



St Michael's CE Academy
PSHCE Policy Statement and Scheme of Work
2019 - 2020



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Our school vision

St Michael's CE Academy is a Church of England school with a happy vibrant community where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop **confidence and resilience** in an environment where efforts are valued and all children flourish.

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHCE whole-school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment, and we support the development of children's health and wellbeing, self-esteem and confidence.

In the context of being a **Church of England** school we are committed to providing a broad and balanced PSHCE curriculum. We are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

Aims

This policy outlines our school's practice and procedures relating to the delivery of our PSHCE whole-school approach, which is implemented from nursery through to Y6. This covers several themes throughout the year, which underpin the fundamental aspects of emotional wellbeing: **Dealing with change, Resolving Conflict, Identity, Rights and Responsibilities, Understanding and celebrating difference, Aspirations, Collaboration, Emotions, Staying Safe, Fairness and Bullying.**

Planning, teaching and learning

Our school year is divided into specific thematic units as identified above, and within that theme specific skills are taught and covered (**see section on scheme of work**). This approach has been devised in such a way that the learning skills for each year group are progressive and age appropriate. Core skills and thematic units are delivered on a **weekly** basis through strategically planned activities in **Collective Worship (reflected in the Collective Worship Long Term Plan; Drama based PSHCE lessons (delivered by Yew Tree Drama Specialist for all pupils in KS1 and KS2); Religious Education (delivered by teachers) and Physical Education (delivered by PE Specialist to all year groups in KS1 and KS2).**

These specific teaching activities will be reinforced and developed upon by all staff in all contexts when working with pupils - this will be through planned sessions (as appropriate) and also incidental learning (e.g. when dealing with a particular behaviour issue that has arisen). **The major themes will also be initiated through collective worship and reinforced in classroom reflection areas.** Our school behaviour policy is strongly aligned to developing PSHCE and items such as Celebrations Assemblies, Rewards and Sanctions (Traffic Lights) and the Always Event will include an opportunity for pupils to demonstrate good examples of the PSHCE objectives in their behaviour to achieve commendations from their class teacher and other members of school staff.

Within our delivery of the PSHCE curriculum, we strongly believe that children need opportunities to 'practise' their response to certain situations (e.g. de-escalating conflict), to visualise and articulate their aspirations (done through drama and visits e.g. universities and high schools) and to be exposed to high profile 'role models' (invited to deliver Collective Worship). For the practising of situations, the most frequent drama strategies will include:

- Games and exercises, Freeze frames, still image, tableau, hot seating, teacher in role, mantel of the expert, storytelling, short scenes, forum theatre and a variety of individual, paired, small group and whole class work.
- Drama activities will distinguish between three key elements: **THOUGHTS; FEELINGS; ACTIONS.**
- Children will be asked to consider actions through a process of **STOP→ THINK→ CHOOSE→DO**
- Children and staff will be encouraged to use specific vocabulary that we would like them to commit to their long term memory e.g. **CHALLENGES** (instead of strengths and weaknesses); **WORLD VIEW; METAPHOR; REFLECTION; LIGHT BULB MOMENTS** (instead of successes). In addition, children will be encouraged to stop thinking about **CONSEQUENCES** as punishment.

We also strongly believe that 'a healthy body means a healthy mind' and, therefore, we promote and support children in developing a healthy lifestyle. We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals every day.
- Having healthy eating themes for school dinners.
- Providing Bagels to all children every morning as part of the 'Magic Breakfast' initiative.
- Offering a Breakfast Club that is highly subsidised and free for children who are vulnerable.
- Offering fitness activity in Breakfast Club
- Providing fresh fruit daily and free milk for children under five
- Ensuring that all pupils get at least **2 hours of physical education each week** through a structured PE and Dance schedule.
- Offering a range of physical activities and games during lunch times accessible to all children.
- Facilitating a 'Morning Run' during playtime every day.
- Offering a range of after-school clubs, such as netball, football, multi-skills, hockey, Yoga clubs.
- Engaging in a variety of inter-school and intra-school competitions and organising an annual sports day
- Growing healthy foods in our school garden and frequent 'growing' competitions.

