



Hemingford Grey  
SCHOOL

COME TO UNDERSTAND  
**FUTURE CITIZENS**



# AIMS

- **TO SHARE HOW THE CURRICULUM AT HEMINGFORD GREY PRIMARY SCHOOL SUPPORTS CHILDREN TO BE GLOBAL CITIZENS, NOW AND IN THE FUTURE.**
- **TO CONSIDER HOW WE MAKE A SCHOOL WHERE NO CHILD IS LEFT BEHIND AND EVERYONE SUCCEEDS.**



# The whole child

Learning for Life

# The culture of Hemingford Grey Primary School



# SCHOOL PRIORITIES

SAFE



**NSPCC**  
Speak out. Stay safe.  
**programme**

## KS2 Statutory and Recommended First Aid Pathway

The Dept for Education recommends that pupils at KS2 should know:

- How to make a clear and efficient call to emergency services
- Concepts of basic first-aid e.g. dealing with common injuries, including head injuries.

Follow the map of health agenda recommendations on giving your pupils a sound knowledge of first aid.

**Recommended for every KS2 pupil**  
Calling for help and head injuries

**KS2 – Year 3**  
Bites and stings

"Children and young people are growing up in an increasingly complex world....they need to know how to be safe and healthy."

(Statutory guidance, Relationships Education, Relationships and sex education (RSE) Secretary of State, July 2020)

**KS2 – Year 5**  
Bleeding

**KS2 – Year 4**  
Asthma

**KS2 –Year 6**  
Choking

**Bonus Topic**  
Basic Life Support

**Well done...**  
if you have completed all modules you are a KS2 first aider

"Pupils can support their own and others' health and wellbeing, including basic first aid."

(Dept for Education, Physical health and wellbeing, July 2020)

