

Total Number of Activities = 167

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|--|---|
|  | 1.2 Maintaining physical, mental & emotional health & wellbeing |
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### 1.3 Managing risks to physical & emotional health & wellbeing

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|  | 1.6 Making informed choices about health & wellbeing |
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|  | 1.7 Knowing how to respond in an emergency |
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|  | 2.5 Respecting equality & diversity in relationships |
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|  | 3.1 Respecting self & others & behaving responsibly |
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|  | 3.1 Respecting self & others & behaving responsibly |
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|  | 3.2 Understanding rights & responsibilities within families, groups & as citizens |
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|  | 3.4 Respecting equality & being a productive member of a diverse community |
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|  | 3.5 Recognising the importance of respecting & protecting the environment |
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|  | 3.5 Recognising the importance of respecting & protecting the environment |
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|  | 3.6 Understanding where money comes from, keeping it safe & managing it effectively |
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|                    | 3.6 Understanding where money comes from, keeping it safe & managing it effectively |
| Sports Events      |   |
| Staff Training/CPD |   |
| Themed Days/Weeks  |   |
| Themed weeks       |   |
| Trips & Excursions |   |

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|  | 3.8 Understanding of basic enterprise skills |  |
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[illegible]



**Subject:** After School Clubs

**Group:** All

**Title:** Cookery Eatery

**Description:** Children learn about healthy eating, try new food, learn to cook and prepare food that they then eat

**Date:** 05/09/2016

**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, 1.6 Making informed choices about health & wellbeing, 3.7 Understanding how money plays an important part in people's lives

**Subject:** After School Clubs

**Group:** All

**Title:** Cookery Eatery

**Description:** Children are provided with an opportunity to attend a club that provides guidance in trying new foods and learning to cook. Children get a chance to eat the food and so the social element of enjoying and sharing food is also important.

**Date:** 08/01/2016

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.6 Making informed choices about health & wellbeing, 1.8 Identifying different influences on health & wellbeing, 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, 3.8 Understanding of basic enterprise skills

**Subject:** Assemblies

**Group:** All

**Title:** Harvest

**Description:** Whole school participated and contributed to providing food parcels for homeless of Hitchin

**Date:** 14/09/2016

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.7 Knowing how to respond in an emergency, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.7 Understanding how money plays an important part in people's lives

**Subject:** Assemblies

**Group:** 01 - Year 01

**Title:** Charlie Cook and PSHE

**Description:** Children considered how to work as a group to sing and perform their part of the song.

**Date:** 04/03/2020

**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, 1.5 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

**Subject:** Charitable Events

**Group:** All

**Title:** Water Pipeline

**Description:** Children designed and made hats to represent water and the importance of water. They then created a human pipeline and transported water from one end of their team to the other. This was to demonstrate how difficult it is for some people to access water in countries where there is not a reliable water system

**Attachments:** IMG\_0803.JPG, IMG\_0846.JPG, IMG\_0847.JPG

**Date:** 29/09/2016

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 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

**Subject:** Competitions

**Group:** All

**Title:** Sponsored Run

**Description:** Whole school event - children were sponsored to run laps around the school

**Date:** 24/09/2015

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.7 Understanding how money plays an important part in people's lives, 3.8 Understanding of basic enterprise skills

**Subject:** Lessons

**Group:** All

**Title:** Sport

**Description:** Children participate in many additional sporting opportunities that enable them to experience competition and trying out new sports and learning a range of skills. They are encouraged to have a go and try their best but they are also expected to show positive competitiveness and to be an effective and active team member. There is also opportunity to lead their team

**Attachments:** 71.jpg

**Date:** 13/02/2017

**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, 3.1 Respecting self & others & behaving responsibly, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Lessons

**Group:** All

**Title:** Cooking

**Description:** Children learn about the Eatwell plate and participate in cooking and preparing a range of food, they learn to take turns washing up and about Fairtrade and Food miles and sustainable eating

**Date:** 05/09/2016

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.6 Making informed choices about health & wellbeing, 1.7 Knowing how to respond in an emergency, 1.8 Identifying different influences on health & wellbeing, 3.5 Recognising the importance of respecting & protecting the environment, 3.7 Understanding how money plays an important part in people's lives, 3.8 Understanding of basic enterprise skills

**Subject:** Lessons

**Group:** All

**Title:** Specialist Gymnast to work with children and staff

**Description:** Children have specialist support with their teacher in PE lessons to improve the quality of their gymnastic lessons and ensure they are being active throughout the lesson and learning how to be fit.

**Date:** 28/09/2015

**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

**Subject:** Lessons

**Group:** 01 - Year 01

**Title:** How to manage personal hygiene

**Description:** The children are looking at how to keep clean and stay safe and how this links to respect for their natural environment and for each other in their community.

**Date:** 17/03/2020

**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, 1.7 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

**Subject:** Lessons

**Group:** 01 - Year 01

**Title:** Introduction to the Easter story

**Description:** Through godly play, narrative, extended writing and conscience alley, the children explored the story of Easter and the concept of salvation.

**Date:** 25/02/2020

**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, 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, 2.5 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:** Lessons

**Group:** 01 - Year 01

**Title:** Plastic pledges

**Description:** In talk partners the children described the problem with plastic and decided on what practical action - thinking of John - they could do to help look after the world. They produced posters designed to persuade someone else to make a pledge to recycle plastic.

**Date:** 02/10/2019

**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, 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, 2.5 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, 3.5 Recognising the importance of respecting & protecting the environment

**Subject:** Lessons

**Group:** 01 - Year 01

**Title:** North Herts Sanctuary - Applying our values

**Description:** Today Year One explored how to show our Christian Values through action in the local community. Connor from North Herts Sanctuary popped in to explain to the children about his work with the homeless of Hitchin. The children learned what they could do to help those in need including refugees.

**Date:** 13/05/2019

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.3 Managing risks to physical & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 1.5 Managing change, including puberty, transition & loss, 1.6 Making informed choices about 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, 3.7 Understanding how money plays an important part in people's lives

**Subject:** Lessons

**Group:** 01 - Year 01

**Title:** Respect for the Environment = Stewardship

**Description:** Year One looked at extending our value of Respect towards the environment and how our actions have an impact for good or otherwise. Stewardship was discussed and children designed and created a poster persuading others to show respect for the

environment.

**Date:** 19/11/2018

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.5 Managing change, including puberty, transition & loss, 1.6 Making informed choices about health & wellbeing, 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, 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:** Lessons

**Group:** 01 - Year 01

**Title:** Heart Surgeon to visit

**Description:** Heart Surgeon to visit Y1 and talk about how the heart works and being healthy

**Date:** 22/11/2016

**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, 1.6 Making informed choices about health & wellbeing, 1.7 Knowing how to respond in an emergency

**Subject:** Lessons

**Group:** 02 - Year 02

**Title:** History off the Page Florence Nightingale

**Description:** Children came dressed in that era and learnt about Florence Nightingale through role play

**Date:** 13/01/2017

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

**Subject:** Lessons

**Group:** 04 - Year 04

**Title:** PSHE

**Description:** The importance of making mistakes

**Date:** 08/07/2021

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

**Subject:** Lessons

**Group:** 04 - Year 04

**Title:** Friendship champions

**Description:** Exploring how to be a gppd friend

**Date:** 01/07/2021

**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, 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, 3.3 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

**Subject:** Lessons

**Group:** 04 - Year 04

**Title:** PSHE STEM Flooding

**Description:** Exploring what causes flooding, the impact this has on our poorest communities and the changes we can make to mitigate this.

**Date:** 17/06/2021

**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, 1.7 Knowing how to respond in an emergency, 1.8 Identifying different influences on health & wellbeing, 2.2 Recognising & managing emotions within a range of relationships, 2.5 Respecting equality & diversity in relationships, 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

**Subject:** Lessons

**Group:** 04 - Year 04

**Title:** PSHE

**Description:** Friendship champions - how to advise and model good friendship behaviours without being bossy or judgemental.

