



LONG TERM PLAN

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE) and SEX AND RELATIONSHIP EDUCATION (SRE)

Followed by CHARACTER DEVELOPMENT

School Organisation

Pupils in Nursery to Year 2 are taught as single-entry year groups.

Key Stage 2 pupils are divided into 3 classes. This consists of one mixed Year 3/4 class, one mixed Year 4/5 class and one mixed Year 5/6 class.

There are three possible journeys pupils can take through key Stage 2. Each pupil will spend two years in one of the Key Stage 2 classes. The majority of pupils spend two years in Deer Class (Years 4/5).

How our Curriculum Cycles are organised so that there is coverage of all National Curriculum objectives in all subjects.

Subject Leaders have rigorously planned the curriculum cycles so that all pupils are taught the full National Curriculum, in a sequence which ensures that learning builds on prior learning, no matter how pupils travel through Key Stage 2.

- Pupils from Nursery to Year 2 are taught in single cohorts so no cycle organisation is required.
- A 3-year cycle is in place for pupils who are taught in Rabbit and Deer Class. (Years 3, 4 and some Year 5 pupils)
- A 2-year cycle is in place for pupils who are taught in Stag Class. (Some Year 5 pupils and all Year 6 pupils)

All pupils will complete 4 out of the 5 Curriculum Cycles. Subject Leaders have ensured that the full National Curriculum objectives are taught, no matter which Curriculum Cycle a pupil misses.

How is the curriculum sequenced?

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online.

Children in Key Stage 2 are taught following a cycle, this ensures that children experience a broad and balanced curriculum. Planning ensures that children have opportunities to develop the knowledge, skills and attributes they need to stay healthy and safe and manage their lives, now and in the future. Our cycle-based approach provides a spiral curriculum which allows children to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year, at a level appropriate to their age.

Nursery

	Autumn	Spring	Summer
Self-Regulation	<ul style="list-style-type: none"> To 'have a go' and show a can do attitude (e.g opening straws / peeling oranges) Increasingly follow rules, understanding why they are important. (Development Matters) Talk about their feelings using words like: happy, sad, angry or worried. (Development Matters) Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. (Birthto5Matters) 	<ul style="list-style-type: none"> Work together to find solutions to problems or conflicts. Solve problems, play co-operatively and communicate with others To share equipment and materials. Develop appropriate ways of being assertive. (Development Matters) Understand gradually how others might be feeling. (Development Matters) Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants. (Birthto5Matters) 	<ul style="list-style-type: none"> Be able to listen and wait their turn during group times of 3-4 children. Learning to find solutions to conflicts with adult mediation as required Show more confidence in new social situations (Development Matters) Remember rules without needing an adult to remind them. (Development Matters) Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions. (Birthto5Matters)
Managing Self	<ul style="list-style-type: none"> Can select and use activities and resources with help. Beginning to understand class rules (showing some understanding of right and wrong) Understand that fruit provided at snack time is a healthy food. 	<ul style="list-style-type: none"> Chooses activities independently Follows most class rules (increasing understanding of how we behave) Understand that vegetables are a healthy food. Be able to take off shoes and put wellies on. 	<ul style="list-style-type: none"> Engages in new activities Follows class rules Be able to put on their own coat. Attend to their own toileting needs, washing their hands after Begin to understand fruit and vegetables keep our bodies healthy.

	<ul style="list-style-type: none"> • Able to wash own hands 		<ul style="list-style-type: none"> • Able to express their needs and ask adults for help. (Birth to5Matters)
Building Relationships	<ul style="list-style-type: none"> • Enters Nursery happily leaving main carer. • Respond to key Worker (Via preferred communication methods) • Can play with one or more other children, extending and elaborating play ideas (Development Matters). • Demonstrates friendly behaviour, initiating conversations. • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has a similar interest. (Birth to5Matters) 	<ul style="list-style-type: none"> • Enters Nursery happily leaving main carer. • Can play in a group, extending and elaborating play ideas. • To help a friend, without adult prompts, (For example, put coat on) • Initiates play, offering cues to peers to join them. • To be able to work either independently or in small groups to construct their ideas • Build friendships with others in the groups. • Able to begin to resolve conflict with adult support. • Initiate conversations with Key Worker. 	<ul style="list-style-type: none"> • Enters Nursery happily leaving main carer. • Take a lead in their own play • Become outgoing with unfamiliar people in a safe context. (Development Matters) • Develop their sense of responsibility and membership of a community (Development Matters) • Find solutions to conflicts and rivalries, For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. (Development Matters) with adult support • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers (Birth to5Matters)

