



A Whole-Child Approach



MORLEY
VICTORIA
PRIMARY SCHOOL

September 2021

A Whole Approach

Pupils know right from wrong and behave accordingly

Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy

Pupils have an age-appropriate understanding of healthy relationships

Pupils appreciate and identify their talents and make good use of them

Pupils understand the fundamental British values

Pupils understand, appreciate and respect diversity

Pupils challenge discrimination

Respectful relationships on all levels

Pupils feel safe

Pupils do not tolerate bullying

Pupils behave consistently well

There is a positive and respectful culture throughout school

Pupils are resilient to setbacks and take pride in their achievements

Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively

Pupils show independence, resilience and perseverance in the face of challenge

IMPACT

ASSESSMENT METHODS

IMPLEMENTATION

PSHE and PSED

PSED - self regulation, managing self, building relationships

Drugs, alcohol and tobacco education

Identity, society and democracy

Relationships and growing up

Stages of knowing words

Graffiti wall

Engaging in interactions and games

Mind map

Crunch moment

Draw & write

Quiz

Roleplay

Diamond 9

Discussion

Questioning

Observation

Brainstorming

Explain to an alien

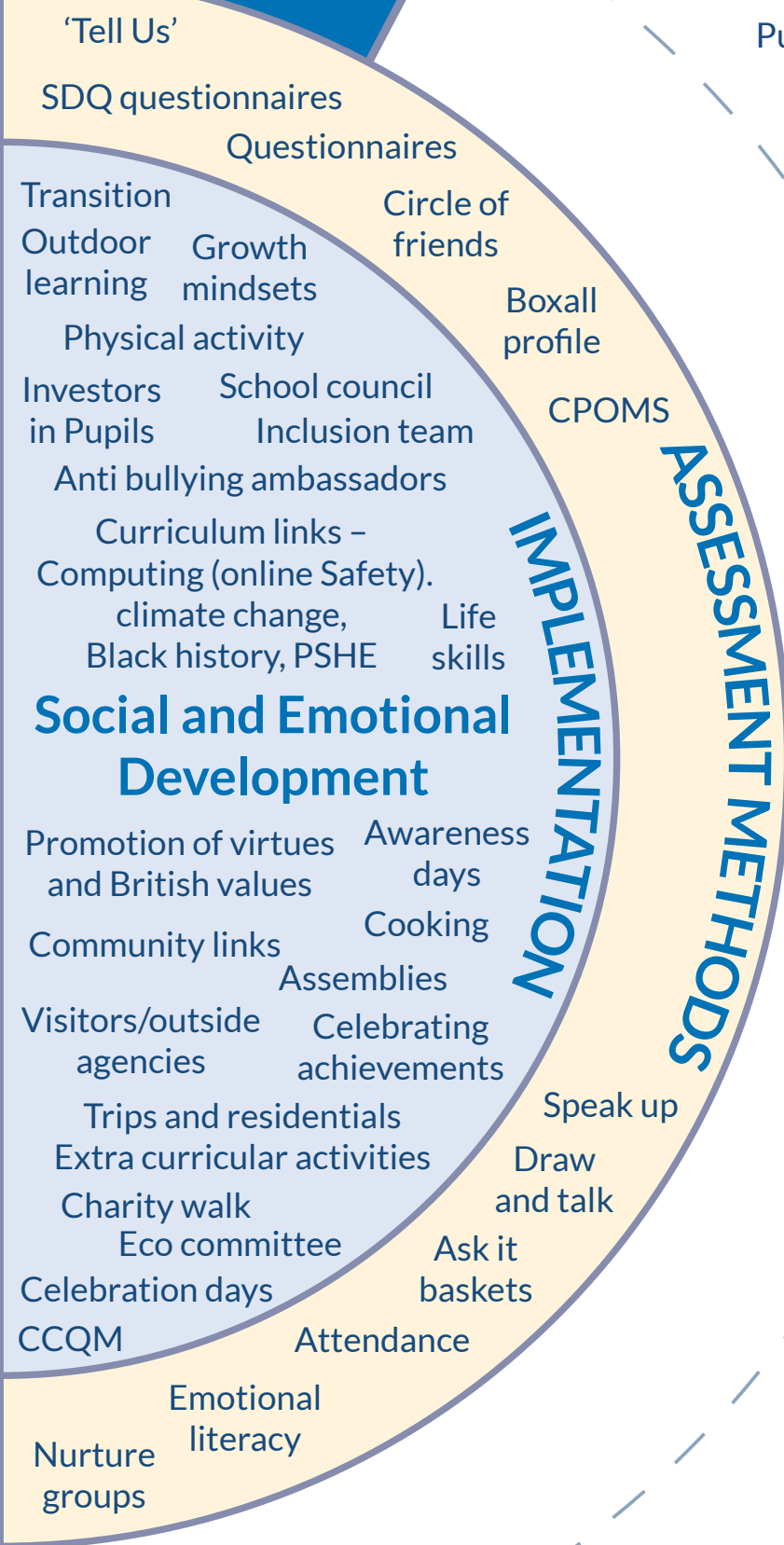
Mental health and wellbeing

Physical health and wellbeing

Careers, financial capability and economic wellbeing

Keeping safe and managing risk

e-Child Coach



Pupils understand and can explain the reason for rules

Pupils can explain what stereotypes, prejudice and discrimination mean

Pupils understand that they are part of a shared responsibility to care for the environment

Pupils can identify features of healthy relationships

Pupils know how to look after their mental health

Pupils know how to manage change and loss

Pupils know what it means to seek or give permission/consent

Pupils know how to keep themselves safe

Pupils can identify different relationships

Pupils know how to stay safe online

Pupils can describe ways to prepare for change

Pupils know how to stay healthy

Pupils know where to seek support

Pupils can describe some of the pathways into a range of jobs

Pupils recognise how financial decisions can impact people's emotions

IMPACT

At Morley Victoria we recognise and value the pivotal role we play in building the strong emotional foundations that children require in order to thrive and grow into well rounded and healthy adults.

