

Personal Development Curriculum at Hampton Vale Primary Academy

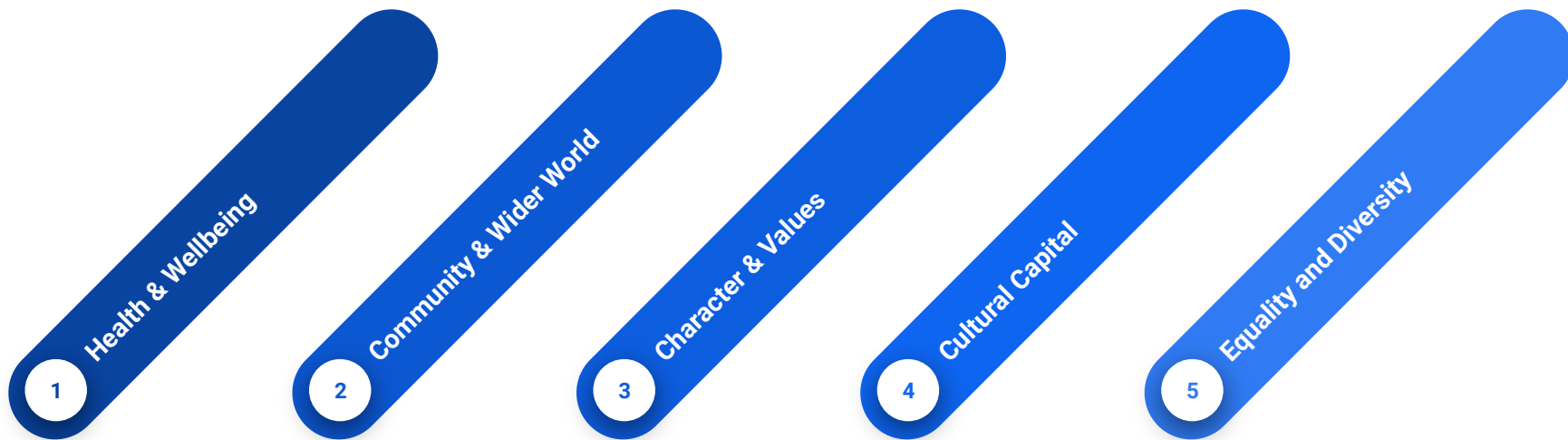
‘Education is the key to unlocking the world, a passport to freedom.’

Our school’s vision is to provide our children with an education that will empower them to become the best they can be. All pupils will leave our school having received a broad, balanced and inclusive education that not only prepares them for future success, but also promotes a deeper understanding of the world around them.

Our school values encompass the qualities and characteristics that we wish to nurture in all our children throughout school. By nurturing these core characteristics in all that we do, we believe that our pupils will leave our school equipped with the necessary personal skills they will need to be successful citizens in modern Britain.

Integrity | Empathy | Respect | Challenge | Diversity | Liberty | Resilience | Leadership

Personal Development Curriculum Strands



In order to ensure our school provides every opportunity to nurture our pupils' personal development we have devised our own personal development curriculum. The curriculum is broken down into 5 main strands that reflect our practice.

Personal Development Curriculum				
Health & Wellbeing	Community & the World	Character & Values	Cultural Capital	Equality & Diversity
Physical Health	Engage with Local Community	Pupil Voice	School Curriculum	Teaching of Protected Characteristics
Mental Health	Sustainability	School Vision & Values	Trips & Experiences	Anti-Bullying
Sex Education	Citizenship & British Values	British Values	Extra-Curricular Clubs	
Online Safety	Awareness of Local & Global Issues	Aspiration	Hampton Vale Passports & Challenges	
Being Safe		Self-Regulation	School Environment	
Healthy Relationships		Celebration Assemblies		

Wellbeing Area:

Provision:

1

Physical Health

- P.E. lessons taught by P.E. specialists
- Extra curricular activities (clubs, tournaments, coaching sessions (cricket, table tennis))
- Swimming lessons
- Bikeability
- Dance curriculum taught by Performing Arts specialist
- Importance of physical exercise taught within P.E., Science and PSHE
- Healthy lifestyles forms its own strand within PSHE: coverage includes teaching: importance of sleep; hygiene; dental hygiene; effects of drugs, alcohol, smoking & vaping
- Healthy eating policy within school
- Healthy eating taught within PSHE, Science & DT. Children taught about a healthy diet, moderation, how to read food labels, key cooking skills, relationships with food, as well as origins of food, "Eat them to defeat them" initiative.
- Mental health week - Wake 'n' Shake; Music video; activity focused (yoga).
- Strong promotion of events that celebrate physical health - eg. major sporting events and competitions.
- We also enter the ballot for tickets to sporting events such as Wimbledon for children to attend.

