Palfrey Junior School Curriculum Enrichment

THEATRE/DRAMA/MUSIC FOR US

- M&M Theatre for pantos, classic plays and workshops
- Historical and musical performances and workshops
- Weekly choir club and performances in the community
- Poetry Slams and choral speaking
- School performances

LITERATURE AND BOOKS FOR US

- Whole school book/author focus
- Theatre link with book and author focus
- World Book Day
- Poetry Day Class books and library
- Challenge and topic boxes

SPORTS, FITNESS AND HEALTH FOR US

- Sports tournaments and competitions
- Body Boost
- Joy of Movement
- RSE and Science curriculum
- Lunch time clubs and after school clubs
- Fun swims and Big Bounce

ALL ABOUT US

- Tongue Fu Talking Oracy
- Culture Days
- Our Walsall, Our World
- Celebrations of religious festivals such as Eid and Christmas
- Rewards, prizes, certificates,
- Marvellous Me and Aspirations Days

ART AND D.T. FOR US

- Inspire Workshops
- Mothers' and Fathers' Day
- Y6 Art Exhibition
- Artist Study Days whole school
- End of Y6 projects
- Composing to Pictures project

OUR WELLBEING

- Wellbeing Keys ,trackers, provision map sand theme weeks
- Online safety for children and parents
- Helping Hands
- Happiness Survey
- RSE weeks
- Anti-bullying work

THE WORLD AROUND US

- Black History Month
- Creative Theme Days
- Remembrance
- All Kinds of Minds SEND awareness
- UK and Continents Days
- Women in STEM and Science Week

JUST FOR FUN!

- Big Bounce
- Palfrey Cinema
- Popcorn Days
- Monster Mash
- Dressing up and non-uniform
- Y6 Water Fight

Palfrey Junior School Extra Curricular, Family and Community

CLUBS FOR US

- Lunch clubs Monday-Thursday for every class in every year group free of charge with a range of sports and games.
- After school clubs for upper and lower school Monday—Thursday free of charge to families, with a range of sports, games and skills.

OUTDOOR EDUCATION FOR US

- Every class get opportunities to work outside and in the outdoor classroom in order to connect with nature, enjoy learning outside of the class and to be active and independent. There are a range of activities on offer for children to access this. The outdoor classroom is also available for curriculum work.

US PARTICIPATING BEYOND SCHOOL

- Sports tournaments and competitions with local schools such as Cricket , foot-ball and athletics
- Cadmus Federation Competitions and festivals in Sports, Music and STEM
- A-Stars Quizzes and competitions
- Competitions for writing, art and design

FAMILY TIMES IN SCHOOL

- Summer and Winter Fayres
- Sports days
- Performances
- Inspire Workshops
- Children's University
- Mother's and Father's Day events

HELP FOR OUR PARENTS

- Families First support
- Parent workshop on online safety
- Workshops for SEND parents
- Black Country foodbank referral and Sewa Kitchen food parcels
- Hardship Fund

COMMUNITY LINKS WE MAKE

- The Railway Club: vegetable garden, ISSA (events for the elderly such as choir concerts
- Rotary Club of Walsall
- Daffodils Community Gardens: work in their gardens and the school grounds
- Learning Through Landscapes– Nature Ready Schools programme

COMMUNITY OFFER FOR OUR FAMILIES

- ESOL
- Parent and Toddler group
- POP Group (Parents of Palfrey group)
- Sewing lessons
- Warm Hub
- Support for secondary applications

CHARITIES WE SUPPORT

- Macmillan Coffee Morning
- Comic Relief
- Children in Need
- Trade a Tin for Black Country Food Bank
- Poppy Appeal

Palfrey Junior School Aspiration and Leadership

CLIMATE CHAMPIONS

We are trying to help make our school a cleaner, greener place by encouraging energy saving and recycling around the school. We help to look after the class plants that purify our air and improve our school site by making the gardens nice and keeping the litter down. We speak to visitors and take assemblies and talk to our climate co-ordinator about our ideas to make school even more environmentally friendly.

SCHOOL COUNCIL

We are made up from one child from each class. Just like politicians in Parliament, we had to give a speech about what would make us a good councillor before we were voted for by the other children. We share your thought, feelings an ideas with school leaders , represent the school in projects and events. We report back to you in class , in assemblies and on our newsletter. Remember YOUR CHOICE, YOUR VOICE!

