

Personal Development at Stoke Heath



At Stoke Heath, we consistently promote the extensive personal development of our pupils. Our pupils all have access to a wide, rich set of experiences and opportunities for them to develop their talents and interests are of exceptional quality.

Personal Development

Emotional wellbeing and security is paramount.

High expectations in terms of academic achievement largely achieved because of our approach to pastoral support and personal development.

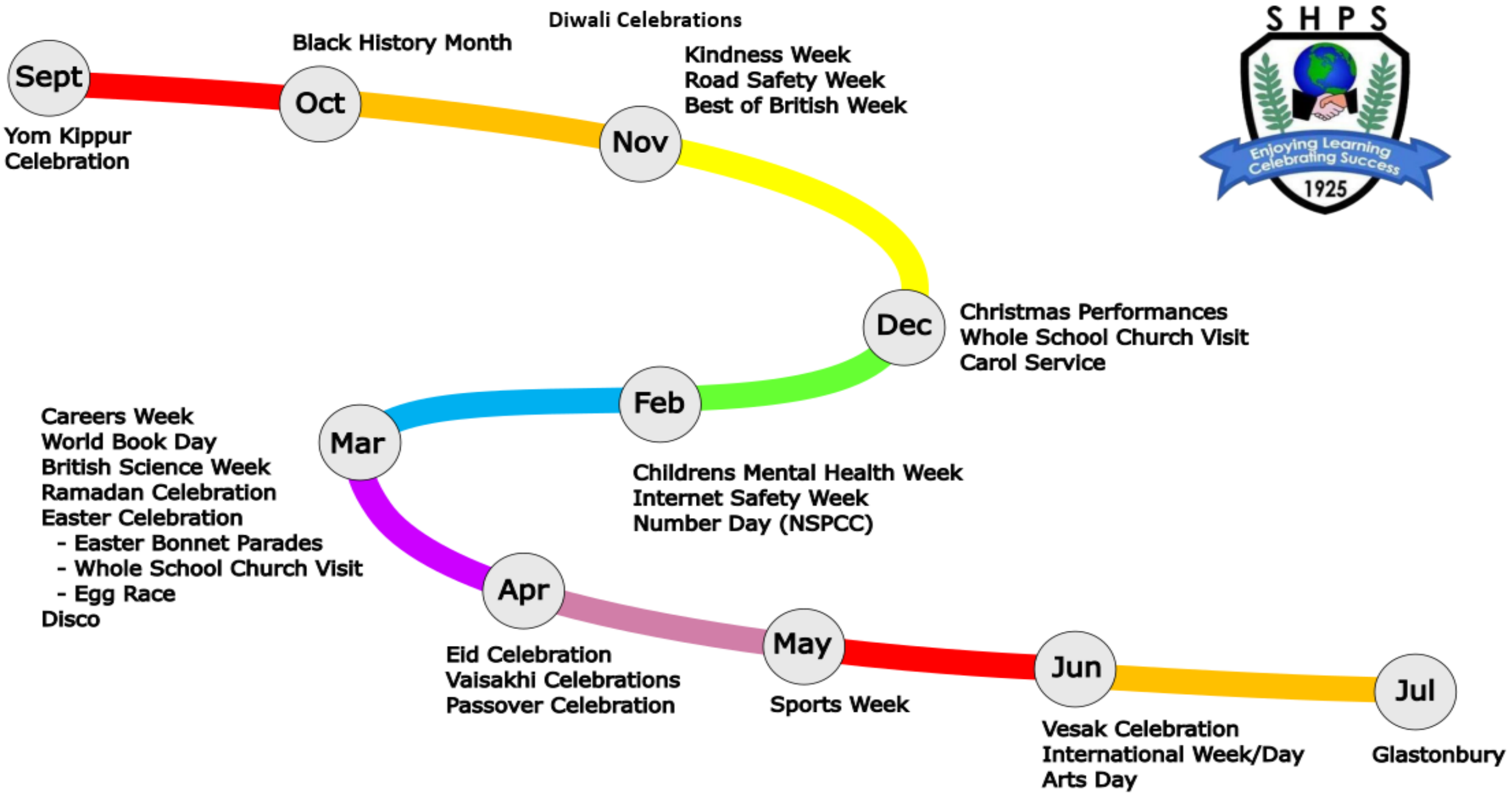
Values are central to our positive culture and are constantly referred to.

Pupils understand why they are important.

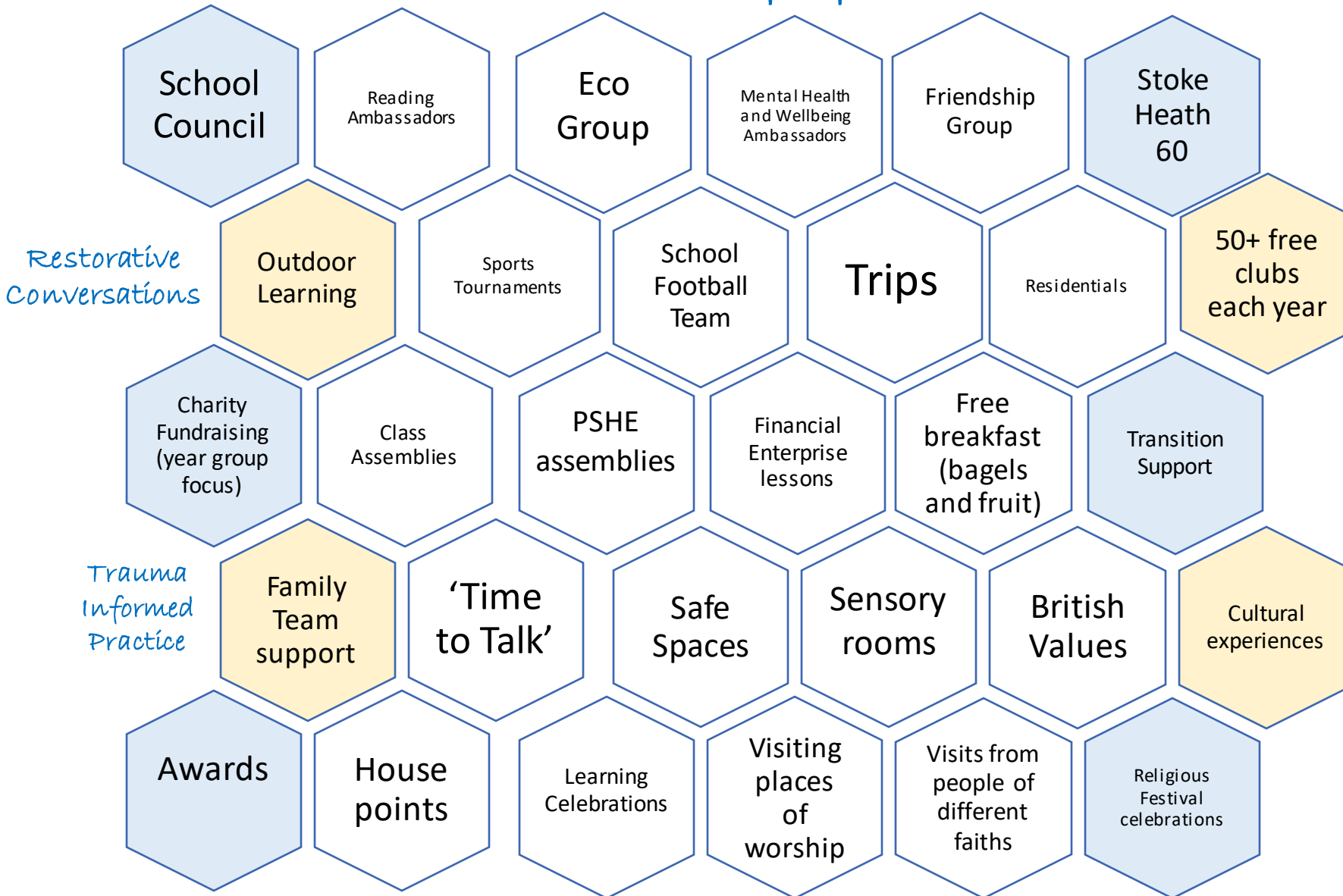
We are Stoke Heath

We are learners ★ We are inclusive ★ We are honest ★ We are respectful





For all our pupils



Rich experiences are coherently planned, throughout the curriculum and through extra-curricular activities.

Also for our pupils



"We learn a lot and we have fun; we like to have visitors and show them our school."

"We get to talk to lots of different people, it helps us to learn more and makes me feel more confident."

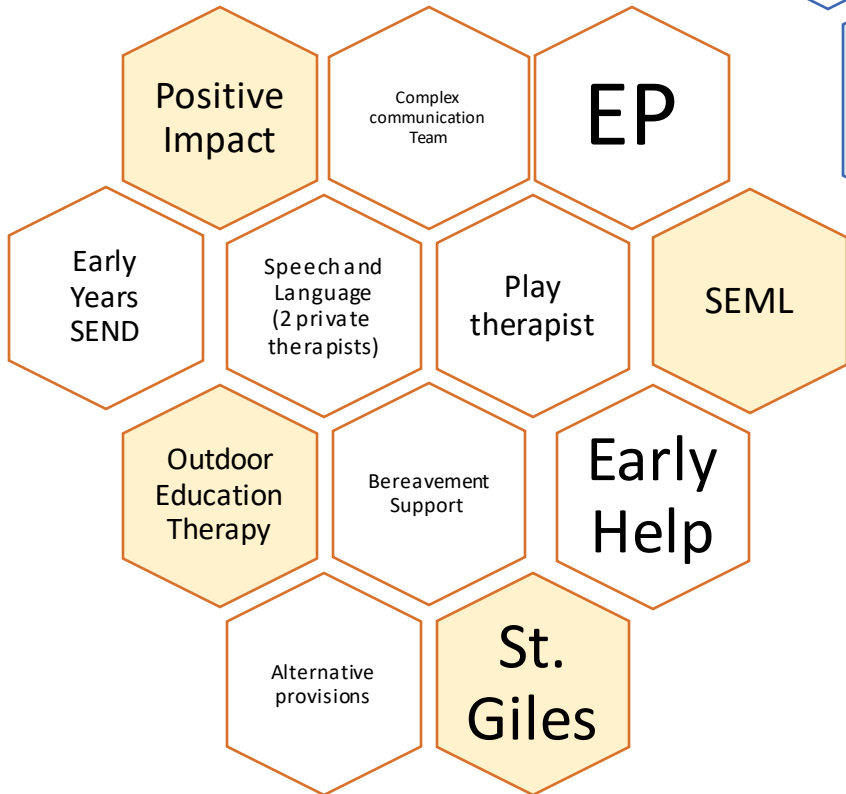


Targeted support for our pupils



"Family Team give out uniform" (Year 3 pupil)

Outside Agencies



"If you want to talk to the family team about how you feel, they will speak to you on the day, and I got a little book and I write how I feel, and they can see how I've put it across and help me" (Year 4 pupil)



66 clubs last year, including 41 sports clubs such as tennis rugby, football, and netball delivered by PE team, CV Life and dance teacher.

Clubs run for 10 weeks to build resilience and confidence when learning new skills.

Young Carers Club

Music teachers for keyboards and steel pans club.

STEM club, led by the Science lead

Code Club, using the python coding language.

'Around the World' Club enabled children to learn about the culture, customs, and language of other countries.