2

Mental Health

- Strong pastoral support from inclusion team
- School mental health policy introduced
- Mental health champion staff member has delivered mental health CPD for all staff
- All classrooms have 'worry boxes' for children to share concerns
- Conversations around mental health are part of our everyday life in school and children are taught age appropriate language in order to identify and discuss how they are feeling
- Children taught about positive self-image, and the importance of identifying own strengths
- Children taught about the dangers of social media on mental health, and how to use safely
- Celebrate Mental Health Week (Dress to express) & Hello Yellow Day
- Nurturing and supportive environment from teachers - adaptive P4T sessions
- Broad and balanced curriculum supports this e.g: forest school, P.E, dance.

3

Sex Education

- Year 5 are taught about human reproduction within their PSHE lessons over three lessons:
1. Puberty 2. Sexual Intercourse 3. Pregnancy. Recap sessions in Year 6.
- School nurse interventions
- Safeguarding - robust system and process to ensure positive relationships and addressing misconceptions (from online exposure)
- External agencies support those in need to be educated about what is and isn't appropriate.

Wellbeing Area:

Provision:

4

Online Safety

- Online safety taught in all year groups.
- Whole school strategy can be found [here](#), or on our school website.
- Safer internet day
- Cyber-safety talk
- Posters to raise awareness
- P4T sessions - adaptive and responsive
- Computing curriculum to provide strategies to be vigilant online.
- Parent workshops - external (Stay Safe Initiative) and internal

5

Being safe

- Comprehensive PSHE curriculum that teaches children about all aspects of keeping themselves safe. These themes include: strangers (Clever Never Goes); road, water, rail and fire safety; medicines and household products; teaching children about signs of physical and emotional abuse; asking for help; respecting privacy and understanding boundaries; peer pressure; gangs and county lines; the rule of law; recognising all forms of discrimination (eg. bullying, racism).
- As a school we highlight key information weeks, such as Anti-Bullying Week and Road Safety Week where children will take part in a series of activities linked to the particular topic.
- P4T sessions - adaptive and responsive (real life examples *frozen lake*, local context *Clever Never Goes*)
- School premises - lanyards
- Safeguarding CPD - bulletins to cover and educate
- Vigilance from staff when children need 1:1 intervention to support them - on line with safeguarding policy
- Staff building the culture - encouraging children to have confidence and trust in staff
- Key points to be remembered e.g. BV, childline number, Stop, Block, Step Back, Report.

6

Healthy Relationships

- PSHE has a clear progression for healthy relationships and this is taught in all year groups. As a school we specifically teach the following areas: types of relationships - family, friendships, couples and other significant others; physical contact, privacy and boundaries; actions, behaviour and consequences; physical contact, privacy and boundaries; peer pressure; recognising discrimination; resolving conflict; positive relationships; consent and collaborative working.
- We ensure that our children are confident in being able to identify what positive and loving relationships look like and what indicators for abusive relationships look like (including forced marriage and honour based violence).
- We ensure that our teaching of relationships is inclusive of LGBTQ+ relationships, as well as other family types such as single parent families, adopted families and foster families.
- Assemblies to cover the above.
- Books include these types of relationships to promote the inclusion.
- Nurturing environment and culture.

Community & Wider World Area:

Provision:

1

Engage with our local community

- Year groups have a community project within PSHE (except Y5 due to Sex Ed lessons).
- Reception: Connecting with the elderly - Avery House Nursing Home
- Year 1 - collect food for Harvest Festival at CSK Church
- Year 2 - Work with Froglife and learn about preservation of wildlife in local nature reserves
- Year 3 - Litter picking in the local area
- Year 4 - Work with a local charity to support their work in Hampton
- Year 6 - Support a homeless charity with a winter clothes drive

