



Behaviour Policy

December 2019

This policy should be read alongside the OCL Behaviour for Learning Policy which includes more detail around the four levers from a Trust perspective.

Introduction

Oasis Academy Aspinal, as part of Oasis Community Learning, is committed to developing the character and competence of every student, in line with our Oasis 9 Habits, in pursuit of all students receiving an exceptional education. This document ensures a consistent application of behaviour protocols designed to nurture, enrich and enhance pupils' ability to grow, develop and thrive emotionally, socially and academically. Our children are taught how to become accountable for their own actions and choices, develop positive learning behaviours and develop strong temperament and attitudes to their own and others well-being. This enables our children to be informed, responsible decision makers who can be effective contributors to their local and global economy.

The Oasis Education Charter



The Oasis Education Charter sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. It underpins our approach to leading schools:

- We model and set high aspirations and expectations for every child and young person and member of staff.
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves.
- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives.
- We believe that good relationships are at the heart of everything we do.

The Oasis Behaviour Policy is underpinned by 4 key levers:

- 1. Academy Vision and Values**
- 2. Personal Development Curriculum** (Enrichment, Extra-Curricular entitlement, Careers Education Information, Advice and Guidance and PSHCE curriculum)
- 3. Academy Behaviour Systems, Structures and Routines** (reward, sanction, attendance etc.)
- 4. Behaviour Training and Professional Development for staff**

Lever	Academy Leaders	Academy Staff	
1 Academy Vision and Values	Set the vision and values, in the context of the Oasis ethos and 9 Habits. Ensure over-communication, ensure all decisions are embodying and embracing the vision and values of the Academy and Oasis.	Embrace and embody the vision and values in all that you do and deliver	<p>Harmonious climate for learning where all young people can flourish and thrive.</p>
2 Personal Development Curriculum (Enrichment, Extra-Curricular, PSHCE, CIAG)	Set, design and agree the pastoral curriculum in line with vision and values	Deliver the curriculum effectively and inspirationally	
3 Academy Behaviour Systems, Structures and Routines	Evaluate, design, set the systems, structures and routines that will ensure a harmonious climate for learning in line with the vision and values	Implement, the Academy's behaviour systems, structures and routines, <i>consistently</i> and in line with the vision and values	
4 Behaviour Training and Professional Development for staff	Design, create and deliver a cohesive and comprehensive Professional Development strategy to develop all staff in their pastoral and behaviour development in order to uphold the vision and values.	Engage and commit to the professional development, including expert and specialist pastoral training	

Lever 1: Academy Vision and Values

Values

At Oasis Academy Aspinal, our curriculum is built and designed to develop the whole child.

Our school vision is: **Aim high, Aspire and Achieve**

The children are taught and coached how to do this through taking **ACTION**:

Accountable

Care

Teamwork

Inspire

Open

Never give up



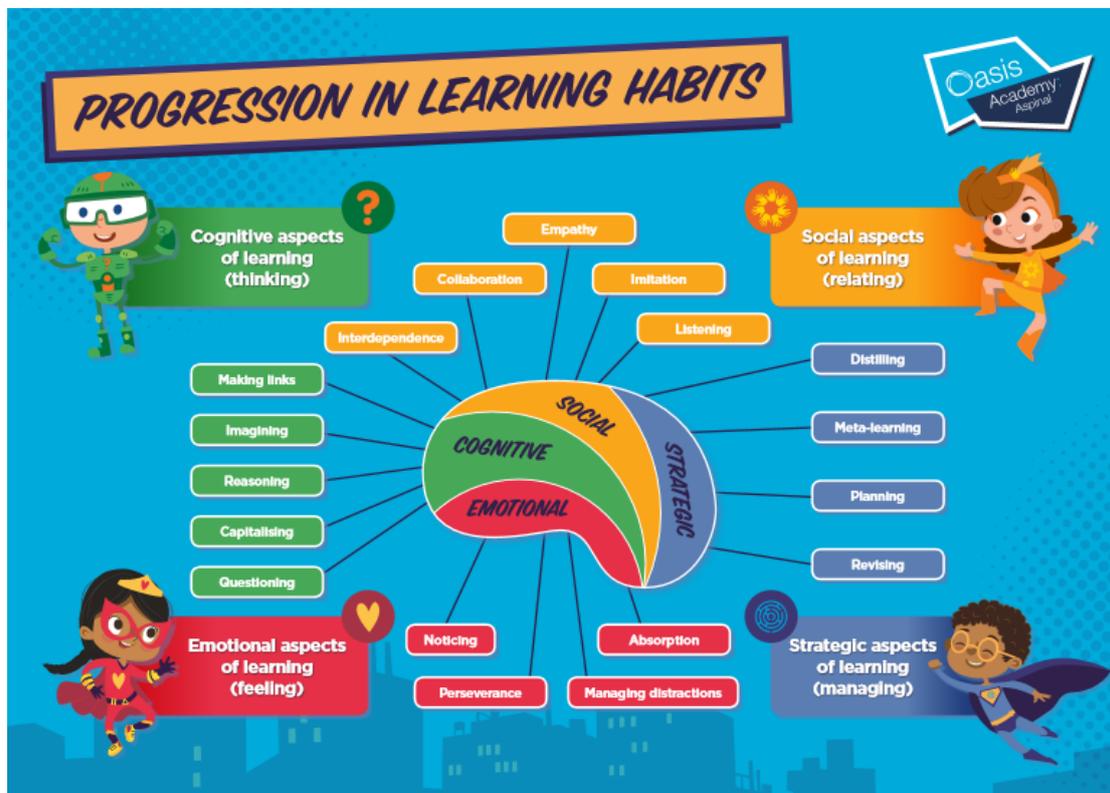
Ensuring children's temperaments and attitudes are enriched and celebrated.

