



Primary Curriculum PSHE Handbook



PSHE Lessons

The PSHE scheme aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society. Kapow Primary's RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. The scheme covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Children's learning through this scheme would significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.



Through studying our primary curriculum, we aim for our pupils to be:

Knowledgeable and skilled:

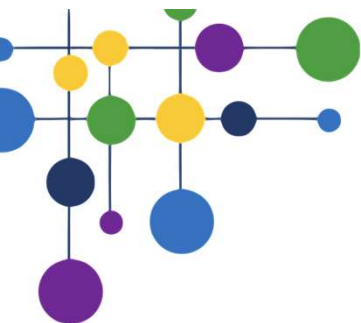
Regardless of their experience of disadvantage, our pupils will be exposed to a breadth of coverage that will equip them with knowledge and skills they need to experience **success** and support **ambition**.



Good humans:

Our pupils will be articulate and able to communicate effectively – solving problems and resolving conflict. They will show **resilience** and will work in **harmony** – treating others with kindness and respect. They will love learning and **encourage** each other to achieve their best.

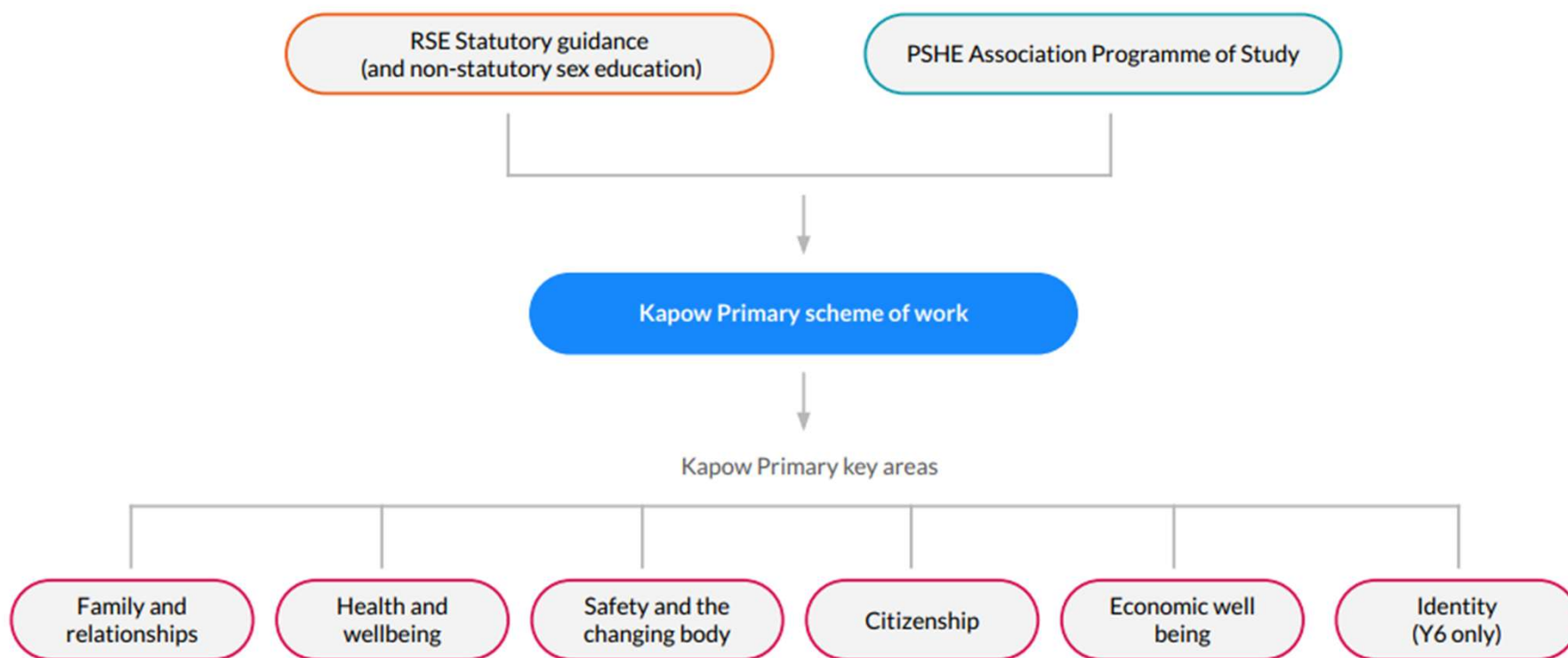
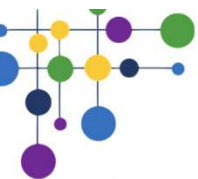




