

	1.1 Understanding what is meant by a healthy lifestyle	1.2 Maintaining physical, mental & emotional health & wellbeing	1.3 Managing risks to physical & emotional health & wellbeing
After School Clubs			
Assemblies		All All All	All All All All All
Class Projects		06	
Competitions			
Homework Project			
Lessons		KS2	KS2
Parent Association			
Plays & Performances	All	All	
Pupil voice surveys & questionnaires	KS2 KS2	KS2 KS2	KS2
School Parliament/Council			
Sports Events			
Staff Training/CPD			
Themed Days/Weeks	All All All	All All All All 04	All All 04
Trips & Excursions			

	1.4 Keeping physically & emotionally safe	1.5 Managing change, including puberty, transition & loss	1.6 Making informed choices about health & wellbeing
After School Clubs			
Assemblies	All All All All All All	All	
Class Projects	All		
Competitions			
Homework Project			
Lessons	KS2		
Parent Association			
Plays & Performances			
Pupil voice surveys & questionnaires	KS2 KS2		KS2 KS2

	1.4 Keeping physically & emotionally safe	1.5 Managing change, including puberty, transition & loss	1.6 Making informed choices about health & wellbeing
School Parliament/Council			
Sports Events			
Staff Training/CPD			
Themed Days/Weeks	All All 04		04
Trips & Excursions			

	1.7 Knowing how to respond in an emergency	1.8 Identifying different influences on health & wellbeing	2.1 Developing & maintaining healthy relationships within a range of contexts
After School Clubs			
Assemblies	All All All	All All	All All
Class Projects			All All
Competitions			
Homework Project			
Lessons			
Parent Association			
Plays & Performances		All	
Pupil voice surveys & questionnaires		KS2 KS2	
School Parliament/Council			
Sports Events			
Staff Training/CPD			
Themed Days/Weeks		All 04	
Trips & Excursions			

	2.2 Recognising & managing emotions within a range of relationships	2.3 Recognising risky or negative relationships	2.4 Responding to risky or negative relationships
After School Clubs			
Assemblies	All All All All All All	All All All All All	All All All All All All All
Class Projects	06		
Competitions			
Homework Project			
Lessons			
Parent Association			
Plays & Performances			
Pupil voice surveys & questionnaires			
School Parliament/Council			
Sports Events			
Staff Training/CPD			
Themed Days/Weeks	04		
Trips & Excursions			

	2.5 Respecting equality & diversity in relationships	3.1 Respecting self & others & behaving responsibly	3.2 Understanding rights & responsibilities within families, groups & as citizens
After School Clubs			
Assemblies	All All All All All All All All All	All All All All All All All All All All All	All All All All All All All All
Class Projects	All All	All All	All
Competitions			
Homework Project			
Lessons			
Parent Association			
Plays & Performances		All	
Pupil voice surveys & questionnaires		All	All

	2.5 Respecting equality & diversity in relationships	3.1 Respecting self & others & behaving responsibly	3.2 Understanding rights & responsibilities within families, groups & as citizens
School Parliament/Council			
Sports Events			
Staff Training/CPD			
Themed Days/Weeks	All	All All All	All
Trips & Excursions			

	3.3 Knowing about different groups & communities	3.4 Respecting equality & being a productive member of a diverse community	3.5 Recognising the importance of respecting & protecting the environment
After School Clubs			
Assemblies	All All All All All All	All All All All All All All All	All All All All
Class Projects	All 06	All All 06	
Competitions	All	All	
Homework Project			
Lessons			
Parent Association			
Plays & Performances	All	All All	
Pupil voice surveys & questionnaires	All	All	
School Parliament/Council			
Sports Events			
Staff Training/CPD			
Themed Days/Weeks	All 04	All All	All
Trips & Excursions			

	3.6 Understanding where money comes from, keeping it safe & managing it effectively	3.7 Understanding how money plays an important part in people's lives	3.8 Understanding of basic enterprise skills
After School Clubs			
Assemblies			
Class Projects		06	06
Competitions	All	All	
Homework Project			
Lessons			
Parent Association			
Plays & Performances		All	
Pupil voice surveys & questionnaires			
School Parliament/Council			
Sports Events			
Staff Training/CPD			
Themed Days/Weeks			
Trips & Excursions			

**Subject:** Plays & Performances

**Group:** All

**Title:** Harvest festival

**Description:** The whole school celebrated Harvest Festival in Heather church with a large number of parents and community members. The focus was on food, with contributions going to the local Food Bank. Reverend Booton talked to the whole group about the work of the food bank. Reverend Patty talked to the children about the concept of harvest.



