Westfields JUNIOR SCHOOL

UNITE – INSPIRE- EXCEL

PSHE Policy

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Governing Body Committee responsible for review:	**Children & Learning**
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1. Introduction

At Westfields Junior School, Personal, Social, Health and Economic Education (PSHE) is a planned programme of learning where the children acquire the knowledge, skills and understanding they need to lead confident, healthy and independent lives. As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils.

2. Aims

The aims of our PSHE education are for children to:
- stay as healthy as possible
- keep themselves and others safe
- develop attitudes, practices and understanding conducive to developing positive, healthy relationships
- respect the differences between people
- play an active role as members of a democratic society
- behave in a socially and morally acceptable way including towards authority and each other
- become involved in the life of their community
- make the most of their own abilities and those of others
- develop independence and responsibility
- know about economic well-being

3. Statutory requirements

PSHE is a non-statutory subject however, there are aspects of it we are required to teach:
- ✓ We must teach Relationships Education under the Children and Social Work Act 2017, in line with the terms set out in Department for Education statutory guidance 2020.
- ✓ We must teach Health Education under the same Department for Education statutory guidance 2020.

The Equality Act 2010 details some key equality provisions for the delivery of education and a duty for public bodies, such as Westfields Junior School, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups (Public sector Equality Duty).

There are three key elements:
1. Eliminate discrimination and other conduct that is prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) and people who do not share it.
3. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

4. Content and delivery
4.1 What we teach

Westfields Junior School seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At Westfields Junior School, we support the needs and promote interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and

readiness. respect pupils' unique starting points by providing learning that is suitable to their level, considering their age, maturity and how emotionally secure they are. PSHE is provided through discreet curriculum time, assemblies, class discussions/circle time and as and when issues arise, ensuring time is allocated through the day, week or term to address the children's needs as well as providing extra-curricular activities. These include Anti-bullying Week, Time to Shine Day, Walk to School Week, Road Safety lessons taught by our JRSO team, Safer Internet Day, World Religion Day and Pay-it Forward.

As stated above, we are required to cover the content for Relationships and Sex Education (RSE), and Health Education, as set out in the statutory guidance (Please refer to our RSE policy for further information). For other aspects of PSHE, including Health Education, see the attached appendix 1 for our PSHE long term overview for more details about what we teach in each year and appendix 2 to see how it is planned and delivered. Also, refer to appendix 3 and 4 which show how the Science and Computing long term overviews support our PSHE curriculum.

4.2 The key themes are:
- Health and Well-being
- Relationships
- Living in the Wider World

4.3 Our planned PSHE curriculum includes dedicated lessons from the schemes of work from the following resources:
- Christopher Winter Project: Relationships and Sex Education
- PSHE Association: Drug and Alcohol Education
- PSHE Association: PSHE Education Programme of Study KS2
- Trick Box (please refer to Appendix 5 for further information)

5. Roles and responsibilities
5.1 The Governing Body
The governing board will approve the PSHE policy and hold the Executive Headteacher to account for its implementation.

5.2 The Executive Headteacher
The Executive Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

5.3 Staff
Staff are responsible for:
- Engaging in CPD to ensure they are confident in planning and delivering subject content;
- Delivering PSHE in a sensitive way and promoting respect through lessons;
- Modelling positive attitudes to PSHE;
- Monitoring progress;
- Responding to the needs of individual children (in particular SEN and vulnerable children); Staff do not have the right to opt-out of teaching PSHE. Staff who have concerns about teaching PSHE are encouraged to discuss this with the headteacher.
- Working with parents to support individual pupils as required.

5.4 Pupils
Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity, following the ground rules set.

6. Monitoring and responsibilities
Teachers will be responsible for assessing pupils' progress and knowledge and understanding of PSHE. As pupils' learning in topics such as healthy eating, online safety, relationships etc will come

from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place. At Westfields Junior School, baseline assessments are carried out at the beginning of a new topic. These assessments are built around key questions tailored to each year group and topic as children are required to answer the question as best as they can so that teachers are aware of the knowledge children already possess. When new learning is completed, the baseline assessments are revisited, with children recording their acquired learning in green pen to enable the teacher to assess the progress made in the topic. Assessment can also be achieved through less formal judgments at any point during the school day e.g. when friendship issues arise.

The co-ordinator is responsible for collating evidence and monitoring standards via planning monitoring, learning walks, familiarisation sessions, book monitoring and pupil conferencing.