Reception

	Autumn	Spring	Summer
Self-Regulation	<ul style="list-style-type: none"> • To begin to resolve simple conflicts independently. • To begin to show awareness of the needs and feelings of others. 	<ul style="list-style-type: none"> • To take account of the views of others in the course of deciding how to organise the play. • To consider the needs and feelings of others when joining in a shared activity. • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people (Birthto5Matters) • Is more able to manage their feelings and tolerate situations in which their wishes cannot be met (Birthto5Matters) 	<ul style="list-style-type: none"> • Show respect for adults, children, and resources • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (Early Learning Goal) • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (Early Learning Goal) • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (Early Learning Goal)

<p>Managing Self</p>	<ul style="list-style-type: none"> Engages in new activities Put on coat independently Get changed and dressed for PE with very little support Develop skills needed for school day - lining up, eating lunch, toileting etc Wash hands independently Use toilet independently. <i>Know fruit and vegetables are healthy foods.</i> 	<ul style="list-style-type: none"> Engages in activities indoor and outdoors. Put on and fasten coat independently Get changed for PE independently Shows confidence is speaking to others about their own needs, wants, interests and opinions in familiar group (Birth to5Matters) <i>Know fruit and vegetables are healthy foods.</i> 	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (Early Learning Goal) Explain the reasons for rules, know right from wrong and try to behave accordingly. (Early Learning Goal) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (Early Learning Goal)
<p>Building Relationships</p>	<ul style="list-style-type: none"> <i>Enters Reception happily leaving main carer.</i> To listen and respond to others in the course of play. <i>Find solutions to conflicts and rivalries, For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas. (Development Matters)</i> Approach adults for help/ support when needed. 	<ul style="list-style-type: none"> Develops particular friendships with other children (Birth to5Matters) To begin to take account of the views of others in the course of deciding how to organise the play. Is increasing flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. (Birth to5Matters) To respond positively to the suggestions of others in order to keep a narrative going. 	<ul style="list-style-type: none"> Resolve simple conflicts Work and play cooperatively and take turns with others. (Early Learning Goal) Form positive attachments to adults and friendships with peers. (Early Learning Goal) Show sensitivity to their own and to others' needs. (Early Learning Goal)

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Health and wellbeing focus – Self-help, belief and Diversity						

1	<p>PSHCE focus What's New?</p> <p>Class squirrel pledge: Diversity</p> <p>SRE focus: identify and respect the differences and similarities between people</p>	<p>PSHCE focus: Me and My Community</p> <p>Class squirrel pledge: Self help and belief</p> <p>SRE focus: identify and respect the differences and similarities between people.</p> <p>VISITOR – local person to talk about toys from the past/grandparents and parents to discuss games and toys from their past (Hist link)</p>	<p>PSHCE focus: Everyone Aims High At Edmondsley</p> <p>Class squirrel pledge: Diversity</p> <p>SRE focus: Know about the process of growing from young to old and how people's needs change</p> <p>VISIT - LOCAL FIELDWORK WALK (Geog link)</p>	<p>PSHCE focus: Strive To Be the Best I Can Be</p> <p>Class squirrel pledge: Self help and belief</p> <p>SRE focus: Know about the process of growing from young to old & how people's needs change.</p> <p>VISIT – Beamish focus on Victorian schools (Hist link)</p>	<p>PSHCE focus: I is in United, Teamwork's the prize</p> <p>Class squirrel pledge: Diversity</p> <p>SRE focus: Know how some diseases are spread and can be controlled and the responsibilities they have for their own health.</p> <p>HOOK DAYS - Fun days on the countries/capital cities of the UK.</p>	<p>PSHCE focus: What's Next?</p> <p>Class squirrel pledge: Self help and belief</p> <p>SRE focus: Know how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p> <p>VISIT – St Mary's Heritage Centre (Hist link)</p>
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Year 2 Health and wellbeing focus – Healthy Eating and food and Effort is Key

