



Ashbury Meadow Primary School – Personal Development Overview

Whole School Approaches to Support Personal Develop	Whole School Days
<ul style="list-style-type: none">● UNICEF Rights Respecting School Award● Nurture Schools UK● Learning outside of the classroom● ELKLAN● Zones of Regulation● Rainbow Flag Award● Primary Futures● School Council● Rights Respecting Team● Manchester Healthy Schools Award● Weekly celebration Assemblies● Growth Mindset Award (awarded at the end of each term)● Personal Development Award – Bronze/Silver/Gold (awarded at the end of each term)	<ul style="list-style-type: none">● Hello Yellow Day● Global Day● Children in Need● Comic Relief● World Religion Celebration Days● Children’s Mental Health Week● Walk to School Week● Black History Month● Anti-bullying Week● Wearing My Scarf to School Day● Safer Internet Day● Christmas Jumper Day● Healthy Lifestyles Day● Sports Day● Road Safety Week● LGBTQ+ History Month

	Citizenship	SMSC	Healthy Living	British Values	Equality & Diversity	Transition	Careers
CLISH /SEM H P r o v i s i o n s	<ul style="list-style-type: none"> ● Script for identifying emotions ● Coloured happy faces to reinforce expectations. ● Expectations reinforced with visuals and signs ● Colour behaviour chart ● Turn taking activities ● Social skills groups ● Explicit lessons on identifying people around them- family/ teachers/ peers/ people around school ● Learning about school community/ who is in our school and how do they help us 	<ul style="list-style-type: none"> ● ZOR work to identify own emotions/ regulate self ● Visuals to support children to communicate their wants/ needs ● Explicit activities teaching independence skills ● Purposeful sabotage to provide opportunities for independence skills ● Praise tailored to individuals, e.g. stickers/ colour chart/ high 5s/ applause ● Colour face visuals as praise/ motivation, i.e. i will be happy when... 	<ul style="list-style-type: none"> ● Science topic on plants/ food comes from plants ● Healthy snacks/ fruit always available at playtime ● Discussions on why our bodies need food/ water, i.e. to give us energy to learn, play and move ● Sensory circuits or daily mile every morning ● PE/dance transitions ● Sports trolley in playground with array of sporting equipment to choose from ● Sensory toys/ equipment available to support sensory needs ● Peer massage ● Calming time/meditation 	<ul style="list-style-type: none"> ● Total communication approach (visuals/ signs/ gesture/ verbal) so all children have right to communicate and understand ● Giving simple choices between 2 options alongside visual support ● Communication boards around classroom/ individual communication board books allow all students to communicate their wants and needs ● Children have class responsibilities, e.g. tidying up/ register monitors ● Weekly assemblies 	<ul style="list-style-type: none"> ● Learning basic early concept of what 'same' and 'different' mean, i.e. identifying things that are the same and different ● Representation in books available in class ● Representation through visuals/ widgets/ pictures used in learning sessions ● Learning about our own families and the families of our peers 	<ul style="list-style-type: none"> ● Clear expectations reinforced with visuals and signs ● Visual timetable and now next board referred to during every transition in the day ● Individual now next boards for additional support ● Reflection on negative incidents at appropriate level with visual support, e.g. comic strip conversations ● Explicit lessons on key vocabulary needed to keep themselves safe, i.e. wait/ stop ● Children always stay with an adult 	<ul style="list-style-type: none"> ● Topic on people who help us around school ● Small world characters of different occupations, plus vehicles and places of work to match them to during imaginative play time ● Costumes of occupations in dressing up box. ● Lessons on people who help us