Parents are informed of our PSHE programme via termly topic webs, letters, website and scheduled parent information sessions about more sensitive issues e.g. RSE. Parents are informed about standards of learning in PSHE and citizenship at parent evenings and within the PSHE section of their child's school report.

7. Links with other polices
This policy links to the following policies and procedures:
- Westfields Federation and Junior School Vision and Aims
- Drug Education Policy
- Relationship and Sex Education Policy
- Equalities Policy

Appendix 1

Westfields
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Personal, Social, Health and Economic Education Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Relationships** **Positive relationships** Identifying a range of emotions and recognising what a positive relationship is, who we have them with and why they are positive.	**Health and well-being** **A healthy lifestyle** Identifying ways in which to maintain good health, understanding what makes a balanced lifestyle. **Relationships** **Anti-bullying** Linked activities with anti-bullying week.	**Health and Well-being** **Looking after ourselves** Promoting a range of hygienic routines, understanding the importance of these. Identifying the risks and precautions at home and at school. **Road safety (led by Junior Road Safety Officers)** Identifying safe and unsafe practices of pedestrians, passengers and cyclists on the road.	**Relationships** **Valuing difference** Recognising that there are similarities and differences between people but everyone is equal. Identifying how our actions can affect others and ways in which to solve disputes and conflicts.	**Living in the wider world** **Rights and responsibilities** Recognising the ways in which rules and laws keep people safe. Recognising responsibilities, rights and duties at home, in school and the environment.	**Living in the wider world** **Taking care of the environment** Identifying community and the differences in customs and values**/** Recognising the sustainability of the environment across the world. **Health and well-being** **RS Education** Identifying that people are unique and to respect those differences. **Living in the wider world** **Pay it forward** Enhancing local community links with a yearly project.
Year 4	**Relationships** **Feelings and emotions** Recognising different types of relationships, understanding the attributes of a positive relationship.	**Health and well-being** **Balanced and unbalanced lifestyles** Understanding what makes a balanced lifestyle including a review of diet, self-image and personal goals. **Relationships** **Anti-bullying** Linked activities with anti-bullying week.	**Health and well-being** **Loss** Understanding the kinds of changes that can happen in life and the feelings associated with this. **Keeping safe** Learning how to appropriately manage risks in familiar situations. **Road safety (led by JRSO Officers)** Understanding the importance of traffic laws relevant to them, and to other road users, they may encounter.	**Relationships** **Valuing difference** Recognising the importance of difference between individuals and how to value those differences. **Conflict resolution** Identifying how and why conflicts occur and identifying the strategies we use to help solve conflict.	**Living in the wider world** **Our place in the Wider World** Exploring issues that are pertinent to modern day life, including: sustainability and the environment; community and the assessing the reliability of information we are told.	**Living in the wider world** **Money** Understanding how best to manage money and the responsibilities these bring. **Health and well-being** **RS Education** Exploring how people change as they grow older. **Living in the wider world** **Pay it forward** Enhancing local community links with a yearly project.

Year 5	**Relationships** **New beginnings** Explaining how we can make and set new goals for ourselves for the year to come. **Rights, respect and responsibilities** Examining our rights and responsibility in a group, identifying how to deal with conflict.	**Health and well-being** **Healthy eating** Looking at a balanced diet and the dangers of overeating. **Relationships** **Anti-bullying** Linked activities with anti-bullying week.	**Health and well-being** **Keeping safe** Explaining how we can keep safe at home, on the road by identifying risks and hazards. **Road safety (led by Junior Road Safety Officers)** Understanding the importance of staying safe on the roads and how their action can affect other road users.	**Relationships** **Ourselves and others** Recognising that all relationships are different and different ways of behaving are appropriate to different types of relationships, knowing the difference between a healthy and unhealthy relationship.	**Living in the wider world** **Children's rights** Understanding children have legal rights and the ways these can be enforced. **Health and well-being** **Drugs +** **RS Education** Explaining how changes occur to the body through puberty and how drugs can harmfully affect how the body works.	**Living in the wider world** **Identity** Observing who we are and how we fit into the wider community of school, country and world **Pay it forward** Enhancing local community links with a yearly project.
Year 6	**Relationships** **Influences and boundaries** Explaining the key concepts of tolerance, stereotypes and integration, developing an understanding of how to make a variety of people feel welcome.	**Health and well-being** **Goals and aspirations** Reflecting and evaluating their own experiences and setting personal goals, particularly to support the change to secondary. **Relationships** **Anti-bullying** Linked activities with anti-bullying week.	**Health and well-being** **Personal safety and risk management** Describing the differences between risks, hazards and danger and explaining actions in difficult situations, including road use and unwanted physical contact. **Road Safety (led by Junior Road Safety Officers)** Reflecting on how to take an active role in assessing local road systems in their day to day life. **Living in the wider world** **Money Matters** Understanding the importance of saving money and making informed decisions for allocating funds.	**Relationships** **Managing conflicts and compromise** Creating strategies to solve conflicts and exploring the consequences of peer pressure and anti-social behaviour.	**Health and well-being** **RS Education** Exploring how bodies change during puberty and how babies are made and are born.	**Living in the wider world** **Pay it forward** Enhancing local community links with a yearly project. **Transition** Preparing and managing the change to secondary, considering social and moral dilemmas that they come across in life. **Rules and British laws** Exploring democracy, how laws are made and enforced. Understanding consequences when rules and laws are broken. **Valuing differences in our community** Exploring cultural differences.

