



HALSTEAD

PREPARATORY SCHOOL FOR GIRLS

**2d PSHEE Policy**  
**INCLUDES EYFS**

<b>Policy History</b>		
Review Date	January 2016	
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Review Date	September 2017	CP ME
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# HALSTEAD PREPARATORY SCHOOL

## PSHEE GUIDELINES

This document is a statement of the aims, principles and strategies for the teaching of PSHEE and Citizenship at Halstead Preparatory School.

The Policy was updated by Mrs C Parkin, Head of PSHEE, following discussions with staff. The Policy is reviewed annually.

### WHAT IS PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION?

Personal, social, health and economic education underpins the philosophy and practice at Halstead and the skills needed for life beyond school. It is the means by which the curriculum can support the personal and social development of pupils. At Halstead we believe that personal health and social education is not simply about a body of knowledge but a principle running through the school emphasising the processes, which develop and enhance the self-esteem of the pupil and the ability to value individuals.

This policy links closely with the Curriculum Policy, SMSC Policy, Behaviour and Anti-bullying policies and Safeguarding Policy.

### AIMS

These aims are intended for all pupils at Halstead. How they are implemented will be dependent on the age and ability of the pupils.

1. To give pupils the knowledge and understanding they need to lead confident, healthy independent lives.
2. To enable pupils to reflect on their own experience and understand how they develop personally and socially.
3. To explore the spiritual, moral, social and cultural issues which are part of growing up.
4. To be aware of the opportunities, responsibilities and experiences of life in British society.
5. To understand and respect our common humanity, diversity and differences so that they show an understanding and appreciation for their own culture and others.
6. To encourage pupils to accept responsibility for their own behaviour and to show initiative so that they can adapt to changing circumstances and contribute positively to society now and in the future.
7. To actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. These aspects are linked with other subjects.
8. To show respect towards others who hold different views and beliefs so that they engage positively with those from other cultures and religions. To show respect also for other people with particular regard to the *protected characteristics* under the Equality Act 2010.

## **PRINCIPLES AND STRATEGIES FOR TEACHING**

Pupils' personal, social and emotional development is encouraged by a supportive school ethos, where all pupils are valued and encouraged, positive relationships and behaviour are seen as important (as demonstrated in the Kindness Code given to all pupils on joining Halstead) and there is a safe and secure school environment which is conducive to learning.

From Year 1 upwards there is a timetabled weekly lesson. The teaching of PSHEE and Citizenship is usually carried out by form teachers in mixed ability groups. Most lessons consist of discussions / debates and written work is only used if it is considered appropriate. The school leads the programme but outside visitors are included. For example visitors might include the Fire service, our Community Police Officer and a nurse. External visits may also take place, for example Year 6 attend a Junior Citizens course. Please see **Appendix 1** for a timetable of recent visits and visitors.

To facilitate pupils' learning in PSHEE and citizenship we will ensure that the programme of activities is appropriate to the needs of the children:

- The objective is made clear at the beginning of each lesson.
- Attention is given to developing a safe and secure classroom climate.
- Appropriate learning experiences are planned to meet the needs of all the pupils in the class.
- A wide variety of activities are provided, for example Circle Time, Group work, Brainstorming, Mind maps, Formal written work, Drama – role play, Story, Debates, Games, Cross curricular work / Activity weeks, Visits and Guest speakers.
- Learning experiences should draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn, practise and demonstrate skills, attitudes, knowledge and understanding.

In Nursery and Kindergarten (Reception) there is a programme of activities which is appropriate to the children's educational needs in relation to personal, social, emotional and physical development as well as communication and language skills.

### **Actively Promoting Fundamental British Values**

At Halstead Preparatory School we actively promote Fundamental British Values. These values are explicitly taught through PSHEE education. The current Go-Givers scheme of work includes PSHEE lessons that specifically focus on equal opportunities, culture, rights and responsibilities, democracy and rules. The diverse backgrounds of the Go-Givers character puppets encourage the Pre-Prep children to develop respect and tolerance of others. In addition, the curriculum is enriched by Halstead's elected student council and visits to the local council and parliament. Halstead girls also learn about cultural traditions from guest speakers, including parents who come into school to give presentations about Diwali. The British Values are also taught through planning and delivering a broad and balanced curriculum that includes assemblies and special days, such as 'Halstead Habits Day'. We understand that actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values.