Assessment, recording and reporting

Judgements about pupils' progress and achievement in PSHCE will be informed by the National Curriculum and Skills progression documents that are included in Section 2 of this document. Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. For the early years, evidence of learning will be in the children's Learning Journals. The following events and items will contain assessment and evaluation outcomes of pupils:

- General comments about PSHE will be included in annual reports to parents.
- Outcomes of pupil interviews conducted by leaders of learning.
- Feedback from School Council representatives.
- Half termly evaluation reports by Drama teacher for each class (week 6 of each half term will be used as a diagnostic assessment week).
- Half termly evaluation reports by PE specialist for each class.
- Record of pupils who attend Always Event.
- Discussions during pupil progress meetings.

- HT Report to governors.
- School self evaluation.

Monitoring, Evaluation and CPD

The headteacher will take overall responsibility for the strategic development of PSHCE throughout the school. The headteacher will ensure that PSHCE forms a significant aspect of all monitoring done by all leaders throughout the school - e.g. lesson observations, pupil interviews, work scrutiny etc. The Drama Teacher, The RE leader and the PE Specialist will be responsible for providing evaluative reports in their areas. A governor will take responsibility for monitoring and evaluating whole school development of PSHCE on behalf of the governing body.

All staff will be briefed on this policy by the headteacher. Opportunities will be provided for staff to identify individual training needs on a yearly basis and relevant support will be provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Links with Other Policies

We recognise the clear link between PSHCE and the following policies and staff are aware of the need to refer to these policies when appropriate:

- Behaviour Policy
- The Equality Policy
- Accessibility Plan
- Acceptable use and E-Safety Policy
- Intimate Care Policy
- RE Policy
- Safeguarding Children Policy
- SEND Policy
- Learning and Teaching Policy

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he refers to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process. St Michael's CE Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.

The National Curriculum KS1

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1) Pupils should be taught:

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- b. to share their opinions on things that matter to them and explain their views
- c. to recognise, name and deal with their feelings in a positive way
- d. to think about themselves, learn from their experiences and recognise what they are good at
- e. how to set simple goals.

Developing a healthy, safer lifestyle

3) Pupils should be taught:

- a. how to make simple choices that improve their health and well-being
- b. to maintain personal hygiene
- c. how some diseases spread and can be controlled
- d. about the process of growing from young to old and how people's needs change
- e. the names of the main parts of the body
- f. that all household products, including medicines, can be harmful if not used properly
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]
- b. feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]
- c. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
- d. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
- e. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
- f. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
- g. consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
- h. ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

Preparing to play an active role as citizens

2) Pupils should be taught:

- a. to take part in discussions with one other person and the whole class
- b. to take part in a simple debate about topical issues
- c. to recognise choices they can make, and recognise the difference between right and wrong
- d. to agree and follow rules for their group and classroom, and understand how rules help them
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them
- f. that they belong to various groups and communities, such as family and school
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them
- h. to contribute to the life of the class and school
- i. to realise that money comes from different sources and can be used for different purposes.

Developing good relationships and respecting the differences between people

4) Pupils should be taught:

- a. to recognise how their behaviour affects other people
- b. to listen to other people, and play and work cooperatively
- c. to identify and respect the differences and similarities between people
- d. that family and friends should care for each other
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

National Curriculum KS2

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1) Pupils should be taught:

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- f. to look after their money and realise that future wants and needs may be met through saving.

Developing a healthy, safer lifestyle

3) Pupils should be taught:

- a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- b. that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- c. about how the body changes as they approach puberty
- d. which commonly available substances and drugs are legal and illegal, their effects and risks
- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- g. school rules about health and safety, basic emergency aid procedures and where to get help.

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
- b. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
- c. participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
- d. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
- e. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
- f. develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters]
- g. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
- h. find information and advice [for example, through help lines; by understanding about welfare systems in society]
- i. prepare for change [for example, transferring to secondary school].

Preparing to play an active role as citizens

2) Pupils should be taught:

- a. to research, discuss and debate topical issues, problems and events
- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- f. to resolve differences by looking at alternatives, making decisions and explaining choices
- g. what democracy is, and about the basic institutions that support it locally and nationally
- h. to recognise the role of voluntary, community and pressure groups
- i. to appreciate the range of national, regional, religious and
- j. ethnic identities in the United Kingdom
- k. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- l. to explore how the media present information.

Developing good relationships and respecting the differences between people

4) Pupils should be taught:

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- b. to think about the lives of people living in other places and times, and people with different values and customs
- c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- e. to recognise and challenge stereotypes
- f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g. where individuals, families and groups can get help and support.

