



Our Personal Development Offer

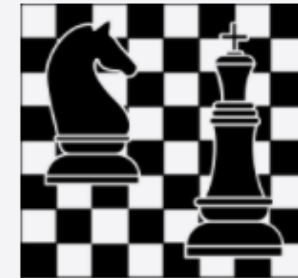
PHSE/RSE



Citizenship



Character



The Pillars of Personal Development

Deliberate opportunities to grow citizens of the future.



Equality



Extra-Curricular



FBV



Vision and Values – What underpins our school culture and every pupils' daily school life.

Our school's aim is to embed a love of lifelong learning through a creative environment that offers security, support and success for all. At Hemlington Hall Academy, we embark on a journey of *learning together*, whereby our children grow and develop into good people. Developing children's character, through positive attitudes, resilience, courage, curiosity, kindness and care are central to daily life at Hemlington Hall.

This bedrock encompasses all of school life, but particularly the approach and policies of the school in relation to: Personal, Social, Health, Citizenship and Economic (PSCHE – including Relationships and Sex Education), Fundamental British Values, Behaviour, Spiritual, Moral, Social and Moral (SMSC) aspects of school life.

To realise this vision, in every day practice and interaction, at Hemlington Hall we live by a set of 6 virtues – which are articulated, recognised, lived and taught.



Half Termly Virtue Focus

Each half term, there will be a half termly virtue of focus. This does not mean that others are ignored, but for that half term there will be:

- A virtue launch assembly – focusing on the focus virtue and looking at the virtue in action, in stories and fables,
- Class virtue ambassadors will all focus upon the current virtue – and award the class award for that week in the award assembly.

Personal development at Hemlington Hall Academy is built upon the foundations of our school virtues.

British Values

Our British Values underpin what it is to be a **citizen** in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. At Hemlington Hall Academy, we actively promote British values in our school to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. Our virtues are closely linked to the Fundamental British Values.

Democracy: Fairness

Our school is developing a culture of voting through School Council and through our Oracy curriculum.

Tolerance: Kindness

Our school uses a restorative approach to behaviour issues, instilling virtues and values of fairness, kindness and tolerance of others with the opportunity to learn from our mistakes.

Respect: Courage

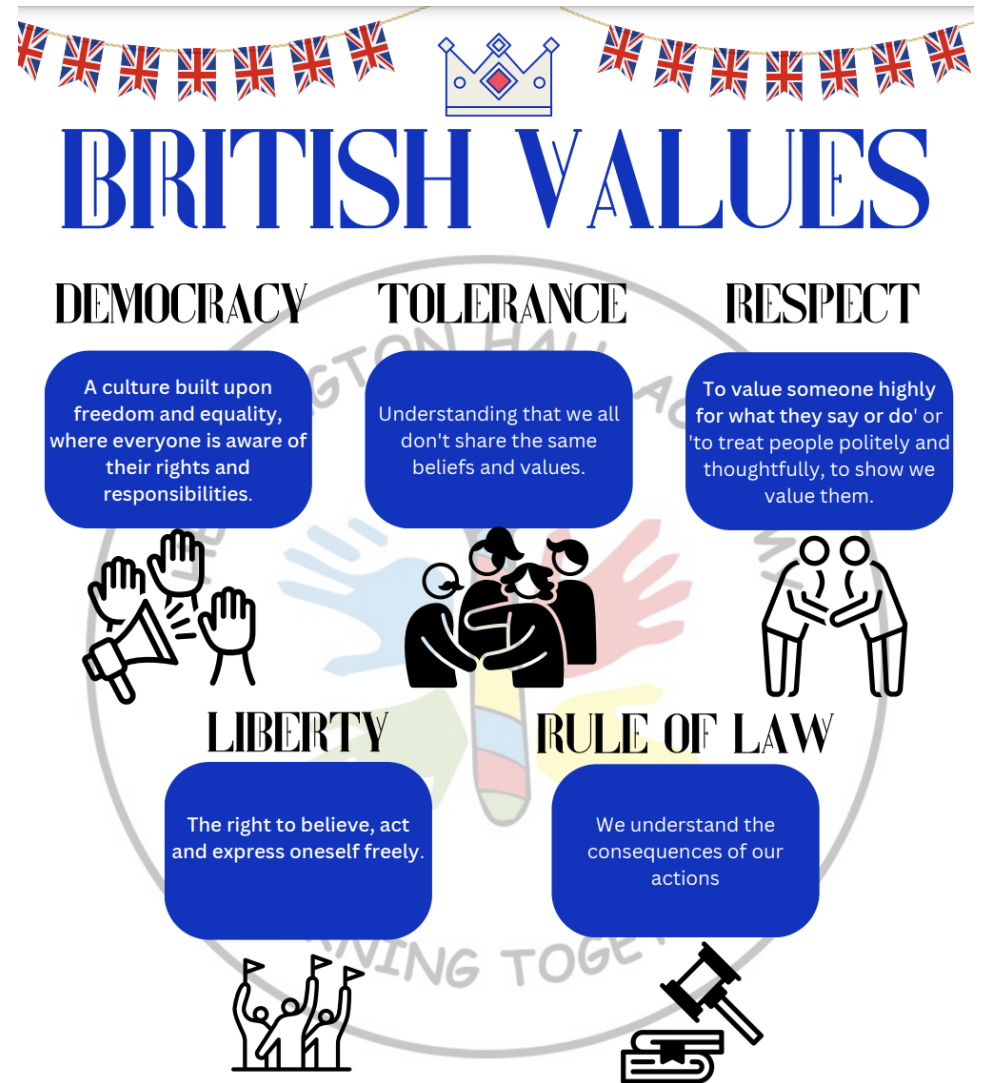
We value everyone. We are polite to all and through our Oracy curriculum, children develop their speaking and listening skills respond to other's opinions with respect and sensitivity.