			<ul style="list-style-type: none"> ● Healthy eating posters displayed in classroom 				
E Y F S	<ul style="list-style-type: none"> ● PSHE assemblies, new child buddied with another child, esp EAD. ● Team games - parachute games ● Reception topic - Amazing Me and My Community ● Nursery topic - All About Me - Children begin to explore the differences and similarities and differences between themselves, their families and their friends. ● Parent/Child Library Loan - Parents are invited to come into school one day a week to choose a book with their child. They can take this book home to 	<ul style="list-style-type: none"> ● Cultural performances - Nursery take part in a Dragon Dance for Chinese New Year. Reception perform a Nativity at Christmas time, Summer and Spring sing alongs. ● Chatterbox group for reluctant speakers ● Mindful moments ● Rainbow challenge ● Butterflies and chicks and our life cycles ● Height measuring at the start of the year and at the end of the year to help begin to understand how their bodies have changed and how they have grown. ● Class assemblies investigating 	<ul style="list-style-type: none"> ● Hand washing visit from nurse ● Mindful moments prior to learning. ● Hello yellow day. ● Wear your scarf to school day. ● Visit from Coram Scarfe and Harold the Giraffe; How to look after ourselves. ● Tooth brushing and visit from Manchester Health organisation to support tooth brushing ● Planting seeds ● Healthy snacks ● Toileting ● Get set 4 P.E./City in the community ● Prime time ● Wake up, Shake up/write dance 	<ul style="list-style-type: none"> ● Voting in lessons ● Rights respecting assemblies ● Class charter ● rights respecting displays ● British values display ● nurture school display ● Behaviour chart using the traffic light system ● Rainbow challenge and continuous provision 	<ul style="list-style-type: none"> ● Celebration and Festivals topics ● Our Wonderful World Topic ● Class assemblies and circle times ● Adaptive teaching across EYFS for SEND children ● Role play of non-stereotypical roles during continuous provision ● Tapestry homework ● Mother's Day and Father's Day tea parties: Parents/grandparents/uncles and aunties/ all invited in to help to celebrate themselves with the children. 	<ul style="list-style-type: none"> ● Home visits (prior to beginning) ● Stay and play ● Transition days ● Gradual admission ● Large focus on transition through summer term ● Risk assessments ● Transitional music- the same throughout the school ● Mindful moments prior to learning ● Visual timetables ● Countdown clap to get ready to stop and move into the next part of the timetable ● 	<ul style="list-style-type: none"> ● People who help me ● Career visits from different professionals and members of the community (Nurse, Dentist, midwife) ● Where money comes from ● Books around different careers ● Dressing up clothes in the home corner e.g. hard hat ● Outdoor area resources to encourage children to portray different roles and jobs e.g. bricklayer in the construction area, chef in the mud kitchen ● Careers visits from Fire Service

	<p>share with their child.</p> <ul style="list-style-type: none"> ● Star and citizen of the week ● Litter picking in the playground and castle 	<p>different cultures and their special buildings, books and</p>					<ul style="list-style-type: none"> ● Visit to Beswick Library. The Library also visits us in the classroom.
KEY Stage 1	<ul style="list-style-type: none"> ● Friendship groups KG ● Emotional regulation ● Rainbow group ● Social communication groups ● Stories in book corners linked to relationships and friendships ● Class assemblies ● Story time ● Sharing books ● Litter picking and cloakroom monitors ● Buddying new children up 	<ul style="list-style-type: none"> ● Transition activities ● Growth mindset certificates ● Growth mindset days ● Nurture schools ● KS1 Nurture groups ● Social communication groups ● Encouraging resilience in all lessons and modelling resilience. ● Marking policy encourages editing / trying again. ● Zones of regulation. 	<ul style="list-style-type: none"> ● Friendship & communication groups ● KS1 & KS2 Keeping safe assemblies ● Healthy snack ● Science and PSHE curriculum link to healthy eating / body ● Recipes on the newsletter ● Daily mile ● Mental Health first aider ● Encourage water bottles ● DT curriculum desiged to encourage healthy in food food technology. 	<ul style="list-style-type: none"> ● Voting in class ● Vote for a book ● RE lessons - tolerance and respect ● British value displays ● Learning about the local area in geography and being a global citizen. ● Rights respecting assemblies ● Picture news assemblies. ● First news newspapers delivered to classroom. 	<ul style="list-style-type: none"> ● Right Respecting assemblies ● LGBTQ+ books ● Posters around school for Rainbow flag award ● Scripts for discriminatory behaviour. ● Inclusive toys in continuous provision. 	<ul style="list-style-type: none"> ● Stranger danger interventions ● Online safety ● Transition days ● Class charter ● Safety assemblies ● Pupil Voice 	<ul style="list-style-type: none"> ● Dress up and role play areas of classroom ● Comic Artist visit ● Pilots Visit ● Books related to jobs ● Firefighter Visit