**Date:** 24/05/2021

**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, 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

**Subject:** Lessons

**Group:** 04 - Year 04

**Title:** Applying the message of the Good Samaritan

**Description:** Today we looked at how some charities like Christian Aid apply in practice the message of the Good Samaritan about how to show love and forgiveness to unlikely people.

**Date:** 19/05/2021

**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, 1.6 Making informed choices about health & wellbeing, 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

**Subject:** Lessons

**Group:** 04 - Year 04

**Title:** Climate Justice

**Description:** In the spiritual area outside as part of CAW. Exploring climate justice and the relationship of humans with our planet.

**Date:** 12/05/2021

**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, 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

**Subject:** Lessons

**Group:** 04 - Year 04

**Title:** Puberty

**Description:** How our bodies change as we get older

**Date:** 06/05/2021

**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, 1.5 Managing change, including puberty, transition & loss, 1.6 Making informed choices about health & wellbeing, 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, 3.3 Knowing about different groups & communities, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Lessons

**Group:** 04 - Year 04

**Title:** Alcohol awareness

**Description:** Alcohol and its effect on our bodies

**Date:** 03/05/2021

**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, 1.5 Managing change, including puberty, transition & loss, 1.6 Making informed choices about health & wellbeing, 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

**Subject:** Lessons

**Group:** 04 - Year 04

**Title:** Prince Philip Life and Legacy

**Description:** Discussing issues of duty, sacrifice, personal belief and culture.

**Date:** 13/04/2021

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.6 Making informed choices about health & wellbeing, 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, 2.5 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:** Lessons

**Group:** 04 - Year 04

**Title:** Respecting the environment - global impact

**Description:** STEM PSHE lesson on Water aid - writing letters to encourage others to donate to create rope pumps

**Date:** 06/07/2020

**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, 1.7 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, 2.5 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



**Subject:** Lessons

**Group:** 04 - Year 04

**Title:** Equality and difference

**Description:** Lesson on Toussaint Louverture

**Date:** 02/10/2019

**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, 1.5 Managing change, including puberty, transition & loss, 1.6 Making informed choices about health & wellbeing, 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, 3.1 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:** Religious Events

**Group:** 01 - Year 01

**Title:** Buddhism workshop

**Description:** The children acted out the story of the Buddha, made mandala out of transient art and explored some of the symbolism of the faith.

**Date:** 11/02/2020

**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, 2.1 Developing & maintaining healthy relationships within a range of contexts, 2.2 Recognising & managing emotions within a range of relationships, 2.5 Respecting equality & diversity in relationships, 3.1 Respecting self & others & behaving responsibly, 3.2 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

**Subject:** Sports Events

**Group:** All

**Title:** Golden Mile

**Description:** Children learn about keeping fit and developing fitness patterns - all children measured their baseline for running and then have improved this over the school year. The older children support this event and manage this so that children are safe and enthusiastic about improving their fitness.

**Date:** 30/09/2016

**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:** Sports Events

**Group:** All

**Title:** Walk to school week

**Description:** children keep a log of their opportunities to walk to school. Discuss healthy lifestyles and protecting the environment and their carbon footprint

**Date:** 12/10/2015

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.3 Managing risks to physical & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 1.6 Making informed choices about health & wellbeing, 3.5 Recognising the importance of respecting & protecting the environment

**Subject:** Sports Events

**Group:** 05 - Year 05

**Title:** Healthy Week

**Description:** Children in Y5 took part in a range of activities designed to teach them that a healthy lifestyle involves.

**Date:** 17/07/2017

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle

**Subject:** Sports Events

**Group:** 06 - Year 06

**Title:** Sport Legacy Event

**Description:** Children meet with other schools and participate in a mini-olympics with sports that include Paralympic activities

**Date:** 17/09/2015

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

**Group:** KS2 - Key stage 2

**Title:** Netball lessons and matches

**Description:** Children participate in weekly netball lessons and then attend competitions and matches. There is an A team and a B team and children are selected according to skill

**Date:** 16/03/2016

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.6 Making informed choices about health & wellbeing, 2.1 Developing & maintaining healthy relationships within a range of contexts, 2.2 Recognising & managing emotions within a range of relationships, 2.5 Respecting equality & diversity in relationships

**Subject:** Sports Events

**Group:** KS2 - Key stage 2

**Title:** Tag Rugby Competition

**Description:** Children participate in rugby training in PE lessons and then attend a competition with other schools. Try to encourage children who have not attended other sporting events

**Date:** 09/02/2016

**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, 3.1 Respecting self & others & behaving responsibly

**Subject:** Sports Events

**Group:** KS2 - Key stage 2

**Title:** Athletics Competition

**Description:** Children participate in regular athletic events with Sports Organiser and Coach. This includes lunch time running club around local area. Children participate in a variety of athletic events with other local schools.

**Date:** 22/01/2016

**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:** Sports Events

**Group:** KS2 - Key stage 2

**Title:** Football matches

**Description:** Children participate in a variety of matches with local schools as well as termly tournaments. Children form an A team and B team and are selected on skill.

**Date:** 05/11/2015

**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, 1.7 Knowing how to respond in an emergency, 2.2 Recognising & managing emotions within a range of relationships, 2.5 Respecting equality & diversity in relationships, 3.1 Respecting self & others & behaving responsibly

**Subject:** Staff Training/CPD

**Group:** Support Staff

**Title:** Paediatric Training First Aid

**Description:** All EYFS and other staff have training to ensure they are able to support our youngest children

**Date:** 04/01/2016

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.3 Managing risks to physical & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 1.7 Knowing how to respond in an emergency

**Subject:** Staff Training/CPD

**Group:** TCH - Teaching Staff

**Title:** Mindfulness

**Description:** Staff to attend an introductory training session on Mindfulness to get a better understanding of mental health and pressures and how to support children in different ways.

**Date:** 22/02/2016

**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, 1.8 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, 3.1 Respecting self & others & behaving responsibly, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Staff Training/CPD

**Group:** TCH - Teaching Staff

**Title:** Safeguarding Training

**Description:** All teaching staff and support staff have regular training on child protection and other safeguarding elements. This is reviewed regularly in staff meetings to ensure that procedures and processes are followed. Parent volunteers also attend this annually. If there are any concerns regarding safeguarding procedures these are communicated to parents in a newsletter if they affect the whole school community. Updates on Esafety are also sent out to parents

**Date:** 20/01/2016

**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, 1.6 Making informed choices about health & wellbeing, 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, 2.3 Recognising risky or negative relationships, 2.4 Responding to risky or negative relationships, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.3 Knowing about different groups & communities

**Subject:** Themed Days/Weeks

**Group:** All

**Title:** Outdoor Learning Week

**Description:** Whole school outdoor learning week gave valuable opportunity to enhance our outdoor learning across the school. All classes got involved and participated in maths, literacy, UW, RE and PSE lessons in our wonderful school grounds.

**Date:** 17/05/2021

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.1 Respecting self & others & behaving responsibly

**Subject:** Themed Days/Weeks

**Group:** All

**Title:** Outdoor Classroom Day 2019

**Description:** All classes embrace the benefits of outdoor learning, taking the opportunity to engage in new experiences and broadening learning. Year 1 contextualise their learning about Radcliffes by practising etiquette and manners during cream teas. Year 6 enjoy yoga and mindfulness, considering mental wellbeing.

**Date:** 23/05/2019

**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, 2.1 Developing & maintaining healthy relationships within a range of contexts, 2.2 Recognising & managing emotions within a range of relationships, 3.5 Recognising the importance of respecting & protecting the environment

**Subject:** Themed Days/Weeks

**Group:** All

**Title:** working with Herts Catering

**Description:** herts Catering work closely with the school to plan menus and adapt in response to parent questionnaire. they work co-operatively alongside school to present range of foods for parents to test at consultation evening and new parent evening. They are also in the process of designing a Healthy Eating Competition whereby children can design and cook a meal and have this on the new menu

**Date:** 29/01/2016

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.6 Making informed choices about health & wellbeing

**Subject:** Themed Days/Weeks

**Group:** Nursery

**Title:** Outdoor Classroom Day

**Description:** Nursery participated in OCD by going on a nature walk to collect natural materials and then using them to make crowns, journey sticks and collages.