There is a strong take up of clubs from all pupils across the school. Teachers target children and liaise with parents to maximise take up by disadvantaged pupils and children with SEND.

| Children attending clubs | Autumn | | Spring | |
|--------------------------|-----------------|----------------|-----------------|------------|
| | No. of children | % of the group | Np. of children | % of group |
| PP | 85 | 47 | 92 | 49 |
| SEN | 42 | 36 | 45 | 38 |

Clubs

| Spring Term 2024 | | | | | | |
|------------------|--|--------------------------------------|-----------------------------------|---|---|-----------------------------------|
| Mon | Y1-Y2 Multisports CV Life | Yr. 5/6 Girls Multi Sports Rav | Rec Dance Mia | Art & Craft Y1-Y2 Charlotte & Lisa | Y4 – Y6 Scratch Code Club Matt | Y6 Book Club Carly |
| Tues | Y3-Y6 Dance Jaq | Y1-Y2 Football CV Life | Steve Fox Keyboards Y1 - Y2 | Mental Health Y6 Scott The Nest | Year 5/6 Cricket Ben | Instruments Stephen Y3 – Y6 |
| Wed | Reception multi- sports CV Life | Young Carers | | | Year 3/4 Cricket Ben | School Football Team Rav |
| Thurs | | Y5-Y6 Hockey CV Life | STEM Club Will Y5 - Y6 | Rec Art Henna | Y4/5 Athletics Ben | Year 3/4 Football Rav |
| Fri | Y3-Y4 Tennis CV Life | Match Days Rav | | Year 1/2 Cricket Ben | | |

Curriculum Enrichment Offer - coherently planned to extend and strengthen our offer for all (* starting in 2024)

| | <u>History</u> | <u>Geography</u> | <u>Science</u> | PE | Music | <u>RE</u> |
|--------|-----------------------------------|--|---|--|--|--|
| EYFS | | | Dinosaur museum Animal Mania visitor | Ruby Beats Dance | Christmas and Easter performances | Church trip for Christmas and Easter |
| Year 1 | Trip to Coventry Transport Museum | *Visit to the seaside (Mary Anning) | Makey Makey workshop (materials) | *Outdoor Woodland activities @ Rough Close | *Music Hub performance. *Perform at old peoples' home | Trip to church Jewish visitor Muslim visitor |
| Year 2 | Workshop | Monks Kirby trip | Workshop | *Cheerleading | *Christmas Lights switch on performance | Trip to mosque Humanist visitor Hindu visitor |
| Year 3 | Lunt Fort Trip | National history museum (volcanoes) | Makey Makey workshop (sound) | HADDO - virtual reality workshop | Stoke Heath does Glastonbury Ukulele lessons | Trip to Synagogue Sikh visitor Hindu visitor |
| Year 4 | York Residential Trip | River study in Wolston (the effects of flooding) | Makey Makey workshop (electrical circuits) | HADDO - virtual reality workshop | Flute lessons | Trip to Hindu temple Muslim visitor Sikh visitor |
| Year 5 | Coventry Cathedral Trip | Orienteering at Tile Hill campsite. | Robot Wars Stem Club - Term 2 & 3 Science done (Earth and Space) | Swimming and sports at ATF *Kayaking | Keyboard Lessons | Humanist visitor Trip to Christian church Buddhist visitor |
| Year 6 | Workshop | *Rainforest experience | Robot Wars Stem Club - Term 2 & 3 Science Dome (Light) | Swimming and sports at ATF DOLY Moch | Violin Lessons | Trip to Gurdwara Buddhist visitor Trip to Coventry Cathedral and Herbert Art Gallery |

Careers Day

"I want to study biology at Oxford!"

"I will be successful in my career; I would like to be an estate agent."

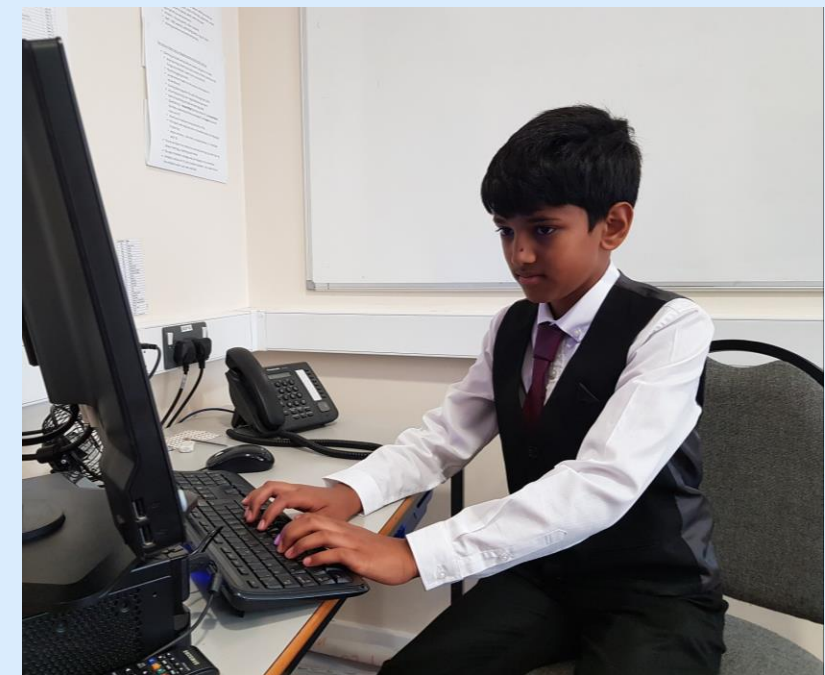
"I know I can go to university if I keep working hard at school. I won't give up!"

"a hope or ambition for achieving something"

"I would like to go to university to study maths and I liked how the students lived in a city on their own. It felt like a safe place."



Careers Day





STOKE

HEATH



THE STOKE HEATH 60

There are 60 skills and experiences that we believe all children should have before they leave primary school. The SH60!

We will give you opportunities to complete the SH60 during your time at Stoke Heath Primary. You can use this booklet to keep a record of your achievements. The SH60 is divided into 6 themes.



20 CHALLENGES COMPLETED

Date: _____ Signed _____



40 CHALLENGES COMPLETED

Date: _____ Signed _____



60 CHALLENGES COMPLETED

Date: _____ Signed _____

CAN YOU COMPLETE THE STOKE HEATH 60 BEFORE YOU LEAVE FOR SECONDARY SCHOOL?

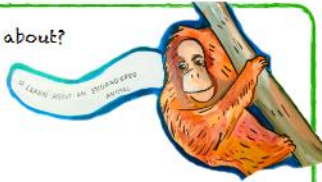


What type of plant did you grow?

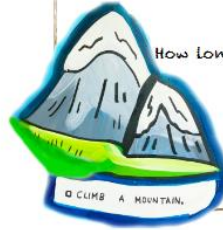


Date: _____

Which animal did you learn about?



Date: _____



What was the mountain called?

How long did it take to get to the top?



Date: _____

What did you find in the geocache?



Date: _____



What was the theatre called?

What did you go to see?



Date: _____

What was the museum called?

What was your favourite exhibit?



Date: _____



Which charity did you raise money for?



Date: _____



Date: _____



What drink did you make?

Who was it for?



Date: _____



How did you feel when you crossed the finish line?



Date: _____

What kind of animal did you take care of?



Date: _____

How did you feel when you could ride a bike?



Date: _____



A cross-curricular, programme of financial education to give children the confidence, skills and knowledge to manage their money, now and in the future.

Key areas of financial knowledge, skills and attitudes, across four core themes:

- how to manage money;
- becoming a critical consumer;
- managing risks and emotions associated with money;
- understanding the important role money plays in our lives

Financial enterprise

| Financial Enterprise Long Term Plan | | | | | | |
|-------------------------------------|---------------------------------------|---------------------------------|--|--------------------------------------|--|--------------------------------------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | Needs and wants | Giving and receiving | Where do we get our money from? (Year 1) | Making choices about spending money | Charities and Why We Give | Why do we need money? |
| Year 2 | Needs and wants. | Handling money | Giving and receiving | Keeping track of my money | Charities and Why We Give | Keeping track of spending and saving |
| Year 3 | Lending and borrowing | Saving money in other ways | Advertising and persuasion | Different forms of payment | Economy: Keeping it local | The role of charities |
| Year 4 | Saving money regularly | Why we should save | Influences on our spending | Keeping track of spending and saving | Economy: Money cycle | Is that real money? |
| Year 5 | What happens to money when I save it? | Planning my spending and saving | Is this a good choice? | Better budgeting | Economy: Price changes | Protecting my money |
| Year 6 | Borrowing and saving | Why tax matters | Shopping challenge | The festival | Money and mental health: Can your money make your tummy feel funny | The world of work and money |

"We learn how to use money responsibly."

We are Stoke Heath

We are learners ★ We are inclusive ★ We are honest ★ We are respectful

Rewards

Based on School values - Respect, Honesty, Inclusivity, Learners

Housepoints - winners announced weekly, certificates for individual milestones, end of term celebration for winning house.

My Stickers - personalised for each class

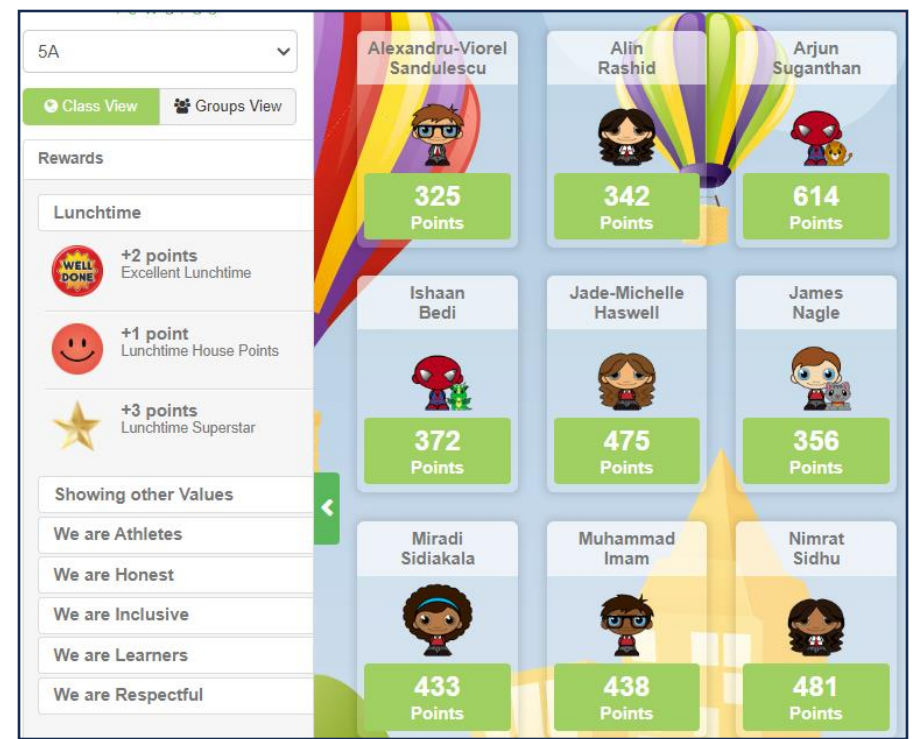
Class reward systems

Stickers - linked with values

Weekly 'star of the week' award

Termly and half termly celebration assemblies with learner awards

Reading rewards



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Competitions in the last 12 months:

- Year 5/6 Sportshall Athletics
- Year 5/6 Netball
- Year 5/6 Coventry Schools Football League
- Harry Shaw Cup (Football)
- EFL Cup (Football)
- Year 2 Magnificent 7 Athletics
- Year 5 Dodgeball
- Year 6 Swimming Gala
- Year 2 Agility
- Year 5 Tag Rugby
- Year 4 Girls Football
- KS2 SEND Archery
- KS2 SEND Pentathlon
- KS2 SEND Rowing
- Year 6 Rowing

"I love football training and matches; we get to play at home and away in the league. We have won most of our games!"

Sport



At Stoke Heath, we provide a wide range of sports opportunities to nurture, develop and stretch pupils' talents and interests.

- Sports team lead PE across the school.
- School games competitions
- Girls & boys football league and cups.
- 3 different sports after school clubs every day
- Wide range of sporting activities at break and lunchtime ran by adults.