		<ul style="list-style-type: none"> ● Curriculum days that include parents from different religions/ grandparents for 1960s day. 	<ul style="list-style-type: none"> ● PE equipment to encourage sports at playtimes. 				
L o w e r K e y S t a g e 2	<ul style="list-style-type: none"> ● Eco-monitors ● Litter pickers ● Lego Therapy Group ● Project Week ● Allocating communal jobs to instil sense of responsibility ● Friendship Group Interventions 	<ul style="list-style-type: none"> ● Schools linking ● Library visits ● Reading Ambassadors ● Chess for Schools 	<ul style="list-style-type: none"> ● Friendship & communication groups. ● Inter-school sports competitions. ● KS1 & KS2 Keeping safe assemblies. ● Healthy Challenge ● Healthy Eating Week ● Commando Jo ● Choir 	<ul style="list-style-type: none"> ● School Council - Councillor visit / collaboration ● Voting in lessons - BV ● Voting for School Councillor in classes ● Voting for Rights Member ● Picture news 	<ul style="list-style-type: none"> ● Schools linking ● Celebrations of diversity in class ● certification ● Diverse books within reading areas ● PRIDE Week ● Celebrating of different cultural events Eg - Eid, Christmas etc 	<ul style="list-style-type: none"> ● Transition Days / Transition books (SEND) / 1-page Profile ● Pupil Voice ● Staged transition ● Nurture activities ● Relationship activities 	<ul style="list-style-type: none"> ● Career Visitors through What's My Line? assembly ● Visitors for DT and curriculum days. ● Stone Age Workshop

			<ul style="list-style-type: none"> ● Sports Clubs ● Daily Mile ● Water Safety Week 		<ul style="list-style-type: none"> ● Inclusivity within sports and other extracurricular activities 	<ul style="list-style-type: none"> ● Teacher transition meetings 	
U P P e r K e y S t a g e 2	<ul style="list-style-type: none"> ● Secret garden ● SEND int - games. ● Social games ● Friendship Group Interventions ● Year 6 responsibilities. ● Prefects. ● Reading Buddies Y6/Y1 ● Buddying up of new students ● Lego Therapy sessions (SEND) ● Group games with students 	<ul style="list-style-type: none"> ● GDPR workshop ● Assertive mentoring ● Providing sanitary products in the toilets for child use ● Transition meetings with high school in Y6 ● CITC Social Action Project 	<ul style="list-style-type: none"> ● CITC Healthy Living course ● School nurse ● Friendship & communication groups. ● Inter-school sports competitions. ● Bike ability. ● KS1 & KS2 Keeping safe assemblies. ● TEMA theatre production ● CITY Mental Health Course ● Crucial Crew ● Y6 science unit based upon heart and healthy living ● Inter-class sports activities ● CITC Mental Health Sessions 	<ul style="list-style-type: none"> ● Voting for the class novel ● Voting for whole class decision ● Lucy Powell Zoom Visit MP ● CITC Social action project ● Year 5 Viking Workshop 	<ul style="list-style-type: none"> ● Premier League Primary Stars ● Diverse books within reading areas ● Diverse books within reading spine ● PSHE lessons around gender stereotypes 	<ul style="list-style-type: none"> ● Visitors from industry e.g. woman engineer ● Transition for Y5/6 ● Additional transition for SEND students with booklets ● Transition days at local high schools ● Staff from new schools talk to Year 6 ● Work with TEMA re. Year 7 maths and English ● Drama visits to high schools ● Use of science labs ● Crucial Crew ● PD sessions based on changes ● Enterprise ● PGL trip 	<ul style="list-style-type: none"> ● Viking Workshop ● MOSI Visit ● Visitors from industry e.g. woman engineer ● Visiting secondary schools, talking to older students about life after GCSE's ● GCHQ event in school - wide range of different careers ● Online GCHQ careers events. ● Archaeologist - Maya ● Greek Workshop

