



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 2-year cycle is in place for pupils who are taught in Rabbit Class (Year 3/4) Deer Class (Year 4/5) and Stag Class (Year 5/6).

Subject Leaders have ensured that the full National Curriculum objectives are taught, no matter which Curriculum Cycle has not been taught.

How is the curriculum sequenced?

Our Early Years Curriculum offers a wide variety of rich activities and experiences which is crucial to child development. The PSHCE element lies within 'Personal, Social and Emotional Development' Educational Programme, although we acknowledge that all areas of learning and development in EYFS are inter-connected

Personal, Social and Emotional Development Educational Programme (0 – 5 years)

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

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. Able to wash own hands 	<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. 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)
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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)
Managing Self	<ul style="list-style-type: none"> • Engages in new activities • Put on coat independently 	<ul style="list-style-type: none"> • Engages in activities indoor and outdoors. • Put on and fasten coat independently 	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and

	<ul style="list-style-type: none"> • 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"> • Get changed for PE independently • <i>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group (Birth to5Matters)</i> • <i>Know fruit and vegetables are healthy foods.</i> 	<p>perseverance in the face of challenge. (Early Learning Goal)</p> <ul style="list-style-type: none"> • 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)
Building Relationships	<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"> • <i>Develops particular friendships with other children (Birth to5Matters)</i> • To begin to take account of the views of others in the course of deciding how to organise the play. • <i>Is increasing flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. (Birth to5Matters)</i> • 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)

	Relationships		The Wider World		Health & Wellbeing	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and what is different about us?	Who is special to us?	What can we do with money?	How can we look after each other and the world?	What helps us stay healthy?	Who helps to keep us safe?

Year 2	What makes a good friend?	What is bullying?	What jobs to people do?	What helps us to stay safe?	What helps us to grow and stay healthy?	How do we recognise our feelings?
Year 3/4 Cycle A	How can we be respectful?	What are boundaries?	Why should we set goals?	What are rights and responsibilities?	How can our choices affect our feelings?	How can we stay safe in the community?
Year 3/4 Cycle B	How can we be a good friend?	What are families like?	What makes a community?	What keeps us safe?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4/5 Cycle A	How do we treat each other with respect?	How can we manage our feelings?	How can our choices make a difference to others and the environment?	What strengths, skills and interests do we have?	How can we manage risk in different places?	How will we grow and change?
Year 4/5 Cycle B	What is a positive relationship?	How can we respect differences and similarities?	What are aspirations?	What makes us unique?	How can we develop healthy habits?	How can we stay safe at home?
Year 5-6 Cycle A	How can friends communicate safely?	What makes up a person's identity?	What decisions can people make with money?	What jobs would we like?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?
Year 5-6 Cycle B	How do friendships change as we grow? What will change as we become more independent?		How can the media influence people?		How can we keep healthy as we grow?	
Key	Relationships		Living in the Wider World		Health & Wellbeing	

* 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.

<i>English/Literacy</i>	<i>Geography/Understanding the World</i>	<i>History/Understanding the World</i>	<i>Science/Understanding the World</i>	<i>PSHCE/Personal Social and Emotional Development</i>	<i>Art and Design/Expressive Arts and Design</i>	<i>Design and Technology/Expressive Arts and Design</i>	<i>Computing</i>	<i>Music/Expressive Arts and Design</i>	<i>Religious Education/Understanding the World</i>
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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 Pond	School Wild Flower Meadow	School Forest School Area School Pond	School Pond	School Allotment and orchard
Reception	School Grounds	Edmondsley Congburn Coffee Shop Café Edmondsley Post Office Farm visit	Sacriston Library Sacriston Methodist Church	Beamish Broom House Farm	Waldrige Fell School Pond	Congburn Garden Centre Beach
Year 1	Village Walk Congburn River	Beamish Museum (Focus – Victorian Toys/School) Pantomime			Chester – le – Street Library	
Year 2	Forest School Sacriston geography fieldwork study Waldrige Fell	Sacriston Methodist Church Durham Cathedral Pantomime	Music Around the World (visitor)	Beamish Museum (Focus on Travel and Transport) Wharton Park/Durham Train Station (Transport)	Forest School Buddhist Visitor	Forest School Beach (History & Art)

Years 3/4						
Years 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	Forest School (History, PSHCE)	Durham City (Geography) Wharton Park	Museum of Archaeology – Durham (History and Art)		Congburn Garden Centre Jarrow Hall (History: Anglo-Saxons)	Durham Cathedral (R.E)
Years 4/5		Seaham (Geography) Congburn River			Congburn River	Botanic Garden (Geography)
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 Wharton Park - orienteering	Residential Life Centre (Space) Nissan (STEM, careers) Transition Days