All children are expected to take ACTION:

- Be **Accountable**:
 - To be responsible for their own actions and the impact these have on themselves and others
 - To manage their own distractions and learn how to become the best version of themselves
 - To take on feedback regarding behaviour or learning and respond to the feedback in a mature, positive manner
- **Care**:
 - To care about their environment: learning, local and global
 - Take care in how they present themselves both in and outside of school whilst wearing our uniform
 - Take care of one another
- participate in **Teamwork**:
 - To wait their turn, to talk to members of staff and to each other.
 - To work and play co-operatively with each other.
 - To know how to be a good sportsman and engage in healthy competition.
 - To celebrate others successes.
- **Inspire**:
 - Be a role model within the classroom and to inspire others
 - To inspire the local community by having pride in our school

- Take inspiration from positive role models we meet and engaging experiences we have
- To walk through the school quietly and calmly.
- Be **Open** to new ideas and relationships:
 - Embrace new, challenging learning and any feedback that comes with it
 - Be honest and open when admitting our own faults and understanding these are part of our personal evolution
 - To make the most of opportunities, to meet and learn from new people (including visitors), new places and new experiences
 - Be open to friendships, embracing and celebrating what everyone's unique starting points brings to our school culture and community
- **Never Give Up:**
 - To have aspirations for our future and recognise school's role in achieving these.
 - To support others in achieving their aspirations by demonstrating consistently good behaviours for learning.
 - To use our BLP superheroes to develop empathy, perseverance and resilience to enable us to keep going through the challenges we face.

Teachers ensure these characteristics are taught and embedded in conjunction with our building learning power superheroes. This enables children to become lifelong learners.



These superheroes take various aspects of learning development and give children the explicit opportunity to be taught how to become skilful in that aspect of learning which

creates a school culture of an ability to flourish when faced with new, challenging and sometimes adverse circumstances.

The Oasis Ethos and 9 Habits

We are committed to a model of inclusion, hope, perseverance, healthy relationships and compassion throughout all the aspects of the life and culture of every hub and every Academy community.

'<https://www.oasiscommunitylearning.org/who-we-are/vision-and-values>'

Inclusion, equality, healthy relationships, hope and perseverance permeate all aspects of the life and culture of each Academy and the organisation as a whole.

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Therefore, we actively promote and practise

the Oasis 9 Habits. The 9 Habits are fundamental and underpin all actions, approaches and relationships in the management of pupil behaviour. The 9 Habits inspire us to behave in a way that enables us to be our best and bring our best to our learning and the community we are a part of.

We aim to develop an understanding and tolerance of each other through knowledge, mutual respect, forgiveness and believing the best of one another. Individual rights will be respected and choice will be exercised within a culture of self-discipline. The 9 Habits also remind staff and students of our responsibilities to each other.

At Oasis Academy Aspinal, we teach the nine habits weekly, through assemblies and refer to them in our learning and behaviour. Our curriculum themes help to develop these further. We as adults embody the Oasis nine habits and use these to develop our skills when dealing with pupils and recap our knowledge and understanding of them through staff-briefing and CPD sessions.

