PSHE, SMSC and FBV

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Rationale for the Relationships, Sex and Health Education curriculum is integral to the wellbeing of learners at Humberston Academy. At its core is not only the quality of the PSHE curriculum across the age ranges taught but all aspects of life at Humberston Academy. The aim of this policy is to permeate throughout the life of every learner taught at the Academy.

Taken from the Academies SMSC & British Values Policy:
"The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community".

Humberston Academy's Ethos:
"Excellence for All".

Humberston Academy believes that in conjunction with its mission statement of "Excellence for All and the behaviour policy, as displayed and modelled across the Academy site helps promote the personal values and personal qualities that we wish to develop and nurture. The Relationships, Sex and Health education is fully emersed into school life and is delivered within a rolling timetable throughout the school year. Learners in years seven through to eleven have access to a carefully planned and sequenced course of study which empowers them to become fully rounded members of their local and wider communities.

The PSHE curriculum is designed to allow students the opportunity to build a fully comprehensive understanding of the world, society and community in which they live. Following a spiralled curriculum, students explore and cover thematic-based elements which are set out as compulsory by the PSHE Association and Department of Education. The primary focus of the curriculum is built on three key themes: health and wellbeing, Relationships and Living in the Wider World. From there, students specialise and are provided with sessions focusing on PSHE-based themes ranging from 'Family-life' through to 'Intimate and Online Relationships'. We ensure that, through careful modelling, ambitious teaching strategies and academic discussion, students can become scholars and experts in how to function within a modern, diverse and inclusive society as well as empowering our young people how to recognise, form and maintain healthy and respectful relationships. Students are also encouraged to look to the future and consider their own career-related choices as well as how they will achieve and succeed in their individual endeavours. By exploring the big concepts and morally related questions and themes, students can build their substantive and disciplinary knowledge –

learners are able to form their own opinions and analytically explore the worlds of e-safety, safety within the community and healthy relationships of all kinds – not just intimate relationships.

Throughout the PSHE curriculum, scholars are provided with opportunities for enrichment and can fluently discuss and examine the rich, diverse and inclusive global world in which we all live.

Key Aims and Objectives

Through a variety of learning experiences both direct and indirect, Humberston Academy helps every child to:

1. Think and act for themselves
2. Acquire and develop personal qualities and values
3. Take their place in wide range of roles in preparation for adult life
4. Develop confidence and independence within the school community
5. Value and respect themselves – as well as the views, beliefs, and opinions of others
6. Develop social skills and model positive behaviour
7. Be able to share and cooperate
8. Become empowered to participate in school life and the wider community as active citizens
9. Develop *positive relationships of all kinds, not just intimate ones*

Modes of Delivery

At Humberston Academy the PSHE framework is delivered and accessed by students in a variety of ways. Firstly, the PSHE curriculum is delivered as a weekly, one-hour lesson on a rolling timetable. This is delivered by our form pastoral tutors and within individual year-group sessions. Secondly, Humberston Academy delivers annual 'Safeguarding' and 'Relationships and Sex Education' days across each academic year. The academy also regularly welcomes visitors who provide workshops on key areas including (but not limited to): harassment, consent, relationships, careers and first aid.

Other methods of delivery for PSHE include:

1. Mandatory curriculum time
2. Assemblies
3. Tutorials
4. Science and PE curriculums
5. School-wide events and activities e.g., Personal Development Day, Careers Day, Safeguarding day, World Arts Day, whole school theatre productions & DRET reads
6. Regular 'drop-in' sessions with the school-nursing team
7. Pastoral care and guidance.
8. Intervention programmes
9. Enrichment opportunities

The PSHE curriculum at Humberston Academy is taught in a clear and cumulative way. Topics and thematic approaches must be age-appropriate and centred on empowering students with the knowledge and skills which they require at differing intervals and stages of their academic career. For example, in year seven students cover subjects which enable them to make sense of changes within their own bodies and friendship groups as well as new feelings that may begin to develop – including friendships and romantic relationships and feelings. Students are also given a basis of knowledge on what we mean by CCE and CSE as well as the dangers of unhealthy lifestyles and practices. In year eight, students begin to specialise further by examining healthy bodies and healthy minds and thus lean how to meditate using mindfulness strategies as well as exploring the dangers of prejudice and discrimination. From there, scholars begin to examine what this looks like in practice, around the world and in the lives of differing communities and families. The children learn and build their knowledge

through retrieval tasks which require them to recall key details, facts, practices, laws and beliefs and discuss them in-context with big questions and ideas.