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Enrichment Curriculum – Outdoor Education

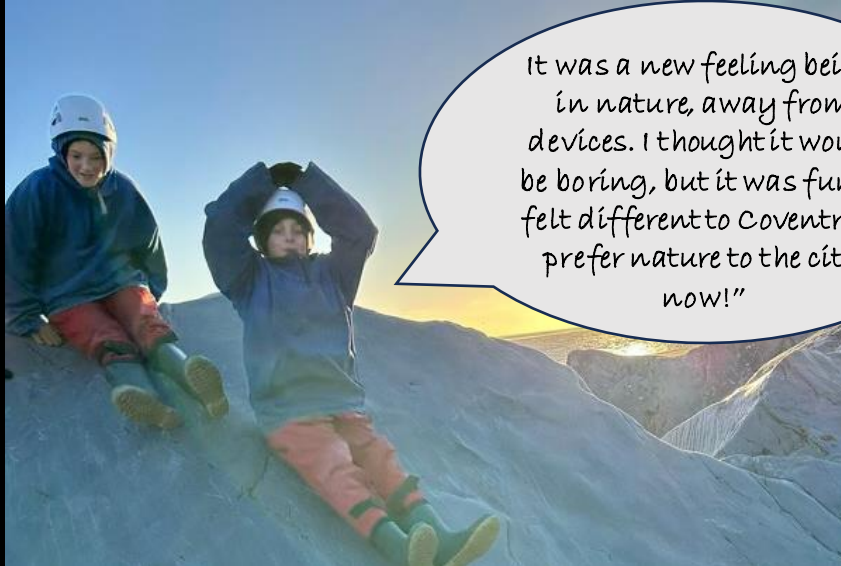
Timetabled outdoor education for all year groups.

- Year 1- RSPB Wild Challenge (Bronze Award)
- Year 2 - RSPB Wild Challenge (Silver Award)
- Year 3 - RSPB Wild Challenge (Gold Award)
- Year 4 & 5 - Woodland Trust Green Trees School Award
- Year 5 & 6 Eco Team - Green Flag Award

Interventions, targeted support and wilderness therapies.



Our progressive experiences support pupils to be confident, resilient and independent, and to develop strength of character.



It was a new feeling being in nature, away from devices. I thought it would be boring, but it was fun! It felt different to Coventry, I prefer nature to the city now!"



"It made me feel capable of so many things."



"I got to do things my parents couldn't take me to. We went into a cave used a boat to cross deep water. I'd never done anything like that before. I was a bit nervous, but I felt so proud when I had."

Camps

- Year 2 - sleepover in school
- Year 3 - camp out at school
- Year 4 - youth hostel
- Year 5 - camp at Rough Close
- Year 6 - Dol-Y-Moch

Character Education

What kind of school are we?

Our values of respect, honesty, inclusivity, and learners are central to all aspects of the school's positive culture and are constantly referred to in lessons, assemblies and around the school.

There is a strong knowledge-based curriculum in place to ensure all children have solid foundations across a range of subject areas.

What are our expectations of behaviour?

We have high expectations of behaviour

We believe that good relationships between students and staff is paramount. Problems are resolved using the principles of restorative justice.

Consistent rules, sanctions, and rewards are applied line with the school values.

How good is our co-curriculum?

We teach and develop resilience and confidence.

Pastoral and personal development are central to school life, and this means that pupil academic achievement is good as their emotional security is prioritised.

We prepare pupils for their future and have very high expectations for all. The curriculum is well-planned with clear progression and links that builds on prior learning. This is motivational for children, and they know they can be successful.

How well do our curriculum and teaching develop resilience and confidence?

We deliver a high-quality enrichment and personal development curriculum

Extensive range of opportunities and experiences.

National programmes for awards in outdoor learning.

Participation is high and sustained

How well do we promote the value of volunteering and service to others?

We teach and practice the value of service to others

- Fundraising for a range of charities.
- Student leadership roles.
- Careers Day - Working with employers and HE/FE providers
- Eco Team

How do we ensure that our pupils benefit equally from what we offer?

We ensure all our pupils benefit from what we offer.

Experiences and opportunities – without cost or stigma.

Work with our community

Work with our families

Target support (including financial) for

Protected Characteristics and how we teach children about them...



Weekly Picture News assemblies

Protected Characteristics



World Book Day aims to change lives through a love of reading and books. Young people often celebrate in school but anyone of any age can celebrate. We should never be treated unfairly because of our age.

- Discussion about topical issues
- Stories
- Celebrations of religious festivals
- School Rules
- Themed days
- Visitors
- Displays
- School Council

THE EQUALITY ACT

The Equality Act 2010 makes sure that people with particular characteristics are protected from discrimination¹. It is your right² that you should not be treated differently based on:

- 1 Age³
- 2 Disability
- 3 Gender reassignment
- 4 Marriage and civil partnerships
- 5 Pregnancy or maternity
- 6 Race
- 7 Religion or belief
- 8 Sex
- 9 Sexual orientation

1 Discrimination means unfair treatment of somebody based on a particular characteristic.
2 Your rights are things you are born with that belong to you that nobody can take away.
3 While you are attending school there is no protection against age discrimination (unless you are in a 6th form, FE college or University) or marriage or civil partnerships discrimination.

PSHE lessons

PHSE assemblies

School values (inclusive, respectful)

Careers day - challenging stereotypes



British values

and how we teach children about them...

"We are listened to, and we get to make choices. We respect others' ideas."

Democracy

Student council
Class rewards
Questionnaires and pupil voice surveys

Rule of Law

School rules
Sanctions
Restorative conversations
Careers Day

Individual Liberty

Debates
Restorative conversations
Enrichment/sports - taking and managing risk.
Choices

Mutual Respect and Tolerance

RE
Celebration of religious festivals
Visits and visitors
School values
Restorative conversations

- PSHE lessons
- PHSE assemblies
- Stories
- School Rules
- visitors
- Themed days
- School values - we are inclusive, respectful, honest and learners
- Displays poster in every classroom
- Hall display
- Weekly Picture News assemblies

"Understanding British values helps to keep us safe"

"We learn about helping people, kindness and respect. We learn about discrimination and how the law protects people."



Mutual Respect and Tolerance
Learning about the many different ways people communicate can help us celebrate our differences and respect one another.



PSHE Intent

We are Citizens!

At Stoke Heath, we have designed a bespoke PSHE curriculum which improves pupils' personal development by continually building on their knowledge, skills and understanding of being a safe, respectful and inclusive citizen in modern-day Britain. Our personalised programme of study goes beyond the statutory requirements of RHE and incorporates relationships and sex education. We also equip pupils with knowledge about their future. We learn about the next stage of their education and, also start to think about career choices. SMSC is integrated into each strand of the PSHE curriculum to enable pupils to contribute positively to their community and society. Pupils learn how to keep themselves healthy, including both physically and mentally and we provide them with the knowledge needed to make the correct choices. We promote British values at Stoke Heath by incorporating all British values within the PSHE strands of work.

The 7 strands of our PSHE curriculum are:

- Our Safety • Our Community • Our Future • Our Feelings and Well-Being • Our Relationships • Our Bodies • Our Digital World

Each strand has 6 lessons which are progressive across the year and across the school. While ideas and themes are revisited, individual lesson intentions and content are different.

We are Stoke Heath

We are learners ★ We are inclusive ★ We are honest ★ We are respectful

Enriching the curriculum and golden thread of PSHE

- Outstanding personal development curriculum
- Wide, rich set of experiences and opportunities, coherently planned - in and out of the classroom.
- High quality PSHE including RSE and RHE.
- Developing skills to be happy and successful adults and navigate the modern world.
- Children's physical and emotional health, safety and well-being is at the forefront of all we do.
- When children are happy and secure, they can succeed both academically and personally.

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PSHE- development process

Vision to keep our PSHE above and beyond the statutory curriculum.

Additional non-statutory curriculum content includes careers education, citizenship, emotional literacy, personal safety, community engagement and Sex Education.
It also incorporates British values and preparation for life in modern Britain

Scaffolded through:

PSHE Association guidance
Statutory guidance and beyond
Personal experience of leaders
No Outsiders
Texts - used to depersonalise

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PSHE - Implementation

Through PSHE, children are prepared for life in Modern Britain as British values are woven into the curriculum

Expectations week each term -PSHE/values focus

Assembly - Monday morning hook for the week

PSHE taught weekly, 30-minute lessons in the mornings.

Lessons are mostly text based

Different opinions and questions are encouraged, respected and answered factually.

Strands taught on a constant cycle - all strands revisited throughout the year.

All classes cover the same strand at the same time.

This enables weekly assemblies to be linked to the strand that children are covering that week giving further learning opportunities as well as creating a whole school ethos around PSHE.

Other resources such as:

- One Decision
- Picture news

Parents are sent PHSE overviews through email and regularly invited in for meetings to discuss these, look at resources and ask to questions. Parents are also provided with advice and tips for talking to their child.

Picture News

How does it make me feel?

| sad | angry | happy | confused | excited | worried | shocked | afraid |
|--|---|---|---|---|--|--|--|
| despondent discouraged dismal doleful downhearted forlorn gloomy melancholic miserable wretched | aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended outraged resentful vexed | beaming bozzant cheery contented delighted enraptured glowing joyful | addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled | animated elated enlivened enthusiastic exuberant gladdened thrilled | agitated anxious apprehensive concerned dismayed distracted distrressed disturbed fretful perturbed uneasy | astounded astounded dismayed dismayed dumbfounded dumbfounded horrorified staggered stunned surprised | alarmed aggravated dismayed dismayed fearful frantic horrorified petrified terrified |

British Values

Individual Liberty

We can choose what we do with our rubbish. Some of our choices and actions can have a more positive impact on the environment and our health than others.

This week's story looks at events related to ...

Tokyo, Japan

We listen to stories and learn about being honest and respectful.

We learn how to stay safe and about different feelings.

We talk about how to be brave and strong and sensible.



Teachers read a book about our health and being kind.

We learn about how to spend and save money!

We learn about different groups of people and different families.

Impact of PSHE

- Children know about being safe and use the language
 - Consent is a word that children know

Parent contact is positive, and we are able to reinforce our systems

Parents have thanked us for delivering a robust scheme

Very few parents withdraw from SRE

- Good relationships based on trust and respect
- Safeguarding – children talk to us and know we will listen
- Lots of disclosures following the PSHE lesson which we can follow up
- Cyber security is strong (supported and followed up with parents evening)
 - Scheme has given us a language to talk about it
 - Feeling safe questionnaire results in the high 80%/90%

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Family Centre-Whole Family Personal Development

Vision

We are Stoke Heath! We are a safe and happy place that is a home from home for the local community. We are the community spirit that supports our community to have a sense of belonging and to feel included. We are all on a journey to success through advice, help and support and enable the whole community to access education and lifelong learning.

Values

We are open to everybody - we are an open door to everyone for help and support.

We are inclusive - we aim to help to help everyone in the local community.

We are a safe space - we give everyone a voice. Somewhere they can be open, honest, listened to and feel safe and be safe.

We are lifelong learners - we provide access to advice, support, education and training to enable our community to gain new skills and develop.