Liberty: Independence

Our PSHE/RSE curriculum develops our children to become independent citizens who can celebrate differences and rejoice in their unique and diverse characters. Our leaders grow through school and relish in opportunities to be independent taking on roles such as house captains, peer mentors, school councillors, librarians

Rule of Law: Fairness

High expectation of behaviour is embedded throughout school: Restorative Justice 4 Schools conversations empower children to understand consequences for our actions. Peer Mentors lead by example and provide a path to resolution for our children to navigate.



Hemlington Hall Academy is committed to serving its community. It recognises the multi-cultural, multi faith and ever changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Characteristics of Effective Teaching and Learning: a continued journey throughout Hemlington Hall Academy

'The Characteristics of Effective Teaching and Learning' describe behaviours children use in order to learn. They are an integral part to the pedagogical approach in Early Years. At Hemlington Hall Academy, we believe that the journey should be continued right through to the end of their journey with us. In order for our children to learn well, we encourage and provide purposeful opportunities for children to approach their learning with curiosity, energy and enthusiasm. Our personal development curriculum encompasses these into our progression of our focused virtues and within our curriculum. Embedding 'The Characteristics of Effective Teaching and Learning' throughout the school allows us to harness opportunities to develop children's executive functions, and strengthen children's capacity to plan ahead, meet goals, display self-control amongst others. Our progression of virtues supports children throughout their milestones, elevating the expectations throughout their time with us at Hemlington Hall Academy so that they leave Key Stage 3 ready – ready as a learner and as a good citizen.

The Characteristics of Effective Teaching and Learning

Playing and Exploring

Engagement

Finding out and exploring
Playing with what they know
Being willing to have a go

Active Learning

Motivation

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Critical and Creative Thinking