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Appendix 2

Personal, Social, Health & Economic Education at Westfields Junior School

At Westfields Junior School, we aim to provide an engaging, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to thrive as individuals, family members and members of society. Lessons are planned carefully and delivered with a clear understanding of the needs of the class.

Our Personal, Social, Health & Economic Education (PSHE) programme is designed to equip children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. They are encouraged to have high expectations as well as a sense of responsibility to enable them to become happy, healthy successful citizens of the future.

Coverage

- Our PSHE curriculum is a spiral programme designed using the PSHE Association's 'Programme of Study'.
- Our curriculum is organised into 3 key themes – Relationships, Health and Well-Being and Living in the Wider World.
- In addition to this, we have a thoughtfully planned Relationship and Sex Education curriculum which is age and developmentally appropriate for each year group.
- Through our PSHE curriculum, children are given the opportunity to:
- ✓ Develop their accurate, balanced and relevant knowledge of the world and turn that knowledge into personal understanding.
- ✓ Explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- ✓ Develop the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- ✓ Develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.

Progression

- Our PSHE curriculum is a spiral programme which focuses on three themes of Relationships, Health and Well-Being and Living in the Wider World. Each year, the themes are revisited with age appropriate content and progression. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them.
- Each year group takes part in weekly sessions of Trick Box, a progressive programme to help children develop their positive mental wellbeing and build resilience, self-esteem and character, giving them a clear understanding of how their brain works best.

Enrichment

- 'Friendship Week'
- Time to Shine Day – highlighting Road Safety
- Walk to School Week & Bikeability
- Annual event for Pay-it-forward e.g. 2020 Writing a gratitude letter, 2021 Improving habitats for bees within the community, 2022 Planting trees in the local community and litter picking, 2023 Creating bunting for Frimley hospital for the 75th anniversary of the NHS, 2025 thank you cards for local organisations
- NSPCC workshops and online programme
- Links with Yateley School
- Year 6 restart a heart and Hampshire Fire and Rescue
- Young Minds Club
- Trick Box provision
- Well-being Week and Well-being surveys
- Think Safe workshop for Year 6

Cross-Curricular Links

- Year 5 Science link – Drugs Education
- Year 6 Maths link – Money
- English – Explaining your point of view to a range of issues
- Maths – Understanding of money and finance
- Science – Healthy eating, growth and human life cycles
- Computing – Cyberbullying/online safety
- Geography/RE/MFL – Understanding communities, religions, customs and traditions around the world, accepting diversity and celebrating difference.
- PE – The link between exercise and well-being.

Assessment

- Use of baseline assessment at the beginning of a unit, recompleting at the end of a unit
- Whole class and verbal feedback
- Use of retrieval practice at the beginning and end of lessons
- Use of quizzes, starter and plenary activities
- Teacher assessment, self-assessment and peer assessment of activities and tasks
- Referral to the progression document
- Completion of the PSHE Foundation Subject Assessment document identifying children not achieving expected standard and those exceeding

Inclusion / Challenge & Inspire

- Everyone has access to the PSHE planned using the PSHE Association toolkit.
- Key vocabulary is shared and discussed throughout lessons.
- Key skills are modelled by adults and children.
- Retrieval practice promotes deeper knowledge.
- Key questions develop a deeper level of thinking.
- Secure teacher subject knowledge promotes support and extension through teaching approaches, strategies, task design, adaptations and differentiation.
- To support, challenge & inspire children, the following is provided: resources and scaffolds; effective questioning and discussion; individual and group discussions; challenge activities e.g. debates; adult support and peer-support.

