed through 'Zones of Regulation' to regulate feelings Continue to develop turn taking and sharing</p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Managing toilet needs and being able to go independently Continuing to make healthy food choices when met with option Celebrate achievements across the school year and thinking about oneself in a positive manner</p> <p style="text-align: center;"><u>Building Relationships</u></p> <p>Developing close personal friendships with a number of peers Sharing achievements with familiar adults and peers</p>
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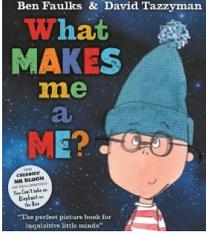
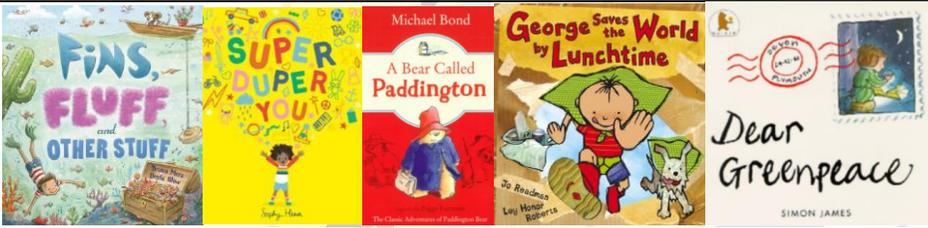
Personal Development Y6

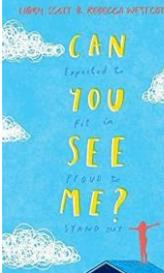
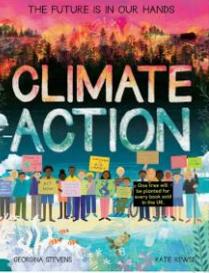
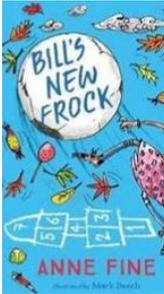
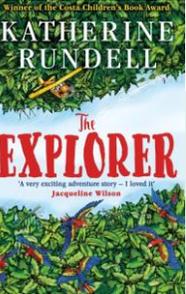
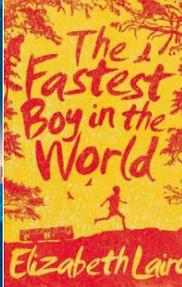
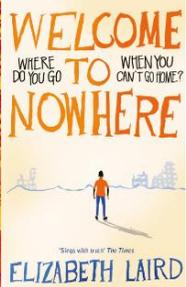
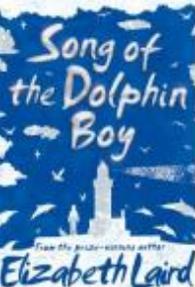
No Outsiders						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intention	To consider responses to immigration	To consider language and freedom of speech	To overcome fears about difference	To consider the causes of racism	To show acceptance	To consider democracy
Shared Text	King of the Sky by Nicola Davies	The Only Way to Badger by Stella J. Jones and Carmen Saldena	Leaf by Sandra Dieckmann	The Island by Armin Greder	Introducing Teddy by Jessica Walton and Dougal Macpherson	A Day in the Life of Marlon Bundo by Marlon Bundo and Jill Twiss
						