**Date:** 14/10/2015

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.8 Identifying different influences on health & wellbeing, 3.1 Respecting self & others & behaving responsibly, 3.4 Respecting equality & being a productive member of a diverse community, 3.7 Understanding how money plays an important part in people's lives

**Subject:** Pupil voice surveys & questionnaires

**Group:** KS2 - Key stage 2

**Title:** Health and Sport pupil voice survey

**Description:** All of the key stage 2 children took part in a survey relating to their healthy/sport-related activities. Report available in the Pupil Voice file.

**Date:** 03/12/2015

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.3 Managing risks to physical & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 1.6 Making informed choices about health & wellbeing, 1.8 Identifying different influences on health & wellbeing

**Subject:** Pupil voice surveys & questionnaires

**Group:** KS2 - Key stage 2

**Title:** Sport and health survey

**Description:** All of the KS2 children

**Date:** 30/11/2015

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 1.6 Making informed choices about health & wellbeing, 1.8 Identifying different influences on health & wellbeing

**Subject:** Themed Days/Weeks

**Group:** All

**Title:** Geography theme morning - trip to Sence Valley forestry park

**Description:** All of the children in school went in house groups to visit the Sence Valley forestry commission park. They worked together on orienteering, den-building, map work etc activities. Feedback from the children the following week identified opportunities to learn together in mixed age groups. Feedback from teachers and AOTs confirmed that the older children had been excellent carers and role models for the younger children.

**Date:** 01/07/2016

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.3 Managing risks to physical & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 3.1 Respecting self & others & behaving responsibly, 3.5 Recognising the importance of respecting & protecting the environment

**Subject:** Themed Days/Weeks

**Group:** All

**Title:** Whole school sports day

**Description:** The whole school community participated in the sports day/afternoon, with families bringing blankets and picnics to watch and enjoy the events, and all children participating in a range of activities.



**Attachments:** Sports Day 1.JPG

**Date:** 10/06/2016

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.2 Maintaining physical, mental & emotional health & wellbeing

**Subject:** Themed Days/Weeks

**Group:** All

**Title:** PE whole school theme day

**Description:** The whole school took part in a PE theme morning, run by the Pioneers (Year 6) sports ambassadors. A parent helper who works as a sports leader also came to help.

**Date:** 26/05/2016

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.3 Managing risks to physical & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 1.8 Identifying different influences on health & wellbeing, 3.1 Respecting self & others & behaving responsibly

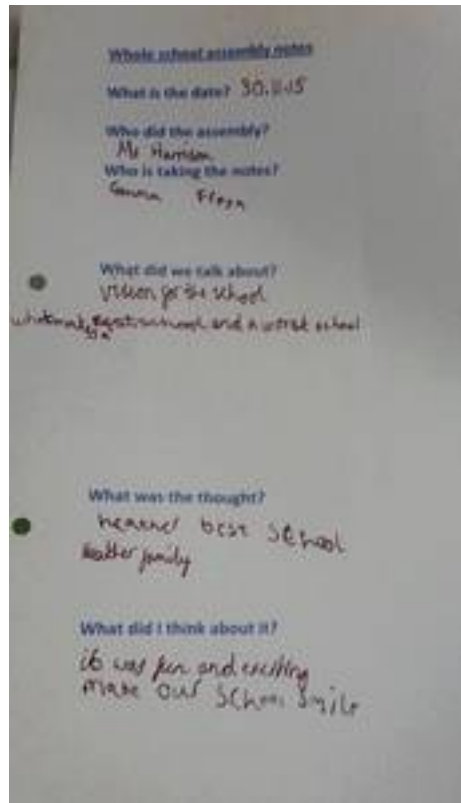
**Subject:** Assemblies

**Group:** All

**Title:** Best school worst school assembly

**Description:** All of the children discussed and visualised the worst school and the best school in relation to key aspects - then we considered our own school against these. Two children wrote notes from the assembly for this.