Appendix 3

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Science Long Term Overview

|	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Animals including humans** Investigating skeletons and muscles and nutrition.		**Rocks and soils** Comparing, grouping and describing formation of rocks, fossils and soils.	**Forces and magnets** Identifying, investigating and observing forces and magnetism.	**Light** Investigating and defining light, reflection, the dangers of the sun, shadow formation and size.	**Plants** Identifying and describing functions of parts of plants, exploring requirements for life and life cycle.
Year 4	**Living things and their habitats** Grouping and classifying living things and identifying impact of environmental change.	**Animals including humans** Describing the digestive system, investigating teeth in humans and constructing and interpreting food chains.	**States of matter** Comparing and grouping materials, observing changes in solids, liquids and gases and investigating the water cycle.		**Sound** Identifying how sounds are made, how we hear and investigating patterns.	**Electricity** Identifying appliances, investigating a simple series electrical circuit and recognising common conductors and insulators.
Year 5	**Earth and Space** Describing the movement of the Earth, other planets and the moon, investigating the relative size of these and explaining why we have day and night and seasons.	**Forces** Explaining, defining and observing gravity, identifying the effects of air resistance, water resistance and friction, and investigating levers, pulleys and gears.	**Properties of materials** Comparing and grouping materials, investigating properties.	**Changes of materials** Investigating mixing, dissolving and separating materials, identifying reversible and irreversible changes.	**Living things and their habitats Animals including humans** Describing the differences in the animal life cycles, describing reproduction in plants and animals and identifying the changes in humans.	
Year 6	**Light** Recognising how light travels, how the eye works and investigating shadows and their shapes.	**Evolution and inheritance** Recognising how living things have changed over time, investigating fossils, variation in offspring and animal and plant adaptation.	**Electricity** Using circuit symbols and investigating the effect on components within a circuit with the number and voltage of cells used, comparing and giving reasons for variations in how the components function.	**Animals including humans** Investigating the human circulatory system and how nutrients and water are transported around the body, recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	**Living things and their habitats** Describing how living things are classified into broad groups focusing on specific characteristics including micro-organisms, plants and animals.	

Appendix 4

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Computing Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Digital Literacy** **Self-image and online reputations** Identifying what identify is and exploring how this can be shown safely online. **Computer Science** **Key concept: Simple sequences** Looking at sequences in everyday life then using the idea of following instructions to complete an Animal Challenge on Scratch.	**Digital Literacy** **Online relationships** Recognising different forms of communication, identifying some risks of using them and explaining the difference between knowing someone online and offline. **IT Skills** **Word processing** Understanding how to log onto laptops and save learning in folders, as well as developing Level 2 touch typing. Beginning to explore Microsoft Word, learning how to change font, align text and insert text boxes. Using Microsoft Word to insert tables, images, shapes and screenshots.	**Digital Literacy** **Online bullying** Explaining what bullying is and describing rules about how to behave online. **Computer Science** **Key concept: Timed sequences** Exploring fast and slow coding blocks before applying to a conversation task on Scratch.	**Digital Literacy** **Health, well-being and lifestyle** Explaining why spending too much time on technology can be negative and recognising activities on technology that can be easy to spend a lot of time on. **IT Skills** **Exploring apps** Recognising how learning can be presented on I Can Animate, Do Ink Green Screen, iMovie and Chrome Music Lab.	**Digital Literacy** **Privacy and security & copyright and ownership** Explaining why copying someone else's work can cause problems, giving examples of what they might be. **Computer Science** **Ladybug Munch** Completing the application of simple sequences and timed sequences to complete the task Ladybug Munch.	**Digital Literacy** **Manging online information** Recognising why information should only be shared with trusted people, giving reasons why passwords are important and describing how connected devices can get personal information. **IT Skills** **PowerPoint presentations** Creating title pages and changing the style of PowerPoint slides. **Web research** Understanding the difference between factual websites and blogs.
Year 4	**Digital Literacy** **Self-image and online reputations** Describing the ways online and offline identity can vary, explaining that this can be used to find out information about themselves. **IT Skills** **App skills** Recognising how learning can be presented on Explain Everything, Pages and iMovie Trailer.	**Digital Literacy** **Online relationships** Describing ways of staying safe and having fun online by showing respect. **Computer Science** **Key concept: Counted loops** Being introduced to what a controlled loop is and where it can fit into an algorithm before then applying it to the 2D shape challenge on Scratch.	**Digital Literacy** **Online bullying** Identifying where bullying can take place online, thinking why people need to think carefully about what they post online. **IT Skills** **Web research** Learning how to use shortcuts on Google to find unknown information. **Publisher** Using Microsoft Publisher to create posters, inserting images and fonts.	**Digital Literacy** **Health, well-being and lifestyle** Identifying how technology can distract people from other things, suggesting strategies to help limit time on it. **Computer Science** **Key concept: Indefinite loops** Exploring forever loops and how they impact algorithms and sequences before then completing the Fish Tank task.	**Digital Literacy** **Privacy and security & copyright and ownership** Recognising who owns content on the internet and whether people have the right to use it. **IT Skills** **PowerPoint presentation** Creating multiples slides on PowerPoints using a range of animations and transitions.	**Digital Literacy** **Managing online information** Explaining what a strong password is, understanding that others might pretend to be others online and why they might do this. **Computer Science** **MicroBit Boards** Using MicroBit software to code lights and the pushing of buttons on MicroBit boards.