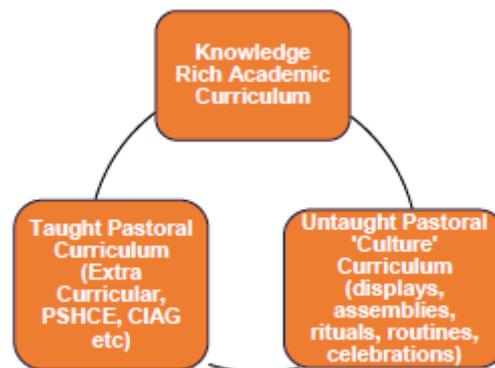


Compassionate	Patient	Humble
Joyful	Honest	Hopeful
Considerate	Forgiving	Self-controlled

Level 2: Personal Development Curriculum

Personal Development at Oasis Academy Aspal

This curriculum consists of everything outside of the academic curriculum, and covers:



1. The 'taught' curriculum:

- CEIAG (careers education, information, advice, and guidance)
- PSHCE (physical, social, health and cultural education)
- SRE (Sex and Relationships Education)
- Enrichment activities (e.g. trips and visits, non-curricular courses or workshops, etc.)
- Extra-curricular programme (e.g. before- and after-school clubs and societies)

2. Building Learning Power



Our BLP characters support children to develop their learning skills, encouraging positive interdependence and metacognition.

3. The culture created by staff behaviours and the systems and routines of our school. This is often less tangible and may be seen in the way assemblies are conducted, in class assemblies, in corridor conversations, and in signs and symbols around school.

Trips and visitors

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS				Safeguarding week visitors		
Year 1		Bramall Hall		Safeguarding week visitors	Gulliver's World	
Year 2	Staircase House	Clayton Hall		Safeguarding week visitors	Seaside	
Year 3	Archaeologist visit	Styal mill		Safeguarding week visitors	Zoolab visit to school	
Year 4	Chester			Safeguarding week visitors	Canal and River Trust visit	
Year 5		Visit to Jodrell Bank	Greek workshop	Safeguarding week visitors	Scientist visit	
Year 6		Air Raid shelters and Gorton Cemetery		Safeguarding week visitors	Big Sing	End of Y6 trip

*Autumn 2 – whole school pantomime

Education for Social Responsibility

	KS1	LKS2	UKS2
Ethical Trading	Thanks for Everything	What is Fair Trade?	Fast Fashion
Fulfilled Lives	Being Kind to You and Me	What is Happiness?	What is Wealth?
Ecosystems	Why is nature special?	I Speak for the Trees	What the Ocean Gives Us
Climate Change	Our Changing World	Know Better, Do Better	People and Planet
Water Scarcity	Where is Water?	Saving Water	Water in our World
Biodiversity	Linking Local Wildlife	What is biodiversity?	Just One Change
Finite Planet	Where does this come from?	Reduce, Reuse, Recycle	Circular Economies

Extra-curricular activities:

	Tuesday 3:15 – 4:15	Lego Challenge Club Reception, Y1, Y2 & Y3		Thursday 3:15 – 4:15	<u>Megamovers</u> Dance Club All welcome
	Tuesday 3:15 – 4:15	Manchester Giants Basketball Club Years 3,4,5 and 6		Thursday 3:15 – 4:15	<u>Footytots</u> Ball skills and agility Reception, Y1 and Y2
	Wednesday 3:15 – 4:15	<u>Bitesize Bootcamp</u> (includes Boxercise!) Years 2,3,4,5 and 6		Friday 3:15 – 4:15	Judo Build confidence, stamina and resilience. Y1-6
	Wednesday 3:15 – 4:15	Active Families See flyer		Friday 3:15 – 4:15	<u>Polkadots</u> Percussion, singing, fun and confidence. R-Y2

Lever 3: Academy Behaviour Structures, Systems and Routines

We aim to create a healthy balance between rewards and sanctions. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school's discipline policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

Included in this policy are basic steps for behaviour management techniques. All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate will have an individual plan detailing alternative rewards and sanctions (see Personal Behaviour Plans below).