As a school, we are committed to ensuring our children are equipped with the social and emotional abilities to be confident, resilient, strong, well-rounded individuals with firm beliefs and who are able to accomplish goals and become responsible citizens.

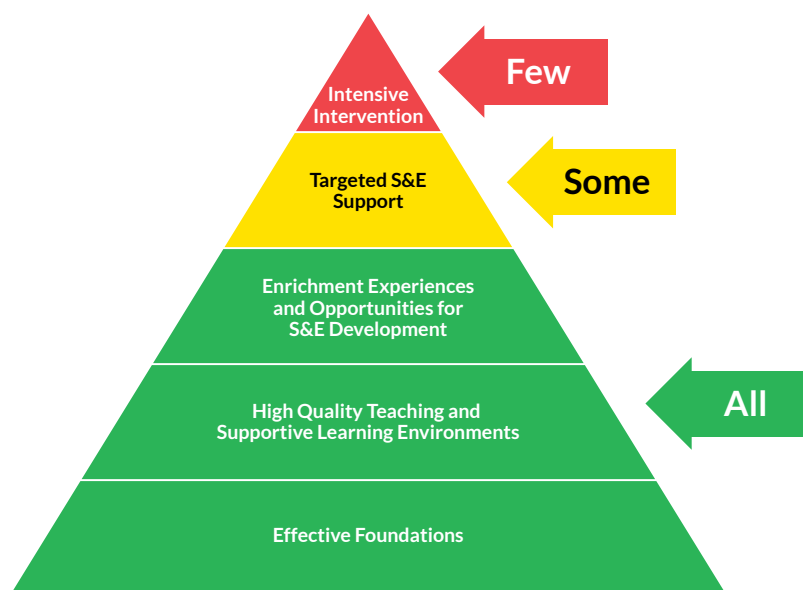
'The Whole-Child Approach' at Morley Victoria has been designed to work along-side 'A Curriculum that Matters' to integrate social and emotional learning into the curriculum and promote physical and mental wellbeing, academic achievement and life satisfaction.

Through this approach, our children leave Morley Victoria with the ability to: make and maintain friendships; resolve conflicts; manage stress and anxiety; make appropriate and informed decisions; resist negative social pressure; achieve academic potential; respond appropriately to social norms; identify strengths and weaknesses; and value and respect diversity within society.

Through the 'Whole Child Approach' we develop and nurture the following skills in our pupils:

Confident Individuals				Responsible Citizens		
Motivation	Self-Regulation	Self-Awareness	Social Skills	Team work	Empathy	Know how to stay
Demonstrating goal orientated behaviours such as resilience and determination	Managing our emotions and behaviours to achieve our goals	Recognising our own emotions and values as well as our strengths and limitations	Forming positive relationships and dealing effectively with conflict. Seeking and giving help. Expressing emotions and attitudes appropriately	Forming and working collaboratively and effectively towards a shared goal	Understanding and caring to others diverse perspectives and experiences	Making ethical, constructive choices about personal and social behaviour

'A Whole-Child Approach' Pyramid Model



Effective Foundations

Personal, Social, Emotional Development

Personal, Social, Emotional Development forms part of the Prime Area section of the Early Years Foundation Stage (EYFS) curriculum.

The prime areas are fundamental to a broad and balanced base of learning for children. The EYFS states that they are 'crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn, form relationships and thrive'.

At Morley Victoria we put a huge emphasis on the PSED of our children as we understand that if these crucial blocks are not in place our children will not be able to develop their holistic learning to their full potential. We want our children to build positive cooperative relationships with others. Be aware of and manage their own feelings whilst being aware others may not think the same as them. Be self-confident but also empathetic and respectful of others.

Reformed EYFS PSED Early Learning Goals:

Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions in-volving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play co-operatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Equality and Diversity

It is a core aim at Morley Victoria Primary School that our children grow up to be kind, respectful people who are well equipped to make positive contributions to society. Learning to respect and understand others, including those who may have very different lives from their own, is both intrinsically important and practically necessary if our children are to live and work in a context of a rapidly changing society with increasing diversity.

Morley Victoria is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We are committed to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

In school, the protected characteristics are weaved through our PSHE curriculum and the day-to-day routines of life at Morley Victoria and also link to our work on British Values. The work we are undertaking towards achieving the Cultural Cohesion Quality Mark also directly links to this area too.

What does equality look like in school?

- All stakeholders share clear expectations in regard to how people should be treated
- Children are encouraged to challenge discriminative behaviours
- All stakeholders treat each other fairly, equally and with respect
- We avoid stereotypes in resources
- We use resources with multicultural themes
- We share and enjoy diverse reading materials
- We enjoy and promote the learning of language
- We utilise 'The Week' magazine to share current news events
- We enjoy theme days/weeks
- We listen to and enjoy music from around the world
- Celebrate the arts in other cultures
- Teachers plan lessons that reflect the diversity of society
- Ensuring all students have equal access to opportunities and participation through appropriate scaffolding and differentiation
- We use a variety of teaching and assessment methods
- We ensure our policies and procedures don't discriminate against anyone




Growth Mindsets

Growth mindset sits at the very centre of our school culture and ethos.

Beyond academic achievement, growth mindset has many positive effects on our children including more positive attitudes towards school life, improved confidence and psychological well-being, increased motivation and engagement, and higher academic resilience and persistence. Furthermore, growth mindset can follow a child into adult life supporting them in success as employees and parents themselves.

Over the past few years, we have developed our own characters that demonstrate the characteristics of having a growth mindset attitude, have talked about the 'power of yet', the importance of making mistakes in the learning process, strategies to tackle problems and viewing challenges as learning opportunities.

We also teach the children about many inspirational people, from many walks of life and with varying abilities, who have been successful and how they have achieved this through having a growth mindset attitude.