**Date:** 30/11/2015

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.3 Managing risks to physical & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 1.8 Identifying different influences on health & wellbeing, 2.1 Developing & maintaining healthy relationships within a range of contexts, 2.2 Recognising & managing emotions within a range of relationships, 2.4 Responding to risky or negative relationships, 2.5 Respecting equality & diversity in relationships, 3.5 Recognising the importance of respecting & protecting the environment

**Subject:** Assemblies

**Group:** All

**Title:** Staying safe - in school and outside of school

**Description:** We continued the anti-bullying theme from Anti-Bullying week - what do we do if we feel we're being bullied? We talked about bystanders - speaking up.

This moved into a conversation about feeling safe - in the light of the Paris atrocities. We also talked about life in multicultural Britain - how do we know if we can trust someone? We shouldn't pre-judge one way or the other... we don't know anything about strangers.

This led further into a discussion about children's anxiety over the disappearance of a local teenager.

**Date:** 17/11/2015

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.3 Managing risks to physical & emotional health

& wellbeing, 1.4 Keeping physically & emotionally safe, 1.7 Knowing how to respond in an emergency, 2.2 Recognising & managing emotions within a range of relationships, 2.3 Recognising risky or negative relationships, 2.4 Responding to risky or negative relationships, 3.1 Respecting self & others & behaving responsibly

**Subject:** Assemblies

**Group:** All

**Title:** Antibullying week

**Description:** First assembly - introduced the theme, talking about definitions of bullying and what we can do if we feel we're being bullied.

Used ppt from Beyond Bullying team.

**Date:** 16/11/2015

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.3 Managing risks to physical & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 1.7 Knowing how to respond in an emergency, 1.8 Identifying different influences on health & wellbeing, 2.1 Developing & maintaining healthy relationships within a range of contexts, 2.2 Recognising & managing emotions within a range of relationships, 2.3 Recognising risky or negative relationships, 2.4 Responding to risky or negative relationships, 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups & as citizens

**Subject:** Class Projects

**Group:** 06 - Year 06

**Title:** End of SATs celebration

**Description:** The Pioneers celebrated together at lunchtime on the last day of the SATs papers.

**Attachments:** Pioneers post-SATs May 2016.jpg

**Date:** 16/05/2016

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 2.2 Recognising & managing emotions within a range of relationships, 3.3 Knowing about different groups & communities

**Subject:** Lessons

**Group:** KS2 - Key stage 2

**Title:** Discussion with Discoverers re missing local teenager

**Description:** The children in this class were very anxious, following the events in Paris over the weekend and then the disappearance of a local teenager - BBC and Police presence very strong in the village over the last 24 hours. We discussed at length how we respond to feeling worried, how we look after each other, how it helps to talk to people. We reassured the children that they are safe in school - that we are unchanging and will look after them.

**Date:** 17/11/2015

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.3 Managing risks to physical & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe

**Subject:** Themed Days/Weeks

**Group:** All

**Title:** Aspirations Day

**Description:** The whole school was invited to come in for the day, dressed as what they wanted to be when they grow up - children and adults. We shared all of the aspirations in an assembly at the end of the school day, with parents (early Celebration Assembly start)



**Attachments:** A mixture 1.jpg, A mixture 2.jpg, Emergency services.jpg, Minnie Mouse.jpg, The football team.jpg

**Date:** 26/02/2016

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.3 Knowing about different groups & communities, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Themed Days/Weeks

**Group:** 04 - Year 04

**Title:** Character Day - Unity project

**Description:** Four of our children went with Mrs Michalowski and Ms Birchley to the Unity Character Project celebration day, taking part in a wide range of activities to build resilience and enjoyment in learning.

