



Frome Vale Citizen Procedures (including British Values and PSHE/RHSE)

Frome Vale Citizen Approach

A culture and curriculum

Self-Agency, Sense of Self, Sense of Place

(Key concepts: Relationships, Identity, Well-being)

The school's aim is to develop 'Frome Vale Citizens' by developing citizens of the world by providing opportunities to embrace diversity, develop positive values, teach life skills and love learning, to enable personal achievement. We do this by:

- Developing a clear understanding of pupil's place in a multicultural and diverse world, respecting differences and similarities.
- developing environmentally conscious citizens.
- developing an understanding of personal well-being, healthy living, personal safety and safe relationships.
- developing critical thinkers, who are able to articulate their ideas in a confident manner.
- developing a sense of responsibility.
- Developing curriculum specific skills to enable children to understand what it means to be a mathematician, writer, geographer etc.

At FVA we believe self-agency is about:

- the capacity for individuals to take control of their own lives,
- to have a voice in decisions,
- to be active participants in their learning,
- to have a clear sense of who they are as a person and what they believe and how this relates to the world around them,
- to be resilient to challenge,
- to have strong self – efficacy

In order to develop this in pupils at FVA, we use Frome Vale Citizen, an overarching approach which incorporates a curriculum and culture. The following summarise the key areas where we provide opportunity to develop social skills, academic behaviours and mindsets, and a strong identity of who they are.

We believe this will help the children to become good Frome Vale Citizens, and citizens of tomorrow.

The following areas fall under Frome Vale Citizen:

- 12 studied values
- 8 Pupil Voice Groups
- I am a Citizen curriculum (PSHE/RSHE)
- Frome Vale jobs
- 6 Learning behaviours
- FVC + (visitors, special weeks and events)
- Democracy vote
- Heart awards
- FVA Passport
- FVA manners
- Wishing Well

'I am Curriculum'

Our curriculum enables children to understand their **place in the world**, which they exploit because of a developed **sense of self** and **agency** that is built on an ability to **seek meaning** and make connections based on evolving **understanding** secured through a foundation of **knowledge** and **skills**. **See the curriculum on the website for further details.**

Values and Learning behaviours

Frome Vale Citizen is both a culture and a curriculum. It developed through a termly focus on a learning behaviour and a core value, as seen in the table below:

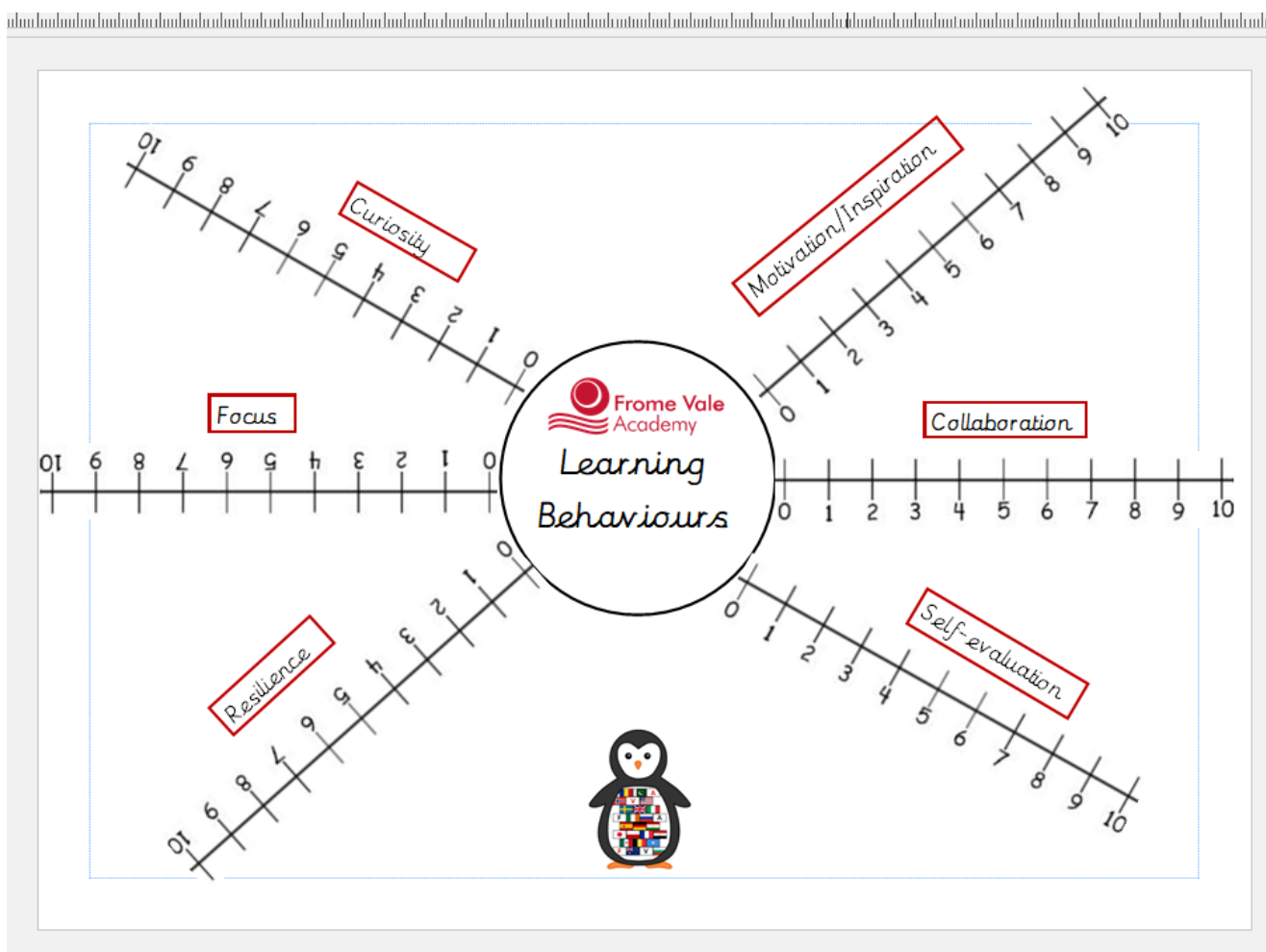
	Learning Behaviours	Frome Vale studied Values Year A	Frome Vale Values Year B
Term 1	Motivation/Aspiration	Respect	Friendship
Term 2	Collaboration	Thankfulness	Fairness Justice
Term 3	Self-Evaluating	Truth Honesty	Contribution