2	<p>PSHCE focus What's New?</p> <p>Class squirrel pledge: Healthy Eating and food</p> <p>SRE focus: Understand that people's bodies and feelings can be hurt.</p> <p>VISIT – Fieldwork in Edmondsley village and also in Chester-le-Street to compare (Geog and Hist link).</p>	<p>PSHCE focus: Me and My Community</p> <p>Class squirrel pledge: Effort is key</p> <ul style="list-style-type: none"> SRE focus: Understand that there are different types of teasing and bullying, that these are wrong & unacceptable. <p>VISIT – Christmas Story in Methodist Church (RE link)</p> <p>VISITOR – Chilli Glass Gallery (art link to stained glass)</p>	<p>PSHCE focus: Everyone Aims High At Edmondsley</p> <p>Class squirrel pledge: Healthy Eating and food</p> <p>SRE focus: Understand what types of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond to these.</p> <p>VISITOR – Creative Bigfoot Music from around the World (music link)</p>	<p>PSHCE focus: Strive To Be the Best I Can Be</p> <p>Class squirrel pledge: Effort is key</p> <p>SRE focus: Understand what types of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond to these.</p> <p>VISIT – Shildon Railway Transport (Hist link)</p>	<p>PSHCE focus: I is in United, Teamwork's the prize</p> <p>Class squirrel pledge: Healthy Eating and food</p> <p>SRE focus: Know what change and loss means and the feelings associated with them (such as moving home, losing toys, pets or friends)</p> <p>VISITOR - Buddhist (RE link)</p>	<p>PSHCE focus: What's Next?</p> <p>Class squirrel pledge: Effort is key</p> <p>SRE focus: Know what change and loss means and the feelings associated with them (such as moving home, losing toys, pets or friends)</p> <p>VISIT – Saltburn by the Sea (Hist link)</p>
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Years 3+4 Health and wellbeing focus – Fighting germs, good hygiene and Persistence