2

Sustainability

- Eco-warriors pupils group lead by a member of staff. Children to lead on sustainability issues across school by carrying out environmental projects across school.
- Forest School - all pupils have forest school sessions where they learn how to take care of our forest school area, as well as learn about nature and wildlife.
- Inspirational leaders - learn about the inspirational work of in relation to Greta Thunberg & David Attenborough.
- Managing natural resources & building a sustainable future for all.
- Understanding the impact of climate change and how we all contribute to this.
- Deforestation (Y2 Geography & Y5 PSHE)

3

Citizenship & British Values:

- British values are: *Individual liberty, Rule of law, Democracy, Mutual respect, Tolerance of those of different faith and beliefs. I Really Do MaTter*
- School values (*liberty, respect, resilience, empathy, integrity, challenge, diversity, leadership*) based upon the British Values.
- British values taught explicitly through PSHE and RE.
- PSHE lessons: This forms its strand within our PSHE curriculum and we cover the following areas:
- **Leadership & Responsibilities:** rules, rights & responsibilities; taking ownership of own behaviour, choices and decisions; inspiring leaders; human & children's rights; emergencies and aspirational futures.

Community & Wider World Area:

Provision:

3

Citizenship & British Values (continued):

- **The Rule of Law:** Understanding what the law means for British society; anti-social behaviour; criminality as a result of peer pressure (including gang related crime & county lines);
- **Pupil Voice:** Our pupils' voice has a very clear and important role within our school. We undertake a questionnaire each term and use this to address any areas of concern, as well as highlight what pupils enjoy/like about school.

4

Awareness of local and global issues

- Throughout the week teachers have time in either morning task or their Thursday P4T slot to reflect on global and local news by reading Picture News/ First News or watching child appropriate news casts
- Thursday P4T slot used as designated time to discuss current events.
- Whenever there is a particular world issue we always prepare central class assemblies for teachers to use to explain and explore issues further. eg: racism towards England players in the EUROs, Ukraine war, death of Queen Elizabeth II. Assemblies are planned appropriate to the key stage.
- Weekly whole school assemblies - based around school values, inspirational leaders, as well as topical issues.

5

Parental Engagement

- Invite parents into school during parental engagement weeks for parents to take part in different lessons throughout the year. First parental engagement for 2022/2023 is due to take place in autumn half term 2 for maths.
- Parental engagement has a huge impact on relationships between parents/carers and school as this serves as an excellent way for parents to see school life first-hand, what lessons like in practice, as well as how they can support their child further at home. We have very good attendance for this across school.

Character & Values Area:

Provision:

1

Pupil Voice

- School council plays an active part of school life - children are elected from every class in class in school by their peers. They meet every two weeks to discuss initiatives they would like to run, as well as feedback from their classes.
- Through monitoring, subject leads and SLT gather evidence from pupils.
- Termly pupil voice surveys that we use to review current practices. [Analysis can be found here.](#)
- Some changes that have been directly implemented include outside seating for lunches, more play equipment at break times, friendship bench for children to use.
- During the last two general elections we held whole school elections for a Y6 pupil to be elected to the post of 'headteacher for the day'. The elected headteacher spent the day with our own headteacher, Mrs. Chamberlain, and they ran the school together.

2

School Values & Vision

- School values designed by our stakeholders to reflect the qualities that we believe not only embody our school ethos, but are also qualities that we look to nurture within our pupils.
- Our school values are practised everyday by staff identifying when children successfully use the values and will give out reward tokens that are used to for house points.
- Assemblies are based around the values, and we have chosen inspirational leaders that we believe exemplify our school values through their life achievements and work.
- Our school vision is at the heart of our school practice and underpins all decisions we make for our children.

Character & Values Area:

Citizenship & British Values:

3

Provision:

British values *Individual liberty, Rule of law, Democracy, Mutual respect, Tolerance of those of different faith and beliefs*. **I Really Do MaTter**

School values based upon the British Values (*liberty, respect, resilience, empathy, integrity, challenge, diversity, leadership*)

British values taught explicitly through PSHE and RE.

PSHE lessons: This forms its strand within our PSHE curriculum and we cover the following areas:

Leadership & Responsibilities: rules, rights & responsibilities; taking ownership of own behaviour, choices and decisions; inspiring leaders; human & children's rights; emergencies and aspirational futures.

The Rule of Law: Understanding what the law means for British society; anti-social behaviour; criminality as a result of peer pressure (including gang related crime & county lines);

Pupil Voice: Our pupils' voice has a very clear and important role within our school. We undertake a questionnaire each term and use this to address any areas of concern, as well as highlight what pupils enjoy/like about school.