Key Stage 1 Progression in PSHCE

Some pupils will achieve less and will be able to:	Most pupils will be able to:	Some will have achieved more and will be able to:
Identify and name some feelings, and may need some support to express and manage these and to express some of their positive qualities	Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings	Demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities
Share their likes and dislikes, and with support, set themselves simple, short term goals	Share their views and opinions and set themselves simple goals	Share their views and opinions and reasons for them, and set more challenging goals both short and medium term
List and describe some things that keep them healthy, and with support make simple choices about aspects of their health	Make simple choices about some aspects of their health and well being and know what keeps them healthy	Make choices about a wider range of aspects of their health and well being, and be more confident in their understanding about what keeps them healthy
Know the basic ways of keeping clean, name the main parts of the body and show a basic understanding of how people grow from young to old	Explain ways of keeping clean, name the main parts of the body and explain that people grow from young to old	Explain ways of keeping clean, name the main parts of the body and describe some of the changes as people grow from young to old and the implications of this
Be able to list some harmful household products and medicines, and, with support, understand some of their harmful aspects and how to keep safe in familiar situations	Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations	Describe more confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations
Begin to understand what bullying is and to recognise that it is wrong, and list some ways to get help if it is happening	Recognise that bullying is wrong and list some ways to get help in dealing with it	Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims
Have some understanding of the effect of their behaviour on other people, with adult support, and cooperate in some less demanding situations	Recognise the effect of their behaviour on other people, and cooperate with others	Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties
Describe simple similarities and differences between people and explain, with support, some ways family and friends should care for one another	Identify and respect differences and similarities between people and explain different ways that family and friends should care for one another	Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another
Take turns to speak with one other person or a small group, and answer simple questions relating to topical issues	Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues	Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debates
Some pupils will achieve less and will be able to:	Most pupils will be able to:	Some will have achieved more and will be able to:
With support, recognise simple choices they can make, and usually recognise the difference between right and wrong	Recognise choices they can make and recognise the difference between right and wrong	Recognise and be able to describe more confidently choices they can make and the difference between right and wrong
Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders	Agree and follow rules for their group and classroom, and understand how rules help them	Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others' behaviour

Understand with support some aspects of what improves and what harms their local environments, and be supported in contributing to looking after them through simple tasks.	Understand what improves and what harms their local, natural and built environments and contribute to looking after them	Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them
To explain simple ideas of different communities, such as family and school, and begin to contribute to the life of the class and school with adult direction and support	Understand that they belong to various groups and communities, such as family and school, and begin to contribute to the life of the class and school	Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school
Explain in simple terms where money comes from and some different ways in which it can be used	Realise that money comes from different sources and can be used for different purposes	Realise and be able to describe that money comes from different sources and different uses of it

Key Stage 2 Progression in PSHCE

Some pupils will achieve less and will be able to:	Most pupils will be able to:	Some will have achieved more and will be able to:
Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges	Demonstrate that they recognise their own worth and that of others, and identify positive ways to face new challenges	Demonstrate more confidently that they recognise their own worth, support others in recognising theirs, and identify an demonstrate ways to face new challenges
Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others	Express their views confidently, and listen to and show respect for the views of others	Express their views confidently, and show how their views can develop in the light of listening to others
Understand some of the bodily and emotional changes at puberty, and, with support, how to deal with these in a positive way	Discuss some of the bodily and emotional changes at puberty, and demonstrate some ways of dealing with these in a positive way	Discuss some of the bodily and emotional changes at puberty and understand how they might affect them, and demonstrate some ways of dealing with these in a positive way
Name a range of jobs, understand that they will need to develop skills to work in the future, and, with support, demonstrate how to look after and save money	Talk about a range of jobs, explain how they will develop skills to work in the future, and demonstrate how to look after and save money	Talk about a wider range of jobs, explain their interests and how they will develop skills to work in the future, and demonstrate how to look after and save money
Express simple ideas, with support, about how to develop healthy lifestyles	Make choices about how to develop healthy lifestyles	Make and explain choices, with more confidence and independence, about how to develop healthy lifestyles
Identify, with support, some factors that affect how people think and feel	Identify some factors that affect emotional health and well being	Identify and explain some factors that affect emotional health and well being, and strategies for dealing with them
Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well being	Make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well being	Make judgements and decisions and list and describe some ways, for themselves and for others, of resisting negative peer pressure around issues affecting their health and well being
With support, list some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations	List the commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and explain how to manage the risks in different familiar situations	List a range of substances and drugs that are legal and illegal, including those which are commonly available, describe some of their effects and risks, and explain how to manage the risks in different familiar situations
Identify different types of relationships and, with support, show ways to maintain good relationships	Identify different types of relationships and show ways to maintain good relationships	Identify different types of relationships for themselves and others, and show ways to maintain good relationships and to support others with their relationships

