

# Delivering an outstanding PSHE/SMSC curriculum

## Buxton School 2017/18

### Brief description

This plan shows how an integrated and coherent approach to Personal, Social and Health (PSHE) together with the high profile of Social, Moral, Spiritual and Cultural (SMSC) education is central to the school's vision and ethos. It also depends on; staff who are well-trained and supported in teaching the subject; the curriculum programme is continually evaluated by stakeholders to ensure that it is meeting the needs of all students including EAL and SEND students; and teaching and learning are robustly evaluated and assessed.

### Good practice

PSHE/SMSC education is delivered through all areas of the curriculum; PSHE timetabled lessons; formal curriculum subjects; daily registration sessions, assemblies, off timetable activities; short courses; project work, enrichment activities, extra-curricular activities, student voice and as part of the school's aspirational ethos. The curriculum model aims to meet all individual, group and local needs via this integrated approach.

The content of the PSHE/SMSC syllabus relies on guidelines set out in 3 main documents; The PSHE Association's Education Programme of Study (Key Stages 1 – 4) September 2014, The DfE's Promoting fundamental British Values as part of SMSC in schools and Buxton School's SRE Policy (Nov 2016)

[PSHE Curriculum Guidance Sept 2014.pdf](#)

[SMSC\\_Guidance\\_Maintained\\_Schools.pdf](#)

[SRE Policy Nov 2016 CML.pdf](#)

To enable this to work, staff and students will be regularly consulted on the content ensuring appropriateness of the material covered and that it is up-to-date and relevant. This fluid, diverse and evolving model is constantly reviewed and revised to ensure that provision is offering outstanding support to students.

### The delivery model

To make the terminology student friendly PSHE/SMSC is delivered under the brand "**Planet You**" across the formal and informal and informal curriculum. This will help students connect the subject with its content and help the school to measure and assess the learning outcomes.

**Planet You** (PSHE) equips students with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices to achieve economic wellbeing. A critical component of **Planet You** (PSHE) will be providing opportunities for students to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values, messages and attitudes they encounter within British Society now and in the future.

This delivery model provides opportunities for a range of different approaches. It means that provision is sufficiently flexible to meet the individual needs of different students and year groups.

The various aspects of the programme are described in this document and broadly follow these themes throughout the year with one core theme per term respectively;

Health and Wellbeing – Autumn Term

Living in the Wider World – Spring Term

Relationships – Summer Term

## PSHE timetabled lessons

Elements of PSHE are taught in specific Planet You lessons within the school's formal timetable. A specific SOW is followed where all year groups adhere to the Learning Objectives that cover the PSHE Association curriculum statutory guidelines. PSHE Education is broadly framed under 3 core themes. In Buxton School timetabled **Planet You (PSHE)**.

It is a diverse programme that will be continuously reviewed, improved and changed according to the current needs of the students. Revisions each year are informed by a thorough evaluation of previous practice, including feedback from students, parents and carers and staff. (See Appendix 1)

## Tutor Time/Registration

For KS3 & 4 a daily 15 minute registration session provides the tutor/teacher with an opportunity to offer/deliver daily Bite Sized sessions.

The role of the tutor has “a pivotal role in pupil/student learning. Supports students in various ways; leads to increased pupil/student achievement; Has an understanding of the importance of punctuality, attendance, wellbeing and firm but fair boundaries to the progress of all students; Makes a difference”.

Bite Sized PSHE/SMSC topics based on the core themes is delivered in various ways including;

- ✓ **Short Films for discussion & debate**
- ✓ **Survey completion and/or feedback**
- ✓ **Discussion on 3 themes; Health & Wellbeing, Living in the Wider World & Relationships.**
- ✓ **Quizzes around PSHE/SMSC themes or current news**
- ✓ **Buxton Voices Representative**
- ✓ **PIXLedGE – KS2 to 3**
- ✓ **Bite Sized P4C.** P4C stimulus via 1-2min film around PSHE & SMSC themes followed by philosophical discussion and final thoughts. Resources shared between departments.

## Cross-curricular programme

PSHE education is an integral part of the wider school curriculum. Subjects such as science, business Studies, philosophy, food technology, Maths and physical education take a lead role in delivering the PSHE programme through their subject curriculum provision. However, all subject areas are involved in the delivery of PSHE education content that is specific to their subject specialism. (See Appendix 2)

## Off timetable projects

Off timetable projects offer opportunities for learning beyond that are not always possible in the academic timetable. On these days/times, all other lessons are suspended and replaced by an extensive range of off and on-site learning opportunities. The programme draws on a range of external agencies and internal expertise as well as providing focused and interactive learning experiences. The **Planet You** (PSHE) education programme has been integrated into this through a range of core events including:

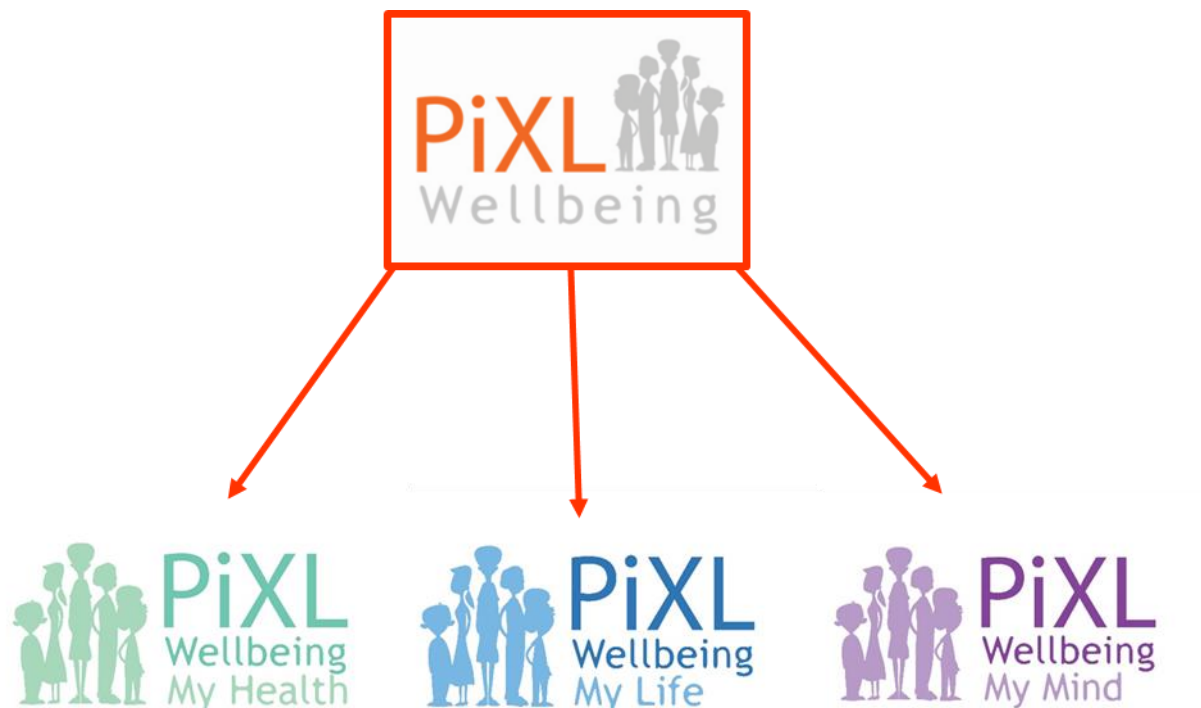
- ✓ **Reception** Animal man visit, Free Breakfast (LBWF)
- ✓ **Year 1** Circus skills workshops, Road Safety trip, Geography/drama workshop
- ✓ **Year 2** Nurse visit, Natural History Museum
- ✓ **Year 3** Ballet, multi-skills, multi-sports, gymnastics, science club (G&T) basketball, choir, recorder, wind lessons and violin lessons, Wanstead flats, Museum of London, Science Museum, Gurdwara
- ✓ **Year 4** Edible Education, Kidscape Bullying Intervention workshops, Egyptian workshop, The British Museum trip, swimming
- ✓ **Year 5** Edible Education, Kidscape Bullying Intervention workshops, swimming
- ✓ **Year 6** Prefect interviews, stubbers, gangs workshop, James Campbell visit, Good To be Green trip, British Museum, Science Museum, London Museum
- ✓ **Year 7** Knife crime day, tutor group challenge, dragon's den, "Come dine with me", Free Breakfast (LBWF), PiXLEdge
- ✓ **Year 8** Life skills, fair-trade event, careers day, spelling Bee, spoken word, tutor group challenge, PiXLEdge,
- ✓ **Year 9** KPMG EV, Cancer research days, Identity, belonging and education, Tottenham Hotspur challenge, British Caribbean project.
- ✓ **Year 10** ELBA, Mock interviews, Barclays lifeskills, CV writing, Head Boy/Girl Election campaigns, Prefect interviews, The V Project, Youth Health Champions
- ✓ **Year 11** Career fair, College Interviews, The V Project, Duke of Edinburgh's
- ✓ **Key Stage 1** Chaplin theatre
- ✓ **Key Stage 2** Chaplin theatre, Micheal Rosen
- ✓ **Key Stage 3** Entrepreneurial skills, Brick City - Anti-Drug Tour, Misunderstood - Cyber Safety
- ✓ **Key Stage 4** 'Teenage Kicks', unstoppable teen, careers days, open doors trip, Misunderstood - Cyber Safety

## PixLEDGE

PiXL Wellbeing has been developed to support young people to take responsibility for their health and wellbeing. Exciting resources will educate, inspire and empower young people to look after their wellbeing and lead a healthy, active lifestyle.

PiXL Wellbeing is part of a trio - PiXL Edge, Human Edge and PiXL Wellbeing.

Currently our year 7 cohort is working through this programme and if successful it will form our key Planet You curriculum. See Appendix 3.



## Whole School Projects/initiatives

The school actively seeks to and sustain a diverse number of **Whole School** initiatives via different funding/funded opportunities, including; borough events and conferences, DfE initiatives, external partnerships (both local and national), Sport's National Governing Bodies, FIDA, GO! (Olympic Park), Sports Day, Christmas events, Children in Need, British Heart Foundation, CBBC, Organic Lea, Edible Education & Vinspired and an annual whole school democratic election campaign and vote for year 6 and 11 Head Girl & Boy. The school also has developed a Community Garden that is maintained by our local community, creating an outdoor educational classroom for all students.

Buxton School has also achieved Healthy School Status (Bronze 2014), Duke of Edinburgh's Award Operating License (2014), Get Set Network membership (2012), Extended Services Full Core Offer Status (2007), Capital Growth Food Growing Space (2012) and recently been awarded our Bronze Award Travel Plan.

## House System

We have established a house system to make students have closer ties with each other in the institution of a large school. The house names were chosen by our **Junior Leadership Team** and reflect the diverse world that they live in; **Alan Turing, William Shakespeare, Rosa Parks, Marie Curie, Mahatma Gandhi and Virginia Woolf**. Once every half term Heads of House Lead Assembly timetable. See Appendix 4

## Enrichment activities/ Educational Visits

Buxton School provides an extensive range of **educational visits** for students in all curriculum areas, all year round including. These include; theatre trips, museum visits, city farms and outdoor pursuit enrichment activities. School trips, with their natural dynamic environment, provide a learning experience that matches student's natural inclination to know more about things, engages even those with short attention spans and puts the learning subject in context. (See Evolve summary)

School trips are an important part of the wider family of outdoor learning opportunities, all of which provide beneficial outcomes to students with a wide range of abilities and issues. Unengaged students in particular experience events and engage socially in new and positive ways; they learn in the real world in a manner that is not possible in a classroom. Learning outside the classroom contributes significantly to raising standards and improving students' personal, social and emotional development.

