



PSHE & RSE

at Bank Lane Infant and Nursery School
Working together, nurturing excellence.

Subject Lead - Claire Walker

Under Construction – Oct 23

We judge our PSHE curriculum to be
Gold Standard

Effort



Ethel

Collaboration



Cornelius

Excellence



Eberhardt

Respect



Radmilla



Banks Lane Infant Intent

PSHE helps us to develop the knowledge, skills and personal qualities we need to keep ourselves healthy and safe and to thrive in our world. It teaches us that we can make a difference to ourselves and others.

Our curriculum is planned to reflect the universal needs of children as well as the specific needs of the children within our school/community. This is done through weekly planned taught lessons, school/class specific circle times, nurture groups, wellbeing assessments, **pupil voice** and carefully planned wider curricular opportunities to broaden our children's experiences and address any social disadvantages.

We know that PSHE plays a vital role for children with SEND and we aim (as we do with all learners) to equip and embed children with the practical skills and understanding that they need to lead independent and fulfilling lives and enjoy safe and fulfilling relationships.

We learn through our school values of Effort, Collaboration, Excellence and Respect.

Effort



Ethel

Collaboration



Cornelius

Excellence



Eberhardt

Respect



Radmilla

PSHE Concepts

Our curriculum is designed so that it builds 10 concepts or 'big ideas' that we believe are the key to growing children into healthy, happy and successful adults. They enable progression in skills, knowledge and understanding from Nursery to Year 2. Each day children learn more and develop their conceptual knowledge.

Belonging to a community/identity (personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around personal privacy, including online)

Safe relationships & Internet safety (including different types and in different settings, including online). Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

Being healthy (including physically, emotionally and socially), a **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)

Keeping safe (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)

Growing and changing (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)

Respect, diversity and equality (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

Money and work (including enterprise, employability and economic understanding)

PSHE & RSE Concepts



Belonging to a community



Families & friendships



Safe relationships



respect



Diversity & Equality



Internet safety



Being healthy



Growing & changing



Money & work



Keeping safe

Curriculum Plans

Progression from EYFS to KS1

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

EYFS

- Our **Progression Grids start in EYFS**, using the EYFS Framework, Development Matters, our school 'Progression of Skills' and the ELGs as end points.
- Learning is cross curricular – this is a real strength.
- Throughout school a **quality text** lies at the centre of all planning. In EYFS PSED, PD, C&L and UtW learning is also planned through a quality text and is brought to life through the 'Magic Story Box.' The drama element engages the children and allows them to apply their knowledge in real life situations.
- A collaborative approach to curriculum design means each subject lead know where their 'bit' fits in and what is coming next for the children. All PSHE/RSE Progression Grids are in staff **Curriculum Files**.
- Ambitious, appropriate vocabulary is chosen and it is built upon each lesson.
- **Vocabulary cards** are co-created with the children. This develops vocabulary use, **retention and recall** of the **meanings** of the words.
- **Quality texts** have been selected because of the vocabulary they contain or because the themes in them lend themselves to the generation and learning of new vocabulary.

KS1

- Our **Progression Grids continue for PSHE & RSE in KS1**. These are based upon the National Curriculum Programmes of Study (RSE) and PSHE Association.
- Learning is cross curricular – this is a real strength.
- Throughout school a **quality text** lies at the centre of all planning. In EYFS PSED, PD, C&L and UtW learning is also planned through a quality text and is brought to life through the 'Magic Story Box.'
- In KS1 the quality text is used to plan **DEAL** activities help develop vocabulary, critical thinking as well as applying them in a 'real life' situation.
- A collaborative approach to curriculum design means each subject lead know where their 'bit' fits in and what is coming next for the children. All PSHE/RSE Progression Grids are in staff **Curriculum Files**.
- Ambitious, appropriate vocabulary is chosen and it is built upon each lesson.
- **Vocabulary cards** are co-created with the children. This develops vocabulary use, **retention and recall** of the **meanings** of the words.
- **Quality texts** have been selected because of the vocabulary they contain or because the themes in them lend themselves to the generation and learning of new vocabulary.

Curriculum Plans

- Our PSHE curriculum covers the breadth of PSHE from all statutory RSHE requirements (including relationships education, RSE and health education) to economic wellbeing and careers. Learning is set out across 3 core themes: Health and Wellbeing, Relationships & Living in the Wider World which all sit within our 10 identified concepts.