Years 4+5 Health and wellbeing focus – A Heathy Body and Uniqueness

Cycle A Year 3 3/4/5	<p>PSHCE focus What's New?</p> <p>Rabbit Class squirrel pledge: fighting germ/good hygiene</p> <p>Deer Class squirrel pledge: Healthy body</p> <ul style="list-style-type: none"> SRE focus: I know what a positive, healthy 	<p>PSHCE focus: Me and My Community</p> <p>Rabbit Class squirrel pledge: persistence</p> <p>Deer Class squirrel pledge: uniqueness</p>	<p>PSHCE focus: Everyone Aims High At Edmondsley</p> <p>Rabbit Class squirrel pledge: fighting germ/good hygiene</p> <p>Deer Class squirrel pledge: Healthy body</p>	<p>PSHCE focus: Strive To Be the Best I Can Be</p> <p>Rabbit Class squirrel pledge: persistence</p> <p>Deer Class squirrel pledge: uniqueness</p>	<p>PSHCE focus: I is in United, Teamwork's the prize</p> <p>Rabbit Class squirrel pledge: fighting germ/good hygiene</p> <p>Deer Class squirrel pledge: Healthy body</p>	<p>PSHCE focus: What's Next?</p> <p>Rabbit Class squirrel pledge: persistence</p> <p>Deer Class squirrel pledge: uniqueness</p> <p>SRE focus: I understand that bacteria and viruses can affect</p>
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	relationship is & how to develop & maintain this.	<ul style="list-style-type: none"> SRE focus: Realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination. 	SRE focus: I know people who are responsible for helping me stay safe and healthy and ways I can help these people	SRE focus: I know people who are responsible for helping me stay safe and healthy and ways I can help these people	SRE focus: I understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.	health and that following simple routines can reduce their spread.
Cycle B Year 3/4 Year 4/5	<ul style="list-style-type: none"> PSHCE focus What's New? <p>Rabbit Class squirrel pledge: fighting germ/good hygiene</p> <p>Deer Class squirrel pledge: Healthy body</p> <ul style="list-style-type: none"> SRE focus: Realise the consequences of anti-social and aggressive behaviours/ bullying and discrimination. 	<ul style="list-style-type: none"> PSHCE focus: Me and My Community <p>Rabbit Class squirrel pledge: persistence</p> <p>Deer Class squirrel pledge: uniqueness</p> <ul style="list-style-type: none"> SRE focus: I know what a positive, healthy relationship is & how to develop & maintain this. 	<ul style="list-style-type: none"> PSHCE focus: Everyone Aims High At Edmondsley <p>Rabbit Class squirrel pledge: fighting germ/good hygiene</p> <p>Deer Class squirrel pledge: Healthy body</p> <ul style="list-style-type: none"> SRE focus: Understand when I should & should not keep something confidential or secret. 	<ul style="list-style-type: none"> PSHCE focus: Strive To Be the Best I Can Be <p>Rabbit Class squirrel pledge: persistence</p> <p>Deer Class squirrel pledge: uniqueness</p> <ul style="list-style-type: none"> SRE focus: Understand when I should and should not keep something confidential or secret and when it is right to break this confidence. 	<ul style="list-style-type: none"> PSHCE focus: I is in United, Teamwork's the prize <p>Rabbit Class squirrel pledge: fighting germ/good hygiene</p> <p>Deer Class squirrel pledge: Healthy body</p> <ul style="list-style-type: none"> SRE focus: Understand what kind of physical contact is acceptable and unacceptable, 	<ul style="list-style-type: none"> PSHCE focus: What's Next? <p>Rabbit Class squirrel pledge: persistence</p> <p>Deer Class squirrel pledge: uniqueness</p> <ul style="list-style-type: none"> SRE focus: Understand what kind of physical contact is acceptable and unacceptable.
Cycle C Year 4/5 Year 3/4	<ul style="list-style-type: none"> PSHCE focus What's New? <p>Rabbit Class squirrel pledge: fighting germ/good hygiene</p> <p>Deer Class squirrel pledge: Healthy body</p> <ul style="list-style-type: none"> SRE focus: Understand what positively and negatively affects my physical mental and emotional health (including media). 	<ul style="list-style-type: none"> PSHCE focus: Me and My Community <p>Rabbit Class squirrel pledge: persistence</p> <p>Deer Class squirrel pledge: uniqueness</p> <ul style="list-style-type: none"> SRE focus: Understand what positively and negatively affects my physical mental and emotional health (including media). 	<ul style="list-style-type: none"> PSHCE focus: Everyone Aims High At Edmondsley <p>Rabbit Class squirrel pledge: fighting germ/good hygiene</p> <p>Deer Class squirrel pledge: Healthy body</p> <ul style="list-style-type: none"> SRE focus: Recognise and manage dares. 	<ul style="list-style-type: none"> PSHCE focus: Strive To Be the Best I Can Be <p>Rabbit Class squirrel pledge: persistence</p> <p>Deer Class squirrel pledge: uniqueness</p> <ul style="list-style-type: none"> SRE focus: Recognise and challenge stereotypes. 	<ul style="list-style-type: none"> PSHCE focus: I is in United, Teamwork's the prize <p>Rabbit Class squirrel pledge: fighting germ/good hygiene</p> <p>Deer Class squirrel pledge: Healthy body</p> <ul style="list-style-type: none"> SRE focus: Understand the nature and consequences of discrimination (race). 	<ul style="list-style-type: none"> PSHCE focus: What's Next? <p>Rabbit Class squirrel pledge: persistence</p> <p>Deer Class squirrel pledge: uniqueness</p> <ul style="list-style-type: none"> SRE focus: Understand the nature and consequences of discrimination (race).
Years 5+6 Health and wellbeing focus – Anti Bullying and overcoming challenge						
Cycle A* Year 5/6	<ul style="list-style-type: none"> PSHCE focus What's New? <p>Class squirrel pledge: Anti bullying</p> <ul style="list-style-type: none"> SRE focus: Recognise that increasing independence 	<ul style="list-style-type: none"> PSHCE focus: Me and My Community <ul style="list-style-type: none"> Growth Mindset focus: Be Grateful <ul style="list-style-type: none"> SRE focus: Recognise that increasing independence 	<ul style="list-style-type: none"> PSHCE focus: Everyone Aims High At Edmondsley <p>Class squirrel pledge: Anti bullying</p>	<ul style="list-style-type: none"> PSHCE focus: Strive To Be the Best I Can Be <ul style="list-style-type: none"> Growth Mindset focus: Be Unique, Be you <ul style="list-style-type: none"> SRE focus: Know what the equalities act is/relates to disability 	<ul style="list-style-type: none"> PSHCE focus: I is in United, Teamwork's the prize <p>Class squirrel pledge: Anti bullying</p>	<ul style="list-style-type: none"> PSHCE focus: What's Next? <ul style="list-style-type: none"> Growth Mindset focus: Effort is Key <ul style="list-style-type: none"> SRE focus: Understand the nature and consequences of discrimination (sexuality & gender).