Thinking

Having your own ideas
Making Links
Working with ideas

Our Progression of Virtues

Fairness	EYFS	KS1	LKS2	UKS2
Honesty	Tell the truth if they have done something wrong. <i>(P&E)</i>	To tell the truth when asked. <i>(P&E)</i>	Telling the truth regardless of the consequences and accepting the repercussion. <i>(P&E)</i>	Being honest to yourself. <i>(AL)</i>
Morality	Understanding there are consequences for actions. <i>(P&E)</i>	To act fairly. <i>(P&E)</i>	Understanding that being honest means also accepting responsibility. <i>(P&E)</i>	To understand the difference between fairness and equality. <i>(AL)</i>
Integrity	To understand the concept of right and wrong. <i>(P&E)</i>	To know why telling the truth is important. <i>(AL)</i>	Understanding that what is right for one person, won't always be right for everybody. <i>(AL)</i>	Doing the right thing even when nobody is watching. <i>(AL)</i>
Team Work	Following rules and routines. <i>(AL)</i>	To work alongside their peers. <i>(C&TC)</i>	Delegating or having a fair role within a team, using and working with personal strengths <i>(C&TC)</i>	To contribute, acknowledge and respect other contributions in team situations. <i>(C&TC)</i>
Democracy	Understand gradually how others might be feeling. <i>(C&TC)</i>	To value other peoples opinions. <i>(C&TC)</i>	Allowing others to learn in order to be a good peer and part of the class team. <i>(C&TC)</i>	To understand how democracy works in the wider world. <i>(C&TC)</i>
Self-regulation	Inhibit impulsive behaviour. <i>(P&E)</i>	To discuss problems with peers before requiring an adult to support. <i>(P&E)</i>	Knowing that just because something has happened to you, does not mean it's ok to do to somebody else. <i>(P&E)</i>	To develop self-regulation strategies to control emotions Taking responsibility for your own actions. <i>(C&TC)</i>

Kindness	EYFS	KS1	LKS2	UKS2
generosity	Sharing with others. (resources) (P&E)	To share items with their peers. (P&E)	Doing something nice for someone else without expecting anything in return. (P&E)	Being generous with both time and resources. (P&E)
humility	Believe in oneself. Recognising the feelings of peers. (AL)	To know their actions may affect other people's feelings. (P&E)	Build an awareness of how they feel to help us understand. (C&TC)	Finding a balance of being humble and feeling proud of achievements. To speak out if they see something worrying. (C&TC)
empathy	Build constructive and respectful relationships. (P&E)	To consider other people's feelings. (P&E)	Putting ourselves in other people's situations. (P&E)	To empathise with others. (P&E)
charity	To celebrate kind acts. (P&E)	To know they are able to help others in different ways. (P&E)	Looking for those who might be needing help and using generosity to guide them through situations. (C&TC)	To understand the value of charity and what our role could be in raising awareness. (C&TC)
reflectiveness	Recognising and discussing unkind behaviours. (AL)	To know when they need help and support to make better choices. (C&TC)	Reflecting on how our actions can be perceived by others and what it means to be kind. (C&TC)	Reflecting on their own positive and negative actions. (C&TC)
guidance	To listen to others. (AL)	To be a positive role model for others. (AL)	Guiding others through situations they find difficult to help gather a solution together. (C&TC)	As role models, to take a lead in guiding younger children to show kindness to others. (C&TC)

Resilience	EYFS	KS1	LKS2	UKS2
manners	Saying please and thank you when being offered something. (P&E)	Understanding when to say please and thank you. (P&E)	Maintaining an expected standard of manners despite challenges. (P&E)	Use manners in the face of adversity. (P&E)
motivated	Can put their focus to a self-chosen task and feel excited to complete it- proud of the end product. (AL)	To know how it feels to be successful, strive to achieve success in a range of tasks and recognise this in others. (AL)	Understanding and choosing goals to be motivated towards completing. (AL)	Seeing challenge as an adventure! (AL)
perseverance	Bounce back when things get difficult, begin to correct their mistakes independently. (AL)	To keep on going even if things are not easy. (AL)	Learning from mistakes. (AL)	Overcoming a challenge. (AL)
self-confidence	Having the confidence to share ideas with others in the class- circle time? Lesson inputs? (C&TC)	To give new things a go, or things they may find challenging. (AL)	Gaining self-belief to tackle new challenges. (AL)	Accepting failure and knowing how to move forward. (AL)
good learners	If you try, try, try, you can, can,can! (AL)	To keep trying and complete a task, even when it appears hard. (AL)	Drawing on prior knowledge and understanding. (AL)	Knowing when to ask for help, and maintain positive learning attitude to improve and edit. (AL)
polite disagreement	Coming to a conclusion when solving disagreements when in play with adult support (which child has a dolly in a pram and which child has a teddy) (C&TC)	To know that others may have different views to themselves and accept them. (AL)	Being open to discussion and seeing things from other children's point of view. (AL)	Learning to look and respect more than one viewpoint. (AL)

