



The Stalyhill Schools' Federation

Holistic Development of the Physical and Mental Wellbeing of the Child

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Holistic Development of the Physical and Mental Wellbeing of the child

At Stalyhill Schools Federation we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

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Rationale

This document has been compiled in order to demonstrate the commitment Stalyhill Schools Federation has to the development of the whole child.

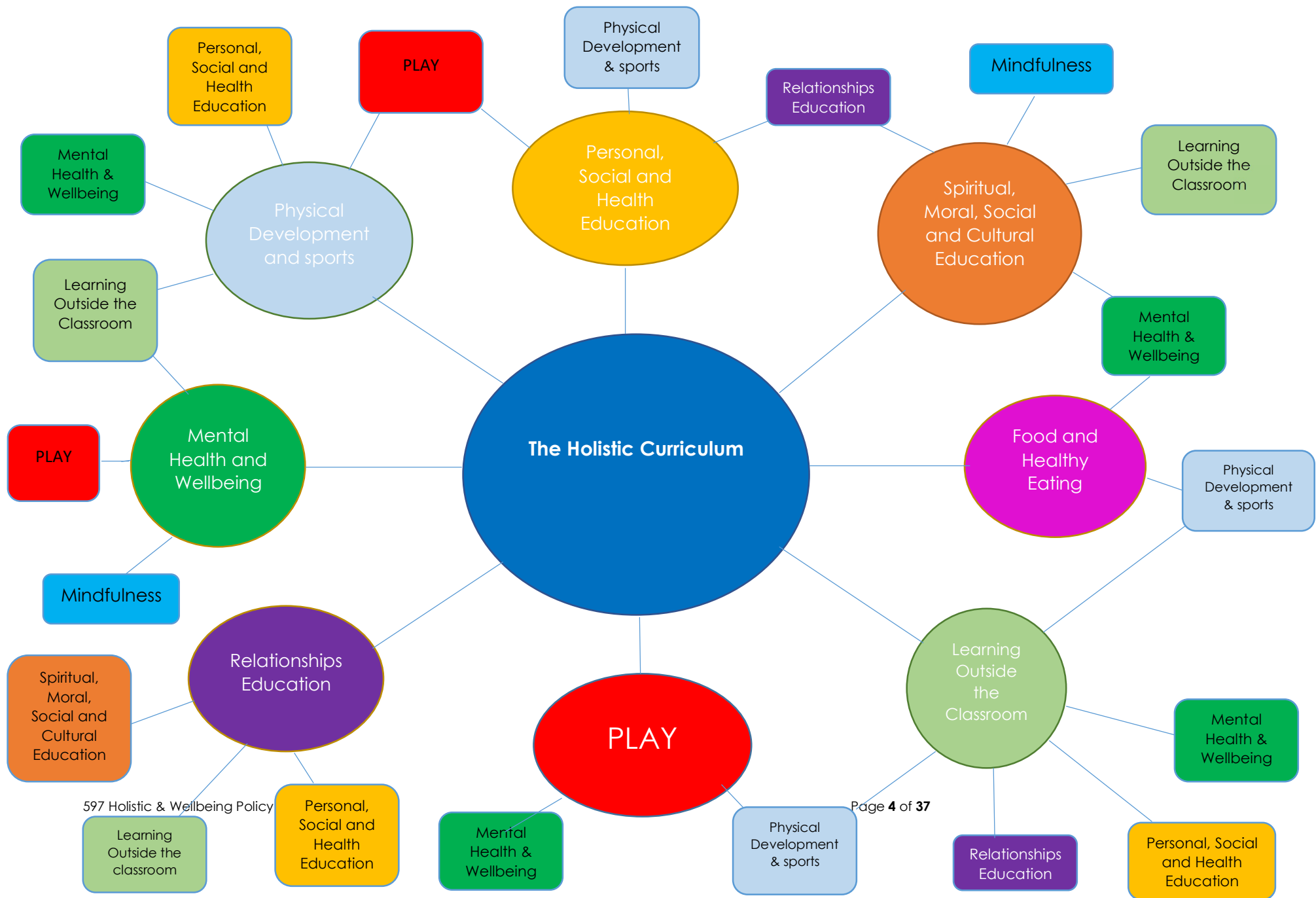
We recognise the importance of physical health and mental wellbeing and the effect these can have on a child's ability to learn and develop into a well-rounded citizen. Therefore, rather than looking individually at each aspect of health, such as physical activity, healthy eating or PSHE in isolation, we have taken the decision to look holistically at the whole child and combine the work that we do in a range of areas into one complete policy document to support our provision and practice.

Aims and objectives of this document

This document intends to;

- Identify and strengthen the links between physical and mental prosperity and positive attitudes and conditions for learning, identifying the ways in which our school ethos and curriculum contribute positively to this.
- Ensure that staff and other stakeholders take a view of the whole child rather than looking at curriculum areas in isolation.
- Ensure that children are given the greatest chance to succeed in a positive environment that meets their full range of needs.
- Ensures that children leave our school with a clear understanding of what strategies, techniques and activities can positively support both their physical bodies and their mental health

This document links closely with the 'Holistic Wellbeing' section of our Curriculum intent and Implementation wheels.



Our 'Core Offer' to children

At Stalyhill Schools Federation it is our intention to 'Inspire young minds and create learners for life.' In order to achieve this we have worked together as a group of stakeholders to create our core offer to children;

Every child that learns at Stalyhill Infant and Junior School will have the opportunity, and be supported to;

- Make mistakes
- Become a confident reader
- Learn through play and learn how to play
- Form positive relationships
- Write independently
- Learn out of doors
- Become a problem solver
- Thrive on challenge
- Explore and extend their own interests
- Ask questions, speak up and share an opinion
- Become a mathematician
- Develop a Growth Mindset
- Learn in a way that excites them
- Give and receive respect
- Access an individual learning pathway that is right for them
- Express their own creativity
- Work as part of a team
- Understand, recognise and process emotions
- Have a positive sense of identity
- Investigate and explore
- Know how to keep themselves safe
- Be active
- Learn to ride a bike
- Be healthy
- Understand their own strengths as a learner
- Take pride in their own and others' achievements
- Feel confident
- Feel included
- Push themselves beyond their own limits
- Develop a sense of time and their own place in the world
- Perform in front of an audience
- Display resilience
- Display positive behavior
- Be independent
- Learn beyond the National curriculum
- Appreciate and understand the world around them
- Feel secure enough to take calculated risks
- Develop a 'can do' approach
- Be confident using a computer
- Leave with a toolkit of transferable skills
- Reflect on their own learning
- Feel valued
- Love learning

Rationale for Play

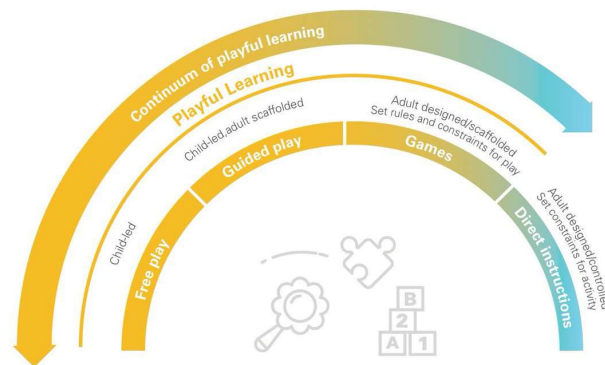
We believe that frequent opportunities for play are extremely beneficial to children's development and emotional well-being. In recent years a drive towards 'performance culture' has meant that opportunities for play have been neglected in favour of academic achievement but we believe that the two concepts do not need to be mutually exclusive. Through our curriculum we strive to offer a balance of 'free play', 'guided play', games and opportunities to learn through play, leading to direct instruction (see diagram below) and, in this way, support children's socialisation, emotional and physical wellbeing **and** their academic attainment.