Aspiration

4

- This is a key focus for us as a school & we have high expectations for the achievement of **all children**. We have regular pupil progress meetings between teachers and assistant headteachers where potential barriers to achievement is discussed, and personalised strategies are implemented as necessary.
- Our inspirational leaders have been chosen because they reflect a broad spectrum of society, and we aim to ensure that every child can see their own experience reflected in at least one of the chosen leaders. Our leaders are used across school as examples of success, and the many challenges or barriers they have faced are used as learning tools with pupils.
- Our cultural capital strategy is an integral part of raising aspiration for our pupils and through our broad and balanced curriculum, with carefully planned experiences and trips. We want all children to experience success in school, and this is a real success of our curriculum approach.

Character & Values Area:

Provision:

Self-regulation

- As a school we have the highest expectations of our pupils' conduct. Our classrooms and wider school environment is based upon a culture of mutual respect between staff and pupils alike. We have a clear and consistent behaviour system across school that sets the expectations for pupils' conduct. Our ultimate aim is to support all pupils to develop their own intrinsic motivation to make the right choices and understand the part they play in ensuring our wider school community upholds our school values at all times.
- **Our Reward Systems:** Within school we have three houses: Cosmic (red), Astral (yellow) and Galactic (green). Each class in school is assigned to a house and throughout the year the children will be able to earn rewards that will go towards earning points for their house. The class will stay in the same house for the duration of their time in school. Children will often be rewarded with a token for their house by displaying our school values in their everyday behaviours, for trying really hard within their work, or for kindness towards their peers. The children are then able to deposit their token in one of their house tubes that are located around school. At the end of each term we count how many tokens each house has been awarded and the winning house across school will be rewarded with a special reward, such as a dress down day, or extra break time.

Children can also receive individual recognition for positive behaviour by being awarded 'star of the week' for their class, or by receiving a postcard home from either their class teacher, assistant headteacher, or headteacher. At the end of every half term we also hold a phase celebration assembly where we award different children with a variety of certificates for achievements across school life.

- **Consequences:** For low-level negative behaviours we operate a 'strike' tally system across all year groups. We treat every day as a fresh start and strikes will not be carried over between school days. The first time a child has to be spoken to for a negative behaviour they will receive a verbal warning to amend their actions.

Character & Values Area:

Provision:

5

Self-regulation**(Continued)**

- For low-level negative behaviours we operate a 'strike' tally system across all year groups. We treat every day as a fresh start and strikes will not be carried over between school days. The first time a child has to be spoken to for a negative behaviour they will receive a verbal warning to amend their actions. If they are spoken to again during the same day then their name will be written on the board and they will receive a strike next to their name. 1 strike = 5 minutes of lost playtime. 2 strikes = 10 minutes of lost playtime. 3 strikes = 15 minutes of lost playtime. 4 strikes = time spent in another classroom within the year group. 5 strikes = reporting to an assistant headteacher and an automatic phone call home.
- In addition to this consequence system, we also operate a zero tolerance policy if more serious behaviours are displayed and a member of our senior leadership team will immediately be involved with deciding on an appropriate course of action relating to the incident.

6

Celebration Assemblies

- Celebrating our pupils' successes is a highlight of our within our school calendar. At the end of each half term each phase will have a celebration assembly led by their assistant headteacher to recognise achievements in these areas:
 - Highest attainment
 - Best Effort
 - Role Model
 - Performing Arts
 - P.E.

Cultural Capital Area:

Provision:

1

School curriculum

- Our school curriculum is **broad, balanced and inclusive** for all. It is never narrowed, and we do not conduct interventions for children by taking them out of other lessons. We employ specialists to teach forest school, art, performing arts, music and PE - all of which children receive at least weekly lessons. Every subject we teach in school has been designed by our own subject leaders to ensure that our educational offer meets the needs of the pupils in our local area. Examples of this can be found in all areas of our curriculum - from PSHE (eg. water safety in Hampton & grooming for county lines gangs) to reading (choice of books which reflect our pupils' experiences).
- Reading is a priority in our school to ensure that all children can read as early as possible to ensure they can access all areas of the curriculum. We strongly promote reading for pleasure and continually invest in purchasing the latest books, as well as books that reflect the experience of all our children.