Curiosity	EYFS	KS1	LKS2	UKS2
inquirer	To ask questions. (C&TC)	To form their own questions around things they would like to know. (P&E)	Using the environment and asking questions to discover and deepen an interest. (P&E)	To be inquisitive in all learning. Asking what if questions after a strand of learning. (C&TC)
responsive	Fascination in topics they enjoy. (space, animals etc) (P&E)	To make links between previous learning and new knowledge. (C&TC)	Making connections based on the answers to their questions and applying this to their learning. (C&TC)	To ask a range of questions across the curriculum to further develop their own learning. (C&TC)
flexible	Thinking flexibly, to respond to "I wonder " questions. (C&TC)	To be accepting of change and to know everything can't be controlled. (AL)	Understanding that enquiries and discoveries have more than one method. (AL)	To be flexible when approaching a task. To listen to what is being discussed and formulate a response to it.(P&E)
leadership	To take a lead role in a game or activity. (C&TC)	To be confident helping others within the classroom and around school. (AL)	Having self-awareness of skills that can be used and actively applying them to a situation. (C&TC)	Promote curiosity by taking a leadership role of responsibility across school. (C&TC)
evaluative	Use pretend play to think beyond the 'here and now' and to understand another perspective. (C&TC)	To be confident to question 'why' things happen to deepen their learning. (C&TC)	Taking turns in a group role and listening to the ideas of others so that they are responsible for their learning. (AL)	To evaluate responses after a task. (AL)
active learner	Be curious in their learning, keep on trying and enjoy achievements. (AL)	To show independence and initiative within their learning. (AL)	Reflecting upon actions taken and thinking of how you can learn to improve next time. (AL)	To take an active role in their learning journey. (AL)

Courage	EYFS	KS1	LKS2	UKS2
motivation	Trying new things with encouragement. (P&E)	Trying new things with increased independence. (P&E)	Working towards a goal even if it is different to what others are doing. (C&TC)	Be self motivated to achieve directed and self-chosen targets. (C&TC)
strength of character	Experience lots of firsts: leaving mummy and daddy, using the toilets, following routines. (AL)	Admit mistakes but not be upset when mistakes are made. (AL)	Believe in themselves. (AL)	Confident in their own ideas even when others disagree. (AL)
drive	To want to succeed. (AL)	If at first you don't succeed, try and try again. (AL)	To reflect and seek support in order to achieve a goal. (AL)	To begin to navigate through obstacles. (AL)
respect	To begin to trust, feel safe and make positive relationships. (AL)	Work and play showing respect to adults and peers. (AL)	Begin to voice their own views, opinions or an idea and listening to that of others even if it does not correlate with their own. (C&TC)	Show maturity towards others by displaying consideration to all. (P&E)
communicator	The courage to speak. (C&TC)	Speaking in front of the class. (C&TC)	Seeking support and communicate their own needs. (AL)	Adapt register to communicate with different audiences. (AL)
participation	The courage to speak and join in. (AL)	Try something more than once. (AL)	Give it a go and support others. (C&TC)	Engage in new experiences. (P&E)