In connection with the Safeguarding Policy Halstead ensures staff are aware of the *Prevent Duty* and the need to prevent people being drawn into terrorism.

At Halstead we actively promote British Values in the following ways:

### Democracy

Democracy is an important value at our school. The pupils discuss the role of the Student Council as well as age appropriate links with how democracy and the laws work in Britain. The elections of members of the School Council are based on pupil votes. Pupils have the opportunity to have their voices heard through our School Council. The Student Council meets regularly to discuss issues raised in class council meetings. The council is able to genuinely affect change within the school including play equipment, theme days and charities. The pupils also work with a House group to vote on fundraising ideas and decide on charities to support. Pupils may also visit the local borough council and Houses of Parliament to gain a greater understanding of democracy.

### The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws as the laws govern and protect us. They are taught about the responsibilities that they have to behave in line with the laws and the consequences when laws are broken. The Year 6 pupils attend a Junior Citizenship day where they work with authorities, such as police and fire service to better understand the laws and how they can stay safe. Guest visits from the Police and Fire Service help to reinforce this message and increase the pupils' awareness of The Rule of Law.

### Individual liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example, through our PSHEE lessons. Whether it be through choice of learning challenge, or of participation in our numerous extra- curricular activities, pupils are given freedom to make choices.

### Mutual respect

Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community are expected to treat each other with respect.

### Tolerance of those with Different Faiths and Beliefs

We place a great emphasis on promoting diversity with the children. Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Lessons throughout the curriculum, including PSHEE, RE, Geography and MFL reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. For example, parents and grandparents may share their culture, such as with Chinese New Year and Diwali. The pupils in Year 6 spend a week in France developing their language skills and learning about French culture.

The document 'How we cover Fundamental British Values' provides further detailed information about the evidence and impact of Fundamental British Values.

## **The School Council**

The School Council is a forum for pupils from Years 2 to 6 to take part in some of the decision making processes at Halstead. The aims of the School Council are:

- To teach pupils about democracy through the importance of voting, standing for election and representing their fellow pupils.
- To encourage pupils to volunteer to become citizens within their local school community and to do so in their future communities.
- To help pupils implement their ideas for the benefit of their fellow pupils.
- To teach pupils the skills to debate, chair, negotiate, compromise and to dissent during School Council meetings.
- To teach pupils to report back School Council decisions to their respective classes and to take up issues that their respective class wishes to be raised in School Council meetings.

The process of electing the School Council is as follows:

- Two School Councillors are elected from each class through a secret ballot with a ballot box to deposit their votes.
- The teacher acts as the Returning Officer in each class and cannot influence the vote in way, shape or form.
- A re-vote is held in the event of a tie between the affected candidates.
- Pupils are allowed one week to run an A4 poster campaign for their candidacy, which is displayed in each classroom.
- The term of office for the School Councillors is half a year.
- Successfully elected candidates are not allowed to be re-elected for the following term.
- The suitability of candidates is at the discretion of the school staff. A candidate may be disallowed if her behaviour and conduct may bring the School Council into disrepute. This rule applies to elected School Councillors as well. Should the need arise to expel a School Councillor, a by – election will be held for her class.

## **USE OF ICT**

All classrooms have interactive whiteboards and a PC which enables the use of websites to support lessons. The Go Givers ICT tools can also be used on iPads. The Go Givers curriculum has many pre-made interactive PowerPoint presentations and web-based tools that can be accessed from <http://www.gogivers.org> Suggested websites are included in the planning for each year group.