2

Trips & Experiences

- We have carefully planned our trips to align with our curriculum. Each year group will go on two external trips each year that align with curriculum content, as well as either visit a local place of worship, or have a religious speaker come in to school to talk to pupils. By the time pupils leave HV they will have visited a farm, the sea life centre, a beach, Sandringham, a Mandir, a Church, the theatre, a Mosque, Sundown Adventureland, Flag Fen, a Roman Fort, the British Museum, the Space Centre, The Globe, Hampton Court, and an art gallery.
- In addition to the above trips we also use a proportion of our sports premium to pay for sports trips across school. Some trips are for whole year groups, and other trips are aimed at gifted and children, as well as for children that require more support with engaging in sport and physical activity.
- Within our curriculum we have planned in lots of experiences that are designed to enhance our pupils' understanding of their learning by making them as tangible as possible. Experiences include: taking part in a mummification re-enactment during the Y4 Egyptian topic; Y1 pupils 'meeting' Emperor Qin during their China topic and Y6 having an evacuee day during their WW2 topic. Every subject in school has their own experiences planned, and they form a vital part of ensuring our curriculum is brought to life for all pupils.

Cultural Capital Area:

Provision:

Extra-curricular clubs

- We offer a range of extra curricular activities for pupils across school which are free of charge for parents. They are all well-attended & we are always looking to increase our offer wherever possible. We are also using a proportion of our sports premium allocation for an after school club table tennis specialist, as well as for YDP to run a sports based lunchtime club too for all children to join in with. Below are the clubs we are offering for pupils in the Autumn term 2022:

Clubs Timetable*September - December 2022*

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
Art Club - Year 5 3:15 - 4pm Miss Richardson Art Room	Art Club - Year 4 3:15 - 4pm Miss Richardson Art Room	Forest School - Year 4 3:15 - 4pm Miss O'Neill Forest School	Cooking Club - Year 6 3:15 - 4:30pm Miss Richardson Vale Kitchen
	Forest School - Year 1 3:15 - 4pm Miss O'Neill Forest School	Singing Choir - Year 1 - 6 3:15 - 4pm Miss Hale Main School Hall	Forest School - Year 2 3:15 - 4pm Miss O'Neill Forest School
	Musical Theatre - Year 1 & 2 3:15 - 4pm Miss Hale Main School Hall	Year 5 & 6 Football Club 3:15 - 4pm Mr J. Collins School Field	Girls Football Club - Year 3 - 6 3:15 - 4pm Mr Collins & Miss Morris School Field
	Year 3 & 4 Football Club 3:15 - 4pm Mr Collins School Field	Boys Football Team 3:15 - 4pm Mr Collins School Field	Table Tennis - Year 3 - 6 3:15 - 4:15pm Mr Jezisek Main School Hall
	Multi-Skills Club - Year 1 & 2 3:15 - 4pm Mr J. Collins Sports Arena		Dodgeball Club - Year 3 & 4 3:15 - 4pm Mr J. Collins Sports Arena

Cultural Capital Area:

Provision:

Hampton Vale Passports

- Every child, when admitted to the school, will be given their own passport. The passport is intended to record the child's journey through the school from Reception to Year 6. When Hampton Vale joined the Four Cs Multi Academy Trust in 2019, one of the Senior Leadership's visions was for every child to go on a journey as they moved throughout the school; this journey was not just to happen at the start of each academic year, but also daily. In the central corridor of the school, a giant world map is prominently displayed. From here, all classrooms and rooms are named after a different place in the world, and on entering each classroom you will see a world map with the class's location marked.
- At the start of each academic year the children will complete a new page in their passport which names their new class and the three main termly topics they will complete over the course of that year. There is also a space for a photograph, which will be taken and added in the first few weeks of the new school year. As the child passes through different year groups, they will be able to look back and see the different locations they have visited, as well as look at photographs of themselves to see how they have changed as they have grown.
- **Reading awards:** Hampton Vale Primary Academy wants every child to develop a love of reading and to read for pleasure. As the author Alice Hoffman said, "Books may well be the only true magic." For every three occasions that a child reads at home, either by themselves or with another person, they will receive a bronze, silver or gold sticker in their reading diary. When the child has received twenty-five stickers, they will be awarded their bronze reading award. When they have received fifty silver stickers, they will receive their silver reading award and when they receive one hundred gold stickers, they will receive their gold reading award. Children can be awarded a bronze, silver and gold award during each academic year. However, the recording of stickers is reset at the end of each academic year. When the children receive either their bronze, silver or gold reading award, this will be recorded in their passport.