Prime Areas of Development						

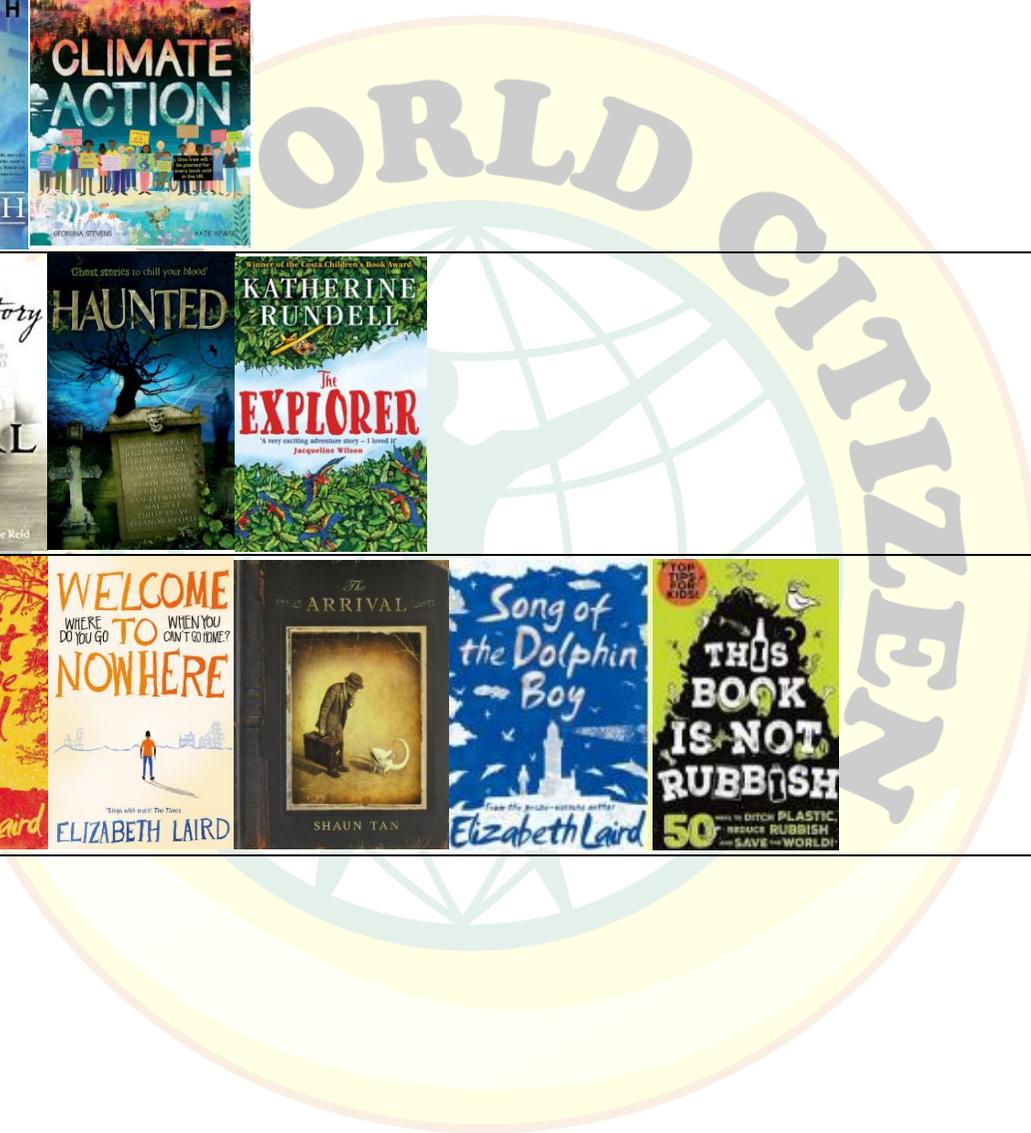
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal, Social and Emotional Development</p>	<p><u>Self-regulation</u> Children know and respond to rules and expectations of school Children remember and use the names of key adults in their setting Separate from carer without difficulty Seek comfort from familiar adults</p> <p><u>Managing Self</u> Manage behaviour to meet expectations Resolve conflict without issue Oral and physical health and wellbeing Ask for help when needed Begin to understand feelings through zones of regulation</p> <p><u>Building Relationships</u> Build relationships with peers and familiar adults Access provision independently, separating from familiar adult Resolving conflict with others</p>	<p><u>Self-regulation</u> Show resilience when met with challenge Understand the effect they can have on another person through social stories</p> <p><u>Managing Self</u> Select resources independently dependent on need Actively take part and hold responsibilities in the classroom (milk monitor, bag monitor) Completing tasks/activities before moving on to another Revisiting oral and physical health and wellbeing Assess risk when undertaking new challenges</p> <p><u>Building Relationships</u> Developing cooperative play with a larger group of children Keep play and conversations going by listening and responding to others</p>	<p><u>Self-regulation</u> Use strategies developed through 'Zones of Regulation' to regulate feelings Continue to develop turn taking and sharing</p> <p><u>Managing Self</u> Managing toilet needs and being able to go independently Continuing to make healthy food choices when met with option Celebrate achievements across the school year and thinking about oneself in a positive manner</p> <p><u>Building Relationships</u> Developing close personal friendships with a number of peers Sharing achievements with familiar adults and peers</p>
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Text overview

Within our English Curriculum we use quality texts which link to our wider curriculum while also adding to the personal development offer at Lawn. The texts below are used to support the Global Citizenship Topics of 'We are all Unique', 'Freedom & Equality' and 'Clean Green World'

FS2	
Y1	
Y2	
Y3	

Y4						
Y5						
Y6						





Lawn
Primary
School

Autumn Term 2023

Numbers in brackets relate to the article in the Rights Respecting School (UNCRC).

~Lawn Value

~Transform Value

~British Value

Safety/safeguarding

DEIB/protected characteristics



Week Beg:	9.05am (Karen & Donna to alternate KS1 and KS2)	Key Stage 2: 09:05 am Key Stage 1/F52: 10:10 am Tues (Staff x 2)	Key Stage 2: 09:05 am KS1/F52: 10:10 am Wed (Staff x 2)
4.09.23	INSET DAY	Reminder of expectations (responsibility, teamwork) KAREN & DONNA	Celebrating differences (tolerance) (2) KS1: SL KS2: GM
11.09.23	Learning nutrient: ambition	Friendship (kindness) KS1: YW KS2: VS	Road Dahl Day (creativity) KS1: CG KS2: SC
18.09.23	Rosh Hashanah (Judaism) (respect) (14) SCHOOL PARLIAMENT	Recycling week (integrity) (24) KS1: JL KS2: LW	Class council (democracy)
25.09.23	Transform value: Kindness	European Day of Languages (creativity) (30) KS1: LS KS2: VH	Sukkot (Judaism) (respect) (14) KS1: AW KS2: LB
2.10.23 (equality)	Black History Month (Why is it important?) SCHOOL PARLIAMENT	Black History Month (Martin Luther King Jr) KS1: HD KS2: HW	Black History Month (Jesse Owens) KS1: YW KS2: CH
9.10.23 (equality)	Black History Month (Rosa Parks)	Black History Month (Mary Seacole) KS1: SL KS2: GD	International Day of The Girl/ Black History Month (Dr Mae Jemison) KS1: CG KS2: SC
16.10.23 (equality)	Black History Month (Harriet Tubman) SCHOOL PARLIAMENT	Black History Month (Louis Armstrong) KS1: JL KS2: VS	Black History Month (Katherine Johnson) KS1: LS KS2: LW