**ACE week** at Buxton School, for example, engages the entire student and staff population and provides them with an opportunity to take part in an active, creative venture that is entirely separate from academic focus. This is also a chance for teachers to run useful and exciting workshops in different areas to help expand beyond students' subject-based horizons. ACE week promotes the notion that life does not end inside the classroom and will undoubtedly prove a valuable experience. It is a good opportunity for Year 10 to focus on some pre-year 11 'life after school' workshops and for the younger year groups to develop their skills and interests in a range of different areas which could change every year. It is also a good chance to take all students out of school for a day with or without cost. It will demonstrate to our local community that we are caring for our students' mental, emotional, spiritual and physical well-being by offering them a chance to 'do something different' with a creative focus. (See Appendix 3)

## Assemblies

Assemblies make a positive contribution to pupil self-development and awareness and are carefully planned and structured. They are at the heart of raising achievement and standards within school as they facilitate a common and coherent message and promote the ethos of the school which reaches the entire school community. **Assemblies** act as a platform for the development of personal, social and health education (PSHE), citizenship and the spiritual, moral, social and cultural (SMSC) aspects of the curriculum.

The assembly schedule is planned in advance and reflects local, national and international celebration and/or observation events such as; Black History Month, National Anti-Bullying week and Holocaust Memorial Day. (See Appendix 5)

## Extra-curricular activities

The informal curriculum offered within the Extended Services schedule supports, and is inextricably linked to, the fundamental aims of formal education. It offers young people support for learning, adventures of self-discovery, journeys into new ways of knowing and realisation of hidden talents. It is about achievement that follows naturally when young people have the self-confidence and resilience to cope with setbacks. It is about extending opportunities, whether through supportive parents or planned activities where the vital ingredients of success are both short and long term.

Our term time **Extended Services Schedule** is planned by staff with the needs of the students in mind. Offering academic, sports and skills based activities. The school engages both internal and external staff to deliver a diverse range of activities from before school to well beyond the school day. (See Appendix 5)

Buxton School is traditionally open for 50 weeks of the year. During the school holidays **Buxton Extra** programmes offer the wider community activities and pursuits which support the needs of the local community. By offering a diverse range of activities to local young people aged between 3.5 and

19 during school holidays local families can use the school facilities to extend their learning experiences and develop skills outside of the formal classroom environment. (See Appendix 6)

## Student Voice

**Student Voice** ensures that students' opinions are considered in the day-to-day teaching, administration and future plans of the school. Students are regularly consulted about the content and method of delivery of the PSHE education programme (See Appendix 7)

Our Students Voice programme is delivered in a range of areas. **Buxton Voices**, our Student Voice forum, was devised and launched by students themselves. From years 3 to 10 Buxton Voices meet regularly to discuss areas of the school that concern the entire student population such as reading material, school rules and nutrition. Consultation is an integral part of Buxton Voices' role within the school. Elements of the schools Anti-Bullying Policy, for example, includes feedback and ideas from our Buxton Voices Forum.

From year 7 students can join the **VProject@Buxton** programme which encourages everyone to join forces to create a culture of community action amongst local young people. Our aim is to provide students with additional learning activities and opportunities so that they can share their skills and talents with our communities. **The Duke Of Edinburgh's** award is offered to students at 14+ and, during the holidays, they are also offered qualifications in First Aid and Food Safety L2.

In years 6 and 10 students are eligible to become **Prefects** and apply to be **Head boy & Head girl**. The application process for prefects mirrors that of a professional structured interview which takes place out of school hours and requires students to dress smartly. Head boy & girl posts are decided by replicating the British democratic voting process where each candidate organises a manifesto, hustings and public speeches to gain votes. Each candidate is then voted for by the "voting public" (student/staff population) and most votes gains the seat. See Appendix 7.

Students across the **Student Voice** platforms are encouraged to broaden and develop their personal skills. These skills include;

- Developing leadership skills
- Being part of a team
- Help run the school
- Become more responsible
- Develop management skills
- Help younger students
- Improve self confidence
- Improve future opportunities
- Exploring their interests and using them to make a difference
- Learning through action
- Charity work (Fundraising)
- Gaining new skills that employers and colleges want
- Having a say on the issues that are important to them
- Getting recognition for the work they do
- Making new friends

## Staff training

Each learning manager or head of year is responsible for ensuring the delivery of **Planet You** (PSHE) curriculum within each year group and opportunities are in place for joint staff planning to improve ownership and understanding of the PSHE/SMSC education topics being delivered.

CPD time is allocated for staff to familiarise themselves with units and to enable discussion of best practice in promoting student learning in PSHE education. External facilitators deliver some specialist topics and train and support tutors.

Each year the BLT link reviews the scheme of work to further develop cross-curricular links and improve students' personal and social skills.

## Areas for development

Students need to see the links between PSHE education and other subjects and can identify when the PSHE education programme is being delivered through the curriculum model.

- ✓ Engagement of parents (especially in KS1 & 2)
- ✓ Develop assessment and progress measurement tools
- ✓ Developing ways to enable year groups and key stages to work together
- ✓ Introduce and develop PiXLedge across the school

## The school's socio-economic-political environment (census 2011)

Cann Hall ward has a resident population of 11,962 (4.8% of the borough total).