Term 4	Resilience	Responsibility	Loyalty
Term 5	Focus	Kindness	Courage
Term 6	Curiosity	Humility	Forgiveness

For each value there is a progression of questions so that the children explore these areas more deeply as they move through the school.

Learning behaviours

There are six learning behaviours at Frome Vale, with one being explored more deeply once a term. Children develop how confident they feel in each area and what they might need to do to improve this using this scale.



Pupil Voice

Pupil voice is an important part of life at Frome Vale. There are eight pupil voice groups who represent different aspects of school life and develop our citizens' understanding of key issues.

Democracy

Once a term, the whole school also have a say in a democratic process of voting yes or no for a particular question that influences the running and organisation of the school.

'I am a Citizen (PSHE/ RHSE)

The Jigsaw Approach

Introduction

Jigsaw, the mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A lesson a week with the teaching resources included, helps teachers to focus on tailoring the lessons to their children's needs and to enjoy building the relationship with their class, getting to know them better as unique human beings.

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

The Six Puzzles (Themes/ Units of work)

There are six Puzzles in Jigsaw that are designed to progress in sequence from the start of each academic year:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Relationships

Term 5: Healthy Me

Term 6: Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) , which work towards an 'end product', for example, The

School Learning Charter or The Garden of Dreams and Goals. Each Piece has two Learning Intentions: one is based on specific PSHE learning (purple) and one is based on emotional literacy and social skills development (green).

The whole school works on the same Puzzle at the same time, meaning that each Puzzle can be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way.

The creation of Jigsaw is motivated by the genuine belief that if attention is paid to supporting children's personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. That's why Jigsaw is completely child-focussed. This is reflected in the innovative way that Pieces (lessons) are structured, which also reflects understanding of the learning process.

In designing the Pieces, we imagine that children are asking the teacher to:

Improve their social skills to better enable collaborative learning (**Connect us**)

Relax their bodies and calm their minds to prepare them for learning (**Calm me**)

Help the brain to focus on specific learning intentions (**Open my mind**)

Initiate new learning (**Tell me or show me**)

Facilitate learning activities to reinforce the new learning (**Let me learn**)

Support them in reflecting on their learning and personal development (**Help me reflect**)

Puzzle Outcome/End Product

Producing a whole-school end product adds to the children's sense of community and belonging, raising self-esteem and sense of identity.

In each series of 6 Pieces (lessons) learning builds and develops and culminates in a suggested End of Puzzle Outcome, for example The Garden of Dreams and Goals, or the Tree of Change display. Within each Puzzle (unit) there are specific lessons and tasks that involve children in each class producing something for the End of Puzzle Outcome. These are listed overleaf and are written into the lesson plans so do not require additional time. This gives the learning additional purpose and builds motivation for the work.

While it is recommended that schools/settings try to complete the End of Puzzle Outcomes as they are written into each Puzzle, there may be circumstances such as lack of display space or teacher workload that make some more challenging to complete. Equally, schools that have used Jigsaw for a number of years may have used the same Puzzle Outcomes for successive years and need to do something different.

