



ALTRINCHAM PREPARATORY SCHOOL

PSHE and RSE Policy

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Introduction

This policy outlines the teaching, organisation and management of the PSHE and RSE Curriculum at Altrincham Preparatory School.

Aims

Through our teaching of PSHE and RSE, we aim:

- to develop knowledge, understanding, attitudes, values and skills pupils need in order to reach their potential as individuals and within the community.
- to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- to learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- to establish a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike
- to promote a sense of belonging within the APS community

Through PSHE and RSE, we also aim for pupils to:

- have a sense of purpose
- value self and others
- form relationships
- make and act on informed decisions
- communicate effectively
- work with others
- respond to challenge
- be an active partner in their own learning
- be active citizens within the local community
- explore issues related to living in a democratic society
- become healthy and fulfilled individuals

Entitlement

All boys are entitled to access the PSHE and RSE Curriculum at a level that is appropriate to their needs. Through our PSHE and RSE programmes of study, we provide learning opportunities that enable all boys to make progress. We strive hard to meet the needs of those boys with special educational needs, disabilities, those with special gifts and talents and those for whom English is an additional language

Equal Opportunities

In line with our SEND Policy, we are committed to providing a teaching environment conducive to learning. Each boy is valued, respected and challenged regardless of religion, race, background, culture or disability.

Planning the PSHE and RSE Curriculum

All planning documents are saved on the shared network and are the intellectual property of the School.

Long Term Plan

Long term plans outline the broad areas of learning which are taught each term for each year group throughout Altrincham Preparatory School. Long term plans are updated annually and are the responsibility of the Subject Lead.

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Relationship and Sex Education in the context of looking at change

Medium Term Plan

Each area of the curriculum is delivered through planned units of learning within each year group and sets out the main focus for teaching and learning each week over each term. It allows for continuity and progression across the subjects and avoids duplication or omission of key learning objectives. Medium Term Plans also include skills-based Learning Objectives for each lesson taught; class teachers use these learning objectives to resource and differentiate, as appropriate for their class. Medium term plans are updated annually and are the responsibility of the Subject Lead.

Jigsaw

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based

on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

Weekly planning

Weekly planning is created and used at the discretion of the class teachers. Weekly planning can be used to show how each individual lesson is planned by setting out the specific learning objectives, skills and knowledge the boys will develop and learn, the activities the boys will be doing and focus for the plenary session. Weekly plans can also be used to show how work is differentiated and which boys will need further support. Weekly planning is often evaluated and used to inform future planning and teaching by highlighting areas of strength or need.

Daily plans are very teacher specific and a variety of models can be used to reflect individual preferences.

Teaching and Learning

Learning and teaching is the purpose of our school. It is the method through which we offer a curriculum which is broad and balanced and meets the needs of our boys and the requirements of the secondary grammar school entrance examinations.

At Altrincham Preparatory School we use a variety of teaching and learning styles in our lessons. Our principal aim is to develop the boys' knowledge, skills and understanding, and to encourage independent thinking. Good learning occurs when the conditions are right for it to do so. Pupils are encouraged, enabled and motivated to learn by the teacher's management of the curriculum and learning environment.

Recording of work

Evidence of work is collated in Floor Books and each class has its own Floor Book.

Homework

If homework is set, it should reflect the work covered in class during that day/week, unless it is for revision purposes or to support future learning in class. The emphasis is in understanding and consolidation.

Resources

Each Year group from Pre-School to Year 6 has:

- digitised lesson plans and printable resources for each of the six puzzles
- soft toy character
- chime bar
- individual Jigsaw Journals for each child

In addition, all teachers have access to the Community area of the Jigsaw website: www.jigsawpshe.com

Assessment

At Altrincham Preparatory School we use both formative and summative assessment techniques, as well as diagnostic assessments.