Some pupils will achieve less and will be able to:	Most pupils will be able to:	Some will have achieved more and will be able to:
Understand, with support, the nature and consequences of bullying, and ways of responding to it	Describe the nature and consequences of bullying, and express ways of responding to it	Recognise and describe the nature and consequences of bullying, express ways of responding to it, and support others to do so
Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities	Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities	Respond to, or challenge negative behaviours such as stereotyping and aggression, and realise and be able to explain the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities
With support, research, discuss and debate topical issues, problems and events	Research, discuss and debate topical issues, problems and events	Take a lead role in researching, discussing and debating topical issues, problems and events
Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules	Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules	Understand why and how rules are made and enforced (in different contexts), why different rules are needed in different situations, and take a lead role in making and changing rules
Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices	Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives, making decisions and explaining choices	Demonstrate respect and tolerance towards others, resolve differences, and support others to resolve differences, by looking at alternatives, making decisions and explaining choices
Understand some basic facts about democracy and about some of the institutions that support it locally and nationally	Understand what democracy is, and about the basic institutions that support it locally and nationally	Understand and describe what democracy is, institutions that support it locally and nationally and how it happens
Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society	Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society	Appreciate and explain the range of national, regional, religious and ethnic identities in the United Kingdom and describe some of the different beliefs and values in society
Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	Understand that and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment
Explore, with support, how the media present information	Explore how the media present information	Explore and comment on how the media present information

Long Term PSHCE Plan for 2019/2020

Timescale (38 weeks in the year)	Theme	KS1 ↔ KS2		Drama	Physical Education
<p>2 weeks Week Beginning:</p> <ul style="list-style-type: none"> • 2nd Sept • 9th Sept <p>Collective Worship Theme: ENDURANCE</p>	<p>Dealing with change</p> <p>(Developing confidence and responsibility and making the most of their abilities)</p> <p>(Develop problem solving skills)</p>	<ul style="list-style-type: none"> • To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures • To recognise, name and deal with feelings in a positive manner 	<ul style="list-style-type: none"> • To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures • To manage changing emotions and recognise how they can impact on relationships • To understand the need for empathy for others 	<ul style="list-style-type: none"> • Introductions – me - drama – PHSCE • Circle time • Make me - abstracts • Magic Box • Turn taking games • Strengths and weaknesses of self 	<ul style="list-style-type: none"> • How can we encourage other children? • How can we get other children to think better of themselves? • What is your best ability in this role? And Why?
<p>4 weeks Week Beginning:</p> <ul style="list-style-type: none"> • 16th Sept • 23rd Sept • 30th Sept • 7th Oct <p>Collective Worship Theme: FORGIVENESS/ PEACE</p>	<p>Resolving Conflict</p> <p>(Developing good Relationships)</p> <p>(Awareness of mental health issues / dealing with trauma)</p> <p>(Develop problem solving skills)</p>	<ul style="list-style-type: none"> • To develop strategies to de-escalate and resolve conflict • To develop a vocabulary to deal with conflict situations 	<ul style="list-style-type: none"> • To develop strategies to de-escalate and resolve conflict • To develop a vocabulary to deal with conflict situations • To assess risk and make decisions accordingly • To understand why conflict arises • To develop strategies to ask for help 	<ul style="list-style-type: none"> • Circle time • Games - good morning/yes-no-but • What is conflict? • How can you stop conflict? • Images of conflict situations. • Scenarios and creating scenes based on discussions • Share and discuss 	<ul style="list-style-type: none"> • What language should we be using? Verbal + Body • Why does conflict arise? How can we as Sports Leaders prevent that? • When to ask for help?
<p>3 weeks Week Beginning:</p> <ul style="list-style-type: none"> • 14th Oct • 21st Oct 	<p>Proud to be me/ Identity</p> <p>(Developing confidence and</p>	<ul style="list-style-type: none"> • To be able to reflect on past achievements • To understand that everyone has 	<ul style="list-style-type: none"> • To be able to reflect on past achievements • To recognise achievements of others as being worthwhile and 	<ul style="list-style-type: none"> • Circle time - musical instrument, superpowers, highlights of week etc 	<ul style="list-style-type: none"> • Why do Sports Leaders need to be role models? • What characteristics do good Sports Leaders