23.10.23 (equality)	Black History Month (Marcus Rashford)	Black History Month (Vanessa Nakate) KS1: AW KS2: MA	Black History Month (Maya Angelou) KS1: HD KS2: GM
30.10.23	HALF TERM		
6.11.23	Learning nutrient: success and failure	Remembrance (empathy) (38) KS1: YW KS2: CH	Diwali (Hinduism/Sikhism) (respect) (14) KS1: SL KS2: HW

13.11.23	Anti-bullying week (integrity) (6,19) SCHOOL PARLIAMENT	Feedback from school parliament (democracy) VH	Saying sorry (empathy) KS1: LS KS2: LB
20.11.23	Perseverance (initiative)	Road safety (responsibility) (6) KS1: CG KS2: SC	Transform value: creativity KS1: AW KS2: Donna
27.11.23	Setting goals (initiative) SCHOOL PARLIAMENT	Class council (democracy)	Online safety (integrity) (17) KS1: HD KS2: LW
4.12.23	Being a responsible citizen (responsibility)	Bonfire night KS1: JL KS2: VS	Growth mindset KS1: Karen KS2: CH
11.12.23	Careers (visitor?) (initiative) SCHOOL PARLIAMENT	Hanukkah (Judaism) (respect) (14) KS1: Donna KS2: MA	Identifying emotions KS1: JL KS2: GD
18.12.23	Healthy lifestyle (24)	The birth of Jesus (24) WHOLE SCHOOL: GM	Christmas around the world (respect) (14) WHOLE SCHOOL: AW

SPRING ASSEMBLY PROGRAMME

Learning Nutrient/special days/values	Global Citizenship theme	Special Days/RE focus/values
Learning nutrient: Positivity and praise (teamwork)	Refugees and migrants (empathy) (10, 22)	Why are rules important? (rule of law) (1)
Martin Luther-King (Individual Liberty)	Doing the right thing (integrity)	Mental Health
Chinese New Year (30)	Class council (democracy)	Lawn Value: Empathy
Lawn Value: Responsibility	Positive mindset (integrity)	LGBTQIA+ history month (equality) (2, 14, 16)
How can we keep ourselves healthy? (responsibility) (24)	Class council (democracy)	Safer internet day (responsibility) (17)
Lent (Christianity) (14)	Flamenco (Spanish/music cultural capital) +School Council to feedback to school (democracy) (30, 31)	Maha Shivratri (Hinduism) (14)
Learning nutrient: Celebrating and reviewing (initiative)	Fairtrade fortnight (equality)	Antibullying (respect) (14)
Lawn value: Teamwork	Holi Festival (Hinduism) (14)	Strength in teams
British Science Week: Inventors (initiative)	Class council to (democracy)	British Science Week: Women in STEM (Equality)
School Parliament to feedback to school (democracy)	Autism Awareness (equality) (2)	Ramadan begins (Islam) (Respect) (14)
Easter (Christianity) (14)	Class council (democracy)	Passover (Judaism) (14)

SUMMER ASSEMBLY PROGRAMME

Learning Nutrient/special days/values	Global Citizenship theme	Special Days/RE focus/values
Learning nutrient: Making choices to support next steps (Responsibility)	Healthy eating (Individual liberty)	Jealousy
Sacrifice (Teamwork)	Class council meeting (Democracy)	Buddhism (Tolerance)
Share a story about diversity - All are Welcome by Alexandra Penfold (Story telling month)		Share a story about a journey - Coming to England by Floella Benjamin (Story telling month)
BANK HOL		
Share a story about kindness - I'm almost always kind by Anna Milbourne (Story telling month)	Share a story about caring for the planet - The Last Tree by Emily Hayworth Booth (Story telling month)	Share a story about helping others - The Smartest Giant in Town (Story telling month)
Share a story about facing your fears - The Owl who was afraid of the dark by Jill Tomlinson (Story telling month)	Share a story about friendship - Meesha Makes Friends by Tom Percival (Story telling month)	Share a story about a different culture - Zeraffa Giraffa by Dianne Hofmeyr (Story telling month)
Online safety (Children's safety week)	Train line safety (Children's safety week) (Responsibility)	Stranger awareness (Children's safety week) (Initiative)
Road Safety (PCSO) (Responsibility)	Road Safety (PCSO) (Responsibility)	Class council meeting (Democracy)
Learning nutrient: Coach and support others (Teamwork)	World Refugee Day (Empathy)	World Music Day (Creativity)
Shavuot (Judaism) (Tolerance)	Announcing new school parliament members (Democracy)	Eid Al-Adha (Tolerance)
Embracing our talents (Creativity)	The Creation Story - Christianity (Tolerance)	Celebrating the NHS (NHS birthday)
Managing change (Responsibility)	Peer pressure (Integrity)	Sikhism (Tolerance)
Moving on	Managing emotions (individual liberty)	Y6 performance to school