Good humans:

- Our pupils will be articulate and able to communicate effectively. They will be able to solve problems and resolve conflict – treating others with kindness and respect. They will learn to understand themselves, developing a sense of belonging, while learning to understand differences and the wider world.







Family and relationships

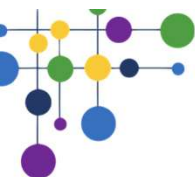
- Family
- Friendships
- Respectful relationships
- Change and loss

Health and wellbeing

- Health and prevention
- Physical health and wellbeing
- Mental wellbeing

Safety and the changing body

- Being safe (online)
- Drugs, alcohol and tobacco
- The changing adolescent body
- Basic First Aid



Citizenship

EYFS (Reception)		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	To know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special. To know that we all have different beliefs and celebrate special times in different ways.	Recognising why rules are necessary. Exploring the differences between people.	To know the rules in school. To understand that people are all different.	Explaining why rules are in place. Learning how to discuss issues of concern to me.	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To understand that everyone has similarities and differences.

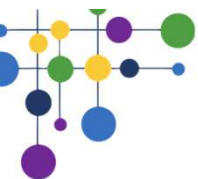
Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights.	To understand the UN Convention on the Rights of the Child. To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand the role of charities in the community.	Discussing how we can help to protect human rights. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.	To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that there are a number of groups which make up the local community.

Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
Developing an understanding of how parliament and Government work.	To know what happens when someone breaks the law. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.	Discussing how education and other human rights protect us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.	To know that education is an important human right. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.



Economic well being

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Exploring how money is used by people. Exploring choices people make about money.	To know that people use money to buy things, including things they need and things they want. To know that coins and notes are types of money and have different values. To know that notes are higher in value than coins.	Identifying whether something is a want or need. Comparing and contrasting 'wants' and 'needs'.	To know some basic needs for survival, such as food, water and shelter. To know that saving money is when we keep some money and don't spend it straight away.	Contemplating budgeting benefits. Planning and calculating within a budget. Reflecting on future job based on goals.	To know that spending should be based on necessity, importance, and available budget. To know that budgeting is planning how to spend and save the money that you have available. To know that different jobs contribute to our society in different ways.
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Recognising value for money. Understanding differing opinions on spending. Exploring how to safeguard money effectively.	To know that getting value for money involves considering the cost, usefulness and quality of items. To know that purchases can be influenced by needs, wants, peer pressure, and advertising.	Discussing money risks and management. Implementing money safeguarding strategies.	To know that they should be cautious about sharing financial information.	Evaluating the suitability of different career paths. Aligning career options with personal interests and strengths.	To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.



Identity (Y6 only)

Year 6 only

Skills	Knowledge
Exploring how the media might influence our identity.	To know that identity is the way we see ourselves and also how other people see us.



What is Pol-ed

Pol-Ed is a West Yorkshire Police education programme, written by teachers for teachers in schools across West Yorkshire. Its purpose is to keep children safe by developing their understanding of risks, consequences and the law and to develop their resilience and ability to help and support each other.



Relationships

This topic covers lesson themes including consent between friends and partners (including domestic abuse), sexual offences and grooming, bullying and much more.



Keeping Safe

This topic area covers lesson themes including the role of emergency services, what can be perceived as anti social, Criminal exploitation, addiction and much more.



Understanding the Law

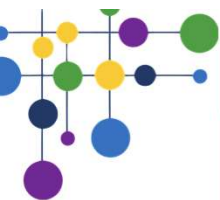
This topic area covers lesson themes including how to be a responsible citizen, what is a hate crime, what to do if stop and searched by the Police, what constitute public order and much more.

Year Group: Rec	Half-term 1 Managing self: taking on challenges	Half-term 2 Self-regulation: Listening and following instructions	Half-term 3 Self-regulation: My feelings	Half-term 4 Building relationships: Special relationships	Half-term 5 Building relationships: My family and friends	Half-term 6 Managing self: My wellbeing
	- Why do we have rules? Pol-Ed – Why do we have rules? - Building towers - Team den building - Grounding - Team races - Circus skills Pol-Ed – How can I play nicely? Pol-Ed – How can I play safely?	- Simon says - Listening to a story - Pass the whisper - Obstacle races - Blindfold walk - Treasure hunt	- Identifying my feelings - Feeling jars - Coping strategies - Describing feelings - Facial expressions - Creating a calm corner	- My family - Special people - Sharing - I am unique - My interests - Similarities and differences Pol-Ed – what does it feel like to meet new people	- Festivals - Sharing - What makes a good friend Pol-Ed – What is a good friend - Being a good friend Pol-Ed how can I be a good friend - Teamwork - Celebrating friendships	- What is exercise? - Yoga and relaxation - Looking after ourselves - Being a safe pedestrian - Eating healthily - A rainbow of food Pol-Ed – How can I be independent. Pol-Ed – How can I keep safe and school/home. Pol-Ed – Who are the police
Year Group: Year 1	Half-term 1 Family and relationships	Half-term 2 Citizenship	Half-term 3 and 4 Safety and the changing body	Half-term 5 Health and Wellbeing	Half-term 6 Economic Wellbeing & Transition	
	- What is family? - What are friendships? - Recognising other people's emotions - Working with others - Friendship problems - Healthy friendships - Gender stereotype	- Rules - Caring for others: Animals - The needs of others - Similar, yet different - Belonging - Democratic decisions Pol-Ed – Why are safe hands important.	- Adults in school Pol-Ed – Who are my trusted adults? - Adults outside school - Getting lost - Making an emergency phone call - Appropriate contact - Safety with substances - Safety at home - People who keep us safe Pol-Ed – What do the police do? Why does age matter? What is 999	- Understanding my emotions - What am I like? - Ready for bed - Relaxation - Handwashing and personal hygiene - Sun safety - Allergies - People who help keep us healthy	- What is money? - Keeping money safe - What is a bank? - Saving and spending - Jobs in schools - Jobs out of school - Strengths and transition	
Year Group: Year 2	Half-term 1 Families and relationships	Half-term 2 Citizenship	Half-term 3 and 4 Safety and the changing body	Half-term 5 Health and Wellbeing	Half-term 6 Economic Wellbeing & Transition	
	- Families offer stability and love - Families are all different - Other peoples' feelings - Unhappy friendships Pol-Ed – What is bullying? Pol-Ed – What if my friends are making me sad? Pol-Ed – What if I'm worried about my family - Introduction to manners and courtesy - Change and loss - Gender stereotypes: Careers and jobs	- Rules beyond school Pol-Ed – How can I keep safe in new places. Pol-Ed – How can I speak up. Pol-Ed – Why are there different rules in different place. - Our school environment - Our local environment - Job roles in our local community - Similar yet different – my local community - Giving my opinion	- Introduction to the internet - Communicating online Pol-Ed – How do we stay safe online. - Secrets and surprises - Appropriate contact: My Private parts - Appropriate contact: My private parts are private - Respecting personal boundaries - Road safety - Crossing roads safely - Staying safe with medicine	- Experiencing different emotions - Being active - Relaxation: breathing exercises - Steps to success - Developing a growth mindset - Healthy diet - Looking after our teeth	- Where does money come from? - Exploring needs - Exploring wants - Banks cards and accounts - My skills and talents - Everyone is welcome - Transition Lesson 1	