Two young girls are sitting inside a large, red, curved structure that resembles a slide. The girl on the left is wearing a dark blue dress over a white collared shirt and has her hair in two long braids. The girl on the right is wearing a white polo shirt and a dark skirt, with a purple headband and her hair in two braids. She is smiling and has her right arm extended towards the right side of the frame. The background is a bright red wall.

**“The subjects are useful
as they give you ideas of
how you might cope with
things in later life.”**

- MV Pupil

Character Education

Character education is a component of social and emotional learning that promotes core values and virtues enabling the development of character traits associated with greater wellbeing. These include: improved educational attainment, intrinsic motivation, self – regulation, self belief and good coping skills.

As part of ‘The Whole-Child Approach’, character education is developed in a number of ways at Morley Victoria and is at the heart of our culture and ethos. Character education is included in all aspects of school life such as: assemblies, subject lessons, dedicated character education lessons within PSHE time, theme weeks, sports, performance, the arts, clubs, outdoor and adventurous activities, hobbies and subject learning clubs.

At Morley Victoria we promote ‘our core shared values and virtues’:

Honesty - Learning to be honest with themselves teaches our pupils to address complicated emotions that they are feeling or admit to mistakes. Learning to be honesty with others allows our children to build trusting and healthy relationships.

Courage - Having courage helps our children to persevere against challenges, and raises self-esteem. When children feel good about themselves and see that they have the personal power to make courageous choices, they are more likely to lead personally satisfying and successful lives. Moral courage enables our children to stand up and be counted when a wrongdoing occurs.

Gratitude – Gratitude, strongly associated with greater happiness, helps our children feel more positive emotions, relish in good experiences, improve their health, deal with adversity, and build strong relationships.

Kindness – Acting with kindness boosts our children’s’ feelings of confidence, being in control, happiness and optimism. Acts of kindness contributes to a positive environment within school and our wider community.

Curiosity - As well as encouraging life-long learning, developing this value in our children leads to curious personalities which are associated with humor, playfulness, life satisfaction, good relationships and open-mindedness.

Respect – Valuing respect within our community allows our children to celebrate the unique qualities of others and create healthy learning environments by feeling safe and to express themselves. This moral value allows children to build feelings of trust, safety, and wellbeing withing relationships

Attendance and Punctuality

Morley Victoria Primary School believes that all children should take maximum advantage of the opportunities offered to them in school, to enable them to reach their full potential. Being at school on time and every day is crucial to a child maximising their potential: there is a proven correlation between attendance and punctuality and classroom effort, classroom engagement, self-regulation, motivation and self-awareness.

Along with attending school every day, being punctual is extremely important and in fact an essential life skill that can support children in their adult life. We encourage our children, from their very first day with us, to come to school on time each day and this is part of each class's Investors in Pupils Mission Statement.

Attendance is a key priority, every week class attendance is announced in assemblies and displayed in school. The winning classes each week will be Tweeted on the main school Twitter page for parents and carers to see.

Having 100% attendance within a term is a real achievement and something that we recognise at the end of each half term in a celebration assembly by giving badges to those who have achieved this. Their names then get placed into a prize draw and a winner from Key Stage One and Key Stage Two receive a special prize.

At the end of the year we also look at those children who achieve 100% attendance for the whole year. Trophies are awarded for this amazing achievement. Finally, when a child reaches the end of Year 6 we look at their 'career attendance' and celebrate with those who have been at school every day throughout their time with us.



High Quality Teaching and Supportive Learning Environments

Safeguarding

Pupil safeguarding plays a vital role in all of our work at Morley Victoria - great importance is placed on identifying opportunities within the curriculum for children to learn about safeguarding.

Our broad, balanced and diverse curriculum gives pupils the chance to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equip every child with the knowledge and skills required to keep themselves safe.

Through our PSHE curriculum, in assemblies and by inviting outside agencies into school such as NSPCC, our children learn discretely how to be safe from CCE, CSE, Peer on Peer abuse and radicalisation. Some examples include: drugs education, relationships and sex education, online safety, BLAST (grooming prevention) and peer pressure.

As part of our 'Keeping Safe and Managing Risk' topic we also teach our children about first aid, road safety, water safety, fire safety, increasing independence, anti-social behaviour and how to be safe when out riding a bike to name a few.

To support our children in speaking out when they feel unsafe or require some support and/or advice, we have introduced:

- Helping Hand (an easy way of identifying different people who can offer support – family, friend, an adult in school, a service or someone from the community)
- Speak Up Posters
- Ask it Baskets (a box in each classroom that a child can access to ask a question discretely)
- Worry Boxes
- Tell Us (access to support through our website)
- Questionnaires
- School Council

Investors in Pupils

We were one of the first schools in Leeds to be awarded the Investors in Pupil Chartermark and have retained it for many years now.

Sitting at the heart of our curriculum, Investors in Pupils, provide opportunities for our children to practise and develop key social and emotional values, virtues and qualities.

Through pupil voice and participation our children:

- learn how to make our school an even better place
- strive for better attendance and punctuality
- identify and demonstrate desired behaviours
- take care of their learning environment

understand the importance of welcoming procedures for new staff and pupils.



Personal, Social, Health and Economic (PSHE) education

At Morley Victoria we recognise the importance of preparing our children for the world in which we live today and so PSHE is considered a 'core' subject and is taught weekly in all year groups.

Through PSHE, and utilising a variety of teaching and learning strategies, we aim to develop pupils' knowledge, understanding and skills (including confidence, resilience, self-esteem, their ability to identify and manage risk, make informed choices, and understand what influences their decisions) to ensure they lead safe, happy and healthy lives both now and in their future.

We follow a scheme of work called "You, me and PSHE" in Years 1-6. There are 7 strands within the scheme which lay out age appropriate topics for the children to cover-

We have divided PSHE into 7 different strands:

- Relationship and Sex Education (RSE)
- Drug, alcohol and tobacco education
- Physical health and wellbeing
- Mental health and emotional wellbeing
- Keeping safe and managing risk
- Careers, financial capability & economic wellbeing
- Identity, society and equality

We further supplement this scheme with a whole range of other vital life skills including: CHIPS (challenging homophobia in primary schools,) anti-bullying, stranger danger, Stonewall and Bikeability to name a few...