	brings responsibility to keep myself & others safe.	brings responsibility to keep myself & others safe.	<ul style="list-style-type: none"> SRE focus: Know what the equalities act is/relates to race, religion 		<ul style="list-style-type: none"> SRE focus: Understand the consequences of teasing and bullying (mental health). 	
Cycle B* Year 5/6	<ul style="list-style-type: none"> PSHCE focus What's New? <p>Class squirrel pledge: Anti bullying</p> <ul style="list-style-type: none"> SRE focus: Be aware of different types of relationship (families, marriage and civil partnerships). 	<ul style="list-style-type: none"> PSHCE focus: Me and My Community <p>Class squirrel pledge: Overcoming challenge</p> <ul style="list-style-type: none"> SRE focus: Be aware of different types of relationship (families, marriage and civil partnerships). 	<ul style="list-style-type: none"> PSHCE focus: Everyone Aims High At Edmondsley <p>Class squirrel pledge: Anti bullying</p> <ul style="list-style-type: none"> SRE focus: Know what the equalities act is/relates to age, gender. 	<ul style="list-style-type: none"> PSHCE focus: Strive To Be the Best I Can Be <p>Class squirrel pledge: Overcoming challenge</p> <ul style="list-style-type: none"> SRE focus: Know what the equalities act is/relates to sexuality. 	<ul style="list-style-type: none"> PSHCE focus: I is in United, Teamwork's the prize <ul style="list-style-type: none"> Class squirrel pledge: Anti bullying <ul style="list-style-type: none"> SRE focus: Understand the consequences of teasing and bullying (including LGBT) 	<ul style="list-style-type: none"> PSHCE focus: What's Next? <ul style="list-style-type: none"> Class squirrel pledge: Overcoming challenge <ul style="list-style-type: none"> SRE focus: Understand the nature and consequences of discrimination (sexuality and gender).

* Recognise how my body will change as I approach and move through puberty and understand the emotional changes which happen during puberty – School nurse – Puberty afternoon talks (Year 6 boys, Year 5 (periods only) and Year 6 girls).

LONG TERM PLAN

CHARACTER DEVELOPMENT

A number of elements have been identified to promote the development of character. These are outlined below.

Educational Visits

Cultural Capital is defined as **the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence**; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work. We believe well-planned Educational Visits support Cultural Capital. Alongside supporting Cultural Capital, Educational Visits are also planned around National Curriculum objectives with a specific focus.

English/Literacy	Geography/Understanding the World	History/Understanding the World	Science/Understanding the World	PSHCE/Personal Social and Emotional Development	Art and Design/Expressive Arts and Design	Design and Technology/Expressive Arts and Design	Computing	Music/Expressive Arts and Design	Religious Education/Understanding the World
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Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	School Grounds	Edmondsley Post Office		School Forest School Area	School Allotment and orchard	School Pond
Reception	School Grounds	Edmondsley Congburn Coffee Shop Café Edmondsley Post Office	Sacriston Library Sacriston Methodist Church	Waldrige Fell – Traditional story walk Beamish	Broom House Farm	School Pond Beach
Year 1		Beamish Museum (Focus – Victorian Toys/School) Pantomime	Congburn River		Chester – le – Street Library	
Year 2	Forest School Chester-le-Street Heritage Walk	Sacriston Methodist Church Chilli Glass Gallery – stained glass window work Pantomime	Music Around the World Visitor	Beamish Museum (Focus on Travel and Transport) Shildon Railway Museum (Transport)	Forest School Buddhist Visitor	Forest School Beach (History & Art)
Years 3/4/5	Hindu Temple Newcastle (R.E)		Oriental Museum (History & Art) Great Hancock Museum – Fossil Story (Science)		The Vindolanda Museum and the Roman Army Museum (History)	
Year 5/6	Congburn River			Durham Library	Broom House Farm (reared, caught and processing of ingredients) + Forest Adventure – at Broom House Farm	Mining Art Gallery, Bishop Auckland (Art)

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3/4/5	Forest School (History, PSHCE)	Durham City (Geography)	Museum of Archaeology – Durham (History and Art)		Jarrow Hall (History: Anglo- Saxons)	Durham Cathedral (R.E)
Year 5/6	Congburn River	Durham City (History) Durham Library		High Force (Geography, PSHCE, Science) Congburn River	Broom House Farm (reared, caught and processing of ingredients) + Forest Adventure – at Broom House Farm	Residential Life Centre (Space) Nissan (STEM, careers) Transition Days

Cycle C

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Years 3/4/5		Seaham (Geography) Congburn River			Congburn River	Botanic Garden (Geography)
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Visitors to School

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Getting to know staff in EYFS and school Jet and Ben	Fire Fighters	RSPCA	Police	Farmer	Nurse
Reception	Jet and Ben	Chef Fire Fighters	RSPCA	Police	Farmer	Nurse
Year 1						
Year 2					Visitor – Jay's animal encounters (Science)	
Year 3/4						
Year 4/5						
Year 5/6						

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4/5						
Year 5/6						

Cycle C

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 3/4/5						

After School Provision

We provide a wide variety of after school clubs which help pupils to discover new interests and develop existing ones. These are regularly reviewed.

