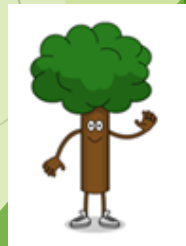




# Evergreen Primary Academy's Personal Development



## Contents

Title	Slide	Title	Slide
Personal Development: A culture and a curriculum	3, 4	Reading spine	17
'I am a Citizen' Curriculum Intent	5, 6	Pupil voice groups	18
PD Curriculum Overview	7	Celebrations	19
PSHE	8, 9	Jobs	20
RHSE	10	Learning beyond the classroom	21
RE	11	EPA Promise	22
EPA Value	12	Forest School	23
Safeguarding culture	13	Clubs	24
Star system and star time	14	Community Hub	25
Zones of Regulation	15	EPA+	26
Citizen enrichment including assemblies and EDI learning afternoons	16		

# Personal Development: A culture and curriculum

## Self Agency, Sense of Self, Sense of Place (Key concepts: Relationships, Identity, Well- being)

### 'I am' Curriculum

#### ***The underpinning Intent of our Cabot Learning Federation 3-19 Curriculum:***

To enable children to have **self-agency**, now and in adulthood, because of a developed **sense of self** and an awareness of their **place in the world**. This is the result of children **seeking meaning** and making connections as they build **understanding** from a foundation of **knowledge** and **skills**. *We aim to create equity of opportunity for all Children (Heart Values)*

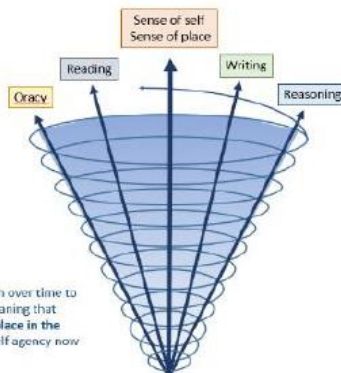
The concept of **states of being** underpin the subject disciplines. Children are **active agents** of their learning; developing understanding of what it means to be a... **historian, geographer, artist...** children are supported to develop a strong sense of the **interdisciplinary concepts**. These links are planned, progressively to support a growing **sense of self, place and self-agency**.

**The promise of the curriculum:** All children across the Trust should learn **key areas of knowledge and skills and build expertise** in these areas to provide the foundation for **deeper understanding**. The **formative use of assessment** enables children to secure knowledge over time. As a consequence of this foundation all children are supported to **seek inter and intra-disciplinary connections to broaden their understanding so that they seek and build meaning** for themselves so that they explore the loftier goals of the curriculum.



#### CLF 3-19 Progressive Curriculum

Interleaved, revisiting to depth over time to secure understanding and meaning that develops a **sense of self and place in the world** so that children have **self agency now and into adulthood**.

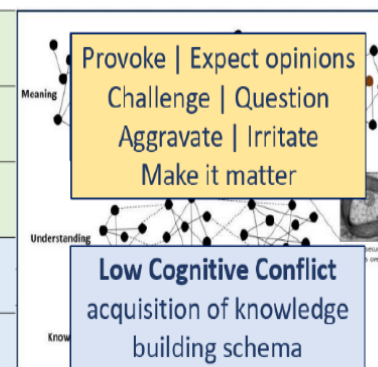


Destinations
Post-16
KS4
KS3
KS2
KS1
EYFS

Self Agency



Sense of Place
Sense of Self
Meaning
Understanding
Knowledge and skills (expertise)



# Personal Development at EPA

*Our Personal Development approach is a culture and a curriculum. Through various learning opportunities, such as PSHE lessons, being an EPA citizen, learning beyond the classroom, forest schools and clubs, we grow children and young people who work hard, are kind and are able to contribute to their community as future citizens.*

## Central aims:

- Pupils have a voice in decisions, and they are active participants in their learning and community
- Pupils have a clear sense of who they are as a person and what they believe and how this relates to the world around them
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.
- Pupils appreciate opportunities they have to nurture, develop and stretch their talents and interests and make good use of them.
- Pupils have an understanding of 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 are therefore prepared for life in their communities and the modern Britain.
- Pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. They show respect for the different protected characteristics.
- Pupils are prepared for future success in education, employment or training.