- ✓ It is ethnically more diverse than the borough average with 60% of BAME (Black Asian and Minority Ethnic) residents compared to 55% in Waltham Forest.
- ✓ Cann Hall has 5,000 households with almost one in three households having dependent children.
- ✓ It has one of the smallest numbers of employee jobs (900) in the borough (1.7% of the borough total).
- ✓ In June 2011, 510 people in Cann Hall were claiming Jobseekers Allowance. This is 10.4% of resident labour force, higher than the borough average at 8.9%.
- ✓ 42% of children in the ward are considered to live in poverty. 30% of the pupils are eligible for free school meals.
- ✓ The health profile for Cann Hall is marginally different to the borough average with lower mortality rates for all cancers and coronary heart disease but at the same time lower life expectancy for both males and females.
- ✓ In terms of crime, Cann Hall has a lower number of notifiable offences per 1,000 residents (178) compared to the borough average (213).

## Planet You (PSHE) Timetabled Lessons – Key Stage SOW

|                                | Autumn Term  |  | Spring Term  |   | Summer Term  |   |
|--------------------------------|--|--|--|---|--|---|
| Core Themes                    | Living in the Wider World  |  | Health and Wellbeing   |   | Relationships  |   |
|                                | Term 1a  | Term 1b  | Term 2a  | Term 2b   | ✓ Term 3a  | ✓ Term 3b   |
| <b>Key Stage<br/>3 &amp; 4</b> | 1. How to manage transition<br><br>2. How to maintain physical, mental and emotional health and wellbeing including sexual health<br><br>3. About parenthood and the consequences of teenage pregnancy<br><br>4. How to assess and manage risks to health and to stay, and keep others, safe<br><br>5. How to identify and access help, advice and support | 6. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health<br><br>7. How to respond in an emergency including administering first aid<br><br>8. The role and influence of the media on lifestyle. | 1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy<br><br>2. How to make informed choices and be enterprising and ambitious | 3. How to develop employability, team working and leadership skills and develop flexibility and resilience<br><br>4. About the economic and business environment<br><br>5. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers. | 1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills<br><br>2. How to recognise and manage emotions within a range of relationships<br><br>3. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters | 4. About the concept of consent in a variety of contexts (including in sexual relationships)<br><br>5. About managing loss including bereavement, separation and divorce<br><br>6. To respect equality and be a productive member of a diverse community<br><br>7. How to identify and access appropriate advice and support. |



**Planet You (PSHE) – Cross Curricular Programme**

|        | Core Themes   |   |   |   |   |   |
|--------|---|---|---|---|---|---|
|        | Health and Wellbeing                                    |   | Living in the Wider World                   |   | Relationships   |   |
| Year 1 | <i>Healthy eating</i><br><b>Science, P.E,<br/>Drama</b> | <i>Diet</i><br><b>Science, P.E</b>                | <i>Rules</i><br><b>R.E,<br/>Computing</b>   | <i>Respect</i><br><b>R.E</b>                        | <i>Working with others</i><br><b>Drama, Science</b>       | <i>Feelings</i><br><b>English. R.E, Music</b>           |
| Year 2 | <i>Hygiene</i><br><b>Science</b>                        | <i>Body parts</i><br><b>Science, P.E</b>          | <i>Communities</i><br><b>Geography</b>      | <i>Safety (Road, play)</i><br><b>P.E, Geography</b> | <i>Team work</i><br><b>Science, Drama, P.E,<br/>Music</b> | <i>Bullying</i><br><b>English, Computing,<br/>Drama</b> |
| Year 3 | <i>Balanced diet</i><br><b>Science</b>                  | <i>Protecting environment</i><br><b>Geography</b> | <i>Rules and law</i><br><b>R.E, History</b> | <i>Sources of money</i><br><b>Maths</b>             | <i>Identity</i><br><b>English, Art, Drama</b>             | <i>Feelings</i><br><b>English. R.E, Music</b>           |
| Year 4 | <i>Exercise</i><br><b>P.E, Science</b>                  | <i>Life changes</i><br><b>Science</b>             | <i>Moral beliefs</i><br><b>R.E</b>          | <i>Handling money</i><br><b>Maths</b>               | <i>Family and friendship</i><br><b>R.E</b>                | <i>Civil partnership</i><br><b>R.E</b>                  |
| Year 5 | <i>Safety</i><br><b>Computing</b>                       | <i>Independence</i><br><b>Drama</b>               | <i>Human rights</i><br><b>R.E</b>           | <i>Democracy</i><br><b>Geography,<br/>History</b>   | <i>Diversity</i><br><b>Geography</b>                      | <i>Bullying</i><br><b>English, Computing,<br/>Drama</b> |
| Year 6 | <i>Puberty</i><br><b>Science</b>                        | <i>Human reproduction</i><br><b>Science</b>       | <i>Enterprise</i><br><b>Maths</b>           | <i>Role of money</i><br><b>Maths</b>                | <i>Diversity</i><br><b>Geography</b>                      | <i>Safety</i><br><b>Computing</b>                       |

