AIM@Woodcroft Assembly & PSHE Programme 2018 - 2022 '*Because Aspirations and Inspiration Matter at Woodcroft'*

The assembly and PSHE structure is linked to our AIM@ principles at Woodcroft. This runs on a 4 Year cycle of aspirational and inspirational themes. These themes are supported by consistent termly PSHE objectives and our scheme of work.

Aim@Woodcroft – An Overview

The roots of Woodcrofts' whole curriculum is founded on **British Values** and underpinned by strong links to **Spiritual, Moral, Social and Cultural (SMSC) education.**

The core skills of English, Mathematics and Science support the basis of all learning. However, we have developed three defined programmes of **PE & Sport, Arts Education and Digital & Tech Learning** that run throughout the school.

These three areas expand, extend and enrich the entire curriculum through:

- The provision of additional opportunities that enrich and extend the core curriculum
- Offering the broadest range of extracurricular clubs
- Hosting fantastic facilities

Consistent Principles

The AIM@ provision for each of the three aspect (Sport, Arts, and Digital & Technology) takes place throughout each and every year at Woodcroft. Consistent AIM@Principles underpin each of these three aspects (see below). However, we plan a 4 year cycle that enables a particular AIM@ aspect to drive the assemblies, PSHE and special events / weeks for that particular year.

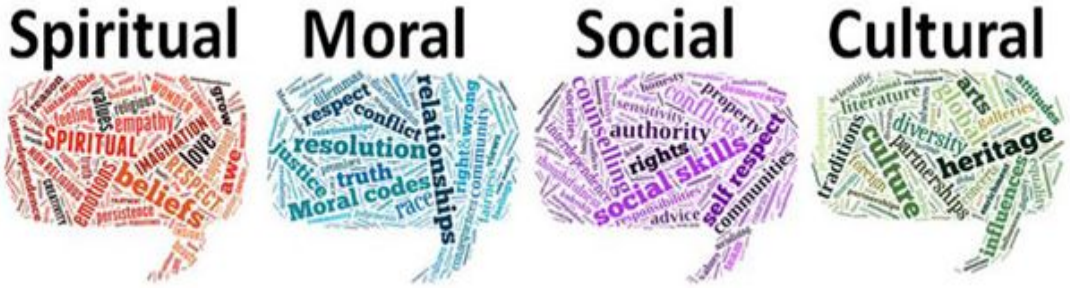
The AIM@ Focus Year Cycle

The cycle for the next 4 years is:

2018 - 2019 - **AIM@ The Arts** inc. Art Week
2019 - 2020 - **AIM@ Sport and Games** through the **Olympic Values** inc. Health Week (Tokyo Olympics July 2020 / Sport Relief March 2020)
2020 - 2021 - **AIM@ STEM** (Science & Technology) inc. Science & Digital Tech Week
2021 - 2022 - **AIM@ The Arts** inc. Art Week
2022 - 2023 - **AIM@ Sport and Games** through the **Olympic Values** inc. Health Week (Qatar World Cup November 2022)
(The theme of each year leads to a special curriculum focus week in school)

Personal, Social, Health and Economic (PSHE) Education

Our PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. PSHE contributes to individual personal development by helping our pupils to build their confidence, resilience and self-esteem. Developing an understanding of themselves, empathy and the ability to work with others helps our pupils to form and maintain good relationships, develop the essential skills for future employability and a better understanding of how to enjoy and manage their own lives.



At Woodcroft PSHE is taught in three overlapping and linked 'Core Themes' - Term 1 - Relationships, Term 2 - Health and Wellbeing, Term 3 - Living in the wider world. All three core themes support our ethos of '*Working together towards success and striving for excellence'.*

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities, with the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Overarching concepts developed through the Programme of Study

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (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
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights)**, responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **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)
9. **Career** (including enterprise, employability and economic understanding)

Aim@ PSHE Curriculum

The following themes underpin the assemblies and class based PSHE work each term:

Term 1 – Relationships

To AIM@ *Develop effective relationships through mutual respect*

Feelings and Emotions, Valuing Difference, Healthy Relationships

Term 2 – Health and Wellbeing

To AIM@ *Maintain physical, emotional, social and mental health and wellbeing*

Healthy Lifestyles, Growing and Changing, Keeping Safe

Term 3 – Living in the wider world

***To AIM@* Being a responsible citizen with an economic understanding**

Rights and Responsibilities, Local Environment, Economic Wellbeing

Aim@ PSHE Annual Focus

Annual Focus	2018 - 2019 - **AIM@ The Arts** inc. Art Week 2019 - 2020 - **AIM@ Sport and Games** through the **Olympic Values** inc. Health Week (Tokyo Olympics July 2020 / Sport Relief March 2020) 2020 - 2021 - **AIM@ STEM** (Science & Technology) inc. Science & Tech Week 2021 - 2022 - **AIM@ The Arts** inc. Art Week