*In order to develop this in pupils at EPA, we use our Personal Development and 'I am a Citizen' Curriculum, an overarching approach which incorporates a curriculum and culture. The following slides summarise the key areas where we provide opportunity to develop social skills, academic behaviours and mindsets, and a strong identity of who they are.*

# 'I am a Citizen' Curriculum Intent

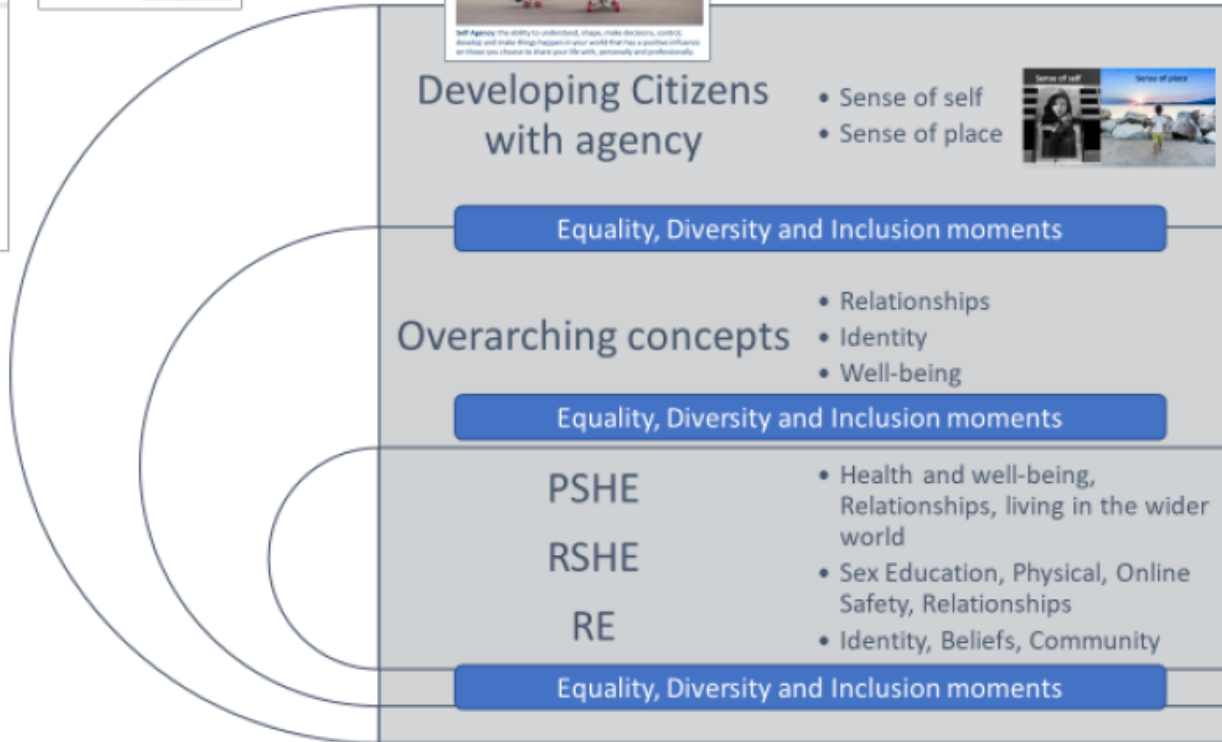
## I am a Citizen.

I am a citizen. I am continually finding out who I am in this world, finding my own pathways and ideas. I understand relationships. I know that these are connections with others and know that these can change with different people and different contexts, including online, families and friendships. I know what healthy, positive and respectful relationship look like. My relationships with others are important and I develop the skills to know which ones are supportive and ones that are unsafe or unhelpful to me. I learn about how I change as I get older, on the inside and the outside, ready to become an adult. I am able to identify body parts and know how living things reproduce. I experience different feelings and emotions and learn to identify what these are with the help of others around me. I know how to look after my physical health and wellbeing. I know the benefits of exercise, good nutrition, hygiene and sleep and know where to find support if I am feeling worried about something. I develop my understanding that I am one person amongst different communities – virtual and real. I learn that I have rights but also responsibilities and know there are consequences to my actions, both to myself and to others. I develop my individual and collective voice and use it democratically. I learn how to stay safe in the real world and online, and how to keep healthy, both physically and mentally.