WELLBEING YODAS

We have been chosen by our classmates for our kindness and care for others and they talk to us if they are feeling sad or if they have a problem. We make sure we are doing the affirmations and we collect the wellness trackers. We meet with the wellbeing co-ordinator and tell her how our wellbeing learning is going and what ideas we have to make things even better.

SUBJECT CHAMPIONS

We have been chosen by our teachers because w e are brilliant at particular subjects such as Literacy, Maths, History, Geography, Art/DT. We met regularly with the subject co-ordinators and show them our books and tell them how we feel our learning is going. This is very useful for them to know so they can make things better. We also speak to visitors and present assemblies.

A– STARS SHERIFFS

We raise awareness for pupils and parents about walking and cycling to school, and improving peoples' lifestyles by being healthy and active. We also promote road safety messages by doing training for pedestrians, drivers and cyclists. We want a safer and cleaner atmosphere around our school. So join us for To Go, No Go, Bikeability, Learn to Ride and Walk to School Week as well as other events, the A– Stars Quiz and

CHILDREN'S UNIVERSITY

Children's University is a national organisation that celebrates all our achievements outside normal school hours in clubs, groups or teams. It raises aspirations and boost sour achievement and self esteem. This means we can make the most of our abilities, skills and interests and allows us to dream of an exciting future. We are rewarded with bronze, silver of gold awards at our graduation, which is proud moment for us and our parents!

DIGITAL LEADERS

We are a group of children who were selected by our teachers from last year because of we are good at computing. We're here to make sure all of the students in PJS are safe online and help them if they are not. We produce surveys, assemblies, and PowerPoints with safety messages. If you have any internet safety problems, then speak to us and we will help! We are the Palfrey Protectors!

LITTLE EINSTEINS

We were chosen because we love science and investigating the world around us. We want to encourage all our friends to do so too. We share our knowledge and interest in assemblies and presentations for things like Science Week with other children and visitors. We let the Science Subject Leader know what is going well and what could be better in class and she then improves what we learn in Science.

PE AMBASSADORS

We have been chosen because we have skills and interest in sport and fitness and want to pass this on to other children. So we set up activities for them to do at break time that ware fun we are also helping to lead Body Boost in each class so children get more exercise each day. We meet with the PE co-ordinator and we report on how things are going and how they could improve.

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Palfrey Junior School British Values

What are British Values and why are they so important?

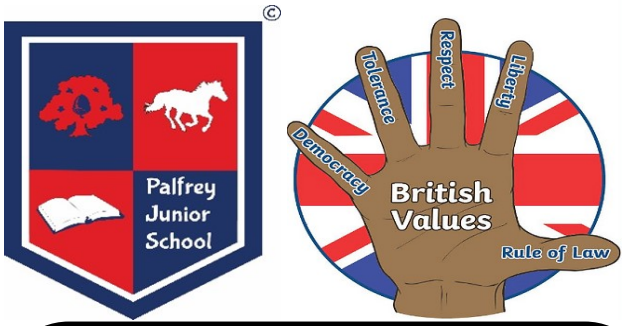
There are five fundamental British values:

- **Democracy**
- **Rule of law**
- **Individual Liberty**
- **Mutual Respect**
- **Tolerance**

These are important because they help prepare children for life in modern Britain. They form a safeguard against radicalisation and extremism. Through work on democracy they know they have the right to make their voices heard. Through understanding the importance of the rule of law the children take responsibility for their own actions, understand that rules govern and protect us and what happens when they are broken. Understanding that we have individual liberty allows pupils to respectfully express their own views safely and respectfully., knowing that they have the freedom to do so. Mutual respect and tolerance means that children can learn about different cultures and backgrounds from their own but still respect those differences as part of a diverse society.