This way to KS3 First Aid

**St John Ambulance**

**clever never goes**



HAPPY

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# LEARNING

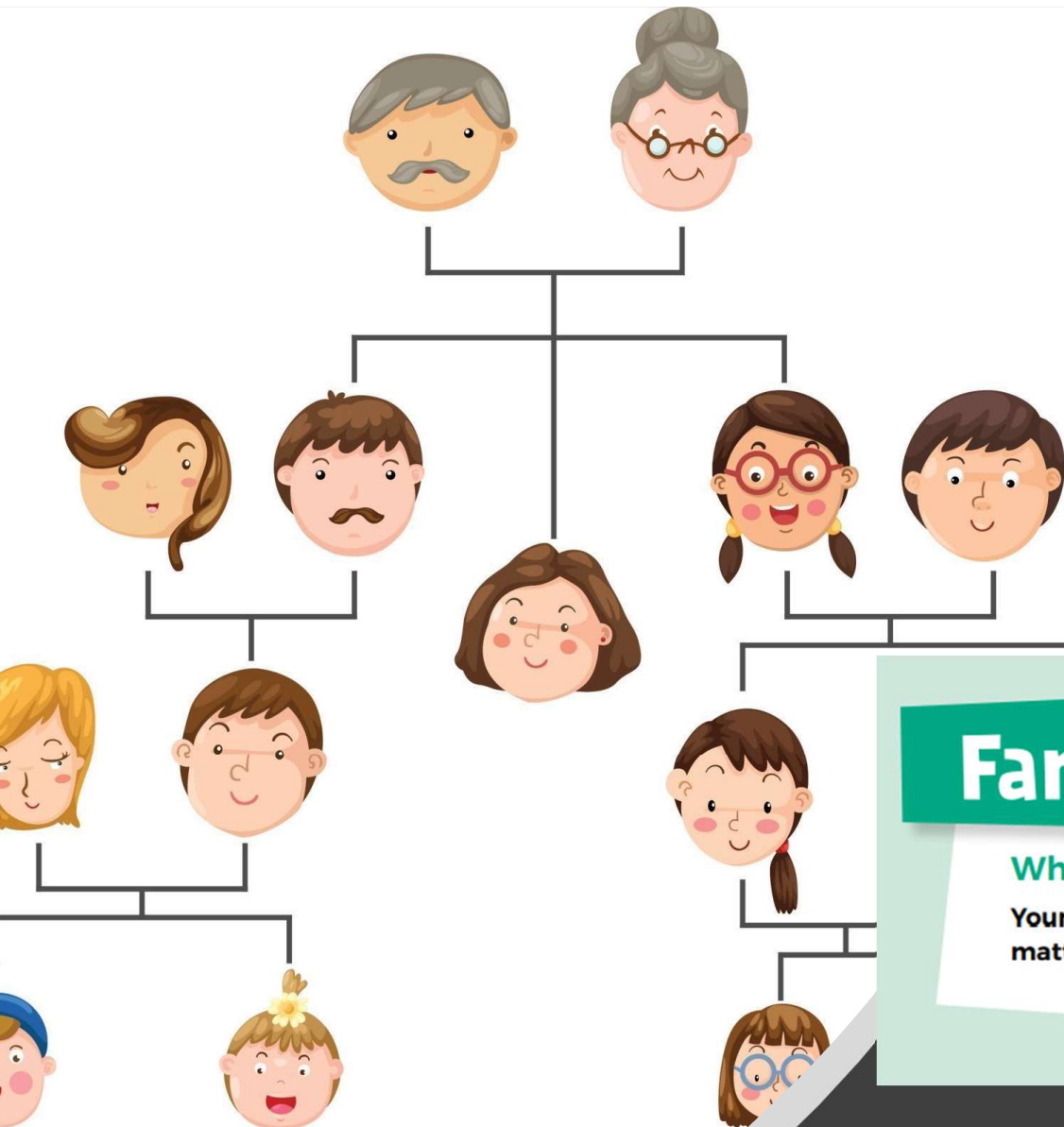






## Why was it important for our children to take part?

Our children's voices were some of half a million children who answered the survey conducted by the children's commissioner, last academic year. That means they took part in the largest ever survey for children in the world!



# FAMILY

## Families

### What you told us:

Your families come in different shapes and sizes. It doesn't matter what your family looks like, you want a happy home life.

## FAMILY

- Engaging with the children's learning
- Participating in school events
- Sharing in celebrating their achievements
- Partnership - communication



Home-school partnerships involve **collaborative working relationships between families and schools**. They can support students in more productive and consistent work and behaviour, which in turn can improve students' interest, motivation and engagement in learning both at home and at school.



# COMMUNITY

## Children and community

### What you told us:

You love being outside and away from your screens. You spoke about what you want to see and do when you open your front door. You painted a picture of parks, places to swim, games to play, open spaces and fun.

# COMMUNITY





# WELLBEING

## Children's wellbeing

### What you told us:

**You want to feel fit and healthy. And you understand the link between physical health and mental health.**

# Physically and Mentally Well



We take a coordinated and evidence-informed whole school approach to mental health and wellbeing in schools and leads to improved children's emotional health and wellbeing. This can help with their learning.

We believe mental health plays an essential part of a child's overall health – and their ability to succeed in school, at work and in society.



LEEDS BECKETT UNIVERSITY  
CARNEGIE SCHOOL OF EDUCATION

This is to certify that

**Hemingford Grey Primary School**

has achieved the



in the

**Carnegie Centre of Excellence for Mental Health in Schools**

**School Mental Health Award**

Date: May 2022

**Minds Ahead**



# Healthy Heroes





# SCHOOL

## Schools

### What you told us:

**You like school! 84% of you said you were happy or okay with your life at school and only 16% of you said you were unhappy with your life at school. It's good to be back!**

What does school life provide that is not the National Curriculum?



**Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.**

# Spiritual Development

The spiritual development of pupils is shown by their:

ability to be reflective about their own beliefs (religious or otherwise) and perspective on life

knowledge of, and respect for, different people's faiths, feelings and values

sense of enjoyment and fascination in learning about themselves, others and the world around them

use of imagination and creativity in their learning

willingness to reflect on their experiences

# Moral Development

The moral development of pupils is shown by their:

ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, 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.