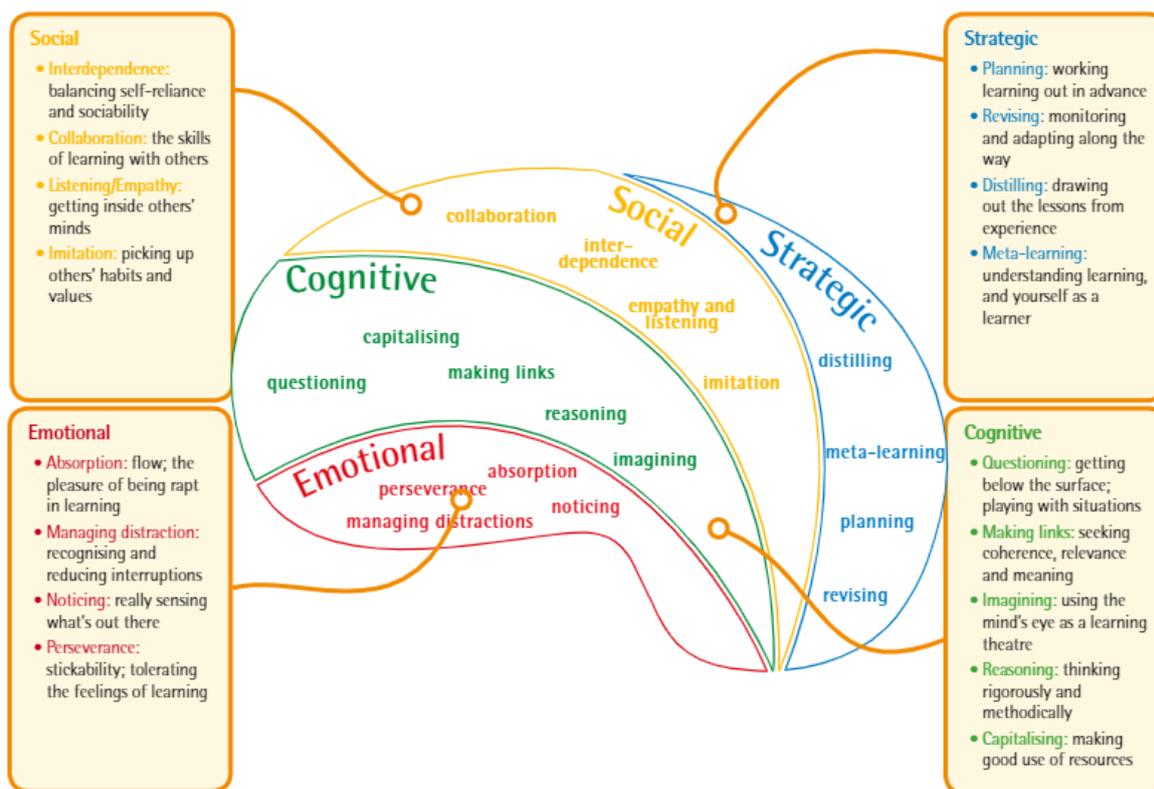
Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Rewards can involve:

- Verbal praise and smiling at children.
- Verbal praise to parents at the end of the day.
- Positive comments and stickers on work.
- Dojos awarded (with reference to the element of ACTION that the child is demonstrating).
- Sending good work to other members of staff (e.g. Key Stage Leader) for reward or praise.
- Special responsibility jobs.
- Class wide rewards (decided by teacher).
- Rewards related to class behaviour charts.
- Dojo winner and maths and writing certificates, awarded in celebration assembly.
- Attendance awards.
- Star of the Week certificates.

Class Champion certificates are awarded to children who demonstrate their commitment to elements of ACTION throughout the week. Children are chosen on a Thursday and nominated pupils' parents are invited into school to attend celebration assembly the following day. Building Learning Power (BLP) superhero of the week certificates are awarded to children who consistently live the 17 Building Learning Power Habits (below).



Class behaviour charts

At Oasis Academy Aspinal, we recognise the importance of consistent praise and sanctions in helping children to take responsibility for their own behaviour. In order to ensure this consistency, the class behaviour chart forms the foundation of behaviour management in all classrooms.

The chart provides a visual reminder for young children of class expectations and encourages them to self-regulate their behaviour. It consists of a system of coloured stations through which children can progress.



All children begin the day on green. Those children who display aspects of **ACTION** throughout the day will be noticed by adults and moved up to silver. If a child remains on silver at the end of the day (or session for EYFS/KS1), they will receive 2 dojos.

If a child on silver continues to demonstrate aspects of **ACTION**, they will be moved up to gold. If a child is on gold at the end of the day (or session for EYFS/KS1), they will receive a sticker.

Lunchtime Hero certificates will be awarded by the class lunchtime organiser to a child who has demonstrated exemplary behaviour at lunchtime.

The behaviour chart is reset by the class teacher at the end of each morning session and afternoon session, in order to allow every child a fresh start.

If children consistently chooses behaviour which is contrary to our behaviour policy, they will move from green to amber, then red, and receive the appropriate sanction. Having said this, we appreciate that a small number of pupils may not be able to access the whole-school behaviour chart. For this small group, a personalised behaviour plan is in place (see below).

Behaviour for Learning Process

Despite positive responses as a means for encouraging good behaviour, it may be necessary to employ a number of sanctions to enforce expected standards of behaviour, and to ensure a safe and positive learning environment. As with matters relating to rewards, **consistency** is vital and should be appropriate to each individual situation. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly, referring to the element of **ACTION** which they have disregarded. Children should never be shouted at or feel threatened or frightened by an adult.