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (E1-E2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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

British Values

British values are taught both discretely and as part of the other subjects as seen above. Here are some examples of how this is achieved.

Democracy

- An active school council that adheres to democratic principles.
- Democracy discussions allow all pupils to participate in student voice.
- Opportunities to vote provided as appropriate for each year group and as whole school questions focused on the way the school day is organised.
- Promotion of democracy throughout the curriculum where appropriate.
- Values based assemblies

The rule of Law

- High expectations for behaviour set out in the school's behaviour policy.
- Rewards for demonstrating good behaviour – gold stickers, Frome Vale citizen cards and Frome Vale Citizen of the Week award, and consequences for not following rules.
- Regular use of circle time during Jigsaw
- Regular visits from the local police and PCSOs.
- Sporting competitions which help to instil understanding of the need for rules.
- Values based assemblies

Individual Liberty

- Opportunities to make choices in a safe and supported environment.
- Clear expectations of behaviour with rewards and consequences set out in the school's behaviour policy.
- Children are taught how to keep themselves safe through lessons on anti-bullying, e-safety and visits from external organisations such as the NSPCC and Jigsaw sessions.
- Opportunities to contribute to local and national charitable events.
- Values based assemblies

Mutual Respect

- High expectations for behaviour set out in the school's behaviour policy.
- Rewards for demonstrating good behaviour – gold stickers, Frome Vale citizen cards and Frome Vale Citizen of the Week award, and consequences for not following rules.
- A curriculum where children are encouraged to express their views in a safe environment where the thoughts and answers of all are respected.
- Sex and relationship education.

- Opportunities to work co-operatively and collaboratively.
- Opportunities to look for similarities while being understanding of differences.
- Values based assemblies

Tolerance of Different Faiths and Beliefs

- Through religious education lessons children learn about different religions, their beliefs, places of worship and festivals.
- Assemblies celebrating significant religious festivals.
- Visits in by local religious leaders and faith groups.
- Opportunities to visit different places of worship.
- Values based assemblies

Teaching strategies will include a mixture of whole class teaching, collaborative group work and independent study. A range of resources, artefacts and information sources will be used to support children's learning including:

- books
- internet
- photographs
- religious or cultural artefacts
- maps
- film
- visitors in to school
- educational visits to places of religious, cultural or educational interest.

Children will have opportunities to compare and contrast, make deductions and predictions, identify similarities and differences, recognise bias, explain and reason and express their opinions, and plan, create then evaluate their work. Where possible links will be made with the core curriculum subjects.

All children's work for Frome Vale Citizen will be kept in a class floor book.

FVA manners

Children are expected to develop the following manners to show they are respectful and courteous citizens of the community:

- Say hello if an adult has said hello/ good morning
- Stand aside if an adult is coming through a doorway
- Acknowledge an adult when walking through the building
- Say please and thank you when requesting/receiving something
- Say 'excuse me' when wanting to speak to adult who may be talking
- Ask permission to do something that is out of the ordinary
- Do not use negative comments about others
- Always knock on a door before entering, even if it is open
- Say sorry if they bump into someone or do something by accident
- Cover their mouth when they cough or sneeze
- When they walk through a door, they look to see if they can hold it open for someone else
- When an adult asks them to do something, they do it without grumbling
- Ask someone if they need help if they look like they are struggling
- Eat with a knife and fork at the dinner table
- Share nicely
- Tidy things away if you have got them out or have been asked to tidy them away
- Show that you are listening to someone by looking/ nodding/ responding
- Walk through the building

FVAPassport

In order to provide children with opportunities of experiences they may not have an opportunity to do at home, we give the minimum entitlement to the following:

- Play hide and seek
- Visit to a library
- Dance in the rain
- Paint with fingers and toes
- Visit a library
- visit a zoo/safari park
- Visit an historical site
- Fly a kite

- make pastry /tarts
- Go treasure hunting
- Climb a tree
- Walk in a stream
- Build a den
- Build a sandcastle
- Go rock pooling
- bike ride
- Walk in the countryside
- Go to a farm
- Bake a cake from scratch
- See a live performance
- Sing to an audience
- Play in autumn leaves
- play simple/classic board games with an adult.

FVA jobs

All pupils are citizens of the school and therefore have a responsibility to ensuring everyone works together. Children are invited to apply for one of 20 different jobs in the school.

Heart Awards

We expect our values to be demonstrated in the behaviours children show to one another. These are celebrated each week by any citizen nominating another citizen for showing these.

Wishing Well

We consider pupil voice an integral part of developing citizens. Pupils are given the opportunity to share their ideas and thoughts in the Wishing Well which are checked each week by monitors