- Enterprise concepts

British values

How do pupils' learn these values?

	<u>Democracy</u> Article 12 Every child has the right to be heard Article 2 Every child has the right to be treated equally and with respect	<u>The Rule of Law</u> Article 19 Every child has the right to be protected from harm Article 1 Every child has the right to be treated equally and with respect Article 29 Every child has the right to an education	<u>Individual Liberty</u> Article 19 Every child has the right to be protected from harm Article 12 Every child has the right to be heard Article 2 Every child has the right to be treated equally and with respect	<u>Mutual Respect</u> Article 2 Every child has the right to be treated equally and with respect Article 29 Every child has the right to an education	<u>Tolerance of those of Different Faiths and Beliefs</u> Article 2 Every child has the right to be treated equally and with respect Article 14 Every child has the right to practice their own religion Article 30 Every child has the right to practice their own culture
EYFS	<ul style="list-style-type: none"> - The children get to vote for a book when we read one at the end of the day. - Informing the children that you can only vote once and that the highest vote wins, ensuring that children have an understanding of what democracy is. - We show democracy in the classroom by letting children know that their views count, encouraging them to talk 	<ul style="list-style-type: none"> - Behaviour chart - Consequences and praise and understanding that rules matter - Classroom and carpet expectations - Following the school values Class Charter - The children are beginning to understand the importance of respect for others and their classroom environment 	<ul style="list-style-type: none"> - Every day children have the freedom to choose what and where they want to extend their learning through play in the continuous provision. - Children are frequently encouraged to share and express their own feelings using the zones of the regulation on a daily basis and talk about why they are feeling this way and how 	<ul style="list-style-type: none"> - Rights respecting school- We have weekly assemblies that talk about our rights as individuals and groups. - Coram scarf assemblies- Weekly assemblies that show the children through the help of Harold the giraffe how to take care of ourselves and others. - Using our manners whilst in continuous provision in sharing our toys and 	<ul style="list-style-type: none"> - Rights respecting assemblies focused around the rights of the child e.g. Article 2 - Non-discrimination - Class charters - The children are introduced to three main Articles which are focused around the respect of others. - Hold various different celebrations in class e.g. Eid day every year, Easter, Diwali, Christmas etc.

