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| **PRIMARY SUMMER TERM** | |
| **Across the Curriculum** (EPS themes: The Purpose of Education, Children’s Learning) S3, S6 | |
| **Objectives**   * Understand some of the key challenges involved in transition from EYFS to KS1, and KS1 to KS2. * Know how your placement school supports transition. * Know some practical strategies to support transition. | **Link to the Core Content Framework**  This session goes significantly beyond the CCF in exploring the particular challenges associated with transition between key stages. |
| **Activity** | **Resources Required** |
| **Link to prior knowledge**  Trainee/s discuss own experiences:   * Do they remember transition between phases of schooling themselves? Do they remember their first day at primary / secondary school? What were their experiences? What was easy / difficult? Do they have children that they've guided through transition? * Mind map / shared on board - what might be the main challenges in transitioning from EYFS to KS1? What might be the main challenges in transitioning from KS2-KS3 (or adapt for the major transition points if you're in a region with middle schools). |  |
| **Understanding EYFS-KS1 transition**  Watch the video about transition from Reception/Foundation to Year 1 on the Little Learners Youtube site (8 mins).  Trainees summarise (in discussion or notes):   * The key challenges that children face in moving from EYFS to KS1. * What helps with transition. | Little Learners video:  <https://www.youtube.com/watch?v=8Oa1nJZhItk> |
| **Understanding KS2-KS3 transition**  Read the Case Study in Appendix 1, or a case study / transition policy from your own school.  Discuss   * How does your school provide experience of secondary school before transition in Yr.6? * What steps do you take to prepare pupils for homework and other skills that they will need in KS3? * Which subject areas work most closely together between KS2 and KS3? * Has the establishment of a ‘MAT’ changed the nature of transition arrangements for your school? * What important information do you share with secondary colleagues about prospective pupils? * What provision does your school provide for SEND and vulnerable students to smooth the transition process for them? | Appendix 1: *KS2-KS3 The Process of Transition*  OR school's transition policy |
| **Want to know more?**  **Further Activities**   * Create a ‘digest’ of transition arrangements for your placement schools. * Use the internet to investigate the transition policy for the secondary schools in the area of your local primary school. What similarities and differences do you notice? * Watch the Youtube video‘Mind the Gap – transition steps from primary to post-primary’ (16 minutes; <https://www.youtube.com/watch?v=C5eQVbZBs3I>). This gives a practical overview for schools preparing pupils for changing Key Stages. It tackles the most commonly asked questions from where to get support to dealing with bullying and peer pressure, in a sensible style with good advice.   **Further Reading**   * ‘Go Big – The Secondary School Survival Guide’ by Matthew Burton * ‘It’s Your Move! Your guide to moving to Secondary School’ by Nick Harding * ‘100 Ideas for Primary Teachers: Transition to Secondary School’ by Molly Potter   All these titles have a host of great ideas for Yr. 6 teachers tasked with preparing their students for the ‘big move to big school’! Good background reading to help you know enough to answer most concerns and questions confidently, putting children at ease. | |

**APPENDIX 1: KS 2 to KS 3 - A Case Study: The process of transition**

* The move to secondary school has changed in recent years. Secondary schools now have to compete for pupils – a situation further complicated by the advent of the ‘multi-academy trust’ and the practice of schools disregarding the traditional ‘catchment areas’ and taking students from far-flung locations with aggressive marketing strategies.
* ‘Getting in early’ has become common practice for most secondary schools – some start as early as Yr.5 when targeting prospective students. Invitations to open days, festivals of the arts, sporting events and curriculum activity days are popular ways of attracting potential students and arrive in the in-tray of the local primary schools regularly throughout the year for KS 2 students.
* The Big Build-up: having whetted the appetite of prospective candidates, secondary schools do the rounds of local primary schools for a series of fact-finding events. These include setting up ‘new intake days’ where students spend a morning and then a full day (including lunchtime) in the secondary school. They experience a variety of lessons and activities. For most children it is not the first time they have visited the site – most primary and secondary schools have a very pro-active relationship, working together to ease transition. When transition takes place, most students are familiar with visiting the secondary school site and probably know some of the staff.
* The ‘face-to-face’ meeting between primary and secondary staff to discuss pupils still takes place, but many have moved over to data exchange to get an idea of the type of pupils they receive in Yr.7. The old school ‘real words in the face’ approach still has its merits and adds weight to the other important paperwork – the friendship groupings. Some children will need their friends for support initially whereas others need a break from toxic groupings that have held back their learning and need the chance to make new friends.
* For SEND pupils and those who are more vulnerable there is a similar programme that runs alongside the events mentioned above. This is the product of collaboration between the SEN coordinators in the primary and secondary settings. It is designed to maintain appropriate levels of support for these children at what could be a very stressful time leaving the familiar ‘known’ environment of their primary school and stepping into the great unknown! Often designed for a smaller number of children it is more structured and supported to meet the needs of students in this category. These students will make more visits to their chosen secondary school in an effort to make the whole experience less threatening and more enjoyable. They get to meet the staff who will be their direct day-to-day support and establish that all-important relationship with them.
* SATs results and other relevant data is transferred as early as possible to allow the secondary schools to handle the grouping and setting of the large number of pupils arriving from primary schools in their area. It is not the only factor used when deciding tutor groups or class distribution. The old adage ‘you can’t please all the people all the time’ is particularly apposite here!