Play is therefore a key component in our curriculum and aligns with our wider school ethos that learning should be investigative, exploratory, based on first-hand experiences and fun.

In the wake of the 2020-21 COVID-19 pandemic, we believe that opportunities for play are more important than ever in the lives of children affected by the disruption of school closures and national lockdowns. Alongside the notion of academic catch-up, we believe that our children need to be provided with opportunities to reconnect with their peers and to develop crucial, collaborative play skills missed out on due to time away from school. It is our aim to provide experiences that have been missed and re-kindle a love of learning and play in our children on their return to school.

This statement outlines why play is important, some of the benefits of play and finally some examples of how we incorporate play at Stalyhill Infant School.

Figure 1. Continuum of Playful Learning



Source: Adapted from Zosh, Jennifer N., et al. Learning through play: a review of the evidence. LEGO Foundation, 2017.

Continuum of Playful Learning (LEGO foundation 2012)

Why is play important? (Taken from Play England)

Play is an essential part of every child's life and is vital for the enjoyment of childhood as well as social, emotional, intellectual and physical development. When children are asked about what they think is important in their lives, playing and friends is usually at the top of the list.

Defining play

How do we define what 'playing' actually means?

Play England's Charter for Children's Play describes play as: 'what children and young people do when they follow their own ideas and interests, in their own way, and for their own reasons.'

Play has also frequently been described as 'what children and young people do when they are not being told what to do by adults'.

Having time and space to play gives children the opportunity to meet and socialise with their friends, keeps them physically active, and gives the freedom to choose what they want to do.

Play can be described as being;

- based on a sense of free will and control, either individually or within the group
- motivated for its own sake rather than any external reward
- pleasurable and positively valued
- flexible and adaptive, using objects and rules in a variety of changing ways
- non-literal, 'as if' behaviour – it can rearrange or turn the world upside down
- unpredictable, spontaneous, innovative and creative.

Benefits of play

Research shows that play has many benefits for children, families and the wider community, as well as improving health and quality of life.

Recent research suggests that children's access to good play provision can:

- increase their self-awareness, self-esteem, and self-respect
- improve and maintain their physical and mental health
- give them the opportunity to mix with other children
- allow them to increase their confidence through developing new skills
- promote their imagination, independence and creativity
- offer opportunities for children of all abilities and backgrounds to play together
- provide opportunities for developing social skills and learning
- build resilience through risk taking and challenge, problem solving, and dealing with new and novel situations
- provide opportunities to learn about their environment and the wider community.

Learning through play in the EYFS

In the EYFS, play is one of the main ways in which children learn and develop. It helps to build self-worth by giving a child a sense of his or her own abilities and to feel good about themselves. Because it's fun, children often become very absorbed in what they are doing.

Play is very important to a child's development, it is an integral part of a child's Early Years Foundation Stage and supports their learning journey too. Young children can develop many skills through the power of play. They may develop their language skills, emotions, creativity and social

skills. Play helps to nurture imagination and give a child a sense of adventure. Through this, they can learn essential skills such as problem solving, working with others, sharing and much more.

Learning through play in Key stage 1

Learning through play is not only for the EYFS. In KS1, play opportunities enhance children's mastery of academic concepts and build motivation to learn. In fact, two of the most important things that play can develop are interest and motivation.

Encouraging these in KS1 brings children on board in contributing to their own learning. For example, playing board games can strengthen math concepts while building social competence. The use of puppets, role play, small world and other reading games, make it much more likely for struggling readers to move ahead and not give up.

Exploration of a wide variety of stimuli and writing tools at a 'writing corner' can engage reluctant writers and help children learn from one another.

Further, play fosters creativity and imagination, critical components in enabling us to cope, to find pleasure, and to innovate. Play and opportunities to engage actively in learning strengthens children's creative powers. Letting KS1 children engage actively with materials, issues and topics, opens up the space for inquiry and problem solving.

Examples of opportunities for play at Stalyhill Infant School

Reception – Year 2

- Role & pretend play
- Small world play – use of tuff trays
- Outdoor play – natural world, weather, environment
- Multi-sensory play – sand, water, dough etc.
- Imaginative play – use of materials and free resources to create children's own choice of model / character / vehicle etc.
- Play using dolls and puppets
- Construction, building, fastening and joining
- Physical and gross motor play
- Play linked to stimuli, 'hooks' and quality texts
- Free play - making up own games
- Board games, card games, jigsaws
- Maths games
- Themed days
- Drama and drama workshops

This list is not exhaustive but merely gives an example of some of the types of play children may engage in whilst at Stalyhill infant School.

Examples of opportunities for play at Stalyhill Junior School

Year 3 - 6

Add details

Useful links

UNICEF – Learning through Play

<https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf>

Play England's study – Play for a Change

<http://www.playengland.net/wp-content/uploads/2015/09/play-for-a-change-low-res.pdf>

Stalyhill Infant School

Child Friendly Safeguarding Policy

What is this?

Stalyhill Infant School has a Safeguarding Policy for staff, families and governors.

This 'child friendly' policy is designed for young people and this should be read as a guide to the main policy.

What is it for?

To help pupils decide what could be a 'problem' and where to get help and support.

Is someone bullying you?

You must tell someone at school so we can help you.

Examples of people you can tell are:

- Your Teacher
- Your Head Teacher
- Your Deputy Head Teacher
- Your Teaching Assistant



You MUST tell someone...



You MUST tell someone...

Saying funny things to you

Has someone said something to you or have you heard something that you do not like or upsets you?

You must tell someone at school so we can help you.

Examples of people you can tell are:

- Your Teacher
- Your Head Teacher
- Your Deputy Head Teacher
- Your Teaching Assistant

Touching you

Has someone made you feel uncomfortable about how or where they have touched you?

You must tell someone at school so we can help you.

Examples of people you can tell are:

- Your Teacher
- Your Head Teacher



You MUST tell someone...

- Your Deputy Head Teacher
- Your Teaching Assistant

Do not keep it a secret!

Trying to give you tablets or something which may harm you?

Has someone asked you if you want a tablet or
or have a drink of something and you do not know
what it is?

Do not eat or drink what they are giving you.
You must tell someone at school so we can help you.

Examples of people you can tell are:

- Your Teacher
- Your Head Teacher
- Your Deputy Head Teacher
- Your Teaching Assistant



**You MUST tell
someone!**

Hitting, punching or smacking you

Has someone hit, punched or smacked you or hurt you in
any way?