Personal Development – Parents

1. Family Centre courses
2. 50 things to do before you're 5
3. Jobs
4. Housing
5. Attendance of children

Positive Family Foundations

legal action for the community
coventry
law centre

50
things to do
before you're
five

The Freedom Programme



FWT
a centre for women

 Coventry Refugee and Migrant Centre
Rebuilding Lives, Enabling Integration

Early Help Support

- HT Vice Chair of the EH strategic group for Coventry
- Chair for the HT group in Coventry
- Significant EH support on a day-to-day level, including:
 - Fitting out housing, Christmas presents, collecting to and from school
 - Accessing funding for leading the EH cases through Supporting Families

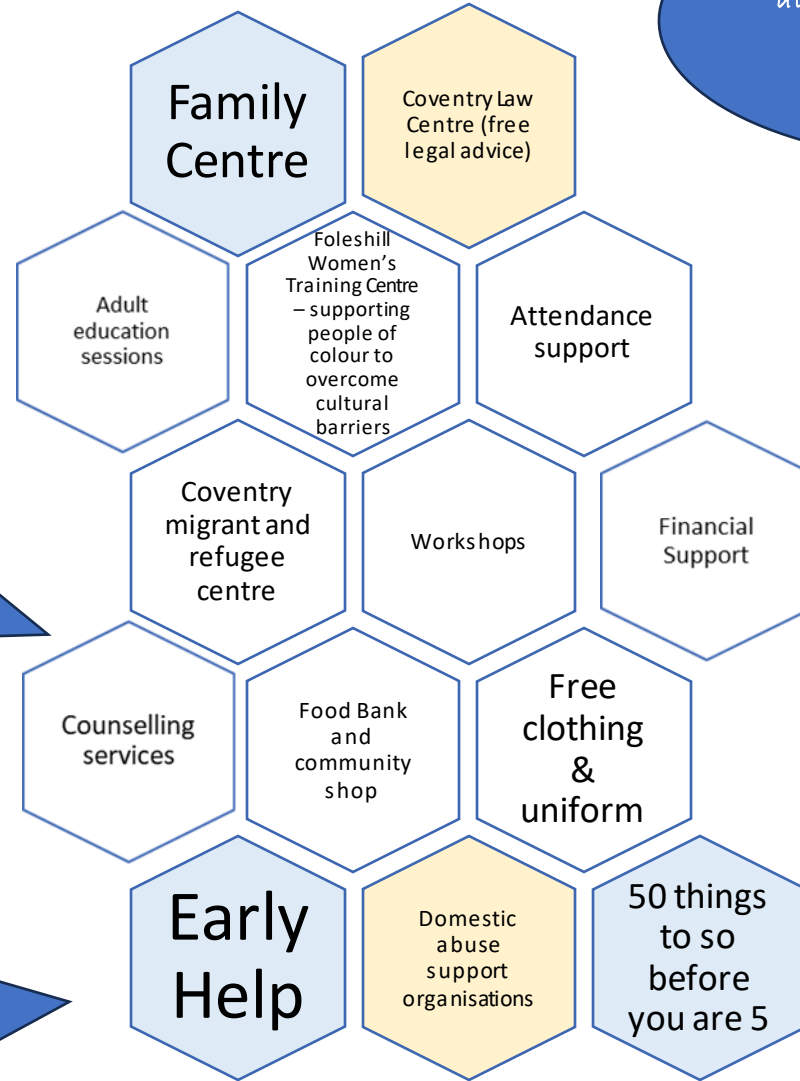
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For our families



"I think our school is very aware of the area it is situated in and the cost pressures that are present in the community." (Parent)

"Always have information and support available from all members of staff and in written format in all different languages" (Parent)

Community Shop users:
"I feel very pleased with this. It is very helpful. Thanks."
"Very good value for money when you haven't got any money."
"The community shop is fantastic and helps a lot of families."

"I enjoyed craft activities, rhyme time and play activities including story and fruit time. I enjoyed the diversity of the themes and activities each week, it helped me do the same with my toddler at home. I learned how to target and focus on specific skills, teaching one at a time. My toddler's attention span expanded, and he learned how to play with other kids and share. He also learned new words and rhymes."
(Parent attendee of stay and play group)

"I enjoyed learning about emotions, I have learned how to support my kids when they begin to feel different emotions like anger and anxiety, how to validate emotions and give directions. The tutors are supportive, explain everything clearly and made sessions enjoyable."

"Doing different activities and interacting with other children has really improved her confidence." (Parent attendee of Play and Learning Together sessions.)

We asked: "Is there anything more you feel your school does well to ensure it is inclusive of all pupils?"

"The school does everything well, could not give enough praise to each individual member of staff that supports all the children and the families"

"Fair prices and a wide range of activities for the children to take part in"

"[They] deal with bullying"

"The school are very approachable and always willing to help you just need to ask"

"Am very happy with the way the school makes me and everyone I hope, feel comfortable and a part of it"

"I believe that they are quite involved in community activities to support families' needs"

Parents told us:



"All children and families are treated equally"

"Gets everyone to fill out forms for free school meals as sometimes they don't know if they are entitled"

"Communication is done well"

"They offer free after school clubs"

"It does well by funding and supporting all families indeed such as education courses, school shop, job fair and so much more."

"It engages the children wellbeing an all-inclusive school. the very entrance said hello in my very own language while many still do not know of our country, not even our neighbouring countries."

"There is an inclusive culture in my opinion, it seems to be part of the school".

"School actively tries to seek students and families that need help, they have dedicated staff members to provide the support needed."

Parent testimony

My experience/journey with Stoke Heath Primary started nearly 17 years ago.

The school is more than a school for a lot of parents and children.

I have found that no matter what background, personal problems/challenges or crisis you can find yourself, whether it is you or others at fault, the team at Stoke Heath will support you and your children no matter how difficult the situation is.

The focus on making our children's lives easier and better is second to none.

I have had three children attend Stoke Heath, who in their own different ways have struggled for many reasons, whether it be educational, behavioural or due to family breakdown. With out the support of Stoke Heath, I would have never got through the most difficult time in my life.

They supported my children and myself in ways that no one else could.

They teach our children that no matter what their ability, they will achieve the highest they possibly can. They make the children feel safe, included and have the attitude to inspire all the little minds they come across. As a school they go above and beyond for every child that attends, past or present, and really focus on what each individual child feels comfortable with and will push them to achieve.

As a mum you want to feel at ease when someone else is caring for your children and I have never felt worried sending my children to school - that's down to the team at Stoke Heath. They really are an incredible bunch of people who want the best for the children that attend.

I only have praise for Stoke Heath as they really are an amazing school.

We asked: "Is there anything else you would like to say about your school?"

"It is a very good school. My child is comfortable and progresses well"

"Just how amazing the staff are really. They go above and beyond"

"It is exceptional, amazing and extremely supportive. A real family/community feeling."

"I am amazed how the school operates and still manages to pull lots of initiatives off. It is great school and great people"

"Thank you for all the support that my daughter is receiving at school."

Parents told us:



"We are very happy that our son goes to this school."

"Have been a wonderful part of our community."

"The school takes into account the cost of resources and supports this as much as possible."

"It is a very good school and they do try their best"

"We feel the friendly and helpful approach the school provides allows all families to feel included."

"Overall, a very lovely school, very hard-working staff and great community."

I have worked at Stoke Heath Primary School for 8 years, and I have the utmost respect and admiration for the staff there and the work they achieve with the children with additional needs. The caseload of children with SLCN is large and varied, my experience and knowledge is always sought and advice and ideas are implemented in a timely manner. Additional or carryover work is often carried out by specific Teaching Assistants who have built up their skill base through years of working with children with SLCN, which is invaluable. There is weekly liaison and regular discussions about individuals, and the SENDCos are always available or able to find time to discuss concerns and action onward referrals to other agencies as needed. There is a strong sense of team at Stoke Heath, both within the staff and any external agencies, with the child at the centre of this.

(Independent Speech and Language Therapist)

Visitors and Outside Professionals told us:

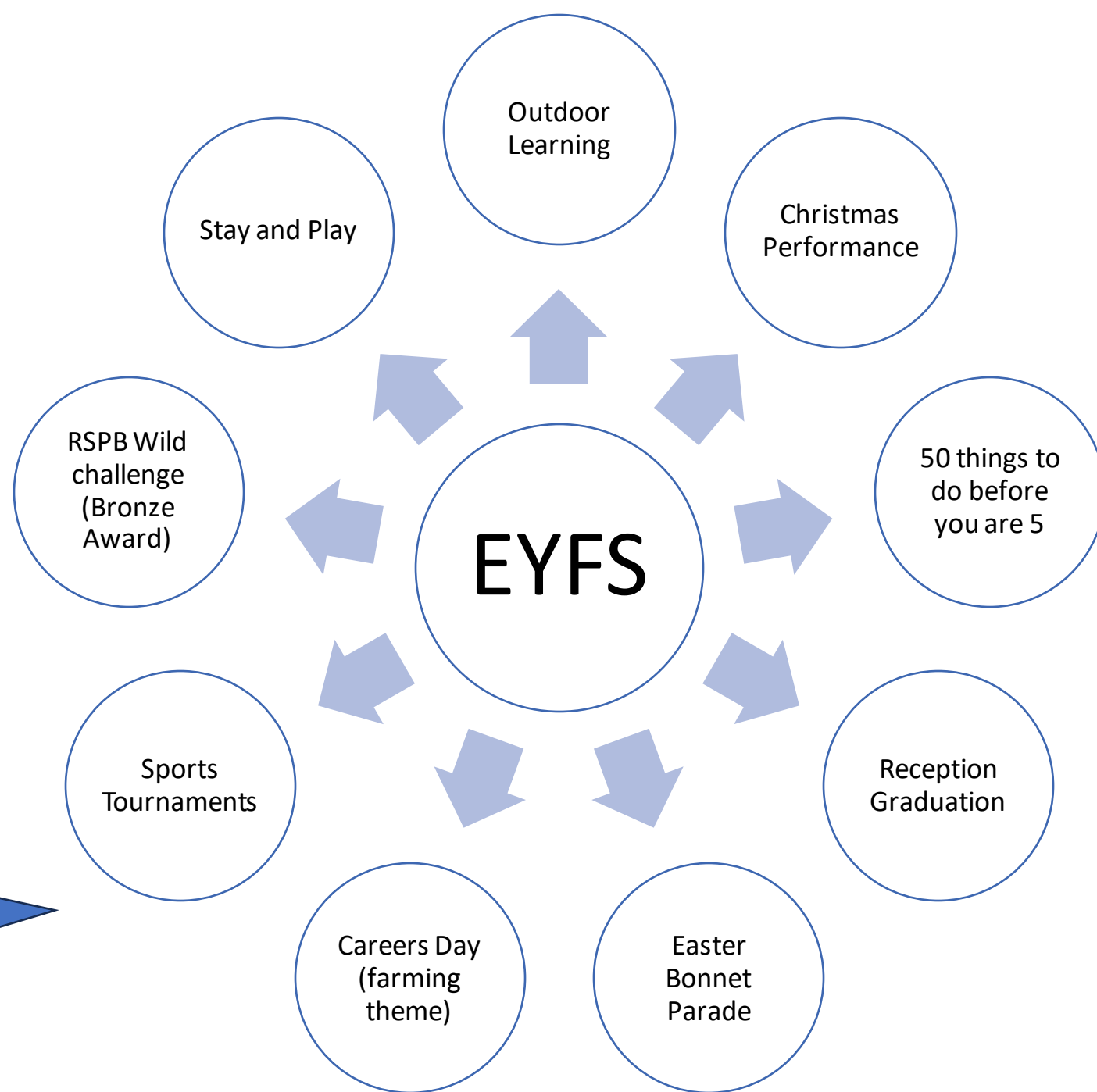


Stoke Heath is a wonderfully nurturing school that strives to achieve the best possible academic progress for the children who attend. The children feel incredibly happy to be there, safe and cared for. Classrooms are calm and adult time with children to support their social, emotional and mental health is given a high level of importance. The school is welcoming, and the atmosphere is positive. Both academic progress and progress with social skills is very evident due to the hard work of the staff and children. The leadership team are very involved with the staff and children and the school has a 'family feel'. Staff are always willing to take on board suggestions to improve further and it's lovely to see so many happy children walking around.