Clubs and activities			
	Autumn	Spring	Summer
FS2	Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard	Calligraphy Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard	Calligraphy & Crafts Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard AM Sports/ Soccerstars
Y1	Multi Sports Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard	Multi Sports Calligraphy Soccerstars Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard	Multi Sports Soccerstars Calligraphy & Crafts Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard Spanish AM Sports Cookery Club
Y2	Multi Sports Chess Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard	Multi Sports Calligraphy Soccerstars Chess Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard	Multi Sports & AM Sports Chess Soccerstars Calligraphy & Crafts Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard Spanish Outdoor Crafts

<p>Y3</p>	<p>Choir Chess Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard Spanish</p>	<p>Chess Calligraphy Soccerstars Cricket Running Spanish Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard</p>	<p>Choir Chess Dodgeball Soccerstars Spanish Calligraphy & Crafts Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard, Keyboard Girls Football</p>
<p>Y4</p>	<p>Choir Chess Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard Spanish</p>	<p>Chess Calligraphy Soccerstars Cricket Running Spanish Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard</p>	<p>Choir Chess Dodgeball Soccerstars Calligraphy & Crafts Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard Girls Football</p>

<p>Y5</p>	<p>Choir Chess Multi Sports Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard Spanish Creative Writing</p>	<p>Chess Netball Dodgeball Calligraphy Soccerstars Running Spanish Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard Reading Rocks</p>	<p>Choir Chess Tag Rugby Soccerstars Girls Football Calligraphy & Crafts Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard Netball Reading Rocks</p>
<p>Y6</p>	<p>Choir Chess Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard Spanish Creative Writing</p>	<p>Chess Netball Dodgeball Calligraphy Soccerstars Running Spanish Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard</p>	<p>Choir Chess Baking Tag Rugby Soccerstars Girls Football Calligraphy & Crafts Music tuition: Brass, wind, percussion, strings, Rock Steady, Guitar, Keyboard Netball</p>

Leadership Programme KS1			
FS2	Classroom leaders	Classroom leaders	Classroom leaders
Y1	Learning Detectives Class Council Classroom responsibilities ECO Bugs & Warriors Parliament Well-being leaders	Learning Detectives Class Council Classroom responsibilities ECO Bugs & Warriors Parliament	Learning Detectives Class Council Classroom responsibilities ECO Bugs & Warriors Parliament
Y2	Learning Detectives Class Council Classroom responsibilities Librarians ECO Bugs & Warriors Parliament Well-being leaders	Learning Detectives Class Council Classroom responsibilities Librarians ECO Bugs & Warriors Parliament	Learning Detectives Class Council Classroom responsibilities Librarians ECO Bugs & Warriors Parliament
Leadership Programme Lower KS2			
Y3	Learning Ambassadors Class Council Librarians ECO Bugs & Warriors Parliament DEIB leaders Well-being leaders	Learning Ambassadors Class Council Librarians ECO Bugs & Warriors Parliament	Learning Ambassadors Class Council Librarians ECO Bugs & Warriors I-Vengers Reading leaders Parliament
Y4	Learning Ambassadors Class Council Classroom responsibilities Librarians ECO Bugs & Warriors Parliament DEIB leaders Well-being leaders	Learning Ambassadors Class Council Classroom responsibilities Librarians ECO Bugs & Warriors Parliament	Learning Ambassadors Class Council Librarians Leadership Programme I-Vengers ECO Bugs & Warriors Reading leaders Parliament

Leadership Programme Upper KS2

Y5	<ul style="list-style-type: none"> Learning Ambassadors Class Council Classroom responsibilities Librarians ECO Bugs & Warriors Parliament DEIB leaders Well-being leaders 	<ul style="list-style-type: none"> Learning Ambassadors Class Council Classroom responsibilities Librarians ECO Bugs & Warriors Parliament 	<ul style="list-style-type: none"> Learning Ambassadors Class Council Librarians REAL Leadership programme I-Vengers Reading leaders Corridor monitors Play leaders Parliament
Y6	<ul style="list-style-type: none"> Learning Ambassadors Class Council Librarians Personal Assistants Corridor monitors Play leaders Art and Crafts leaders ECO Bugs & Warriors Parliament DEIB leaders Well-being leaders 	<ul style="list-style-type: none"> Learning Ambassadors Class Council Librarians Personal Assistants Corridor monitors Play leaders Art and Crafts leaders ECO Bugs & Warriors Parliament 	<ul style="list-style-type: none"> Learning Ambassadors Class Council Librarians Transition Leadership programme I-Vengers Reading leaders Parliament