Ground rules support us in establishing safe learning environments in which our children are keen to express their own views, are analytical and reflective and ask challenging questions. Ground rules support the children in having the confidence to discuss and debate sensitive and controversial issues in PSHE lessons, socially around the school, and with visitors. Ground rules allows the children self-assurance to disagree, while respecting the differing views of others. These rules were chosen by our children, discussed at the beginning of all PSHE lessons and include:

- To be kind to and supportive of each other
- To laugh with but not at each other
- To listen by looking at each other and not interrupting
- To respect other people's views and feelings
- It's ok to say pass



Relationships and Sex Education (RSE)

Relationship and Sex Education (RSE) is not statutory until Key Stage Three (secondary school). However, RSE is considered a vital subject at Morley Victoria and an opportunity to safeguard our children.

Taught in a sensitive and respectful manner, and through an age appropriate and progressive approach, RSE allows us to nurture the social and emotional development of our children: it help to create a natural, positive attitude towards sexuality; to develop the skills needed to manage relationships; provides opportunities to exchange ideas; promotes tolerance and understanding of others; and the sharing of ideas contributes to the development of values and a personal sense of morality.

To further enhance our RSE curriculum, we utilise CHIPS (Challenging Homophobia in Primary Schools), a resource which helps to encourage our children to look at how families are different and unique as the children get older the resource allows them to have mature discussions about issues such as stereotyping. Additionally, we use BLAST to support our children in identifying signs of grooming and understand actions to take to keep themselves safe.

Through RSE we combat ignorance and fear and clarify existing knowledge by providing accurate information. RSE provides our children opportunities to discuss feelings, emotions and attitudes in a safe, non-threatening situation.

It is important to us that our RSE curriculum meets the needs of all our pupils including those with special educational needs. As well as differentiation in lessons, we offer bespoke support to parents and pupils where required or requested for example 1-1 pre and post teaching sessions.



MindMate

As a school, we are committed to giving our children the best possible start in life by nurturing their social, emotional and mental health. Through delivery of the MindMate curriculum we utilise well proven methods to support our children in developing good relationships, becoming comfortable with their feelings and strategies to cope well with life changes and the more challenging aspects of life that can impact on mental health.

There are six spirals core lessons per year; one from each of the following themes:

- Feeling good and being me
- Family and friends
- Being the same and being different
- Life changes and transitions
- Strong emotions
- Solving problems/Making things better

The age appropriate content of these lessons includes both broad upstream topics, such as healthy relationships, and more mental health specific topics, such as low mood and depression. In addition, emotional literacy skills (based on the work of the Southampton Psychology Service) are incorporated into all the lesson outcomes, to ensure that the learning is personalised and embedded. This means that pupils practice a range of skills, including talking about their feelings, rather than simply developing a theoretical understanding of SEMH. The use of associate writers, with their range of experience and expertise, ensures a high level of creativity and flexibility in the way topics are taught. Once written, the lessons were quality assured and standardised to ensure they were evidence based and functional. In June 2020, the lessons were updated in line with the September 2020 statutory guidance for Relationships Education, Relationships and Sex Education and Health Education.

Five ways to wellbeing

At Morley Victoria, we are passionate about mental health and ensuring our pupils are equipped with the knowledge, skills and strategies required to live happy and healthy lives.

Research shows there are five simple things we can do as part of our daily lives to build resilience, boost wellbeing and lower the risk of developing mental health problems. These simple actions are known internationally as the Five Ways to Wellbeing.

At Morley Victoria we promote and practice the Five Ways to Wellbeing.

Why the Five Ways work

Connect: Strengthening relationships with others and feeling close to and valued by others, including at work, is critical to boosting wellbeing.

Keep Learning: Being curious and seeking out new experiences at work and in life more generally positively stimulates the brain.

Be Active: Being physically active, including at work, improves physical health and can improve mood and wellbeing and decrease stress, depression and anxiety.

Give: Carrying out acts of kindness, whether small or large, can increase happiness, life satisfaction and general sense of wellbeing.

Take Notice: Paying more attention to the present moment, to thoughts and feelings and to the world around, boosts our wellbeing.

Online Safety

At Morley Victoria Primary School, we know how important it is to develop our children's ability to stay safe by having the ability identify and managing risk appropriately. These skills, as well as flexibility and resilience to change, are vital in an ever-changing world in which the use of social media, online gaming and the internet have become a major part of young people's lives.

As a school we embrace the educational and social benefits of new technologies and encourage responsible internet use; however, we are increasingly aware of the potential dangers and opportunities for misuse these technologies offer. Therefore, Online safety is a key part of our curriculum for both Computing and Personal, Social, Health and Enterprise Education (PSHE). It is something we talk about regularly with our children.

At Morley Victoria we have a weekly session allocated to online safety at the beginning or end of computing sessions in which we teach our pupils about the appropriate use of online devices such as mobile phones. This is a safe forum where the children can ask advice and voice any issues or concerns. We also have a computing worry box so that children can seek help with any issues they may have.

We have an online safety week each year, generally after Christmas when many of our children receive online devices for Christmas. Our curriculum is further enriched through the support of d:side.

British Values

At Morley Victoria Primary we understand that the society we live in is diverse and therefore, our curriculum and life within school reflects this. For our pupils, we aim to continually weave the thread of social, cultural, moral and spiritual British values throughout day-to-day school life. Underpinning this are the values and understanding of democracy, law, liberty, respect, tolerance, tradition and heritage.