# 'I am a Citizen' Curriculum

Overview – links and key concepts – cross referenced with updates to RSHE



Key Area / (concept)
<p><b>Sex Education</b></p> <p>Understanding human development, puberty and reproduction</p>
<p><b>Physical Health Education</b></p> <p>Understanding healthy lifestyle choices in order to prevent ill health. Includes: physical fitness, dental hygiene, nutrition, sun safety, sleep and cleanliness.</p>
<p><b>Relationship education – statutory</b></p> <p>Understanding that there are different types of relationships in different contexts. Knowing what a safe and respectful relationship looks like</p>
<p><b>Mental well being</b></p> <p>Understanding emotions and feelings and ways to get support. Knowing that factors that influence these such as anxiety, grief and bullying.</p>
<p><b>Online safety</b></p> <p>Understand appropriate conduct online and how to develop an online reputation. Know how to keep safe and what to do with online bullying or unsafe contact.</p>

# Primary Personal Development Curriculum Overview

## Evergreen Primary Academy CITIZEN

### Floorbook expectations

Term	Safeguarding Focus	Jigsaw Focus	E-Safety Focus	Additional citizen lessons	EDI afternoon	Whole School Assemblies ideas	Pupil Voice	EPA community <i>Coffee mornings and surveys</i> <a href="#">Hub Agenda 24 - 25.docx</a>	National Events
1	Being safe at Evergreen (including lanyards) NSPCC pants Values Trusted adults NSPCC – holiday preparation Emotional regulation	Being Me in My World (Rights and Responsibilities)	1 - Acceptable use online 2 - SMART 3 – Appropriate websites (social media)	1. Values 2. Trusted adults (including lanyards) 2. Zones of regulation 3. Metacognition and growth mindset 4. Being an EPA citizen – pupil voice groups and jobs 5. PANTS 6. Consent 7. Unique Voice lesson 1	Autism awareness	EPA Community Values Dyslexia Week E-safety General safeguarding Democracy Mental Health awareness Black History month (online) Consent	Pupil Committee Meetings	Ellie (MHPS) transition Phonics workshop	14-20 Oct – Recycling week
2	Anti-Bullying Week (incl. Odd Socks Day) Road safety week NSPCC – holiday preparation	Celebrating Difference (including anti-bullying) (Equality)	1 – Online bullying 2 – Online identity 3 – Fake news	1. Antbullying 2. Remembrance Day 3. Unique Voice lesson 2 4. Unique Voice lesson 3	Diwali Christmas	Parliament Week Road Safety Week Anti-bullying Healthy Eating (aspens) Democracy	PAC elections Committee meetings Pupil Committees updates	Remembrance Day Diwali disco Christmas party	7.11.24 – outdoor classroom day 27.11.24 – no pens day! Remembrance Day
3	Children's Mental Health Week Being safe at Evergreen (including lanyards) NSPCC – holiday preparation	Dreams and Goals (Individual Liberty)	1 – Digital Footprint 2 – Internet research 3 – Reporting concerns	1. Unique Voice lesson 4 2. Unique Voice lesson 5 3. Unique Voice lesson 6	Children's Mental Health Awareness	Safer Internet Day Children's mental health week Democracy	<a href="#">Pupil Committee</a> meetings	Cinema event	Kwanzaa
4	Trusted relationships Safe touch NSPCC – holiday preparation	Relationships (Respect and Tolerance)	1 – Keeping personal data safe 2 – Using apps safely 3 – Reporting concerns		Easter Ramadan	International Women's Day Assembly Ramadan learning World <a href="#">Book day</a> Democracy	Pupil Committee meetings	Easter/spring event	World book day World Autism acceptance week
5	Anxiety awareness (Ellie) Being safe at Evergreen (including lanyards) NSPCC – holiday preparation	Healthy Me/ (Rule of Law)	1 – Communicating with strangers 2 – Using search engines 3 – Reporting concerns		Eid	Democracy Eid Anxiety awareness (Ellie)	Pupil Committee meetings	PCSO – mini police Cultural dress day EID	World environment day International family day EID
6	PCSO Y6 Transition Roadshow (Being safe at secondary school) Mental health awareness (Ellie) Transition (Ellie) NSPCC – holiday preparation	Changing me (included Sex Ed.)	1 – Online profiles 2 – Age related content 3 – Reporting to trusted adults		Refugee Week Celebrating families/LGBT+	Windrush Day Gypsy Roma Traveller History Month Disability Awareness Day Democracy	Committee meetings Pupil Committees updates  Eco-conference  Pupil parliament	Ellie (MHPS) transition Sport's day	National day of welcome Refugee week