Year Group: Year 3	Half-term 1 Families and relationships	Half-term 2 Citizenship	Half-term 3 and 4 Safety and the changing body	Half-term 5 Health and Wellbeing	Half-term 6 Economic Wellbeing & Transition
	• Healthy families • Friendship conflict • Friendship: conflict versus bullying • Pol-Ed – What is bullying? • Effective communication • Learning who to trust • Respecting differences in others • Stereotyping: gender • Stereotyping: age	• Rights of the child • Rights and responsibilities • Recycling • Local community groups • Charity • Local democracy • Rules • Pol-Ed – What is the law and why do we have it?	• Pol-Ed – What do we mean by risk? • Pol-Ed – What are the emergency services. • First aid: Emergencies and calling for help • First aid: bites and stings • Be kind online • Cyberbully • Fake emails • Making choices • Influences • Keeping safe out and about • Pol-Ed – How can we be safe on the road?	• My healthy diary • Relaxation: stretches • Wonderful me • My superpowers • Resilience: breaking down barriers • Communicating my feelings • Pol-Ed – How can I share something I'm worried about? • Diet and dental health	• How can we pay for something? • Budgeting • Understanding our feelings about money • Impact of spending • Career quest • Can anyone be anything? • Transition Coping strategies
Year Group: Year 4	Half-term 1 Families and relationships	Half-term 2 Citizenship	Half-term 3 and 4 Safety and the changing body	Half-term 5 Health and Wellbeing	Half-term 6 Economic Wellbeing & Transition
	• Respect and manners • Healthy friendships • How my behaviour affects others • Bullying • Stereotypes: gender • Stereotypes: disability • Pol-Ed – What is discrimination? • Families in the wider world • Change and loss. • Pol-Ed – What is consent (friendships)	• What are human rights? • Caring for the environment • Community • Contributing • Diverse communities • Local councillors • Pol-Ed – How can we be responsible citizen?	• Pol-Ed – How can we use our phones safely? • Pol-Ed – How can we keep our things safe? • Internet safety. Age restrictions • Share aware. • First Aid: asthma • Privacy and secrecy • Consuming information online • Growing up	• Looking after our teeth • Relaxation: visualisation • Celebrating mistakes • Meaning and purpose: my role • My happiness • Emotions • Mental health •	• Value for money • Keeping track of money • Looking after money • Influences on career choices • Changing career • Workplace equality • Transition setting goals

Year Group: Year 5	Half-term 1 Families and relationships	Half-term 2 Citizenship	Half-term 3 and 4 Safety and the changing body	Half-term 5 Health and Wellbeing	Half-term 6 Economic Wellbeing & Transition
	- Build a friend. - Friendships skills - Marriage - Respecting myself - Family life - Bullying - Stereotyping: Gender - Stereotyping: Race and religion	- Breaking the law <i>Pol-Ed -- What is anti-social behaviour?</i> <i>Pol-Ed -- what different types of crime are there?</i> <i>Pol-Ed -- How do we enforce the law?</i> - Rights and responsibilities - Protecting the planet - Contributing to the community - Pressure groups <i>Pol-Ed -- What is peer pressure?</i> - Parliament	- Online friendships - Staying safe online - Puberty - Menstruation - Emotional changes in puberty - Bleeding and head injuries - Alcohol drugs and tobacco, Making decisions	- Relaxation yoga - The importance of rest - Embracing failure - Going for goals - Taking responsibility for my feelings - Healthy meals - Sun safety	- How can we make money stretch further? - How should I budget for the week? - Borrowing and loaning - Risks handling money online. - Why challenge workplace stereotypes. <i>Pol-Ed -- What is grooming?</i> - Transition -- roles and responsibilities

Year Group: Year 6	Half-term 1 Family and relationships	Half-term 2 Citizenship	Half term 3 and 4 Safety and the changing body	Half-term 5 Health and Wellbeing	Half-term 6 Identity, economic wellbeing and Transition
	- Respect - Respectful relationships - Stereotypes: attitudes - Challenging stereotypes - Resolving conflict - Change and loss	- Human rights - Food choices and the environment - Caring for others - Prejudice and discrimination - Valuing diversity - National democracy	- Alcohol - Critical digital consumers - Social media - Physical and emotional changes of puberty - Conception - Pregnancy and birth - First aid: choking - First aid: basic life support	- What can I be? - Relaxation: Mindfulness - Taking responsibility for my health - The impact of technology on health - Resilience toolbox	- Navigating feelings about money - Keeping money safe - Imagining our financial future - The risks of gambling - Workplace environments - Career routes - What is identity? - Identity and body image - Transition lesson 1: Dealing with change



Spiritual development

The spiritual development of pupils is shown by their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Moral development

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Social development

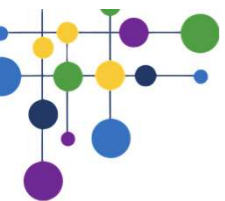
The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural development

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities



Democracy

We all have a voice within school and society.