At Morley Victoria these values are reinforced regularly and in the following ways:

Democracy

Through our Investors in Pupils work each year, the children decide upon their class mission statement and the rights associated with these. Each class vote for two school council representatives which gives every class a say on the decisions that are made at our school. The council meets every week to discuss any issues raised in class council meetings. The council is genuinely able to effect change within our school. Our PSHE curriculum encourages all aspects of respect for democracy and the democratic process. In Key Stage Two, each team or house elect a vice captain and captain after giving a speech to their house. Individual children are also appointed for posts of responsibility in the classroom such as class monitors and attendance officers. All children have an annual questionnaire where they are able to put forward their views about the school.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Morley Victoria. Pupils are taught the rules from an early age in the Foundation Stage. Each class and Key Stage have an agreed set of rules and a behaviour contract. The children are aware of the consequences of not following the rules in their school community. The children learn to understand the difference between right and wrong in all aspects of school life throughout the day. There is an opportunity for children to put right what has been done wrong, wherever possible. Children are given the opportunity to understand aspects of civil and criminal law and discuss how this might be different from some religious laws. Pupils in our school expect and receive a fair system where actions are always respectfully justified. Pupils are taught the value and reasons behind rules and laws; that they exist to govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

At Morley Victoria our 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 informed choices, through a safe environment and an 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 Online Safety and PSHE lessons. Our children are encouraged to give their opinions and share these ideas with due regard for the feelings of others. As part of our PSHE curriculum we place a huge emphasis on the social and emotional learning of our children and feel we send them off to high school as well-rounded individuals. We celebrate achievements both in and out of school in assemblies, through certificates and on 'praise pad' notes home. All of the children have access to the Inclusion Team necessary. This helps the children access support in a confidential and supportive way.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those of different Faiths and Beliefs

We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths. Throughout school life the children are encouraged to discuss differences between people such as their faith, ethnicity, disability, gender or sexuality. They also discuss differences in family life such as looked after children or young carers.

SMSC (spiritual, moral, social and cultural development)

Along with the nurture and promotion of key social and emotional virtues, values and attributes, SMSC development is the golden thread that runs throughout our curriculum. It is embedded into our ethos and can be sensed in our day-to-day practices and in many of our policies and procedures.

We value SMSC as a way to enrich our children's experiences and their outcomes. We view it as the essential building blocks for life-long learning including the ability to cope with the challenges of modern life.

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none">• Assemblies• Celebrations of different religions and festivals• Celebrating external achievements• Church visits• World Thinking Day• Visitors, visits and residential• Theme days and weeks in school• Morley community church visits• Keeping up to date with the news• Books and magazines• RE curriculum	<ul style="list-style-type: none">• Visits from outside agencies, eg, NSPCC• Children follow the behaviour policy and this is positively reinforced.• Charity fund raisers• School Council/Cluster Council• PSHE discussions• Online Safety• Captains, Vice captains, Eco committee• Youth voice summit• Leeds Children's Mayor• Reading materials	<ul style="list-style-type: none">• Clubs• Investors in Pupils• Competitions – sports and others• Easter school• Sports Leaders• Growth Mindsets• d:side• Transition to other year groups, high school• First aid training• Numerous music performances	<ul style="list-style-type: none">• Links with other schools• Global Learning, eg, fair trade• Sustainable Development Goals• Black British History• Role models and inspirational people• Books• Theme weeks• Celebrating the main sporting events• Community coffee mornings

“I chose Morley Victoria for my child because of the emphasis they put on ensuring that the children get a good education and also become good people. This school is like a family that we are lucky to be part of.”

- MV Parent

Cultural Capital

At Morley Victoria we are always looking for opportunities to extend and develop our children's cultural capital. Character Education is also weaved through every aspect of the curriculum at all levels.

When planning our topics this is always a consideration and we take up lots of opportunities that will give our children exciting experiences. As part of this we have developed a Morley Victoria passport which is jammed packed full of activities that will develop our children's cultural capital - we hope that all activities on the passport will be experienced by every child by the time they move onto their next stage of education.

At Morley Victoria we try to develop our children's Cultural Capital across all areas of the curriculum and in our everyday 'life' at school - the diagram below illustrates this nicely:



Cultural Cohesion Quality Mark at Morley Victoria

We believe that Morley Victoria is a safe environment where pupils feel able to share and discuss their views and opinions and, through Cultural Cohesion, we aim to nurture reflective children who are responsible for their own actions and recognise and respect cultural differences.

The Cultural Cohesion Quality Mark is an award that was initiated in Leeds and has been developed for all organisations such as those in the private sector, public sector, educational establishments and other workplaces and agencies.

Embedding the Cultural Cohesion ethos into the curriculum of Morley Victoria will impact the pupils by ending any inequalities and building harmonious relationships between our children and our wider community. The principles that sit behind this charter mark are ones which we wholeheartedly believe in and they will ensure that children from all backgrounds will feel valued as equal members of our school.

The Cultural Cohesion Quality Mark concepts are embedded in a variety of curriculum subjects at Morley Victoria. They particularly encompass objectives linked to PSHE, SMSC and RE. The curriculum leaders for these areas work closely together to ensure that the ethos behind CCQM is shared, taught and discussed consistently.



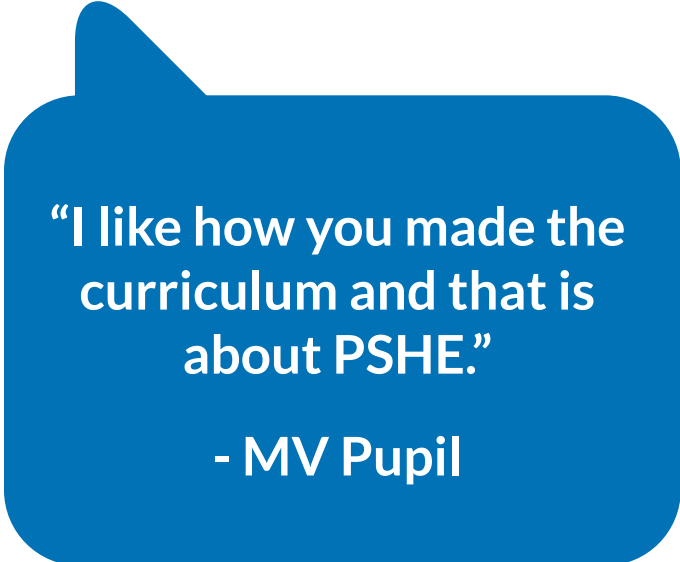
Pupil Voice

Through pupil voice, we encourage and provide opportunities for all pupils to make a genuine, valued and recognised contribution to school life: involving them in decision-making creates meaningful change and facilitates a sense of empowerment and inclusion.