# PSHE - Personal, Social and Health education

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Ages 11-12 (Scotland)</b>	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

# RSHE - Relationships, Sex and Health education

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education is compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

## What is RSHE and what do pupils learn?

RSHE stands for relationships, sex and health education.

Relationships education has been compulsory for pupils in [primary education](#) since September 2020, while secondary schools are required to teach students relationships and sex education (RSE). Health education is now compulsory in all [schools](#).

In [primary schools](#), the subjects should put in place the key building blocks for healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

The current [RSHE guidance](#) can be found here.

## Does my child's school have to teach RSHE?

It is mandatory for RSHE to be taught in all schools. DfE expects all schools to teach the **full RSHE** curriculum to secondary age pupils and **relationships and health** education to primary age pupils.

Primary schools may also teach sex education where appropriate. The teaching of RSHE is reviewed by Ofsted at inspection.

Schools should also ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

At Evergreen Primary Academy, we **must** provide the following to all pupils (statutory):

Relationships education

Health education

Schools **aren't** required (non-statutory) to provide sex education part of the Primary curriculum, but Cabot Learning Federation, which we are part of, has decided to teach this aspect.

## What is Religious Education?

Make ref to SMSC

Spiritual

Include some content from 'RE and the Law' – ensuring that you have a broad spread of the main world views.

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

### Ofsted definition of 'spiritual development'

#### What is RE? from previous meeting about RE

RE is the exploration of a range of beliefs and values which have been part of human life since ancient times when it was close to mythology. It looks at our spiritual legacy from the past to our vibrant faith communities in the present. It makes connections with the first people who recognised humans are more than the physical body( Egyptian after life) and recognises our spirituality. It allows us to reflect on big questions about meaning and identity and the role faith has had in shaping our social values today. RE allows us to wonder.

RE	Year 1	Year 2	Year 3 Year 4 9 (YEAR A AND YEAR B)	Year 5 Year 6 ( YEAR A AND YEAR B)
Term 1 & 2 Term 2	A (afternoons only)	<b>Why are some times special?</b> Harvest Festival Rosh Hashannah Diwali	<b>Where do we belong?</b> Family Community Culture	<b>What is important to me?</b> Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity)? Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community, the UK, the global community)? What am I worth? (Beliefs about the value of human beings)? How might stories, hymns, prayers etc help people understand more about themselves and their relationships?
	B (immersive)	Diwali food Remembrance Sunday Hanukkah Hanukkah – Dreidel	Different families Someone special Family occasions Baptism Communion	<b>life and teachings of Jesus – Christianity</b> Who is Jesus? Good Samaritan Prodigal son Zaccheus Widow's coin Pharisee/tax Loaves/fish Jesus/Lazarus
	A (afternoons only)	Christmas Kwanzaa Saraswati Puja World Religion Day Celebration Quiz Chinese New Year	Muslim community Ramadan	<b>What do Christians believe about God and Incarnation</b> What is God like What is it to be fair? Creation/stewardship Living lightly
	B (immersive)			<b>What does it mean to belong to a religion? – Islam</b> Who are Muslims
Term 3 & 4 Term 4	A (afternoons only)	<b>Stories and Books</b> Purim Holi Easter Passover Vaisakhi St George	<b>Why are some places special?</b> Objects Places Mandir – Hindu Ganesha Trimurti Hindu Gods Hindu temple Mandir art	<b>What does it mean to belong to a religion? – Judaism</b> Shared interests and beliefs Mezuzah Shabbat <b>Ba(m)tzvah</b> Pesach Seder Synagogue
	B (immersive)	Noah's Ark Abdullah <b>RAMADAN LANTERN PROTECTOR</b> Wesak – Buddhist Eid al Fitr/Mubarak		<b>Why are some journeys and places special?</b> Belonging to Islam Five Pillars Shahadah Mosque Hajj Eid
	A (afternoons only)	Summer Solstice Good Samaritan Milk and Jasmine Rath Yatra	<b>How do we celebrate our journey through life?</b> Life events Family celebrations Baptism Islamic naming ceremony Muhammed's Birth	<b>Why are some journeys and places special?</b> Special journeys Hajj Islamic art Jerusalem Game of life
	B (immersive)			
Term 5	A (afternoons only)		<b>What does it mean to belong to a religion? – Hinduism</b> Blind men Krishna Krishna childhood Rama/Sita Ganesha Prahlad/Hoika	<b>How do we make moral choices? – Hinduism</b> Nature of God
	B (immersive)			
Term 6	A (afternoons only)			<b>Why do religious books and teachings matter? – Sikhism</b> Who/where? Main beliefs Special places Festivals Holy book Symbols
	B (immersive)			