## **CROSS-CURRICULAR LINKS**

We acknowledge that there are many links to be made between PSHEE and Citizenship and other subject areas: English, Maths, Science (particularly sex education and drug

awareness in Year 6), ICT, History, Geography and Music which incorporates much collaborative group work, showing a respect for each other's input and being able to work together as well as enhancing the understanding of the economy. Many of the learning objectives can be met while developing skills required for other subjects. There is also considerable overlap between the programme for religious education and the aims of PSHEE and citizenship.

## **EQUAL OPPORTUNITIES AND DIFFERENTIATION (including SEND)**

We teach PSHEE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of the children with learning difficulties. Staff refer to the targets set for the children in their IEPs, some of which may be related to PSHEE and citizenship.

More able pupils may be provided with opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or wider community.

## **CURRICULUM REQUIREMENTS**

### **Key Stage Statements:**

#### **Nursery**

Nursery has its own programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

#### **During EYFS stage**

- Begin to understand and apply the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Continue to be interested, excited and motivated to learn.
- Be confident to try new activities, initiate ideas and speak in a familiar group.
- Maintain attention, concentrate and sit quietly when appropriate.
- Respond to significant experiences, showing a range of feelings when appropriate.
- Have a developing awareness of their own needs, views and feelings of others.
- Have a developing respect for their own cultures and beliefs and those of other people.
- Form good relationships with adults and peers.
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children to work together harmoniously.
- Understand what is right, what is wrong and why.
- Consider the consequences of their actions for themselves and others.
- Dress and undress independently and manage their own personal hygiene.
- Select and use activities and resources independently.
- Understand that people have different needs, views, cultures and beliefs, which need to be treated with respect.

- Understand that they can expect others to treat their views, needs, cultures and beliefs with respect.

### **During Key Stage 1**

- Pupils understand and begin to apply their knowledge of British values, focusing on democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Pupils learn about themselves as developing individuals and members of their communities, building on their own experiences and on early learning goals for personal, social and emotional development.
- They learn the basic rules and skills for keeping themselves healthy and for behaving well.
- They have the opportunities to show they can take some responsibilities for themselves and their environment.
- They begin to learn about their own and other people's experiences and are becoming aware of the views, needs and rights of other children and older people.
- As members of a class and school community they learn social skills such as how to share, take turns, help others, resolve simple arguments and resist bullying.
- They begin to take an active part in their school and its neighbourhood.

### **During Key Stage 2**

- Pupils develop a stronger understanding and are more able to apply their knowledge of British values, focusing on democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- Pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.
- They become more mature, independent and self –confident.
- They learn about the wider world and the inter-dependence of communities within it.
- They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.
- They learn how to take part wilfully in school and community activities.
- Pupils learn a greater awareness of society, money and how finances work
- As they begin to develop into young adults, they face changes at puberty and on moving to secondary school with support and encouragement from their school.
- They learn how to take more competent and informed choices about their health and environment; to take more responsibility, individually and in a group, for their own learning; and to resist bullying.

## **ACTIVE THINKING SKILLS ACROSS THE CURRICULUM**

In addition to the regular strategies employed to enhance the curriculum we also continue to develop ways to improve the quality of learning at Halstead in which PSHEE plays a large part. This approach aims to improve the thinking skills and self-confidence of our pupils to tackle any challenge that they face in and outside school and in the future.

The 'active thinking / active learning' programme began in 2012 with topics such as curiosity, resilience, risk taking, creativity, independence.

These have now been developed into Halstead Habits whereby eight disciplines are running concurrently (see Curriculum Policy).

The Habits are: resilience, curiosity, independence, flexible minded, creativity, risk taking, reflection, collaboration.

The themes run as a general thread through all teaching. They are used as topics for assemblies.

## **CELEBRATION OF ACHIEVEMENT, ASSESSMENT AND EVALUATION**

Celebration of achievement contributes to building pupils' self-esteem, developing a sense of community and belonging. It helps create a positive atmosphere in the school and develops a pupil's sense of pride. At Halstead pupils are rewarded with House Points and can be awarded a 'Star of the Week' badge for being polite, helpful or hard working, which takes place in a weekly Celebration Assembly. There are also certificates of distinction and merit from the Headmistress if a piece of work is excellent or if an important act of kindness or selflessness is shown.