	<p>about their feelings e.g. through the zones of regulation and circle times.</p> <ul style="list-style-type: none"> - We promote democracy through encouraging turn-taking and sharing as well as making decisions and collaborating together. - Listening to other people's points of view and being able to express your own opinions. 	<ul style="list-style-type: none"> - Certificates to celebrate star, citizen and growth mindset and reinforce that following the school values is valuable for all children. 	<p>they can improve the way they are feeling.</p> <ul style="list-style-type: none"> - As a rights respecting school we consistently celebrate our diverse community through learning about all religions and allow children the opportunity to participate in a wide variety of cultural celebrations. - Children are consistently promoted to express themselves freely in their play and are encouraged (moving away from outdated stereotypes) - Children are able to choose their own snack each day. 	<p>resources, when receiving snacks saying please, thank you.</p> <ul style="list-style-type: none"> - Behaviour management: beginning to understand why we need classroom rules, why they are there to help to keep us all safe. - Showing understanding that it is okay for us all to have different beliefs/feelings/cultures and religions and we can talk about them. - Congratulating our peers on their achievements e.g. when receiving stickers/certificates/rainbow prizes. 	<ul style="list-style-type: none"> - Parents are encouraged to post images of their own personal and religious celebrations onto Tapestry. These photos are then shared with the rest of the children.
KS1	<ul style="list-style-type: none"> - Vote on a class book to read freedom of choice when voting for different daily aspects e.g which brain workout to choose. class monitor - jobs - Class money bank - voting on how to spend the money saved. 	<ul style="list-style-type: none"> - Behaviour chart - Consequences and praise - Classroom expectations when implementing school values. Children understand the need for rules and how it helps us. - E-safety policy is followed when technology is present in the classroom. - Rights Respecting School - Children are referred back to rights of the child daily and understand their own rights and responsibilities they must follow. -PSHE lessons on keeping safe. This includes the lesson 	<ul style="list-style-type: none"> - Children have the right to socialise as they wish within reason. - Children have the right to choose a book independently for their own enjoyment. - Zones of regulation implemented daily. Children can share how they are feeling with a friend or an adult. Children are then given the opportunity to use a calm area if needed. - Show and tell time - children can express something about themselves to share with everyone. 	<ul style="list-style-type: none"> - Restorative justice implemented when disagreements or disrespects have arisen. - Promoting our school values enables children to understand right and wrong. - Modelling mutual respect to the children. - PSHE units on valuing difference supports children's awareness that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds etc. 	<ul style="list-style-type: none"> - Show and tell - children enjoy bringing in objects and artefacts associated with their faiths and beliefs. RE and worldwide views - lots of discussions about how religion and faiths differ and are similar. - PSHE - respect is modelled and ensured it is reciprocated through role play and partner activities. - Sharing books about celebrations around the world.

		<p>'who can help'. This is reinforced in story times where people who help us in the wider community are discussed. e.g. police, doctors and paramedics.</p>		<p>This is also supported by a diverse range of books for story time. Y1s history unit on the 1960s also encourages children to share photos and fact about their grandparents who are from a range of backgrounds and ages. Recognises that people have things in common but everyone is unique. Identifies and respects the similarities and differences between people. This is also supported by our PSHE units valuing difference. Children play games to recognise what is the same and what is different about themselves and peers.</p>	<p>Y1 continuous provision - activities based on different religious celebrations.</p>
LKS2	<ul style="list-style-type: none"> -Allocating communal jobs to instil sense of responsibility - corridor tidying/book shelves, coat pegs, lining up monitors. - Voting for class councillor - Voting for class books/ voting for different daily aspects of school day. - School Council - assemblies used to promote Democracy, School Councillor delivers the assembly to peers. This also provides time to deliver opinions and thoughts, present arguments about current issues in our World. 	<ul style="list-style-type: none"> - Behaviour chart consequences and praise classroom expectations following school values - Class charter - following rights of child. - E safety rules - these are constantly referred to and used in lessons using technology/IT equipment. These are also discussed during PSHE lessons and sometimes in School Council Assemblies, when the topic arises. - PSHE curriculum - The Rule of Law is referred to during 	<ul style="list-style-type: none"> - Children have the right to socialise as they wish within reason. - Children have the right to choose a book independently for their own enjoyment. - Zones of regulation implemented daily. Children are reminded about the Zones and encouraged to use them daily. Triggers are discussed and strategies prepared for situations when children may feel that they are moving into the red zone. - Reward Systems - choosing your rewards 	<ul style="list-style-type: none"> - Allocating sport leaders to strengthen the sense of responsibility and mutual respect. Visual time table. - ZOR lessons to show children how to regulate emotions and instil concepts of showing respect etc. Discussions are held over supporting children with the Zones that they may find themselves in. Other children give strategies that can be used to support them. 	<ul style="list-style-type: none"> - Inclusivity within extra curricular activities - a range of abilities and ages are chosen to be part of extracurricular activities. Children with EHCPs, SEND and gifted pupils are chosen to take part. - Celebrations of Eid / Christmas and other religious festivals. - Parents came in to give a talk about Ramadan - Study of diverse range of locations within wider curriculum - Ancient Egypt, South America