<ul style="list-style-type: none"> 4th Nov <p>Collective Worship Theme: HUMILITY</p>	<p>responsibility and making the most of their abilities)</p>	<p>different strengths and weaknesses</p>	<p>important</p> <ul style="list-style-type: none"> To begin to set personal goals To self-assess, understanding how this will help their future actions To identify the skills they need to develop to make their contribution in the working world in the future 	<ul style="list-style-type: none"> Games - e.g. Captain Beaky and The Bean Creating pictures Proudest moments Discussion Reflection 	<p>have?</p> <ul style="list-style-type: none"> Which of those characteristics do you have? What difference have you made to other children this term? Emphasis on PRIDE in achievement How can we encourage other children? How can we get other children to think better of themselves? What is your best ability in this role? And Why? How can we encourage other children? How can we get other children to think better of themselves? What is your best ability in this role? And Why?
<p>3 weeks Week Beginning:</p> <ul style="list-style-type: none"> 11th Nov 18th Nov 25th Nov <p>Collective Worship Theme: SERVICE</p>	<p>Rights and Responsibilities</p> <p>(Developing good Relationships)</p>	<ul style="list-style-type: none"> To understand the reason why we have rules To understand to agree and follow rules for their group and classroom To understand why it is important to be able to take turns To understand why it is important to be able to take turns 	<ul style="list-style-type: none"> To recognise the need to take responsibility for actions. To understand the reason why we have rules To learn about rules as expectations To understand the impact our actions have on ourselves and others To demonstrate compassion, empathy 		<ul style="list-style-type: none"> Why are Sports Leaders a good idea? Who are the 'grown up' version of Sports Leaders? Why do we need rules? What part do Sports Leaders play in our understanding of rules? (Sporting context, citizenship context) How can a Sports

		<ul style="list-style-type: none"> To agree and follow rules for a collaborative game To take turns and share as appropriate 	and tolerance.		Leader show compassion, empathy and tolerance (Sporting Context, Citizenship Context)
<p>3 weeks Week Beginning:</p> <ul style="list-style-type: none"> 2nd Dec 9th Dec 16th Dec <p>Collective Worship Theme: CREATION</p>	<p>Understanding and celebrating difference</p> <p>(Developing good Relationships)</p>	<ul style="list-style-type: none"> To learn about others To reflect on the similarities and differences between people To recognise and respect similarities and differences between people 	<ul style="list-style-type: none"> To know that people have different strengths, abilities, lifestyles, faiths, cultures, ethnicities and sexuality. To make links with other pupils, schools and communities. To understand local community issues and have an understanding of difference in society. 		<ul style="list-style-type: none"> Why is being different a good thing? Identify different people who are good at the same things (Footballers, teachers etc...) What different backgrounds are there in the room? How does that affect us? Should we treat people (children) differently? Should our expectations change for different people? (Age, SEN, Behaviour?)
<p>3 weeks Week Beginning:</p> <ul style="list-style-type: none"> 6th January 13th January 20th January <p>Collective Worship Theme: LOVE</p>	<p>Self Esteem and Confidence</p> <p>(Developing confidence and responsibility and making the most of their abilities)</p>	<ul style="list-style-type: none"> To develop a positive self concept To feel good about ourselves To talk about ourselves in a positive way in front of others 	<ul style="list-style-type: none"> To know how to set realistic targets To self-assess, understanding how this will help their future actions To understand how to break down the steps needed to achieve a goal To identify and talk about their own and others' strengths and weaknesses and how to improve 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> What is the difference between self-esteem and confidence? What is their best quality? (Sporting context, citizenship context) and why? Who is someone you think has High confidence? What difference have you made to other children this term? Emphasis on PRIDE in achievement