Personal Development Programme Overview Early Years

Prime Areas of Development			
Personal, Social and Emotional Development	<p><u>Self-regulation</u> Children know and respond to rules and expectations of school Children remember and use the names of key adults in their setting Separate from carer without difficulty Seek comfort from familiar adults</p> <p><u>Managing Self</u> Manage behaviour to meet expectations Resolve conflict without issue Oral and physical health and wellbeing Ask for help when needed Begin to understand feelings Recognising red and green problems</p> <p><u>Building Relationships</u> Build relationships with peers and familiar adults Access provision independently, separating from familiar adult Resolving conflict with others</p>	<p><u>Self-regulation</u> Show resilience when met with challenge Understand the effect they can have on another person through social stories</p> <p><u>Managing Self</u> Select resources independently dependent on need Actively take part and hold responsibilities in the classroom Completing tasks/activities before moving on to another Revisiting oral and physical health and wellbeing Assess risk when undertaking new challenges</p> <p><u>Building Relationships</u> Developing cooperative play with a larger group of children Keep play and conversations going by listening and responding to others</p>	<p><u>Self-regulation</u> Use strategies to regulate feelings Continue to develop turn taking and sharing</p> <p><u>Managing Self</u> Managing toilet needs and being able to go independently Continuing to make healthy food choices when met with option Celebrate achievements across the school year and thinking about oneself in a positive manner</p> <p><u>Building Relationships</u> Developing close personal friendships with a number of peers Sharing achievements with familiar adults and peers</p>

Communication and Language	<p><u>Listening, attention and understanding</u> Following instructions Listen to stories with interest and enjoyment Listen and responds when name is used</p> <p><u>Speaking</u> Learning new vocabulary through high quality texts Talk about their likes and dislikes Expressing basic needs</p>	<p><u>Listening, attention and understanding</u> Attention can switch from one task to another Begin to use and answer questions (Who what, why, when, where)</p> <p><u>Speaking</u> Using talk to organise play with peers Using talk to seek support when met with a problem to Begin to talk about previous experiences an those yet to happen Begin to use microphones and walkie-talkies communicate with others</p>	<p><u>Listening, attention and understanding</u> Active listening is developed Children keep conversation progressing by listening and responding to others. Follow instruction containing more than one part</p> <p><u>Speaking</u> Use sentences with more than 6 words Children to begin to use vocabulary they have been taught and can understand the meaning</p>
	Physical Development	<p><u>Health and safety</u> Children learning about their physical limits Assessing risk</p> <p><u>Gross motor skills</u> Balance Direction and co-ordination Fundamental movement skills (crawling, running, jumping) Dressing independently (coats)</p> <p><u>Fine motor skills</u> Using cutlery to feed themselves Holding mark making tools to make marks on paper Hand eye – Foot eye co-ordination</p>	<p><u>Gross motor skills</u> Learning to ride balance bikes and scooters Dressing independently (taking off jumpers)</p> <p><u>Fine motor skills</u> Fastening buttons and zips to promote independence when dressing Cutting skills with knife and fork to develop independence when eating</p>

Characteristics of Effective Learning

<p><u>Playing and exploring</u> Being willing to have a go Finding out and exploring Playing with what they know</p>	<p><u>Active learning</u> Enjoying their achievements Keep on trying Being involved and concentrating</p>	<p><u>Creating and critical thinking</u> Making links Choosing ways to do things Having their own ideas</p>
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FS2 Discrete Personal Development

Autumn	Spring	Summer
<p><u>Healthy and Safe Behaviours</u> E- safety Anti-bullying week NSPCC Pants NSPCC Speak Out Stay Safe Be Safe Be Seen Campaign</p> <p><u>Character Development</u> Anti-bullying week – November Safer Internet Day – February Performances – Christmas Nativity Charity events Lawn & British Values assembly programme Weekly Sing-Up Diversity Day</p> <p><u>Lawn Values & British Values</u> Lawn & British Values assembly programme Daily emersion in values Black History ‘No Outsiders’ first week of each half term – Protected Characteristics Diversity Day</p>	<p><u>Healthy and Safe Behaviours</u> Safer Internet Day NHS Tooth brushing scheme (EYFS) Assembly programme</p> <p><u>Character Development</u> Charity events Lawn & British Values assembly programme Weekly Sing-Up</p> <p><u>Lawn Values & British Values</u> Lawn Values assembly programme British Values assembly programme ‘No Outsiders’ first week of each half term – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> E-safety Stranger Danger</p> <p><u>Character Development</u> Transition – Empathy Day Charity events – Pajamarama & Bridge the Gap Lawn & British Values assembly programme PCSO visit – the role of a police officer Weekly Sing-Up</p> <p><u>Lawn Values & British Values</u> Lawn & British Values assembly programme ‘No Outsiders’ first week of each half term – Protected Characteristics</p>

FS2 Additional Personal Development Experiences

St Nicolas church - Christmas carol concert
 Nativity
 Space Dome
 PCSO visit – The role of a police officer
 Adventure Farm
 PE events – Tennis Centre
 Library Visit