Health and Wellbeing

Relationships

Living in the Wider world

- Cross curricular approaches mean learning is relevant and memorable.
- Our PSHE curriculum addresses both pupils' current experiences and preparation for later life that develops knowledge, understanding and skills that enables children to manage their lives now and in the future. The spiral nature of our curriculum allows prior learning to be revisited, reinforced and extended upon through the key stage.
- Teachers have access to and are encouraged to use the PSHE Association as a guide for medium term planning, quality lesson planning and to support assessment.

Curriculum Plans

EYFS: What is in our curriculum?

Personal, Social & Emotional Development

Self-Regulation

Building Relationships

Managing Self

PSHE in reception is a prime area of the curriculum and is called PSED. It is taught through three strands - self regulation, managing self and building relationships.

EY Overview of Progression

Educational Programme-EYFS Framework

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

Nursery Development Matters	Reception Development Matters	Early Learning Goals
<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. (Personal hygiene) Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Curriculum Plans

KS1: What is in our curriculum?

Our curriculum supports and broadens the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long term behaviours, and supports staff in shaping the culture within our school and community.

	Health and Wellbeing	Living in the wider world	Relationships
End of KS1	<ul style="list-style-type: none"> I can describe some ways to keep healthy and explain why it is important. I can recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings. I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline. I can say something that makes me special and unique, what I am good at or proud of, and how these help me feel good about myself. I can suggest ways to manage when finding something difficult. I can identify external body parts, how people's bodies and needs change as they grow from young to old. I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss. I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun. I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this. I can describe how to follow simple hygiene and dental health routines. I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help. I can say how to get help in emergency situations and follow instructions to keep safe. 	<ul style="list-style-type: none"> I can give some examples of rules in school or at home and say why they are important. I can say some ways to care for the plants, animals and people around us and why this is important. I can identify some similarities and differences between people in my school and community. I can give some examples of groups I and other people belong to and the roles and responsibilities in these different groups. I can state some rules for using the internet and devices safely, and recognise that not everything online is always true. I can describe how wanting something is different from needing something. I can say what money is, where it comes from, and how it can be looked after, saved or spent. I can recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs. 	<ul style="list-style-type: none"> I can say who loves and cares for me, what it means to be a family and that families are all different. I can name different types of relationships, for example, family, friendship, online. I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements. I can say how I am the same and different to other people, and how to treat myself and other people with respect. I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help. I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it. I can talk about things that matter to me, and say how to play and work with others. I can say when it is important to ask for permission and how to ask for, give, or not give permission. I can say what privacy means, and which body parts are private. I can recognise when a secret should not be kept, but told to a trusted adult. I can identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries. I can recognise that some people behave differently online and say some simple ways to keep online communication safe. I can say who to tell if a relationship, or the actions of someone I don't know, has made me feel uncomfortable, upset, or unsafe.

Curriculum Plans

How is learning sequenced?

Content is carefully sequenced starting from nursery until the end of KS1. Big ideas are revisited to ensure that learning is retained.

	Nursery	Reception	Year 1	Year 2
Autumn	<p>On-going - Early Years Think Equal Programme.</p> <p>Building Relationships</p> <p>Managing self</p>	<p>On-going - Early Years Think Equal Programme.</p> <p>Building Relationships</p> <p>Managing self</p>	<p><i>Health and Wellbeing</i> - Keeping safe; safety in different environments; risk and safety at home; emergencies</p> <p><i>Health and Wellbeing</i> - Growing and changing; Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p><i>Living in the wider world</i> - Money and work; What money is; needs and wants; looking after money</p>	<p><i>Health and Wellbeing</i> - Keeping safe; How rules and age restrictions help us; keeping safe online</p> <p><i>Living in the wider world</i> - Money and work; Strengths and interests; jobs in the community</p> <p><i>Relationships</i> - Families and friendships; Making friends; feeling lonely and getting help</p> <p><i>Relationships</i> - Safe relationships; Recognising privacy; staying safe; seeking permission</p>
Spring	<p>On-going - Early Years Think Equal Programme.</p> <p>Building Relationships</p> <p>Self-Regulation</p>	<p>On-going - Early Years Think Equal Programme.</p> <p>Building Relationships</p> <p>Self-Regulation</p>	<p><i>Relationships</i> – Safe relationships; Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p><i>Relationships</i> – Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p><i>Health and Wellbeing</i> - Physical health and Mental wellbeing; Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><i>Living in the wider world</i> - Belonging to a community; Belonging to a group; roles and responsibilities; being the same and different in the community</p>
Summer	<p>On-going - Early Years Think Equal Programme.</p> <p>Self-Regulation</p> <p>Managing Self</p>	<p>On-going - Early Years Think Equal Programme.</p> <p>Self-Regulation</p> <p>Managing Self</p>	<p><i>Relationships</i> - Families and friendships; Roles of different people; families; feeling cared for</p> <p><i>Living in the wider world</i> - Belonging to a community; What rules are; caring for others' needs; looking after the environment</p> <p><i>Health and Wellbeing</i> - Physical health and Mental wellbeing; Keeping healthy; food and exercise, hygiene routines; sun safety</p>	<p><i>Relationships</i> - Respecting ourselves and others; How behaviour affects others; being polite and respectful</p> <p><i>Health and Wellbeing</i> - Growing and changing; Growing older; naming body parts; moving class or year</p>