Logical consequences – As part of the Repair and Reflect process, a sanction should be identified with the child and this should always 'fit' the offence.

Fresh start – although persistent or serious misbehaviour must be recorded, every child must feel that every day is a fresh start



OUR MOTTO IS...
AIM HIGH, ASPIRE AND ACHIEVE

IS TAKING ACTION



How my teacher knows I need support

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How I like to be supported

[Blank space for writing]



What I like as a reward

What my teacher is looking for

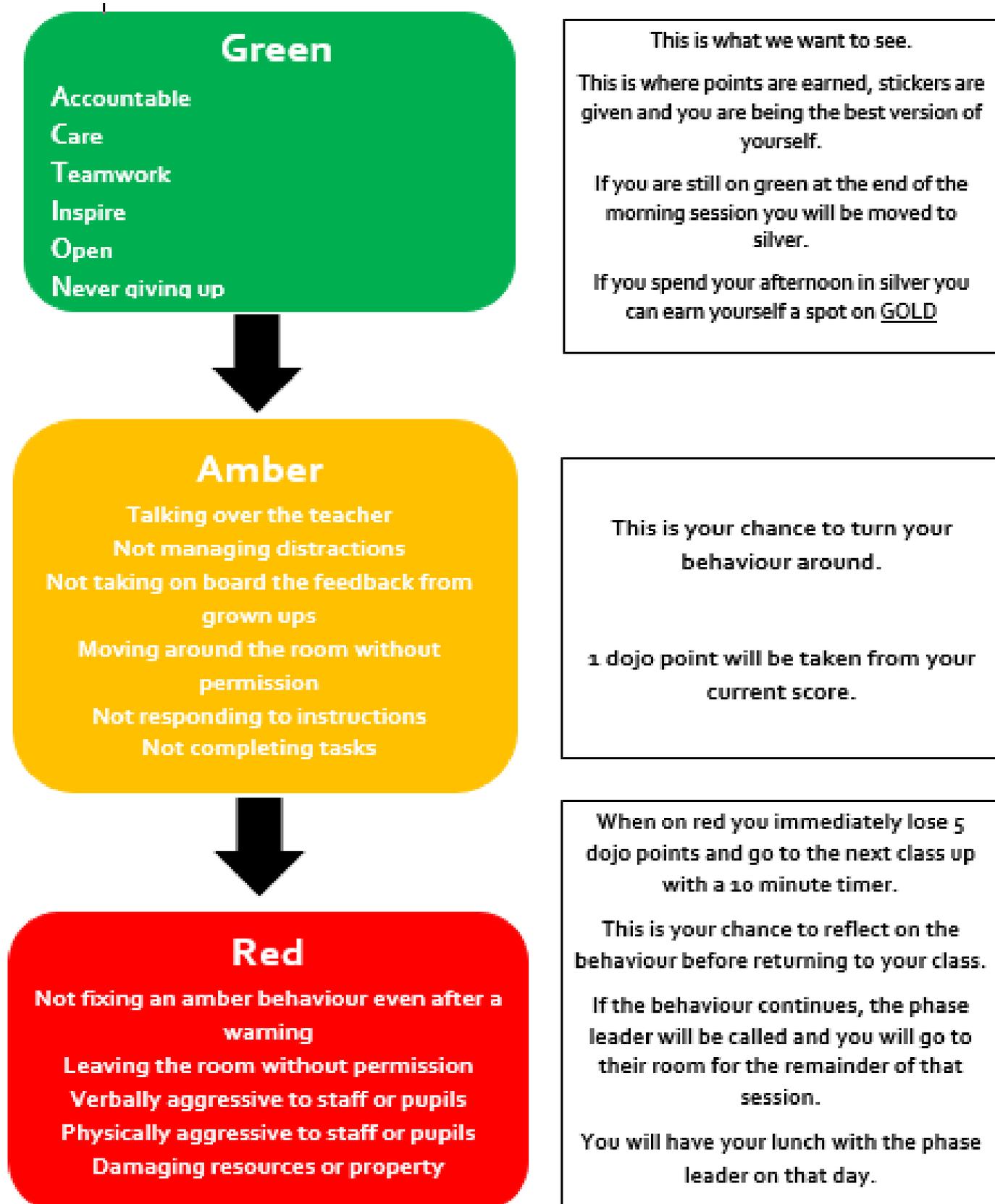
1. _____
2. _____
3. _____



Accountable
Care
Teamwork
Inspire
Open
Never give up

The Repair and Reflect process

At Oasis Academy Aspinal, we recognise that young children need support to reflect upon their behaviour so that they can learn to take responsibility for their actions. As such, it is vital that they have the opportunity to discuss their behaviour in a calm, reflective way with a member of ALT.