YEAR 1 Discrete Personal Development

Autumn	Spring	Summer
<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND Pupils) Anti-bullying week NSPCC Pants NSPCC Speak Out Stay Safe Be Safe Be Seen Campaign</p> <p><u>Character Development</u> Anti-bullying week – November Safer Internet Day – February Charity events – Hello Yellow Lawn & British Values assembly programme Diversity Day Weekly Sing-Up Performance – Christmas</p> <p><u>Lawn Values & British Values</u> Lawn & British Values assembly programme Black History Diversity Day ‘No Outsider Project’ – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> E-safety Safer Internet Week</p> <p><u>Character Development</u> World Book Day Lawn Values & British Values assembly programme Weekly Sing-Up</p> <p><u>Lawn Values & British Values</u> Lawn Values & British Values assembly programme ‘No Outsider Project’ – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Stranger Danger E-safety</p> <p><u>Character Development</u> Transition Empathy Day Charity events – Pajamarama & Bridge the Gap Values Assembly programme Lawn & British Values assembly programme Weekly Sing-Up Lea Green</p> <p><u>Lawn Values & British Values</u> Lawn Values & British Values assembly programme ‘No Outsider Project’ – Protected Characteristics</p>

Year 1 Additional Personal Development Experiences

St Nicolas church - Christmas Carol concert
 Visitor to school: History of Toys
 Sign language experience
 Singing Programme
 Lea Green Outdoor Education Centre
 Library Visit
 Derby Arena Athletics & Willow Sports Playfest

YEAR 2 Discrete Personal Development

Autumn	Spring	Summer
<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E- safety: searching safely, email Anti-bullying week NSPCC Pants NSPCC Speak Out Stay Safe Be Safe Be Seen Campaign</p> <p><u>Character Development</u> Zones of Regulation Anti-bullying week – November E-safety Week – February Safer Internet Day – February Performances – Rock Steady Charity events – Hello Yellow Lawn & British Values assembly programme Weekly Sing-Up 'Zippy's Friends'</p> <p><u>Lawn Values & British Values/DEIB</u> Lawn & British Values assembly programme Black History 'No Outsiders Project' – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E-safety: online safety</p> <p><u>Character Development</u> Performances – Rock Steady Lawn & British Values assembly programme Charity events – Comic Relief World Book Day Weekly Sing-Up</p> <p><u>Lawn Values & British Values/DEIB</u> Lawn & British Values assembly programme 'No Outsiders Project' – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation E-safety: online safety Train, sun and water safety</p> <p><u>Character Development</u> Transition Empathy Day Charity events – Pajamarama & Bridge the Gap Lawn & British Values assembly programme Weekly Sing-Up</p> <p><u>Lawn Values & British Values/DEIB</u> Lawn & British Values assembly programme Black History 'No Outsiders Project' – Protected Characteristics</p>

Year 2 Additional Personal Development Experiences

Eyam Village and Eyam Museum
Heights of Abraham
St Nicks church - Christmas carol concert
Darley Park/Derby City – rubbish data
Library Visit
Judaism – Shabbat Experience
Author Experience



YEAR 3 Discrete Personal Development

Autumn	Spring	Summer
<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E- safety Anti-bullying week NSPCC Pants NSPCC Speak Out Stay Safe Be Safe Be Seen Campaign</p> <p><u>Character Development</u> Zones of Regulation curriculum (SEND) Anti-bullying week – November Performance – Christmas, Rock Steady Charity events e.g. Hello Yellow Lawn & British Values assembly programme Diversity Day Weekly Sing-Up</p> <p><u>Lawn Values & British Values/DEIB</u> Lawn & British Values assembly programme Black History ‘No Outsiders Project’ – Protected Characteristics Diversity Day</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E-safety – passwords, safe use of internet, appropriate content & age ratings</p> <p><u>Character Development</u> Safer Internet Week – February Charity events – Comic Relief World Book Day Lawn & British Values assembly programme Weekly Sing-Up Performance – Rock Steady Fundraiser for Refugees</p> <p><u>Lawn Values & British Values/DEIB</u> Lawn & British Values assembly programme ‘No Outsiders Project’ – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E safety Transform Trust Girls Football Tournament</p> <p><u>Character Development</u> Charity events – Pajamarama & Bridge the Gap Lawn & British Values assembly programme Weekly Sing-Up Woodlands link – Language lessons Performance – Rock Steady Spanish Cafe</p> <p><u>Lawn Values & British Values/DEIB</u> Lawn & British Values assembly programme ‘No Outsiders Project’ – Protected Characteristics Empathy Day</p>

Year 3 Additional Personal Development Experiences

Gurdwara / Baptist Church visit: Incredible Me
 Learning links with school linking project
 Creswell Crags Livestream Learning – ‘Simply the Stone Age’
 Akaal Primary – school linking project
 St Nicks church – Christmas carol concert
 Library Visit
 Easter Experience
 Author Experience
 Swimming lessons