We understand our community well and we know what we want for our children. Our progression grids are a guide and our concepts ensure that children are not disadvantaged by cognitive overload/surface level learning and instead benefit from deeper learning.

Knowledge Organisers

We understand our community well and we know what we want for our children. Knowledge organisers outline the key knowledge that we feel our children need to thrive.

PSHE - Relationships. What is a healthy relationship?

Key Vocabulary		
	Vulnerable	Somebody who is in need of special care.
	Bullying	Seek to harm someone
	Respect	To care about (someone's feelings, wishes, or rights)
	Pressure	Attempt to persuade or coerce someone into doing something.
	Consent	To give permission for something to happen.
	Privacy	Not observing or disturbing someone.
	Trusted adult	A trusted adult is someone who has your best interests at heart.
	Uncomfortable	Feeling uneasy.
	Boundary	Personal boundaries are guidelines, rules or limits

Saying something mean to somebody is not always bully

Not every adult is trusted adult.

Oliver Twist was a **vulnerable** orphan.

Fagan put **pressure** on Oliver. He was a **bully**.

ChildLine
0800 1111

PRIVATES ARE PRIVATE
ALWAYS REMEMBER YOUR BODY BELONGS TO YOU
NO MEANS NO
TALK ABOUT SECRETS THAT UPSET YOU
SPEAK UP, SOMEONE CAN HELP

IS IT BULLYING?

Did it hurt your body or your feelings?

NO → You are having a **DISAGREEMENT**. Everyone is allowed to have their own ideas as long as they are being respectful.

YES → Did they hurt you on purpose? Were they trying to hurt your body or feelings?

NO → That's a **RUDE MOMENT**. Try to ignore it and if it happens again, use Talk it Out.

YES → Have they done something mean to you more than two times?

NO → That's not bullying - that's a **MEAN MOMENT**. Try to solve the problem yourself first.

YES → Do they have more power than you? Are they older, bigger, more popular, or do they scare you?

NO → Someone is being really **MEAN** to you. If you've already tried two different ways to solve the problem yourself, you should ask an adult for more ideas.

YES → That sounds like **BULLYING!** You should talk to your parent, teacher, or school counselor to get help.

Curriculum Plans

What are the plans for progression of vocabulary?

Mutual Respect and Tolerance



Introduction and development

- Appropriate for session and Key Stage
- Links to objectives for session
- Introduced as 'vocab cards' and definitions are co-constructed with the children

The use of subject specific vocabulary is an expectation of all children.

Consent



Embedding of Vocabulary

- Vocabulary is revisited in future sessions
- Links are made across sessions and year groups

Application of Vocabulary

- Vocabulary is not discreet to PSHE lessons and is used all the time E.g. Respect/Private used during changing times in PE

Examples of Vocab Cards

Curriculum Plans

Circle Times happen at least weekly and are both planned and reactive to the needs of each class.

Circle time content is informed by the children, the children's behaviours and experiences, reaction to current affairs, teachers, dinner ladies, the pastoral manager and parents.

We **ACT** on pupil voice!

Challenging stereotypes....
A famous England netball player, Natalie Metcalf inspired all our children. Our girls were inspired and see themselves as having an important place in competitive sport.



All of our children have a voice. They say – we do! Children enjoy weekly pupil forums.



We have invested in netball posts in the playground. Football is now not the only competitive game at breaktimes!



A weekly netball club is now part of our club programme. This was in reaction to playground behaviour and our determination to challenge stereotypes in sport. The netball club develops fair play, self regulation and most importantly self belief.



We discuss current affairs

British Values

British Values are woven throughout our entire curriculum.



Mutual Respect
& Tolerance



Individual
Liberty



Democracy



Rule of Law

- Empower our children to influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting discrimination

Children apply for and vote for their class representatives for the school council



Children vote daily for their daily end of day story

Children vote half-termly for table monitors using the voting slips below.