			<ul style="list-style-type: none"> To reflect on the range of skills needed in different jobs 		
<p>3 weeks Week Beginning:</p> <ul style="list-style-type: none"> 27th Jan 3rd Feb 10th Feb <p>Collective Worship Theme: JUSTICE</p>	<p>What is bullying?</p> <p>(Developing good Relationships)</p> <p>(Develop problem solving skills)</p>	<ul style="list-style-type: none"> To learn about bullies and bullying behaviour To understand that name-calling is hurtful and avoidable To understand what is and what is not bullying behaviour To recognise the difference between good and bad choices 	<ul style="list-style-type: none"> To understand the difference between impulsive and considered behaviour To recognise how their behaviour affects other people To understand what is and what is not bullying behaviour To understand the difference between impulsive and considered behaviour To recognise the difference between good and bad choices 		<ul style="list-style-type: none"> How do we spot bullying? How do we confront bullying? How can we avoid/prevent bullying? (Not realistic to get on with everyone so RESPECT for others) Sporting Bullying? Does it exist? Is it acceptable? Can Sport be used to relieve pressure?
<p>3 weeks Week Beginning:</p> <ul style="list-style-type: none"> 24th Feb 2nd March 9th March <p>Collective Worship Theme: KONONIA (Community)</p>	<p>Teamwork/Collaboration</p> <p>(Developing good Relationships)</p> <p>(Develop problem solving skills)</p>	<ul style="list-style-type: none"> Understand that there are many situations in which collaboration is necessary To understand the need to develop team work skills 	<ul style="list-style-type: none"> To work co-operatively, showing fairness and consideration to others To understand why it is important to work collaboratively To take the lead, prioritise actions and work independently and collaboratively towards goals To understand the different roles individuals can play in teams To develop skills in positive leadership To develop skills in listening 		<ul style="list-style-type: none">

<p>3 weeks Week Beginning:</p> <ul style="list-style-type: none"> • 16th March • 23rd March • 30th March <p>Collective Worship Theme: COMPASSION</p>	<p>Emotions</p> <p>(Developing confidence and responsibility and making the most of their abilities)</p> <p>(Awareness of mental health issues / dealing with trauma)</p>	<p>Communicating feelings by:</p> <ul style="list-style-type: none"> • Recognising feelings • Naming feelings • Describing feelings 	<p>Developing the language of feelings by:</p> <ul style="list-style-type: none"> • Recognising, naming and describing feelings • Dealing with anger • Dealing with stress • Finding ways to relax <p>Managing strong feelings by:</p> <ul style="list-style-type: none"> • Resolving differences • Recognising anti-social behaviour • Identifying appropriate responses 		
<p>3 weeks Week Beginning:</p> <ul style="list-style-type: none"> • 20th April • 27th April • 4th May <p>Collective Worship Theme: WISDOM</p>	<p>Staying Safe</p> <p>(Developing a healthy, safer lifestyle)</p> <p>(Awareness of mental health issues / dealing with trauma)</p> <p>(Develop problem solving skills)</p>	<ul style="list-style-type: none"> • Online safety • Road safety • Child protection/NSPCC 	<ul style="list-style-type: none"> • Online safety • Use of social media and interactive online games (e.g. Fortnite) • NSPCC • Sexuality and sexual relationships (Y6) • To recognise risks and develop strategies to manage them 		
<p>3 weeks Week Beginning:</p> <ul style="list-style-type: none"> • 11th May • 18th May • 1st June <p>Collective Worship Theme: JUSTICE</p>	<p>Fairness</p> <p>(Citizenship)</p>	<ul style="list-style-type: none"> • To recognise what is fair and unfair • To learn to take part in discussions with the whole class • To understand the difference between right and wrong • To recognise right and wrong, what is 	<ul style="list-style-type: none"> • To learn strategies to cope with unfair teasing • To understand that there are different types of teasing and bullying • To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to 		

		fair and unfair and explain why	deal with bullying		
<p>3 weeks Week Beginning:</p> <ul style="list-style-type: none"> • 8th June • 15th June • 22nd June <p>Collective Worship Theme: HOPE</p>	<p>Aspirations (Developing confidence and responsibility and making the most of their abilities)</p> <p>(Develop resilience)</p>	<ul style="list-style-type: none"> • To understand that everyone has different strengths and weaknesses 	<ul style="list-style-type: none"> • To know how to set realistic targets • To self-assess, understanding how this will help their future actions • To understand how to break down the steps needed to achieve a goal • To identify and talk about their own and others' strengths and weaknesses and how to improve • To reflect on the range of skills needed in different jobs 		
<p>2 weeks Week Beginning:</p> <ul style="list-style-type: none"> • 29th June • 6th July <p>Collective Worship Theme: ENDURANCE and TRUST</p>	<p>Dealing with change (Developing confidence and responsibility and making the most of their abilities)</p> <p>(Develop problem solving skills)</p>	<ul style="list-style-type: none"> • To understand the importance of making friends • To develop positive relationships through work and play 	<ul style="list-style-type: none"> • To identify and talk about their own and others' strengths and weaknesses and how to improve • To identify their special people and what makes them special • To identify different relationships that they have and why these are important 		