YEAR 4 Discrete Personal Development

Autumn	Spring	Summer
<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E- safety: malware, plagerism, phishing, healthy screen time Anti-bullying week NSPCC Pants NSPCC Speak Out Stay Safe Be Safe Be Seen Campaign</p> <p><u>Character Development</u> Zones of Regulation (SEND) Anti-bullying week – November Performances – Rock Steady Charity events – Hello Yellow Lawn & British Values assembly programme Diversity Day Weekly Sing-Up Performance – Christmas, Rocksteady</p> <p><u>Lawn Values & British Values/DEIB</u> Lawn & British Values assembly programme Black History Remembrance ‘No Outsiders Project - Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E-safety Drug education Anti-bullying Swimming lessons</p> <p><u>Character Development</u> Safer Internet Week Charity events – Comic Relief World Book Day Lawn & British Values assembly programme Weekly Sing-Up Performance – Rocksteady</p> <p><u>Lawn Values & British Values/DEIB</u> Lawn & British Values assembly programme ‘No Outsiders Project - Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E-safety Transform Trust Girls Football Tournament</p> <p><u>Character Development</u> Performances – Rock Steady Transition Charity events – Pajamarama & Bridge the Gap Leadership programme Lawn & British Values assembly programme Empathy Day Weekly Sing-Up Woodlands link – Language lessons Transform Trust Science Fair Transform Trust Tables Challenge</p> <p><u>Lawn Values & British Values/DEIB</u> Lawn & British Values assembly programme ‘No Outsiders Project - Protected Characteristics Empathy Day</p>

Year 4 Additional Personal Development Experiences

Hindu Temple /Open Centre
 St Nicks church for Christmas carol concert
 Library Visit
 Lea Green Residential
 Derby Arena Athletics
 Darley Park – Rivers
 Halle concert – violins & Music concert to parents

YEAR 5 Discrete Personal Development

Autumn	Spring	Summer
<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E- safety – Purple Mash Anti-bullying week NSPCC Speak Out Stay Safe Be Safe Be Seen Campaign</p> <p><u>Character Development</u> Zones of Regulation SEND Anti-bullying week – November Performances – Rock Steady, Christmas Charity events – Hello Yellow Diversity Day Lawn & British Values assembly programme Weekly Sing-Up</p> <p><u>Lawn Values & British Values/DEIB</u> Lawn & British Values assembly programme Black History ‘No Outsiders Project - Protected Characteristics Remembrance</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E-safety Week Safer Internet Day Weekly e-safety retrieval Police visit – grooming/on line groups</p> <p><u>Character Development</u> Performances – Rock Steady Charity events – Comic Relief World Book Day Lawn & British Values assembly programme Safer Internet Week Weekly Sing-Up Performances – Rock Steady Language leaders – Secondary pupils</p> <p><u>Lawn Values & British Values/DEIB</u> Lawn & British Values assembly programme ‘No Outsiders Project - Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) Weekly e-safety retrieval Swimming Booster sessions Transform Trust Girls Football Tournament</p> <p><u>Character Development</u> Performances – Rock Steady Charity events – Pajamarama & Bridge the Gap Empathy Day REAL leadership programme Lawn & British Values assembly programme Weekly Sing-Up Spanish Café Swimming Booster sessions Election of new leaders (Buddies/monitors) Transform Trust – Girls in Digital</p> <p><u>Lawn Values & British Values/DEIB</u> Lawn & British Values assembly programme ‘No Outsiders Project - Protected Characteristics Transform Trust Diversity event</p>

Year 5 Additional Personal Development Experiences

Jorvik museum Viking Warrior
 Jamia Mosque St Nicks church - Christmas carol concert
 Library Visit
 National Memorial Arboretum
 Derby Arena Megafest
 Sportshall Athletics – Velodrome

YEAR 6 Discrete Personal Development

Autumn	Spring	Summer
<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E- safety: How to report Anti-bullying week NSPCC Speak Out Stay Safe</p> <p><u>Character Development</u> Zones of Regulation curriculum Anti-bullying week – November Performances – Rock Steady, Christmas Charity events e.g. Hello Yellow Lawn & British Values assembly programme Weekly Sing-Up Diversity Day Buddies & leaders</p> <p><u>Lawn Values & British Values/DEIB</u> Lawn & British Values assembly programme Black History Diversity Day ‘No Outsiders’ – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) Online safety Week Safer Internet Day Weekly e-safety retrieval</p> <p><u>Character Development</u> Charity events – Comic Relief World Book Day Lawn & British Values assembly programme Weekly Sing-Up Buddies & leaders Performances – Rock Steady</p> <p><u>Lawn Values & British Values/DEIB</u> Lawn & British Values assembly programme ‘No Outsiders’ – Protected Characteristics</p>	<p><u>Healthy and Safe Behaviours</u> Zones of Regulation (SEND) E-safety: safe passwords ‘Alright Charlie’ PCSO visit – Knife Crime Weekly e-safety retrieval Transform Trust Fun Run Transform Trust Girls Football Tournament Transform Trust Boys Football Tournament</p> <p><u>Character Development</u> Performances – Y6 performance, Rock Steady Charity events – Pajamarama & Bridge the Gap Lawn & British Values assembly programme Weekly Sing-Up Empathy Day Woodlands Language leaders Buddies & leaders PGL & Transition days</p> <p><u>Lawn Values & British Values/DEIB</u> Lawn & British Values assembly programme Empathy Day ‘No Outsiders’ – Protected Characteristics New parliament - democracy</p>

Year 6 Additional Personal Development Experiences

St Nicks church - Christmas carol concert

Library Visit

Pickfords House

Harvey Haddon

Derby Arena Athletics

Altry Drama

Outdoor Learning Residential

White Post Farm





Spiritual, moral, social and cultural

Moral development – developing pupils understanding of right and wrong, consequence and differing viewpoints through a positive behaviour system.