Rule of law

We understand that rules and laws are there to keep everyone safe and happy and we respect them.



Individual liberty

We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.



Mutual respect

We respect others and expect them to show us respect.

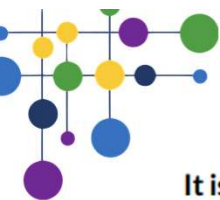


Tolerance of those with different faiths and beliefs

We respect and appreciate diversity and understand that everybody has different views and beliefs.



	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 3					Kapow Primary units Key stage 2 - Year 4				
		Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	✓		✓	✓		✓			✓	
	Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.				✓	✓				✓	✓
					✓	✓			✓		✓
				✓	✓	✓	✓	✓		✓	✓
		✓		✓		✓	✓			✓	✓
		✓				✓	✓			✓	✓



It is against the law to discriminate against someone because of:

Age

- A person belonging to a particular age or range of ages.

Disability

- A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

- The process of transitioning from one sex to another.

Marriage and civil partnership

- Marriage is a union between a man and a woman or between a same-sex couple.
- Same sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity

- Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

- Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Sexual orientation

- Whether a person's sexual attraction is towards their own sex, the opposite sex, or to both sexes.

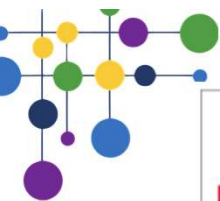
Religion and belief

- Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

- A man or a woman.

Protected Characteristics



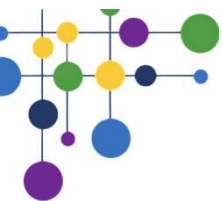
Protected characteristics	Kapow Primary units Key stage 2 - Year 3					Kapow Primary units Key stage 2 - Year 4				
	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Age	L8								L5	L6
Disability	L6					L6			L5	L6
Sex	L7				L6	L5			L5	L6
Marriage and civil partnership										
Race	L6								L5	L6
Pregnancy and maternity										
Sexual orientation				L6						
Religion or belief	L6					L7			L5	
Gender reassignment										



National curriculum subjects	Kapow Primary topics Key stage 1 - Year 1				
	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Science		Animals, including humans (Y2) - understanding the importance of rest, exercise and hygiene.	Animals, including humans (Y2) - considering what we should and should not put into our bodies.	Animals, including humans (Y2) - considering the needs of animals, babies and young children.	
Art and design	Drawing a portrait of family.				
D & T	Building a freestanding tower.				



National curriculum subjects	Kapow Primary topics Key stage 1 - Year 2				
	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Science		Animals, including humans - to understand the benefits of exercise.	Animals, including humans (Y1) - naming the parts of the body including private parts.		Animals, including humans - knowing the difference between things we need to survive and things we want.
Art and design			Designing a road safety poster.		
Computing			Understanding what the internet is, online safety.		
Music			Listening to a road safety song carefully.		



**National
curriculum
subjects**

Kapow Primary topics
Key stage 2 - Year 3

[Families and relationships](#)

[Health and wellbeing](#)

[Safety and the changing body](#)

[Citizenship](#)

[Economic wellbeing](#)

Science

Animals, including humans
- learning what a balanced diet is and the benefits of good oral hygiene.

Art and design

Designing an advert, considering colour.

Drawing themselves as a superhero.

Creating a collage.

Computing

Using the internet to research.

Learning to be kind online, about cyberbullying and fake emails.

Geography

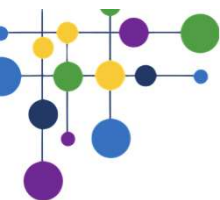
Considering how recycling benefits the environment, land-use in the local area.

PE

Carrying out yoga stretches.



