



Fairlawn Primary School

Philosopher Procedure



Assistant Principal:	Bern Langton
PSHE Lead	Bern Langton
RE Lead	Amelia Wollas
Approval Date	01.03.22
Review Date	01.03.23

Intent

All schools must provide a curriculum that is broadly based, balanced, and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

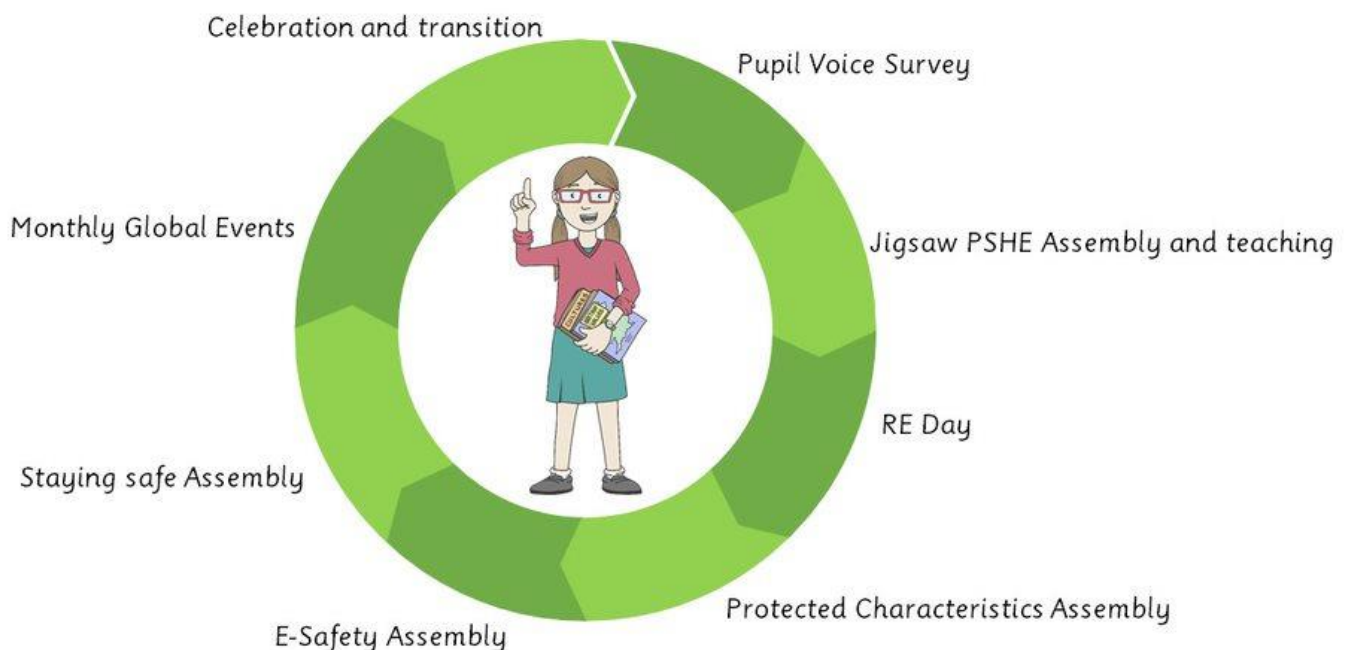
At Fairlawn we believe this aspect of our curriculum is the intersection of themes that we refer to as our 'Philosopher Curriculum'. These are underpinned by our school values of Respect, Resilience, Responsibility and Curiosity.

At Fairlawn, we believe, the interconnected strands of

- Personal, Social, Health & Economic education (PSHE)
- Relationship & Sex Education (RSE),
- Spiritual, Moral, Social & Cultural Education (SMSC)
- Protected Characteristics
- Cultural Capital
- Mental Health & Wellbeing (MHWB)
- E-safety
- Preparation for transition to Secondary and the future