Cultural Capital Area:

Provision:

**Hampton Vale
Passports
(continued)**

- **Sports Stars:** We want all children to have, and develop a lifelong desire to lead an active lifestyle. We believe that the key to growing this desire starts at a young age with trying new and varied activities. Over the course of the child's time at our school, our dedicated, specialist PE team will deliver a variety of PE lessons to the children allowing them to be exposed to, as well as participate in, many different sports. Once the child has taken part in one of these sports, our PE teachers will advise the class teacher which sports star can be awarded in the passport.
- **Vale Challenge:** As well as wanting children to develop a love of learning, we also want to grow a school community where children wish to challenge themselves outside of the classroom and possibly school itself. This is why part of our passport is dedicated to the Vale Challenge. The Vale Challenge section is divided into four parts: bronze, silver, gold and platinum and the children will need to complete twenty-four challenging experiences in each before moving on to the next section. Vale Challenge is for the children to identify and share with their teacher and classmates 'moments I am proud of.' These moments should be extra curricular activities and can either be based in or out of school. It is by challenging ourselves to try new things, learn or visit something or somewhere new and understand the importance of caring and supporting each other, as well as our environment, that we become well rounded, global citizens. This is something that we are eager to nurture at Hampton Vale Primary Academy, as we believe that this will give the children the key to success, not just whilst they are at school with us, but also as they move through their lives. Discussions with their teacher and other adults in school will identify these 'moments I am proud of', and will enable children to be awarded stars in their Vale Challenge section. Children should find these 'moments' challenging, leaving them with a sense of pride and accomplishment when they are awarded recognition in this section of their passport. When the children have filled their bronze, silver, gold and platinum section in their passport with stars, they will then be awarded a corresponding badge which they can wear with pride.

Cultural Capital Area:

Provision:

Hampton Vale Passports (continued)

4

- This is not an exhaustive list, but children may wish to challenge themselves by becoming a class council member, regularly attending a school club, being part of a football team outside of school or winning the title at the end of the season with their football team. They may wish to contribute to their local community by litter picking or raising money for charity. They may have visited a local museum, learning something new or they may have worked hard to achieve a swimming qualification, or belt in martial arts. They may have followed a set of instructions to make a cake or sewn a button on their shirt for the first time. The list is endless, but it is through discussion that these moments can be identified, recognised and then recorded in the child's passport.
- **Sharing the successes:** We will share all the children's passport successes in our Awards Assembly, which happens towards the end of each half term. We hope the children will keep their passports for years to come, not only to serve as a reminder of their time at Hampton Vale Primary Academy but also to act as an aide-mémoire to the countries they learn about through their classroom names and as a record of their individual accomplishments.

Cultural Capital Area:

Provision:

School Environment

- We have a uniquely designed school that is aimed at providing our pupils with physical spaces that not only reflect our carefully planned curriculum, but are also designed to be used in conjunction with the children's learning. We recognise there are many aspects to the children's learning that are difficult for children to imagine, and in order to make concepts tangible and more accessible we have created spaces such as our **World War II Quad** containing a tank and Anderson Shelter, as well as the **history timeline corridor** and the **curriculum corridor**.
- Our **Hampton Vale Village** is a role play garden at the heart of our Early Years environment that is designed to engage children in play where our adults can support pupils' language acquisition, communication & language skills, as well as their social skills too. One of our key recognised barriers to education that many of our youngest children face is poor language skills, and this area helps to support rapid progress within these areas.
- **The Jungle Jim** area is a sensory based space that is used throughout the day with children who need further support with their sensory needs. Our support staff use this space to help children to regulate, as well as to take part in activities that either support them to become alert, organise, or to calm.
- **Wonderland** is our designated reading space where all classes from nursery to year 6 spend time as a class reading together. It not only serves as a space for our year 5 classes to choose books to take home, but also as a space which inspires a love of reading.