**Date:** 04/07/2016

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.3 Managing risks to physical & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 1.6 Making informed choices about health & wellbeing, 1.8 Identifying different influences on health & wellbeing, 2.2 Recognising & managing emotions within a range of relationships, 3.3 Knowing about different

groups & communities

**Subject:** Assemblies

**Group:** All

**Title:** Online safety

**Description:** We talked about using social media - about making sure we always felt safe and talking to a known and trusted adult if we felt any concern about someone else trying to get to know us. This was in response to issues around children's use of YouTube. Followed up with a newsletter for parents and additional links to support on the school website.

**Date:** 14/06/2016

**Selected Criteria:** 1.3 Managing risks to physical & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 2.4 Responding to risky or negative relationships

**Subject:** Assemblies

**Group:** All

**Title:** Tolerance - New Year's Resolution for Angry Frog

**Description:** Introduced Angry Frog and talked about definitions of tolerant and intolerant - children focused on anger and on not allowing people to be and do as they wished.

Children made up New Year's resolutions for Angry Frog based on this assembly:

Pretend to be really grumpy as you stand in front of the children. Keep it all so exaggerated that they will know you are only pretending. Say: 'I'm in a really bad mood today. I'm feeling really intolerant. Do you know what that means? It means there are certain sorts of people I really can't stand. Some people I can't stand because of what they choose to wear, or because of what they look like. Some people I can't stand because of what they like. Some people I can't stand because of who they are. So please will you all stand up. And I'm going to say what sort of people I can't tolerate. If I can't tolerate your sort of person, please will you sit down, and I'll be left with the ones I can tolerate. And perhaps then I'll be happy with just the friends who are like me.

I can't tolerate people who have a guinea pig / who are wearing a watch / who like Basil Brush / who have blue eyes / who have long hair / who support a football team / who had toast for breakfast / who are wearing a white shirt ...

(Continue until there are only one or two children left standing and then say:) And I can't tolerate CHILDREN!

Look round the hall, and observe that there aren't actually many / any people left. Oh dear, I'm so intolerant that I can't have any friends at all. Do you think that's good for me? Do you think that's good for everyone else? No, nor do I.

Resolutions included:

You respect people and they respect you;

Be tolerant;

Make friends:

Be nice to people:

Respect and be nice to people;

LIKE PEOPLE FOR WHO THEY ARE

We gave Angry Frog all of these resolutions to work on.

**Date:** 05/01/2016

**Selected Criteria:** 1.3 Managing risks to physical & emotional health & wellbeing, 2.2 Recognising & managing emotions within a range of relationships, 2.3 Recognising risky or negative relationships, 2.4 Responding to risky or negative relationships, 2.5 Respecting equality & diversity in relationships, 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.3 Knowing about different groups & communities, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Assemblies

**Group:** All

**Title:** School rules and British Values assemblies

**Description:** The first three assemblies of the school year were dedicated to reviewing and discussing the school's golden rules and linking them to British Values and to the half term theme of 'Respect'.

**Date:** 01/09/2015

**Selected Criteria:** 1.4 Keeping physically & emotionally safe, 1.7 Knowing how to respond in an emergency, 2.3 Recognising risky or negative relationships, 2.4 Responding to risky or negative relationships, 2.5 Respecting equality & diversity in relationships, 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.4 Respecting equality & being a productive member of a diverse community, 3.5 Recognising the importance of respecting & protecting the environment

**Subject:** Assemblies

**Group:** All

**Title:** Whole school discussion and vote on behaviour policy

**Description:** We discussed the time out sanctions for playtimes and then all children voted on whether they felt this was effective and had impact on behaviour.

Results:

74% - NO effect

26% - effective - has an impact

**Date:** 04/06/2015

**Selected Criteria:** 1.4 Keeping physically & emotionally safe, 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.5 Recognising the importance of respecting & protecting the environment

**Subject:** Class Projects

**Group:** All

**Title:** Class discussions of school rules and expectations

**Description:** All classes discussed recognition, rewards and consequences/sanctions and the phrasing of the class rules. Establishing expectations from individuals and groups.