Humberston Academy's commitment to providing its learners with an ambitious, rich and sequenced curriculum also means that regular activities may include:

- Mentoring meetings and workshops
- An LGBTQIA workshop and awareness-building society
- Assemblies delivered by Heads of House and the Senior Leadership Team
- Carefully planned opportunities for debate and discussion during tutor-led sessions

PSHE Approaches to Teaching and Learning

The PSHE curriculum has been designed to be rich and ambitious and to encourage further study, beyond compulsory education. Thematic elements are taught individually - but with a clear spiralled approach - to allow students the opportunity to use their own: knowledge, beliefs, and opinions to tease out meanings and ideas that are original and perceptive. Students in years seven through to eleven study the specific themes that are pertinent to them and reflect on trends and contextual need. These are delivered with careful modelling and scaffolding to ensure they accessible to all students. Sessions and approaches which are designed to be age-appropriate and empower students to consider, discuss and build their knowledge of where they fit into the wider world. Students are provided with an initial basis of health and wellbeing which then builds to examine respectful relationships, safety (of various kinds and types), online and media and intimate relationships.

Specific teaching and learning methods include (but are not limited to):

1. School-wide use of Rosenshine's Principles of Instruction
2. Brighten Lines
3. Mini white boards
4. Turn and talk
5. Retrieval
6. Review
7. 'Small steps'
8. Sequencing
9. Modelling
10. Quizzes
11. Literacy
12. Numeracy
13. Independent reading
14. Extended writing tasks
15. Differentiated questioning
16. Establishment of ground rules
17. Collaboration and teamwork
18. Role Play
19. Information gathering and sharing
20. Pupil led discussion and paired Work
21. Problem solving
22. The use of Empathy and Sympathy evaluation
23. Working with feelings and imagination
24. Reflection, review and evaluation

Students are provided with responsive teacher feedback during the session and use the purple pens to actively and independently review, correct and enhance their ideas

Many of these approaches to PSHE are intrinsically linked to our core aims, values and visions coupled with the application of SMSC and British Values.

PSHE Long and Medium-term Planning

The central delivery of PSHE, SMSC and FBV with Years seven through to eleven is through the rolling Humberston Academy PSHE curriculum. A central focus is placed on the three key themes: *health and wellbeing, relationships and living in the wider world*. However, the PSHE curriculum additionally goes much deeper and more comprehensive with sub-themes being taught and delivered on a half termly basis. The rolling PSHE timetable means that all students receive an ambitious and comprehensive 'diet' of topics and these are carefully linked to ensure that knowledge is built and retained over time. For example, students begin with looking at how to form and maintain positive relationships and over time this will build to include: relationship values, choices and pathways, drugs, alcohol and tobacco, healthy lifestyles, bullying, social influences, discrimination, and financial choices. Every aspect of modern society is considered within Humberston Academy's rich and ambitious PSHE curriculum in order that students become academic as well as social scholars. The rigour within the curriculum means that students and families are prepared for life beyond education and are empowered to treat themselves and others with the respect they deserve. Students are taught not to judge but to ask questions, to be curious about the world around them and accept everyone as individuals.

Assessment in PSHE

Within PSHE there are three broad areas for assessment:

1. Pupils' knowledge and understanding, for example, information on health, understanding of procedures including health and safety.
2. How well pupils can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions, and promoting positive relationships.
3. Formative assessment tasks and opportunities delivered by tutors during the session

Assessment within PSHE does not imply that pupils are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This can be particularly important in working with pupils from diverse backgrounds or who have emotional and behavioural difficulties. At Humberston Academy, all pupils are entitled to participate fully in an inclusive, differentiated and age-appropriate programme of study and this should enrich their studies and wider lifestyles.

Role of the PSHE Lead:

1. Provide an ambitious, coherent, sequenced and rigorous PSHE curriculum
2. Ensure teachers are provided with purposeful CPD
3. Empower staff to articulate and confidently deliver the PSHE curriculum
4. Regularly review and evaluate the intent, implementation and impact of the curriculum
5. Ensure an up-to-date framework which comprises all mandatory themes and topics
6. Provide weekly sessions which are responsive in nature and take account of the needs of the student-body and local community.
7. Liaise with the student-leadership team on new trends and requirements
8. Liaise with the academy DSL to plan and coordinate 'Safeguarding/RSE Day'
9. Liaise with members of the senior-leadership-team to plan and coordinate 'Careers Day'
10. Liaise regularly with parents and guardians to ensure a transparent and collaborative approach

11. Raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
12. Establish a shared view of best practice to which all pupils are entitled
13. Lead policy development and review as this need arises
14. Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
15. Monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
16. Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
17. Attend relevant Local Authority/CPD courses and network meetings
18. Plan all weekly PSHE sessions and review and appropriate times/intervals
19. Monitor effectiveness of sessions through academy-wide quality-assurance tasks

Use of Community based agencies

"A growing number of community-based agencies, including the police, drugs services, theatre In education groups, peer education projects and youth services are actively involved in drugs education in schools. There are opportunities to use community-based agencies in schools in order to accelerate the development of programmes and policies. Careful consideration needs to be given to issues of content, co-ordination and consistency: external support should be provided in partnership, particularly for primary schools and between primary schools and secondary schools". - Guidance on good practice, DPI - Home Office (1998).

Visitors compliment planned provision for PSHE. Their input is reviewed and evaluated by the PSHE lead and any other staff linked to the visitor.

Regular and successful visitors include:

1. Wayne Stevenson (Specialist NHS trainer in Relationships and Sexual Health)
2. Open minds wellbeing and counselling team
3. The school nursing team
4. The Teenage Cancer Trust
5. The police
6. Fire brigade
7. Tip of the Ice-Berg theatre company
8. ‘Bright Futures’
9. North East Lincolnshire Council
10. Show racism the red card
11. The Army
12. Franklin College
13. Grimsby Institute of Further and Higher Education
14. Toll Bar Sixth Form
15. Yolo Project performers – Theatre in Education
16. Medical professionals and surgeons
17. Professionals within the local and wider communities
18. Previous students and learners (Humberston alumni)

At Humberston Academy all community-based agencies that visit us and provide curriculum support, are issued with the following code of conduct:

1. Be willing to share their experiences, beliefs and insights, but avoid criticising the experiences and insights of others and imposing their views upon pupils in any way.
2. Be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school.
3. Seek to use engaging teaching and learning methods which involve the pupils actively and communicate at appropriate levels for the age group concerned.
4. Make clear to pupils who they are, who they represent and what they are offering to learners.
5. Develop ways of speaking to learners, which communicate their open approach, avoiding any hidden agenda to convert young people.

Prior to agencies and visitors attending the Academy, relevant staff ensure that:

1. DBS check has been completed
2. Any necessary training prior to delivery is attended and completed
3. Appropriate planning has been completed
4. Academy/class background information has been issued
5. Resources have been checked for suitability
6. Confirmation of dates and times have been confirmed in writing
7. A method of evaluation has been agreed by both the outside agency and the SCCL

Ground Rules and Distancing Techniques

The establishment of ground rules in the delivery of PSHE is central to its success. At Humberston Academy all PSHE lessons should begin by establishing ground rules. This means pupils can self-regulate, participating and agreeing on what is acceptable and appropriate to discuss. Furthermore, this process of ground rule establishment also enables all pupils present to contribute and participate in their learning, developing skills of responsibility, leadership and an opportunity to challenge constructively those pupils who do not conform to the ground rules as well as allow an opportunity for restorative practise. These in essence are the very skills PSHE is designed to develop with our learners and help them progress successfully into adulthood. They also highlight Humberston Academy's values and visions as part of this area of the pupils' learning.

1. Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
2. No one (teacher or pupil) should be expected to answer a personal question.
3. No one will be forced to take part in a discussion.
4. Definitions of key words will be explained in a sensible and factual way.

Dealing with questions and discussion points:

1. Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class-setting.
2. Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
3. If a verbal question is too personal the teacher should remind the pupil of the ground rules.
4. If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and attend to it later-on an individual basis.
5. Teachers should not be drawn into providing more information than is appropriate to the age of the child.
6. If a teacher is concerned that a pupil is at risk of abuse the Student Services Team should be informed and the usual child protection procedures followed.

Monitoring and evaluation

Provision for PSHE, SMSC and FBV is monitored and reviewed on a regular basis. This is achieved by:

1. Regular monitoring of teaching and learning through our quality assurance process.
2. Regular monitoring of student learning, participation and progress through book looks
3. Liaison with Heads of Year to build a clear picture of staff confidence and expertise
4. Regular discussions at SLT, departmental and Governors' meetings.
5. Regular audit and evaluation of policies and including the school's approach to collective reflection.

We firmly believe that the effective provision and delivery of a curriculum that serves to accomplish all the aforementioned aspects of SMSC development will purposefully ensure our pupils develop the skills they need to achieve success and fulfilment in a modern British society.

Funding
Funding for PSCHRE comes from the allocated budget.
Monitoring of policy
This will be line with the Academy Improvement Plan.