Routines

At Oasis Academy Aspinal we recognise that clear, consistent routines are vital to support good behaviour throughout the school. This policy sets out routines for beginning and end of day, breaks, lunch times and moving through school. It aims to ensure a safe, calm and happy environment for all members of Aspinal at all times.

Beginning and end of day

Children are allowed into school at 8.45am (although Year 6 are allowed on site from 8.30am). Doors are staffed by a Learning Support Assistant who will ensure that children are entering the school calmly, and also take any messages from parents. Children will continue to their classrooms where they will engage in whole class silent reading. Members of staff will be present in classrooms at all times to support children in moving quietly and calmly throughout school.

School finishes at 3.15 and children are released by a member of staff direct to the parent/guardian from the following doors:

Nursery & Reception: Exit from the Reception classroom door

Year 1: The door on the Year 1 corridor

Year 2 & Year 3: The door outside Year 2

Year 4: The door at the side of Key stage 2

Year 5 & 6: The door next to Year 6

Break and lunchtime routines

Outdoor play times can be a difficult time for some children to manage. We understand that it is very important that the routine and expectations for behaviour here are as clear as for the rest of school, to support children in managing their own behaviour effectively.

Two minutes before the end of break time, an adult on duty will blow the whistle and each child will line up in their correct zone. All children are expected to stop at this time and raise their own hands. Once all children are still and silent, the whistle is blown again and children walk to their lines. Class teachers collect their lines at the end of break time, ensuring that children are moving quietly throughout school.

At lunch time, children are supervised in zones on the playground. Two minutes before the end of lunch time, a member of the lunchtime team will blow the whistle. Similar to break time, all children will then line up in their zones and the lunchtime organiser will bring the line and directly hand over to the class teacher.

Moving through school

In order to ensure that children learn self-discipline and have the highest expectations of their own behaviour, it is important that movement through school is always calm and safe. At Oasis Academy Aspinal, children are expected to move silently through the corridors. When walking in a line, the lead adult always walks at the front, to ensure the safety of children. Lines stop frequently at different points to ensure that all children are together and silent. We understand that it is important for adults to model this behaviour themselves, in order to provide a good role model for children.

Level 4: Behaviour Training and Professional Development

<p>Academy Leaders</p>	<ul style="list-style-type: none"> • Leaders are trained on using academy data systems to ensure behaviour monitoring is robust and effective. • Pastoral staff have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved. • Leaders are committed to on-going pastoral professional learning for all and are relentless in providing opportunities for all staff in pursuit of this goal. • Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis. • Leaders role-model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff. • Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools. • Leaders make effective use of a range of Trust expertise including: <ul style="list-style-type: none"> ○ Monitoring Standards Team ○ Directory of Best Practice ○ National Lead for Pastoral Innovation – to help us secure more rapid improvements in the quality of students' pastoral learning. • Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.
<p>Academy Staff</p>	<p>To ensure that we are as 'deliberate' and 'purposeful' with our behaviour professional development as we are with our pedagogical professional development.</p> <p>To engage with expert/specialist training where necessary on the following areas:</p> <ul style="list-style-type: none"> • Mental Health First Aid • Managing an investigation of an incident • Physical restraint training • Attendance systems/structures • Reintegration following fixed term exclusions • Effectively issuing a report/tracker • Impactful parent meetings • Multi-agency meetings • Managing grief • Managing self-harm • Preventing and dealing with bullying • Parental classes • Sexual orientation, gender identity LGBTQ empowerment
<p>De-escalation & Diffusion</p>	<p>Key staff complete positive handling training and all staff are trained internally on the laws and legislation around using reasonable force in schools.</p>

PSHCE framework

Y1 Health and well being			Relationships			Living in the wider world		
Healthy Lifestyles	Growing and Changing (SRE)	Keeping Safe	Feelings and Emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities	Taking Care of the Environment	Financial Capability
Understand the importance of fruit and vegetables in a healthy diet.	Being aware as we grow we change e.g. height, teeth etc.	Bonfire and Halloween safety.	Anti-bullying week – understand the impact of name-calling.	Discuss ways to help and support each other in class	To understand that different ages have different needs.	RRS A9	Listen to sounds in the environment.	To know we need money to buy things and can save money for special occasions.
Be aware that hands should be clean and fruit and vegetables should be washed prior to eating.	To be aware of appropriate responses to good and bad touching.	Being aware that medicine should be kept in a safe place and schools have rules in relation to medicines	Understand that belonging is important.	To understand that our faces show different emotions and give different messages to people.	Be aware that families are different and what they do for us.	RRS A10	Be aware of different homes in the locality	To contribute to a range of local and global fundraising events throughout the year.
		Know how to keep safe in the sun	Begin to use relaxation techniques.	To recognise that I have a choice but appropriate behaviour is expected.		RRS A24	To be aware of facilities in the local environment and safe places to play.	
		Keeping safe around animals – (Safeguarding week)				RRS A29	To suggest how we can improve the school and immediate local environment.	