**Date:** 02/09/2015

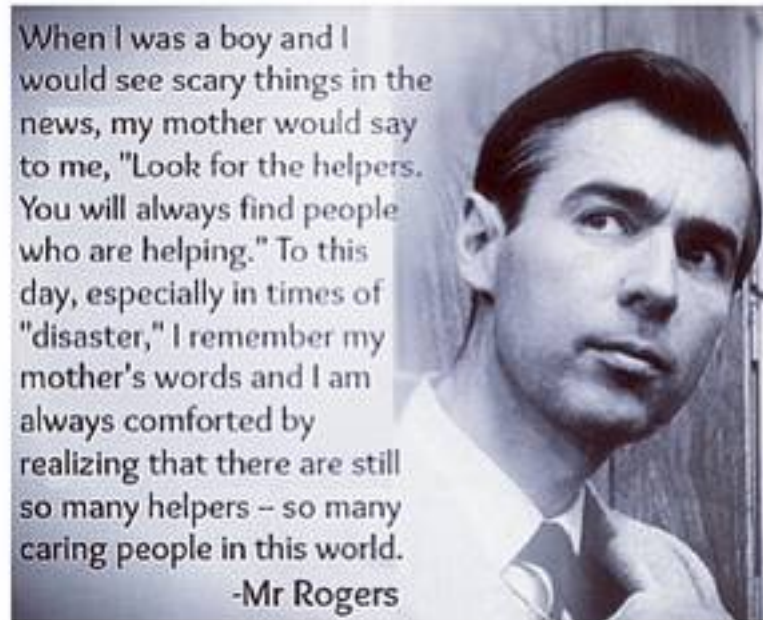
**Selected Criteria:** 1.4 Keeping physically & emotionally safe, 2.1 Developing & maintaining healthy relationships within a range of contexts

**Subject:** Assemblies

**Group:** All

**Title:** Assembly following Paris attacks - Nov 2015

**Description:** We gathered together as a school to talk about what the children had seen on the news over the weekend. I used the guidance for supporting children (attached) to structure this and talked with the children about the unchanging nature of the way we work as a school, the way we support each other all the time, the way our school rules support the way we want to be together. We also talked about what to do if we're scared or worried about anything - about talking to trusted adults or to each other. We had a minute's silence to think about the people who had been hurt and about how we can be kind to each other. Use the 'Think of the helpers' poster as a backdrop to all of this (attached).



**Attachments:** Helping\_children\_cope\_in\_unsettling\_times\_290910[1].doc

**Date:** 16/11/2015

**Selected Criteria:** 1.5 Managing change, including puberty, transition & loss, 2.2 Recognising & managing emotions within a range of relationships, 2.3 Recognising risky or negative relationships, 2.4 Responding to risky or negative relationships, 2.5 Respecting equality & diversity in relationships, 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.3 Knowing about different groups & communities, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Class Projects

**Group:** All

**Title:** Unity Character Project

**Description:** We've applied to be part of the Unity (Small Schools) Character Project, designed to develop character and staff

knowledge around developing/assessing character across the school.

**Attachments:** Character development application - Heather Primary School - Dec 2015.docx

**Date:** 30/11/2015

**Selected Criteria:** 2.1 Developing & maintaining healthy relationships within a range of contexts, 2.5 Respecting equality & diversity in relationships, 3.1 Respecting self & others & behaving responsibly

**Subject:** Assemblies

**Group:** All

**Title:** Describing ourselves and our school

**Description:** Over two days, in whole school (FS to Y6) assemblies, the children chose three words to describe themselves. They all recorded them. Then we shared our thoughts about words to describe our school. We turned both into word clouds (attached)



**Attachments:** wordle about children.png

**Date:** 15/06/2016

**Selected Criteria:** 2.2 Recognising & managing emotions within a range of relationships, 2.5 Respecting equality & diversity in relationships, 3.1 Respecting self & others & behaving responsibly, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Assemblies

**Group:** All

**Title:** Tolerance - revisiting British Values

**Description:** We revisited the 'Angry Frog' idea of tolerance and respect (he has none!) and talked through the beginning of the Equality ppt (attached).