	<ul style="list-style-type: none"> - Rights team - working together to democratically make changes within the school 	<p>PSHE lessons. Laws are discussed and shared with pupils as necessary.</p> <ul style="list-style-type: none"> - Behaviour policies - Rule of Law is referred to in policies. School Values are linked to Laws, preparing children for the future. 	<ul style="list-style-type: none"> - Personal expression within lessons - Class discussion/ inclusivity. 	<ul style="list-style-type: none"> - Restorative justice takes place to resolve issues/ disagreements. - During PSHE lessons and School Council Assemblies, children are taught about differences and how we celebrate differences. They learn how to respect these differences and understand that difference is okay. - 4M wall of positivity, children to write positive comments about each other. 	
UKS2	<ul style="list-style-type: none"> - School Council - assemblies are used to promote democracy and discuss current topical and world issues. - Voting for class novels - Voting for what they will spend piggy bank money on at the end of the year - Ancient Greek topic in Year 6 - exploration of the birth of democracy and how this still has an impact on our democratic systems today. - Debating club - development and practice of skills of debating, making links to how this informs decision making within our country through parliament. Debate of topical issues relevant to students. 	<ul style="list-style-type: none"> - School values - - Behaviour Policies - Rule of Law is referred to in policies. School Values are linked to Laws, preparing children for the future. - Class charter - following rights of the child throughout the year. - E-Safety rules - linked to the Rule of Law and expectations that take place in school. - Crucial Crew trip (Y6) - involvement with multiple services that are tasked with supporting the enforcement of laws within the country. Links with police. - PSHE curriculum - drugs unit linked to the rule of law. - Prefects (Y6) - helping to enforce the school rules at break time. 	<ul style="list-style-type: none"> - Diverse range of books to choose from when reading - Break and lunch - - Choosing lunch options - Choice of morning work activity - Reward systems - choosing your reward - Personal expression in e.g. dance and art - Making choices about designs in DT - Choosing techniques in journaling in maths - Zones of regulation - taking ownership of emotional state and developing strategies to cope with different emotions. - Prefects (Y6) - responsibilities within a wider school and curriculum development. 	<ul style="list-style-type: none"> - Rights respecting assemblies - developing awareness of the UN Charter of the child and the rights that they are entitled to. - Listening to each other - Restorative justice - developing empathy for others feelings, emotions and needs. - Respecting others beliefs/religions - Respecting others opinions - Understanding others' differences and including others - Adults modelling respect - Prefects (Y6) - modelling respectful behaviours for students throughout the school. - Reading buddies (Y6-Y1) - supporting younger children 	<ul style="list-style-type: none"> - RE + Worldviews curriculum - learning about a range of different faiths and worldviews. - PSHE curriculum - tolerance and understanding of others, valuing difference, respectfully disagreeing with others and developing assertive skills. - Social stories - used to support students with SEND needs to understand issues of tolerance - Diversity throughout the curriculum - use of stories and texts based upon people of all different races, genders, sexualities and societies - Assemblies e.g. Black History Month