(visiting professional)

"I had a great time interviewing the Children at Stoke Heath for Careers day. I was amazed at how they all demonstrated a commitment to understanding the process and could articulate their ambitions. (Richard Harvey, TG Escapes)

Clubs:
Arts and
Crafts
Multisports
Dance

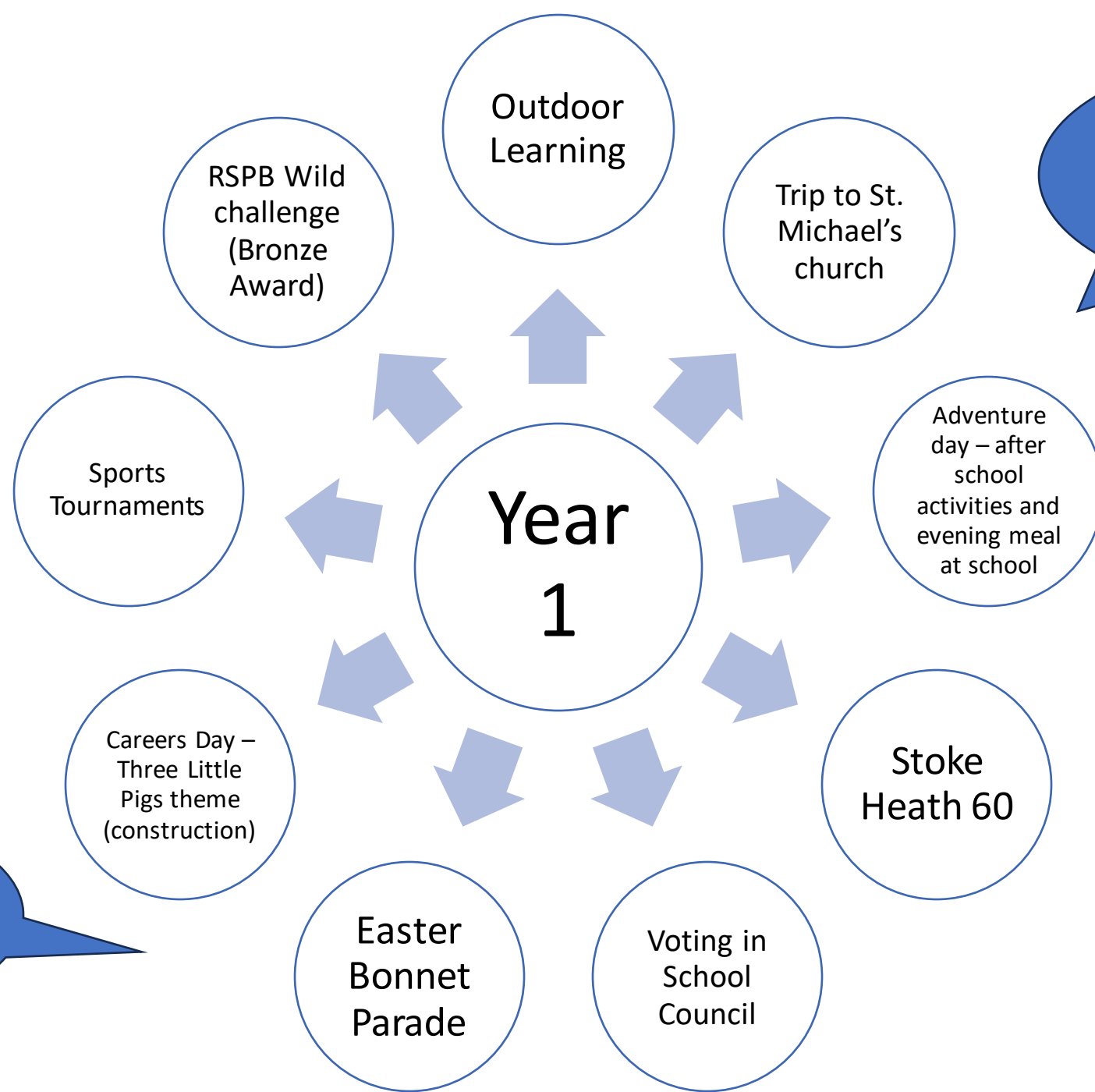


"I Like School because it is a kind school, and the teachers are kind"

"If we do something good or honest, we get star of the week"

Clubs:

- Dance
- Football
- Cricket
- Multisports
- Arts and Crafts



"Family team help children who need help in school and if they don't have PE kit, they will give it to them"

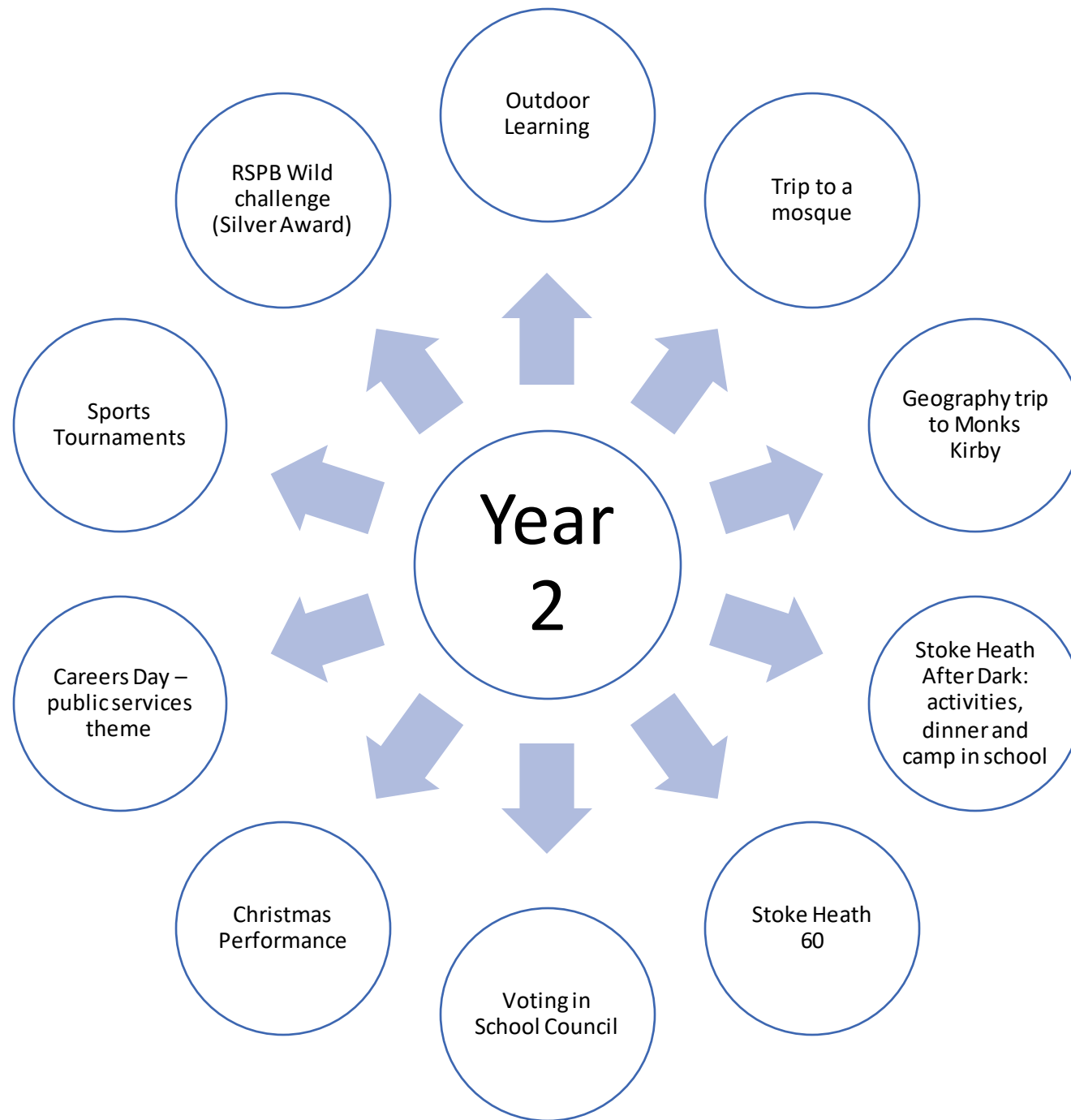
"If you're really good for the whole week, you get star of the week"

Year 1

| Our Safety | Our Relationships | Our Bodies |
|---|---|---|
| <p>To learn how rules keep us safe explore what rules are, why we have them and where rules apply (school/home/wider world) why some things have age restrictions, e.g. TV and film, games, toys or play areas</p> | <p>To learn what a family is what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> | <p>To learn what healthy means what it means to be healthy and why it is important</p> |
| <p>To learn about permission (non-physical) when it is important to ask for permission to touch others how to ask for and give/not give permission about situations when someone's body or feelings might be hurt and whom to go to for help</p> | <p>To learn how families are different what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> | <p>To learn about healthy daily routines ways to take care of themselves on a daily basis about basic hygiene routines, e.g. handwashing</p> |
| <p>To learn about touch to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe about situations when someone's body or feelings might be hurt and whom to go to for help</p> | <p>To learn about people who care for us (relatives) about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them</p> | <p>To learn about healthy food ways to take care of themselves on a daily basis about healthy and unhealthy foods, including sugar intake</p> |
| <p>To learn about privacy (general) about what it means to keep something private about situations when someone's body or feelings might be hurt and whom to go to for help</p> | <p>To learn what to do if you are worried about your family about the importance of telling someone — and how to tell them — if they are worried about something in their family</p> | <p>To learn about healthy activity about physical activity and how it keeps people healthy ways to take care of themselves on a daily basis about different types of play, including balancing indoor, outdoor and screen-based play</p> |
| <p>To learn about privacy (bodies) about what it means to keep something private, including parts of the body that are private Name body parts about situations when someone's body or feelings might be hurt and whom to go to for help</p> | <p>To learn about people who care for us (friends) about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them</p> | <p>To learn about sun safety how to keep safe in the sun</p> |
| <p>To learn about permission (physical) when it is important to ask for permission to touch others how to ask for and give/not give permission about situations when someone's body or feelings might be hurt and whom to go to for help</p> | <p>To learn about bullying about what bullying is The difference between bullying, teasing and being mean What to do if you're being bullied</p> | <p>To learn about people who help us to be healthy about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</p> |
| Our Community | Our Future | Our Feelings and well-being |
| <p>To learn how rules are different in different situations about examples of rules in different situations, e.g. class rules, rules at home, rules outside</p> | <p>To learn that everyone has different strengths that everyone has different strengths, in and out of school</p> | <p>To learn about respect about what respect means</p> |
| <p>To learn what makes people different Interests, Language, family, home, skin colour, religion</p> | <p>To learn about different jobs and the work people do (people who help us) about how different strengths and interests are needed to do different jobs about people whose job it is to help us in the community <i>about different jobs and the work people do</i></p> | <p>To learn how rules protect our feelings about class rules, being polite to others, sharing and taking turns what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel <i>how to manage and whom to tell when finding things difficult, or when things go wrong</i></p> |
| <p>To learn that different people have different needs that different people have different needs</p> | <p>To learn about different jobs and the work people do (other jobs children know) about how different strengths and interests are needed to do different jobs about different jobs and the work people do</p> | <p>To learn about different feelings (happy, sad, angry, scared) about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave <i>how to manage and whom to tell when finding things difficult, or when things go wrong</i></p> |
| <p>To learn how to care for different living things in different ways how we care for people, animals and other living things in different ways</p> | <p>To learn about different jobs and the work people do (other jobs children know) about how different strengths and interests are needed to do different jobs about different jobs and the work people do</p> | <p>To learn about different feelings (proud and jealous) about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave <i>how to manage and whom to tell when finding things difficult, or when things go wrong</i></p> |
| <p>To learn how to look after the environment how they can look after the environment, e.g. recycling</p> | <p>To learn about different jobs and the work people do (aspirational – introducing alternative ideas) about how different strengths and interests are needed to do different jobs about different jobs and the work people do</p> | <p>To learn about different feelings (excited and ashamed) about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave <i>how to manage and whom to tell when finding things difficult, or when things go wrong</i></p> |
| <p>To learn about our community Where are we from, what defines us, what is a community</p> | <p>To learn about different jobs and the work people do (aspirational – introducing alternative ideas) about how different strengths and interests are needed to do different jobs about different jobs and the work people do</p> | <p>To learn how to get help how to manage and whom to tell when finding things difficult, or when things go wrong</p> |
| Our Digital World | | |
| <p>To learn what the internet is Understand what the internet is</p> | <p>To learn the benefits of using the internet and digital devices the benefits of using the internet and digital devices whom to tell if they see something online that makes them feel unhappy, worried, or scared</p> | |
| <p>To learn why people use the internet how and why people use the internet whom to tell if they see something online that makes them feel unhappy, worried, or scared</p> | <p>To learn how people communicate safely with others online how people find things out and communicate safely with others online whom to tell if they see something online that makes them feel unhappy, worried, or scared</p> | |
| <p>To learn how people use the internet how and why people use the internet whom to tell if they see something online that makes them feel unhappy, worried, or scared</p> | <p>To learn basic rules for keeping safe online basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared</p> | |

Clubs:

- Dance
- Football
- Cricket
- Multisports
- Arts and Crafts
- Coding



"They gave us free books that they don't use, like 3 weeks ago, they were outside classes"

"Worry monster – really useful"

Year 2

| Our Safety | | Our Relationships | Our Bodies |
|---|--|--|--|
| To learn the difference between a happy and unhappy surprise or secret about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to ask for help if they feel unsafe or worried and what vocabulary to use | | To learn how to make friends about different ways that people meet and make friends about the things they have in common with their friends, classmates, and other people | To learn how to look after your teeth the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health |
| To learn how to say no how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use | | To learn what makes a good friend how to be a good friend, e.g. kindness, listening, honesty | To learn about medicines that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel |
| To learn about risk at home how to recognise risk in everyday situations how to help keep themselves safe in familiar and unfamiliar environments to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say | | To learn how to solve problems with friends about what causes arguments between friends how to positively resolve arguments between friends | To learn how to stay healthy about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy |
| To learn about risk at school how to recognise risk in everyday situations how to help keep themselves safe in familiar and unfamiliar environments, such as in school to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say | | To learn how to play with different people strategies for positive play with friends, e.g. joining in, including others, etc. how to play and work cooperatively in different groups and situations | To learn about the human life cycle about the human life cycle and how people grow from young to old |
| To learn about risk outside how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say | | To learn how to ask for help how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else | To learn to name parts of the human body to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) |
| To learn about risk online how to recognise risk in everyday situations how to help keep themselves safe in familiar and unfamiliar environments, such as online to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger | | To learn how friends can be different how friends can have both similarities and differences how to share their ideas and listen to others, take part in discussions, and give reasons for their views | To learn how we change as we grow up about change as people grow up, including new opportunities and responsibilities how our needs and bodies change as we grow up |
| Our Community | | Our Future | Our Feelings and well-being |
| To learn about rights and responsibilities (school) about different rights and responsibilities that they have in school and the wider community | | To learn about the concept of money about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments | To learn about different feelings (revise and extend from Y1 list) how to describe and share a range of feelings |
| To learn about rights and responsibilities (wider community) about different rights and responsibilities that they have in school and the wider community | | To learn about gaining money how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do | To learn how to manage our moods ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others |
| To learn about the communities we belong to about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups | | To learn about saving money how money can be kept and looked after about getting, keeping and spending money | To learn to ask for help with our feelings when and how to ask for help, and how to help others, with their feelings |
| To learn how communities help inclusion about how a community can help people from different groups to feel included | | To learn about spending money how money can be kept and looked after about getting, keeping and spending money | To learn about bullying about what bullying is and different types of bullying how someone may feel if they are being bullied |
| To learn about equality to recognise that they are all equal, and ways in which they are the same and different to others in their community | | To learn about needs and wants how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants | To learn about hurtful behaviour how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online |
| To learn how individuals can make a difference Link with knowledge about Rosa Parks. Recognise that everyone can make a difference, no matter how small | | To learn how to prepare ourselves for change preparing to move to a new class and setting goals for next year | To learn how to manage difficult feelings how to manage big feelings including those associated with change, loss and bereavement |
| Our Digital World | | | |
| To learn why people use the internet to recognise the purpose and value of the internet in everyday life | | To learn that not everything on the internet is true that information online might not always be true | |
| To learn how people use the internet the ways in which people can access the internet e.g. phones, tablets, computers | | To learn to identify online bullying about bullying online, and the similarities and differences to face-to-face bullying how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication | |
| To learn about different types of content on the internet to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos | | To learn about good digital habits Digital health/hygiene Time limits, age restrictions | |

Clubs:

- Dance
- Football
- Cricket
- Multisports
- Tennis
- Dodgeball
- Arts and Crafts
- Coding
- Instruments



"I like art as you are able to paint things with your emotions"

It's good because you get to celebrate everyone's success."

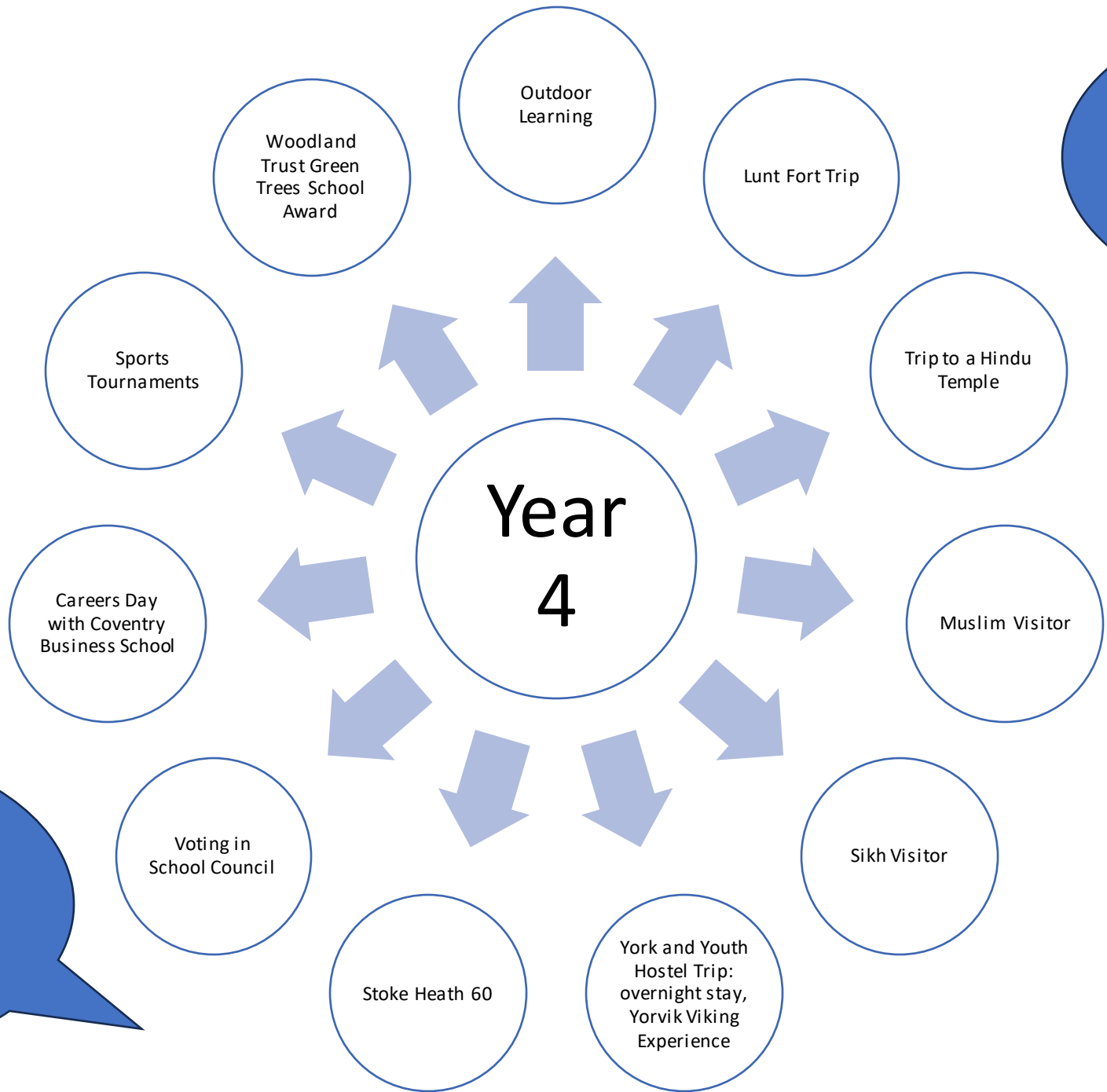
Year 3

| Our Safety | Our Relationships | Our Bodies |
|---|---|--|
| <p>To learn the importance of following rules the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places,</p> | <p>To learn about different types of families to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</p> | <p>To learn what a healthy, balanced diet looks like what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</p> |
| <p>To learn to identify hazards how to identify typical hazards at home and in school</p> | <p>To learn about positive families that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other</p> | <p>To learn about the benefits of exercise that regular exercise such as walking or cycling has positive benefits for their mental and physical health</p> |
| <p>To learn about fire safety about fire safety at home including the need for smoke alarms including road, rail, water and firework safety</p> | <p>To learn about the different ways that people can care for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> | <p>To learn about healthy choices to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them</p> |
| <p>To learn to manage risk how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</p> | <p>To learn when something in a family might make someone upset or worried to identify if/when something in a family might make someone upset or worried</p> | <p>To learn about healthy habits about the choices that people make in daily life that could affect their health about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p> |
| <p>To learn about privacy about what privacy and personal boundaries are, including online</p> | <p>To learn what to do if family relationships are making someone feel unhappy or unsafe what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p> | <p>To learn what puberty is Know that puberty is the transition between childhood and adulthood Revise names of body parts from Year 2 Know how and who to ask for help if they have questions about their body</p> |
| <p>To learn what is appropriate to share What is appropriate to share with friends, classmates, family and wider social groups including online</p> | <p>To learn to identify online bullying about bullying online, and the similarities and differences to face-to-face bullying how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> | <p>To learn what puberty is Know that their body and emotions will change Know how and who to ask for help if they have questions about their body</p> |
| Our Community | Our Future | Our Feelings and well-being |
| <p>To learn the importance of the law the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken</p> | <p>To learn to set goals how to set goals that they would like to achieve this year e.g. learn a new hobby</p> | <p>To learn about bullying that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved what to do and whom to tell if they see or experience bullying or hurtful behaviour</p> |
| <p>To learn about human rights what human rights are and how they protect people to identify basic examples of human rights including the rights of children</p> | <p>To learn about different job sectors about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> | <p>To learn about politeness what it means to treat others, and be treated, politely</p> |
| <p>To learn about responsibilities about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p> | <p>To learn about stereotypes in jobs about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> | <p>To learn about things that affect feelings about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings</p> |
| <p>To learn about respect the ways in which people show respect and courtesy in different cultures and in wider society to recognise respectful behaviours e.g. helping or including others, being responsible</p> | <p>To learn about skills needed for jobs about some of the skills needed to do a job, such as teamwork and decision-making</p> | <p>To learn about different ways people express feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change overtime and become more or less powerful</p> |
| <p>To learn how to be respectful in different situations how to model respectful behaviour in different situations e.g. at home, at school, online</p> | <p>To learn about different career paths that people can have more than one job at once or over their lifetime</p> | <p>To learn the importance of self-respect the importance of self-respect and their right to be treated respectfully by others to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p> |
| <p>To learn how individuals can make a difference PeaceJam lesson: Rigobera Menchu Tum. Read story followed by Character education activity.</p> | <p>To learn to identify our skills and interests to recognise their interests, skills and achievements and how these might link to future jobs</p> | <p>To learn about our strengths and interests that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</p> |

| Our Digital World | |
|--|--|
| <p>To learn how to stay safe online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> | <p>To learn strategies to find out if something on the internet is true strategies to recognise whether something they see online is true or accurate how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> |
| <p>To learn positive uses for the internet how the internet can be used positively for leisure, for school and for work how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> | <p>To learn to decide if a game or website is appropriate to use to evaluate whether a game is suitable to play or a website is appropriate for their age-group how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> |
| <p>To learn how and why information on the internet is altered to recognise that images and information online can be altered or adapted and the reasons for why this happens how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> | <p>To learn to make good choices from search results to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> |

Clubs:

- Dance
- Football
- Cricket
- Multisports
- Tennis
- Dodgeball
- Arts and Crafts
- Coding
- Instruments



"My school is an incredible school because it's about trying to ensure learning and it helps your brain to grow so you can be healthy as you have more knowledge"