Democracy

- Class vote for Schools Council and Wellbeing Yodas
- School Council– shaping school decisions and holds its own budget
- Votes For Schools each week
- Subject Champions working with staff to influence and improve curriculum
- Pupil voice gathered on a range of issues
- Pupil and parent questionnaires, and open door policy



Tolerance

- Broad and balanced curriculum, including RE and RSE
- Whole school celebrations and them days of aspects of different cultures and religions
- Role models highlighted from diverse backgrounds, genders, races, abilities and faiths
- Visits to places of worship
- Linking projects with other schools
- Zero tolerance of racist language or slurs

Rule of Law

- Good To Be Green rewards and consequences are clear
- Golden Rules applied consistently and fairly, anti-bullying culture
- Adults are fair, consistent and respectful, with restorative approaches to discipline
- Wider curriculum opportunities have scenarios about choices and outcomes, helping children know right from wrong

Individual Liberty

- Wellbeing Keys,
- Wider curriculum opportunities to express thoughts and preferences
- Votes for Schools, Culture Day, British Values Day
- Online safety, work on aspirations and careers
- Challenging stereotypes—All Kinds of Minds, Black History Month, Women in Science Day

Mutual Respect

- High everyday expectations of how pupils interact with adults and one another
- Strong relationships pupil and pupil, teacher and pupil, teacher and parent
- Restorative approach to discipline, encouraging children to take responsibility for their own actions and se the other person's perspective
- Positives always accentuated, with kindness and care valued

Palfrey Junior School Mental Health and Wellbeing

Identification and Expression of Feelings and Needs

At PJS we encourage all our children to be open and honest about their feelings and needs.

We are alert to changes in the children's demeanour and are proactive in trying to find out why this is. We take parents concerns seriously.

We listen to the children and help them work their way through their difficulties with a range of support and provision. We also encourage friends to tell us if they are worried about a classmate.

TAs, Teachers, the Pastoral Lead and Heads of School have open door policies for children to tells us how they are feeling. In addition we have

- **Happiness Survey (also used by staff to identify needs)**
- **Feelings charts in every class**
- **Friendship Benches on playground**
- **Worry Monsters or jars in each class and on pastoral lead's door**

UNIVERSAL PROVISION FOR CHILDREN-ETHOS

- Welcoming atmosphere for pupils, greeted on arrival and departure, when seen around school so that trust is built and children feel valued
- Open door policy for children to be able to speak to adults
- Children know who they can go to for help from the senior leadership through to their own friends
- Understanding across school of mental health and wellbeing needs and the continuum they follow
- Modelling positive behaviours such as listening, caring, kindness, respect, charity and inclusion
- Whole school behaviour system emphasizes the positives
- Children rewarded and praised daily, stickers, house points, Jar of Awesome, Golden Certificates
- No tolerance of negative behaviour towards others that could have impact on wellbeing
- Those that do behave in negative ways helped to understand the impact of what they have done, not just punished e.g. face to face meetings between pupils
- Wellbeing work embedded in school, not tokenistic, e.g. SCARF and Well Being Keys
- Discussion around metal health and wellbeing is explicit, therefore reducing stigma
- Working with families who may have their own wellbeing needs or have concerns about their children's mental health
- Good relationships with children allowing us to know them and see changes in them that could signal need
- Safeguarding and wellbeing posters around school to give children access to services
- Attendance monitoring
- Colleagues kept appropriately informed to make sure any issues are dealt with holistically
- Meetings with parents to gain their insight and understanding of any issues raised
- Transition meetings held, class to class or school to school to make sure that a child's history is understood and that strategies and programmes can be planned in as part of the offer to that child

Palfrey Junior School Mental Health and Wellbeing

The Six Keys to Wellbeing

Positive mental health and well being is feeling happy and healthy. Being able to cope well with any challenges and difficulties we may face as we grow up.

There are six fundamental keys to well-being that are delivered on a weekly basis at PJS:

- ***Be Active–*** learning healthy habits, importance of exercise, good sleep and a balanced diet
- ***Be Connected-*** creating positive relationships with one another with kindness, gratitude, friendship and support
- ***Feel Safe-*** NSPCC Pants Rule, Stranger Danger, Young Carers, vaping, Y5&6 Knife Crime
- ***Growth Mindset-*** setting and achieving goals, resilience, encouragement, coping with mistakes and setbacks
- ***Marvellous Me–*** self esteem, positive self -talk, liking and valuing yourself, perfectionism
- ***Mindfulness–*** being present in the moment, making decisions, using strategies to relax in times of stress , nervousness or anger

We map our progress on Wellness Trackers.