Equality & Diversity Area:

Provision:

Teaching protected characteristics

- We are a school that is committed to ensuring equality to our provision in all its forms. As part of this responsibility we teach our pupils about protected characteristics in a variety of ways. All teaching is appropriate to the age of our children and the delivery of all content is carefully considered by our teachers. Please see below for the overview of lessons in the area of **Valuing Differences** from our PSHE curriculum:

Relationships Strand							
Valuing Differences	R	Y1	Y2	Y3	Y4	Y5	Y6
P.S.H.E. Coverage	Similarities & differences: what makes us the same? What makes us different?	Understanding bullying	Standing up for myself & others (including witnessing bullying & what to do)	Understanding that other children have different lives and experiences to my own	Positive self-image: judging by appearances & making assumptions	Cultural differences: promoting tolerance	Positive self image: perceptions of normality. Social media vs. real life
	Addressing gender stereotypes	We are all different, but we are all people	Social diversity Positive self image: being proud of who I am	Viewing opinions from others' point of view: challenging my own ideas		Understanding disability	Promoting tolerance: tackling racism
Valuing Differences	-Anti-Bullying Awareness Week	-Anti-Bullying Awareness Week	-Anti-Bullying Awareness Week	-Anti-Bullying Awareness Week	-Anti-Bullying Awareness Week -Equality & discrimination: homophobia, racism, disability, gender	-Anti-Bullying Awareness Week -Equality & discrimination: homophobia, racism, disability, gender	-Anti-Bullying Awareness Week
P4T Coverage							

Equality & Diversity Area:

Provision:

Teaching protected characteristics (Continued)

- We also teach about protected characteristics within our **Healthy Relationships** strand in PSHE:

Relationships Strand							
Healthy Relationships:	R	Y1	Y2	Y3	Y4	Y5	Y6
P.S.H.E. lessons	Friendships: making friends & being a good friend to others	Friendships: qualities of someone who is a good friend to me & how to overcome issues	Keeping secrets, including the difference between secrets and surprises	Family roles & responsibilities (including stereotypes)	Families: separation and divorce	Families: different parenting arrangements (LGBT, single parent, young carers, lead by grandparents, adoptive /foster)	Coping with love & loss - friendships & other relationships
	Appropriate physical contact: naming male and female body parts & NSPCC PANTS rule	Appropriate physical contact: respecting boundaries, naming male and female body parts & NSPCC PANTS rule	Appropriate physical contact: respecting boundaries, naming male and female body parts & NSPCC PANTS rule	Emotional impact of unhealthy friendships & family relationships	Group dynamics, including peer pressure	Identifying abusive behaviour (physical & emotional)	Forced marriage & honour based violence
		Belonging to a family & celebrating special relationships	Privacy & boundaries Conflict in the home (child-centred)		Committed & loving relationships: boyfriends / girlfriends, LGBT, marriage and civil partnerships		
P4T Coverage			-How to work collaboratively with others -Peer pressure	-How to work collaboratively with others -Peer pressure	-Showing appreciation to people you care about -Privacy -People we trust	-Showing appreciation to people you care about -Privacy -People we trust	

Equality & Diversity Area:

Provision:

**Teaching
protected
characteristics
(Continued)**

1

- In addition to our teaching within PSHE we look to celebrate all pupils within our school community, and we do this in several different ways. This year one of our celebration events is based around Black History Month 2022, and our Personal Development Lead, Mrs. Mutingwa has planned a series of events throughout the month for our pupils to learn about in relation to Black history and culture.



- For the academic year 2022/23 we are looking to become rainbow flag accredited through our work with ensuring we are fully LGBTQ+ inclusive. One of our assistant headteachers has undergone LGBTQ+ training from the local authority and we will be using the Cambridgeshire toolkit to support our staff with using inclusive language, as well as ensuring that all members of this community are treated equitably within our school. We ensure that all families are represented and this begins in the early years through our topics and books that we use with children.

Equality & Diversity Area:

Provision:

Anti-Bullying

- We do not tolerate bullying in any form at Hampton Vale. Through our high expectations for pupils' conduct we expect our pupils to treat all members of our school community with respect and empathy and to act with integrity at all times. Within our PSHE curriculum we teach children about resolving conflict; understanding that we are all different and our differences should be celebrated; that others will have views different from our own; what constitutes healthy and unhealthy relationships; as well as how to uphold British Values which promotes tolerance of all. We are a school that is committed to eliminating discrimination in all its forms, and teaching our pupils to treat their peers with kindness inside and outside of school through all forms of communication is a responsibility that we take very seriously.
- We always celebrate anti-bullying week which being held from Monday 14th - Friday 18th November 2022 this year.