Assessment is a vital element within the teaching of PSHE and RSE. The assessment procedures are detailed below:

- formative assessment - ongoing assessment carried out by teachers either formally at the end of each topic or informally at the end of each lesson, and are closely related to the learning objectives. The results of formative assessments enable teachers and boys to reflect on what has been taught and learned and appropriate action taken
- summative assessment - these occur at defined periods throughout the academic year. Summative tests help teachers in marking assessments against national criteria and provide overall levels for each boy
- diagnostic assessments - All assessments can provide some diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. diagnostic tools used by the Learning Support Coordinator (refer to SEND Policy). Staff should be familiar with the Assessment Policy

Reporting to Parents

Communication is a vital part of the work of Altrincham Preparatory School and all parents are encouraged to be fully involved in their son's learning.

Parents receive written feedback three times a year. Attitude to Learning grades are reported three times per year, for all subjects, and written comments are provided once per year for all non-core subjects, and twice per year for Maths, English and Reasoning for Years 4 and 5. All written comments are accompanied by Next Steps.

Therefore comments are made by the class teacher to highlight the boys' progress, skills and knowledge development and achievement in PSHE once per year.

Parents' Evenings are held in the Autumn and Spring terms. Parents are invited to attend a meeting with the class teacher to discuss their son's progress, skills and knowledge development, achievements and next steps.

Monitoring and Review

The Headmaster, Deputy Head (Academic) and Yvette Bonfante PSHE and RSE Subject Lead are responsible for monitoring the PSHE and RSE curriculum across the School. Book monitoring is carried out in order to ensure that the quality of work is maintained and School policy is being adhered to. Outcome are fed back to the staff, to ensure continuity and progression across the School.

Roles and Responsibilities

The overall responsibility for the PSHE and RSE curriculum rests with the Headmaster and Deputy Head (Academic).

The PSHE and RSE Lead is responsible for raising standards by:

- ensuring that the policy is reviewed, updated and implemented
- advising the Headmaster of INSET needs within their phase
- advising colleagues about effective teaching strategies
- monitoring the delivery of the PSHE and RSE curriculum through book monitoring and lesson observations
- reviewing Long Term and Medium Term planning to ensure appropriate progression, challenge and support throughout the School
- creating a Subject Action Plan with 3/4 achievable and measurable targets per academic year
- review the School's subject-related resources to manage the subject's budget for the academic year
- collate evidence of work from different key stages – work chosen should showcase progression of skills within the subject
- attend subject-related CPD
- lead working parties and/or INSET to share new learning/approaches with staff
- organise whole-school events/teaching opportunities, with consideration for School calendar
- create and monitor assessments
- visit other schools (if appropriate)

Class Teachers are responsible for:

- implementing the PSHE and RSE Policy
- marking of the work, in line with the APS Feedback Policy
- reporting progress and achievement to parents, in line with the APS Assessment Policy
- informing the PSHE Lead of resource needs within their year group
- informing the Deputy Head (Academic) of any pertinent issues that may occur

Higher Level Teaching Assistants and Teaching Assistants are responsible for:

- Supporting the class teacher's delivery of the PSHE and RSE curriculum, in line with School policy

Health and Safety

It is the responsibility of the Class Teacher, with the support of the Subject Lead and the School's Business Operations Manager, to ensure a safe working environment for the boys, and that all PSHE and RSE equipment is being used correctly and safely.

The Headmaster should be informed of any Health and Safety concerns.

All policies should be reviewed annually.

Relationships and Sex Education (RSE)

Relationships Education

Introduction

Relationships Education is vital for the personal, social and emotional development of pupils. It equips children and young people with the information, skills and values they need to cultivate safe, respectful and enjoyable relationships and empowers them to take responsibility for their health and wellbeing.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

(DfE, 2020, Relationships Education, Relationships and Sex Education and Health Education)

What is the status of Relationship Education?