### Planet You (PSHE) – Cross Curricular Programme

|         | Core Themes   |  |   |  |  |   |
|---------|---|--|---|--|--|---|
|         | Health and Wellbeing  |  | Living in the Wider World   |  | Relationships  |   |
| Year 7  | <i>Bullying and Diversity</i><br><b>RS, Drama, History, Philosophy, ICT</b> | <i>Health Catering, PE and Puberty</i><br><b>Science, Philosophy</b>                       | <i>Democracy and Fair Trade</i><br><b>History, Geography, Philosophy,</b> | <i>Money Matters,</i><br><b>ICT, Maths</b>                             | <i>Identity</i><br><b>Drama, Art, English, Philosophy, ICT</b> | <i>Drugs Education</i><br><b>RS, Drama, Philosophy</b>      |
| Year 8  | <i>Drugs Education</i><br><b>RS, Drama</b>                                  | <i>Health and growing older</i><br><b>Geography, PE Catering</b>                           | <i>Citizenship</i><br><b>RS, Drama,</b>                                   | <i>Money and work,</i><br><b>ICT, Maths</b>                            | <i>Safety and Diversity</i><br><b>RS, ICT</b>                  | <i>Adult Relationships</i><br><b>RS, English</b>            |
| Year 9  | <i>Self and Identity</i><br><b>Drama, Art, English, Child Dev</b>           | <i>Health and Risky Behaviour</i><br><b>PE</b>   | <i>Human rights</i><br><b>RS, Geography, History</b>                      | <i>Money and careers</i><br><b>Maths</b>                               | <i>Diversity</i><br><b>RS, History</b>                         | <i>Sexual Bullying</i><br><b>English</b>                    |
| Year 10 | <i>First Aid</i><br><b>PE</b>   | <i>Mental Health -and Sexual Health –</i><br><b>RS, Child Dev</b>                          | <i>Democracy</i><br><b>RS, History</b>                                    | <i>World of Work</i><br><b>Geography</b>                               | <i>Drugs</i><br><b>Drama</b>                                   | <i>Family</i><br><b>RS, Geography</b>                       |
| Year 11 | <i>First Aid</i><br><b>PE</b>   | <i>Healthy Lifestyles and consequences</i><br><b>PE, English MLD PE, Science, Catering</b> | <i>Careers and College Choices</i><br><b>Business Studies</b>             | <i>Business and Enterprise</i><br><b>English MLD, Business Studies</b> | <i>Starting Relationships</i><br><b>RS, English</b>            | <i>Adult Relationships</i><br><b>RS, English, Child Dev</b> |

**Subjects in Red** = GCSE Options

# THE PLEDGE



## LORIC

| Apprentice (KS3)  | Graduate (KS4)  |
|---|---|
| <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Organisation</li> <li>• Resilience</li> <li>• Initiative</li> <li>• Communication</li> </ul> | <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Organisation</li> <li>• Resilience</li> <li>• Initiative</li> <li>• Communication</li> </ul> |

## PIXL Orate



| KS3         | KS5         |
|-------------|-------------|
| 18 sessions | 16 Sessions |

# Them and Us



| Year 7  | Graduate  |
|---|---|
| <ul style="list-style-type: none"> <li>• Launch</li> <li>• Acts of Kindness</li> <li>• Respect</li> <li>• Without Harm</li> </ul> | <ul style="list-style-type: none"> <li>• Acts of Kindness</li> <li>• Respect</li> <li>• Without Harm</li> </ul> |

## Year 8

- Launch
- Acts of Kindness
- Respect
- Without Harm

# WELLBEING



## KS3 and 4

- My Health – 16 Sessions
- My Mind – 21 Sessions
- My Life (coming soon)

## KS5

- My Health – 14 Sessions
- My Mind – 16 Sessions
- My Life – (coming soon)

# THE PLEDGE CAREERS



## Careers, Higher Education and Apprenticeships

### Careers

| KS3                       | KS4                       |
|---------------------------|---------------------------|
| 5 sessions and assemblies | 5 sessions and assemblies |

### Higher Education

| KS4 (Year 11) | KS5 (Year 12) |
|---------------|---------------|
| 8 sessions    | 8 sessions    |

### Apprenticeships

| KS3        | KS4        | KS5        |
|------------|------------|------------|
| 3 sessions | 3 sessions | 2 sessions |

# Whose house are you in?

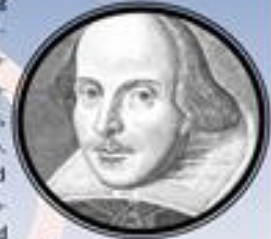


Alan Turing (1912-54) is best known for helping decipher the code created by German Enigma machines in the Second World War, and for being one of the founders of computer science and artificial intelligence.

Turing allegedly committed suicide after being convicted and chemically treated for homosexuality. In 2009 he received a posthumous apology from the British Government and in 2012 received a royal pardon from The Queen.

It has been estimated that Turing's work shortened WWII by as many as four years and saved millions of lives.

William Shakespeare (1564 -1616) was an English poet, playwright, and actor, widely regarded as the greatest writer in the English language and the world's pre-eminent dramatist. He is often called England's national poet, and the "bard of Avon". His extant works, including collaborations, consist of approximately 38 plays, 154 sonnets, two long narrative poems, and a few other verses, some of uncertain authorship. His plays have been translated into every major living language and are performed more often than those of any other playwright.



Shakespeare, often called the English national poet, is widely considered the greatest dramatist of all time.

Marie Curie (1867-1934) was a Polish and naturalized-French physicist and chemist who conducted pioneering research on radioactivity. She was the first woman to win a Nobel Prize, the first person and only woman to win twice, the only person to win twice in multiple sciences. She was also the first woman to become a professor at the University of Paris, and in 1995 became the first woman to be entombed on her own merits in the Panthéon in Paris.

Curie's research led to the discovery of polonium and radium and the development of X-rays.



Rosa Parks (1913-2005) was an African-American Civil Rights activist who refused to obey bus driver James F. Blake's order to give up her seat in the "coloured" section to a white passenger, after the white section was filled.



Parks' act of defiance and the Montgomery Bus Boycott became important symbols of the modern Civil Rights Movement. She became an international icon of resistance to racial segregation.

The United States Congress calls Parks "the first lady of civil rights" and "the mother of the freedom movement".

Mahatma Gandhi (1869- 1948) peacefully fought for the rights of Indians, both at home and in South Africa. Gandhi organised boycotts against British institutions in peaceful forms of civil disobedience. He studied law in London, England, but in 1893 went to South Africa, where he spent 20 years opposing discriminatory legislation against Indians.