You must tell someone at school so we can help you.
Examples of people you can tell are:

- Your Teacher
- Your Teaching Assistant
- Your Head Teacher
- Your Deputy Head Teacher



**You MUST tell
someone!**

**If in doubt, talk to someone. There are many staff at
school for you to talk to and they will help support you.**

Do not keep it a secret!

E-Safety

Has anyone sent you unkind messages or threatened you?

Have you seen anything that has upset or worried you?

Have someone off the Internet asked you to do anything that made you feel uncomfortable?

You must tell someone at school so we can help you.
Examples of people you can tell are:

- Your Teacher
- Your Head Teacher
- Your Deputy Head Teacher
- Your Teaching Assistant



You **MUST** tell someone!



Don't keep sad feelings to yourself.

You have the right to be safe and happy....

Talk To Someone!

You **MUST tell someone!**

- Understand and respect the differences and similarities between people
- Understand the biological differences between male and female animals and their role in the life cycle
- Know the biological differences between male and female children
- Understand that we grow from young to old and that they are growing and changing
- Know that everybody needs to be cared for and ways in which they care for others
- Understand and recognise different types of families and how their home-life is special

- Understand where money comes from and how we make choices about spending money
- Understand how we can save money to keep it safe
- Learn about a range of different jobs people do

Stalyhill Schools Federation Curriculum Intent - PSHE

- Understand that food that is associated with special times, in different cultures
- Know some playground games from around the world
- Understand sun-safety
- Understand how to eat well
- Understand the importance of physical activity, sleep and rest
- Recognise the people who help us to stay healthy and well
- Know some basic health and hygiene routines



- Understand what can go into bodies and how it can make people feel
- Understand what can go on to bodies and how it can make people feel
- Understand why medicines are taken
- Know where medicines come from
- Know how to keep themselves safe around medicines
- Know that medicines can be used to manage and treat conditions like asthma and that it is important to follow instructions for their use.

- Know what makes themselves and others special
- Understanding themselves as a valuable individual
- Know some of the roles and responsibilities at home and school
- Know how to co-operate with others

- Understanding how to show resilience and perseverance in the face of challenge
- Understand different types of feelings and how to manage them
- Understand the way change or loss and can feel.
- Understanding the importance of special people in their lives
- Know how to build constructive and respectful relationships
- How to make friends and who can help with friendships
- How to solve problems that might arise with friendships
- Learn how to consider the perspective of others

- Be able to talk about safety in familiar situations
- Understand personal safety
- Recognise and identify the people who help keep them safe outside the home
- Know how to stay safe in the home, including fire safety
- Know how to stay safe outside
- Understand road safety

Spiritual, Moral, Social and Cultural Development

Rationale

We want our pupils to be successful, confident learners and responsible citizens. We recognise the importance of providing a range of opportunities for our pupils that will support their spiritual, moral, social and cultural development. There will be regular opportunities for discussion and personal reflection and the diversity of spiritual traditions will be recognised.

All adults in school will model respect for pupils and adults alike and will promote and reward expected behaviour, encouraging everyone to value themselves and others. Pupils will gain an understanding of their rights and responsibilities and the need to respect the rights of others.

Aims

Our school aims to ensure:

- That all stakeholders are aware of our values as they relate to the spiritual, moral, social and cultural development of our learners
- That there is a consistent approach to the delivery of spiritual, moral, social and cultural issues across the curriculum and throughout the school as a whole
- That each pupil's education is set within a personal context that is meaningful and appropriate to their age, experience, beliefs and background
- That each learner experiences a wide range of opportunities which enable him or her to fully develop as individuals, fully aware of their responsibilities

Spiritual Development

We aim to provide opportunities that will enable pupils to:

- Explore and reflect on beliefs, feelings, values and personal experiences
- Use their imagination and creativity and develop curiosity in their learning
- Sustain their self-esteem in their learning experience and aim to overcome any barriers to their learning
- Develop empathy for others; form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders of the world around them
- Foster a sense of meaning, purpose and direction in life
- Develop their capacity for critical and independent thought

Moral Development

We aim to provide opportunities that will enable pupils to:

- Develop and apply an understanding of right and wrong in their school life and life out of school
- Develop an awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture and disability
- Develop self-esteem and take responsibility for their own actions
- Investigate moral and ethical issues
- Listen and respond appropriately to the views of others
- Show respect for the environment
- Make informed and independent judgments
- Learn how to forgive themselves and others

Social Development

We aim to provide opportunities that will enable pupils to:

- Develop skills such as co-operation, collaboration, responsibility, teamwork and initiative. Also the metacognitive skills of reciprocity, resilience, resourcefulness and reflectiveness that are specifically addressed through Building Learning Power (BLP) throughout school from Foundation Stage to Year 2.
- Develop an understanding of their individual identity and their sense of belonging to their families, communities and the wider national and global society
- Understand their rights and responsibilities and respect the rights and property of others
- Communicate with others with increasing effectiveness

- Engage in activities that help others in school and in the wider community
- Resolve conflicts and solve differences of opinion peacefully
- We use the Social and Emotional Aspects of Learning programme to support our pupils' social development through EYFS circle time, assemblies and specific intervention programmes i.e. social and nurture group.

Cultural Development

We aim to provide opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain and how these influence individuals and society
- Develop an understanding of, and respect for, their own and others' cultural traditions
- Respond positively to a range of artistic, sporting and other cultural opportunities provided by the school, for example, developing an appreciation of music, theatre and literature

Teaching and Learning

We will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- Providing an appropriate range of teaching and learning strategies that enable pupils to reflect on and respond to SMSC issues
- Maintain a positive learning environment in school where everyone is valued and respected and expected to make a positive contribution
- Encouraging teachers to plan for and respond to opportunities for SMSC development

Pupils will have opportunities to

- Talk about personal experiences and feeling and share thoughts with others
- Express and clarify their own ideas and beliefs
- Speak about difficult events, eg bullying, death
- Explore the relationships that are important to them, eg family, friends
- Show empathy by considering the needs of others
- Develop self esteem and respect for others
- Respond to the 'big questions' about life

Assessment

Children's SMSC development will be assessed by observing how they work and play in the school community and the quality of their relationships as well as their responses to the world around them. They are formally assessed in PSHE and RE and these judgments will contribute to the overall assessment of each child's development.