Inclusion, challenge and adaption

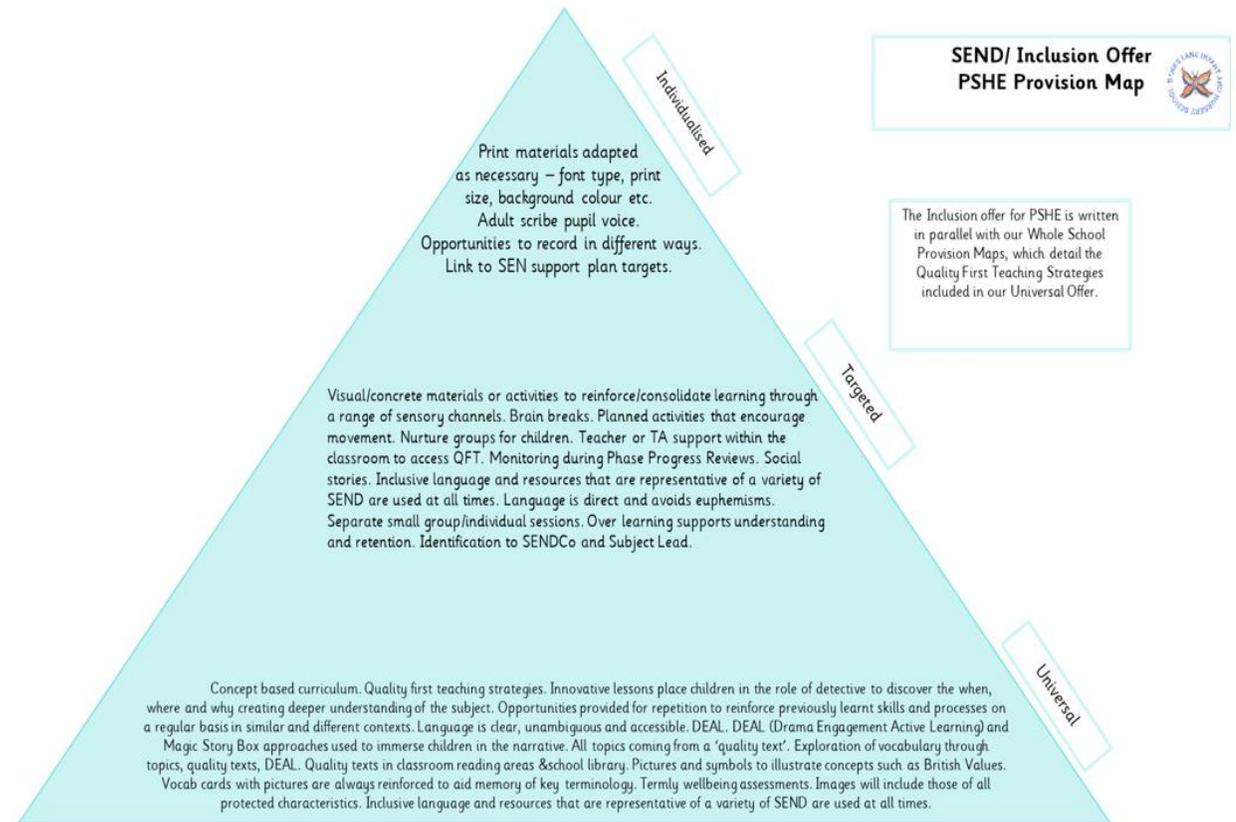
Inclusive Practice – Quality First Teaching



PSHE (Personal, Social, Health & Economic)/RSE (Relationships Education) SEND (Special Educational Needs & Disabilities)/inclusion offer