Humberston Academy SMSC Provision:

At Humberston Academy we champion and firmly believe in a holistic education, experience and curriculum that ensures that our pupils are 'rounded and grounded' and leave Humberston Academy with the qualities and skills to succeed in modern Britain.

We appreciate that the development of pupils, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in. We therefore aim to provide an education that provides our pupils with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our curriculum and wider Academy life.

All curriculum areas contribute to our pupil's spiritual, moral, social and cultural development and opportunities for this are planned in each area of the curriculum. Belief values, principles and spirituality are explored across all curriculum areas and through our tutor and assembly programme.

The integrity and spirituality of faith backgrounds are respected and explored. The diversity of spiritual traditions is recognised, and pupils are given access to alternative views.

All members of staff model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for pupils and their families and stakeholders. Pupils are taught to differentiate between right and wrong insofar as their actions affect other people. They are encouraged to value themselves and others.

Pupils are encouraged to understand their rights and accept their responsibilities and the need to respect the rights of others. The Academy's behaviour and rewards policies help promote responsible behaviour. All curriculum areas seek to use examples drawn from as wide a range of cultural contexts as possible. This is reflected in the teacher's planning and learning resources.

General aims

We aim to ensure:

1. That everyone connected with the Academy is aware of our values and principles.
2. A consistent approach to the delivery of SMSC and British Values through the curriculum and the general life of the Academy.
3. That the education we provide is set within the context that is meaningful and appropriate to the
4. age, aptitude and background of our pupils.
5. That our pupils have a good understanding of their responsibilities and how to exercise them.

Through classroom activities and dialogue in the wider curriculum we give our pupils opportunities to:

1. Share their achievements and successes with others.
2. Talk about personal experiences and feelings.
3. Consider aspects of identity
4. Explore LGBTQIA awareness
5. Become aware of religious beliefs and practices within the local and wider communities
6. Express and clarify their own ideas and beliefs.
7. Speak about difficult events, for example bullying, bereavements, relationship breakdowns
8. Explore relationships with friends/family/others.
9. Consider the needs and behaviour of others.
10. Show empathy.
11. Develop self-esteem and a respect for others.
12. Develop a sense of belonging.
13. Develop the skills and attitudes that enables them to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical wellbeing enable them to thrive in a supportive, highly cohesive learning community.

Spiritual

Giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them, encouraging pupils to explore and develop what animates themselves and others, encouraging pupils to reflect and learn from reflection, giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected, accommodating difference and respecting the integrity of individuals, promoting teaching styles which:

1. Value pupils' questions and give them space for their own thoughts, ideas and concerns
2. Enable pupils to make connections between aspects of their learning
3. Encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?' monitoring in simple pragmatic ways, the success of what is provided.

Moral

Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong, developing an open and safe learning environment in which pupils can express their views and practise moral decision-making rewarding expressions of moral insights and good behaviour making

an issue of breaches of agreed moral codes where they arise – for example, in the press, on television and the internet as well as in school. Modelling, through the quality of relationships and interactions, the principles which they wish to promote – for example, fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict, keeping promises and contracts recognising and respecting the codes and morals of the different cultures represented in the school and wider community encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.

Social

Encouraging pupils to work co-operatively, encouraging pupils to recognise and respect social differences and similarities. Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence and self-respect. Providing pupils challenge, when necessary and in appropriate ways, the values of a group or wider community. Provide opportunities for pupils to resolve tensions between their own aspirations and those of the group or wider society. Providing a conceptual and linguistic framework within which to understand and debate social issues. Give opportunities for engaging in the democratic process and participating in community life. Present opportunities for pupils to exercise leadership and responsibility. Give positive and effective links with the world of work and the wider community monitoring in simple, pragmatic ways, the success of what is provided.

Cultural

Departments should provide opportunities for pupils to explore their own cultural assumptions and values. Give opportunities to explore authentic accounts of the attitudes, values and traditions of diverse cultures. Address discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality. Extending pupils' knowledge and use of cultural imagery and language recognising and nurturing particular gifts and talents.

Fundamental British Values

British values are the promotion of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils should develop an understanding of how citizens can influence decision-making through the democratic process; this could be as a part of a classroom debate and/or role play whereby all pupils are entitled to voice their opinion and argue their viewpoint.

British Values is about understanding that the freedom to choose and hold other faiths and beliefs is protected in law. In PE for example, to be successful in a sporting context, pupils must follow the laws of the game. This teaches pupils how to behave within the constraints of law and the consequences of not doing so.