SMSC – Provision Map

	Provision	Impact	Areas for development
Spiritual Development	Visits to places of worship Parents invited to assemblies & special events Visitors – eg religious leaders BLP strategies Outdoor learning Aquila – critical thinking Drama/role play Topic work RE lessons Assemblies – different faith groups present Planned opportunities for self-reflection	Sense of awe & wonder Positive relationships with parents Sense of awe & wonder Discussing 'big' questions Learning strategies Understanding of self	Introduction of P4C
Moral Development	Ongoing on a daily basis when issues arise Stories Children's questions, opinions Reflections Development of Growth Mindset Nurture group Parent/school partnership to promote positive ethos School Council Character Awards	Whole school expectations/policies Children understanding difference between right & wrong Self-motivation, understanding of own strengths and barriers, resilience and grit. Development of key character traits.	Further develop role of School Council
Social Development	Continuous provision School trips Social events (celebrations, assemblies, school fairs) Eco school RE/PSHE Targeted social group Joint Venture day Safety Ambassadors Playground Friends Sports Leaders Encouragement of independent skills - allowing children to do things for themselves without adults taking over BLP capacities	Working together, socialising, speaking & listening skills Team building Sharing Experience a range of social settings Understanding other cultures and beliefs Co-operating with others Role models Managing behaviour Problem solving Dealing with conflict Developing resilience and grit	More P4C opportunities, time to listen to children Reflecting on feedback from children Interacting with other schools and cultures (St Georges – Hyde)
Cultural Development	Music/poetry/drama Dual language library books Trips & visits – eg places of worship, Chinese New Year visit, pantomime, seaside Visitors in – Indian dance Sport – multi skills, martial arts, yoga Cultural Diversity day	Good citizenship Members of a vibrant multicultural society Diversity Sense of identity Sense of community Respect for themselves and others	More opportunities for P4C Develop thinking skills, self-esteem, self-reflection Issues in the community – understand what is happening around us Working with children from many backgrounds, inter-school relationships – needs developing

Relationships Education

Rationale

We aim to provide a holistic approach towards the positive development of children's physical and mental wellbeing. Relationships Education is one piece of that jigsaw.

This school believes that a programme for Relationships Education, which is carefully integrated into the PSHE and Science curriculums, is crucial if we are to prepare children to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

In respect of Relationships Education, Stalyhill Schools Federation will;

- Promote an atmosphere in school that encourages questioning, where questions raised will be answered accurately with sensitivity and related to family diversity, loving relationships and respect for others.
- Support children in helping them to understand themselves, respect others and sustain healthy relationships with friends and family.
- Ensure all children feel at ease with themselves and around other people as they grow and develop.
- Recognise the partnership of home and school, of parent and teacher, in this important area of personal development.
- Ensure that Relationship Education at Stalyhill Infant School always reflects the wider ethos of the school.
- Ensure that the Relationship Education carried out in the school is developmental and a foundation for further work in the Junior school.
- Ensure children are equipped with the vocabulary to enable them to express their thoughts and range of emotions.

School must have regard to its duty to safeguard all pupils and handle any sensitive issues or disclosures carefully using the protocols in the Child Protection and Safeguarding policies.

Aims and Objectives of Relationships Education

Relationships education is statutory in primary schools from 2020. All pupils must take part in these lessons. At KS1 there will be no explicit references to sex within Relationships Education

Age appropriately and in line with statutory guidelines, Relationships Education will aim to;

- ◆ Encourage all children to value themselves and others and develop self-esteem and a positive self-image
- ◆ Develop confidence in talking, listening and thinking about feelings and relationships
- ◆ Enable pupils to develop the ability to recognise and form healthy and positive relationships; including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict
- ◆ Teach an awareness of different types of relationships, including friendships and family relationships (including different family arrangements and make up)
- ◆ Teach children skills and attitudes which prepare them to learn about loving and stable relationships in the future
- ◆ Emphasise the role and value of family life and the importance of stable relationships for caring and sharing
- ◆ Teach the value of respect, love and care
- ◆ Teach children awareness that feelings and actions have an impact on others
- ◆ Help children to recognize, accept and value the similarities and differences between themselves and others and treat others with sensitivity

- ◆ Encourage exploration of values and moral issues.
- ◆ Educate against discrimination and prejudice
- ◆ Enable children to develop critical thinking as part of decision making and exercise some basic techniques for resisting peer-group pressure
- ◆ Provide the opportunity for children to understand and cope with personal safety, helping them to recognise safe and unsafe situations and identify and be able to talk to someone they trust
- ◆ Help children to understand what constitutes safe and unsafe risk
- ◆ Enable children to develop emotional resilience
- ◆ Inform children on matters of personal hygiene and self-care

Organisation and delivery of Relationships Education

Relationships Education will be taught by the EYFS staff as part of the Foundation Stage EYFS curriculum. In KS1 the RE and the PSHE Curriculums will be taught by the TA level 4's and supported by the PSHE lead. The Science and Technology elements of RE will be taught by the KS1 teachers.

In KS1 we use the scheme of work 'You, Me, PSHE'. Lessons are planned to ensure they are accessible to all children, provide challenge through questioning and use a range of multi-sensory approaches to ensure they are engaging and age appropriate. Through our Science lessons we teach the children that animals including humans, produce offspring that grow into adults. In KS1 children are also taught to name, locate and label the main part of the body.

The planning and delivery of our lessons will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Visitors are encouraged to support and enhance the delivery of the Relationships Education curriculum.

The Relationships Education policy should therefore be read in conjunction with the following curriculum documents;

- EYFS Curriculum statements
- Religious Education Policy
- PSHE Policy
- Science Policy

It should also be read in conjunction with the following policies that are in place to help safeguard our children;

- Positive Behaviour and Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Child friendly Safeguarding Policy
- Looked After Children Policy
- SEND and Inclusion Policy
- Disability Equality Scheme and Equality Scheme
- Prevent Policy
- E-Safety Policy

Relationships Education is also included on Stalyhill Infant and Junior School's 'web' showing the holistic approach to the development of physical and mental wellbeing in all children.

Monitoring, reporting and evaluation

It is the PSHE Lead's responsibility to monitor and report to the head teacher and governors on the delivery of Rel. Ed. through lesson observations, pupil voice and by identifying and organising relevant Rel. Ed. training for staff as required. Through observation, discussion and evaluation of lessons the Level 4 Teaching Assistants will feedback to the teachers and use their evaluations to inform future planning, ensuring it meets the needs of the children and the context of our school.

Confidentiality

All Rel. Ed. lessons are taught in a sensitive manner, respecting the needs of all pupils. Ground rules for lessons have been devised with the children to promote a positive and supportive learning environment for all.

If a disclosure is made by a child during the delivery of an Rel. Ed. lesson, the staff will follow our Safeguarding & Child Protection policy.

Parents

At Stalyhill we recognise and value the primary educator role that parents play in their child's relationship and sex education. Our aim is to support and build on this role with parents, through trust, co-operation and mutual understanding of the curriculum.

Therefore we will;

- *Inform parents of the policy and make the policy available to parents on the school website
- *Encourage parents to review the revised policy and feedback as necessary
- *Answer any questions parents have about the Rel. Ed. and the Rel. Ed. policy
- *Make the scheme of work available to parents on our school website
- *Provide links to relevant documents and parental support in relation to Rel. Ed. on our school website

Policy Development

This policy has been developed in consultation with staff, governors and pupils. Parents are invited to review and feedback on the proposed policy. Ratification from governors will be sought following stakeholder opportunities to review and amend.

The following documents inform the school's Relationships Education policy;

- Education Act (1996)
- Equality Act (2010)
- Learning and Skills Act (2000)
- Children and Social Work Act (2017)
- Keeping Children safe in Education- Statutory safeguarding guidance (2016)
- Education and Inspections Act (2006)

- Talk about what they have done and describe what other people did.
- Talk about what is different from what they did and what someone else did.
- Explain how they can improve.
- Improve work based on feedback.
- Use some simple dance vocabulary to describe and interpret dance.