# Our Values

safeE

resPectful

cARing

# We have a strong safeguarding culture

- ▶ Trusted adults
- ▶ Displays
- ▶ Reset spaces
- ▶ Lanyards knowledge







Safeguarding is **EVERYONE'S** responsibility.

If you have a concern, or something does not feel right, always report to the Safeguarding team and record it on CPOMS.

If the matter is urgent, you **MUST** speak to a member of the team **immediately** face to face.

			
DSL	Principal	Vice Principal	Parent Liaison

## Online Safety

**Be SAFE Online**

1. Think before you post
2. Don't share personal information
3. Use strong passwords
4. Be kind to others

**SMART**

- S** Stay Safe: Don't give out personal information.
- M** Don't Meet Up: Don't meet anyone you've met online.
- A** Ask for Pies: Ask a trusted adult if you're unsure.
- R** Reliable?: Check the source of information.
- T** Tell Someone: Tell a trusted adult if you're worried.

**Our eSafety Top Tips**

1. People you don't know are strangers. They're not always who they say they are.
2. Be kind to others. Don't post anything that could hurt or offend someone else.
3. Keep your personal information private.
4. If you ever get into a bad situation, tell a trusted adult.

## We are Safe

**Be SAFE Online**

**ChildLine** 0800 1111

**Water Safety**

**Always Follow the Water Safety Code**

**2024**

**Stay Together**

**CALL 999**

**WATER SAFETY**

# Our Star system and Star Time



safe  
respectful  
caring

Good choices = ★



- Continued good choices =**
1. Stickers
  2. EPA Nomination
  3. Message home on ClassDojo
  4. Praise from SLT



STAR TIME is rewarded in minutes for the amount of stars collected throughout the week.

Children move up and down the star chart depending upon the choices they make.

Shooting stars get a raffle ticket to put in the jar. A winning raffle ticket is selected each week for a prize from SLT.



EPA Star Chart	
<b>Shooting Stars</b> 	
<b>5 Stars</b> 	
<b>4 Stars</b> 	
<b>3 Stars</b> 	
<b>2 Stars</b> 	
<b>1 Star</b> 	

# We learn to emotionally regulate through Zones of Regulation

Which Zone are you in? How can you get back to green?