**Attachments:** Heather - values\_\_tolerance\_equality.ppt

**Date:** 23/05/2016

**Selected Criteria:** 2.5 Respecting equality & diversity in relationships, 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.3 Knowing about different groups & communities, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Assemblies

**Group:** All

**Title:** Martin Luther King whole school assembly

**Description:** A whole school assembly re MLK and MLK day - talking about tolerance - "it's what's inside that counts"

Parent feedback from children in Y1 and Y4 - they were stunned by how much the children remembered and had brought home, they said.

**Attachments:** The Life of Martin Luther KingR.ppt

**Date:** 25/01/2016

**Selected Criteria:** 2.5 Respecting equality & diversity in relationships, 3.1 Respecting self & others & behaving responsibly

**Subject:** Assemblies

**Group:** All

**Title:** Celebrating difference

**Description:** Series of whole school assemblies talking about differences in a positive way - the idea that they make us unique. Very positive input from children across the school, talking about disability, race, culture.

**Date:** 14/09/2015

**Selected Criteria:** 2.5 Respecting equality & diversity in relationships, 3.1 Respecting self & others & behaving responsibly, 3.3 Knowing about different groups & communities, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Assemblies

**Group:** All

**Title:** Celebration assembly

**Description:** The whole school celebrated achievements from each class

**Date:** 11/09/2015

**Selected Criteria:** 2.5 Respecting equality & diversity in relationships

**Subject:** Class Projects

**Group:** All

**Title:** School Council Committee meeting about new house name

**Description:** Representatives of all year groups met with Ms Harrison to choose the new house name (see attachment)





**Attachments:** New House Committee meeting 13.9.16.docx

**Date:** 13/09/2016

**Selected Criteria:** 2.5 Respecting equality & diversity in relationships, 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.3 Knowing about different groups & communities, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Assemblies

**Group:** All

**Title:** School Parliament meeting re new house name

**Description:** The whole school discussed the choices for a new house name. After long discussions in pairs, groups and all together, the children decided that they wanted a new mythical beast to add to the four we already have.

**Date:** 12/09/2016

**Selected Criteria:** 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.3 Knowing about different groups & communities, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Assemblies

**Group:** All

**Title:** Tolerance theme (contd)

**Description:** We talked about not judging people by the way they look - shared the book 'Princesses don't wear pink' - children shared surprising facts about themselves with children around them.

(see the photo of the children's minutes)

Assembly notes - Year 6 Primary School

Date: 11.1.16

Note taker: Hollie (Y6)

Y6 (F)

Who did this assembly? Ms Hanson

What was it about? Not judging people.  
Letting people be who they are.  
Tolerance.

What were the big thoughts today? Tolerance.  
Differences (not everyone  
likes the same things but  
we still like them for who  
they are). No one acts the  
same like in the story.

The story about princesses  
& showing differences. Explaining  
differences in a different  
way.

**Date:** 11/01/2016

**Selected Criteria:** 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.3 Knowing about different groups & communities, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Pupil voice surveys & questionnaires

**Group:** All

**Title:** School parliament interview with Chair of Governors

**Description:** Each class nominated a representative to interview the chair of governors about her role, motivation, activities etc.

**Date:** 01/07/2016

**Selected Criteria:** 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.3 Knowing about different groups & communities, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Themed Days/Weeks

**Group:** All

**Title:** LCFC celebration

**Description:** All children who support Leicester came dressed in blue/full kit to show how happy they were and to celebrate together.

**Attachments:** Leicester City blue day - May 2016.jpg

**Date:** 13/05/2016

**Selected Criteria:** 2.5 Respecting equality & diversity in relationships, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Competitions

**Group:** All

**Title:** Small Change project

**Description:** All classes have a small container to collect small change. When it's full, it goes to the office and is collected ready to give to a charity. We encourage the different classes to try to 'beat' the others in the amount they've collected.