Assemblies led by staff.

Cycle A

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Monday (Key Stage 2)	Focus: PSHCE assembly related to the area of focus for the half-term.	New Beginnings – What's new? Welcome! (community) Pocohontas (making friends) The Gingerbread Man (whole school community)	Getting on and Falling out – Me and my community What's on the menu (qualities we look for in our friends) The way I see it (respect for different points of view) The Caucus Race (fact and opinion)	Going for Goals - Everyone Aims high at Edmondsley One step at a time (patience) Treasure Seekers (setting and achieving goals)	Good to be me - Strive to be the best I can be Seed of a smile (seeds of self-belief and success) Sunny side up (how to make ourselves happier) Each and every one of us (unique)	Relationships - I is in United, Teamwork's the prize. The Frog Prince (keeping a promise) Watch me use my ears (attentive listening)	Changes – What's next? Twinkle (caring for each other) Time for a change (process of change) Butterfly School (celebrate children's achievements over the year).
Tuesday (Key Stage 1)	Focus: Current Affairs/Geography		Guy Fawkes – History week beg 5 th Nov RE - Christmas	Martin Luther king – History Week beg 18 th Jan Big School Bird Watch	Science Week RE - Easter		
Wednesday (Key Stage 2)	Focus: Current Affairs/Geography	Recycle Week - September	World Mental Health Day – October Black History Month – October Road Safety Week – November Remembrance – November Anti-bullying Week – November Guy Fawkes – History week beg 5 th Nov RE - Christmas	Children's mental health week – February LGBT Month – February Safer Internet Day – February Fairtrade Fortnight – February/March Martin Luther king – History Week beg 18 th Jan Big School Bird Watch	International Women's Day – March World Book Day – March Earth Day – April Science Week RE - Easter		Pride Month - June
Thursday (Key Stage 2)	Focus: Emotional Wellbeing and Character Development through stories and drama	The three Monitors (Making the most of talents and abilities) The class pain (Avoiding prejudice) The Class Assembly (Building on a strong Foundation)	The Maths investigation (application leads to success) The Buddy and the Bully (the nature of pride and humility)	The Seed Tray (Surviving adversity; right and wrong) The lunchtime helpers (Being prepared) The last one on to the bus (The importance of inclusion)	The perfect guitar (Making sacrifices for something worthwhile) The son and the daughter (keeping promises; avoiding hypocrisy)	The bric-abrac jar (knowing what's valuable in life)	The missing homework (Forgiving others) The lost daughter (parental love) The Sports Day helpers (Generosity)
Friday (Key Stage 1 and 2)	Celebration Assembly						

Cycle B

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Monday (Key Stage 2)	Focus: PSHCE assembly related to the area of focus for the half-term.	New Beginnings – What's new? Two and two can make 5 (sharing skills and talents) Bundle of Sticks (advantages of a cohesive group) Taking Care (of things around us)	Getting on and Falling out - – Me and my community Rough with the smooth (when things go wrong – resilience) Break friends, make friends (forgiveness) A few of my useful things (rules)	Going for Goals - Everyone Aims high at Edmondsley The best possible plan (how to solve problems) Look before you leap (consider consequences)	Good to be me - Strive to be the best I can be The variety of life (Celebrate diversity and be proud of who we are) In the town of Trigatree (cultural diversity) The air that we breathe (fitness and health makes us feel good)	Relationships - I is in United, Teamwork's the prize. What can I do for you? (unselfish) Easy life (how to help) Keeping Steady (strategies to balance our moods)	Changes – What's next?
Tuesday (Key Stage 1)	Focus: Current Affairs/Geography						
Wednesday (Key Stage 2)	Focus: Current Affairs/Geography	Recycle Week - September	World Mental Health Day – October Black History Month – October Road Safety Week – November Remembrance – November Anti-bullying Week – November Guy Fawkes – History week beg 5 th Nov RE - Christmas	Children's mental health week – February LGBT Month – February Safer Internet Day – February Fairtrade Fortnight – February/March Martin Luther king – History Week beg 18 th Jan Big School Bird Watch	International Women's Day – March World Book Day – March Earth Day – April Science Week RE - Easter		Pride Month - June
Thursday (Key Stage 2)	Focus: Emotional Wellbeing and Character Development through stories and drama	While we can't hug (positive thinking – what can we do to make each other happy) I feel angry (strategies for anger)	In my Heart (how feelings feel) Listening to my heart (self-belief) Don't get Angry Annie (strategies for anger)	Feelings (how feelings feel) Ruby's Worry (strategies to overcome feelings worried) In my Heart (how feelings feel)	Giraffes can't dance (self-belief) Perfectly Norman (like yourself) The Worrysaurus (strategies to help the feeling of worry)	Sadsville (what to do if you are sad) 13 Chapters.	The colour Monster (how feelings feel) Fish is Fish (changes) Be Brave little penguin (go for it!)