Red Zone-Strategies		Yellow Zone-Strategies	
	Tell an adult		Sensory snack
<b>10</b>	Count to 10		Ask to use Calm Space
	Breathe		Breathe
	Take 5 in a different space		Trace a pattern
	Walk away		Think about the size of the problem
Blue Zone-Strategies		Green Zone-Strategies	
	Sensory snack		Stay on task
	Ask to use Calm Space		Smile
	Breathe		Help others
	Trace a pattern		Be a good EPA citizen
	Think about the size of the problem		Be safe, respectful, caring

**Blue Zone**  
Sad - Bored  
Tired - Sick

**Green Zone**  
Happy - Focused  
Calm - Proud

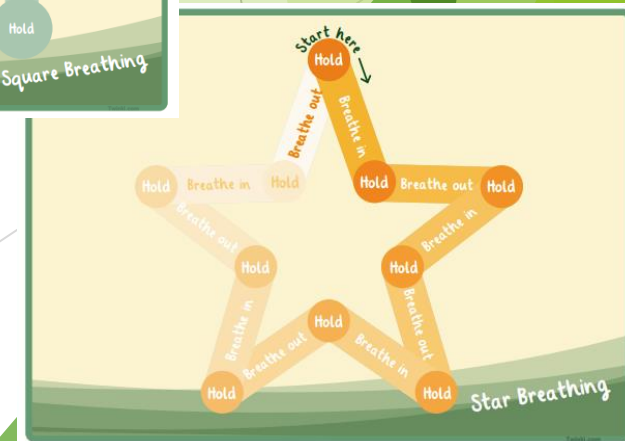
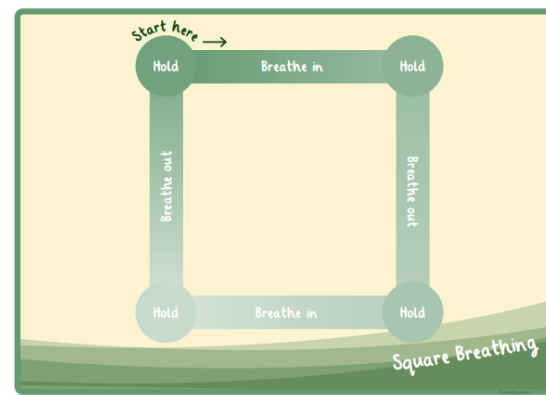
**Yellow Zone**  
Worried - Frustrated  
Silly - Excited

**Red Zone**  
Overjoyed/Elated  
Panicked - Angry - Terrified

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## How Do You Feel Today?

happy	angry	excited	embarrassed
cold	hot	surprised	tired
astonished	upset	worried	nervous
proud	sad	confused	scared
poorly	calm	stressed	disappointed



# We enrich our citizen learning through assemblies, learning afternoons and additional citizen lessons

## EDI learning afternoons

Autism awareness  
Diwali  
Christmas  
Children's mental health  
Easter  
Ramadan  
Eid  
Refugee learning  
Celebrating families/LGBTQ+

## Assemblies

Values  
Dyslexia  
E-safety  
Safeguarding  
Democracy  
Mental health  
Black history  
Consent  
Parliament  
Road safety  
Anti-bullying  
Healthy eating  
Safer internet  
Internal women's day  
Ramadan  
World book day  
Eid  
Anxiety awareness  
Windrush  
Gypsy Roma Traveller history  
Disability awareness



**Be smart on the internet**

Childnet International  
www.childnet.com

**S SAFE** Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.

**M MEETING** Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.

**A ACCEPTING** Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

**R RELIABLE** Information you find on the internet may not be true, or someone online may be lying about who they are.

**T TELL** Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online. You can report online abuse to the police at [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk).

**www.kidsmart.org.uk**

KidSMART Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.