AIM@PSHE: Theme Overview

TERM 1	Relationships	
Autumn	**Relationships - identifying different feelings and emotions, valuing difference**	**Healthy relationships - to take part with others in partnerships, collaborations and develop relationships through mutual respect**
	● Be able to develop class rules by recognising what is fair and unfair, kind and unkind and what is right and wrong ● Be able to communicate their feelings to others ● Be able to share their opinions and explain their views through discussions and work collaboratively towards shared goals ● Be able to recognise and respond appropriately to a wider range of feelings ● Know how their behaviour affects other people ● Know how to manage emotions within different relationships ● Be able to respect equality and diversity in all forms ● Know how to maintain a variety of healthy relationships within a range of social/cultural contexts ● To be able to listen to other people and work/play cooperatively (including strategies to resolve simple arguments through negotiation ● Be able to recognise risky or negative relationships including all forms of bullying and abuse ● Know how to respond to risky or negative relationships and ask for help ● Be able to recognise how power can be used and encountered in a variety of contexts including persuasion, negotiation and bullying both off and online	● Take part with others in partnerships, collaborations and develop friendships ● Be kind to all and show respect for in your school and community ● Work as a team to achieve goals ● Respect your teachers ● Help people in class and work cooperatively to develop healthy relationships and friendships ● Respect each others' rights to a good education ● Recognise feelings in self and others; share feelings ● Be gracious in defeat and victory ● Respect the similarities and differences in others and yourself ● Value difference ● Develop strategies to resolve simple disputes and conflict through negotiation and appropriate compromise ● Recognise and respond appropriately to bullying TELL, TELL, TELL ● Develop an awareness and understanding of how power is used to bully both off and online

TERM 2	Health and Wellbeing	
Spring	**Healthy Lifestyles - maintaining physical, emotional, social and mental health and wellbeing**	**Growing and changing- (including Relationships Education (formally SRE), Drugs Education, keeping safe**
	● Be able to understand what constitutes a 'balanced healthy lifestyle' and recognise opportunities to make their own choices about food and exercise ● Be able to recognise how images in the media do not always reflect reality and can affect how people feel about themselves both positively and negatively ● Know about our different emotions - physical, emotional, social and mental health ● Know how to manage risks to physical, emotional, social and mental health and wellbeing in order to make informed choices ● Know about ways of keeping physically, emotionally, socially and mentally safe within the environment by following school rules, the rule of law, health and safety guidance, basic emergency procedures, road safety, cycle safety, rail, water and fire safety) ● Know about their worth as individuals by identifying positive things about themselves and their achievements, set goals; collect information, ask for help when needed, make responsible choices, and take action ● Know about change and loss (including moving home, losing toys, family, friends or pets and the associated feelings ● Know about how our bodies will, and our emotions may, change on the approach and onset of puberty ● Know how to become more independent by recognising that they share responsibility for keeping themselves and others safe	● Understand what makes a 'balanced healthy lifestyle' ● Recognise their worth as individuals ● Discuss and debate health and wellbeing issues ● Recognise that choices can have good and not so good consequences ● Recognise that they may experience conflicting emotions and when they need to listen to their emotions to overcome them ● Maintain physical, emotional, social and mental health and wellbeing within the environment by following school rules, the rule of law, health and safety guidance and following the basic emergency procedures, know where and how to get help and support when needed ● Recognise their identity through their personal qualities, attitudes, skills, attributes and achievements and what influences these. ● Set goals - be brave and face new challenges positively ● Understand how it feels when there is a change or loss in our lives ● Understand that physical and emotional changes are a normal part of growing up ● Develop independence by recognising that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' ● Differentiate between the terms, 'risk', 'danger' and 'hazard' ● Identify different influences on health and wellbeing

	● Know about the risks, dangers and hazards of some household products, including medicines, and that they can be harmful if not used properly. ● Know that bacteria and viruses can affect health and that following simple routines can reduce their spread ● Know about their rights to protect their body by getting support if they have fears for themselves or their peers	● Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' ● Know the people who are responsible for helping them to stay healthy and safe and ways they can help these people

TERM 3	Living in the Wider World	
Summer	**Living in the Wider World - Rights and Responsibilities, Taking care of the environment**	**Being a responsible citizen with an economic understanding**
	● Know about the importance of respect for self and others by being responsible citizens, responsible for own behaviours and actions ● Know about human rights , responsibilities (including fairness and justice) and the United Nations Declaration of the Rights of the child ● Know that every individual has responsibilities as members of families, members of diverse communities, as citizens and participants in the local and national economy ● Be able to respect equality and become a productive member of a diverse community ● To be able to understand the importance of respecting and protecting the environment ● To be able to understand the role of money in their own and others' lives ● To be able to develop an initial economic understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' ● Develop a basic understanding of enterprise and what makes someone enterprising ● Know how to make informed choices and be enterprising to achieve their career ambitions	● Being a responsible citizen ● Understand why and how a range of rules and laws are made and carried out to protect individuals ● Understand that everyone has human rights, and that children have their own special rights which are set out in the United Nations Declaration of the Rights of the Child - links to our Unicef partnership ● Respect diversity and equality in all its forms ● Protect the environment ● Understand the role of money in our society and how to manage it ● Identify the skills that make someone 'enterprising' to increase employability ● Learn how to make informed choices to achieve success

AIM@Woodcroft Assembly & Collective Worship Programme

Every day at Woodcroft there is an opportunity for collective worship or reflection. This follows a set pattern as outlined below. The objective for each day of every week is outlined in our Assembly AIM@ programme. This changes annually depending on term dates, school events, national festivals, religious observance and other standing items. It also may change in response to school needs or local/national events. We also provides an opportunity for celebrating achievement both in, and outside of, school.

Whole School Assembly	Class Assembly	Class Circle Time	Achievement	Singing