

Victoria Park Junior School



Health & Wellbeing

Policy

May 2022

Rationale

Mental Health and Wellbeing

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.

Good mental health is important for helping children and young people to develop and thrive.

Schools have an important role to play in supporting the mental health and wellbeing of their pupils and students, by developing approaches tailored to the particular needs of their pupils and students. Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges can also help foster readiness to learn.

DEFINE HEALTH & WELLBEING AS BOTH MENTAL & PHYSICAL

The purpose and school context for a Healthy School/'Wellbeing' education

Adopting a healthy lifestyle is central to the wellbeing of the pupils in our school. Learning opportunities for promoting a healthy lifestyle are embedded into many curriculum areas including Science, P.E., and D.T. Children are given opportunities to develop their understanding of the difficult moral, social and health-related issues that arise in their lives and in society. We aim to support pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

The provision of a good health education programme is central to achieving our school's own aims and objectives. Lessons on these issues can make an essential contribution to:

- Reducing or removing barriers to learning by providing learning that promotes positive living concepts and thus supports young people in reaching their full potential
- Developing the key concepts, language, skills, strategies and understanding that enable young people to make positive lifestyle choices now and in their future
- Encouraging pupils to understand what constitutes personal wellbeing and how to pursue personal happiness
- Encouraging pupils to be responsible citizens as well as ensuring they have the skills & knowledge to achieve economic wellbeing
- Developing the key concepts and skills that both support and go beyond academic learning.
- Providing opportunities for pupils to develop emotional resilience and knowledge to deal with problems

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem
- help children to develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- promoting our school values and attitudes
- celebrate academic and non-academic achievements

- providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- provide opportunities to reflect
- access to appropriate support that meets their needs

We pursue our aims through:

- universal, whole school approaches
- support for pupils going through recent difficulties including bereavement
- specialised, targeted approaches aimed at pupils with more complex or long term difficulties

Lead Members of Staff

- Mr Wilkinson- Designated Safeguard Lead
- Miss Tidman – Deputy Designated Safeguard Lead/ Mental Health Lead
- Miss Ellis- Emotional Literacy Support assistant and Youth Mental Health First Aid Champion

Healthy Living education is embedded within our curriculum to ensure children and young people have positive understanding about their dietary and physical requirements. It is important to make sure that those pupils who are most vulnerable are identified and supported. The school provides opportunities for children and young people to make real decisions about their lives, to take part in activities that simulate choices and where they can demonstrate their ability to take responsibility for their decisions. Much of this work is embedded into our 'Values' and 'Attitudes' time, which are also promoted through assemblies and whole school events such as our 'Mental Health Week'. Our school values are: Respect, Equality, Responsibility, Aspiration, Love & Courage.

Aims and Attitudes

Wellbeing & healthy lifestyle education is taught within a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

Wellbeing & healthy lifestyle education is just one part of what the school does to help young people develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the school's commitment to providing a 'healthy school's' climate and culture; and the pastoral system.

The school is committed to providing a setting where good choices become the easy choice.

Where food and nutrition are directly concerned, we aim to work with the school cook in order to ensure that pupils have the opportunity to trial healthy foods. During break times the children are encouraged to eat fruit and healthy snacks. Children are encouraged to avoid drinking fizzy drinks and pupil's own water bottles are accessible to them during the day.

Teaching and Learning

The science curriculum offer opportunities for the children to develop their understanding of the body's nutritional requirements & what our bodies need to grow & develop. As well as the impact of diet, exercise, lifestyle and drugs on our bodies. They also learn about how to keep their teeth healthy and in Upper Key Stage 2 the stages of human development including the effects of puberty on their bodies.

Physical Education (P.E.) , clubs and participation in team sports allow children to develop their physical capabilities as well as understand the positive effect exercise has on our emotional wellbeing. The importance of a rich and exciting physical education is essential for children, not only for those most vulnerable to suffering from mental health problems, but for all young people. Through P.E, sports clubs and physical activity, children can express themselves physically, challenge themselves, cooperate and take risks. Physical Education helps to develop resilience, empathy, confidence and social skills – all vital for good mental health. The sense of the achievement that is often experienced by children can also make a significant contribution to positive mental health. Sport and physical activity affect the chemistry of the brain, improving mood both in the short and longer term by releasing energy and helping children to focus. A positive PE experience at school can have a lasting impact on the mental health of young people for the rest of their lives.