PSHCE framework

Y2 Health and well being			Relationships			Living in the wider world		
Healthy Lifestyles	Growing and Changing (SRE)	Keeping Safe	Feelings and emotions	Healthy relationships	Valuing difference	Rights and responsibilities	Taking care of the environment	Financial capability
To be aware of the main food groups and the importance of balance and the dangers of in balance.	To understand humans and animals grow and change.	To understand that all medicines are drugs and not all drugs are medicines.	Anti-bullying week understanding loyalty and jealousy	To be aware family structures vary and be able to identify family members, relationships and change. (Break up, possible bereavement).	To understand people in the community are not all the same and to respect peoples differences.	RRS A28	To learn about people who care for the environment and their roles.	To know we need money to buy things and discuss large and small things we like to buy.
To be aware of where different foods come from.	To understand humans and animals have basic needs.	Be aware that caffeine is a drug and is found in tea, coffee and cola.	To practise empathy techniques for people and known living creatures.	To identify people who help us gain independence and interest for example in clubs, sport and music.	Begin to understand the challenges that face global communities. E.g. Inuit's	RRS A29	To be aware of things that harm the local environment.	To understand how we can save money to buy larger items from pocket money.
To begin to become aware of the importance of exercise.	To identify times and places where we feel safe and feel frightened.	Being safe around hazardous litter e.g. broken glass. Keeping safe on the road – (Safeguarding week)	To use relaxation techniques increasingly.			RRS A24	To develop a sense of pride of the school grounds and immediate area.	To recognise notes have a higher value than coins and how we can keep them safe.
		Bonfire and Halloween safety.				RRS A31		

PSHCE framework

Y3 Health and well being			Relationships			Living in the wider world		
Healthy Lifestyles	Growing and Changing (SRE)	Keeping Safe	Feelings and emotions	Healthy relationships	Valuing difference	Rights and responsibilities	Taking care of the environment	Financial capability
To learn about what makes a healthy lifestyle and how this has a positive effect on mental health.	To increase strategies to safeguard personal safety e.g. when alone, lost strangers.	Bonfire and Halloween safety.	To learn that failing is a part of the learning process and is acceptable.	To be aware my success may affect others self-esteem (being humble)	To begin to understand how inequality has been challenged overtime e.g. Victorian children	RRS A2	To learn about local facilities and amenities e.g. how Gorton has changed over the years.	Discuss how we get money, e.g. gifts, pocket money, jobs around the home.
To be aware food comes from a variety of sources.	To deal with varying feelings within families e.g. relationships with siblings.	To know how to keep safe in the home. (Safeguarding week)	To practice techniques for managing emotions e.g. exercise, mediation.	Anti-bullying week – belonging to a group.	To learn about the needs of the local community and the environment and these needs may change over time.	RRS A24	To identify actions that spoil the environment. E.g. graffiti, dog fouling, noisy neighbours litter.	Discuss what we do with our money e.g sending, saving.
	To identify personal, physical and class changes from KS1 to KS2.	To identify dangerous and safe places in the home (Safeguarding week)	To learn to talk about my feelings and how body language can give clues to feelings.			RRS A32	To learn that humans have the responsibility to protect some habitats e.g. rainforests.	Explore different types of saving e.g. piggy bank, high street bank, and building society.
						RRS A31	To understand biodiversity in different habitats.	
						RRS A6		

PSHCE framework

Y4 Health and well being			Relationships			Living in the wider world		
Healthy Lifestyles	Growing and Changing (SRE)	Keeping Safe	Feelings and emotions	Healthy relationships	Valuing difference	Rights and responsibilities	Taking care of the environment	Financial capability
To be aware of how and why it is important to keep teeth healthy.	To discuss the concept of personal space and how good and bad touching impacts on this.	To know how to keep safe in and near water (Safeguarding week, swimming lessons)	To learn to talk about my feelings and how body language can give clues to feelings.	To recognise the emotions of family and friends, e.g. worry, sadness, bereavement and fear and ways to support them.	To learn that citizens can make change and how to do it e.g. Peterloo.	RRS A26	To identify things that pollute the environment, e.g. bonfire smoke, pollution, litter.	To learn about the benefits of different types of bank accounts e.g. current accounts and saving accounts.
To know about food which is kind and unkind to teeth.	To know that touching should not involve secrets or surprises.	To have some understanding of illegal drugs, what they are and the laws relating to them.	To use relaxation techniques regularly.	To practice empathy techniques for example people in history e.g. Peterloo.	To understand the importance of valuing different viewpoints.	RRS A27	To learn about ways of caring for habitats (conservation areas).	To learn about the advantages of long term saving
To understand how exercise, sleep, rest, cleanliness and a balanced diet combine to keep us healthy.	To be able to name body parts including external organs.				Anti-bullying week – Welcoming new arrivals.	RRS A24 A6	To learn that humans have responsibilities to protect some habitats (endangered species).	To learn about the advantages of savings accounts e.g. earning interest, long term saving.
						RRS A2	To identify things that can damage habitats e.g. river pollution.	
						RRS A30		