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 Pantomime	Fire Fighters	RSPCA	Police	Farmer	Nurse
Reception	Jet and Ben Pantomime	Chef Fire Fighters	RSPCA	Police	Farmer	Nurse
Year 1	Pantomime					

Year 2	Pantomime		Music Around the World Visitor		Visitor – Jay's animal encounters (Science)	
Year 3/4	Pantomime					
Year 4/5	Pantomime					
Year 5/6	Pantomime Oases	Oases				

Cycle B

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

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	Focus: Personal Development - PSHCE assembly related to the area of focus for the half-term. Play Assemblies	Welcome! (community) Pocohontas (making friends) The Gingerbread Man (whole school community) Connecting Classrooms –Tanzania Recycle Week September	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) Fairy Godmothers (Anti-bullying) You don't scare me Mr Lion (strategies for facing our fears) What would you do? (peer group pressure).	One step at a time (patience) Treasure Seekers (setting and achieving goals)	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)	The Frog Prince (keeping a promise) Watch me use my ears (attentive listening)	Twinkle (caring for each other) Time for a change (process of change) Butterfly School (celebrate children's achievements over the year).

Tuesday	Focus: Personal Development - Geography/ECO Focus		Guy Fawkes – History week beg 5 th Nov RE - Christmas Remembrance – November	Martin Luther king – History Week beg 18 th Jan Big School Bird Watch	Science Week RE - Easter		
Wednesday	Focus: Personal Development - RE/Culture/Diversity	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	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) Stories for thinking Book – The Two painters (Beauty. Greece origin) Stories for thinking Book – The Willow pattern story (love. China origin)	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	Celebration Assembly						

Cycle B

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Monday	Focus: Personal Development -		Rough with the smooth (when things		The variety of life (Celebrate diversity)	What can I do for you? (unselfish)	

	<p>PSHCE assembly related to the area of focus for the half-term.</p> <p>Play Assemblies</p>	<p>Two and two can make 5 (sharing skills and talents)</p> <p>Bundle of Sticks (advantages of a cohesive group)</p> <p>Taking Care (of things around us)</p>	<p>go wrong – resilience)</p> <p>Break friends, make friends (forgiveness)</p> <p>A few of my useful things (rules)</p>	<p>The best possible plan (how to solve problems)</p> <p>Look before you leap (consider consequences)</p>	<p>and be proud of who we are)</p> <p>In the town of Trigatree (cultural diversity)</p> <p>The air that we breathe (fitness and health makes us feel good)</p>	<p>Easy life (how to help)</p> <p>Keeping Steady (strategies to balance our moods)</p>	
Tuesday	<p>Focus:</p> <p>Personal Development - Geography/ECO</p>		<p>Guy Fawkes</p> <p>Hot Geog – Brazil President</p> <p>Opening Assembly</p> <p>Switch off Fortnight</p> <p>Closing Assembly</p> <p>Switch off Fortnight</p> <p>Introduction to Explorers for the Global Goals (SDGs)</p> <p>Explorers Lesson 1</p>	<p>Explorers for the Global Goals (SDGs) Lessons 2-6</p> <p>Awards for Explorers for the Global Goals.</p> <p>Fairtrade Fortnight</p> <p>Mental Health Week</p> <p>Chinese New Year</p>	<p>Thomas and Friend UN lesson SDG 11</p> <p>Waste week 6th March</p> <p>Water Day 22nd</p> <p>Earth Hour 25th March</p> <p>Recycle to Read 15th April</p> <p>Thomas and Friends UN lesson SDG12</p>	<p>School Ground week the Pod 1st May</p> <p>May 16th Walk to school week the Pod</p> <p>May 22nd Int Day for Biological Diversity the Pod</p> <p>Thomas and Friends Un Lesson SDG 15</p> <p>Thomas and Friends UN Lesson SDG 4</p>	<p>5th June World Environment Day</p> <p>5th- 11th Bike Week</p> <p>15th Global Wind Day</p> <p>Geography Fieldwork Fortnight 26th July</p> <p>Thomas and Friends UN SDG 6</p> <p>Peter Rabbit Food Hero presentation UNSDG</p>
Wednesday	<p>Focus:</p> <p>Personal Development - RE/Culture/Diversity</p>	<p>Recycle Week - September</p>	<p>World Mental Health Day – October</p> <p>Black History Month – October</p> <p>Road Safety Week – November</p> <p>Remembrance – November</p> <p>Anti-bullying Week – November</p> <p>Guy Fawkes – History week beg 5th Nov</p> <p>RE – Christmas</p> <p>Switch off fortnight opening and closing assemblies</p> <p>World's Largest Lesson Animation Part 1 (introducing the SDGs)</p>	<p>Children's mental health week – February</p> <p>LGBT Month – February</p> <p>Safer Internet Day – February</p> <p>Fairtrade Fortnight – February/March</p> <p>Martin Luther king – History Week beg 18th Jan</p> <p>Big School Bird Watch</p> <p>World's Largest Lesson Part 2 (SDGs) and 3</p>	<p>International Women's Day – March</p> <p>World Book Day – March</p> <p>Earth Day – April</p> <p>Science Week</p> <p>RE – Easter</p> <p>Introducing the Global Goals – Think like you are a president (World's Largest Lesson).</p> <p>The Tree of Hope online book – SDGs 1,13,15</p> <p>Night Stars Zero</p> <p>Hunger Comic SDG2</p>	<p>School Ground week the Pod 1st May</p> <p>May 16th Walk to school week the Pod</p> <p>May 22nd Int Day for Biological Diversity the Pod</p> <p>Chakra the Invincible</p> <p>Mighty Girl Gender Equality SDG 4, 5</p> <p>Chakra Global Goals Sanitation SDG 6</p>	<p>Pride Month – June</p> <p>Journey For Tomorrow</p> <p>Book SDGs 7,12,14</p> <p>Frieda and the SDGs story book UN</p> <p>The Forward and Backward City The World's Largest Lesson – book SDGs 1 and 10</p> <p>5th June World Environment Day</p> <p>15th Global Wind Day</p>
Thursday	<p>Focus:</p> <p>Emotional Wellbeing and Character</p>	<p>While we can't hug (positive thinking – what can we do to</p>	<p>In my Heart (how feelings feel)</p>	<p>Feelings (how feelings feel)</p>	<p>Giraffes can't dance (self-belief)</p>	<p>Sadsville (what to do if you are sad) 13 Chapters.</p>	<p>The colour Monster (how feelings feel)</p>