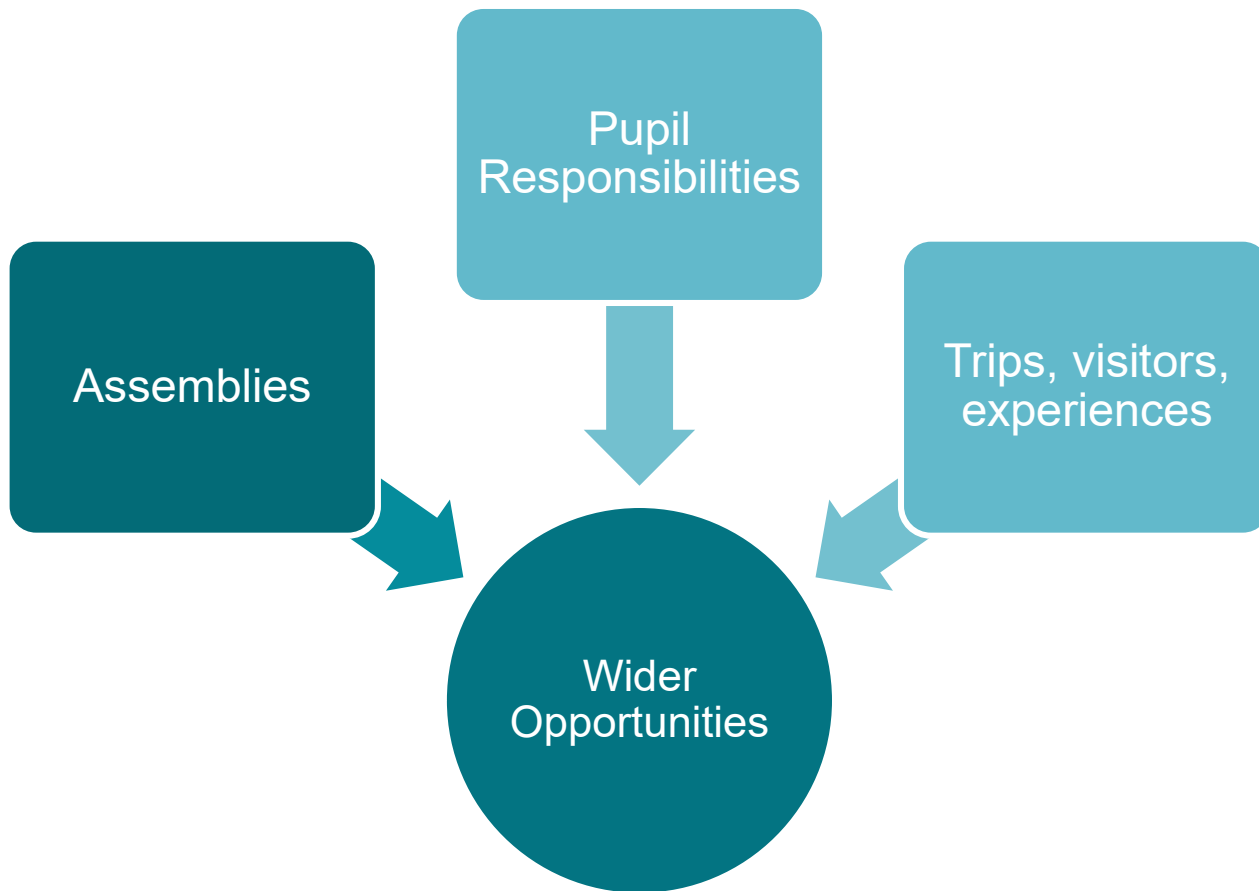
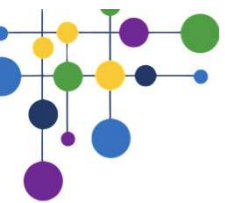
National curriculum subjects	Kapow Primary topics Key stage 2 - Year 4				
	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Science		Animals, including humans -learning about how to keep teeth healthy	Animals, including humans (Y5) - learning about the changes that happen in puberty		
Art and design			Choosing their medium to create a self-portrait		
Computing	Discussing online friendships, using the internet to research		Learning about sharing online and search engines	Researching community groups	
Geography				Considering how reusing benefits the environment	