PSHCE framework

Y5 Health and well being			Relationships			Living in the wider world		
Healthy Lifestyles	Growing and Changing (SRE)	Keeping Safe	Feelings and emotions	Healthy relationships	Valuing difference	Rights and responsibilities	Taking care of the environment	Financial capability
To be aware of the need to resume responsibility to develop a personal hygiene routine.	To be aware that TV, fiends and other groups can exert pressure to conform to certain images.	To learn how to keep safe when cycling. (BikeRight!)	To be aware of the things that can change the way I feel about myself and to develop coping strategies.	To discuss what makes a good friend.	Anti-bullying week – tackling homophobia.	RRS A2	To understand how changes to the environment effect different people in different ways. E.g. Earthquakes.	To make a long term realistic plan to save money for a specific purpose e.g. mobile phone, computer game
To have some information on how the body works and how to take care of it with regards to alcohol and tobacco.	To introduce the changes during puberty. To be aware of emotional and physical changes in boys and girls.	To consider peer influence when making good choices and how it can affect decision making.	To learn how to channel emotions and the importance of personal belief.	To learn to resolve conflicts by communicating feelings to and with others.	To learn that sometimes group decisions are needed in communities.	RRS A24	To debate the impact of changes on the global community and peoples point of view.	To use a spreadsheet to plan weekly spending/saving .
To have some understanding that alcohol and tobacco can have a harmful effect.	To understand what makes a good relationship to understand the differences between crushes and relationships e.g. pop star	To learn about drug and alcohol misuse (Safeguarding week)	To use relaxation techniques regularly.	To understand the impact of non-verbal talk and body posture.	To understand about telling the truth and skills needed in conflict resolution.	RRS A14		To recognise that needs and wants can be met through saving.
				To practice empathy techniques with family and peers.	To learn about community services and how some are essential to care for people and to help people with disabilities.	RRS A16		
						RRS A6		

PSHCE framework

Y6 Health and well being			Relationships			Living in the wider world		
Healthy Lifestyles	Growing and Changing (SRE)	Keeping Safe	Feelings and emotions	Healthy relationships	Valuing difference	Rights and responsibilities	Taking care of the environment	Financial capability
To raise awareness of media and peer pressure to conform to particular stereotypes.	To discuss more fully the physical and emotional changes and the responsibilities associated with puberty.	To learn how to keep safe on the railways and tram lines (Safeguarding week)	To learn about affirmation, self-talk and the importance of self-esteem.	To know how to use the internet safely re chatrooms and social networking.	To make choices learning about peer group pressure and ways to overcome this.	RRS A20	To learn that supplying energy to the world has an adverse effect e.g. global warming.	To help plan and cost a mini-enterprise (Street food market)
To have an understanding of different foods from around the world and their nutritional value.	To understand changes in males and females.	To have some knowledge that laws relating legal and illegal drugs and to understand that cannabis an illegal drug and have some knowledge of its effects and risk.	To recognise that stress can be positive and negative and to learn coping strategies e.g. SATS and transition.	To learn strategies to cope with pressure e.g. media and peer influences and to maintain high standards of behaviour.	To learn ways to serve their local community e.g. making a difference, link to charities and minority groups e.g. Wood St mission.	RRS A38	To understand that humans have responsibility for sharing the world's resources, education and sustainable development.	To plan a spreadsheet to allocate virtual class budget and discuss the importance that spending does not exceed savings.
	To learn how to deal with responsibilities with moving up and moving on.	To have some knowledge of the law relating to the use of legal/illegal drugs and the people who can help answer their concerns.	To select and use own relaxation techniques regularly.	To understand our words can have a powerful impact on others e.g. bullying.		RRS A24		Discuss the dangers linked to debt and credit card.

PSHCE framework

	To develop strategies to say no to pressure groups, friends and media. To be assertive not aggressive in their point of view.					RRS A2		
						RRS A30		