- In keeping with Accessibility Planning PSHE & RSE planning aims to provide all children with full access to the curriculum, the physical environment and information. Additional or adapted resources are used where appropriate.
- Our school values of collaboration, effort, excellence and respect are woven through our curriculum, promoted for all children and support our culture of 'working together, nurturing excellence'. There is a strong ethos of support.
- The PSHE/RSE curriculum is fully inclusive and is offered to **all** children at Banks Lane Infant & Nursery School.
- Our curriculum is a spiral planned curriculum that allows for a **flexible approach to time** spent on units. Key themes are revisited. It may be appropriate to revisit PSHE/RSE themes and concepts more often with children with SEND children to support '**over learning**' and retention.
- The PSHE Association Education Planning Framework for Pupils with SEND is used as a tool for planning, resourcing and assessment.
- Our approach to the teaching of PSHE/ RSE is whole school, working continuously through informal and formal opportunities. All staff are actively involved in offering consistent messages, including lunchtime supervisors and teaching assistants.
- We know and understand our children well, enabling us to know when they are **ready for relevant content** to be delivered. **Separate small group/individual sessions** are used when appropriate to aid progression. For example, 'social masking' in larger groups is considered and small group alternatives are offered and talking mats are provided for children with social communication needs.
- '**Brain breaks**' are provided for all children, if required.
- **Inclusive language and resources** that are representative of a variety of SEND are used at all times. Language is direct and avoids euphemisms. New vocabulary is usually introduced in the form of 'vocabulary cards', supported with simple images to aid understanding and retention. Images will include those of all **protected characteristics**.
- **Termly well-being assessments** allow for swift intervention, informing circle time content and the formation of nurture groups.
- Characters will go through experiences rather than people that we know.
- **Social stories** are used to aid understanding of taught content.
- **Daily mindfulness** empowers our SEND children with the skills to look after their own mental health by increasing self-regulation and focus, improving academic performance and decreasing levels of stress.



Inclusion, challenge and adaptation

Inclusive Practice – More Personalised

We are guided by the planning framework which sets out learning outcomes for pupils with SEND, based on the Programme of Study for PSHE Education. It helps teachers to plan and assess developmentally-appropriate PSHE education for pupils with SEND. It accompanies our programme of study and is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education (RSHE). This helps us to provide a comprehensive PSHE programme that integrates, but is not limited to, the statutory content. For example, 'The World I Live In' section covers aspects of PSHE relating to careers, economic wellbeing, personal safety and how to prepare for adulthood. This learning is critical to support different levels of independence that pupils with SEND may have.

Encountering	Foundation	Core	Development	Enrichment	Enhancement
effective engagement in the learning process	underpinning learning	fundamental learning elements	increasing understanding of learning	deepening of application of learning	applying learning in different contexts

Self-Awareness – We will be able to:						
	Encountering	Foundation	Core	Development	Enrichment	Enhancement
SA1 – Things we are good at	<p>Respond with curiosity to stimuli about the ways in which we are special.</p> <p>Respond with curiosity to stimuli about our family.</p>	<p>Describe ourselves – recognising that there is self and there are others.</p>	<p>Identify things we are good at (strengths/talents).</p> <p>Describe the ways in which we are special and unique.</p>	<p>Describe things that we enjoy or that make us feel happy.</p> <p>Identify what we are good at, both in and out of school.</p> <p>Recognise that being unique means we might like and be good at different things from other people.</p>	<p>Describe and demonstrate things we can do well and identify areas where we need help to develop.</p> <p>Identify hopes/wishes for our future lives.</p>	<p>Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others.</p> <p>Identify own hopes/aspirations; explain in simple terms how we might achieve them.</p>
SA2 – Kind and unkind behaviours	<p>Respond with curiosity to stimuli about what anger is and what being angry feels like.</p> <p>Respond to stimuli about what feeling upset means.</p>	<p>Describe what feeling angry means.</p> <p>Describe what feeling upset means.</p> <p>Recognise that behaviour which hurts others' bodies or feelings is wrong.</p>	<p>Identify when people are being kind or unkind – either to us or to others.</p> <p>Give examples of how our feelings can be hurt.</p> <p>Describe how this may make us feel angry, worried or upset.</p>	<p>Identify what teasing means and how people who are teased might feel.</p> <p>Give reasons why teasing or name-calling is not acceptable.</p> <p>Identify what we can do if others are excluding us or being unkind.</p>	<p>Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion).</p> <p>Recognise that this can happen online.</p> <p>Describe and/or demonstrate what we can say or do if we or someone else is being bullied.</p>	<p>Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting).</p> <p>Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it.</p> <p>Identify different positive responses we can take towards unkind behaviour and bullying.</p>

Remembering and Knowing

An example Year
2 Topic

Our curriculum is cross curricular and so enables the children the creative opportunity to develop their knowledge, skills and understanding whilst motivating them to know and remember through engaging, interconnected, relevant topics.

The topics have been designed collaboratively by all subject leads.

Concepts explored

Taught Knowledge

Safe Relationships

- Hurtful teasing and bullying is wrong, what to do about bullying

Diversity & Equality

- How words and actions can affect how people feel
- How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

Respect

- Unsafe secrets; inappropriate touch and what to do if it happens

Keeping Safe

- How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe.

Families & Friendships

- How to respond if this happens in different situations
- Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable

The spiral nature of the curriculum mean that key concepts are revisited and so, reinforced and built upon.

What The Dickens!

Topic Question

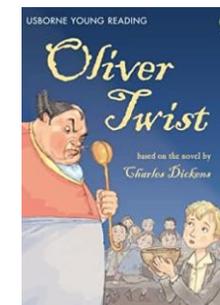
Was a Victorian childhood more challenging than childhood today?

PSHE Focused Question

What is Bullying?

History topics such as 'What The Dickens!' allow children to learn about bullying and safe and unsafe secrets through in a safe, fun way.

Key Text



Selected for the PSHE specific concepts as well as the cross- curricular. Links such as geography, history and literacy. Children have previously met the PSHE concepts as well as the concepts in the other disciplines.

Remembering and Knowing

A 'Drama Engaged Active Learning' Approach

Year Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	What makes a house a home?	A Victorian childhood: more challenging than yours?	Should we forgive others?	In the future, will wild animals only exist in picture books?	Do good things come in small packages?	
Topic	There's No Place Like Home	What The Dickens?	Where The Dragons Dance	Into the Wild		It's A Bugs Life
Theme	Belonging/ special places	Differences and changes over time	Culture/ loss and forgiveness	Being respectful		The Circle of life
Book	On the Way Home Oliver Twist   	Chimney Charlie Oliver Twist  	The Willow Pattern 	The Tiger Who Came To Tea There's an Rang-tan in my Bedroom  		The King of Tiny Things 

Children learn through an engaging, theme appropriate texts that are chosen because of the concepts that they explore. This helps to cover content sensitively and makes learning more memorable.

PSED

- Constructing respectful and trusting relationships
- Express their feelings and showing feelings to others
- Think about the perspective of others
- Manage their own needs – personal hygiene
- Talk about supporting their overall health and wellbeing (healthy eating)



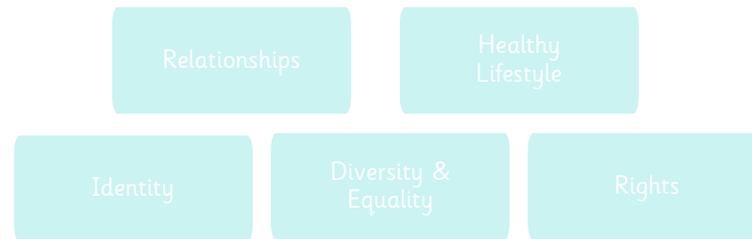
EYFS – The Magic Story Box
Jack and The FlumFlum Tree

Year 1 Texts

- The Bog Baby
- Katie And The Dinosaurs
- Little Red Riding Hood
- Vlad And The Great Fire of London
- The Tree

Year 2 Texts

- Oliver Twist
- The House That Once Was
- The King of Tiny Things
- Leaf
- On the Way home
- The Willow Pattern
- There's A Rangtan In My Bedroom



Assessment

Data for 2023

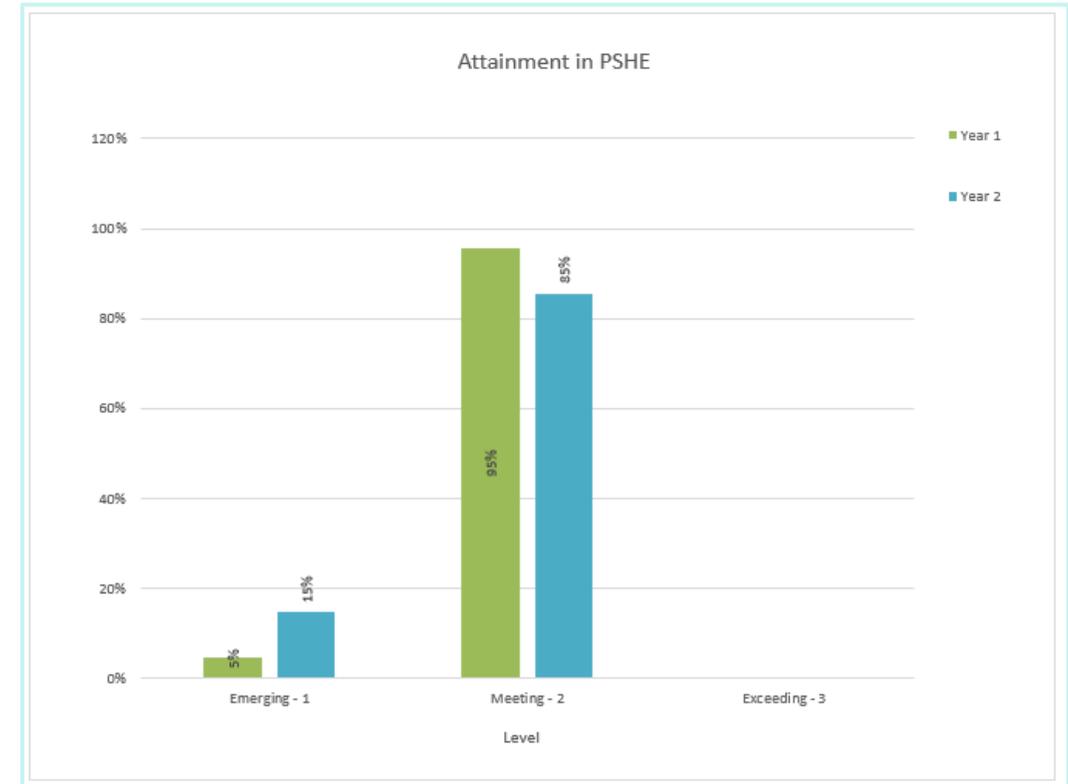
Measuring children's progress, key findings

URN/ Estab. Setting Name	Eligible	Avg. No.		ACHIEVED EXPECTED									
		GLD 1 ²	Exp. ELGs ²	COM	PSE	PHY	Prime Goals	LIT	MAT	UTW	EXP	Specific Goals	All Goals
NCER National	596,860	67.3%	14.1	79.7%	83.3%	85.2%	75.0%	69.8%	77.2%	80.3%	85.0%	67.0%	65.7%
Local Authority	3,519	67.6%	14.3	80.6%	83.5%	85.0%	75.6%	69.5%	77.9%	82.2%	85.9%	66.8%	65.8%
2005 Banks Lane Infant School	90	61.1%	14.3	80.0%	87.8%	87.8%	77.8%	61.1%	73.3%	77.8%	94.4%	58.9%	58.9%

Year Group	Emerging	Meeting
EYFS (PSE)	12%	88%
Year 1	5%	95%
Year 2	15%	85%

Children with additional needs are tracked so that all subject leads know who they are and keep track their progress and support their teachers

Name and class	Main area of need	Reading	Writing	S&L	Maths / Number	Maths/Shape	Science	Computing	PSHE	History	Geog	RE	Art	DT	Music	PE
	EHCP ASD	On track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track
	EHCP ASD	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track
	EHCP ASD	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track	Not on track
	Communication & Interaction (speech)	on track	on track	Not on track	on track	on track	on track	on track	on track	on track	on track	on track	on track	on track	on track	on track
	SEMH	on track	on track	on track	on track	on track	on track	on track	not on track	on track	on track	on track	on track	on track	on track	on track
	Communication & Interaction	Not on track	not on track	Not on track	not on track	not on track	not on track	not on track	not on track	not on track	not on track	not on track	not on track	not on track	not on track	not on track



Cultural Capital

The Banks Lane Infant Experience 'Bouncing Back'

Our response to missed experiences during the global pandemic.

The Banks Lane Infant Experience

Here are 25 things for you to do at home with your child as part of our 'Home partnership' experiences. You can achieve awards when you complete a number of activities.

at home

Achieve 10 = Bronze Award
Achieve 20 = Silver Award
Achieve 25 = Gold Award

Please share a photo of the activity on your child's Seesaw account. Just write the date in the circles to track their progress.

- Cloud gazing
- Rainbow breathing
- Visit a museum
- Make a mud creation
- Grow a plant
- Make a bird feeder
- Make art out of nature
- Roll down a big hill
- Help prepare a meal
- Read to a teddy
- Plan a shopping list
- Play a board game
- Visit the elderly
- Plant a seed
- Paddle in a stream
- Build a sn woman
- Create a mini garden
- Make a sofa fort
- Feed the birds
- Write and send a postcard to your class
- Climb a hill
- Do a random act of kindness
- Make perfume from flowers
- Dance in the rain
- Take part in the Stockport Library summer reading challenge

The Banks Lane Infant Experience

Our curriculum places strong focus on healthy lifestyles, experience of arts, religion and cultures, a language rich curriculum, the development of resilience and the value of hard work. Here are all the opportunities we believe all children should experience in their time as a Banks Lane Infant!

in School

We will share updates of your child's School experiences via Seesaw. You can keep a record on this page. Add the date on the circles when they are completed.

- Go barefoot
- Build a den
- Explore on wheels
- Grow a vegetable
- Eat a picnic outdoors
- Get to know a tree
- Watch a bird
- Sing as a collective
- Cook a healthy meal
- Recite a poem
- Climb a tree
- Take part in scootefest
- Sing a song in Spanish
- Take part in a 'money sense' workshop
- Take part in a reading celebration
- Take part in a democratic vote
- Cook for other cultures and celebrations
- Share a story with a reading buddy
- Take part in a fitness workshop
- Find your way with a map
- Take part in a multi-skills event
- Take part in a multi-cultural market
- Learn about another country
- Take part in the Great British Spring Clean

The Banks Lane Infant Experience

Have a look at the inspirational experiences and opportunities that you can do during your time at Banks Lane Infants! There are many events and clubs that you may like to take part in and develop your interests and talents!

Extended Offer

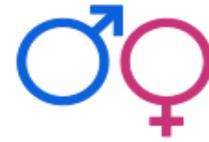
- Run for school council
- Take part in a school club
- Become a lunchtime leader
- Observe a live musical performance
- Become a sports ambassador
- Sing for an audience in a group
- Observe a live theatrical performance
- Raise money for a good cause
- Create a piece of music
- Become a photographer
- Support a local charity
- Enter a competition
- Share talents on the website gallery
- Program a game
- Librarian visit
- Record a film
- Perform in a concert
- Learn an instrument
- Become a play leader
- Get to know the history of a local landmark (heart of the Community)
- World Wide Wonder Club - Pose questions and research answers
- World Wide Wonder Broadcaster - Sharing personal research with others
- Meet an inspirational figure (athlete/ author/ community hero/ poet/ artist)

Cultural Capital

The 9 Protected Characteristics

The 9 Protected Characteristics are actively promoted at Bank Lane Infant School through:

- Our school vision and ethos
- Our school core values
- Our school behaviour policy
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers
- Assemblies
- The promotion of British values in school life
- Developing a love of reading through a range of authors and genres
- Discussion within curriculum subjects, taking a cross-curricular approach
- Learning for life and RSE lessons, as well as taking the opportunity to model respect and positivity in all lessons.
- Promoting articulation by building appropriate language and a coherent vocabulary
- Religious Education (RE) lessons



Gender



Sex



Marriage
and Civil
Partnership



Disability



Race



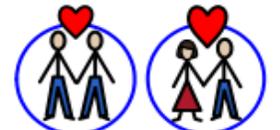
Maternity



Religion
or belief



Age



Sexual
Orientation

Key Findings & Actions

Finding 1

- Many of our children have access to their own devices (including mobile phones) in which they often have unsupervised access
- Some of our children have their own TikTok accounts and access it unsupervised
- Some of our children play games unsuitable for their age group
- Some of our children have seen content online that has frightened them. Some haven't told their parents for fear of being 'banned off technology.'
- Our children understand the importance of keeping safe online and can talk intelligently about the steps that they can take

Action taken

- Weekly post on Seesaw sharing a guide to 'What Parents Need To Know About....' from the NOS (National Online Safety). This is very current. We have plans to also attach this to the Newsletter for maximum reach.
- Internet Safety Workshops in school for all children.
- Possible opportunity for Tanya Cross (LA PSHE & RSE Lead) to lead a talk to parents with practical actions that parents can take to safeguard their children.
- Weekly Internet Safety Assemblies for KS1 – delivered in classrooms for EYFS.

Key Findings & Actions

Finding 2

- Most recent data shows us that if Stockport was a town of 100, 21 people would be an unhealthy weight. If BLIS was a school of 100, 26 would be obese. It is worth noting that this data is pre-pandemic so with this in mind figures are likely much higher.
- Pupil Voice tells us that our children are less active and spend significant time on their devices.
- Recent DT food & nutrition projects have demonstrated a reluctance of some children to try common fruit and vegetables.
- Pupil Voice tells us that children are eating less of these food at home.

Action taken

- A fantastic active club offer (football, karate, dance & netball)
- 2 X weekly PE Lessons
- Half a day a week guaranteed active outdoor learning sessions liked to learning in the classroom.
- Freddie Fit workshop each year
- New climbing frame installed for KS1
- New quality play equipment including cartyres and crates to encourage children to use their gross motor skills.
- Bought in quality dance and games CPD for teachers to ensure maximum quality PE lessons.
- Regular 'Smile for a Mile'
- Banks Lane Experience