Providing our children with meaningful opportunities to share their experiences, views and hopes about our school has many positive outcomes: great behaviour, healthy and respectful relationships across the whole-school community, and good attainment and attendance.


Pupil voice is practised at Morley Victoria in a variety of ways; for example:

- Our proactive school council in both Key Stage 1 and Key Stage 2, allows children to share their opinions and ideas to improve our school grounds. We have created 'friendship benches', have our very own fish tank and have improved various areas of school grounds to promote the love of outdoor learning with both our staff and children.
- We hold a weekly class meeting to discuss the minutes of school council meetings so that all pupils can have their say.
- We also give children the opportunity to become elected as part of our 'Eco Committee'. This helps give the children a voice in the way our school can become more environmentally friendly.
- Many school statements, school action planning, the website and class-rooms layouts are design following pupil consultation.
- All classes have written their own diversity statements and had input in our anti-bullying policy.
- Our children vote for their house captains, youth group representatives and their Pupils' Pupil to name a few.
- In year 6, youth group representatives decide how the available funds should be spent to provide the best experience for their peers.



"I like how you made the curriculum and that is about PSHE."

- MV Pupil

A photograph of three young girls in school uniforms sitting outdoors against a large tree trunk. One girl is standing in the background, smiling, while two others are sitting on the ground in the foreground, also smiling and looking at each other. They are wearing white collared shirts and dark blue or navy cardigans. The background shows a blue metal fence and some greenery.

“Morley Victoria places equal emphasis on the personal development of a child as their academic achievements. Everyone involved with the school wants the children to be well rounded individuals.”

- MV Governor

Climate Change

At Morley Victoria, we understand the importance in teaching children about current worldwide issues. We see climate change at the forefront of this, and feel it is our responsibility to ensure our children not only hold the knowledge to understand the problem but the ability to actively participate in questioning solutions and begin to take actions themselves.

We aim to provide a safe, guided space for our children to develop a sense of shared responsibility, a feeling of empowerment and to become active citizens within their community. Supporting the United Nations sustainability goals, we teach our children that every one of us can help limit global warming and take care of our planet.

In Key Stage 1 the children learn about the changing weather and climate, identifying the impact of this on some animals, plants and environments both in our locality and elsewhere. Through structured discussions, children gain an understanding on the outlook of our future world and begin to identify actions that people can take to have a positive impact on the climate. This develops further into Key Stage 2 where children look specifically at the impact of fossil fuels, carbon footprint and begin to make predictions based on current trends. There is a heavy focus on responses to climate change with initiatives such as planting trees, renewable energy and strike action.

Black History

Black History in the UK celebrates the history, arts and culture of black British people. Awareness of, and education about, the history of white British people is well-established, but at Morley Victoria we recognise that black British history is underreported and underrepresented.

In previous years we took part in Black History “Month”, and we recognised the importance of the project but limitations of the time frame minimised the importance of Black History, therefore we have extend teaching Black History within the wider school calendar year, particularly when it links to other areas of teaching and learning.

In a school where children are predominantly white British, and where we aim to equip our children with the virtues, values and personal attributes to be good people who make positive contributions to society, it is really important to broaden the children’s horizons and recognise the contributions of the black community.

Enrichment Experiences and Opportunities for Social and Emotional Development

Life skills

At Morley Victoria we recognise that a range of skills are required in order for people to flourish as they grow older and gain more independence. Life skills are vital for success in education, in the workplace and in people's daily lives. These skills range from the confidence and motivation to seek challenges and complete tasks, to the interpersonal skills that aid teamwork and other social interactions. These essential life skills are crucial to people achieving their potential, and therefore it is natural that they should also lie at the heart of all that we do.

With this in mind, and in line with our vision and ethos, we work hard to provide opportunities and experiences for our children to: problem solve; develop self-confidence, self-worth, self-awareness and resilience; develop employability skills and financial capability; develop knowledge of how to keep healthy both physically and emotionally; and develop values and virtues.

Beginning in September 2021, all year groups will focus on three age-appropriate life skills per year dedicating a term for children to practice and become proficient in each. Some of these skills will include: using a knife and fork ; fastening buttons and using zips; understanding and using cash including change when shopping; making a cup of tea; reading and following a bus timetable; changing sheets/make a bed; and tying a tie.



Some other established life skills practised in school include:

Cooking

We strive to provide all our children with the opportunity to learn about making healthy food choices and the importance of a balanced diet. We also encourage them to design and make recipes alongside developing basic - but essential - cooking skills.

First aid

We are very grateful to the PFA who pay for First Aid training for all of the children at Morley Victoria. They feel that investing in this vital life skill is so important that it happens every year. The children always find their year group session very interesting and the trainer is always very impressed by what the children remember from the previous year and the key messages that were given

Swimming

Teaching our children to swim and be confident in the water is an essential life skill that we believe all children should have the opportunity to acquire. It is also a great activity that keeps our bodies physically fit and healthy. At Morley Victoria we take our Year 4 children every week for swimming lessons to Morley Leisure Centre for the whole academic year.

Bikeability

Bikeability is a cycle training programme that teaches our year 6 children practical skills and gives them the understanding and expertise they need to ride their bikes safely on the road.

Enterprise

We strive to provide opportunities for our children to think and act in enterprising ways. Entrepreneurial experiences provide a focus on employability skills and work-related experiences, promote positive attitudes, and provide opportunities to develop skills such as problem solving, decision making and evaluating risks.

Every year our children take part in a whole school enterprise competition in which they compete to make the most profit from sales of their chosen product. Enterprise is also encouraged as part of our school fares, the Harvest festival and cake sales.