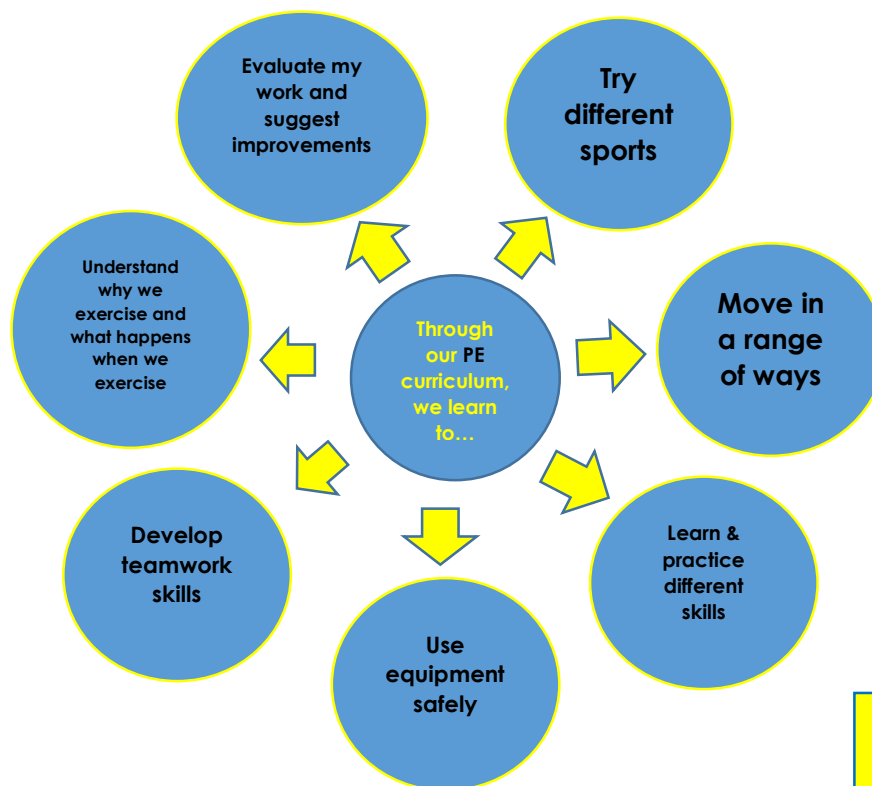
- Experience a variety of different sports and games
- Use a variety of ball skills including throwing, catching, hitting, kicking, rolling, with and without, equipment in a game.
- Within a game use passing, batting and aiming.
- Use one tactic in a game
- Stay in a zone during a game
- Follow rules in a game
- Decide where the best place to be is during a game

- Know why it is important to exercise.
- Know the different factors that support overall health and wellbeing
- Know what their body needs to keep healthy.
- Manage the school day successfully.
- Describe the effect exercise, including dance, has on their body.
- Know how particular activities can help them to be healthy.
- Describe how their lungs and heart work when exercising.

- Work on my own and with a partner
- Work as part of a team
- Communicate with others in a respectful way
- Display good sportsmanship

Stalyhill Curriculum Intent - PE

597 Holistic & Wellbeing Policy



- Demonstrate strength, balance, control and coordination when moving.
- Travel, balance, roll and curl with control and in different ways
- Move energetically – run, jump, dance, hop, skip and climb.
- Plan and perform a sequence of linking movements with control, and sometimes follows a set of rules.
- Perform a short dance to show a mood or feeling, sometimes to music.
- Make their body tense, relaxed, curled and stretched in different ways.
- Change rhythm, speed, level and direction.

- Know how to exercise safely
- Know how to use equipment safely
- Move with control and care
- Move safely in a space
- Move and stop safely
- Decide the best space to be in during a game
- Follow rules
- Negotiate space and obstacles safely, with consideration for themselves and others
- Climb safely

- Use a variety of throwing, hitting, kicking, rolling in different ways, with and without equipment.
- Develop fine and gross motor skills
- Copy, remember and repeat sequences, actions and skills.
- Move and stop safely
- Show confidence, competence, precision and accuracy when using a ball.
- Develop passing, batting and aiming skills.

Learning Outside the Classroom – PROVISION MAP

Benefits of LOTC	Provision at Stalyhill Infants
• Making Learning engaging • Making learning relevant • Nurturing creativity and imagination • Learning through play and experimentation • Taking calculated risks in a safe environment • Improving attendance • Supporting behaviour issues • Developing an interest in the environment and wider surroundings • Opportunities for problem solving and investigation • Exposure to new opportunities • Keeping healthy • Enjoying almost limitless resources	Reception outdoor area • Mud kitchen • Sand and water play • Wheeled toys • Opportunities for investigative play, science and maths outdoors • Writing shed • Small world and tuff tray play • Opportunities for child led imaginative play (resources: cable reels, planks, material, crates etc.)
	Main playground • Gross motor development – Adventure Play area • Group and ring games • Application of PE skills using small equipment • Use of playground markings • Free play and child led opportunities • Orienteering • Daily Mile • Progression to pedals / Bikeability • Outdoor PE
	Raised beds • Gardening, planting and growing • Environmental awareness • Lifecycles • Mini-beasts, birds and animals
	Forest area and outdoor classroom • Den-building • Forest school activities (making wands, fairy doors etc.) • Team-building and collaborative work • Environmental art • Problem solving and risk-taking • Treasure hunts • Tree climbing
	Year 1 outdoor area • Role play – Shop, builders yard etc. • Sand and water play • Outdoor maths • Science investigations • Large scale art projects • Weaving frame – fine motor skills

Benefits of LOTC	Provision at Stalyhill Juniors
•	•
	Main playground • Application of PE skills using small equipment • Use of playground markings • Free play and child led opportunities • Orienteering • Daily Mile • Outdoor PE
	Raised beds • Gardening, planting and growing • Environmental awareness
	Forest area and outdoor classroom • Den-building • Forest school activities • Team-building and collaborative work • Environmental art • Problem solving and risk-taking • Treasure hunts • Tree climbing

Educational Visits/Visitors

Yearly plan

Autumn term

Key: Blue = Visitor in to school, Yellow = Visit out of school

	Intent of learning experience (Why? What learning do we hope to achieve?)	Associated in-school learning/Topic	Implementation of learning experience (Where are we going? Who is visiting?)	Intended Impact of learning experience
Reception	To provide a hook for the topic and give the children a real-life context.	What do I know about me?	Visits from a range of different professionals (parents and local community members)	Children will learn about the different jobs that people do and how they positively affect our lives.
Year 1	To provide an opportunity for the children to embed and share the learning they have gained from the topic so far.	Can we build a house in the forest? (Science – materials, DT)	Visit from a local builder	Children will learn about different types of materials – identifying which would be most suitable for building a house and why. To learn about the tools that a builder might use and how a house is built.
	To learn about period of history – within living memory. To bring to life the stories the children have been learning in class.	How have things changed since your grandparents were born? (History – within living memory) Remembrance Sunday – PSHE and British Values.	Visit from a local veteran or grandparent	Children will hear (age-appropriate) experiences of the war and will have the opportunity to look at medals and photographs taken from the time.
Year 2	To embed the children's knowledge of dinosaurs and round off the topic in an awe-inspiring way.	Would a dinosaur make a good pet?	Visit from the 'Life Long Ago' dinosaur visit and workshop	Children will be able to answer pre-written questions about dinosaurs, about when and how they lived, what they ate, size, weight etc.