Design Technology allows the children to develop their understanding of preparing good and nutritious food and how important this is for a healthy lifestyle. When food technology is being delivered all staff must be aware of Health and Safety in handling and preparing food.

Our 'Safety' sessions also offer vital messages for keeping ourselves well & healthy. Children learn about the dangers of stranger danger, fire & fireworks, smoking, alcohol & drugs, railway, water, Prevent & extremist views, E-safety, peer pressure & safe relationships and 'safe' adults to talk to if they ever feel unsafe. Within the curriculum children are taught how to be safe online.

The concepts of being a 'global citizen' as well as a positive member of the community are promoted throughout our curriculum especially through our values and attitudes sessions (PSHE). Children are asked to consider their responsibilities for the world they live in as well as being made aware of their rights.

All learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what children can do to be healthy, stay safe, enjoy and grow in a healthy way. Young people are encouraged to take responsibility for their own learning. Healthy Living/Wellbeing education encourages young people to reflect on their learning and the progress they have made, and to transfer what they have learned from one school subject to another, and from school to their lives in the wider community.

The use of visitors to the classroom

Visitors to the classroom enrich our understanding of wellbeing and citizenship by providing expert knowledge and personal experiences. These inputs are always part of a planned developmental programme and the teacher is present to manage the learning. Within the programme there is both learning prior to the visit & as follow-up to the visit. The School Nurse is also a key element in supporting children & families. Other agencies including outside sports coaches help to widen the knowledge of the children. During our 'Aspiration' value we hope to inspire pupils to aspire to a healthy, productive and fulfilling future & we offer children information on future careers, further education, hobbies & community involvement as part of this work.

Equal Opportunities & Inclusion

We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full Wellbeing education provision. Wellbeing is a good vehicle for addressing both multi-cultural, peer & peer abuse, and gender issues and ensuring equal opportunities for all. During our 'Equality' value, we focus on issues of bullying, stereotyping as well as celebration of our differences & our diverse family & cultural backgrounds.

Identifying needs

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated safeguarding leads or the Emotional Literacy Support assistant and Youth Mental Health First Aid Champion.

Possible warning signs include:

- changes in eating/sleeping habits
- becoming socially withdrawn
- changes in activity and mood
- talking or joking about self-harm or suicide
- expressing feelings of failure, uselessness or loss of hope
- repeated physical pain or nausea with no evident cause
- an increase in lateness or absenteeism

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional and mental health and wellbeing including:

- the school nurse
- educational psychology services
- behaviour support through Longford Park Outreach Support
- paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- therapists

Links to other policies

This policy replaces previous policies on PHSE, Healthy Living & Citizenship and is linked to our Teaching & Learning/ASK policy.