UNIVERSAL PROVISION –General Curriculum

- A broad and balanced curriculum aimed at engaging all pupils and giving them a window on the world around them
- Opportunities for children to find interests and abilities through our curriculum
- Inclusion for all- SEND and EAL provided for in the curriculum and in all wider opportunities
- Teaching about equality, diversity, tolerance and respect throughout the curriculum
- Allowing creativity and encouraging enquiry and preference through art, DT, music, dance and drama
- Being in touch with nature through outdoor learning offer
- Healthy eating and physical activity promoted through science, PE, Body Boost
- Understanding of relationships and your own body through RSE and PHSE
- Understanding of current affairs, major issues in the world and what pupils own opinions are through Votes for Schools
- Excitement and fun through special themed events, trips, projects and workshops
- Texts and stories that challenge views and encourage empathy
- Pupil voice about their own learning, interests and needs
- School policies in place to support health, mental health and wellbeing such as SEN, RSE, Child Protection, Medical Needs, PHSE, Mental Health and Wellbeing, Allergies and Anaphylaxis

Curriculum- Mental Health and Wellbeing Specific:

- Weekly PHSE lessons– using SCARF curriculum
- Wellbeing weeks focusing on 6 Keys to Wellbeing Kindness, Honesty, Friendship, Mindfulness, Thoughtfulness and Respect
- Affirmations
- Wellbeing trackers done by all children for them to chart their own wellbeing and help staff identify any prolonged dips
- Wellbeing Day celebrated in July
- Wellbeing newsletters
- Helping Hands
- Online safety
- Anti bullying
- NSPCC pants rule

Palfrey Junior School Mental Health and Wellbeing

Targeted Provision

This is the next step for our children once a need has been recognised either by staff, the Happiness survey, parental concerns, or expressed by the children themselves.

They are school based interventions and may be in small groups or on a one to one basis.



Targeted Provision

- Small group or one to one work set up based on the responses from the Happiness Survey
- Children who receive this regularly checked to make sure improvements have been sustained post input
- A number of Social Groups run throughout the week for children in all year groups. These are aimed at creating positive interactions with both adults and peers, building confidence and giving time and space to talk. It also aims to build connections with those key adults that can help children with their feelings and needs
- Identifying specific children who would benefit from places in lunchtime clubs or inclusion in extra outdoor learning. These provide outlets for energy that some children need to burn off , those for whom unstructured play is challenging, and who sometimes struggle with the constraints of afternoon school
- Small group or one to one work addressing specific difficulties children are have, e.g. bereavement, anger management, or anxiety . Groups or individuals may use such activities as Mulberry Bush Curriculum , Lego Therapy, The Divorce Book, or bereavement activities etc.
- Reasonable adjustments within school- risk assessments and PEEPs, fidget toys and wobble cushions, visual timetables, NAT bashing (sessions to help alleviate intrusive negative thoughts), one to one responses about feelings charts and trackers and how routines can be adapted to alleviate triggers, bereavement support in groups or for individuals
- Training for staff around presenting needs
- Referral to outside agencies who will come into school to work with individuals and groups of children- Speech and Language Therapy, Families First, Police/PCSO workshops and discussions, Street Teams workshops, online safety due to filtering and monitoring concerns
- Supporting teachers with groups or individual pupils
- Behaviour plans and report systems to re-inforce and reward positive behaviour
- Supporting parents and signposting them to organisations that will advise then how to help their children at home such as the school Nursing Service, Calm Halm app etc.

Palfrey Junior School Mental Health and Wellbeing

Specialist Provision

This is the next step for our children once a need has been recognised either by staff, the Happiness survey, parental concerns, or expressed by the children themselves, when school intervention has not been effective or requires specialist support from the outset.

Specialist Provision

- Report to Police on potential criminal activity and radicalisation e.g. knife crime, Prevent, FGM
- Report to Street Teams on potential exploitation and county lines
- MARF
- Observations and reports from advisory teachers
- Refer to *The Swing* for issues around bereavement
- Support referrals to the NHS such as CAMHs or a paediatrician
- EHCP applications, mediation and tribunals
- Black Country Food Bank referral for financial advice, debt management and food bank voucher
- Work with parents on specific parenting issues such as This Is Me, Five Pillars of Parenting, Cygnet (for parents of children on the Autism spectrum)
- Work with Families First and social services on benefits, housing, parental mental health and Young Carers
- Access Cadmus Inclusive training and support offers
- Enhanced transition to and from PJS