There are no statutory requirements for end of key stage assessment in PSHEE and Citizenship at Key Stages 1 and 2. However, teachers may find it useful to use key stage requirements for PSHEE and Citizenship to help them monitor children's progress.

Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on each pupil's self-awareness and self-esteem.

Assessment within PSHEE & Citizenship is an on-going process brought about by questioning, observation of children working, discussion with children and where applicable marking their written work.

Teachers evaluate their lessons in the medium term planning. This is intended to inform future planning in the short term and for the future.

## **ROLE OF THE HEAD OF PSHEE**

The role of the Head of PSHEE is as stated in the job description.

## **EXCELLENCE**

Monitoring of the standards of children's work can be shown by asking them questions and receiving opinions within PSHEE. Recording their work will be done through written, photographic or video evidence. Knowledge and behaviour of the children will be shown in their general demeanour around school and their involvement and contribution in PSHEE. It is the responsibility of all school staff to provide feedback to the Head of PSHEE from lesson evaluations and observation. The role of the Head of PSHEE involves supporting colleagues in their teaching and being informed about current developments in their subject area. Staff are encouraged to attend courses which keep them up to date with current trends and thinking.

Standards in teaching and learning are monitored through lesson observation and the monitoring of plans. This is to ensure:

- that all staff have knowledge and understanding of Halstead's aims and priorities.
- that staff follow the medium term plans
- visits and visitors to Halstead are organised to enhance children's learning experience.

The Head of PSHEE provides the Headmistress with an annual development plan, evaluating the achievements of the department and indicating areas for future development.

## **HEALTH AND SAFETY**

There are no specific health and safety issues associated with the teaching of PSHEE, other than those found in any classroom situation. Each classroom is assessed on an annual basis to identify any potential hazards, to ensure that we provide a safe environment for our pupils. When visits are organised, such as the visit to the Houses of Parliament, staff refer to the Health and Safety Policy for further details.

## **RESOURCES AND THEIR USES**

Years 1 - 6 follow the web-based Go Givers Scheme (see scheme of work **Appendix 2**). Every class has access to the relevant resources. Resources for Pre – prep and prep are kept in 1P classroom. To support the delivery of the Go Givers Scheme, puppets are on display in the Pre-Prep central area. They can be removed from the interactive display to use in the classroom. Badger Citizenship and PSHEE Scheme has a wide selection of videos, puppets, CDs, posters and books. For a full list of resources please see the department handbook.

## **PLANNING**

Planning is done on a termly basis and checked by the Head of Curriculum and Enrichment. A copy of the Planning framework is included in **Appendix 2**.

The Go-Givers PSHEE & Citizenship programme that we use to drive our PSHEE programme is closely linked to the National Curriculum, the Citizenship schemes of work and the PSHEE and Citizenship Non-statutory Guidelines.



Ratified by  
On behalf of the Governing Body

Date: Thursday 30<sup>th</sup> November 2017

**APPENDIX 1 - a timetable of scheduled visits and visitors**

<u>Year Group</u>	<u>Visits/Visitors/Talks</u>
Nursery Chicks	<ul style="list-style-type: none"> <li>• Cuddle-Me-Do Farm visit to the school.</li> </ul>
Nursery Ducklings	<ul style="list-style-type: none"> <li>• Fire Brigade visit to the school.</li> <li>• Vet visit to the school.</li> <li>• Farm visit.</li> </ul>
Kindergarten	<ul style="list-style-type: none"> <li>• Hobbledown Farm visit.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Visit to Horsell Common.</li> <li>• Posting a letter near the school grounds.</li> <li>• RNLI visitors.</li> <li>• Hampton Court visit.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Traffic Survey near the school grounds.</li> <li>• Rural Life Centre visit.</li> <li>• WWF visit to school for 'Earth Hour'.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Road safety.</li> <li>• Crossing Woodham Road.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Sayers Croft visit.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Eton College visit.</li> <li>• Osmington Bay visit. Optional.</li> <li>• Talk on 'Puberty'.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Woking Council Chamber visit to meet the mayor.</li> <li>• Visit to 'The Houses of Parliament'.</li> <li>• Visit to France.</li> <li>• Osmington Bay visit. Optional.</li> <li>• Talk on 'Drug Awareness'.</li> <li>• Junior Citizenship trip.</li> </ul>

Fire fighter led a whole school assembly on fire safety.