VALUES, ATTITUDES, SAFETY & WELLBEING CURRICULUM 2021-2022

Year 3					
Value	Learner Attitude	Relationships	Health	Wellbeing	Safety
RESPECT Politeness & thoughtfulness for all Respect figures of authority at home & in the community Respect ourselves	Self-Manager I am motivated. <i>*I love a challenge*</i> I enjoy taking responsibility for myself and my learning. * I practise hard. * I work to a given time. *I can organise my own equipment. * I can keep focused on a task & not be distracted.	Respectful relationships *The importance of respecting others, even when they are very different to them or make different choices or have different preferences or beliefs. *The conventions of courtesy & manners.	Respect Yourself *The characteristics & mental & physical benefits of an active lifestyle. *The importance of building regular exercise into daily & weekly routines & how to achieve this; for example walking or cycling to school, a daily mile or other forms of regular, exercise. *Risks of excessive time spent in front of screens.	Respect Yourself *Mental wellbeing is a normal part of daily life, in the same way as physical health. • There is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness) & scale of emotions that all humans experience in different experiences & situations.	E-safety introduction to computing- passwords, what to do if they see something they don't like, Importance of keeping personal information private, where and how to report concerns and get support with issues online.
EQUALITY It's good to be me! Understanding others Standing up for what is right Challenging stereotypes	Team Worker I am co-operative <i>*I love learning from others.*</i> I can lead a group & represent a team. *I can work peacefully with others.*I respect and accept the ideas & thoughts of others. *I can show & explain my ideas in detail. *I can give helpful feedback to others in my group.	Families & people who care for me *Families are important for children : love, security & stability.*At the heart of happy families are stable caring relationships, which may be of different types. *That marriage is a formal & legal commitment between two people intended to be lifelong. Explore different weddings. *We respect all different types of family.	We are all in it together! *About personal hygiene and germs including bacteria, viruses, how they are spread & treated, & the importance of handwashing.		
ASPIRATION Motivation & Goal setting Perseverance & overcoming obstacles	Curious Questioner I am a thinker. <i>*I love investigating.*</i> I know that sometimes you need the expertise of others to help find answers. *I can ask a variety of questions to challenge others. *I can present my ideas & thinking in different ways. * I can follow my own line of enquiry by finding answers. * I can find & use evidence to explain my ideas.				
RESPONSIBILITY Family responsibility Community responsibility British Citizenship Global Citizenship	Problem Solver I am resilient. <i>*I love learning from mistakes.*</i> I can call on other people and places to help find a solution. * I can use knowledge from all subjects to help me solve problems. * I am determined and keep trying when things are difficult. * I can stick with a tricky task that needs more thinking time. *I can control my feelings when things get tough in my learning.		Take good care of yourself *What constitutes a healthy diet-focus on the impact of too much sugar in diet •Learn about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	Take good care of yourself *The benefits of physical exercise, time outdoors, community participation, & voluntary activity on mental wellbeing & happiness. *Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Focus on Charity & Community Engagement

LOVE Caring & Kindness Enthusiasm & Peace	Clear Communicator I am adaptable. <i>*I love expressing myself.</i> *I am confident and clear when speaking. *I can make others understand my point of view, even if they don't agree. *I can present my ideas and work in a variety of ways. *I communicate using my actions and face as well as my voice. *I listen to the opinions of others even if I don't agree.	Caring Friendships *How important friendships are in making us feel happy and secure, & how people choose & make friends. *That most friendships have ups & downs & that these friendships can be worked through so that friendships are repaired without ever using violence.			
COURAGE Challenge yourself Take a risk Self-belief Pride	Reflective Learner I am a reviewer. <i>*I love feedback.</i> *I can look back on my learning. *I can call on others to help improve my learning. *I know when a task has been done to the very best of my ability. *I can think of ways to improve my work or learning. *I make mistakes and learn from them.				Sometimes we have to be brave Emergency Services *How to make a clear & efficient call to emergency services if necessary.

Year 4					
Value	Learner Attitude	Relationships	Health	Wellbeing	Safety
RESPECT Politeness & thoughtfulness for all Respect figures of authority at home & in the community Respect ourselves	Self-Manager I am motivated. <i>*I love a challenge</i> *I enjoy taking responsibility for myself and my learning. *I practise hard. *I work to a given time. *I can organise my own equipment. *I can keep focused on a task & not be distracted.	Respectful Relationships *The importance of self-respect & how this links to happiness *How can you improve & support respectful relationships with others	Respect Yourself *The risks associated with an inactive lifestyle (including obesity). * Risks of excessive time gaming or in front of screens. • How and when to seek support including which adults to speak to in school if they are worried about their health.	Respect Yourself *How to recognise & talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. •How to judge whether what they are feeling and how they are behaving is appropriate & proportionate.	Swimming Safety -part of swimming lessons E-safety introduction to computing RECAP yr3 messages BUT also discuss why social media, some computer games and online gaming, for example, are age restricted.
EQUALITY It's good to be me! Understanding others Standing up for what is right Challenging stereotypes	Team Worker I am co-operative <i>*I love learning from others.</i> *I can lead a group & represent a team. *I can work peacefully with others. *I respect and accept the ideas & thoughts of others. *I can show & explain my ideas in detail. *I can give helpful feedback to others in my group.	Families & people who care for me *The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection & care for children & other family members, importance of spending time together & sharing each other's lives. *We respect all different types of family.			
ASPIRATION Motivation & Goal setting Perseverance & overcoming obstacles	Curious Questioner I am a thinker. <i>*I love investigating.</i> *I know that sometimes you need the expertise of others to help find answers. *I can ask a variety of questions to challenge others. *I can present my ideas & thinking in different ways. *I can follow my own line of enquiry by finding answers. *I can find & use evidence to explain my ideas.				