Diverse assembly themes, PSHE/ EYFS PSED Curriculum

- Cultural development – opportunities through Global Citizenship curriculum, RE curriculum, Outsiders project each half term, partnership with Akool School
- Social development – Roles & Responsibilities, Enterprise initiatives, PCSO visits (knife crime, Internet Safety) Internet Safety week, Purple Mash (Internet Safety), Rights Respecting
- Collective worship – Values, Learning Nutrients, British Values, Citizenship, celebration assembly
- Charity events – Comic Relief, Pajamaama, (The Book Trust) Children Charity, Mental Health Day, Shoe appeal, Sports England, Children in Need, local support for schools effected by arson
- Individual pupils – Global Citizenship Awards, PP food banks
- Learning detectives & Learning ambassadors
- Refugee week
- Community litter picking, Beat the Street
- Wellbeing Wednesday
- Alright Charlie (Y6)
- Water safety assembly

Mutual respect and tolerance of those with different faiths and beliefs



- Anti-bullying week
- Lawn values, Trust Values, British Values - displays
- 'Talking school'
- Christianity and another faith taught each term under the agreed RE syllabus
- Collective worship - links to world faiths, special days, values, protected characteristics
- School trips - whole school trip to Christian church, year group visits to religious buildings
- Community link with Akool School (Y3)
- Diversity, Equality, Inclusion and Belonging team
- RSE curriculum e.g. respect and tolerance for others opinions
- Black Lives Matter
- Show Racism the red card
- Diverse texts and genres: cultures/diversity/equality
- Jubilee celebrations



Democracy



- School council
- Trust Parliament
- School Referendums
- Collective Worship
- Global Citizenship - Oxfam
- Rights Respecting
- Community projects in school

PREPARING PUPILS FOR LIFE IN MODERN BRITAIN



The rule of law



- Children taking ownership of class 'norms'
- School Council/Trust Parliament
- PCSO visits
- Anti-bullying week/ Alright Charlie (Y6) NOS
- Assembly overview
- 'Clean Green World' topic
- PCSO - knife crime/firs service visits
- ECO club/ECO bugs/whole school recycling
- Debate club - assembly and topics

Individual liberty



- Remembrance Day
- First News newspaper
- Collective Worship - e.g.
- Black Lives Matter
- 'We are all unique'
- Rights Respecting
- British Sign Language
- Diverse texts and genres: women in leadership, inclusion, equality



Parental opportunities - 2023/24



	Year Group							
	EYFS	1	2	3	4	5	6	Whole School
Autumn 1	Parents phonics morning. Languages Day - parent visit	Languages Day - parent visit	Languages Day - parent visit	Languages Day - parent visit Learn Spanish with your child	Languages Day - parent visit	Spanish Café - parent invite Languages Day - parent visit	Languages Day - parent visit	Bridge the Gap coffee morning
Autumn 2	Whole school visit to St Nicks church for Christmas carol concert - parent invitation Nativity - parent invitation Parents Christmas Craft morning.	Whole school visit to St Nicks church for Christmas carol concert - parent invitation Build time machine with parents Aspirations booklet - talk 2 from parent on their job	Whole school visit to St Nicks church for Christmas carol concert - parent invitation	Whole school visit to St Nicks church for Christmas carol concert - parent invitation Learn Spanish with your child	Whole school visit to St Nicks church for Christmas carol concert Violin concert - parent invitation	Whole school visit to St Nicks church for Christmas carol concert - parent invitation Singing performance - parent invitation	Whole school visit to St Nicks church for Christmas carol concert - parent invitation	School Nurse Visit coffee morning Parents Evening Collaborative music event - 'An Evening of music' Christmas Fair Rock Steady Concert
Spring 1		Aspirations booklet - talk 3 by parent on their job	Singing concert - parent invitation	Learn Spanish with your child			Structure building - parent invitation	Parent Lunch
Spring 2	Parental reading morning.	Aspirations booklet - talk 4 by parent on their job	Kebab making (DT) - parent invitation	Learn Spanish with your child	Violin concert - parent invitation			Community tea and cake with grandparents. Parents Evening Parent Lunch Rock Steady Concert
Summer 1		Aspirations booklet - talk 5 by parent on their job.	Sewing (DT) - parent invitation	Learn Spanish with your child		DT Sewing Project - Parent invitation		Parent Picnic Lawn's Got Talent Parent Lunch
Summer 2	Gardening with the grown-ups! - Parent invitation	Music singing concert - parent invite Aspirations booklet - talk 6 by parent on their job.		Spanish ice-cream event - parent invite	Violin concert - parent invitation		Y6 Production	Transform Trust Choir event - parents invited Sports Day Parent Lunch Summer Fair Rock Steady Concert