***APPENDIX 1: Case study – A school sets out a statement of Intent for PSHE.***

***‘Personal, Social, Health and Economic (PSHE) Education and SRE supports children to* value themselves and others through the understanding of emotional literacy and social *skills as well preparing them for life in an ever-changing world. This involves an understanding of maintaining a positive physical and mental health and equipping pupils with the knowledge and skills necessary to make safe and informed decisions.’***

This statement is usually just *part* of the provision for PSHE. Other support systems are set up to enable children with additional needs to get the most out school life and take an active part in it. SEND coordinators often have significant input into this area. Additional arrangements might read like this:

***‘…We believe that Personal, Social and Health Education is vital in giving the children the tools they need for successful lifelong learning both academically and socially. Alongside PSHE lessons in class, children who need extra support can also access a wide range of interventions to help their emotional development and self-esteem. We have several members of staff trained as Thrive practitioners (a County wide programme to support children with emotional needs) who work with individuals and groups of children. We have ‘Forest School’ sessions based in our yurt. In our school we use the 'Jigsaw' PSHE scheme which conforms with the expectations of the SRE syllabus September 2020.’***

‘Jigsaw’ and ‘1Decision’ are two popular programmes for delivering PSHE and will be name-checked in this unit. They are good places to start for further research into the topic.

**PSHE** usually means personal, social health and economic education. An awareness of and an ability to take care of personal finances has become an important inclusion in recent versions of the programme.

**SRE** or sex and relationship education is only compulsory from Yr.7 onwards according to the National Curriculum. Maintained primary schools are required to teach elements of sex education contained in the science curriculum.

**Here is one school’s curriculum statement outlining how they teach PSHE.**

# **PSHE**

**Intent**

In our school, personal, social, health and economic education (PSHE) enables our children to become healthy, independent, resilient, responsible, and confident members of a society.

We feel it is an important part of children’s education to help them to understand how they are developing personally and socially. The intent of our PSHE curriculum is to build upon the skills that children start to acquire during the Early Years Foundation stage and offer both explicit and implicit learning opportunities which reflect pupils’ increasing independence and physical and social awareness as they move through the primary phase.

We provide children with opportunities to fully engage and learn about rights and responsibilities and appreciate what it means to be a member of the diverse society in which we live, and to respect others as equals.

We want to enable children to make an active contribution to the wider community by helping them to manage their physical and emotional changes at puberty and equip them for life in our ever-changing world.

We are aware of the way that PSHE supports many of the principles of safeguarding and links closely to schools Safeguarding and British Values Policies. Through our PSHE curriculum we recognise our duty to ‘actively promote’ and provide opportunity for children to understand fundamental British Values (Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance) first set out by the Government in the ‘Prevent’ strategy in 2014, for those with different faiths and beliefs in order for them to become fair, tolerant, and confident adults in a forever challenging world.

**Implementation**:

-Teachers use and adapt ‘1Decision’ planning and resources to ensure we have full coverage of the curriculum and address needs accordingly. We intend to build, where appropriate, on the statutory content already outlined in the National Curriculum, the basic school curriculum and in statutory guidance on i.e., drug education, financial education, citizenship, personal safety, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

-Our PSHE curriculum has flexibility so that teachers can deliver lessons as a result of an issue having arisen in their own class.

-Children will begin a topic by completing a self-assessment (baseline) and then go back and review their progress at the end of the unit of work. This enables teachers to support children according to their needs.

-Key vocabulary is a very important element of the PSHE curriculum. We are keen to regularly revisit the key vocabulary children should be using in their everyday lives. It is important that words like **‘mental health’** and ‘**bully’** are used in the correct context.

-Our classrooms have a ‘TEN A DAY’ poster displayed to remind children to look after their mental health. We also display pictures of different emotions and photos to remind children of the different strategies they can follow to manage their feelings and behaviours. Working Walls throughout school focus on key aspects of PSHE and exemplify the terminology used throughout the teaching of PSHE.

-The whole school takes part in special days and events to raise awareness on important topics e.g., anti-bullying week, children in need, Black lives matter, Mental health days, Comic Relief, Sport Relief, NSPCC awareness and fund-raising events.

-Children participate in whole school and class assemblies where their spiritual, moral, social, and cultural curiosity is stimulated, challenged, and nurtured through the coverage of key events and National and Global news.

-Children are taught to follow the TEN A DAY initiative to help manage their own, and other children’s mental health.

-A group of children from Yr.5 attend Mental Health Ambassador training. They can remind others to follow the TEN A DAY choices and act as ‘sign-posts’ to playleaders and teachers during lunch and playtimes.