result in

Holistic Development For All



Philosopher Strategy

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Pupil Voice		Racism pupil voice survey	Gender pupil voice survey	E-Safety Ambassador Work	Healthy habits pupil voice survey	Different families pupil voice survey	Ready to move on pupil voice survey
SMSC	PSHE	Being Me in My World Rights and responsibilities	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	RSE				Sexual Reproduction in science (Y6)		
	RE	Judaism Rosh Hashannah	Christianity Christmas	Hinduism Vasant Panchami	Sikhism Vaisakhi	Buddhism Buddha's Birthday	Islam Eid Al-Adha
Protected Characteristics		Race and ethnicity race including colour, nationality, ethnic or national origin	Gender / Gender Reassignment Gender Top Ten	Age	Disability	Marriage and Civil Partnership Sexual Orientation	Pregnancy and Maternity
E-safety		Self-image and identity	Online Bullying	Online reputation	Health, Well-being and lifestyle	Online Relationships	Privacy and Security
Staying Safe		Clever Never Goes Staying safe out and about.	Fire Safety (Bonfire night)	Online Safety	Mental Health and Wellbeing	Sun Safety	Road Safety
Events		Black History Month	Remembrance Day Anti-Bullying Week				
Transition to secondary		Y6 open events Y6 Applications close 31 st October	Y6 The cost of living and budgeting	Y6 Careers discussion	Y6 Pupils get offers	Y5 applications reminder Y6 Secondary Transition Events	Y5 Secondary Info event Y6 Leavers' assembly & Hoodies



Links

[Fairlawn Philosopher Curriculum .pptx](#)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS Education for a Connected World .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf)

<https://www.gov.uk/guidance/equality-act-2010-guidance#:~:text=The%20Equality%20Act%202010%20legally,strengthening%20protection%20in%20some%20situations.>

<https://www.gov.uk/guidance/equality-act-2010-guidance#:~:text=The%20Equality%20Act%202010%20legally,strengthening%20protection%20in%20some%20situations.>



PSHE & RSE

Our PSHE curriculum aims to:

- Provide children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Encourage children to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Help children to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Promote understanding and respect for our common humanity, our diversity and our differences.
- Develop social skills and understanding of healthy relationships, enabling them to form the safe, fulfilling relationships that are an essential part of life and learning.
- Give all children the opportunity to experience a programme of Relationships and Sex Education (RSE) at a level which is appropriate for their age and physical development with differentiated provision where required. Sexual reproduction is taught through science in Year 6
- Deliver content in a way that is sensitive to the needs and background of our communities.

Our curriculum will support the development of the skills, attitudes, values, and behaviour, enabling pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Our Philosopher Curriculum and PSHE Sticky Knowledge overview (Appendix 1) detail what is taught to who and when. Weekly PSHE work is recorded in pupils own books whilst A4 floor books are used to capture discussions for PSHE and RE.

Religious Education



At Fairlawn we provide for the spiritual development of pupils by teaching them to be reflective about their own beliefs (religious or otherwise) and perspective on life and to have

- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Religious Education is taught through termly RE days which focus on a specific religion and are linked to a religious festival. As pupils progress through the school they investigate different philosophical questions related to faith. RE days are introduced with assemblies from visiting representatives from local places of worship. Philosophical themes are also investigated through philosophy for children, class assemblies and PSHE circle time.

Protected Characteristics

The equality act of 2010 makes it illegal to discriminate against someone because of a protected characteristic. At Fairlawn, we teach the 9 protected characteristics focussing on one each term linking them to the wider PSHE curriculum and global events.

- Race and ethnicity
- Gender & Gender reassignment
- Age
- Disability
- Marriage, civil partnership and sexual orientation
- Pregnancy and maternity.

At the start of each term, a pupil voice survey is used to gauge pupils opinions, ideas and knowledge of a particular characteristic. Findings from this survey are used to inform a follow up assembly on that characteristic. Alongside this assemblies can be used to launch ongoing initiatives such as the Fairlawn Gender Equality Top 10.

The poster features a cartoon girl with blonde pigtails and a green headband on the left. To her right is the Fairlawn logo (a grid of colored squares) and the text 'Fairlawn Gender Equality Top Ten'. On the far right is a large green gender equality symbol (a circle with an equals sign and a cross). Below the title, there is a 'Respect' button and a paragraph: 'At Fairlawn, our classrooms are non-gendered and inclusive. Children feel celebrated for their individuality. All pupils feel equally safe and accepted.' A list of ten points follows, and at the bottom, a box titled 'What is gender identity?' explains it as 'your deeply-held inner feelings of whether you're a boy, girl, both, or neither.'

Respect

At Fairlawn, our classrooms are non-gendered and inclusive. Children feel celebrated for their individuality. All pupils feel equally safe and accepted.

1. Everyone deserves respect.
2. People deserve to be heard. Everyone gets a turn to speak.
3. Think about the language you use - no sexist language.
4. Avoid stereotypes and challenge them if you hear them.
5. Everyone can work together- not boys against girls or girls against boys.
6. Classrooms jobs should be shared equally- Girls and boys are as strong and able as each other!
7. Everyone can participate in any activity that's available - there are no boys' or girls' only activities.
8. There are no boys' toys or girls' toys! They are just toys. Boys and girls can play with any toy they choose.
9. There are no boys' or girls' books! They are just books and anyone can read them.
10. There are no boys' and girls' colours - everyone can choose any colour they like.