Relationships Education is a statutory requirement for all pupils receiving primary education. Relationships and Sex Education is a statutory requirement for all pupils receiving secondary education. It is part of the Personal, Social, Health Education (PSHE) curriculum.

Relationship Education Curriculum

The main focus of Relationship Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The School has a statutory obligation to educate the boys in the following:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In addition, Years 5 and 6 are taught 'Sex Education' which ensures that the boys are prepared for the changes that puberty and adolescence brings. These areas of learning are taught in part through the Jigsaw Programme as well as additional resources and objectives to suit specific needs of our pupils. Whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum. Care is taken to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Altrincham Preparatory School is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national

curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

The provision is Special Educational Needs and Disabilities (SEND) inclusive. The Learning Support Co-ordinator is consulted over the development of the Relationship Education curriculum and policy and is involved in the training of staff who will be delivering PSHE.

Intended Outcomes

As a result of our Relationships Education and PSHE curriculum, pupils will:

- Understand the value and importance of kindness and respect for others and themselves;
- Understand how to keep themselves safe and healthy;
- Have appropriate knowledge, skills and positive values to maintain safe and fulfilling relationships;
- Have gained age-appropriate knowledge about the emotional, social and physical aspects of growing up;
- Begin to develop their own moral values and viewpoints;

Assessment

There is no formal assessment however learning is evidenced and assessed through:

- Pupils' knowledge and understanding displayed through classroom discussion
- Pupils' notes and work in their PSHE Floor Books
- Pupil Voice
- Discussions arising from pastoral support
- The formation of positive relationships and ability to resolve conflict
- Demonstration of upholding the school values and ethos
- Active participation in whole school events and assemblies

Safeguarding

Any information or observation that suggests that a pupil may be at risk of harm cannot be kept confidential and must be acted upon. Such circumstances will be managed in accordance with procedures set out in the legislation entitled 'Keeping Children Safe in Education' and the School's Safeguarding and Child Protection Policy.

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within Relationship Education.

Parents who wish to request for their child to withdraw from the non-statutory/non-science components of sex education within Relationship Education should requesting a meeting with the Head Master.

Managing Difficult Questions

Pupils often ask their teachers questions pertaining to sex or sexuality. Where a question is relevant to the whole class, the teacher will normally answer it within the classroom setting. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way. Staff will not answer personal questions

about themselves and will not ask direct personal questions of their students that could make either party vulnerable.

How was this policy developed?

This policy was developed through consultation with the School's senior leadership team and PSHE leaders. As part of the consultation process when creating this policy, all parents were sent a draft copy and feedback was invited. Following additional discussions with parents and senior leaders, the final policy was agreed and published (summer 2020).

PROMOTING BRITISH VALUES

Introduction

The DfE have reinforced the need to 'create and reinforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

At Altrincham Preparatory School these values have long been embedded in our ethos and are reinforced regularly and in the following ways:

- **Democracy**

Democracy is extensive within our school. Pupils have their voices heard through discussion and open forums within their classes and through our School Council system. Councillors are elected by their peers; they play a key part in dictating school policy. General Elections are mirrored in our school Mock Elections. Pupils are consulted on their own personal, social and citizenship development. Pupils, either in individual classes or through the school council, are encouraged to explore what sort of person they would like to be, linking to the APS Character Strengths.

- **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the school or the country, are consistently reinforced through regular PSHE lessons and assemblies, as well as when discussing behaviour. Pupils are taught the value and reasons behind laws; that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the police, fire service and legal profession help to reinforce this message. Class rules and class charters are the product of discussion with the children and linked to PSHE.

- **Individual Liberty**

Within Altrincham Preparatory School, children are encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for young people to help them make these choices and we encourage them to know, understand and exercise their rights and personal freedoms as well as respecting the decisions and choices of others. We advise how to exercise these rights safely e.g. through E-Safety and PSHE lessons.