**Date:** 05/11/2020

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Trips & Excursions

**Group:** Nursery

**Title:** Local Walk

**Description:** Nursery visit the local park, thinking about how to stay safe on the paths and road as well as looking after the environment and sharing community areas. The language, turn taking and socialising in the playground with other members of the public was fantastic!

**Date:** 21/05/2019

**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, 1.7 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, 2.5 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

**Subject:** Trips & Excursions

**Group:** RCP - Reception

**Title:** Visit to Hitchin Library and Market

**Description:** Reception children visited Hitchin Library and Market. At the library, children enjoyed books and stories, learned how to borrow items and joined in with a fun library quiz. At the market, children bought a selection of fruit and vegetables for us to enjoy in the afternoon. We talked about being healthy and making healthy eating choices.

**Date:** 05/03/2019

**Selected Criteria:** 1.1 Understanding what is meant by a healthy lifestyle, 1.6 Making informed choices about health & wellbeing, 3.1 Respecting self & others & behaving responsibly

**Subject:** After School Clubs

**Group:** All

**Title:** Drama

**Description:** Provides an opportunity to enable children to develop a range of skills that will promote confidence and raise self-esteem as well as having fun. Children have a chance to put on a performance and also participate in role play situations

**Date:** 08/09/2015

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional 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

**Subject:** After School Clubs

**Group:** All

**Title:** Art Club

**Description:** Children given the opportunity to join Art Club each term

**Date:** 07/09/2015

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.1 Respecting self & others & behaving responsibly, 3.3 Knowing about different groups & communities

**Subject:** After School Clubs

**Group:** KS2 - Key stage 2

**Title:** Quiet club

**Description:** This is for Y5 and Y6 children who need a quiet space as a choice. children do not have to attend the club regularly and they are able to do what they like. A member of staff does not organise the club but provides a chance for children to attend twice a week. this operates in the winter when the Peace Garden is too cold

**Date:** 05/11/2015

**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, 1.6 Making informed choices about health & wellbeing, 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, 2.5 Respecting equality & diversity in relationships, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Assemblies

**Group:** All

**Title:** Values

**Description:** Every month a new value is introduced and the children explore this value in their day-to-day living. The explore this value in the Bible and in other faiths. At the end of the month children are identified who have demonstrated this value and they are awarded a value leaf which is placed on our values tree. Values lead the way for promoting positive behaviour and discussing choices children have made.

**Date:** 04/09/2019

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional 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, 3.4 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:** Values

**Description:** Every month a new value is introduced and the children explore this value in their day-to-day living. The explore this value in the Bible and in other faiths. At the end of the month children are identified who have demonstrated this value and they are awarded a value leaf which is placed on our values tree. Values lead the way for promoting positive behaviour and discussing choices children have made.

**Date:** 05/09/2016

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional 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, 3.4 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:** SEAL - Getting on and Falling out

**Description:** Children learn about Peace and being a positive friend, dealing with issues and bullying

**Date:** 03/11/2015

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

**Subject:** Assemblies

**Group:** KS1 - Key stage 1

**Title:** Worship - Mary Seacole and Respect

**Description:** Looking at the practice of respect - in action. How can we make our actions speak louder than words?

**Date:** 08/10/2019

**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, 1.7 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

**Subject:** Assemblies

**Group:** RCP - Reception

**Title:** YR class assembly and cake sale

**Description:** Through a Circus-themed class assembly, Reception recalled key learning opportunities and experiences throughout the year. This included how to stay safe, skills learned in PE and Forest School, key maths knowledge and how we reflect the school values within our daily lives.

**Date:** 03/05/2019

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 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:** RCP - Reception

**Title:** YR class assembly and cake sale

**Description:** Through acting, role play and song, Reception recalled our themes and learning during the Autumn term. We emphasised the importance of living the school values daily by singing and signing to a song about how to be a good friend. Children made their own props and devised the script for the Assembly themselves.

**Date:** 10/02/2017

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 2.2 Recognising & managing emotions within a range of relationships, 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, 3.8



Understanding of basic enterprise skills

**Subject:** Family Learning Week

**Group:** Nursery

**Title:** Sharing Learning with Parents

**Description:** Each half-term, parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 20/10/2023

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** Nursery

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 12/05/2020

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** Nursery

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 07/04/2020

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** Nursery

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 04/02/2020

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** Nursery

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 10/12/2019

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 12/05/2020

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 07/04/2020

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 04/02/2020

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 10/12/2019

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 15/10/2019

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** EYFS EAL Parent Support

**Description:** Earlybird and Stay and Play sessions for families with EAL/BME/SEN to support them in helping their children with home learning. Opportunity for parents to ask questions. Parents learned simple ways to support their children with phonics, reading and maths at home using everyday items.

**Date:** 03/10/2019

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 2.1 Developing & maintaining healthy relationships within a range of contexts

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 21/05/2019

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 02/04/2019

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member

of a diverse community

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 12/02/2019

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 04/12/2018

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 23/10/2018

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** EYFS EAL Parent Support

**Description:** Earlybird and Stay and Play sessions for families with EAL/BME/SEN to support them in helping their children with home learning. Opportunity for parents to ask questions. Parents learned simple ways to support their children with phonics, reading and maths at home using everyday items.

**Date:** 04/10/2018

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 2.1 Developing & maintaining healthy relationships within a range of contexts

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 17/10/2017

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 08/12/2016

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 06/10/2016

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** RCP - Reception

**Title:** Sharing Learning with Parents

**Description:** Parents invited into the setting to celebrate their child's learning and progress by sharing their Learning Journeys and exploring our learning environment.

**Date:** 17/05/2016

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Lessons

**Group:** 01 - Year 01

**Title:** Year one visit to Holy Saviour

**Description:** Visit to see how the design of a church reflects some of the elements of the Good News.

**Date:** 04/02/2020

**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, 1.5 Managing change, including puberty, transition & loss, 1.6 Making informed choices about health & wellbeing, 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

**Subject:** Lessons

**Group:** 01 - Year 01

**Title:** PSHE - how to discover personal responsibility

**Description:** As part of the class' SUM work we played a variety of games on the above topic such as follow-the-leader, Snappy and Squeak and the human chain. How did the other person's actions affect you? What was the best response to that behaviour?

**Date:** 15/01/2020

**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, 1.5 Managing change, including puberty, transition & loss, 1.6 Making informed choices about health & wellbeing, 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

**Subject:** Lessons

**Group:** 01 - Year 01

**Title:** Talk partners

**Description:** Year 1 revised our talk partners best practice and introduced the concept of reflecting on how good a talk partner we are. How can we be better?

**Date:** 03/12/2019

**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, 2.1 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, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Lessons

**Group:** 01 - Year 01

**Title:** Victim T shirts

**Description:** Exploring the SUMO concept of victim t shirts, the children investigated what it was that 'makes them tick' by thinking about what their 'one voice' might be, or what they believed about themselves. This was contrasted with actions linked to that belief.

**Date:** 19/11/2019

**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, 2.1 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, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Lessons

**Group:** 01 - Year 01

**Title:** Going for Goals - Reflecting on what it means to belong to a family

**Description:** In the context of their own families. children were invited to consider some important characteristics of family belonging, the roles they play in these communities and the responsibilities associated with them. Discussions incorporated our School family and children were invited to symbolise the school value they felt was the most important in a piece of symbolic drawing.