What is gender identity?
Gender identity is your deeply-held inner feelings of whether you're a boy, girl, both, or neither. Your gender identity isn't seen by others.



E-Safety (RSE)

To complement our Computing Curriculum we use the UCIS Education for a connected world framework to deliver ongoing E-Safety teaching through termly E-safety assemblies. Each assembly focusses on a different theme.



- Self image and identity
- Online bullying
- Online Reputation
- Health, Well-being and lifestyle
- Privacy and security

These themes are linked to our SMSC and Protected Characteristic aims. 15 pupils from KS2 are identified as Online Safety Ambassadors and take part in workshops to upskill them around online safety. They then use this position of responsibility to cascade their knowledge to other pupils and parents through class visits and assemblies.

Personal Safety

Fairlawn Primary School recognises that by developing a Personal Safety programme throughout the school we will provide the opportunity for each pupil to acquire the necessary skills, values, attitudes, knowledge and understanding to equip themselves to deal with potentially challenging, dangerous or threatening situations. Personal Safety programme is delivered both discretely - through special assemblies and focus days linked to PSHE, the wider philosopher curriculum and the time of year.



Transition to Secondary

Entering a new situation can be a stressful time and moving to secondary can be especially challenging for pupils due to the change of building, a more formal classroom approach and larger and unfamiliar environments. Rapid change can lead to insecurity and stress. We aim for a transition process that:

- Supports the smooth transition of children beyond Fairlawn Primary School
- Prevents and alleviates stress
- Promote continuity of teaching and learning
- Celebrates the end of children's journeys at Fairlawn.

Year 5 pupils are offered the following to begin the process of secondary transition:

- A parent information evening about the application process and local schools.
- Taster days, open days and evenings at local schools; children's absences are authorised (magic mornings at Fairfield).
- Children are encouraged to attend sporting, music and other enrichment sessions at secondary schools.

Year 6 pupils are offered the following to begin the process of secondary transition:

- Once they have accepted a secondary place we advertise and encourage them to participate in all transition events on offer.
- One day visit for pupils to new secondary school, usually held in late June or early July.
- Some schools offer additional visits for identified pupils on class teacher or Inclusion Manager referral.
- Most secondary schools offer a formal meeting between the Year 6 teacher and the Year 7 tutor of receiving secondary school to discuss pupils.
- Year 6 teacher completes a profile of assessment and transition needs for each child to pass onto secondary school.
- Identified children (SEND, CiC) receive additional support before and after transition.
- Transfer of pupil records to secondary school.
- The Y7 tutors from all local secondaries visit Y6 children to meet the children and discuss their thoughts and concerns ahead of transfer.
- SENDCO meets with Secondary colleagues where appropriate to pass on important SEND information which may have an impact on planning and resourcing
- Support with the appeals process for secondary places if required.
- The Year 6 leavers' residential support pupils to grow in confidence and independence.
- The Year 6 leavers' assembly celebrates and marks the end of their time at Fairlawn.
- The pupils' Year 6 leavers hoodies are a permanent reminder of the end of this chapter.

Throughout Year 6, teacher provide additional learning opportunities around careers and budgeting linked to the wider curriculum to prepare pupils for the future.

Mental Health and Wellbeing

At Fairlawn, we are committed to promoting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). Our school ethos is built on a foundation of mutual respect and care where each individual is valued. All staff are well equipped to support children manage times of change and stress and assist them to reach their full potential. As a school, we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everyone's business and that we all have a part to play.



We have a responsibility to ensure that our children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support. In order to achieve this, we have regular assemblies which follow key themes and global events such as 'Children's Mental Health Awareness Week'. Each classroom is equipped with a calming space, feelings box and 'In my Heart' resources which aim to develop emotional literacy and language. Through the use of regular school council meetings and termly surveys, the voice of each individual child is heard.



The school has an established mental health and wellbeing team which consists of staff from across the school including leads in PSHE, safeguarding, school council and parent governors. The team meet three times a year to review the school's practice and mental health and wellbeing plan.

Cultural Capital

At Fairlawn, we believe that all our pupils deserve access to the same cultural experiences to ensure they leave our school well-informed and prepared for future success. Our curriculum is supported by rich and varied opportunities such as; local trips, residential, forest school, trips to places of worship, libraries, museums, sports, music and arts venues, visits from professionals and experts as well as extra-curricular clubs and activities. We also draw upon the wealth of cultural capital from our local communities.

Our Cultural Map-it-all document details all the Cultural Capital Opportunities offered at Fairlawn. View our collaborative Padlet here:

