

Personal Development

At Sheep Dip Academy, we are dedicated to ensuring our pupils develop a strong sense of social and moral responsibility, preparing them for life in Modern Britain

PHSCE:

At SDLA, we deliver the PSHCE curriculum by utilising first hand experience and sharing good practice. We are aware that the delivered curriculum must reflect the needs of our pupils. We expect teachers to use a PSHCE map and scheme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Our PSHCE scheme is created using PHSE Association, 'You, me and PSHE' and 'Jigsaw Education used to support planning, teaching and learning sequences. PSHCE lessons are taught weekly for 1 hour. Collective worship and class assemblies focus on specific areas linked to Personal Development and PSHCE, and always link back to our Sheep Dip Learning Characteristics. Annual events/enrichment opportunities (Children in Need, Remembrance Day, Anti-bullying Week, Diversity Days, SEND Awareness etc are planned in and delivered alongside PSHCE lessons.

PHSCE lessons have three overarching themes: Relationships, Health and Wellbeing, Living in the Wider World.

Each class have a floor book where learning is recorded.

Learning Characteristics:

At SDLA we have 6 learning characteristics which link to all our curriculum and lessons. Children are encouraged to reflect on their learning and say which characteristic they have shown and why.

Alongside our learning characteristics, we have a progression document showing how team work in EYFS differs from how team work in year 6 would look.



Motivation – we want to succeed, like to get stuck into our learning and are excited to learn new things



Resilience – we will never give up, we believe in ourselves, we say I can do this



Teamwork – we encourage each other and work together to reach a shared goal



Creativity – we share ideas, like to try doing things in different ways and expressing our learning with passion



Investigation – we ask questions, love to discover new things and know it's ok to get things wrong as we take ownership in our own learning

Relationships and Sex Education:

Whilst we have covered all aspects of RSE within our PHSCE scheme we utilise the expertise of 'Big Talk Education'. Through Big Talk Education we empower parents to also have RSE discussions with their children, ensuring we all use a common language. We also ensure that parents understand their right to remove their children from RSE lessons. We also work with the school nursing team to further cover RSE and the Primary curriculum.

Religious Education:

At SDLA, we deliver RE lessons using the Discovery RE scheme. Discovery RE is an enquiry-based approach to learning, empowering pupils to ask their own questions around faiths and religions. Christianity is taught in every year group in Discovery RE and the enquiry approach adds challenge, requiring children to retain knowledge and apply it to the big question using their critical thinking skills. Each enquiry addresses an aspect of Christian theology, sometimes explicitly using the theological language and sometimes laying foundations of experience and understanding which will later facilitate learning the explicit theology. Alongside Christianity, we cover Judaism, Islam, Buddhism, Hinduism and Sikhism. Teachers assess progress in RE every half term, linking back to the assessment strands in the Discovery RE scheme. Knowledge checks, discussions, pupil work and quizzes are used to assess children. Wherever possible, children visit a place of worship each year to enhance their knowledge and understanding of different faiths. Where an out of school visit is not possible, we aim to have a person of a different faith come in to school.

Each class completes a high quality portfolio, showcasing examples of learning to answer the enquiry question.

As an academy, we also ensure we celebrate different faith's festivals and celebrations.

We have a close partnership with Hatfield St. Lawrence Church and work closely with the Centenary Project.

Careers and Employability Skills

At SDLA, our curriculum is relevant, ambitious and prepares pupils for modern life. Pupils develop knowledge of careers through explanations from teachers, and visits from inspirational people doing different roles within our community.

We aim that children will develop ambition for future learning and careers. Pupils take part in class based half termly assemblies planned by teachers. Termly enrichment focus including visits and business links including parents and local community.

Our clear strategy builds on children's skills and prior knowledge

Learning is captured per-term with photos, pupil voice or other media.

Year groups record key learning in floor books/creativity files (this continues with the class).

Learning is monitored, celebrated and evaluated.

End of year, Trust celebration event develops partnership/relationship between home and school.

School workshops and volunteer visits provide pupils with a range of exciting learning opportunities which enhance their learning and inspire them.

Thrive:

The Thrive Approach draws on insights from neuroscience, attachment theory and child development to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Approach can equip you to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.

We are proud to be a school that is recognised for embracing the Thrive approach. Thrive is based on the latest neuroscience and attachment theories allowing us to create an individual intervention for each of our children.

It helps us prepare children for life's emotional ups and downs, teaching them the necessary life skills in order to thrive and learn! Thrive is an approach that everybody uses in school and is implemented into every lesson. We care for our children and want them to be happy, feel safe and thrive with their education.

Impact:

Thrive has helped me manage my feelings and think before acting." – KS2 pupil

"Coming to Thrive makes me feel safe." – KS2 pupil

"I love working in Thrive - the hair gel is fun!" – KS2 pupil

"Thrive is so much fun, I love it." – KS2 pupil

"Seeing the progress our children have made is so rewarding." – Thrive practitioner

"The best thing about Thrive is knowing I've made a difference." – Class teacher

"Seeing a child flourish as they begin to feel safe and special gives me a warm fuzz." - Thrive practitioner

Thrive practitioner

"I have become so passionate about using this approach. I truly believe we are making a difference to children's lives and that's the best job in the world!" – Thrive practitioner

As a result of Thrive, our children can:

Think before acting when having a strong feeling.

Manage their feelings.

Talk about their worries and feelings with staff they trust.

Help to keep themselves safe.

Show empathy towards each other.

Show resilience and not give up when things get too.

Deal with tricky situations.

Work together, sharing ideas, listening to each other.

Say what they are proud of.

Use manners and show respect.

Care and share.

Rise to challenges.

Show they are ready to learn.



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Sheep Dip Super 60:

At Sheep Dip Primary Academy, we believe our job is to nurture our pupils to become thoughtful citizens. It is about providing our children with a plethora of rich experiences through trips and workshops, themed activities and visitors. It is about affecting the way our pupils see the world and develop life experiences.

Motivated by our desire to provide children with richness of experiences beyond the classroom we have created a list of 60 things to do before leaving Sheep Dip Lane Academy. The aim of this is to ensure that our pupils have the childhood experiences that all young people deserve. Each experience has been woven into the curriculum to ensure that every single pupil completes all 60 things by the time they leave us at the end of their primary education. Some of them, many many times over.

The Super 60 includes: visiting a seaside and paddling in the sea, learning to cook, learning to sew, visiting a mosque, hear from an author, work with an artist...

PE:

At Sheep Dip Lane Academy we believe that physical education experienced in a safe, engaging and supportive environment is a significant factor in developing children's physical confidence and motivation to participate in physical activity.

We aim to give stimulating, enjoyable, and appropriately challenging learning experiences within all aspects of Physical Education. Our children are also encouraged to appreciate the importance of a healthy lifestyle and be aware of the factors that affect our health and fitness. Each child is expected to take part in the full range of activities unless medically unfit. These include games, gymnastics, dance and learning basic skills of ball control, catching and throwing. Early football, rugby, netball, tennis and cricket skills are taught to all children. The local swimming baths in Wheatley is used for developing water confidence skills in Year 5. School is part of a local network and takes part in inter competition annually.

We use 'Your-PE' to plan and deliver high quality PE lessons. We have expert coaches from Activ8 supporting PE lessons across the academy. Children are given the opportunity to participate in an annual Sports Day.

Pupil Parliament:

We have 9 pupils in year 6 who have formed our pupil parliament. To secure their position they had to complete an application form then present information about themselves to our Principal and Governing body. Within the structure we have a chair who focuses on sustainability, 2 leaders of communication and media. These children support the creation of displays around the academy. Two children are responsible for wellbeing and pastoral care. We have a treasurer and the remaining 3 children oversee pupil learning clubs and playtimes. Pupil Parliament meet with the Principal every fortnight.