Year 5	**Digital Literacy** **Self-image and online reputations** Recognising that online identity can be copied or modified, demonstrating responsible choices about how to create a positive online reputation that others might make judgements on. **IT Skills** **Manipulating images** Using software to manipulate images and recognising how and why people may do this online. **Computer Science** **Crumble moon buggy** Using Crumble software to code a physical output (motor) to get a moon buggy to move around a given course.	**Digital Literacy** **Online relationships** Recognising that some people online may want to cause harm to people and how we can contribute positivity in online communities. **IT Skills** **Spreadsheets** Understanding what a cell is, using formula to calculate cells, exploring conditional formatting, inserting graphs and applying knowledge to a real-life problem of manging money and data.	**Digital Literacy** **Online bullying** Recognising how someone is feeling through what they post online and how to report, block and use helpline services to share any concerns. **IT Skills** **Leaders Award** Participating in a STEM challenge to explore the world of engineers, considering problems and design solutions that could solve them using a range of scientific knowledge, design skills as well as a variety of software.	**Digital Literacy** **Health, well-being and lifestyle** Exploring ways that technology can impact sleep and describe some strategies, advice and tips to promote a healthy balance to aid good sleep patterns. **Computer Science** **Key concept: Condition starts action in a loop and switches between actions** Applying the knowledge of flow charts to the software Flowol to control a programme such as traffic lights or a lighthouse.	**Digital Literacy** **Privacy and security & copyright and ownership** Creating strong passwords, recognising how free apps use personal information and why some apps may request payment which we should seek permission from a trusted adult for. **Computer Science** **Key concept: Making choices** Applying a knowledge of conditional coding to create a game on Scratch where you catch the fish and save them from the pollution in the game 'Ocean Pollution'.	**Digital Literacy** **Managing online information** Evaluating content online and distinguishing between information, mis-information and dis-information. **IT Skills** **Computer networks** Learning what a network is and how it is used in school. **Email** Learning how to send emails, replying to emails, sending attachments and recognising spam.
Year 6	**Digital Literacy** **Self-image and online reputations** Recognising how media can shape ideas about gender, identifying how these can make people feel offline and how they feel they have to present themselves online. **Computer Science** **Key concept: Basic procedures** Beginning to explore incorporating 'define' details into basic procedures before then writing their own algorithms.	**Digital Literacy** **Online relationships** Explaining how impulsive and rash communications online can lead to problems both online and offline, identifying where I can report problems or get help from if this happens. **IT Skills** **2 Design** Using 2D Primary software to create 3D computer aided designs. **Computer Science** **Crumble shop windows** Using Crumble software to code physical outputs simultaneously (lights and motor) to light their DT pulley creation.	**Digital Literacy** **Online bullying** Explaining how to capture evidence of cyberbullying and how to use these to support people in reporting problems. **Computer Science** **Key concept: Nested loops** Understanding and applying the knowledge of inner loops and outer loops within nests to repeat parts of algorithms when drawing shapes.	**Digital Literacy** **Health, well-being and lifestyle** Understanding age-regulated content, how technology can impact lifestyle and explaining the importance of self-regulation and the impact of not following this. **IT Skills** **Web publishing** Designing and publishing a website that reflects a knowledge of what is safe to post online.	**Digital Literacy** **Privacy and security & copyright and ownership** Using a range of strong passwords, understanding how to manage these, explaining permissions that certain apps require and how some companies target specific online content to gain money illegally. **IT Skills** **Databases** Understanding how to information is stored online and have databases can be sorted through using different filters.	**Digital Literacy** **Managing online information** Explaining how search engines work, defining the terms 'influence', 'manipulation' and 'persuasion', identifying how these can be a problem online. **IT Skills** **PowerPoint vs. Prezi** Using the software PowerPoint and Prezi software to create presentations, evaluating which is preferred and why.

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Appendix 5

TRICK BOX

At Westfields Junior School, we use Trick Box alongside our PSHE Curriculum. Trick Box is a positive, habit-forming emotional management and personal development programme which supports children from Year 3 all the way to Year 6. The scheme is an evidence-based, whole school approach to teaching children skills that they can apply within different situations and settings.

We use it to help the children develop their ability to cope and develop life skills. These focus on four main areas: confidence, communication, creativity and confidence.
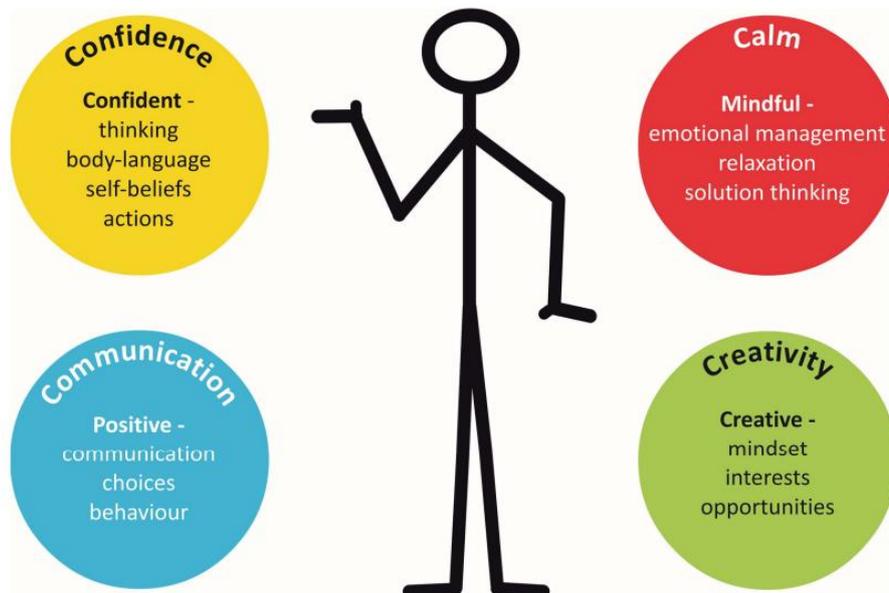
Trick Box helps children to:

- create long-term personal autonomy and resilience through the development of positive, wellbeing habits.
- recognise and self-manage emotions and develop effective coping mechanisms.
- develop mindful awareness and relaxation.
- develop mind-body connection and awareness around body language signals.
- create confident decision making, set and achieve purposeful goals.
- problem solve, develop perspective and solution thinking.
- create intrinsic motivation and enhance personal learning.
- develop communication skills and interpersonal relationships.
- develop empathy and contribution.
- recognise and build on strengths in self and others and develop character.

During Tuesday class assemblies, class teachers introduce a well-being 'trick' to the children which will help them develop skills in their confidence, communication, creativity or ability to keep calm. This could be a trick learnt in a previous year group or a new one. Altogether, by the end of Year 6, the children will have learnt and practised 24 tricks.

As well as this, the Trick Box themes are introduced through whole school assemblies.

Great Goods · Terrific Tricks · Fantastic Feelings · Super Stuff · Magnificent Minds · Brilliant Bodies · Incredible Individuals · Tremendous Teams

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	You're GREAT!	WIN WIN		STAND as if...	I CAN!	Well done ME!
Week 2					I am...	1+1=2
Week 3	OUT... ...IN	I CAN DO IT!	? NO!	I can't HOW CAN I?		1-2-3
Week 4	1...2...3...4...5...		? YES!	I'm STRONG	Calm	

Accept
This is what's going on.
This is how I feel.

Be
I want it to be better.

Choose
What can I choose to do?

Do
Do it.

24 Tricks + Self Coaching Model = Happy Habits

TRICK BOX