	<ul style="list-style-type: none"> - Voting options e.g. what to watch at wet break. - PSHE curriculum - links to Houses of Parliament, local councils, roles of MPs. 	<ul style="list-style-type: none"> - Debating club - investigating laws and debates around their implementation and effectiveness. 	<ul style="list-style-type: none"> - Diverse books within reading spines for reading and writing. - Problem solving day - choices around how to solve problems - Y6 PGL trip - promoting independence away from parents, enjoy new experiences and opportunities to express themselves. - After-school clubs (drumming, debating) 	<ul style="list-style-type: none"> with developing skills, using empathy of things they have struggled with. - Sports Leaders - being role models for sports and officiating and taking responsibilities within games. - Specific LGBT studies (Rainbow Flag Award) - Reading spine containing LGBT - Alan Turing - computing and history curriculum - Y6 PGL trip - team building, learning new skills and encountering different environments and people. 	<ul style="list-style-type: none"> - Prefects (Y6) - helping solve issues with students based upon tolerance. - Celebrating others' successes - phase assemblies, newsletters, weekly celebration assembly - History significant person days (e.g. Y5 Martin Luther King)
SEND & Pastoral team	<ul style="list-style-type: none"> - School Council – meet weekly to discuss changes to school as a result of pupil voice - Ashbury Buds – Mentors support new children to the school, they ensure all children are happy and safe at break/lunchtime. - Restorative Justice – When children are feeling unjust this is a good way for them to express how they feel. All children have the right to express their feelings. - Young money piggy banks child votes for small class decisions 	<ul style="list-style-type: none"> -Restorative Justice - When children are feeling unjust this is a good way for them to express how they feel and how someone/something has made them feel – this links in with British values of having respect for all. -School values -Expectations reinforced at start of every intervention - SEND PSHE program adapted to their needs- iMatter curriculum 	<ul style="list-style-type: none"> - Individual behaviour plans, reward charts - Zones of regulation – used in pastoral nurture session to support pupils in understanding their own emotions and how to regulate them in different situations - SEND PSHE program adapted to their needs- iMatter curriculum 	<ul style="list-style-type: none"> - Friendship groups and interventions – Friendship groups and interventions allow children to develop their emotions, learn life skills, express ideas and to work as a team – all of which are needed to be a global citizen - Year 6 mentor jobs – This gives the children some responsibility and empathy and helps them see the importance of supporting others. - Choir group visits to old peoples home - SEND PSHE program adapted to their needs- iMatter curriculum 	<ul style="list-style-type: none"> - Celebrating religious events – understanding and respecting significant dates in religious calendars, learning and respecting the wider community. - SEND PSHE program adapted to their needs- iMatter curriculum - Dobir- lead for prevent spoke to staff and children

	- SEND PSHE program adapted to their needs- iMatter curriculum			- Young carers – Identifying young carers gives them a sense of belonging within society and celebrates the fantastic work they do. It also gives them the right to play, and to be a child. - Why's up came into school to do assemblies on hate crime	
SEMH/CLI provisions	-Using the primary picture news to explicitly teach about democracy and current world affairs -Celebration assembly -Use of SEND PSHE scheme resources -Introducing the concept of voting through game play	-Rights charters displayed in classrooms and regularly referred to throughout the year -Classroom expectations displayed using visuals to ensure all children can be supported in following class rules and these are referred to daily -Target cards to support individual pupils in making respectful choices -Acceptable use policies/e-safety rules -PSHE lessons used to reference the rule of law and people in the community who help us to follow this - e.g. police -Imatter resources for 'keeping safe' used in class -Behaviour policy used to communicate the importance of following rules/laws	- Life skills - Friday cooking club allows pupils to try new things and then make their own choices of ingredients for the recipe - I want cards. to communicate choices - Communication boards and books	- Literature in the reading areas that has a range of stories promoting mutual respect -Social stories about respect and valuing differences - Nurture groups with the pastoral team focussing on respecting peers, turn taking and friendships - Social emotional interventions ('Purr-fect skills' – allows pupils the opportunity to develop social skills such as taking turns to speak and appropriate use of voices) - Weekly social skills groups - Visual reminders displayed around classroom	- Assemblies, feelings books - Identity map displayed in classroom - Through RE adaptation, explicit teaching of tolerance of faiths - Opportunities to learn about different celebrations, historical events - Wide range of literature available in reading areas that celebrates authors and characters of different faiths and beliefs

		<ul style="list-style-type: none">-Reflections of behaviour to allow discussion of the impact our choices have-Use of sign language in Bumblebees to support reflection-Social stories to support all pupils in understanding the value and importance of rules			
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