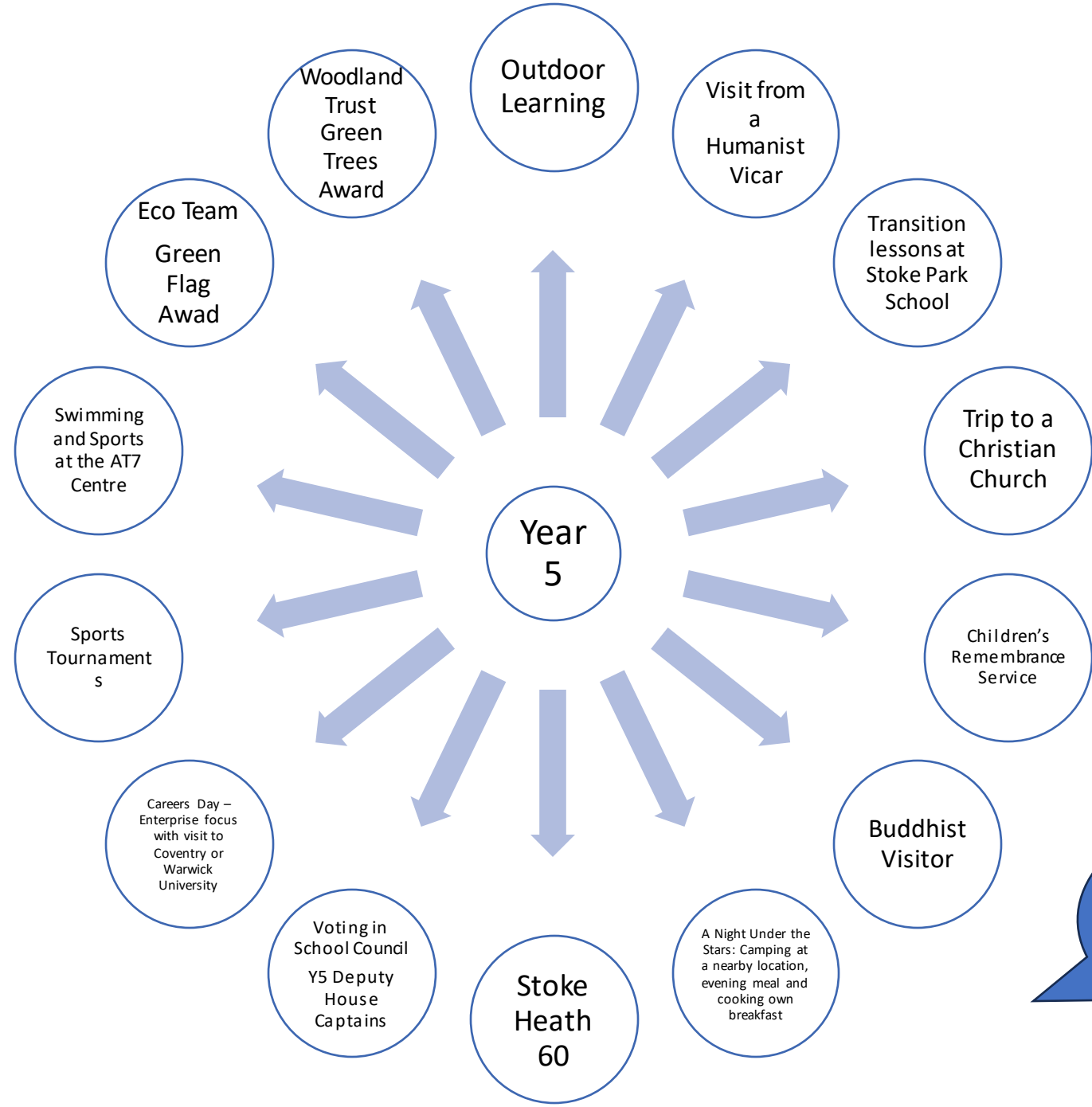
"The school has excellent playground facilities, there are multiple activities taking place during the lunchtime including football, basketball, swing ball, ribbon twirling as well as the school having an adventure playground."

Year 4

| Our Safety | Our Relationships | Our Bodies |
|--|--|--|
| <p>To learn about bullying to differentiate between playful teasing, hurtful behaviour and bullying, including online how to respond if they witness or experience hurtful behaviour or bullying, including online</p> | <p>To learn the features of a healthy friendship About the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> | <p>To learn to identify factors that maintain a healthy lifestyle to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p> |
| <p>To learn to manage peer pressure recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable how to manage pressures associated with dares</p> | <p>To learn what to do if a friendship is making you unhappy How to seek support with relationships if they feel lonely or excluded</p> | <p>To learn how to manage good oral hygiene how to maintain oral hygiene and dental health, including how to brush and floss correctly the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p> |
| <p>To learn when it is appropriate to keep a secret when it is right to keep or break a confidence or share a secret</p> | <p>To learn respectful online communication with friends How to communicate respectfully with friends when using digital devices What to do or whom to tell if they are worried about any contact online</p> | <p>To learn what puberty is about the physical and emotional changes during puberty the importance of personal hygiene routines during puberty including washing regularly and using deodorant how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty</p> |
| <p>To learn the importance of using medicines and chemicals safely the importance of taking medicines correctly and using household products safely</p> | <p>To learn the risks of communicating with people online How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know What to do or whom to tell if they are worried about any contact online</p> | <p>To learn to identify internal and external body parts how to identify external genitalia and reproductive organs how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty</p> |
| <p>To learn what a drug is to recognise what is meant by a 'drug' that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</p> | <p>To learn about bullying that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved what to do and whom to tell if they see or experience bullying or hurtful behaviour</p> | <p>To learn about changes that occur during puberty (girls) key facts about the menstrual cycle and menstrual wellbeing strategies to manage the changes during puberty including menstruation how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty</p> |
| <p>To learn about the effects of some drugs to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects to identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break how to ask for help or advice</p> | <p>To learn how to respond to bullying Know a variety of strategies to use if they see bullying or are being bullied</p> | <p>To learn about changes that occur during puberty (boys) key facts about erections and wet dreams strategies to manage the changes during puberty how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty</p> |
| Our Community | Our Future | Our Feelings and well-being |
| <p>To learn to talk about our differences appropriately to recognise differences between people such as gender, race, faith a vocabulary to sensitively discuss difference and include everyone</p> | <p>To learn about different payment methods about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</p> | <p>To learn about different emotions: anger, calm, happy, sad To learn what they look like, what they feel like and how to manage them</p> |
| <p>To learn the importance of respecting differences to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations about the importance of respecting the differences and similarities between people</p> | <p>To learn about the positive effects of spending that how people spend money can have positive effects on others e.g. charities</p> | <p>To learn about different emotions: generous, greedy, kind, selfish To learn what they look like, what they feel like and how to manage them</p> |
| <p>To learn what a community is the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community</p> | <p>To learn about the negative effects of spending that how people spend money can have negative effects on others e.g. single use plastics</p> | <p>To learn about different emotions: excited, scared, brave, nervous To learn what they look like, what they feel like and how to manage them</p> |
| <p>To learn about groups in our local community about the individuals and groups that help the local community, including through volunteering and work</p> | <p>To learn why people make different decisions about spending how people make different spending decisions based on their budget, values and needs</p> | <p>To learn about different emotions: needed, lonely, shy, confident To learn what they look like, what they feel like and how to manage them</p> |
| <p>To learn the importance of kindness how to show compassion towards others in need and the shared responsibilities of caring for them</p> | <p>To learn how to budget how to keep track of money and why it is important to know how much is being spent</p> | <p>To learn about different emotions: modest, arrogant, proud, ashamed</p> |
| <p>To learn how the school contributes to the local community Think about school's place within local community, what do we do/offer Groups we have links with. What else could we do?</p> | <p>To learn how children can earn money How can children make money – online, enterprise, ethics, who keeps the money</p> | <p>To learn about different emotions: loved, excluded, jealously, accepting To learn what they look like, what they feel like and how to manage them</p> |
| Our Digital World | | |
| <p>To learn to recognise risks online how to recognise risks online such as harmful content or contact how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p> | <p>To learn how organisations use personal information that organisations can use personal information to encourage people to buy things</p> | |
| <p>To learn how people may behave differently online how people may behave differently online including pretending to be someone they are not how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p> | <p>To learn what online adverts look like to recognise what online adverts look like to compare content shared for factual purposes and for advertising</p> | |
| <p>To learn about digital footprints that everything shared online has a digital footprint</p> | <p>To learn the importance of good digital habits Recognise good and bad habits Reflect on own digital use</p> | |

Clubs:

- Dance
- Football
- Cricket
- Girls Multisports
- Hockey
- Dodgeball
- Basketball
- Arts and Crafts
- Coding
- STEM
- Instruments



"I go to art and crafts club, street dance club, cadets and they're all free"

"They listen to our new ideas, and everyone agrees on it in the room."
(Eco-hero)

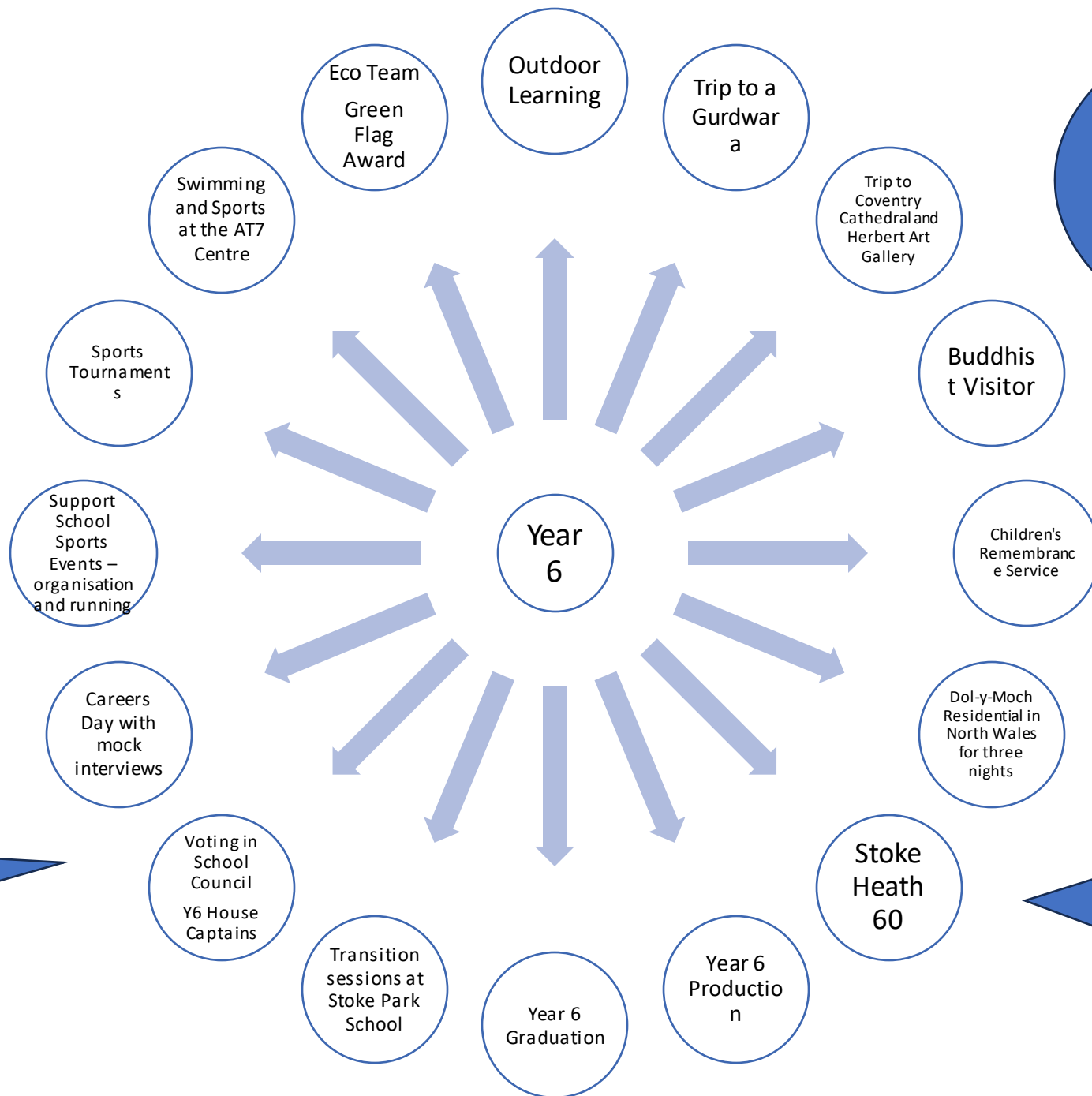
"The house that has the most house points, at the end of the half-term, get to do something fun like a bouncy castle"