# We celebrate differences through our reading spine

## EPA Reading Spine 24-25

	TERM 1 (7 weeks)		TERM 2 (7 weeks)		TERM 3 (6 weeks)		TERM 4 (6 weeks)		TERM 5 (6 weeks)		TERM 6 (6 weeks)		
	A	B	A	B	A	B	A	B	A	B	A	B	
<b>RECEPTION</b>	My world your world The okay book Goldilocks and the three bears The three little pigs Little Red Riding Hood		We're going on a leaf hunt Whatever next Owl babies		And Tango Makes three Emergency So much		Walking through the jungle Old Macdonald had a farm The Hungry Caterpillar		Handa's Surprise Jasper's Beanstalk Oliver's fruit salad		Pirate Mums Zog		
<b>YEAR 1</b>	We're going to find a monster	Seasons	Storm in a Jar	Traction Man	Augustus and his smile	The Barnabus Project	Rapunzel	How to Catch a Star	Jack breaks the Beanstalk	The Dark	The Extraordinary Gardener	Katie Goes to London	
<b>YEAR 2</b>	Emily Brown and the Thing	Look up	The Proudest Blue	You wouldn't want to be a Victorian school child	The last tree	The Couch Potato	Instructions on how to build a toy car	Tidy	Lubna and Pebble	VLAD and the Great Fire of London	The Colour of Home	Digestion book (Amy??)	
<b>YEAR 3</b>	The Great Explorer	Forces and magnets	A Winter's Child	Tudors	Nen and the Lonely Fisherman	Water Cycle NF	Into the Forest – Anthony Browne	The Girl who planted trees	Fangs – Malorie Blackman	Inuit Community NF	The Lorax	The Mediterranean	
<b>YEAR 4</b>	The Man between the Towers	States of matter	Arthur and the Golden Rope	Anglo Saxons NF and Anglo Saxons comic	The Lost Happy Endings	Light and sound NF	Varjak Paw	Classification of animals	Leon and place between	Mayans NF and Mayan Comic	Granny came here on the Windrush	Peru NF	
<b>YEAR 5</b>	How to Live Forever	Water cycle NF	Boy in the Tower – Polly Ho-Yen	Romans – how did they once live	Harry Potter	States of Matter	Journey to Jo'burg	Armstrong	Coming to England	Egyptian Cinderella and Egypt NF	Varmints	The Giantfoot print	
<b>YEAR 6</b>	Fly me Home	Evolution and inheritance	Holes	Odysseus	Refugee Boy	KS2 Moderation Build Up / Window		The Selfish Giant		Mr Hirota's Phone Booth	Rose Blanche	The Viewer	True Story of the Three Little Pigs

# We have a voice - lots of pupils are members of a pupil voice group

E-safety

Well-being  
Committee


Pupil  
Academy  
Council

Health and  
Safety  
Committee

Eco  
Committee

Learning  
Champions

# We love celebrating!

 **Evergreen Star Reader!**  

\_\_\_\_\_ is our Star Reader this week because you showed a love for reading by \_\_\_\_\_

\_\_\_\_\_

 **Evergreen Primary Academy**

 **Evergreen Primary Academy** 

At Evergreen we are safe, respectful and caring.

This certificate is awarded to \_\_\_\_\_

for being a great Evergreen Citizen by \_\_\_\_\_

We hope you enjoyed your hot chocolate! 



**Lunchtime Star Award**

Presented to \_\_\_\_\_

For \_\_\_\_\_

At \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

 **Food waste certificate** 

This certificate is awarded to \_\_\_\_\_

for having the LEAST amount of food waste this week!

Congratulations!

 **Evergreen Primary Academy**

**Evergreen Primary Academy** 

At Evergreen we have a voice!

This certificate is awarded to \_\_\_\_\_

for using their oracy skills to \_\_\_\_\_

# We are responsible citizen by having a job

Many children at Evergreen have a job to support the Evergreen school community. Children learn how to apply and interview to secure a job.

# Learning beyond the classroom

Using places other than the classroom for teaching and learning including visitors including virtual ones, in your school grounds; visiting local places - religious buildings, shops and natural spaces; and further afield on day visits to museums, heritage sites, theatres, field and adventure centres and for residential.



## Why?

- Helps to improve social mobility, giving children new and exciting experiences that inspire them to reach their true potential. These real world experiences raise aspirations, equipping young people with the skills they need to become active and responsible citizens and shape a fit and motivated workforce.
- Addresses educational inequality, re-motivating children who do not thrive in the traditional classroom environment, such as those from disadvantaged backgrounds or with Special Educational Needs. Young people who experience learning outside the classroom as a regular part of their school life benefit from increased self esteem, and become more engaged in their education both inside and outside the classroom walls.
- Supports improved standards back INSIDE the classroom, raising attainment, reducing truancy and improving discipline. Learning outside the classroom is known to contribute significantly to raising standards & improving pupils' personal, social & emotional development.