Gandhi was the primary leader of India's independence movement and also the architect of a form of civil disobedience that would influence the world. He is widely described as the father of the nation.

He was assassinated in 1948.



Virginia Woolf (1882-1941) was an English writer and one of the foremost modernists of the twentieth century. During the interwar period, Woolf was amongst the influential Bloomsbury Group of intellectuals. Her most famous works include the novels Mrs Dalloway, To the Lighthouse, and Orlando.

Woolf suffered from severe bouts of mental illness throughout her life, thought to have been the result of what is now termed bipolar disorder and committed suicide by drowning in 1941 at the age of 59.

She famously wrote "A woman must have money and a room of her own if she is to write fiction."



**ASSEMBLY SCHEDULE for 2017/2018**

Staff are encouraged to involve students in the planning and delivery of assemblies and to use this opportunity to celebrate their achievements.

| Autumn Term 2017  |      | Sec/Pri Lead           | Secondary Theme (All through themes) | Primary Theme   |
|---|------|------------------------|--------------------------------------|---|
| Week beginning  | Mon  | 4th Sept               | Head                                 | Welcome to Buxton School + Prefects   |
|   |      | 11 <sup>th</sup> Sept  | Phase L/KSI                          | Sexual Health Awareness Week<br>Rules/Leadership (LORIC)                              |
| Planet You –<br>Living in the Wider World<br><br>My Mind - PiXLedge |      | 18 <sup>th</sup> Sept  | House L                              | House Assemblies - Feelings   |
|   |      | 25 <sup>th</sup> Sept  | Year Leader/KSI                      | International Day of Peace<br>Feelings/House Assemblies #2                            |
|   |      | 2 <sup>nd</sup> Oct    | Humanities/ KS2                      | Stoptober - Black History Month   |
|   |      | 9 <sup>th</sup> Oct    | Phase L/KSI                          | World Mental Health Day<br>Achievement/talent/ability                                 |
|   |      | 16 <sup>th</sup> Oct   | TMC/KS2                              | Health & Wellbeing – Informed Choices   |
| <b>23rd Oct - Half Term</b>   |      |                        |                                      |   |
| Week beginning  | Tues | 30 <sup>th</sup> Oct   | Phase L/KSI                          | National Stress Awareness Day   |
| Planet You –<br>Living in the Wider World<br><br>My Mind - PiXLedge |      | 6 <sup>th</sup> Nov    | LWI/KS2                              | Year 11 Mock preparation/Armistice Day (11 <sup>th</sup> )                            |
|   |      | 13 <sup>th</sup> Nov   | CML/KSI                              | YHC - World Diabetes Day - National Anti-Bullying Week                                |
|   |      | 20 <sup>th</sup> Nov   | Year Leader/KS2                      | The school community – best opportunities – new building                              |
|   |      | 27 <sup>th</sup> Nov   | TMC/KSI                              | Domestic Violence Awareness<br>Friendship/House Assemblies 11                         |
|   |      | 4 <sup>th</sup> Dec    | PE/KS2                               | Sporting Achievements<br>Getting on/Organisation (LORIC)                              |
|   |      | 11 <sup>th</sup> Dec   | House L                              | House Assemblies/The Christmas story  |
|   |      | 18 <sup>th</sup> Dec   | KS2                                  | House Assemblies 11 – The Christmas Story   |
| <b>21st December - Christmas Break</b>                              |      |                        |                                      |   |
| <b>Spring Term 2018</b>   |      |                        |                                      |   |
| Week beginning  | Wed  | 3 <sup>rd</sup> Jan    | Phase L/KSI                          | A New Year  |
| Planet You –<br>Health & Wellbeing<br><br>My Health - PiXLedge      |      | 8 <sup>th</sup> Jan    | TMC/KS2                              | Change for Life/British Values  |
|   |      | 15 <sup>th</sup> Jan   | Humanities/ KSI                      | Martin Luther King Day/Resilience (LORIC)   |
|   |      | 22 <sup>nd</sup> Jan   | LWI/KS2                              | Holocaust Memorial Day  |
|   |      | 29 <sup>th</sup> Jan   | House L/KSI                          | House Assemblies – Election Day   |
|   |      | 5 <sup>th</sup> Feb    | CML/KS2                              | YHC - LGBT History Month<br>House Assemblies 11                                       |
| <b>12th February – Half Term</b>                                    |      |                        |                                      |   |
| Week beginning  | Mon  | 19 <sup>th</sup> Feb   | Phase L/KSI                          | Year 8 Options/National Heart Month   |
| Planet You –<br>Health & Wellbeing<br><br>My Health - PiXLedge      |      | 26 <sup>th</sup> Feb   | ENG/KS2                              | World Book Day  |
|   |      | 5 <sup>th</sup> Mar    | Phase L/KSI                          | International Women's Day   |
|   |      | 12 <sup>th</sup> Mar   | House L                              | House Assemblies/Achievements   |
|   |      | 19 <sup>th</sup> Mar   | Phase L/KSI                          | World Health Day<br>Achievements/House 11   |
|   |      | 26 <sup>th</sup> Mar   | CML/KS2                              | YHC - Living in the Wider World/Initiative (LORIC)                                    |
| <b>29<sup>th</sup> April – Easter Break</b>                         |      |                        |                                      |   |
| <b>Summer Term 2018</b>   |      |                        |                                      |   |
| Week beginning  | Mon  | 16 <sup>th</sup> April | Phase L/KSI                          | Diversity & Being respectful  |
| Planet You –<br>Relationships<br><br>My Life - PiXLedge             |      | 23 <sup>rd</sup> April | TMC/KS2                              | Risky Behaviour<br>Patience   |
|   |      | 30 <sup>th</sup> April | House L/KSI                          | House Assemblies/Peer Pressure  |
|   |      | 7 <sup>th</sup> May    | LWI/KS2                              | Preparing for Exams/Mental Health Awareness Week<br>Peer Pressure/House Assemblies 11 |
|   |      | 14 <sup>th</sup> May   | Team Leader/KSI                      | Int. Day against Homophobia<br>Helping others/Buddha day                              |
|   |      | 21 <sup>st</sup> May   | Drama/ Music/KS2                     | World Day for Cultural Diversity  |
| <b>28<sup>th</sup> May – Half Term</b>                              |      |                        |                                      |   |
|   | Mon  | 4 <sup>th</sup> June   | Phase L/KSI                          | Healthy Eating Week<br>Communication (LORIC)  |
| Planet You –<br>Relationships<br><br>My Life - PiXLedge             |      | 11 <sup>th</sup> June  | CML/KS2                              | YHC - World Blood Donor Day<br>Looking at my feelings                                 |
|   |      | 18 <sup>th</sup> June  | Team Leader/KSI                      | International Refugee Week/Helping at home  |
|   |      | 25 <sup>th</sup> June  | PE/KS2                               | Sporting Achievements<br>Dealing with change  |
|   |      | 2 <sup>nd</sup> July   | Phase L/KSI                          | Going into a new year group   |
|   |      | 9 <sup>th</sup> July   | House L                              | House Assemblies/Managing emotions  |
|   |      | 16 <sup>th</sup> July  | Phase L/KS2                          | Celebrations<br>House 11/Managing emotions  |