	To embed the learning already covered in the topic and introduce new learning through fact-finding.	Where in the world would a hot air balloon take you?	Visit to Manchester airport or Science and Industry museum Visit from a grandparent to share experiences of the how travel and transport has changed during their lifetime and beyond	Children will be able to identify and learn about different forms of transport and how travel has changed over time. They will learn about the events and people that were significant in the development of transport and travel.
Year 3				
Year 4				
Year 5				
Year 6				
Whole School	To provide the opportunity to speak to 'experts' and gain an insight into 'lived experience'.	RE curriculum – what does it mean to belong to a faith community? PSHE – pupils learn to understand and respect the differences and similarities between people	Visit from 'Hats of Faith' group to deliver an assembly and class workshops during 'Inter-faith' week.	To increase all children's awareness and understanding of cultural diversity as part of RE, PSHE and British Values.

Spring term

	Intent of learning experience (Why? What learning do we hope to achieve?)	Associated in-school learning/Topic	Implementation of learning experience (Where are we going? Who is visiting?)	Intended Impact of learning experience
Reception	To provide a first-hand experience of investigating seasonal change	What has winter changed?	'Winter walk' around local area and visit to Cheethams park	The children will look closely at seasonal change, identifying signs of winter and cataloguing them. Comparing them with what they have already read and talked about in class.
	To embed the learning already completed in the topic through a first-hand experience.	Are all mini-beasts scary?	Visit to school from the bug man	The children will pose questions (generated in advance) about the range of animals and will be able to find out some of the answers themselves by seeing and handling the creatures.
Year 1	To provide a hook for learning for the children and to bring the topic into the realm of lived experience for them.	Do you want to build a snowman?	Visit to school from an Arctic explorer – Mr Lisle	The children will pose questions (generated in advance) to the explorer and listen to first-hand accounts about conditions in the Arctic, bringing in-class learning to life.
	To bookend the topic with two first-hand experiences.	Why are humans not like tigers? (Science – Animals)	Visit from the Dog's Trust Visit to zoo/safari park	The children will be able to compare and contrast wild and domestic animals as part of the topic.
Year 2	To embed the learning already carried out across the duration of the topic.	Does everything change over time?	Visit to Eureka – Gallery 1, All about me	The children will embed their learning about the human body and lifecycle in a memorable and interactive way.
	To provide a hook into the new topic.	What did Paddington discover when he visited London?	Green screen experience - London	The children will get to experience 'London' as part of a green-screen experience, beginning to familiarise

				themselves with key landmarks and facts.
Year 3				
Year 4				
Year 5				
Year 6				

Summer term

	Intent of learning experience (Why? What learning do we hope to achieve?)	Associated in-school learning/Topic	Implementation of learning experience (Where are we going? Who is visiting?)	Intended Impact of learning experience
Reception	To round-off the topic and use/try out their new knowledge in a real-life situation.	Twinkle, twinkle little star, how I wonder what you are.	Den building at a National Trust venue with the park rangers. (Dunham Massey, Tatton Park)	Children will embed and try out their new learning about light and shadows using torch play inside the dens built.
Year 1	To provide a hook for learning to begin the topic and provide key points of observation throughout the topic.	How does your garden grow?	Visit from local gardener to work with the children in the school garden.	The children will have the opportunity to work alongside a gardener and plant seeds/bulbs etc. in the school garden, providing them then with the opportunity to document the whole growth cycle.
	To provide the children with the opportunity to be explorers themselves. Embedding knowledge gained during the topic and answering new questions.	How have historical explorers changed our lives today?	Visit to Jodrell bank	The children will have the opportunity to become real-life explorers, exploring space, the stars and the planets and discovering answers to the questions they have.
Year 2	To provide a hook for learning and provide the children with a glimpse of a new and unfamiliar location.	Where would I prefer to live, Stalybridge or Nairobi?	Local area walk/study Visit from African drumming group	The children will have the opportunity to compare and contrast key elements from the two locations, learn facts and ask questions.
	To complete the topic and provide a first-hand experience.	Where in the world did your chocolate come from?	Workshop run by the Ministry of Chocolate @MinistryofChoc	To learn first-hand about the chocolate making process. To answer questions and predictions already made.
Year 3				
Year 4				

Year 5				
Year 6				

Supporting Mental Health and Wellbeing at Stalyhill – Provision Map

	What we are already doing
<u>School Ethos and Environment</u> How does the school's culture promote respect and value diversity?	• Pupil's outside school achievements are celebrated • School and class 'Promises' - created by the children • Focus on Building Learning Power and Growth Mindset – learning tools and characteristics, valuing the journey of learning and not just final attainment • Character Awards – celebrating the whole child • Diversity celebrated through a wide range of purposely selected books in classes and the school library • Regularly promote diversity and difference through assemblies – see plan • Range of visits and visitors in to school – different faiths etc. • Staff providing excellent role models for children – high expectations • Children encouraged to 'be who they are', no pressure or limits placed on them. • (See also SMSC plan)
<u>Student Voice</u> How does the school ensure all students have the opportunity to express their views and influence decisions?	• Active School Council • Children take on a range of roles and responsibilities around school – Safety Ambassador, Librarian, Lunchtime Helpers etc. • All staff are approachable and visible • Headteacher visible around school and before and after school • Weekly PSHE lessons including Circle Time • Children's experiences and interests influence teacher's planning
<u>Targeted Support</u> How does the school ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services?	• Termly Pupil Progress meetings identify academic need, wellbeing and overall child is also discussed. • Person Centred Planning meetings used for those children with identified need. • CPOMS used to record safeguarding concerns – ensures complete picture – referrals made or CAFs run as appropriate • Clear pathways in place to external agencies – good relationship with school. • Frequent contact with parents to ensure staff knowledge of home or contextual issues • Nurture groups and visual timetables for individual children based on need • Clear SEND policy and procedures – experienced SENCo • Development of emotional intelligence and learning characteristics throughout school – BLP, Growth Mindset.