**Date:** 07/09/2015

**Selected Criteria:** 3.3 Knowing about different groups & communities, 3.4 Respecting equality & being a productive member of a diverse community, 3.6 Understanding where money comes from, keeping it safe & managing it effectively, 3.7 Understanding how money plays an important part in people's lives

**Subject:** Plays & Performances

**Group:** All

**Title:** Unity Celebration Evening - Singing Club performance

**Description:** 9 of our Singing Club children went to perform at the Unity Celebration Evening and were also able to watch the performances from other schools. They did brilliantly!

**Date:** 29/06/2016

**Selected Criteria:** 3.3 Knowing about different groups & communities, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Class Projects

**Group:** All

**Title:** Self-portraits

**Description:** An art project across the school - all children did their self-portraits as a basis for further work on similarities and differences between us.

**Date:** 03/09/2015

**Selected Criteria:** 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Class Projects

**Group:** 06 - Year 06

**Title:** Dragon's Den project

**Description:** The Pioneers class took part in an extended Dragon's Den project, designing a product and advertising for it, then preparing a presentation for a group of 'Dragons' (governors and volunteers in school).

**Date:** 24/03/2016

**Selected Criteria:** 3.4 Respecting equality & being a productive member of a diverse community, 3.7 Understanding how money plays

an important part in people's lives, 3.8 Understanding of basic enterprise skills

**Subject:** Assemblies

**Group:** All

**Title:** Our Amazing World

**Description:** I shared some fast motion videos with the children - snow in New York, storms gathering in Norway, a forest through the seasons in Indiana. We talked about how amazing things are if you look closely - about taking time to look at the sky and at the grass as you go through the day.

Later in the day a Y6 boy came to find me to ask if I'd come and look at the grass on the field and the way the wind was blowing it, because it looked so good.

**Date:** 26/01/2016

**Selected Criteria:** 3.5 Recognising the importance of respecting & protecting the environment

# Criteria Covered by Groups

All:

## British Values

Democracy  
Individual liberty  
Mutual respect and tolerance  
The rule of law

## PSHE

- 1.1 Understanding what is meant by a healthy lifestyle
- 1.2 Maintaining physical, mental & emotional health & wellbeing
- 1.3 Managing risks to physical & emotional health & wellbeing
- 1.4 Keeping physically & emotionally safe
- 1.5 Managing change, including puberty, transition & loss
- 1.7 Knowing how to respond in an emergency
- 1.8 Identifying different influences on health & wellbeing
- 2.1 Developing & maintaining healthy relationships within a range of contexts
- 2.2 Recognising & managing emotions within a range of relationships
- 2.3 Recognising risky or negative relationships
- 2.4 Responding to risky or negative relationships
- 2.5 Respecting equality & diversity in relationships
- 3.1 Respecting self & others & behaving responsibly
- 3.2 Understanding rights & responsibilities within families, groups & as citizens
- 3.3 Knowing about different groups & communities
- 3.4 Respecting equality & being a productive member of a diverse community
- 3.5 Recognising the importance of respecting & protecting the environment
- 3.6 Understanding where money comes from, keeping it safe & managing it effectively
- 3.7 Understanding how money plays an important part in people's lives

## SMSC

CULTURAL: Exploring, understanding and respecting diversity  
CULTURAL: Participating and responding to cultural activities  
CULTURAL: Preparing for life in modern Britain  
CULTURAL: Understanding and appreciating personal influences  
MORAL: Developing and expressing personal views or values  
MORAL: Investigating moral values and ethical issues  
MORAL: Moral codes and models of moral virtue  
MORAL: Recognising right and wrong and applying it  
MORAL: Understanding the consequences of actions  
SOCIAL: Developing personal qualities and using social skills  
SOCIAL: Participating, cooperating and resolving conflicts  
SOCIAL: Understanding how communities and societies function  
SPIRITUAL: Developing personal values and beliefs  
SPIRITUAL: Experiencing fascination, awe and wonder  
SPIRITUAL: Exploring the values and beliefs of others  
SPIRITUAL: Understanding human feelings and emotions  
SPIRITUAL: Using imagination and creativity in learning