PiXEdge LORIC; Leadership, Organisation, Resilience, Initiative, Communication  
YHC = Youth Health Champions (Year 10 qualification)

## Appendix 6 – Extra Curricular Schedule – Autumn Term 2017

|  |           | Monday   | Tuesday  | Wednesday  | Thursday   | Friday   | Saturday   |
|--|-----------|--|--|--|--|--|--|
| Breakfast Clubs<br>7.30am – 9am  | Primary   | <b>Breakfast Club</b><br>07.30- 8.55 Sec canteen<br>Linda Ibbot  | <b>Breakfast Club</b><br>07.30 - 8.55 Sec canteen<br>Linda Ibbot   | <b>Breakfast Club</b><br>07.30- 8.55 Sec canteen<br>Linda Ibbot  | <b>Breakfast Club</b><br>07.30- 8.55 Sec canteen<br>Linda Ibbot  | <b>Breakfast Club</b><br>07.30- 8.55 Sec canteen<br>Linda Ibbot  |  |
|  | Secondary | <b>Breakfast Club</b><br>07.30 – 08.30 THASC<br><br><b>Basketball</b><br>New Sports Hall   | <b>Breakfast Club</b><br>07.30 – 08.30 THASC<br><br><b>Basketball</b><br>New Sports Hall   | <b>Breakfast Club</b><br>07.30 – 08.30 THASC<br><br><b>Basketball</b><br>New Sports Hall   | <b>Breakfast Club</b><br>07.30 – 08.30 THASC<br><br><b>Basketball</b><br>New Sports Hall   | <b>Breakfast Club</b><br>07.30 – 08.30 THASC<br><br><b>Basketball</b><br>New Sports Hall   |  |
| Lunchtime Clubs<br>Midday – 1.30pm   | Primary   |  |  |  |  | <b>Buxton Voices</b><br>Miss Clarke/ T1 Primary<br>12.45 – 13.15   |  |
|  | Secondary | <b>VCafe</b><br>Miss Essa – THASC<br><br><b>Network Club</b><br>T14/15- Mr Stansfield<br><br><b>Homework Club</b><br>G33 – Miss Glover<br><br><b>ICT Club</b><br>M2 – Miss McKinson<br><br><b>Basketball</b><br>All year groups<br><br><b>Year 11</b><br>Gym | <b>VCafe</b><br>Miss Essa – THASC<br><br><b>Network Club</b><br>T14/15- Mr Stansfield<br><br><b>Homework Club</b><br>G33 – Miss Glover<br><br><b>ICT Club</b><br>M2 – Miss McKinson<br><br><b>Basketball</b><br>All year groups<br><br><b>Year 11</b><br>Gym   | <b>VCafe</b><br>Miss Essa – THASC<br><br><b>Inter House</b><br>New Sports Hall<br><br><b>Choir</b><br>Miss Stevens<br><br><b>Network Club</b><br>T14/15- Mr Stansfield<br><br><b>Homework Club</b><br>G33 – Miss Glover<br><br><b>ICT Club</b><br>M2 – Miss McKinson<br><br><b>Basketball</b><br>Girls<br><br><b>Year 11</b><br>Gym      | <b>VCafe</b><br>Miss Essa – THASC<br><br><b>Network Club</b><br>T14/15- Mr Stansfield<br><br><b>Homework Club</b><br>G33 – Miss Glover<br><br><b>ICT Club</b><br>M2 – Miss McKinson<br><br><b>Debate Mate</b><br>T11 Mr Blagden<br><br><b>Basketball</b><br>All year groups<br><br><b>Year 7 Football</b><br>New Sports Hall<br><br><b>Year 11</b><br>Gym                                  | <b>VCafe</b><br>Miss Essa – THASC<br><br><b>Network Club</b><br>T14/15- Mr Stansfield<br><br><b>Homework Club</b><br>G33 – Miss Glover<br><br><b>ICT Club</b><br>M2 – Miss McKinson<br><br><b>Year 8 Football</b><br>New Sports Hall<br><br><b>Year 11</b><br>Gym<br><br><b>School Nurse Drop-In</b><br>G36 – Miss Thorpe  | <b>Zumba Gold</b><br>Adults (16+)<br>9.30 – 10.30am<br>Secondary Sports hall<br>Lynette/CML<br><br><b>Local Councillors</b><br>Drop in surgery<br>2 <sup>nd</sup> Saturday<br>10am 12midday<br><br><b>Zumba Gold</b><br>Adults (16+)<br>11 – 12pm<br>Secondary Sport hall<br>Lynette/CML<br><br><b>Community Garden</b><br>9am – 4pm<br>CML<br><br><b>F.A.B</b><br><b>Football at Buxton</b><br><b>EastSide Rangers FC</b><br><br>Mixed 5-11 year olds<br>10-11.30am<br><br>Girls 11-16 year old<br>11.30 -1pm<br><br><b>VProject@Buxton</b><br>11am – 3pm<br>CML<br><br><b>Duke of Edinburgh's</b><br><b>Award</b><br>11am – 3pm<br>CML |