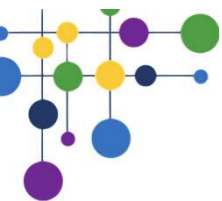


National curriculum subjects	Kapow Primary topics Key stage 2 - Year 5				
	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Science		Animals, including humans (Y6) - understanding what a healthy meal consists of.	Animals, including humans - describing the changes during puberty, learning about menstruation, learning about alcohol and drugs (Y6).		
Art and design	Decorating a shield creatively.				
Computing	Using the internet to research.		Considering online friendship, learning how to stay safe online.	Considering freedom of expression when online.	
Geography				Learning the importance of reducing the use of materials.	
History	Learning the history of marriage and how attitudes to gender have changed.				
PE		Practising yoga stretches.			



National curriculum subjects	Kapow Primary topics Key stage 2 - Year 6					
	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity
Science		Animals, including humans - planning for a healthy lifestyle, identifying good and bad habits.	Animals, including humans - learning about the impact of alcohol and drugs (Y6), knowing some of the changes of puberty.			
Computing		Learning about the impact of screen time on our health.	Learning how to check if something online is true, knowing to treat people respectfully on social media.	Researching a person on the internet.	Learning some ways to use online banking safely.	
Geography				Considering the environmental impact of food imports/exports.		
Music		Listening to a song to prompt discussion.				





August

- Yorkshire Day 1st August

September

- Harvest
- Roald Dahl Day – 13th Sept
- International Day of Democracy – 15th (BV)

October

- Black History Month
- World mental health day
- Halloween – 31st October
- Diwali – 31st October

November

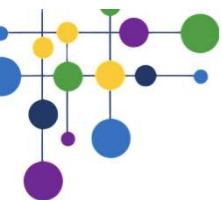
- Bonfire night – 5th November
- Remembrance Day – 11th
- Anti- bullying week – W/C 11th
- International day for Tolerance – 16th (BV)
- Thanksgiving – 28th

December

- Hanukkah
- Christmas (around the world)

January

- New Year – new beginnings, signs of spring, hope, courage, resolutions
- Martin Luther King – inspirational leaders – 15th
- KS2 – Holocaust Memorial Day? – 27th



February

- Safer internet day – what is fact and opinion? Fake news – 6th
- Chinese New Year – 10th
- Valentines Day – 14th
- Beginning of lent – 14th
- Pancake day – 13th

March

- National careers week w/c 3rd
- World Book Day – 6th
- British Science week 8th – 17th
- Ramadan and Eid – 10th – 8th April
- International Women's Day – link to BV democracy
- Mother's Day - 10th
- Red Nose Day – 15th
- St Patricks Day – 17th
- Down Syndrome Day – 21st
- Palm Sunday/ Easter Story – 30th
- Hindu festival – Holi – 30th