04 - Year 04:

## PSHE

- 1.2 Maintaining physical, mental & emotional health & wellbeing
- 1.3 Managing risks to physical & emotional health & wellbeing
- 1.4 Keeping physically & emotionally safe
- 1.6 Making informed choices about health & wellbeing

- 1.8 Identifying different influences on health & wellbeing
- 2.2 Recognising & managing emotions within a range of relationships
- 3.3 Knowing about different groups & communities

### **SMSC**

- CULTURAL: Exploring, understanding and respecting diversity
- CULTURAL: Participating and responding to cultural activities
- CULTURAL: Preparing for life in modern Britain
- CULTURAL: Understanding and appreciating personal influences
- MORAL: Developing and expressing personal views or values
- SOCIAL: Developing personal qualities and using social skills
- SOCIAL: Understanding how communities and societies function
- SPIRITUAL: Experiencing fascination, awe and wonder
- SPIRITUAL: Understanding human feelings and emotions
- SPIRITUAL: Using imagination and creativity in learning

## **05 - Year 05:**

### **British Values**

- Democracy
- Individual liberty
- Mutual respect and tolerance
- The rule of law

### **SMSC**

- CULTURAL: Exploring, understanding and respecting diversity
- CULTURAL: Participating and responding to cultural activities
- CULTURAL: Preparing for life in modern Britain
- CULTURAL: Understanding and appreciating personal influences
- SOCIAL: Developing personal qualities and using social skills
- SOCIAL: Participating, cooperating and resolving conflicts
- SOCIAL: Understanding how communities and societies function
- SPIRITUAL: Using imagination and creativity in learning

## **06 - Year 06:**

### **PSHE**

- 1.2 Maintaining physical, mental & emotional health & wellbeing
- 2.2 Recognising & managing emotions within a range of relationships
- 3.3 Knowing about different groups & communities
- 3.4 Respecting equality & being a productive member of a diverse community
- 3.7 Understanding how money plays an important part in people's lives
- 3.8 Understanding of basic enterprise skills

### **SMSC**

- CULTURAL: Participating and responding to cultural activities
- CULTURAL: Preparing for life in modern Britain
- CULTURAL: Understanding and appreciating personal influences
- MORAL: Developing and expressing personal views or values
- SOCIAL: Developing personal qualities and using social skills
- SOCIAL: Participating, cooperating and resolving conflicts
- SOCIAL: Understanding how communities and societies function
- SPIRITUAL: Experiencing fascination, awe and wonder
- SPIRITUAL: Exploring the values and beliefs of others
- SPIRITUAL: Understanding human feelings and emotions
- SPIRITUAL: Using imagination and creativity in learning

## **KS2 - Key stage 2:**

### **British Values**

Democracy  
Individual liberty  
Mutual respect and tolerance  
The rule of law

## **PSHE**

- 1.1 Understanding what is meant by a healthy lifestyle
- 1.2 Maintaining physical, mental & emotional health & wellbeing
- 1.3 Managing risks to physical & emotional health & wellbeing
- 1.4 Keeping physically & emotionally safe
- 1.6 Making informed choices about health & wellbeing
- 1.8 Identifying different influences on health & wellbeing

## **SMSC**

CULTURAL: Understanding and appreciating personal influences  
MORAL: Developing and expressing personal views or values  
MORAL: Recognising right and wrong and applying it  
MORAL: Understanding the consequences of actions  
SOCIAL: Participating, cooperating and resolving conflicts  
SOCIAL: Understanding how communities and societies function  
SPIRITUAL: Using imagination and creativity in learning

## **SEN - Special Needs:**

### **SMSC**

CULTURAL: Exploring, understanding and respecting diversity  
CULTURAL: Participating and responding to cultural activities  
CULTURAL: Preparing for life in modern Britain  
CULTURAL: Understanding and appreciating personal influences  
SOCIAL: Developing personal qualities and using social skills  
SPIRITUAL: Exploring the values and beliefs of others  
SPIRITUAL: Understanding human feelings and emotions  
SPIRITUAL: Using imagination and creativity in learning