RESPONSIBILITY Family responsibility Community responsibility British Citizenship Global Citizenship	Problem Solver I am resilient. <i>*I love learning from mistakes.</i> *I can call on other people and places to help find a solution. *I can use knowledge from all subjects to help me solve problems. *I am determined and keep trying when things are difficult. *I can stick with a tricky task that needs more thinking time. *I can control my feelings when things get tough in my learning.		Take good care of yourself *What constitutes a healthy diet (including understanding calories and other nutritional content). • Plan a healthy picnic.	Take good care of yourself *The benefits of physical exercise, time outdoors, community participation, & voluntary activity on mental wellbeing & happiness. *Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Focus on Charity & Community Engagement
LOVE Caring & Kindness Enthusiasm & Peace	Clear Communicator I am adaptable. <i>*I love expressing myself.</i> *I am confident and clear when speaking. *I can make others understand my point of view, even if they don't agree. *I can present my ideas and work in a variety of ways. *I communicate using my actions and face as well as my voice. *I listen to the opinions of others even if I don't agree.	Caring Friendships *The characteristics of friendship including mutual respect, truthfulness, loyalty, kindness, generosity, trust, sharing interests & supporting each other. *That most friendships have ups & downs & that these friendships can often be worked through so that friendships are repaired without ever using violence.	Love your skin • About safe & unsafe exposure to the sun, & how to reduce the risk of sun damage, including skin cancer.		
COURAGE Challenge yourself Take a risk Self-belief Pride	Reflective Learner I am a reviewer. <i>*I love feedback.</i> *I can look back on my learning. *I can call on others to help improve my learning. *I know when a task has been done to the very best of my ability. *I can think of ways to improve my work or learning. *I make mistakes and learn from them.		Sometimes we have to be brave • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.		How to deal with peer pressure

Year 5					
Value	Learner Attitude	Relationships	Health	Wellbeing	Safety
RESPECT Politeness & thoughtfulness for all Respect figures of authority at home & in the community Respect ourselves	Self-Manager I am motivated. <i>I love a challenge.</i> *I can take risks when tackling my work.*I am determined when I find something challenging. *I keep determined when under pressure. *I am able to motivate myself when working independently. *I can organise my own time, space and equipment.	Respectful relationships *In school & wider society-you can expect respect from others, but need to show respect to others, inc. those in authority *How can you improve & support respectful relationships with others	Respect yourself •Characteristics of a healthy lifestyle *The facts about smoking & alcohol and associated risks.*How and when to seek support including which adults to speak to in school if they are worried about their health.	Respect yourself *To explore growth mindset-positive self- talk. * To explore strategies for calming selves(relaxation, time out, breathing etc.)	E-safety introduction to computing-RECAP messages BUT also discuss that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative

<p>EQUALITY It's good to be me! Understanding others Standing up for what is right Challenging stereotypes</p>	<p>Team Worker I am co-operative <i>*I love learning from others</i> * I am able to take on a range of roles within a group. *I can give and accept feedback from others in my group so that I can improve. *I respect my fellow learners, their feelings, thoughts and different needs. *I am able to work with others that have different views, beliefs and characteristics. *I am able to discuss and resolve conflict in a group fairly.</p>	<p>Families & people who care for me *How to recognise if family relationships are making them feel unhappy or unsafe & how to seek help & advice from others if needed. *We respect all different types of family.</p>			
<p>ASPIRATION Motivation & Goal setting Perseverance & overcoming obstacles</p>	<p>Curious Questioner I am a thinker. <i>*I love investigating</i> *I explore further to find out why things happen. *I challenge others respectfully by using careful and thoughtful questions. *I can present my ideas using input from others. *I can follow my own line of enquiry by using focused research. *I can find and use a variety of answers and evidence to explain my ideas.</p>		<p>To be the best you need to be your best *The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>	<p>Is the internet good for us? *About the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p>	
<p>RESPONSIBILITY Family responsibility Community responsibility British Citizenship Global Citizenship</p>	<p>Problem Solver I am resilient. <i>*I love learning from mistakes</i> * I explore many solutions to a problem and do not stop at the first possible answer. *I can find links in my learning across subjects that help me solve problems. I am determined and persevere when faced with a challenge. *I can look elsewhere for help to find solutions. *I know the difference between a good risk and an unwise risk.</p>		<p>Take good care of yourself *What constitutes a healthy diet (including understanding calories and other nutritional content). • Plan & prepare a range of healthy meals.</p>	<p>Take good care of yourself *Isolation and loneliness can affect children & it is very important for children to discuss their feelings with an adult & seek support. * Where & how to seek support, including whom in school they should speak to if they are worried about their own or someone else's wellbeing or ability to control their emotions (including issues arising online).</p>	<p>Focus on Community Safety & PREVENT</p>
<p>LOVE Caring & Kindness Enthusiasm & Peace</p>	<p>Clear Communicator I am adaptable. <i>*I love expressing myself</i> *I adapt how I speak to different situations. *I can appreciate views and beliefs that are different from my own. *I can present my ideas and work in a variety of ways. *I listen with respect and politeness. *I can be a friend and a learning partner.</p>	<p>Caring Friendships *That healthy friendships are positive & welcoming towards others & don't make others feel lonely or excluded. *That most friendships have ups & downs & that these friendships can often be repaired without using violence.</p>	<p>Changing Body - Puberty *Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.</p>		
<p>COURAGE Challenge yourself Take a risk Self-belief Pride</p>	<p>Reflective Learner I am a reviewer. <i>*I love feedback</i> *I can accept different types of feedback and learn from it. *I can explain what I have learnt in different ways. *I make good use of time to reflect on what I have learnt. *I can find strengths and weaknesses in my work, with reasons. *I can identify mistakes & learn from them.</p>				<p>How to deal with peer pressure</p>

Year 6					
Value	Learner Attitude	Relationships	Health	Wellbeing	Safety
RESPECT Politeness & thoughtfulness for all Respect figures of authority at home & in the community Respect ourselves	Self-Manager I am motivated. <u><i>I love a challenge.</i></u> *I can take risks when tackling my work.*I am determined when I find something challenging. *I keep determined when under pressure. *I am able to motivate myself when working independently. *I can organise my own time, space and equipment.	Respect each other on-line *Consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. *Be wary that people on the internet are not always who they say they are- and the importance of keeping personal information private.	Respect yourself • The facts about legal and illegal drugs and associated risks. *How do you know when you are unwell? How should you look after yourself when ill. Benefits of medicine.	Respect Yourself *The importance of balance in achieving happiness-What are the ingredients for mental & physical wellbeing?	Crucial Crew
EQUALITY It's good to be me! Understanding others Standing up for what is right Challenging stereotypes	Team Worker I am co-operative <u><i>*I love learning from others</i></u> *I am able to take on a range of roles within a group. *I can give and accept feedback from others in my group so that I can improve. *I respect my fellow learners, their feelings, thoughts and different needs. *I am able to work with others that have different views, beliefs and characteristics. *I am able to discuss and resolve conflict in a group fairly.			Understanding Others *It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Transport for Greater Manchester- Route planning
ASPIRATION Motivation & Goal setting Perseverance & overcoming obstacles	Curious Questioner I am a thinker. <u><i>*I love investigating.</i></u> *I explore further to find out why things happen. *I challenge others respectfully by using careful and thoughtful questions. *I can present my ideas using input from others. *I can follow my own line of enquiry by using focused research. *I can find and use a variety of answers and evidence to explain my ideas.				Questioning Internet User *How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
RESPONSIBILITY Family responsibility Community responsibility British Citizenship Global Citizenship	Problem Solver I am resilient. <u><i>*I love learning from mistakes.</i></u> *I explore many solutions to a problem and do not stop at the first possible answer.* I can find links in my learning across subjects that help me solve problems. I am determined and persevere when faced with a challenge. *I can look elsewhere for help to find solutions. *I know the difference between a good risk and an unwise risk.		Take good care of yourself *What constitutes a healthy diet (including understanding calories and other nutritional content). • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) & other behaviours (e.g. the impact of alcohol on diet or health).		Focus on Community Safety & PREVENT
LOVE Caring & Kindness Enthusiasm & Peace	Clear Communicator I am adaptable. <u><i>*I love expressing myself.</i></u> *I adapt how I speak to different situations. *I can appreciate views and beliefs that are different from my own. *I can present my ideas and work in a variety of ways. *I listen with respect and politeness. *I can be a friend and a learning partner.	Caring Friendships-Real Love Rocks *How to recognise who to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek advice from others if needed.	Puberty – emotional and physical changes	-Real Love Rocks	-Real Love Rocks