April

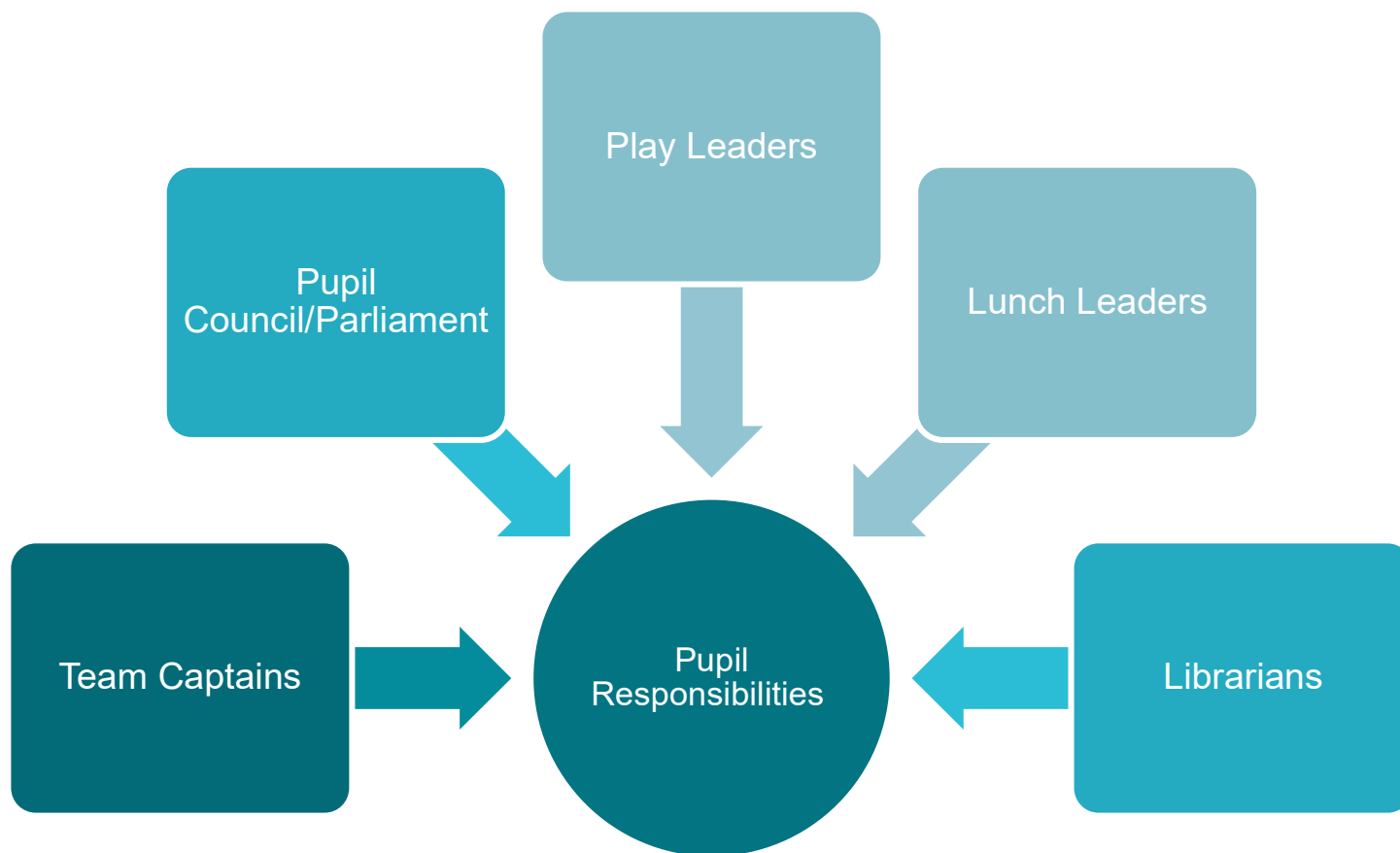
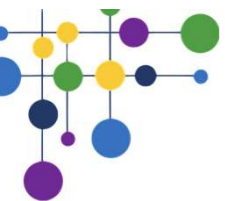
- Ramadan and Eid – until the 8th
- Autism awareness week – 2nd
- World Health Day – 7th

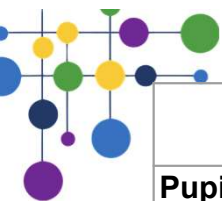
May

- Walk to school week

June

- Road safety day - 21st





	Who is it available to?	How to apply	What is the purpose?
Pupil parliament/ Pupil council	All pupils	Application form including a presentation to classes. Whole school polling station vote.	• To feedback pupil voice • To suggest and help implement whole school initiatives
Lunchtime monitors	Year 5 and 6	Application form including a reference, reviewed by class teachers	• To help younger pupils tidy the dinner hall • To clean tables after lunch • To be a positive role model in the dinner hall
Librarians	Year 5 and 6	Application form including a reference, reviewed by class teachers	• Ensuring all books are returned to the correct shelves • Maintaining tidiness • Support other pupils to access the library
House Captains/ Ambassadors	Year 6	Application form, including a presentation. Voted in by year 6 students	• Being positive role models to other pupils • Assembly responsibilities • Helping with administration tasks
Play leaders/ Playground Buddies	Year 5 and 6	Application form and 3-week training course	• To make sure equipment is put away neatly • To set up and lead games which engage other pupils • To be positive role models on the playground • To help resolve playground issues and communicate with staff

* There may be additional responsibilities at individual academies