Resilience is integral to the provision of British Values. In maths resilience is promoted on a daily basis through problem solving activities and understanding complex concepts, encouraging pupils to persevere and not give up until they reach the correct solution.

In many curriculum areas British Values can be promoted through tolerance. For example, students are expected to listen to and respect each other during group discussions and debates and to work cooperatively in the pursuit of common goals.

Practical activities to develop awareness of FBV will include (but are not limited to):

1. Working together in different groupings and situations.
2. The 'Thought of the Week' debate activities

3. Encouraging the children to behave appropriately at break and lunch times.
4. Taking responsibility e.g. KS4 pupils used to model appropriate behaviour at break and lunch times.
5. Encouraging teamwork in all group activities.
6. Showing appreciation of the performances of other children regardless of ability e.g. Academy productions and talent competitions.
7. Meeting people from different cultures and countries e.g. visitors on Safeguarding and Careers Day.
8. Participation in a variety of different educational visits.
9. Participation in live performances.
10. Use of assemblies and tutor time to explore important aspects of our heritage and other cultures
11. Remembrance Assembly.
12. Opportunities for the pupils to hear and see live performances by professional actors, dancers and
13. Musical and artistic events e.g. Wicked visit.
14. Studying the contributions to society that certain famous, historical and influential people have made.

The Role of the PSHE lead within FBV:

As an academy, all leadership, teaching and support staff are responsible for providing a rich, ambitious and sequenced curriculum which:

1. Is broad and balanced, complies with legislation and provides a wide range of subjects which prepare students for the opportunities, responsibilities, and experiences of life in Modern Britain.
2. Actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance.
3. Promotes tolerance of and respect for people of all faiths [or none], cultures and lifestyles through effective spiritual, moral, social and cultural development of pupils, including by engaging pupils in extracurricular activity and volunteering in their local community.
4. Is supported by a well-rounded programme of assemblies and pastoral activities, which offer clear guidance on what is right and wrong.

We endeavour to ensure that students;

1. **Are reflective about their own beliefs and perspectives on life, and the extent to which they are the same as/different to others' considering identity, faith, feelings and values.** This takes place within the academy's five-year Religious Studies curriculum, remembrance services, DRET Reads, Accelerated Reading, the academy's History and Science curriculums as well as the Humberston Academy PSHE framework.
2. **Show an interest in investigating and offering reasoned views about moral and ethical issues and appreciate the viewpoints of others.** This takes place during discussions in English, History and other areas of the curriculum, charitable work and links with local charities, Debating clubs and competitions, and current affairs assemblies and tutor time discussions,
3. **Have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic, sporting or cultural activities.** This takes place during annual school productions, sporting fixtures, young Journalists, Literacy and Maths challenges, cocurricular opportunities, musical opportunities and dance, sporting and cultural opportunities provided by the DRET Multi Academy Trust

4. **Recognise the difference between right and wrong, understand that actions have consequences, and apply this in their own lives by respecting the Law.** This takes place as teaching staff reinforce academy behaviour expectations, ready-to-learn boards, uniform checks, reward assemblies and visits from local police and other services,
5. **Cooperate well, celebrate diversity and resolve conflicts effectively.** This takes place through our student leadership team, sports, culture and house teams/captains, house competitions, anti-bullying week, current affairs assemblies and sports-days
6. **Engage positively with life in a democracy.** This takes place through our student leadership team, interviews for head/deputy boy/girl as well as student voice panels
7. **Understand and appreciate the history, heritage and wide-ranging cultural influences that underpin our individual and shared experience of life in modern Britain.**
8. Examples of this include annual recognition of the significance November 11th, trips to France and overseas, outward bound courses, the academy History and English curriculums, School Proms, fund raising, celebrating and going to events such as the Olympics and Commonwealth Games, visiting guest speakers and opportunities provided by the DRET MAT.

Links with the wider community

Visitors are welcomed into our school and this can take place in several ways and contexts. A visitor may directly attend during an academy day or may provide an assembly or workshop via Microsoft Teams. There may also be a 'blended' combination of both.

The school will support the work of a variety of charities including the Teenage Cancer Trust with whom the academy has worked to raise money and awareness as well as develop resources within the RSE framework

The development of strong home-school communication routes is regarded as very important, enabling parents, guardians and teachers to work in an effective partnership to support the pupils.

Pupils will be taught to appreciate and take responsibility for their local environment. Liaison with local secondary schools to support the primary curriculum e.g. modern foreign languages, creative and expressive arts, PE and games.