Visits from local Vicars and assemblies.

Visits from charities and assemblies.

## Appendix 2 – Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn 1</p> <p><i>Jeans for Genes Day</i></p>	<p>Fire and intruder alarm reminder</p> <p>Introduce Go Givers characters with GG: <i>Meet the Go-Givers</i> lesson and <u>pictures</u></p> <p>GG: The Selfish Little Red Hen</p> <p>Kindness Code</p> <p>GG: Disability Stairs</p>	<p>Fire and intruder alarm reminder</p> <p>Kindness code</p> <p>Our Rules</p> <p>Democracy Student Council</p> <p>GG: More than one Friend</p> <p>GG: Golden Girl: Jessica Ennis</p>	<p>Fire and intruder alarm reminder</p> <p>rules</p> <p>Voting School council</p> <p>GG: Peer Pressure</p> <p>GG: Chicken Soup (Sharing, generosity - link to harvest)</p> <p>GG The Two Brothers</p>	<p>Fire and intruder alarm reminder</p> <p>rules</p> <p>Voting School council Eco monitors</p> <p>GG: Resolving Conflict</p> <p>Assembly practice</p> <p>GG: Charitable giving through history</p>	<p>Fire and intruder alarm reminder</p> <p>Settling into Year 5</p> <p>Voting School council Eco monitors</p> <p>GG Bereavement: Treasured memories</p> <p>GG: Identities</p> <p>GG: Tricky Topics</p>	<p>Fire and intruder alarm reminder</p> <p>GG: Democracy</p> <p>GG: Rights &amp; Responsibilities: Freedom!</p> <p>Voting School council</p> <p>GG: Our interconnected world</p> <p>Visit to Woking Council</p>
<p>Autumn 2</p> <p><i>Children in Need Day</i></p>	<p>GG: Caring for Pets</p> <p>Divali</p> <p>GG Please help Mitali</p> <p>Sharing Christmas traditions with partner school in Romania</p> <p>Christingle</p>	<p>GG: Bullying: Sticks and stones</p> <p>Mitali's blog: Diwali Festival of Lights</p> <p>GG: Christmas with the Go Givers</p> <p>Christingle</p>	<p>GG: Tongue</p> <p>Assembly practice</p> <p>GG: The Earth in Our Hands</p> <p>GG: The clown of God (bullying)</p> <p>Christingle</p>	<p>GG: Emergency</p> <p>GG: Children's Needs: Roots and Wings</p> <p>GG Family Break Up: My mum doesn't live here anymore</p> <p>Christingle</p>	<p>Assembly Practice</p> <p>GG: Nelson Mandela</p> <p>GG: Magna Carta British Values</p> <p>Christingle</p> <p>GG: Mind Maze</p> <p><i>Martin Luther King - RE</i></p> <p><i>Gandhi (GG Year 6) RE</i></p>	<p>GG: Working for Peace</p> <p>GG: Stressed out</p> <p>GG: Knife Crime: Shielding from Harm</p> <p>Christingle</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1	Fire and intruder alarm reminder  <i>GG: Rules: You can't do that here</i>  Keeping ourselves safe, e-safety  <i>GG: Get Better Soon</i>  Water Safety  RNLI visit (alternate years)  Assembly Practice	Fire and intruder alarm reminder  <i>GG: Saving Energy</i>  Keeping ourselves safe, e-safety  <i>GG: Bouncing Back</i>  Assembly Practice  RNLI visit (alternate years)  <i>GG: The Golden Statue</i>	Fire and intruder alarm reminder  Setting personal goals  Keeping ourselves safe, e-safety  <i>GG: Refugees: The Stranger</i>  <i>Fairtrade: Have a Banana (Geography)</i>	Fire and intruder alarm reminder  Keeping ourselves safe, e-safety  <i>GG: Care for the Elderly: The grey years</i>  Homophobia: Respecting all our differences	Fire and intruder alarm reminder  Keeping ourselves safe, e-safety  <i>GG: Keeping safe in cyberspace</i>  <i>GG-The Roma</i>  <i>GG: Famous Philanthropists</i>  <i>GG: Saving the Rainforest/sustainable development (Covered in Geography)</i>	Fire and intruder alarm reminder  Keeping ourselves safe, e-safety  <i>GG: You Can't Buy Anything with a Penny</i>  Enrichment Activities - Parliament Junior Citizen morning
Spring 2	<i>GG: Expedition to Planet Blueball (Link with Save the Earth International project)</i>  <i>GG Bear Hunt</i>  Jealousy - More Than One Friend	<i>GG: Bullying: I won't be made to feel bad</i>  <i>GG: To Give is to Receive</i>  Democracy- New student council  <i>GG: Vote for the Givers</i>	<i>GG: There's No place like home</i>  Democracy- New student council  Fire Safety	<i>GG: Conscience Corridor</i>  <i>GG: What kind of farming</i>  Democracy- New student council Eco monitors  <i>GG: The gift of sight</i>	<i>GG- Rights and Responsibilities: Getting the Balance Right</i>  Democracy- New student council Eco monitors  <i>GG: Tricky Topics</i>	Democracy- New student council  <i>GG: The Benefits System</i>  <i>GG: Why Do We Pay Taxes?</i>  <i>GG: Puberty: Don't make your best friend have to tell you (link with science)</i>
Summer	Fire and intruder alarm reminder	Fire and intruder alarm reminder	Fire and intruder alarm reminder	Fire and intruder alarm reminder	Fire and intruder alarm reminder	Fire and intruder alarm reminder