Life Skills Passports:

At SDLA we understand the importance of preparing children for adulthood. With this in mind, we have created 4 life skills passports, one for each phase of a child's education. These passports have age appropriate tasks and life skills pupils need to learn. Each passport builds on the last. Once a child has completed their passport, they are represented on the Sheep Dip Hall of Fame,

After school provision:

At SDLA we offer a wide range of after school clubs, covering a whole range of subjects. Children from all year groups have a range of clubs they can choose each half term. These after school clubs are delivered by coaches and teachers, building on skills covered in lessons. Some of the clubs we offer include: cooking club, cycling club, art club, revision clubs, yoga, gymnastics and many more. Pupils feel confident to request different clubs. Once a request has been made staff endeavour to provide this for pupils.

The Fundamental British Values At SDLA:

We believe that the British Values are key values for all. The values are embedded throughout our curriculum and we model them in all we do. As well as been threaded into our daily school life, the values are promoted during class assemblies, collective worship, PSHCE lessons and RE lessons. We remember the 5 British Values with the mnemonic 'Dr.Tim'.

Democracy:

Assemblies take place twice weekly and each assembly theme links to a specific British Value. We ensure that our pupils are given opportunities to communicate through pupil voice. We have an active Pupil Leadership Team, elected by pupils with the support of staff. We have ambassadors for each curriculum subject who are elected by pupils with the support of staff. We empower our pupils by giving them opportunities to make choices across the curriculum. We give our pupils opportunities to have debates and discussions throughout the curriculum.

Rule of Law:

Our golden rules and learning characteristics are promoted and displayed throughout school. Regular trips promote understanding of rules in the community (e.g. walking on the pavement, respecting others, following safety advice, road safety and respect for the environment). We help our pupils to manage their behaviour and take responsibility for their actions. Our daily de-brief addresses issues that have arisen during social times. Where needed we use conscious alley and P4C.

Tolerance:

We promote understanding of different cultures, faiths and religions through assemblies and special enrichment events (such as Eid, Diwali, Christmas, Diversity days). We visit settings linked to different cultures (e.g. churches, mosques). Our P.E curriculum promotes 'fair play' and team spirit. SEND – we embrace individual differences and educate our pupils' about special education needs. We have a range of different visitors in school to further educate our pupils of different lifestyles.

Individual Liberty:

We support others by taking part in national charitable events such as Comic Relief, Children in Need and Remembrance Day. We encourage our pupils to believe that they can all achieve their personal goals with motivation and a positive mind-set. Our pupils' achievements are rewarded with Head's Awards. Pupils' are given the opportunity to learn about key industries in specific year groups. The objective is for our pupils to develop ambition for future learning and careers. Our aim is for our pupils' to leave our primary school with a good understanding of local industries across Doncaster. Positive behaviour strategies (outlined in our Behaviour Policy) encourage children to take responsibility for their own actions, and understand where a wrong choice is made, a logical consequence is used to make amends. Pupils' in classes are given roles and responsibilities. Classroom rules are established at the beginning of the academic year and a referred to daily. All children know our 3 golden rules. All staff promote the visible consistencies across the academy.

Mutual Respect:

One of our core values is 'Respect' which is embedded throughout school. We promote a culture of supporting and helping each other (e.g. holding doors open for each other, using manners, helping less able/mobile). We plan lessons throughout the curriculum which promote collaboration and turn taking. One of our learning characteristics is 'teamwork' and staff plan opportunities for children to work with different groupings. We encourage our pupils' to listen to others views and opinions. Ground rules are used and followed during PSHCE and SRE lessons. Our RE lessons enable our pupils to learn about different faiths, beliefs and religions (see RE progression map for a breakdown of religions covered throughout school). Our RE enrichment events (E.g. Diwali, Eid, Chinese New Year, and Hanukah) promote mutual respect and value for others. We use our enrichment events as opportunities to learn about the beliefs, faiths and religions of pupils' and staff in school. Debate and discussion opportunities throughout PSHCE and RE lessons promote respecting others.