Gardening

As a reward for achieving personal targets, children have the opportunity to enjoy time in our garden where they plant seeds, water plants and pond dip.

Road Safety

Road safety training, delivered to children through Leeds City Council, teaches our children how to stay safe on the roads by implementing the Green Cross Code.

Outdoor learning

At Morley Victoria Primary School, we believe that all children have the right to experience the unique and special nature of being in the great outdoors. Furthermore, that it is important to enable children to use the outside environment as a context for academic learning as well as social and emotional development. From enhancing problem solving skills to communication and resilience, outdoor learning provides endless opportunities for exploration, experimentation and creativity.

Providing our children the direct experience outdoors is powerful and motivating. The impact from outdoor learning is active and instantaneous and has a positive effect on behaviour. Outdoor learning, from exploring our school garden to Churwell Woods to taking classroom objectives into our own outdoor areas, also provides experiential opportunities allowing our pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change. Outdoor learning has proven be particularly beneficial to children with SEN and additional needs.

Outdoor learning also contributes towards children's understanding of the importance of being physically active and developing a healthy lifestyle. It brings about community cohesion and allows our children to develop as responsible citizens who make a positive contribution to their wider community. It creates pride in the school and wider community and promotes community involvement creating a sense of belonging and responsibility.



Community Links

At Morley Victoria we always try to be at the heart of the local community, caring for those around us and, through our creative curriculum, helping to teach our children to become well-rounded individuals and good citizens.

We make sure that we have links within the local community where everyone can benefit equally. We have links with St. Peter's Church and visit there at least twice each year, usually Christmas and Easter.

Our school is the base for the local Brownies, Guides and Scouts with many of our school children in attendance. We also provide space for a group of local child minders who meet each Tuesday in our Portakabin hall.

Residents at local residential homes come for a visit once a year to our Christmas coffee morning. As well as being an enjoyable event for all, this provides our children the opportunity to develop the skills and understanding skills required to care for the elderly in an aging population.

We also work closely with other schools in the Primary Partnership on joint projects, some final events have taken place at Morley Town Hall where we have links with the Mayor. He enables us to attend the St. George's Day Service at Leeds Minster and this year we helped Morley commemorate the centenary of the Battle of the Somme in the Central Methodist Church.

As part of the more school based community we look to our families, children, Governors and PFA for support. Together they managed to purchase two defibrillators for our school and a sign for outside the building alerting the local community that we have this life-saving equipment should they ever need it. Such achievements are tributes to the team work skills, determination and persistence of our school community.

Our links with the local private day nurseries and secondary schools are also very important to use because of the priority we place on transition between settings and supporting our children in developing the confidence and self-regulation required to manage change.

“As a teacher I care just as much about the personal development of the children in my class, as their academic progress. It is important that they grow up to be happy, safe and responsible citizens.”

- MV Staff

Physical Activity

At Morley Victoria we believe that participating in physical activity is crucial to social and emotional development. Physical activity improves children's self-esteem and confidence, provides the opportunity to set and achieve goals and reinforces belief in abilities through supportive teammates.

In school, we are building an active culture focusing around the physical and emotional wellbeing of our children. Across both key stages, we have introduced short, sharp active breaks into timetables that allow children the opportunity to have 20 mins of physical activity. We have given teachers the autonomy to select when and where they build their active breaks in, so as to benefit their children the most.

During our lunch and break times, we have tried to maximise the opportunities that children have to partake in physical activity. We now have 20 year 5 children who have been trained by members of staff to become sports leaders for the entire school. They run daily lunchtime activities focused around physical activity for both Key Stage 1 and Key Stage 2 children. These also run alongside the daily lunchtime activities run by our PE Partner coaches.

To aid both the Sports Leaders and coaches, we have created 'active zones' in our Key Stage 1 and Key Stage 2 playground that are designed specifically for physical activity. We have used part of our Sports Premium money to invite external companies into school to help promote physical activity.

Additionally, throughout the year, physical activity is continually promoted through various themed days that we organise and participate in at Morley Victoria, for example Sport Relief. As well as raising money for a range of fantastic charities, themed days are also used to continue motivating our children to participate and engage in physical activity, both in school and at home.

Furthermore, we utilise physical activity as a way of establishing community links. For example Key Stage One had a visit from Yorkshire County Cricket Club to participate in their 'All Stars Cricket' programme.

Enrichment

Enrichment helps build a child's character, motivation and resilience to cope with a wide range of challenges. It enables our children to develop essential life skills and an understanding of cultural and community issues.

At Morley Victoria we are always looking for ways to enrich the children's experiences and enhance our exciting, creative and unique co-curriculum: every child has the chance to access enriching activities that provide them with a rounded and culturally rich education.

Examples of enriching activities undertaken at Morley Victoria are:

- Children in need
- Remembrance Day
- Hello Yellow
- NSPCC Number Day
- Halifax Bank Workshops
- Career's fair
- Enterprise Week
- Anti Bullying Week
- Worldwide Week
- Skip to be Fit
- Sport Relief
- Holocaust Workshop
- World Down Syndrome Day
- Youth Group
- Ukulele and Guitars
- International Women's Day
- Earth Day
- Mental Health Week
- Diversity Week
- Steven Lawrence Day
- Spelling Bee
- Fire Safety
- PANTS NSPCC
- Bikeability
- Young Voices

“Our curriculum teaches us important things we need to know for later in our lives.”

- MV Pupil

Transition

The process of moving to another year group is a big step wherever it is in school. We always think incredibly hard about how to make the 'in-house' transition process better year on year for our children. The importance of ensuring the children are happy and have a confident start in their new year groups is crucial to us.

Before children join our school in Nursery or Reception we conduct home visits to introduce ourselves as staff to new children and their families in a familiar environment. We discuss coming to visit school to allow the children to feel comfortable and to start to build the crucial relationships with their peers and members of staff. Any questions families might have can be answered to ensure the smoothest transition into school as possible.