		Have you filled your basket today? (What makes you happy?)					
Friday (Key Stage 1 and 2)	Celebration Assembly						

Cycle C

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Monday (Key Stage 2)	Focus: PSHCE assembly related to the area of focus for the half-term.	New Beginnings – What's new?	Getting on and Falling out - – Me and my community Fairy Godmothers (Anti- bullying) You don't scare me Mr Lion (strategies for facing our fears) What would you do? (peer group pressure).	Going for Goals - Everyone Aims high at Edmondsley	Good to be me - Strive to be the best I can be	Relationships - I is in United, Teamwork's the prize.	Changes – What's next?
Tuesday (Key Stage 1)	Focus: Current Affairs/Geography						
Wednesday (Key Stage 2)	Focus: Current Affairs/Geography	Recycle Week - September	World Mental Health Day – October Black History Month – October Road Safety Week – November Remembrance – November Anti-bullying Week – November Guy Fawkes – History week beg 5th Nov RE - Christmas	Children's mental health week – February LGBT Month – February Safer Internet Day – February Fairtrade Fortnight – February/March Martin Luther king – History Week beg 18 th Jan Big School Bird Watch	International Women's Day – March World Book Day – March Earth Day – April Science Week RE - Easter		Pride Month - June
Thursday (Key Stage 2)	Focus: Emotional Wellbeing and Character Development through stories and drama	Stories for thinking Book – Prince Sana (courage and fear. Sudan origin) Stories for thinking Book – The workers in the vineyard (fairness. New Testament)	Stories for thinking Book – When Fingal faced a bully (bullying. Ireland Origin) Stories for thinking Book – Good in bad and bad in good. (Good and bad. China origin)	Stories for thinking Book – The old women in the vinegar bottle (Happiness. Europe origin) Stories for thinking Book – Pandora's box (Hope. Greece origin)	Stories for thinking Book – The Two painters (Beauty. Greece origin) Stories for thinking Book – The Willow pattern story (love. China origin)	Stories for thinking Book – The black tulip (stealing. Holland origin) Stories for thinking Book – Not True! (Truth. England origin)	Stories for thinking Book – the matamorphosis (change) Stories for thinking Book – Kam's mirror (who am I? Korea origin)

		The bear that spoke (friendship Canadian origin)	The old women in the Vinegar bottle (Happiness - Europe)				
Friday (Key Stage 1 and 2)	Celebration Assembly						

Assemblies led by Class/children

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Environment Group Assembly Focus:		Environment Group Assembly Focus:		
Class Harvest Festivals Focus:	Year 5/6 Remembrance Assembly Focus: Class Christmas Celebrations Focus:				
School Councillor elections. Focus: Personal Qualities I have. Promoting positive character traits including volunteering and	School Councillors Children in Need Charity Focus: Raising money for charities	School Councillors Comic Relief Focus: Raising money for charities		School Councillors Focus:	School Councillors Focus: Personal Qualities needed for next year's school councillors