**Date:** 12/11/2018

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.6 Making informed choices about health & wellbeing, 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

**Subject:** Lessons

**Group:** 04 - Year 04

**Title:** Esafety

**Description:** Exploring how to share information safely online.avatars

**Date:** 03/12/2020

**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, 1.5 Managing change, including puberty, transition & loss, 1.6 Making informed choices about health & wellbeing, 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

**Subject:** Lessons

**Group:** 04 - Year 04

**Title:** Respecting rules and each other

**Description:** Y4 have spent some time revisiting our British Values and respect for each other in light of the many new rules and routines we have in place to keep us safe.

**Date:** 10/09/2020

**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, 1.5 Managing change, including puberty, transition & loss, 1.6 Making informed choices about health & wellbeing, 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, 3.4 Respecting equality & being a productive member of a diverse community, 3.5 Recognising the importance of respecting & protecting the environment

**Subject:** Lessons

**Group:** Nursery

**Title:** Exploring Mental Health on Mental Health Awareness Day

**Description:** While reading Ruby's Worry by Tom Percival for our story today, we stopped at various points to discuss our own worries and how we minimise them for ourselves. One child mentioned that "I talk to my Mummy and Daddy and they take the worry away," which led to a talk about who else might be able to alleviate our worries. The pupils' suggestions included "the teachers", "Granny and Grandad", "my brother", "our friends".

**Date:** 10/10/2019

**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, 2.1 Developing & maintaining healthy relationships within a range of contexts, 2.2 Recognising & managing emotions within a range of relationships, 3.1 Respecting self & others & behaving responsibly

**Subject:** Lessons

**Group:** Nursery

**Title:** Pants are Private

**Description:** Pantasurus helps us understand our own bodies, how to keep ourselves safe and how to be respectful of others.

**Date:** 16/05/2019

**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, 1.5 Managing change, including puberty, transition & loss, 2.3 Recognising risky or negative relationships, 2.4 Responding to risky or negative relationships, 3.1 Respecting self & others & behaving responsibly

**Subject:** Plays & Performances

**Group:** 01 - Year 01

**Title:** Ks1/R Production



**Description:** Today we honed our performance skills ever further by exploring projecting our voices, responding to cues and listening to multi-part instructions and action sequences.

**Date:** 10/12/2019

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 1.6 Making informed choices about health & wellbeing, 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, 2.5 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:** Plays & Performances

**Group:** KS1 - Key stage 1

**Title:** Everyone Loves a Baby!

**Description:** Ks1 and R sang, danced and retold their way through the nativity story. A wonderful performance and application of all the speaking and listening, musical and performing skills they have learnt so far! Well done KS1 and Reception!

**Date:** 17/12/2019

**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, 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

**Subject:** Plays & Performances

**Group:** RCP - Reception

**Title:** Everyone Loves a Baby!

**Description:** Ks1 and R sang, danced and retold their way through the nativity story. A wonderful performance and application of all the speaking and listening, musical and performing skills they have learnt so far! Well done KS1 and Reception!

**Date:** 17/12/2019

**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, 2.1 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

**Subject:** Pupil Voice

**Group:** 05 - Year 05

**Title:** How do you feel about the restrictions?

**Description:** Open discussion where children could express their feelings about the restrictions, lockdown etc as a result of Covid

**Date:** 14/09/2020

**Selected Criteria:** 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, 3.1 Respecting self & others & behaving responsibly

**Subject:** Pupil Voice

**Group:** RCP - Reception

**Title:** Staying Safe

**Description:** Children worked with their keyworker to talk about how to stay safe indoors and outdoors and who they could speak to if they were worried or concerned. We discussed how to demonstrate respect towards one another and the importance of listening to each other's ideas and wishes. Children understood the importance of including everyone in their games and using kind hands and words.

**Date:** 17/09/2019

**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, 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:** Pupil Voice

**Group:** RCP - Reception

**Title:** Staying Safe

**Description:** Children worked with their keyworker to talk about how to stay safe indoors and outdoors and who they could speak to if they were worried or concerned. We discussed how to demonstrate respect towards one another and the importance of listening to each other's ideas and wishes. Children understood the importance of including everyone in their games and using kind hands and words.

**Date:** 10/09/2018

**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, 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:** Religious Events

**Group:** Worship Acolytes

**Title:** Taize Worship Event

**Description:** Worship Acolytes and Leader were invited to participate in a Taize Worship Event at St John's Church, Chells to learn about Taize and how this approach could enrich our Collective Worship within school.

**Date:** 24/09/2019

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 3.4 Respecting equality & being a productive member

of a diverse community

**Subject:** Staff Training/CPD

**Group:** All

**Title:** Art

**Description:** Staff have all worked with a local artist to explore the teaching and utilising of art to develop an enquiry approach to learning. Art has been linked to spiritual, cultural, emotional and social development.

**Date:** 18/11/2015

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 1.6 Making informed choices about health & wellbeing

**Subject:** Themed Days/Weeks

**Group:** All

**Title:** 50th Birthday Celebrations

**Description:** We celebrated the school's 50th year by hosting an outdoor party. Ambassadors conducted school tours to showcase classrooms and our whole school Radcliffe project. Everyone enjoyed music, dancing, food and a variety of stalls and games. We also arranged a whole school aerial photo in the shape of a 50 to mark the occasion. Three cheers for fifty years!

**Date:** 22/06/2019

**Selected Criteria:** 1.2 Maintaining physical, mental & emotional health & wellbeing, 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, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Lessons

**Group:** Nursery

**Title:** Developing a kind and helpful learning environment

**Description:** This morning, we reflected on yesterdays child-led activity within the construction area with the whole class. One child suggested that their 'castle' structure was so amazing "because we builded it together", This language and attitude to learning was celebrated and encouraged to develop further today. This led to several children working together to build a shelter that "protects animals from the predators", displaying a caring nature through independent activities. Children were also supported to develop perseverance and acceptance when other children accidentally knocked their structures down - "we can just build it again. How could we make it more stable?"

**Date:** 03/10/2019

**Selected Criteria:** 1.3 Managing risks to physical & emotional health & wellbeing, 2.1 Developing & maintaining healthy relationships within a range of contexts, 2.2 Recognising & managing emotions within a range of relationships, 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups & as citizens

**Subject:** Sports Events

**Group:** 05 - Year 05

**Title:** Cycle Training

**Description:** Children completed their cycling proficiency

**Date:** 12/10/2015

**Selected Criteria:** 1.3 Managing risks to physical & emotional health & wellbeing, 1.4 Keeping physically & emotionally safe, 1.7 Knowing how to respond in an emergency

**Subject:** Themed weeks

**Group:** RCP - Reception

**Title:** Cultural Week

**Description:** Using CLPE book Bedtime for Monsters as inspiration, children made different landscapes from the book, monster hats, monster models and monster fruit. We received a letter from the monster inviting us on a picnic to Silver Birches.

**Attachments:** IMG\_1454.JPG, IMG\_1455.JPG, IMG\_1526.JPG, IMG\_1536.JPG, IMG\_1560.JPG

**Date:** 29/03/2016

**Selected Criteria:** 1.3 Managing risks to physical & emotional health & wellbeing, 3.1 Respecting self & others & behaving responsibly, 3.5 Recognising the importance of respecting & protecting the environment

**Subject:** Lessons

**Group:** 01 - Year 01

**Title:** Judaism - Visit from Rabbi Celia

**Description:** Rabbi Celia came to the class to share her learning about the shema, Jewish prayers and rituals and customs. The children explored some real tallit shawls and tefillin and listened to some hebrew blessings.