COURAGE Challenge yourself Take a risk Self-belief Pride	Reflective Learner I am a reviewer. <i>*I love feedback.</i> *I can accept different types of feedback and learn from it. *I can explain what I have learnt in different ways. *I make good use of time to reflect on what I have learnt. *I can find strengths and weaknesses in my work, with reasons. *I can identify mistakes & learn from them.		Sometimes we have to be brave *The facts and science relating to immunisation and vaccination	TRANSITION ASSEMBLY Preparing for & embracing change.	Personal Safety Sessions
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WHOLE SCHOOL ASSEMBLY						
Value	Learner Attitude	Relationships	Health	Wellbeing	Safety - Topics Covered Annually	Internet Safety Day-Annually
RESPECT Linked to class charters (to be shared in assembly) and behaviours expected.	Self-Manager Explore the following... What makes a good self manager? Do you love a challenge? How do you stay motivated to learn?			*Mindfulness Monday Assembly (in class)	*Safeguarding-A Child’s perspective (emotional and physical safety) *Stranger Danger (in and out of school) *Trusted adults	Including: •that for most people the internet is an integral part of life and has many benefits. •about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. •how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. •why social media, some computer games and online gaming, for example, are age restricted.
EQUALITY EQUALITY week has a focus each year & additional workshops on that focus during the week. The cycle is: *Special Educational needs & disability *Race, religion & culture *Gender & identity *Race, religion & culture + Throughout the year awareness days *Annually - Hidden Disabilities	Team Worker Explore the following... What makes a good team worker? In what ways are you co-operative? How do you learn from others?	Respectful Relationships *Different types of bullying (inc cyberbullying), impact of bullying, responsibilities of bystanders (report it)& how to get help.		Mental Wellbeing *That bullying (including cyberbullying) has a negative & often lasting impact on mental wellbeing. *Mindfulness Monday Assembly (in class)	*Fire & Firework Safety *Disabilities – physical and special educational needs, (hidden disabilities)	•how to be a discerning consumer of information online including understanding that
ASPIRATION Life goals – e.g. further education, career, experiences, personal challenges Find inspiration from aspiration in others – use examples of others to model aspiration to children	Curious Questioner Explore the following... How can you be a curious questioner? In what ways are you a thinker? How do you investigate in your learning?			*Mindfulness Monday Assembly (in class)	*Railway & Water Safety	•that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
RESPONSIBILITY Safety of ourselves, each other and our environment is everyone’s responsibility. How can we make the world a better place?	Problem Solver Explore the following... What makes a good problem solver? What does it mean to be resilient? How do you learn from mistakes?			*Mindfulness Monday Assembly (in class)	*PREVENT	•how to be a discerning consumer of information online including understanding that

<p>LOVE Kindness is key for all aspects of life. Self love Love for our friends and family. Love learning and school life/community.</p>	<p>Clear Communicator Explore the following... What makes an effective communicator? In what ways do you communicate? How do you express yourself?</p>			<p>*Mindfulness Monday Assembly (in class)</p>	<p>*Road Safety</p>	<p>from search engines ,is ranked, selected and targeted. •where and how to report concerns and get support with issues online.</p>
<p>COURAGE Doing the 'right' thing even when it is different to others. Bravery in difficult situations. Courage to say no or disagree. Courage to have own moral beliefs and stand by them.</p>	<p>Reflective Learner Explore the following... Why do we need to be reflective? In what ways are you reflective? How do you respond to feedback?</p>			<p>*Mindfulness Monday Assembly (in class)</p>	<p>* 'Emergency' safety *First Aid</p>	