| After School Clubs<br>3pm – 4pm Secondary or 3.30pm – 4.30 Primary (unless stated) | Primary   |  | <b>Ballet</b><br>Era - Reception<br>Primary Small hall £32 per term<br><br><b>Learning Village</b><br>Yr 3 & 4 EAL T20<br>ICT- Miss Jermakova<br><br><b>Multi-Games</b><br>Year 4 – Mr Umeh<br>Old Sports Hall   | <b>KS1/2 Choir</b><br>Miss Ashe 3.30-4.30<br>Old Sports hall<br><br><b>Learning Village</b><br>Yr 5 & 6 EAL T20<br>ICT - Miss Jermakova<br><br><b>Creative Art Club</b><br>M7 Mr Harris/Miss Obiri<br><br><b>Ballet</b><br>Era – Year 1 & 2<br>Primary Small Hall<br>£32 per term<br><br><b>Get Fit with Miss Fowler</b><br>Dance Studio | <b>Learning Village</b><br>Yr 2 EAL T20<br>ICT- Top Floor<br>Miss Jermakova<br><br><b>Karate</b><br>3.30-4.30 MDE<br>Years 5/6<br>Primary Small Hall<br>£45 per term<br><br><b>Lego Club</b><br>Year 2 - EHU<br><br><b>Ballet</b><br>Era – Year 3 & 4<br>Dance Studio £32 per term<br><br><b>Tag Rugby</b><br>Playground – Miss Fowler<br><br><b>Football</b><br>Year 5 & 6 boys – Mr Umeh | <b>Football</b><br>Year 5 & 6 Girls<br>Old Sports Hall - Mr Umeh<br><br><b>Creative Dance/Drama</b><br>Miss Dadzie<br>Dance Studio   |  |
|  | Secondary | <b>Study Zone</b><br>3 – 6pm M4<br><br><b>Step Into Dance</b><br>Dance Studio<br><br><b>Police Cadets</b><br>Gym/TMc<br>Years 6/7<br>3.30 – 4.30pm   | <b>Triple Science</b><br>G43 Mr Welch<br><br><b>Rosetta Stone</b><br>T2 – Miss Glover<br><br><b>Study Zone</b><br>3 – 6pm M4<br><br><b>Netball</b><br>Girls – New Sports Hall<br><br><b>Year 7 Football Matches</b><br>New Sports Hall<br><br><b>Piano</b><br>Miss Stevens<br><br><b>7 4 11</b><br><b>Core Subjects</b><br>Miss Barnes | <b>Study Zone</b><br>3 – 6pm M4<br><br><b>Basketball</b><br>Boys – New Sports Hall<br><br><b>7 4 11</b><br><b>Option subjects</b><br>Miss Barnes   | <b>Study Zone</b><br>3 – 6pm M4<br><br><b>Film Club</b><br>3 – 5pm Mr Stansfield<br>T14<br><br><b>Business and ICT</b><br>M3 Miss McKinson<br><br><b>English Yr 10</b><br>Miss Kulsum<br><br><b>Basketball</b><br>Girls – New Sports Hall<br><br><b>Year 8/10 Football Matches</b><br>New Sports Hall  | <b>Reading Club</b><br>Library – Miss Glover<br><br><b>Additional Maths</b><br>Year 11 Miss Barnes<br>3 – 4.30pm<br><br><b>Study Zone</b><br>3 – 6pm M4<br><br><b>Statistics</b><br>Miss Barnes<br><br><b>Study Zone</b><br>3 – 6pm M4<br><br><b>Buxton Voices</b><br>Miss Moloney/Miss Clarke<br><br><b>GSCE Rock Climbing</b><br>Mile End<br><br><b>Football</b><br>Girls New Sports Hall<br><br><b>KS4 Fitness Club</b><br>Dance Studio |  |
| Community  | Community | <b>Brilliant Bears</b><br>After School Child Care<br>3pm – 6pm – THASC<br><br><b>Zumba Gold</b><br>6.30 – 7.30pm<br>Sports hall<br>Lynette/Miss Moloney<br><br><b>Staff Wellbeing</b><br>MHO - 4.45 – 5.45<br>Sports Hall                                    | <b>Brilliant Bears</b><br>After School Child Care<br>3pm – 6pm – THASC<br><br><b>Mindfulness for Staff</b><br>Primary Small Hall 4.45  | <b>Brilliant Bears</b><br>After School Child Care<br>3pm – 6pm – THASC<br>Sarifa/Herminder<br><br><b>Staff Wellbeing</b><br>MHO - 4.30 – 5.50<br>Sports Hall   | <b>Brilliant Bears</b><br>After School Child Care<br>3pm – 6pm – THASC<br><br><b>Yoga for Staff</b><br>Dance Studio 4.30 – 5.30<br><br><b>Zumba Gold</b><br>6.30 – 7.30pm<br>Secondary Sports Hall<br>Lynette/Miss Moloney   | <b>Brilliant Bears</b><br>After School Child Care<br>3pm – 6pm – THASC<br>Sarifa/Herminder   |  |