At school we recognise that the more time the children spend with their new teacher in their new classroom helps with the transition process. In July we have a period where the children spend a large chunk of the school day with their new class teacher in their new classroom. During this time we support the children in understanding the expectations and routines for the next year group, begin writing and completing work in their new books and carry out lots of 'getting to know you' activities. We also have lots of assemblies in our new Key Stages so that we get to know the routines and expectations.

Over the summer holidays the teachers set the children in their new class holiday homework that helps with the start topic in that particular year group. They also have some basic skills activities or an activity which helps further with the 'getting to know you' process. The homework is then shared and displayed at the start of the new academic year.



Transition to high school

The transition from primary school to high school is a huge one for children so one of the main aims in the Year 5 and 6 Team is to prepare our children for the next step in their education. This begins in Year 5 with initiatives such as planners and the opportunity to earn house points but the majority of the transition work is done in Year 6.

We have a comprehensive transition programme planned which is improved year on year. The transition programme generally starts in November and runs for the rest of the year. The activities the children take part in give them a 'taster' of what they have to look forward to. It also gives the children chance to get to learn about high school classrooms, the teachers and their expectations.

It is very important to us that we send our children off to high school with the required the ability to be emotionally and socially ready for the next step of their education. We feel that when our children leave us they have a great 'CV' of activities and opportunities they have had from their time with us.

When our children come back and see us they do tell us (as well as their parents) how well they were prepared and how easy the transition was because of the things we have in place in Year 6. It is always wonderful to see and hear that our former pupils are being very successful and growing up to be confident individuals.

Year 6 Transition Activities:

- Dance workshop
- Drama workshop
- Music lessons
- Cooking
- Design Technology activities
- Science sessions
- Art lessons
- English lessons
- Maths lessons
- An invitation to see high school performances – plays, music and languages.
- Extra sessions to help targeted pupils with organisation.
- Extra sessions to help targeted pupils with confidence.
- Extra sessions to help targeted pupils with behaviour for learning.



“Our curriculum teaches us how to stay safe.”

- MV Pupil

Extra-Curricular Activities

At Morley Victoria we encourage our children to take part in extra-curricular activities throughout the school year. This helps the children to make the most of their time with us and encourages them to nurture existing skills and interests and develop new ones.

We offer a range of extra-curricular activities across school to meet the needs of all children. For further information please visit the school website.

Trips/Residentials

At Morley Victoria we are always striving to provide memorable experiences for all of our children. As part of this, our teachers spend a huge amount of time planning how to bring the curriculum alive by organising visitors and trips that not only support academic learning but allow opportunities to develop key values, virtues and personal qualities.

Here are some of the places we have taken our children to:

Yorkshire Wildlife Park
Chester Zoo
Liverpool Maritime Museum
Leeds Museum
Stockeld Park
Roundhay Park
Temple Newsam
Yorkshire Sculpture Park
Eden Canp
Cober Hill
Ingleborough
High Adventure
Cannon Hall Farm
The Rainbow Factory
Tropical World
Junior Kitchen

For more details, please visit the school website.

Celebrating our children and their achievements

At Morley Victoria we are proud to have many confident, resilient and independent learners, who demonstrate a growth mindset towards their learning as well as being kind and thoughtful people. We are so proud of children's achievements, both in school and out of school, and it is so important to us that we recognise and celebrate these qualities in everything we do. This includes: in assemblies, on displays, in our newsletters, through social media (Twitter), the website, special celebration assemblies and whole school and class teacher reward systems.

Assemblies

In celebration assemblies children receive certificates to recognise outstanding learning, attitude to learning and demonstration of positive virtues, values and personal qualities. PE trophies are awarded to the 'PE Partner Pupil of the Week' and a trophy for the 'PE Partner Class of the Week'. We also have a special assembly each half term in which a 'Pupils' Pupil' and 'Teacher's Pupil' are selected from each class to recognise their outstanding performance over a period of time. Parents and carers are invited along to celebrate their child's achievements.

Achievements out of school

Many of our children achieve wonderful things out of school, that we celebrate in various ways, including giving our children an opportunity to share their achievements with their peers in our celebration assemblies.

Attendance

We celebrate the achievements of children with excellent attendance on a termly basis, by awarding attendance badges.

House/Team/Dojo Points

Excellent behaviour and attitudes to learning are celebrated through our House/Team/Dojo points system. Children earn points which can be spent on a selection of gifts from our points shop.

Targeted Social and Emotional Support and Intensive Intervention

Inclusion Team

Being individual and unique is something we value and nurture at Morley Victoria. We believe that investment of time in emotional health and wellbeing in children, including those who need additional learning support, is something which can and will have a positive effect on them for the rest of their lives.

As part of our 'whole-child approach', and to ensure we meet the social and emotional needs of ALL our young people, despite home circumstances or individual needs, we have appointed a very emotionally intelligent team of staff who support the children in our care in achieving their full potential. The inclusion team are one of our most valued assets in the social and emotional development of our children.





Our inclusion team work alongside the teaching staff (including teaching assistants, SEN assistants and HLTAs) to support the work in the classroom. They do this by promoting health and wellbeing initiatives and our shared virtues and values.

Though for most children, good quality first teaching is enough for them to be successful and thrive, for some children - including those with special educational needs - they need a different approach on top of wave one quality first teaching.

If more support is needed, children can access this through our inclusion team. The inclusion team meet regularly to plan the best way to help individual children. The team may offer:

- Further advice to you and the adults working with your child
- A personalised behaviour plan
- Support from a learning mentor
- Participation in a specific group e.g. Social skills group, Little Lions
- Access to Mini Vic
- Support for the family
- Additional support from The Morley Cluster to gain further help outside of school provision (e.g. speech and language therapy and core therapeutics such as Art and Lego therapy)

Meeting formally every fortnight, the inclusion team discuss the children in our school, talk about what provision we have in place for our most vulnerable children and how any interventions are working to maintain maximum impact by measuring against both academic achievement and demonstration of value, virtues and personal qualities.



**MORLEY
VICTORIA
PRIMARY SCHOOL**

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