	Development through stories and drama	<p>make each other happy)</p> <p>I feel angry (strategies for anger)</p> <p>Have you filled your basket today? (What makes you happy?)</p> <p>Stories for thinking Book – Prince Sana (courage and fear. Sudan origin)</p> <p>Stories for thinking Book – The workers in the vineyard (fairness. New Testament)</p> <p>The bear that spoke (friendship Canadian origin)</p>	<p>Listening to my heart (self-belief)</p> <p>Don't get Angry Annie (strategies for anger)</p> <p>Stories for thinking Book – When Fingal faced a bully (bullying. Ireland Origin)</p> <p>Stories for thinking Book – Good in bad and bad in good. (Good and bad. China origin)</p> <p>The old women in the Vinegar bottle (Happiness - Europe)</p>	<p>Ruby's Worry (strategies to overcome feelings worried)</p> <p>In my Heart (how feelings feel)</p> <p>Stories for thinking Book – The old women in the vinegar bottle (Happiness. Europe origin)</p> <p>Stories for thinking Book – Pandora's box (Hope. Greece origin)</p>	<p>Perfectly Norman (like yourself)</p> <p>The Worrysaurus (strategies to help the feeling of worry)</p>	<p>Stories for thinking Book – The black tulip (stealing. Holland origin)</p> <p>Stories for thinking Book – Not True! (Truth. England origin)</p>	<p>Fish is Fish (changes)</p> <p>Be Brave little penguin (go for it!)</p> <p>Stories for thinking Book – the matamorphosis (change)</p> <p>Stories for thinking Book – Kam's mirror (who am I? Korea origin)</p>
Friday	Celebration Assembly						

Assemblies led by Class/children

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Guitar/ukulele concert				Year 6 leaver assembly Guitar/ukulele concert
	<p>Environment Group Assembly</p> <p>Focus:</p> <p>Oases – Climate Change Travel Ambassadors – Road Safety Week</p>		<p>Environment Group Assembly</p> <p>Focus:</p>		
Class Harvest Festivals	Year 5/6 Remembrance Assembly				

Focus:	Focus: Class Christmas Celebrations Focus:				
School Councillor elections. Focus: Personal Qualities I have. Promoting positive character traits including volunteering and providing a service to others.	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
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:

Autumn 1

All classes have a Squirrel Mascot

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

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
- School Sports Organising Crew
- Head boy and head girl
- Travel Ambassadors

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.