# EPA Promise

Evergreen Primary Academy

\_\_\_\_\_’s Beyond Passport

**Evergreen**
  
 Primary Academy

## In Reception, we promise to:

Climb <u>trees</u> 	Paint with <u>fingers and toes</u> 	Go to the <u>farm</u> 
Play in Autumn <u>leaves</u> 	Go on a local <u>walk</u> 	Go to a <u>shop</u> 

## In Year 3, we promise to:

Ride a <u>bike</u> 	Learn to <u>swim</u> 	Explore outside Easton 
Learn a musical <u>instrument</u> 	Roll and run down a <u>hill</u> 	Read with the PCSO 

## In Year 1, we promise to:

Go to a local <u>park</u> 	Go to the <u>farm</u> 	Explore a fire <u>engine</u> 
Grow a <u>flower</u> 	Jump in a <u>puddle</u> 	Have a visitor come <u>in</u> 

## In Year 4, we promise to:

Learn to ride a bike <u>safely</u> 	Bake 	Visit the local <u>church</u> 
Have a <u>picnic</u> 	Hug a <u>tree</u> 	Look for shapes in the <u>clouds</u> 

## In Year 2, we promise to:

Go on a <u>train</u> 	Read in the <u>woods</u> 	Grow food to <u>eat</u> 
Dance in the rain 	Go down a <u>slide</u> 	Build a <u>den</u> 

## In Year 5, we promise to:

Play hide and <u>seek</u> 	Fly a <u>kite</u> 	Play <u>hopscotch</u> 
Balance with pebbles and rocks 	Learn to <u>juggle</u> 	Read to a younger <u>child</u> 

## In Year 6, we promise to:

Have a water <u>battle</u> 	Stay overnight <u>somewhere</u> 	Go to the <u>cinema</u> 
Build a <u>raft</u> 	Learn to ride a bike on the <u>road</u> 	Catch raindrops on your <u>tongue</u> 

# Forest school

## Ethos

There are many forms of outdoor education, and all have enormous value, however, Forest School is unique in its reach, delivery and effect. The six key principles that shape and govern the Forest School ethos are:

Forest School is a **long-term process of regular sessions**, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.

Forest School takes place in a woodland or natural environment to support the **development of a lifelong relationship between the learner and the natural world**.

Forest School uses a range of **learner-centred** processes to create a community for being, development and learning.

Forest School aims to **promote the holistic development of all involved**, fostering resilient, confident, independent and creative learners.

Forest School offers learners the **opportunity to take supported risks** appropriate to the environment and to themselves.

Forest School is **run by qualified Forest School practitioners**, who continuously maintain and develop their professional practice.



It is only when we see the six principles working together do we truly see the value of Forest School.

# Clubs

Children are welcome to join a range of clubs across the academic year. Clubs are delivered by 'known' adults and are free to all children.



## TIMES TABLES ROCKSTARS





# Evergreen Community Hub



**Evergreen Parent hub**

**ENGLISH**

**Coffee mornings**

**Stay and Play**

**Learn English with Nick**

Come join us for a Monday coffee morning.  
Wednesday parent class and Friday Stay and Play!



**TERM 6 COFFEE MORNINGS**

Come join us for coffee and biscuits every Monday in the parent hub!

Term 6

- 10.6.24 - Meet Ellie (Mental health support worker)
- 17.6.24 - Open session
- 24.6.24 - Eastside community centre
- 1.7.24 - LGBTQ+ parent information
- 8.7.24 - E-safety parental control
- 15.7.24 - School Nurse
- 22.7.24 - Nick



**Evergreen Primary Academy**

**Stay and Play**

Now on **WEDNESDAY afternoons** at 2.15

Starting next week Wednesday 1st May.  
Bring your little ones and meet other parents!

Everyone welcome!

For all ages!  
Babies and toddlers.

Free tea, coffee, biscuits and squash!



EPA +

We reach out to many different organisations to support our families with a wide range of needs.



School of  
**SANCTUARY AWARD**  
Welcoming People Seeking Sanctuary