<u>Identifying Need and Monitoring Impact</u> How does the school assess the needs of students and the impact of interventions to improve wellbeing?	• Termly Pupil Progress meetings identify academic need, wellbeing and overall child is also discussed – impact of previous interventions/support is discussed • Pupil data is scrutinised to identify impact of academic interventions • Pre and Post assessments are carried out with children to signify impact and progress of any piece of work • Pupil Voice and individual chats – voice of the child recorded on CPOMS where there has been concerns • Regular contact with parents to establish improvements or decline in individual children
<u>Working with Parents/Carers</u> How does the school work in partnership with parents and carers to promote emotional health and wellbeing?	• Clear and helpful transition paperwork and procedures in place for new starter children – reduce anxiety for parents and child • DVD prospectus on the website that children can watch in preparation for starting school. • Keep parents informed every step of the way – curriculum evenings, workshops, parent's evenings etc. Again reducing anxiety and ensuring consistent messages between home and school. • Share with parents our school 'promises', routines etc. for consistency • Speak to parents immediately if we have concerns about a child • Ensure that we have an 'open door policy' for parents to report concerns to us – Headteacher very visible to parents, staff available daily. • Deal with issues raised by parents immediately and effectively – record and follow-up. • Help parents by signposting them to outside agencies
<u>Curriculum, Teaching and Learning</u> What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?	• The PSHE curriculum in school has a heavy social, emotional learning focus • Aspects are inter-woven into the whole curriculum • PCP targets are implemented into the classroom teaching • Meta-cognitive skills – BLP focus on Resilience – Super-learner characters – Keep Going Kate etc. • Growth Mindset promoted throughout school • Visual timetables in all classes give children a clear sense of time and place • Child-centred feedback policy – children edit and improve own work straight away • Lunchtime clubs – meditation, multi-skills etc. developing self-esteem, confidence, promoting relaxation
<u>Staff Development, Health and Wellbeing</u> How are staff supported in relation to their own health and wellbeing and to be able to support student wellbeing?	• Open door policy for staff to share concerns with SLT • Peer-to-peer coaching opportunities provided for staff • Counselling and other support services available free of charge to staff through the school • Directed time given for additional tasks in order to reduce staff workload • Policies reviewed and changed in order to consider staff workload, ie: Feedback for Learning policy • PPA given in year group pairs to promote collaborative working • Member of teaching staff named as Wellbeing Lead • Staff given time off for appointments, funerals etc. • Requests for external CPD granted where possible • Opportunities given to staff in order to progress their careers, where possible – TA4s, TLR Posts etc.

	• Stars in the staffroom to celebrate successes • Free staff health checks facilitated by the school • Set of Staff Values created by all staff • Staff room environment updated and maintained
<u>Leadership and Management</u> How is the school providing visible senior leadership for emotional health and wellbeing?	• For children – School Council ensures every voice is heard – raising self-esteem and ensuring children feel part of a community • SLT encourage all staff and children to discuss problems and share ideas regularly • Staff Values created collaboratively and in place • SLT take staff morale and workload into account - Directed time given for additional tasks in order to reduce staff workload, 'Go home and be with your families'. • Children enjoy the clear themes in assemblies – promotion of diversity and community • Member of teaching staff named as Wellbeing Lead • Peer-to-peer coaching opportunities provided for staff • CPOMS – culture of safeguarding within school • <u>All</u> staff know <u>all</u> children and are aware of their individual needs and the best way to support them.

Food and Healthy Eating

PLEASE NOTE THAT DUE TO SOME CHILDREN IN SCHOOL HAVING SEVERE NUT ALLERGIES, WE ARE A FULLY NUT-FREE SCHOOL. THIS MEANS THAT PARENTS SHOULD NOT SEND THEIR CHILD IN WITH NUTS OF ANY KIND AS A SNACK, AND THIS INCLUDES PRODUCTS WHICH CONTAIN NUTS, SUCH AS CEREAL BARS.

PURPOSE

We will provide high quality food and food education in school to help ensure food messages are consistent during the school day.

We will work to improve the health of the whole school community by equipping pupils and their families with ways to establish healthy eating habits that benefit both themselves and the environment.

AIMS

Proper nutrition is essential for good health and effective learning.

We aim to:

- Provide a consistent programme of cross-curricular nutrition education that enables pupils to make informed choices.
- Offer practical hands-on food education including cooking and growing projects.
- Work in partnership with catering staff to ensure that nutritional standards are implemented by providing attractive, value for money meals that are appropriate to local needs.
- Work in partnership to achieve a pleasant and sociable dining experience which enhances the social development of each pupil.
- Involve pupils and parents in all decision making.

FOOD QUALITY

Our Goal

To ensure pupils and staff receive nutritious, fresh, local and organic food at lunchtime and throughout the school day, and that this food is delicious, seasonal, affordable and safe.

How we will achieve it

The school works in close partnership with Robertsons catering contractors and their onsite kitchen staff to ensure that the food served to the children is healthy, ethically sourced, attractively presented and uses local ingredients.

Robertsons promise that;

- All their eggs are free range.
- Over 75% of their meals are freshly prepared using seasonal ingredients.
- They use local suppliers for meat and fruit & vegetables.
- All their menus comply with the school food plan healthy eating standards

In addition to this, we;

- Reduce food waste by supporting children to develop preferences and clearly state their choices to the catering staff at the hatch.
- Monitor what children are eating and liaise with parents if there is a concern.
- Keep all staff informed of any food allergies of staff/children in school and take appropriate steps to avoid contact with allergens.
- Work closely with the school catering service to ensure that the choice offered meets the needs of children on special diets.
- Provide parents with menus in advance, and keep them freely available to access on the school website, to enable them to make informed choices about lunch time provision of food for their children.
- Encourage children to choose fruit and vegetables as a snack by actively promoting the consumption of 5 A Day through the National School Fruit and Vegetable Scheme.

- Promote the drinking of water by having cooled water freely available throughout the day to all members of the school community via the water fountains located throughout the building/personal water bottles.
- Provide a healthy packed lunch for children when they attend school trips.
- Not using sweets as rewards or treats in school.
- Encourage children to bring a book for the class library instead of sweets as a Birthday treat.
- Liaise with the Wise Owl breakfast and after school club to ensure that their provision is in line with school policy.

Meal choices

As lunches are free of charge at Stalyhill Infant School under the Universal Infant Free School Meal scheme, and chargeable at the Juniors at the Infants most of our children have a school lunch. However, a few parents still elect to send their children with a packed lunch and we are of course happy to support and accommodate this choice.

Where parents are providing a packed lunch, these should ideally include;

Packed Lunches;

- At least 1 portion of fruit each day
- At least 1 portion of vegetable eg; carrot stick, cucumber, celery.
- 1 portion of meat, fish or other source of non-dairy protein each day (Chicken, Ham, Turkey, Beef, Pork, Tuna, Chickpea, Falafel, Hummus)
- 1 portion of starchy food each day (Bread, Pasta, Rice, Pitta, Couscous, Tortilla, Rice Cake)
- 1 portion of dairy each day (Cheese, Yoghurt)
- A drink of water each day

Snacks

As part of the governments fruit scheme the children at Stalyhill Infant school have a free piece of fresh fruit made available to them each day. This fruit / vegetable choice varies each week and season.

If you wish to send your child into school with their own snack from home, we ask that you choose from the following options:

- 1 Piece of fresh fruit / vegetable (eg, carrot sticks)
- Vegetable sticks
- A small box of dried fruit (eg. Raisins)
- A slice of malt loaf
- Plain rice cakes
- A small bag of plain popcorn
- A scotch pancake
- 1 Cereal bar (displaying a green or amber rating and not chocolate coated)

LEARNING

Our Goal

To provide a well-planned curriculum that covers nutrition, food hygiene and sustainable and ethical food production including practical hands-on food education.