- **Mutual Respect**

Altrincham Preparatory School aims to provide a caring environment where traditional values of courtesy and respect enable all children to gain self-esteem; this was the vision of our founders in 1936 and continues to be shared today. Good manners and courtesy are encouraged and rewarded with Golden Tickets and House Points, and respect for others is an inherent part of our PSHE, behaviour and anti-bullying programmes. Opportunities are provided for pupils to engage in discussion, argument and debate whilst showing respect for the views of others.

• **Tolerance of those of Different Faiths and Beliefs**

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice based bullying are followed and supported by learning in RE and PSHE. Visitors from different faiths and cultures are invited into our school to share their beliefs. Through our RE curriculum, which teaches the main faiths and focuses on religion and learning from religion, we promote tolerance of the beliefs of others.

DRUGS and ALCOHOL

Introduction

Altrincham Preparatory School is committed to the Health and Safety of all its members and we believe we have a duty to support and safeguard the well-being of all our pupils and staff. As alcohol, tobacco and misuse of substances are part of young people's lives, we believe it is right and proper to ensure the school curriculum addresses these issues. Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Definition of 'Drugs'

'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Aims

- To enable pupils to increase their knowledge and understanding of drugs and their effects.
- To make informed choices about substance misuse,
- To challenge children's attitudes
- To help to develop skills such as self-esteem and assertiveness - thus enabling fulfilled lives without the reliance upon substances.

Objectives

In order to achieve these aims, we seek to:

- Provide a safe, healthy environment in which pupils can learn and develop
- Ensure all members of the school community are familiar with the PSHE policy and curriculum
- Give pupils accurate information about drugs and their effects as well as the legal consequences of illicit usage
- Encourage responsible behaviour in relation to drug use and misuse
- Promote positive attitudes towards healthy lifestyles
- Challenge and try to modify attitudes when they may lead to behaviour harmful to health and relationships
- Explore related health and social issues

Entitlement

The Drug and Alcohol Education programme at Altrincham Preparatory School reflects the school ethos and demonstrates and encourages the following values

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, school and wider community

Management of Drug and Alcohol Related incidents

- The possession use or supply of illegal and other unauthorised drugs within school boundaries and on school business will not be tolerated.
- Altrincham Preparatory School will seek clarification of The Misuse of Drugs Act 1971 if any cases of the use of illegal substances or misuse of substances are suspected.

Whilst it is hoped that no such situation will arise, in the case of any instance of substance misuse by a pupil, the Head Master will inform parents/guardians at the earliest opportunity, in order that school and home can work together to support the pupil involved. The school will consider each substance incident individually and recognises that a variety of responses may be necessary to deal with incidents – seeking to balance the interests of the pupil involved as well as other school members. Appropriate confidentiality will be respected.

- Substance misuse by any member of staff may render the individual liable to Disciplinary Action.
- Any drug paraphernalia found on the school premises should be dealt with by an adult and reported to the Head Master. Police should be informed.
- The Board of Governors will be consulted on any drug-related incidents.

Parental Substance Misuse

Staff need to be aware of the impact that parental substance misuse can have on a pupil and their education. Where problems are observed or suspected, or if a child discloses that there are difficulties at home, the DSL should be informed.

Visiting Speakers

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the PSHE programme.

A Visiting Speaker form must be completed and given to the Deputy Head (Pastoral) prior to arrival of visitor.

Monitoring and Review

Appendix 1

Staff Guidance

Teaching Sensitive and Controversial Issues

For example:

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE- and Drug and Alcohol Education are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias and adhering to statutory Relationships Education Guidance and the school Relationships Education and PSHE policy. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

Altrincham Preparatory School believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Rationale

At APS, we aim to provide relevant, effective and responsible PSHE and Relationships Education. Content is delivered at age-appropriate levels in a safe and supportive environment where pupils can voice opinions and concerns.