**Date:** 25/06/2019

**Selected Criteria:** 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, 2.5 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:** Lessons

**Group:** 02 - Year 02

**Title:** Fire Service Visit

**Description:** Children had a visit from the local fire service as part of their project on London's Burning

**Date:** 18/01/2016

**Selected Criteria:** 1.4 Keeping physically & emotionally safe, 1.7 Knowing how to respond in an emergency, 3.5 Recognising the importance of respecting & protecting the environment

**Subject:** Pupil Voice

**Group:** Eco-Warriors

**Title:** Visit to Woolgrove Outdoor Learning

**Description:** Team School Grounds visit school to find out more about how their grounds are used to promote outdoor learning

**Date:** 22/10/2015

**Selected Criteria:** 1.4 Keeping physically & emotionally safe, 3.1 Respecting self & others & behaving responsibly, 3.5 Recognising the importance of respecting & protecting the environment

**Subject:** Lessons

**Group:** 06 - Year 06

**Title:** PHASE Training

**Description:** PHASE workshop on managing friendships and change

**Date:** 25/11/2016

**Selected Criteria:** 1.5 Managing change, including puberty, transition & loss, 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

**Subject:** Themed Days/Weeks

**Group:** All

**Title:** Cultural week

**Description:** Children and staff work with artist to consider interpreting key concepts from their class book into a piece of art. They will learn new skills and either work collectively or individually. The project is shaped by the discussion between the children, teacher and artist and is aimed at developing inference through higher order questioning. Drama, Writing, Poetry, Dance and Music will also be explored as the week develops. Every story involves a journey and links to real life issues and people experiencing a change. Some classes will be inviting parents who have moved here from other countries. Some classes will be working with animals. All classes will deal with dilemmas in life e.g making the right choice, separation, making new friends etc.

**Date:** 29/03/2016

**Selected Criteria:** 1.5 Managing change, including puberty, transition & loss, 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, 3.8 Understanding of basic enterprise skills

**Subject:** Parent Association

**Group:** All

**Title:** Wild West Summer Fair

**Description:** Children designed a stall for this event

**Date:** 24/06/2017

**Selected Criteria:** 1.6 Making informed choices about health & wellbeing, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 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

**Subject:** Assemblies

**Group:** All

**Title:** Affinity Water Assembly

**Description:** Affinity Water led an assembly to inform children about the importance of saving water and how it is such a special commodity - they gave ideas on how to save water in the home and how much is wasted.

**Date:** 27/09/2016

**Selected Criteria:** 1.8 Identifying different influences on health & wellbeing, 3.7 Understanding how money plays an important part in people's lives, 3.8 Understanding of basic enterprise skills

**Subject:** Assemblies

**Group:** 01 - Year 01

**Title:** KS1 Worship

**Description:** Today we considered the global ramifications of the Christian celebration of Easter by exploring the symbol of the cross. We learnt about crosses from all over the world including Bangladesh and Ecuador.

**Date:** 14/03/2019

**Selected Criteria:** 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, 2.5 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:** Lessons

**Group:** 01 - Year 01

**Title:** Loving our Planet!

**Description:** Discussions on how to reduce waste and save the planet, impact of our actions on the natural world of God's creation, creation of poster encouraging others to ACT to save the environment following SC.

**Date:** 25/09/2019

**Selected Criteria:** 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, 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:** Lessons

**Group:** 01 - Year 01

**Title:** Finding our voices

**Description:** Inbedding our school vision by discussing effective listening and speaking techniques. Talk partnert, effective shared discussion and comment thumbs. Taking account of others' ideas and different opinions. Opinions as a result of what we like and dislike,, know and don't yet know.

**Date:** 16/09/2019

**Selected Criteria:** 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

**Subject:** Assemblies

**Group:** All

**Title:** Peace Workshop in Hawaii

**Description:** Ex-pupil came and led an assembly with a follow-up workshop about Peace. This work was a result of a visit to Hawaii by girls from Hitchin Girls School who represented the UK to work with children from all over the world as ambassadors of Peace

**Date:** 03/10/2016

**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, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Assemblies

**Group:** All

**Title:** Headteacher's Award

**Description:** Children are selected on a weekly basis to be awarded the HT Award and attend the tea party. Children are identified for hard work, positive learning attitude, positive relationships with others, trying hard etc. A class of the week is also identified and the reasons are shared with all.

**Date:** 12/09/2015

**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, 3.3 Knowing about different groups & communities

**Subject:** Class Projects

**Group:** All

**Title:** School Council

**Description:** Children learn how to be a leader within the school. They understand the process of writing and presenting a manifesto and how to vote fairly. They participate in being a school council representative and listen to the needs of their peers and present to the council. They learn the importance of making decisions, having responsibility and leading by example

**Date:** 09/09/2015

**Selected Criteria:** 2.1 Developing & maintaining healthy relationships within a range of contexts, 2.2 Recognising & managing emotions within a range of relationships, 2.5 Respecting equality & diversity in relationships, 3.1 Respecting self & others & behaving responsibly, 3.2 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

**Subject:** Class Projects

**Group:** All

**Title:** Class charter

**Description:** Children participate in developing a whole school charter that is progressive in expectation from KS1 to KS2. This charter is developed further in each class with children considering how it may look in their day-to-day behaviour. It is referred to when discussing learning behaviours as well as assisting with positive behaviour

**Date:** 07/09/2015

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

**Subject:** Pupil Voice

**Group:** 06 - Year 06

**Title:** House Captains

**Description:** Children prepare presentations for an interview with the previous House Captains. The ex-House Captains prepare the questions and organise the whole procedure. They discuss the candidates with the guidance of the Assistant Head and then announce the results by formal letter, ensuring that all candidates are valued and thanked.

**Date:** 13/07/2015

**Selected Criteria:** 2.1 Developing & maintaining healthy relationships within a range of contexts, 2.2 Recognising & managing emotions within a range of relationships, 2.5 Respecting equality & diversity in relationships, 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Religious Events

**Group:** All

**Title:** Mothering Sunday

**Description:** Year R, 1 and Y6 presented a service

**Date:** 04/03/2016

**Selected Criteria:** 2.1 Developing & maintaining healthy relationships within a range of contexts, 3.3 Knowing about different groups & communities

**Subject:** Religious Events

**Group:** All

**Title:** Lenten Promises

**Description:** All children discussed in assembly and class what is meant by a lenten promise. Talked about choosing a promise they felt they could keep and that it would make a difference to others as well as themselves. Talked about having responsibility

**Date:** 22/02/2016

**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, 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:** Religious Events

**Group:** All

**Title:** Visit to local church

**Description:** Children visit Holy Saviour church for their start of the year service. It is to welcome new staff and new children and new families. We talk about Koinonia and our school values and expectations

**Date:** 16/09/2015

**Selected Criteria:** 2.1 Developing & maintaining healthy relationships within a range of contexts, 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:** After School Clubs

**Group:** KS2 - Key stage 2

**Title:** chess

**Description:** children are taught how to play chess and how to play games with different age children

**Date:** 18/09/2015

**Selected Criteria:** 2.2 Recognising & managing emotions within a range of relationships, 3.1 Respecting self & others & behaving responsibly

**Subject:** Pupil Voice

**Group:** All

**Title:** Cultural Week - Journey of a character

**Description:** Creative learning following journey of characters through class books.

**Date:** 29/03/2016

**Selected Criteria:** 2.2 Recognising & managing emotions within a range of relationships, 3.1 Respecting self & others & behaving responsibly

**Subject:** Assemblies

**Group:** All

**Title:** Noah and the Flood

**Description:** Children learnt about the story of Noah and how God made a promise. They discussed forgiveness and being a good citizen

**Date:** 07/11/2016

**Selected Criteria:** 2.4 Responding to risky or negative relationships, 2.5 Respecting equality & diversity in relationships, 3.1 Respecting self & others & behaving responsibly

**Subject:** Lessons

**Group:** All

**Title:** Epiphany

**Description:** Children explored this in the christian calendar and through bible study.

**Date:** 04/01/2016

**Selected Criteria:** 2.4 Responding to risky or negative relationships, 2.5 Respecting equality & diversity in relationships, 3.3 Knowing about different groups & communities

**Subject:** Assemblies

**Group:** All

**Title:** The Power of Prayer

**Description:** Led by Rev Roden who explained to the children how important it is to pray.

**Date:** 06/03/2017

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

**Subject:** Assemblies

**Group:** All

**Title:** Diwali

**Description:** Children learn about this festival

**Date:** 07/11/2016

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

**Subject:** Assemblies

**Group:** All

**Title:** Black History Month

**Description:** Children learn about the importance of Black History and find out about influential people. KS2 learn about the slave trade and the history of America and South Africa

**Date:** 10/10/2016

**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:** Yom Kippur

**Description:** Children had an assembly about Yom Kippur

**Date:** 12/09/2016

**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:** Sukkot

**Description:** Children learn about the festival of Sukkot

**Date:** 05/09/2016

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

**Subject:** Class Projects

**Group:** 05 - Year 05

**Title:** Child of the Divide

**Description:** Year 5 were invited to a play explaining the partition of Pakistan and the impact on families - it explored the emotions and cultural and religious differences. Children then discussed this in class and created a poem to explore the feelings

**Date:** 14/10/2016

**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:** Lessons

**Group:** 05 - Year 05

**Title:** Runnymede Trust

**Description:** Visited Y5 to talk about migration and equality and issues surrounding having to leave your home

**Date:** 18/11/2016

**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, 3.7 Understanding how money plays an important part in people's lives

**Subject:** Plays & Performances

**Group:** KS2 - Key stage 2

**Title:** Spring Concert

**Description:** All children who play a musical instrument have a chance to perform at the Spring Concert. Parents are invited, the emphasis is on children learning how to conduct themselves in front of a mature audience. The Music Cup is presented to a child who has demonstrated commitment and passion

**Date:** 13/03/2017

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

**Subject:** Religious Events

**Group:** All

**Title:** Holy Week

**Description:** Children learn about different aspects of Holy Week and participate in Easter celebrations e.g Easter Egg Hunt, Easter lunch, making Easter cards, reenacting aspects of Holy Week, reading parts in the bible, making palm leaves etc  
Y3 and Y4 will also be leading

the Easter Service

**Date:** 13/03/2017

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

**Subject:** Religious Events

**Group:** KS2 - Key stage 2

**Title:** Christmas Service

**Description:** Children sang and acted out the christmas story

**Date:** 16/12/2015

**Selected Criteria:** 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:** Religious Events

**Group:** Nursery

**Title:** Nativity

**Description:** Children sang, danced and acted out the story of the Nativity

**Date:** 02/12/2015

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

**Subject:** Staff Training/CPD

**Group:** All

**Title:** Christianity CPD

**Description:** Staff planning to understand the use of Understanding Christianity syllabus

**Date:** 07/06/2017

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

**Subject:** Staff Training/CPD

**Group:** All

**Title:** Understanding and Knowledge of Christianity

**Description:** All staff have half termly discussions with our local vicar to deepen knowledge of Christianity. Father Ian enables staff to question and plan their teaching for children. Children's response has been positive and significantly raised the profile of engagement within RE. Children are improving their literacy through enquiry about the subject and showing curiosity

**Date:** 25/11/2015

**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:** Staff Training/CPD

**Group:** TCH - Teaching Staff

**Title:** The Bible

**Description:** teachers explored the understanding and purpose of the bible with Father Ian leading this as part of ongoing CPD with staff to understand Christianity.

**Date:** 10/05/2017

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

**Subject:** Staff Training/CPD

**Group:** TCH - Teaching Staff

**Title:** Lent

**Description:** Father Ian delivered CPD on Lent with all teaching staff

**Date:** 03/02/2016

**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:** Staff Training/CPD

**Group:** TCH - Teaching Staff

**Title:** Understanding Salvation

**Description:** Led by Father Ian - all teaching staff explored the concept of salvation through bible study

**Date:** 26/02/2014

**Selected Criteria:** 2.5 Respecting equality & diversity in relationships, 3.3 Knowing about different groups & communities

**Subject:** Themed Days/Weeks

**Group:** Nursery

**Title:** Celebrating Diwali

**Description:** After learning about the story of Rama and Sita yesterday, discovering why the festival of Diwali is celebrated and what the word 'Diwali' means - festival of light - today we have been decorating our outside learning area with Rangoli patterns to bring us good luck! Some of the children decided to re-enact the story alongside their peers, recalling the key characteristics of each character such as Rawana "has 10 heads. He's the 'baddie'." "Hanuman is the monkey king. I didn't know there was a monkey king before!" "Rama and Sita had to follow the diva lamps to find their way back home."

**Date:** 06/11/2019

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

**Subject:** Themed Days/Weeks

**Group:** RCP - Reception

**Title:** Celebrating Diversity Day

**Description:** Reception celebrated the diverse culture within their class. Children were invited to wear some traditional clothes to school to mark the occasion and share their knowledge and experiences with their peers. During the day, we had lots of fun and opportunity to

explore some different traditions from around the world.

**Date:** 23/09/2016

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

**Subject:** Themed weeks

**Group:** Nursery

**Title:** Culture Week

**Description:** This week, Nursery have been celebrating the different cultures that we have in our classroom - both the children and the teachers. Parents have visited to share information about their heritage and family routines at home - from how to wear a Sari to reading The Very Hungry Caterpillar in Spanish.

**Date:** 25/10/2019

**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:** Trips & Excursions

**Group:** 01 - Year 01

**Title:** Visit to Gurdwara

**Description:** Year 1 visited the Gurdwara as part of their RE

**Date:** 03/11/2016

**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:** After School Clubs

**Group:** All

**Title:** French Club

**Description:** children have an opportunity to learn french

**Date:** 15/09/2015

**Selected Criteria:** 3.1 Respecting self & others & behaving responsibly

**Subject:** Assemblies

**Group:** All

**Title:** Remembrance

**Description:** Whole school gathered for remembrance service

**Date:** 11/11/2016

**Selected Criteria:** 3.1 Respecting self & others & behaving responsibly

**Subject:** Charitable Events

**Group:** All

**Title:** Children in Need

**Description:** All children dressed up as heroes from British History and gave a donation in recognition of Children in Need

**Date:** 13/11/2017

**Selected Criteria:** 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups & as citizens

**Subject:** Charitable Events

**Group:** All

**Title:** Sign to Sing

**Description:** Children wore stripes and learnt how to sign to a national song, All donated to the charity. Whole school sang the song as part of the day

**Date:** 03/02/2016

**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:** Competitions

**Group:** All

**Title:** Bookmark Design

**Description:** Children had to consider a creative way to design a book cover

**Date:** 05/06/2017

**Selected Criteria:** 3.1 Respecting self & others & behaving responsibly, 3.8 Understanding of basic enterprise skills

**Subject:** Competitions

**Group:** All

**Title:** Flourish

**Description:** Children were invited to enter a Walsworth Road Baptist Church Art Competition to express the concept of Flourish. Classes explored Aristotle's philosophy and Maslow's hierarchy of need before creating their own art work. They were able to use any resources and any method and then had to evaluate each other's - focusing on respect and constructive comments

**Attachments:** IMG\_1129.JPG, IMG\_1128.JPG, IMG\_1129170628170727.JPG, IMG\_1130.JPG, IMG\_1130170628170727.JPG

**Date:** 05/06/2017

**Selected Criteria:** 3.1 Respecting self & others & behaving responsibly, 3.4 Respecting equality & being a productive member of a diverse community

**Subject:** Family Learning Week

**Group:** All

**Title:** EYFS parents invited in to share learning journey

**Description:** Parents come in regularly to share the learning journey with their children and to look through the journals with their child. This keeps parents informed of their child's progress and what they have covered in class

**Date:** 18/12/2015

**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

**Subject:** Family Learning Week

**Group:** All

**Title:** Science

**Description:** Children and parents participated in a science activities for the whole week. Parents came to a curriculum evening to participate in a range of scientific enquiry experiences

**Date:** 16/11/2015

**Selected Criteria:** 3.1 Respecting self & others & behaving responsibly, 3.5 Recognising the importance of respecting & protecting the environment