# 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.

# Cultural Development

The cultural development of pupils is shown by their:

understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain

ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities



# British Values

- Embedded in school culture
- Through our curriculum design
- Positive Behaviour policy – Restorative Approach
- Safeguarding

## What do 'British values' mean?

According to DfE, 'fundamental British values' comprise:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

**The Department for Education (DfE) places a duty on EYFS providers, schools, colleges and training providers to prepare pupils for life in modern Britain by developing their understanding of 'fundamental British values'.**

At HGPS, we think education is about helping people understand how things work and how to challenge and change them for the better. Values come from mutual exploration, critical analysis and understanding.

**HATE**  
**HOPE**  
**HATE**

**Young  
Citizens**

**educate.against.  
hate**

## PSHE Curriculum

- Myself & My Relationships (including Relationships, Sex, Health Education)
- Citizenship
- Healthy & Safer Lifestyles
- Economic Wellbeing



# Assemblies

- Unites as a whole school team
- An opportunity to share and celebrate success
- Picture News
- Lyfta
- Collective Worship
- Music appreciation



# Picture News

This week's story looks at events related to ...



## Reflection



Celebrating our differences can help to unite and educate us. It can give us the chance to understand and support those who are different from us.



  
**British Values**



## Mutual Respect & Tolerance

Every single person in our world is different. We can learn about and celebrate our differences, which can help us to respect and value one another.



© Picture News 2022



  
Picture News

Can toys help us celebrate our differences?

## Useful vocabulary



### Contestant

A person who takes part in a competition or contest.

Rose was the first ever deaf **contestant** on the show, who went on to win with her partner.

### Diverse

Including many different types of people.

The toys aim to reflect the **diverse** nature of people in the world.

### Reflect

To show, express, represent or be a sign of something.

Do you think it's important to have toys and dolls that **reflect** how we look?

### Unite

To join together as a group.

Celebrating our differences can help to **unite** and educate us.

### Unveil

Show or announce something publicly for the first time.

Strictly Come Dancing star, Rose Ayling-Ellis, has teamed up with Barbie to **unveil** their first doll with behind-the-ear hearing aids.

### Vitiligo

A long-term condition which causes patches of skin to lose pigment or colour.

...which includes the first Ken doll with **vitiligo**, a Barbie doll with a prosthetic limb and another with a wheelchair.

# Cultural Capital

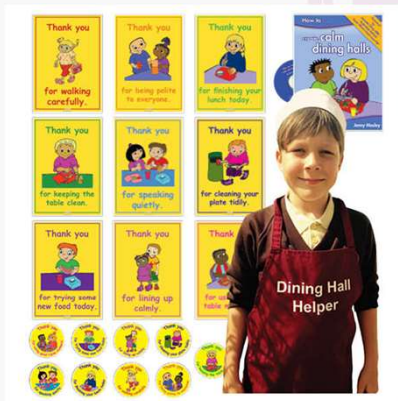


Eco Committee



Champions of Change

# Trips and Visits



Play leaders



# WORK

## Work

**What you told us:**

**You want to work hard and do well in life.**

# Careers Week

- **Developing knowledge about work.** Learn and explore a number of careers, learning pathways and sectors.
- **Developing skills for work and life.** Specifically developing non-academic skills such as enterprise skills and social-emotional skills and behaviours that will benefit their own wellbeing and the wellbeing of others.

“The most valuable piece of evidence was to believe in myself and never give up.”

“My favourite part of the talks was the part where they explained their journey towards where they are now.”

“I liked how we got to learn about different jobs that I didn't know you could have.”

“I took away that starts do not decide your future.”

“I liked how everyone had different background to help them with their career.”



**National  
Online  
Safety®**



Gaming

**What Parents Need to Know  
about Roblox**

 [Add To Watchlist](#)



Online Information

**Spot the Online Safety Tips  
for Going Back to School**

 [Add To Watchlist](#)



Technology

**What Parents Need to Know  
about Google Chromebook**

 [Add To Watchlist](#)



Social Media

**What Parents Need to Know  
about Instagram**



Technology

**What Parents Need to Know  
about Amazon Fire Tablets**



Gambling

Gaming

**What Parents Need to Know  
about Loot Boxes**



**What do we want for the next step in their journey?**



# Vision and Values



We want your voice...