Year 5

| Our Safety | Our Relationships | Our Bodies |
|--|---|--|
| <p>To learn how to identify and manage risk to identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</p> | <p>To learn what makes a healthy friendship what makes a healthy friendship and how they make people feel included strategies to help someone feel included</p> | <p>To learn about the importance of sleep how sleep contributes to a healthy lifestyle healthy sleep strategies and how to maintain them</p> |
| <p>To learn how to respond in an emergency Spot and identify potential hazards and dangers in different locations how to respond in an emergency, including when and how to contact different emergency services</p> | <p>To learn how friendships change that friendships can change over time and the benefits of having new and different types of friends</p> | <p>To learn about the benefits and risks of the sun about the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke</p> |
| <p>To learn about consent how to ask for, give and not give permission for physical contact</p> | <p>To learn how to resolve problems with friends that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships</p> | <p>To learn how to control and manage illnesses how medicines can contribute to health and how allergies can be managed that some diseases can be prevented by vaccinations and immunisations that bacteria and viruses can affect health how they can prevent the spread of bacteria and viruses with everyday hygiene routines to recognise the shared responsibility of keeping a clean environment</p> |
| <p>To learn how to manage unwanted touch how to respond to unwanted or unacceptable physical contact that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact</p> | <p>To learn about peer influence (face to face) about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> | <p>To learn what puberty is about the physical and emotional changes during puberty the importance of personal hygiene routines during puberty including washing regularly and using deodorant how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty</p> |
| <p>To learn about acceptable and unacceptable touch to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how it feels in a person's mind and body when they are uncomfortable that it is never someone's fault if they have experienced unacceptable contact</p> | <p>To learn about peer influence (online) about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> | <p>To learn about changes that occur during puberty (girls) key facts about the menstrual cycle and menstrual wellbeing strategies to manage the changes during puberty including menstruation how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty</p> |
| <p>To learn about FGM that female genital mutilation (FGM) is against British law¹ what to do and whom to tell if they think they or someone they know might be at risk of FGM</p> | <p>To learn how to recognise a negative friendship how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable when and how to seek support in relation to friendships</p> | <p>To learn about changes that occur during puberty (boys) key facts about erections and wet dreams strategies to manage the changes during puberty how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty</p> |
| Our Community | Our Future | Our Feelings and well-being |
| <p>To learn about different types of discrimination to recognise that everyone should be treated equally what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> | <p>To learn what affects people's career choice how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</p> | <p>To learn what we mean by mental health that mental health is just as important as physical health and that both need looking after to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</p> |
| <p>To learn the impact of discrimination the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination</p> | <p>To learn the benefits of being ambitious about the role ambition can play in achieving a future career</p> | <p>To learn how mental health can be affected negatively how negative experiences such as being bullied or feeling lonely can affect mental wellbeing positive strategies for managing feelings</p> |
| <p>To learn about online bullying and discrimination to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment how to report discrimination online</p> | <p>To learn about routes into work that there is a variety of routes into work e.g. college, apprenticeships, university, training</p> | <p>To learn how to seek help with difficult feelings to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available identify where they and others can ask for help and support with mental wellbeing in and outside school the importance of asking for support from a trusted adult</p> |
| <p>To learn to listen to a wide range of views why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> | <p>To learn about the importance of diversity in workplaces the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it</p> | <p>To learn how to manage difficult feelings and manage our mental health that there are situations when someone may experience mixed or conflicting feelings how feelings can often be helpful, whilst recognising that they sometimes need to be overcome ways to boost their mood and improve emotional wellbeing about the link between participating in interests, hobbies and community groups and mental wellbeing</p> |
| <p>To learn how the government supports people in the UK about how resources are allocated and the effect this has on individuals, communities and the environment</p> | <p>To learn to identify career paths that interest you to identify jobs that they might like to do in the future</p> | |
| <p>To learn about protecting the environment the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things to express their own opinions about their responsibility towards the environment</p> | <p>To learn how spending money affects the environment about the way that money is spent and how it affects the environment</p> | <p>To learn to identify and celebrate our personal identity about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes, sexuality how to recognise, respect and express their individuality and personal qualities</p> |
| Our Digital World | | |
| <p>To learn to identify different types of digital media to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> | | <p>To learn how to choose reliable search results how to assess which search results are more reliable than others</p> |
| <p>To learn to identify fact, opinion and bias basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</p> | | <p>To learn to recognise unsafe or suspicious content online to recognise unsafe or suspicious content online</p> |
| <p>To learn to identify stereotypes that some media and online content promote stereotypes</p> | | <p>To learn how devices store and share information how devices store and share information</p> |

Clubs:

- Dance
- Football
- Cricket
- Girls Multisports
- Hockey
- Dodgeball
- Basketball
- Book Club
- Arts and Crafts
- Coding
- STEM
- Instruments



"Eco-club is a thing that we do for the environment, we discuss the badges, we earn badges, we have to look after the environment, we do litter picking at lunch and break, I think it's good because it's helping the environment, because we're cleaning up all the rubbish."

"We get a free breakfast"

"We get different awards, we get Maths and English awards, reading award, super learner and 2 medals"

"If there's any bagels left, I can have one at break"

Year 6

| Our Safety | Our Relationships | Our Bodies |
|---|---|--|
| To learn the features of healthy and unhealthy friendships to compare the features of a healthy and unhealthy friendship | To learn what it means to be attracted to someone what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith | To learn about the risks and effects of different drugs about the risks and effects of different drugs to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs |
| To learn to assess the risks of different challenges how to assess the risk of different online 'challenges' and 'dares' how to get advice and report concerns about personal safety, including online | To learn the qualities of a healthy relationships about the qualities of healthy relationships that help individuals flourish | To learn about the reason people use drugs about mixed messages in the media relating to drug use and how they might influence opinions and decisions about the organisations where people can get help and support concerning drug use how to ask for help if they have concerns about drug use |
| To learn about shared responsibility about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong | To learn about gender and sexual identity the difference between gender identity and sexual orientation and everyone's right to be loved that for some people their gender identity does not correspond with their biological sex | To learn about the responsibilities of having a baby about the responsibilities of being a parent or carer and how having a baby changes someone's life |
| To learn how to respond to pressure from others strategies to respond to pressure from friends including online how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable | To learn how people can show their love to each other ways in which couples show their love and commitment to one another, including those who are not married or who live apart | To learn what sexual intercourse is what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults |
| To learn how to seek and give consent what consent means and how to seek and give/not give permission in different situations | To learn to identify the links between love, relationships and sex Identify the links between love, committed relationships and conception | To learn how pregnancy occurs how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb |
| To learn about laws relating to drugs about the laws relating to drugs common to everyday life and illegal drugs | To learn about marriage and civil partnership what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal how and where to report forced marriage or ask for help if they are worried | To learn how pregnancy can be prevented that pregnancy can be prevented with contraception |
| Our Community | Our Future | Our Feelings and well-being |
| To learn the link between values and behaviour about the link between values and behaviour and how to be a positive role model | To learn what influences decisions about money about the role that money plays in people's lives, attitudes towards it and what influences decisions about money | To learn some of the changes that happen as you grow up to recognise some of the changes as they grow up e.g. increasing independence |
| To learn to identify and challenge discrimination what prejudice means to differentiate between prejudice and discrimination how to recognise acts of discrimination strategies to safely respond to and challenge discrimination | To learn to identify value for money about value for money and how to judge if something is value for money | To learn what causes grief about the changes that may occur in life including death, and how these can cause conflicting feelings that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed |
| To learn to identify and challenge stereotypes how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups how stereotypes are perpetuated and how to challenge this | To learn how to be a critical consumer how companies encourage customers to buy things and why it is important to be a critical consumer | To learn strategies to help manage grief about strategies that can help someone cope with the feelings associated with change or loss to identify how to ask for help and support with loss, grief or other aspects of change |
| To learn how to discuss issues respectfully how to discuss issues respectfully how to listen to and respect other points of view how to constructively challenge points of view they disagree with ways to participate effectively in discussions online and manage conflict or disagreements | To learn the impact of not having money how having or not having money can impact on a person's emotions, health and wellbeing | To learn how to be more independent about what being more independent might be like, including how it may feel |
| | To learn about risks associated with money about common risks associated with money, including debt, fraud and gambling how to get help if they are concerned about gambling or other financial risks | To learn how to manage feelings associated with change about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school |
| To learn strategies to help manage change practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school | | |
| Our Digital World | | |
| To learn some positives and negatives about the internet about the benefits of safe internet use e.g. learning, connecting and communicating how online content can be designed to manipulate people's emotions and encourage them to read or share things the reasons why some media and online content is not appropriate for children what to do and whom to tell if they are frightened or worried about something they have seen online | To learn how to use social media safely why people choose to communicate through social media and some of the risks and challenges of doing so that social media sites have age restrictions and regulations for use the reasons why some media and online content is not appropriate for children what to do and whom to tell if they are frightened or worried about something they have seen online | To learn about sharing things online about sharing things online, including rules and laws relating to this how to recognise what is appropriate to share online how to report inappropriate online content or contact the reasons why some media and online content is not appropriate for children what to do and whom to tell if they are frightened or worried about something they have seen online |
| To learn why age restrictions are important about the different age rating systems for social media, TV, films, games and online gaming why age restrictions are important and how they help people make safe decisions about what to watch, use or play the reasons why some media and online content is not appropriate for children what to do and whom to tell if they are frightened or worried about something they have seen online | To learn how and why images online might be manipulated, altered, or faked how and why images online might be manipulated, altered, or faked how to recognise when images might have been altered the reasons why some media and online content is not appropriate for children what to do and whom to tell if they are frightened or worried about something they have seen online | To learn about sharing images online to identify types of images that are appropriate to share with others and those which might not be appropriate that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be the reasons why some media and online content is not appropriate for children what to do and whom to tell if they are frightened or worried about something they have seen online |
| To learn the importance of good digital habits how balancing time online with other activities helps to maintain their health and wellbeing strategies to manage time spent online and foster positive habits e.g. switching phone off at night | To learn to make good decisions about online contact Recognise people online may not be who they really are Understanding what personal information is Know what is suitable for sharing and what is not | To learn strategies for managing online requests strategies for dealing with requests for personal information or images of themselves what to do if they take, share or come across an image which may upset, hurt or embarrass them or others how to report the misuse of personal information or sharing of upsetting content/images online the reasons why some media and online content is not appropriate for children what to do and whom to tell if they are frightened or worried about something they have seen online |

Impact

- Oversubscribed
- Thriving nursery numbers
- Reduction in behaviour incidents
- Parents tell us they are happy with what we are offering the children.
- Students are excited and enthusiastic about the opportunities we provide and can cite and explain the values and understand why they are important
- Visitors comment on our positive ethos and atmosphere in school.
- Parental engagement – trusting relationships and open communication.

All = an outstanding personal development curriculum

“We feel the friendly and helpful approach the school provides allows all families to feel included.” (parent)

Stoke Heath is a wonderfully nurturing school that strives to achieve the best possible academic progress for the children who attend. The children feel incredibly happy to be there, safe and cared for. Classrooms are calm and adult time with children to support their social, emotional and mental health is given a high level of importance. The school is welcoming, and the atmosphere is positive. Both academic progress and progress with social skills is very evident due to the hard work of the staff and children. The leadership team are very involved with the staff and children and the school has a ‘family feel’. Staff are always willing to take on board suggestions to improve further and it’s lovely to see so many happy children walking around.

(visiting professional)

“I had a great time interviewing the Children at Stoke Heath for Careers day. I was amazed at how they all demonstrated a commitment to understanding the process and could articulate their ambitions. (Richard Harvey, TG Escapes)

“It is exceptional, amazing and extremely supportive. A real family/community feeling.” (parent)