**Subject:** Lessons

**Group:** 03 - Year 03

**Title:** Goal ball

**Description:** To ensure that all children can participate fully in all aspects of PE

**Date:** 11/01/2016

**Selected Criteria:** 3.1 Respecting self & others & behaving responsibly

**Subject:** Lessons

**Group:** 03 - Year 03

**Title:** Support for visually impaired children in PE

**Description:** VI specialist to support children in PE

**Date:** 08/01/2016

**Selected Criteria:** 3.1 Respecting self & others & behaving responsibly, 3.3 Knowing about different groups & communities

**Subject:** Lessons

**Group:** 06 - Year 06

**Title:** Higher Maths -

**Description:** Some children from Y6 were selected to engage in some additional challenge with children from other schools. This was to enable them to have opportunity to work with other children on particular areas of interest and expertise

**Date:** 19/01/2016

**Selected Criteria:** 3.1 Respecting self & others & behaving responsibly, 3.8 Understanding of basic enterprise skills

**Subject:** Parent Association

**Group:** All

**Title:** Christmas Fair

**Description:** Children contributed to games and stalls for the Christmas Fair

**Date:** 28/11/2015

**Selected Criteria:** 3.1 Respecting self & others & behaving responsibly, 3.2 Understanding rights & responsibilities within families, groups &



as citizens, 3.6 Understanding where money comes from, keeping it safe & managing it effectively

**Subject:** Parent Association

**Group:** All

**Title:** School Disco

**Description:** SASA put on a disco for all the children to raise money for school improvements and resources

**Date:** 25/09/2015

**Selected Criteria:** 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, 3.8 Understanding of basic enterprise skills

**Subject:** Religious Events

**Group:** All

**Title:** Mother's Day Service

**Description:** YR, Y1 and Y6 presented a Mother's Day Service. All school attended and parents were invited. Children presented mothers with a daffodil at the end.

**Date:** 04/03/2016

**Selected Criteria:** 3.1 Respecting self & others & behaving responsibly, 3.4 Respecting equality & being a productive member of a diverse community, 3.5 Recognising the importance of respecting & protecting the environment

**Subject:** Themed Days/Weeks

**Group:** All

**Title:** Children being aware of Saints of UK

**Description:** Children are able to wear Rainbows Beaver, Brownie, Cub, Scout uniform on these days. Children learn about the Saints in assembly

**Date:** 01/03/2016

**Selected Criteria:** 3.1 Respecting self & others & behaving responsibly, 3.3 Knowing about different groups & communities

**Subject:** Assemblies

**Group:** Worship Rangers

**Title:** Planning

**Description:** Children plan assemblies based upon the Christian calendar and other faiths. They consider different ways of presenting to the school and consider personal faith and moral issues.

**Date:** 25/04/2016

**Selected Criteria:** 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:** Charitable Events

**Group:** All

**Title:** Genes for Jeans

**Description:** Children learnt about genetic illnesses and responded by wearing jeans and donating money

**Date:** 07/10/2015

**Selected Criteria:** 3.2 Understanding rights & responsibilities within families, groups & as citizens, 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:** Parent Association

**Group:** All

**Title:** Bags2School

**Description:** Recycling old clothes to raise funds for SASA

**Date:** 22/02/2016

**Selected Criteria:** 3.2 Understanding rights & responsibilities within families, groups & as citizens, 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, 3.8 Understanding of basic enterprise skills

**Subject:** Pupil Voice

**Group:** Eco-Warriors

**Title:** Visit to Amey Cespa

**Description:** All Eco pupils visit Amey Cespa recycling plant to learn more about recycling and how they can implement changes in school.

**Date:** 12/05/2015

**Selected Criteria:** 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.5 Recognising the importance of respecting & protecting the environment

**Subject:** Trips & Excursions

**Group:** RCP - Reception

**Title:** Trip to RSPB Rye Meads

**Description:** Children participated in birdwatching learning about different species, pond-dipping and finding out about minibeasts. We learned more about our natural environment including the impact we have on it within our daily lives.

**Date:** 30/04/2019

**Selected Criteria:** 3.2 Understanding rights & responsibilities within families, groups & as citizens, 3.5 Recognising the importance of respecting & protecting the environment

**Subject:** Lessons

**Group:** 05 - Year 05

**Title:** Language Leaders

**Description:** Hitchin Girls' School to deliver lessons in Spanish and french. They provide all the material and are good role models to our children

**Date:** 13/01/2017

**Selected Criteria:** 3.3 Knowing about different groups & communities

**Subject:** Parent Association

**Group:** All

**Title:** Welcome BBQ

**Description:** SASA provide a welcome BBQ to greet our new parents and for all the school community to come together at the start of the year. It ensures that everyone has a chance to meet and forge new friendships and everyone is welcomed

**Date:** 16/09/2016

**Selected Criteria:** 3.3 Knowing about different groups & communities

**Subject:** Plays & Performances

**Group:** KS1 - Key stage 1

**Title:** Baboushka

**Description:** Children performed a Christmas play. They learnt Russian dances and a range of songs.

**Date:** 30/11/2015

**Selected Criteria:** 3.3 Knowing about different groups & communities

**Subject:** Religious Events

**Group:** All

**Title:** Epiphany Service

**Description:** All children participated in a service for Epiphany at Holy Saviour Church

**Date:** 11/01/2017

**Selected Criteria:** 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:** St Andrew's Day

**Description:** Children learnt about St Andrew in an assembly

**Date:** 30/11/2015

**Selected Criteria:** 3.3 Knowing about different groups & communities

**Subject:** Charitable Events

**Group:** All

**Title:** Cake Sales

**Description:** Each class has an opportunity to participate in an enterprise event. Children sell cakes and then work alongside class teacher to calculate how to spend the money in order to benefit the class

**Date:** 11/09/2015

**Selected Criteria:** 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, 3.8 Understanding of basic enterprise skills

**Subject:** Parent Association

**Group:** All

**Title:** Christmas Fair

**Description:** All children participated in creating an event to raise money at the Christmas Fair. Children helped set up the event and manned stalls. Children were able to perform at the event as well.

**Date:** 28/11/2015

**Selected Criteria:** 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, 3.8 Understanding of basic enterprise skills

**Subject:** Trips & Excursions

**Group:** RCP - Reception

**Title:** Hitchin Library

**Description:** Reception were invited to Hitchin Library to discover more about their local community and amenities. We enjoyed exploring the library and participating in storytime. Children found out about the services the library offers. All children received a library card which enabled them to borrow a book.

**Date:** 21/02/2017

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

**Subject:** Competitions

**Group:** Nursery

**Title:** Sponsored Pedal power

**Description:** Children raised money to fund the new EYFS playground by pedalling around the playground

**Date:** 23/09/2015

**Selected Criteria:** 3.8 Understanding of basic enterprise skills

# Criteria Covered by Groups

All:

## British Values

Democracy  
Individual liberty  
Mutual respect and tolerance  
The rule of law

## Physical Health & Mental Wellbeing

1. Mental Wellbeing

## PSHE - Pre Sept 2021

- 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
- 1.6 Making informed choices about health & wellbeing
- 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
- 3.8 Understanding of basic enterprise skills

## PSHE KS2

- 1.2 Mental Health
- 1.3 Ourselves, Growing and Changing
- 2.1 Families and Close Positive Relationships
- 2.2 Friendships
- 2.5 Respecting Self and Others
- 3.1 Shared Responsibilities
- 3.2 Communities
- 3.4 Economic Wellbeing: Money

## 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

## **01 - Year 01:**

### **British Values**

Democracy  
Individual liberty  
Mutual respect and tolerance  
The rule of law

### **PSHE - Pre Sept 2021**

- 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
- 1.6 Making informed choices about health & wellbeing
- 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
- 3.7 Understanding how money plays an important part in people's lives