providing a service to others.					
Peer Mediators (Restorative Approach) Play Assembly 1 Assembly each half term Focus: Promoting positive character traits including volunteering and providing a service to others.	Peer Mediators (Restorative Approach) Play Assembly 1 Assembly each half term Focus: Promoting positive character traits – How to resolve conflict	Peer Mediators (Restorative Approach) Play Assembly 1 Assembly each half term Focus: Promoting positive character traits – fairness and listening.	Peer Mediators (Restorative Approach) Play Assembly 1 Assembly each half term Focus: Promoting positive character traits –	Peer Mediators (Restorative Approach) Play Assembly 1 Assembly each half term Focus: Promoting positive character traits – Teamwork	Peer Mediators (Restorative Approach) Play Assembly 1 Assembly each half term Focus: Promoting positive character traits
Celebration Assembly led by Head Girl and Head Boy with 'Castle Kings' and Castle Queens' supporting. Head Boy and Head Girl Focus: Castle kings and Queens focus:	Celebration Assembly led by Head Girl and Head Boy with 'Castle Kings' and Castle Queens' supporting. Head Boy and Head Girl Focus: Castle kings and Queens focus:	Celebration Assembly led by Head Girl and Head Boy with 'Castle Kings' and Castle Queens' supporting. Head Boy and Head Girl Focus: Castle kings and Queens focus:	Celebration Assembly led by Head Girl and Head Boy with 'Castle Kings' and Castle Queens' supporting. Head Boy and Head Girl Focus: Castle kings and Queens focus:	Celebration Assembly led by Head Girl and Head Boy with 'Castle Kings' and Castle Queens' supporting. Head Boy and Head Girl Focus: Castle kings and Queens focus:	Celebration Assembly led by Head Girl and Head Boy with 'Castle Kings' and Castle Queens' supporting. Head Boy and Head Girl Focus: Castle kings and Queens focus:
<p>Autumn 1</p> <p>All classes have a Squirrel Mascot</p> <p>Year 5/6 Focus – Health and Wellbeing. Class Squirrel Mascot Pledge - Anti Bullying and overcoming challenge. Year 4/5 Focus – Health and Wellbeing. Class Squirrel Mascot Pledge - A Heathy Body and Uniqueness Year 3/4 Focus – Health and Wellbeing. Class Squirrel Mascot Pledge - Fighting germs, good hygiene and Persistence Year 2 Focus – Health and Wellbeing. Class Squirrel Mascot Pledge - A Heathy Body and Uniqueness Year 1 Focus – Health and Wellbeing. Class Squirrel Mascot Pledge - Self-help, belief and Diversity Reception Focus – Health and Wellbeing. Class Squirrel Mascot Pledge – Friendship and self-care</p>					

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Monday (Key Stage 2)						
Tuesday (Key Stage 1)						
Wednesday		Harvest Festival				
Thursday (Key Stage 2)		Peer Mediators (Restorative Approach) 1 Assembly	Peer Mediators (Restorative Approach) 1 Assembly	Peer Mediators (Restorative Approach) 1 Assembly	Peer Mediators (Restorative Approach) 1 Assembly	Peer Mediators (Restorative Approach) 1 Assembly
Friday (Key Stage 1 and 2)	Celebration Assembly led by Head Girl and Head Boy	Celebration Assembly led by Head Girl and Head Boy	Celebration Assembly led by Head Girl and Head Boy	Celebration Assembly led by Head Girl and Head Boy	Celebration Assembly led by Head Girl and Head Boy	Celebration Assembly led by Head Girl and Head Boy

Signposting

We signpost external organisations to our families through our Social Media channels
For example, Fun and Food (provides activities and healthy foods during school holiday periods)

Long-term commitments. (encourages longevity to lifetime endeavours)

- Peer Mediators

- School Council
- Environment Group

Continuous provision

- A weekly timetable of assemblies:
 - ◆ Monday - Key Stage 2 – focus PSHCE assembly related to the area of focus for the half-term
 - ◆ Tuesday - Key Stage 1 - focus on Current Affairs/Geography
 - ◆ Wednesday Key Stage 2 - focus on Current Affairs/Geography
 - ◆ Thursday - Key Stage 2 - focus on Emotional Wellbeing and Character Development
 - ◆ Friday - Key Stage 1 and 2 - Celebration Assembly focus on celebrating and sharing achievements to foster sense of pride and sharing in reaching goals/achievement. Parents attendance allowed on occasion.
- Regular PSHCE focussed assemblies for parents to attend and children to present their class pledge/focus. Year 1 to Year 6.
- Playground buddies – Nursery playground and Main school playground.
- Harvest Festival celebration and yearly Remembrance Event – Community members invited.
- NSPCC Child line Bi-annually
- Fairtrade fair held annually with learning to the different lives, cultures and societies of others

Character Education

Spiritual, Moral, Social and Cultural (SMSC)

Character Education contributes to the duty to promote SMSC

Well-planned provision for Character and personal development can help promote good mental wellbeing.