How we will achieve it

- Offer children the opportunity to prepare and taste different foods in food technology lessons and in a range of subjects across the curriculum.
- Help pupils understand the importance of a healthy diet. Pupils will be taught to recognise in simple terms the nutritional content of different foods so they begin to understand which foods they should eat a lot of and recognise those that they should have in moderation.
- Provide opportunities for growing food within school for example in our garden area and as part of our Forest School provision
- Continue to meet the curriculum criteria set out for the Food for Life Silver Award and work towards the Gold award.

SHARING THE MESSAGE

Our goal

To create an informed and lively food culture at school and in the wider community.

How we will achieve it

- Provide positive adult role models e.g. parents helping to cook in school, staff eating fruit, teachers making healthy choices at lunchtime.
- All teaching staff are trained in MECC (Making Every Contact Count), enabling them to hold difficult conversations with parents and carers around healthy weights, healthy diet, good oral hygiene etc. in a supportive and non-threatening manner
- Provide termly theme days, in partnership with our catering staff, linked to curriculum areas or calendar events.
- Help children to learn about ethical and environmental issues around food choices for example teaching about where food comes from.
- Involve the children in the Food & Healthy Eating policy through the School Council.
- Regularly seek the views of pupils and parents on the lunch menus and the school dining experience.
- Provide information about school catering at the new parents evening.
- Strive to create a relaxed, sociable and attractive dining experience
- Promote healthy choices with children who are chosen to sit at the Headteacher's table on a Friday lunchtime.
- Support parents in providing a healthy packed lunch for their child where necessary.

CURRICULUM MANAGEMENT

The coordination and planning of food and growing in the curriculum is the responsibility of the Science lead and Wellbeing lead, who will support colleagues in their teaching, by keeping informed about current developments in and providing a strategic lead and direction for this area.

The quality of teaching and learning in food technology is monitored and evaluated by the Science and Wellbeing Leads in different ways; lesson observations, joint curriculum planning, pupil voice discussions and work scrutiny are all used. Curriculum developments or changes in assessments in order to improve standards will be included in the school self-evaluation and school improvement plan.

MONITORING & REVIEW

Senior leaders meet regularly with members of the Robertsons catering team to discuss new developments or changes to food provision in school. This policy will be updated every two years to take account of changes in provision.

Mindfulness – Provision Information

It can be easy to rush through life without stopping to notice much.

Paying more attention to the present moment – to your own thoughts and feelings, and to the world around you – can improve your mental wellbeing.

Some people call this awareness "mindfulness". Mindfulness can help us enjoy life more and understand ourselves better. You can take steps to develop it in your own life.

It is about focusing attention on the present, rather than thinking about the past or worrying about the future- which is often our brain's default mode.

How can mindfulness benefit our children?

Research shows that mindfulness training increases connectivity in the frontal lobe of the brain, which is linked to improved attention, memory processing and decision making abilities.

Mindfulness training involves tuning in to internal and external experiences with curiosity resulting in increased self-awareness, social awareness, and self-confidence.

Mindfulness training increases children's ability to self-regulate their emotions, especially difficult emotions such as fear and anger, through breathing and other grounding techniques.

Mindfulness has been shown to improve empathy or the ability to understand what another person is thinking or feeling, which improves children's awareness of others and helps them to build positive relationships.

Mindfulness and childhood mental health

Mindfulness training has been shown to reduce the severity of depression, anxiety and ADHD in children.

Mindfulness builds resilience by giving children skills to help them to cope better with stress, as well as engage more fully with themselves and the world.

Mindfulness at Stalyhill

We are committed to the development of the whole child. We don't want to just educate children during the time they are with us, we want to equip them with some of the skills, tools and strategies that will help them throughout their lives. We aim to build the foundations for success in all our children and that starts with the ability to feel positive about themselves and the world around them.

Mindfulness is just one part of that. We are not suggesting that this will work for every child or every parent, it is simply another tool in the toolkit that we aim to equip our children with. It sits alongside the other tools we use such as the development of a Growth Mindset and our Learning Characteristics.

In this information you will find some of the simple breathing and 'grounding' techniques that staff have been taught by a professional mindfulness coach.

We are beginning to incorporate these (and other) techniques into our school day as a way of encouraging calming down and helping the children to prepare for learning. In some cases we may use these techniques with individual children on a 1:1 basis or in a small group if we feel that may help them. We will never force a child to join in with these techniques if they don't want to.

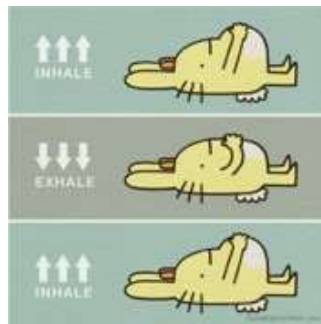
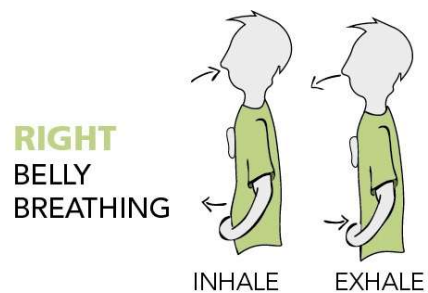
There is a huge amount about mindfulness on the internet and there are even apps such as 'Headspace', 'Calm' and 'The Mindfulness App' which you may find interesting or useful.

Technique 1

Belly Breathing

This is a very simple breathing technique that helps you to focus fully on the present by taking notice of your breathing.

Sit or lie down. Place a hand gently on your stomach and concentrate on the movement of your stomach as you slowly inhale and exhale. For a child you can use a soft toy instead of their hand, ask them what they can see is happening to the toy as they breathe in and out.



Technique 2

Finger breathing

Another breathing technique, similar to belly breathing, designed to promote calm, reduce anxiety and help focus on the present.

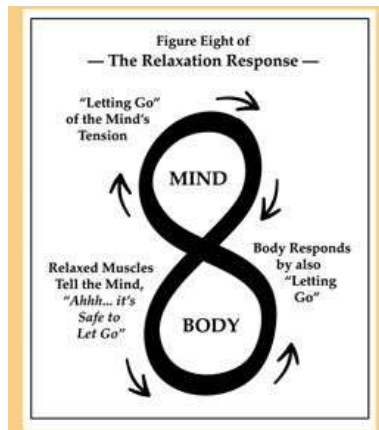
Hold out your hand and with the index finger from your other hand, trace up and down each finger in turn, inhaling deeply as you trace up a finger and exhaling as you trace down the other side. Repeat on the opposite hand.

TRACE ALL 5 FINGERS



Technique 3

'Figure of 8'



This is a relaxation and breathing technique that simply involves drawing a figure of 8 (on its side like the infinity symbol) repeatedly on your own forehead whilst slowly inhaling and exhaling.

This aids with the feeling of being 'present' and can also help a person to calm down.

Technique 4

Finger Healing techniques

This is a Japanese healing technique and is reputed to give the same feeling of 'soothing' that a baby or child feels when they suck their thumb.

To use this **technique**, all you have to do is make a fist around the **finger** that's connected to the sensation you wish to soothe, and slowly apply pressure to it for three to five minutes while breathing deeply. If you want to balance your whole body, simply do it for each **finger** on both hands