Diversity and Inclusion

Our curriculum and ethos is sensitive to the range of religious and cultural views in our school community whilst ensuring that pupils are equipped with the knowledge to stay safe and healthy as well as understanding their rights as individuals and the rights of others. APS has specific responsibilities in relation to equality and protected characteristics in line with the DfE Relationships Education Guidance 2020 and fosters gender and LGBTQ+ equality. All forms of discrimination and bullying are challenged.



Social, Moral, Spiritual and Cultural Development

Introduction

At Altrincham Preparatory School we are totally committed to promoting spiritual, moral, social and cultural development across the curriculum based on the important role we play in preparing our pupils as British citizens who are well prepared to take a responsible, confident and positive role in society.

Spiritual development is about the development of a sense of identity, self-worth, personal insight, meaning and purpose; it is about values, principles and belief.

Moral development is about the building, by pupils, of a framework of moral values which regulates their personal behaviour.

Social development is about young people working effectively with each other and participating successfully in the community as a whole.

Cultural development is about pupils' understanding of their own culture and beyond; they learn to value and appreciate diversity.

All subjects provide opportunities for pupils' development in these areas. Direct opportunities are provided in RE, PSHE, assemblies, class discussions and whole-school events such as Healthy Living Week and International Week.

In other curriculum areas, SMSC is very much part of each lesson as pupils develop skills in:

- Teamwork
- Group work
- Discussion
- Sharing and taking turns
- Respecting and encouraging others

In specific subjects SMSC issues are explored and valued, for example in:

- Music
- Art
- Drama
- Humanities
- Maths and English
- MFL

SMSC is explored across the curriculum and is an intrinsic part of the whole school ethos.

Recent and ongoing SMSC activities in which pupils have been involved at Altrincham Preparatory School are listed in the following section underneath relevant subheadings.

School bodies/opportunities for positions of responsibility and pupil voice

- School Council (elected by peers)
- Eco Council
- School Captains and House Captains
- Head Boy and Deputy Head Boys
- Guides on school Open Days
- Digital Leaders
- Year 6 roles and responsibilities

Pupil links with outside bodies

- St Mary's Church
- Links with other schools for sporting fixtures, competitions and visits
- Singing at local residential care home
- Links with other schools and educational establishments for quizzes, competitions and curriculum enhancement
e.g. LBHS, CHS, King's Macclesfield

Charitable Links and Events

- Supporting Charities (e.g. CAFT), Children in Need
- Supporting causes as suggested by children eg. Jeans for Genes,
- School used by local choir

Educational Visits and Visitors

- Theatre trips
- Mock election – link with General Elections
- Mock courtroom trial – Forensics
- EYFS and KS1 – emergency services and people who help us
- Regular class outings to link with curriculum
- Residential trips for Junior Classes
- Y6 Residential trip to France
- RSE information for parents and Y6 pupils
- E-safety information evening for parents
- Year 6 Bikeability
- Year 4 First Aid
- Attendance at IAPS sporting events

In School

- Jigsaw Assemblies/ Heads and Deputy Head Awards Assemblies/PSHE lessons
 - Celebration of religious and cultural festivals eg. Christmas, Chinese New Year
 - Study of other cultures in Humanities eg. Brazil, China, Canada
 - Links with MFL – International week, French Week, Visit to France
 - Internet safety lessons
 - First News subscription
 - Class discussions of news and current affairs, global perspective, natural disasters, political events, people/places
 - Drama productions
 - Choral and instrumental performances (group and individual)
 - Social history eg. Remembrance Day
 - Study of famous people and their contribution to society
 - Buddy system for pupils new to the school
 - Use of home/school diary, emails and Google Classroom to encourage communication/partnership
 - Beginning of year parents' welcome meeting plus 2x per annum parents' evenings
 - Liaison with secondary schools to ease transition from Y6 to Y7
 - Enterprise Week - Year 6
 - Year 2 Transition Evening
 - Health Week
 - Celebration of World Book Day
 - Gifted and Talented workshops
-