### **PSHE KS1**

- 1.3 Ourselves, Growing and Changing
- 1.4 Keeping Safe
- 1.5 Drugs, Alcohol and Tobacco
- 2.2 Friendships
- 2.3 Managing Hurtful Behaviour and Bullying
- 2.5 Respecting Self and Others
- 3.2 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  
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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

## **02 - Year 02:**

### **British Values**

The rule of law

### **PSHE - Pre Sept 2021**

- 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
- 1.7 Knowing how to respond in an emergency
- 1.8 Identifying different influences on health & wellbeing
- 3.5 Recognising the importance of respecting & protecting the environment

### **PSHE KS1**

- 2.2 Friendships
- 2.4 Safe Relationships

### **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  
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MORAL:Moral codes and models of moral virtue  
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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

## **03 - Year 03:**

### **British Values**

Democracy  
Individual liberty  
Mutual respect and tolerance  
The rule of law

### **Physical Health & Mental Wellbeing**

- 3. Physical Health & Fitness
- 4. Healthy Eating

### **PSHE - Pre Sept 2021**

- 3.1 Respecting self & others & behaving responsibly
- 3.3 Knowing about different groups & communities

### **PSHE KS2**

- 1.1 Healthy Lifestyles (Physical Wellbeing)

- 1.3 Ourselves, Growing and Changing
- 2.2 Friendships
- 2.5 Respecting Self and Others
- 3.1 Shared Responsibilities
- 3.2 Communities

## **Relationship Education**

- 3. Respectful Relationships

## **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
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- 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:**

### **British Values**

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

### **Physical Health & Mental Wellbeing**

- 8. Changing Adolescent Body

### **PSHE - Pre Sept 2021**

- 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
- 1.6 Making informed choices about health & wellbeing
- 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

### **PSHE KS2**

- 1.1 Healthy Lifestyles (Physical Wellbeing)



- 1.3 Ourselves, Growing and Changing
- 1.5 Drugs, Alcohol and Tobacco
- 2.5 Respecting Self and Others
- 3.2 Communities
- 3.3 Media Literacy and Digital Resilience
- 3.4 Economic Wellbeing: Money

## **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

## **05 - Year 05:**

### **British Values**

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

### **PSHE - Pre Sept 2021**

- 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
- 1.7 Knowing how to respond in an emergency
- 1.8 Identifying different influences on health & wellbeing
- 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
- 3.7 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
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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

## **06 - Year 06:**

### **British Values**

Democracy  
Individual liberty  
Mutual respect and tolerance  
The rule of law

### **Physical Health & Mental Wellbeing**

1. Mental Wellbeing
8. Changing Adolescent Body

### **PSHE - Pre Sept 2021**

- 1.1 Understanding what is meant by a healthy lifestyle
- 1.2 Maintaining physical, mental & emotional health & wellbeing
- 1.5 Managing change, including puberty, transition & loss
- 1.6 Making informed choices about health & wellbeing
- 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
- 3.8 Understanding of basic enterprise skills

### **PSHE KS2**

- 1.2 Mental Health
- 1.3 Ourselves, Growing and Changing
- 1.4 Keeping Safe
- 2.2 Friendships
- 2.3 Managing Hurtful Behaviour and Bullying
- 2.5 Respecting Self and Others
- 3.3 Media Literacy and Digital Resilience
- 3.4 Economic Wellbeing: Money
- 3.5 Economic Wellbeing: Aspirations, Work and Career

### **Relationship Education**

2. Caring Relationships
3. Respectful Relationships

### **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

## **Eco-Warriors:**

### **PSHE - Pre Sept 2021**

- 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

### **SMSC**

CULTURAL:Participating and responding to cultural activities  
CULTURAL:Preparing for life in modern Britain  
MORAL:Developing and expressing personal views or values  
MORAL:Investigating moral values and ethical issues  
MORAL:Moral codes and models of moral virtue  
MORAL:Understanding the consequences of actions  
SOCIAL:Developing personal qualities and using social skills  
SOCIAL:Understanding how communities and societies function

## **EnrichmentY1-3:**

### **Physical Health & Mental Wellbeing**

- 1. Mental Wellbeing
- 3. Physical Health & Fitness

### **PSHE KS1**

- 1.1 Healthy Lifestyles (Physical Wellbeing)
- 1.4 Keeping Safe
- 2.2 Friendships
- 2.5 Respecting Self and Others
- 3.1 Shared Responsibilities

### **SMSC**

CULTURAL:Understanding and appreciating personal influences  
MORAL:Moral codes and models of moral virtue  
MORAL:Understanding the consequences of actions  
SOCIAL:Developing personal qualities and using social skills  
SOCIAL:Participating, cooperating and resolving conflicts  
SPIRITUAL:Experiencing fascination, awe and wonder  
SPIRITUAL:Using imagination and creativity in learning

## **G&T - Gifted & Talented:**

### **SMSC**

SOCIAL:Developing personal qualities and using social skills  
SPIRITUAL:Using imagination and creativity in learning

## **House Captain:**

### **British Values**

Democracy

### **SMSC**

CULTURAL:Preparing for life in modern Britain

SOCIAL:Developing personal qualities and using social skills

## **KS1 - Key stage 1:**

### **British Values**

Individual liberty

Mutual respect and tolerance

The rule of law

### **PSHE - Pre Sept 2021**

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

1.7 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

### **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

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

### **British Values**

Democracy

Individual liberty

Mutual respect and tolerance

The rule of law

## **PSHE - Pre Sept 2021**

- 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
- 1.7 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
- 2.5 Respecting equality & diversity in relationships
- 3.1 Respecting self & others & behaving responsibly
- 3.4 Respecting equality & being a productive member of a diverse community

## **SMSC**

CULTURAL: Exploring, understanding and respecting diversity  
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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

## **Nursery:**

### **British Values**

Democracy  
Individual liberty  
Mutual respect and tolerance  
The rule of law

### **Physical Health & Mental Wellbeing**

- 1. Mental Wellbeing
- 3. Physical Health & Fitness

## **PSHE - Pre Sept 2021**

- 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
- 1.6 Making informed choices about health & wellbeing
- 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
- 3.8 Understanding of basic enterprise skills

## **Relationship Education**

- 1. Families & People who care for me
- 5. Being Safe

## **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

## **RCP - Reception:**

### **British Values**

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

## **PSHE - Pre Sept 2021**

- 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
- 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
- 3.7 Understanding how money plays an important part in people's lives

3.8 Understanding of basic enterprise skills

## **SMSC**

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## **Support Staff:**

### **PSHE - Pre Sept 2021**

1.1 Understanding what is meant by a healthy lifestyle  
1.3 Managing risks to physical & emotional health & wellbeing  
1.4 Keeping physically & emotionally safe  
1.7 Knowing how to respond in an emergency

## **TCH - Teaching Staff:**

### **British Values**

Individual liberty  
Mutual respect and tolerance  
The rule of law

### **PSHE - Pre Sept 2021**

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  
1.7 Knowing how to respond in an emergency  
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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  
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3.4 Respecting equality & being a productive member of a diverse community

## **SMSC**

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SPIRITUAL:Using imagination and creativity in learning

## **Worship Acolytes:**

### **British Values**

Mutual respect and tolerance

### **PSHE - Pre Sept 2021**

- 1.2 Maintaining physical, mental & emotional health & wellbeing
- 3.4 Respecting equality & being a productive member of a diverse community

### **SMSC**

CULTURAL:Exploring, understanding and respecting diversity  
SOCIAL:Developing personal qualities and using social skills  
SPIRITUAL:Experiencing fascination, awe and wonder  
SPIRITUAL:Exploring the values and beliefs of others  
SPIRITUAL:Using imagination and creativity in learning

## **Worship Rangers:**

### **British Values**

Democracy  
Individual liberty  
Mutual respect and tolerance  
The rule of law

### **PSHE - Pre Sept 2021**

- 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

### **SMSC**

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