Independence	EYFS	KS1	LKS2	UKS2
self-control	Regulating own emotions. (AL)	To be aware of the range of emotions that they may feel. (AL)	Being able to regulate emotions and move on from situation. (AL)	To regulate emotions even in the face of adversity. (AL)
well-prepared	Plan what to do next. (AL)	To organise their own resources/belongings. (P&E)	Using resources within the classroom to build a foundation of transferable skills. (AL)	To be well prepared, to take ownership of own resources utilise everything at our disposal. (C&TC)
self-confidence	To see themselves as a valuable individual. (C&TC)	To know their own strengths. (C&TC)	To know their own strengths and weaknesses. (AL)	To have the self-confidence to be an individual. (AL)
having a go!	Confident in own abilities to do something. (AL)	To be willing to try new things. (P&E)	To show independence and know when to ask for help. (P&E)	To actively participate in experiences out of their comfort zone. (AL)
applying learning	Plan and think ahead about how they will play and explore. (P&E)	To use what they already know to help in unfamiliar situations. (P&E)	Using prior knowledge to independently prepare and work on learning. (C&TC)	Applying learning across the curriculum and outside of school. (C&TC)
decision maker	Make choices in a range of different contexts (snack time, busy time). (AL)	To make decisions about their own behaviour and reactions. (AL)	Use known strategies to come up with a solution when working within a group or independently. (C&TC)	Apply learning and skills to help to solve problems in class and outside of the classroom. (C&TC)

Our Personal Development Curriculum...

At Hemlington Hall Academy, we are proud of our personal development curriculum which goes well beyond the National Curriculum. It offers unique learning experiences which provides children with enriched cultural capital. By offering a varied and diverse set of experiences, we help to prepare students for life in modern day Britain. Our personal development curriculum provides significant opportunities for pupils to engage in the following key areas:

Spiritual

Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.

Cultural

Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Spiritual Development

At Hemlington Hall Academy, spiritual development enables pupils to look within themselves, at their human relationships and the wider world. We are committed to celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family culture/heritage and to build an awareness of and respect for others' spiritual and religious beliefs. We fostering common human values and build spiritual capacity to promote self-worth, self-esteem and a valuing of others. We endeavour to helping our pupils to gain an understanding of themselves as unique individuals. Through our virtues and curriculum, we developing our pupils' curiosity, imagination, creativity, promoting a sense of awe and wonder.

Spiritual Development

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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.

EYFS	KS1	LS2	UKS2
Weekly Picture News assemblies Link with Stainton Church Reverse advent calendar supporting the local food bank Pastor Stone Harvest Festival which supports the local food bank Celebrating Diwali, Christmas, Easter, Ramadan Reception – Weekly Jigsaw lessons Positive Behaviour Policy which reflects Christian values and works on principles of restorative justice. Explicit teaching of manners and politeness for pupils and staff Positive Behaviour Policy which reflects Hemlington Hall virtues. Reinforcing concepts in whole school assemblies and star of the week rewards linked to these values A range of books to develop SMSC understanding in provision. In pretend play, imitate everyday actions and events from own family and background. In Nursery, focus on 'starting to develop a sense of self'	Dedicated weekly RE lessons, following the Discovery RE Programme. Weekly 'Picture News' assemblies which focus upon current world events and special celebrations around the world. A range of and experiences outside of school, fostering genuine spiritual development and a sense of the wider world Children are given opportunities in school and encouraged to be confident to share their views, thoughts and feelings, and show pride in their school family and school belief systems Link with Stainton Church (St Peter and St Paul's) : Vicar Viv. Pastor Stone termly assemblies. Themed days and events to embrace and celebrate differences, including Children in Need, Comic Relief, Odd socks day. A range of educational visits, residential and experiences outside of school – learning how to 'be' in a range of contexts Assemblies recognise key festivals in all religions and special days throughout the year Weekly Jigsaw PSHE lessons.	Dedicated weekly RE lesson. Picture news used in assemblies. Virtue Assemblies. Reverse advent calendar Pastor Stone Role play opportunities where appropriate. Restorative conversations after conflict. Teacher modelling and explicit teaching of manners. PSHE Lessons weekly.	Dedicated weekly RE sessions. We have children from diverse backgrounds, who like to share their belief system where appropriate. Weekly assemblies. Link with Stainton Church (St Peter and St Paul's) : Vicar Viv. Pastor Stone termly assemblies. Myriad trips outside of school to enhance spiritual (Poppy service). development and the wider world. Wide range in our library to develop SMSC understanding. School visits to places of worship (Church of England, Baptist). Themed days and events to embrace and celebrate differences. School prayer. A range of educational visits, residential and experiences outside of school – learning how to 'be' in a range of contexts. School choir. Weekly Jigsaw PSHE lessons.

Moral Development

At Hemlington Hall Academy, moral development enables our pupils to know what is right and wrong and to act on it accordingly. We are committed to encouraging our pupils to be truthful and honest, respect the rights and property of others, respect their opinions and customs, even when they are different from our own, help others, solve differences of opinion. Consequently, we reject all forms of bullying, cruelty, dishonesty, violence and discrimination and have procedures in place for dealing with such instances.

<u>Moral Development</u>		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, recognise legal boundaries and, in so doing, 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	
EYFS	KS1	LS2	UKS2
Weekly Picture News assemblies Weekly Jigsaw sessions in Reception and Base 1. National Theme Days/weeks e.g Black History Month A range of books to develop SMSC understanding in provision. Carpet rules and Box of tricks. Routines and boundaries set. Discussion of choices – right choices. E-Safety sessions Virtues used across school Stickers and certificates used Star of the week assembly Weekly reading prizes in Reception In Nursery, focus on 'starting to develop a sense of self' Pants NSPCC	Weekly Jigsaw PSHE lessons. Restorative, fair and consistently applied behaviour policy. Weekly virtue assemblies – we live and breathe them daily. Virtue ambassadors. Weekly picture news. Student council. Strong links to local emergency services. Six clear values across school. E-Safety computing planning. RE planning. Dojo Points to promote positive behaviour and sharing links with home. Schools productions. After school clubs. Clearly differentiated rewards, some for attainment and some for personal and moral characteristics Weekly Reading Prizes for the Reading Challenge - Lunchtime behaviour stickers that reward positive behaviour as well as recognising negative - Termly/Yearly Attendance recognition. Weekly rewards for attendance and punctuality. Enterprise DT Christmas fayre and summer fayre. Pants NSPCC	Weekly PSHE Lessons Virtue Assemblies and ambassadors looking for children being virtuous Reference to virtues that are displayed in classrooms Picture News Use of behaviour chart Online Safety Peer mentors Anti-bullying week Sports Council School council Dojo Points After school points Police assemblies Head starters Prizes for weekly reading Pants NSPCC	Restorative, fair and consistently applied behaviour policy. Weekly virtue assemblies – we live and breathe them daily. Virtue ambassadors/Weekly picture news and debates. PSHE curriculum. Relentless approach to a bullying free school. Peer Mentor scheme. BIG (Bullying Intervention Group) award achieved consistently over the last decade. Anti-Bullying week. Strong links to local emergency services. Regular PCSO involvement. Response to events occurring within the local community. Dojo points/School voice. Application to represent school in a variety of different roles. Visiting the local care home at Christmas time. Residential trips. School productions. After school clubs. Making £5 grow. Transition to secondary school. Online behaviour and dojo messages to parents regarding keeping children safe. Annual online safety workshops with Simon Finch, for parents, children and staff. Headstarters group. NSPCC links/Pants scheme/ Childline assemblies.

Social Development

At Hemlington Hall Academy, social development enables our pupils to understand the rights and responsibilities of living in a community and being a responsible citizen.

We are committed to: fostering the skills and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding, providing an environment where pupils can take responsibility for themselves and others in school and the wider society, 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. We enable pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

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 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.

EYFS	KS1	LS2	UKS2
Weekly Picture News assemblies Weekly Jigsaw sessions in Reception and Base 1. Show awareness of similarities and differences between themselves and others. In Nursery, focus on 'starting to develop a sense of self' Teaching in order to 'express a wide range of self-aware emotions and feelings in their interactions with others and play including guilt and self-doubt' Routines and boundaries Resolving conflict with their peers A progressive 'independence' curriculum – developing pupils interpersonal and bravery skills. Outdoor play equipment and daily outdoor learning opportunities. Dining Hall Awards – spotty table and lunch time manners certificates Children in Need/Comic relief and other charity events Nursery rhyme week celebrations Strong, warm and supportive relationships with adults Diversity Week Breakfast Club open to all – a free service Meet and Greet each morning for all pupils – opportunity for conversational duties	After school clubs Holiday clubs Weekly Picture News Get Set 4 PE sessions PSHE lessons JIGSAW School Visits and school visitors Discovery RE lessons Inside out sessions Visiting Theatre productions Outdoor play equipment Virtue Ambassadors Sports Council Dining Hall Awards – spotty table and lunch time manners certificates Children in Need/Comic relief and other charity events Breakfast Club open to all – a free service Meet and Greet each morning for all pupils – opportunity for conversational duties	After school clubs Half term clubs Peer mentors Christmas performance Snappy sing Sports events Church visits British values displayed around school British values assemblies Playground equipment Lunch hall – manners Oracy curriculum Teacher modelling Breakfast Club open to all – a free service Meet and Greet each morning for all pupils – opportunity for conversational duties	Dedicated peer mentors resolving conflict: half termly meetings and training. Residentials. After school clubs. Productions. Making £5 grow. Playleaders. Children representing children at sporting events. Continued links with the local police: online safety as well as close ties across the year. Head Starters. School council. Sports council. Virtue ambassadors. Restorative approach to solving behaviour problems. Oracy curriculum, giving children the time to think and speak in lessons. Link with local care home. British values. Picture News. Comic relief. Children in need. Give racism the red card. Reverse advent. Breakfast Club open to all – a free service Meet and Greet each morning for all pupils – opportunity for conversational duties

Cultural Development

At Hemlington Hall Academy, cultural development enables our pupils to acquire knowledge and understanding of others' cultural traditions. We value and celebrate the cultural diversity of our school and our society.

We are committed to promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions, celebrating the richness of culture and tradition providing opportunities for pupils to participate in and respond positively to artistic, musical, sporting and cultural opportunities.

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 those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

EYFS	KS1	LS2	UKS2
Weekly Picture News assemblies Weekly Jigsaw sessions in Reception and Base 1. Celebrating differences in class Black History Month celebrations, Chinese New Year, New Year, Remembrance Day Diversity Week Celebrating global events such as the Olympics, the World Cup, coronations, royal weddings etc	Picture News RE Curriculum Religious event assemblies, Remembrance, Diwali etc Celebrating differences in class Diversity Week Visiting theatre companies Reading and writing curriculum, sharing stories from other cultures/reading spines. Celebrating global events such as the Olympics, the World Cup, coronations, royal weddings etc Educational Visits	Picture News RE Assemblies for global events – Chinese New Year/Divali/Remembrance Day Charity events – School selling poppies and Children in Need etc. Fire brigade	Discuss current events in class. Picture news. PSHE lessons. Y6 visit to Parliament. Pantomime productions come into school. Develop a love of reading. Effort to include a cultural range of teaching materials, ie music and literature. A showcasing of creative arts – egg competitions, etc. Teaching a MFL. Celebration of national events, eg, Olympics, Royal weddings, etc. Author/artists visit school. A well stocked library with books from a range of cultures.

Equality

Hemlington Hall Academy endeavours to improve the lives of children, young people and families. We are proud to be a diverse school and we ensure that all forms of bullying, including homophobic, transphobic and racist bullying are tackled efficiently. In doing so we believe that children will attain more at school and our community will be happier and more successful.

We welcome all our children and their families without discrimination.

Our PSHE/RSHE curriculum develops age appropriate understanding of the characteristics. Our curriculum and texts to support challenge stereotypes and make sure that children can see their lives in the texts around us. We use a range of picture books to highlight these protected characteristics. They cement and role model positive attitudes through high quality, enjoyable stories. In addition to this, we use 'Picture News' to draw our children's attention to current affairs.

9 Protected Characteristics

The Equality Act 2010 makes sure that people with particular characteristics are protected from discrimination. It is your right that you should not be treated differently based on:



Discrimination means unfair treatment of somebody based on a particular characteristic
Your rights are things you are born with that belong to you that nobody can take away

PSHE & RSHE

At Hemlington Hall Academy, we believe that PSHE/RSE is essential to developing children beyond the academic and will prepare our children to be citizens of the world. We aim to equip children with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. The intent of our curriculum is to teach children how they are developing personally and socially, and to better understand and respect the feelings of others. It is important that children become healthy and independent and responsible members of society. We endeavour to equip children with a sound understanding of risk, with the knowledge and skills necessary to make safe and informed choices, ensuring the most vulnerable understand how to keep themselves safe. Staff support our children to understand their rights and responsibilities in society in order to prepare them for the wider world. At Hemlington Hall Academy, we use the Jigsaw scheme of work as the basis for our PSHE learning; we are responsive to what is happening in our school, community, country and wider world and embrace opportunities to learn and reflect on current affairs. We aim to inspire pupils' interest and curiosity to know more about how to live in the wider world. Our curriculum's purpose is to create lifelong learners who understand their own identity and their place in our school family and wider community, developing their sense of worth through positively contributing to these.

Character Development

At Hemlington Hall Academy, we acknowledge that the experiences provided for children in their primary years has a major impact on their future wellbeing and success. It is for this reason, we have made a whole school commitment to the teaching and development of character/ learner traits, attributes and behaviours which underpin achievement and success; endeavouring to ensure that developing 'character' goes hand in hand with high educational aspirations and achievement. Through our rich and exciting creative curriculum, we focus on teaching pupils to be their best selves, to take pride in their work, and to be positive members of the school, and greater global communities. We want to create children who thrive on challenge, love learning, respect each other and have attributes that will ensure that they will be valued members of our society.

Our Virtues Assemblies teach pupils about the personal qualities valued in society. Assemblies also enable pupils to explore issues relating directly to rules, behaviour and bullying. We hold a weekly 'Simply the Best' Celebration Assembly where we celebrate children's classroom achievements. Each week teachers choose pupils to receive certificates for a range of attributes, including The Class Act Award for keeping their area tidy, PE Award of the Week and The Lunchtime Award (nominated by our School Cook) for excellent manners or being brave to choose something new in our dining hall! We also celebrate children's personal achievement and shine a spotlight on their talents outside of school.

Pupil Voice

We believe that the views, experiences and influence of our pupils are a crucial part of our drive to continuously improve our provision. We therefore seek ways to listen to the views of our pupils and involve them in decision-making so that they are engaged as partners in the life of the school. We create meaningful roles for pupils to allow them to develop leadership skills. Our Pupil Voice and Peer Leadership Roles are extensive and have become well-established over many years: School Council, Sports Council and Peer Mentors. Hemlington Hall Academy is part of Smart School Council, a powerful tool in capturing **all** our children's voices.

Extra Curricular

At Hemlington hall Academy we provide a broad offer of after school clubs. Clubs happen before school, during lunch and also after school to enable all our children to access the clubs, should they wish. We aim to provide as many opportunities as possible for our children to experience a range of clubs. Chess, Knitting, Boogie Bounce, UV Sports, Netball, Choir, Performing Arts, Reading Club, Mindfulness and crafts amongst others. We signpost to the local offer of clubs in our area and share information about up-and-coming performance or events that our children are taking part in in our local community and beyond!

Careers

From school council, to sport council, house captains to peer mentors, librarians to eco warriors, children at Hemlington Hall Academy understand the roles and responsibilities. Right from our early years, our children are provided with opportunities to understand that we can all play our part in our school, our community and society. Embedded in our curriculum, we look at key people who work had greater impact in the work we live in today: provide a rationale as to why we need to learn skills that will impact on the careers of our children in the future and also to inspire our children of the possibilities of their futures. We embrace our local area of Teesside and the diverse career opportunities that on our doorstep. We invite professionals to our school to work with our children, visit the local industry, have webinars (CCI) with careers that are further afield, visit the Science Museum in London, and participate in our annual Year 6 careers event to inspire children and instil a mentality that '*The World is Your Oyster*'!





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