-Children participate in Wellbeing afternoons, with opportunities to have fun activities that they have chosen to do with their class.

-Children are encouraged to follow the School’s ‘Golden Rules for Behaviour’ and to use the ‘Learning Powers’ skills to help them be curious, confident, and independent learners in their everyday lives. Children opportunities to earn a 30-minute ‘Golden Time’ activity per week.

-Children with additional PSHE needs have the chance to take part in small group work. These children are assessed using the Boxall Assessment tool and have individual targets set.

-Children participate in termly whole school friendship group meetings. Many of these have a PSHE focus. E.g., Find your Brave.

-We provide resources for children who suffer loss or bereavement and work closely with other agencies.

**Impact**

The impact of the PSHE curriculum will be that the standards of attainment across the school will meet or exceed those which are expected nationally. All children will demonstrate a healthy outlook towards school, and attendance will be at least in line with national levels. Behaviour will be exemplary!

Through our RSE curriculum children will become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups. Children will leave primary school equipped with the skills needed to navigate their journey ahead.

***APPENDIX 2: Case Study – School Councils***

*The School Council can play an important and significant role in the life of a school but needs careful guidance and a commitment from senior leadership if it is to have any real relevance or impact. Good School Councils are made not born and need to be nurtured so they can grow into an integral part of life of a school. As conduits for communication, they can prove invaluable*.

The Birth of a School Council – A Case Study

**School Council** – it sounds such a great idea. A group of children representing their peers in discussions with the adults in charge of the school, helping to make and shape decisions that affect everyone…what’s not to like?

It is a great idea, but it is also a lot of hard work and there are big implications for the rights and responsibilities of such a group. A successful school council is as much a product of the staff assigned to help it function as it is to the children elected to be part of it. The staff will need training, and in the early stages of the council’s existence, need to know how to run and manage the meetings. But first things first – the election of representatives!

**Elections**

For a new school council, elections could take place in the Autumn term. The first half term can see the idea introduced and likely candidates encouraged to stand. Posters can be designed and manifestoes explained. KS 1 children will love the thought of the council, but it is probably a better idea to talk to them in an assembly rather than have them attend every meeting. Schools may have different ideas about this and if the children are up to it, there is no problem with them attending meetings with the older council members. It is an excellent opportunity for younger and older pupils to have a purposeful interaction. Reporting back to the class or year group is an important part of the council’s role and can form part of that arrangement.

**Voting** can take place in classes using a secret ballot. Print the candidates’ names on a grid for children to select their choice. The highest scorers are duly elected. This could be the highest scoring boy and girl as main delegates, and the second highest boy and girl as deputies. In large schools where there may be single age classes economies of scale may be needed. If the council is too large, the organisation of meetings could be problematic e.g., where is there a room with enough space to meet? How often can this group convene? Etc.

**Roles and Responsibilities**

As a member of the school council, children need opportunities to meet, talk to classmates about issues that concern them, gather opinion about life in the school community and be trained in how to respond to the demands of their new role.

It’s a good idea in the early days of the school council to a) where a badge to identify the councillor and b) set up a class ‘Suggestion Box’ where all children can submit questions without being under scrutiny of others and feeling self-conscious. The contents of the suggestion box can form part of the content of council meetings and suitable actions taken.

**Reporting Back** – an active council needs to show its is listening and acting on behalf of its members. Feedback could be to the class or year group, as part of a regular whole school assembly slot, in a newsletter from the school or older children acting as visiting speakers to younger children to tell their class or year group what the council is up to. Lots of important social and inter-personal skills can be developed through these initiatives.

**Staff**, in particular, the senior leadership team need to be involved and accommodating in the feedback process. The headteacher and the school governors should have an invitation to school council meetings and if they cannot attend, make time arrangements with the delegates to be updated on the business of the meeting.

**Teachers** in charge of organising the school council have a coaching and mentoring role to give the delegates the necessary skills to speak to groups – large and small and to respond appropriately to questioning. Speaking to the school in an assembly can be a daunting prospect but presents a great opportunity to develop confidence and self-esteem.

**Meeting etiquette** and managing discussions are key skills to impart to council members. Clear structures for meeting organisation can increase the efficiency of the business on the agenda and instil the values of taking turns, listening, and allowing others to speak without interruption. Taking meeting ‘minutes’ keeps a clear record of actions to be taken from business discussed and is probably best handled by the staff member present in the first instance. ‘Minute taking’ could be another area to develop as the council becomes more established.

**The School Council are ambassadors for the school.** They represent the best the school has to offer and as such their inclusion in publicity, special events and the life of the school community is vital. Their contributions to school life might include interviewing candidates for jobs in the school (particularly new headteachers!), showing visitors around on a guided tour, managing fund raising for a chosen charity, working with the PTFA, and coordinating team competitions and sports day events.

The School Council, if handled well, encouraged, and given status and importance will enhance the working of that school. In the current climate in education, a group that works with people and for the people it represents has a unique and valuable role.