1	<p>intruder alarm reminder</p> <p>GG: Litter: The Picnic</p> <p>GG: Rules: You can't do that here</p> <p>GG: Save our Jack</p> <p>Save the Earth - Creative materials project</p>	<p>intruder alarm reminder</p> <p>GG: It's a Dog's Life</p> <p>Friendship</p> <p>Save the Earth - Creative materials project</p>	<p>intruder alarm reminder</p> <p>Empathy</p> <p>GG: Water: Our Most Precious Resource</p>	<p>intruder alarm reminder</p> <p>GG: Animal Care: Creature Kindness</p> <p>GG Micro Organisms</p> <p>GG For and Against - where do you stand?</p>	<p>alarm reminder</p> <p>GG- Belonging to Groups</p> <p>GG Discussion Scenarios: Dizzy Dilemmas</p> <p>Osmington Bay Discussion</p>	<p>alarm reminder</p> <p>GG: Child Slavery</p> <p>GG-Bullying: Prepare to stand up and stand out</p> <p>GG: Understanding Cancer</p> <p>Sex Education (Science)</p>
<p>Summer 2</p> <p>Whole School Golden Boot Challenge - Sustainable Transport</p>	<p>GG: Exploring our community</p> <p>GG: Litter: The Picnic</p> <p>GG: Everybody, Somebody, Anybody, Nobody</p>	<p>GG Bouncing Back</p> <p>Move into Year 3</p>	<p>Who can help us?</p> <p>GG- Schools are for Learning</p> <p>Travel safety (looks at road safety and rules)</p>	<p>GG: Equal Opportunities</p> <p>GG: Immigration Coming to Britain</p> <p>GG: History of the Olympics</p>	<p>GG-Mary Seacole/Florence Nightingale - Pioneering Nurses</p> <p>GG- Mali</p> <p>GG: The Green Eyed Monster</p>	<p>GG Stephen Lawrence: The Long Search for Justice</p> <p>GG: Moral Values: When enough is enough?</p> <p>GG: Strong Societies</p> <p>Assembly practice</p>