

MANLEY PARK PRIMARY SCHOOL

WHOLE SCHOOL VISION

Manley Park: we all belong.

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture individual personal growth. Pupils become socially responsible citizens of our community and the world.

WHOLE SCHOOL CURRICULUM INTENT

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens.

AIMS OF EI AT MPPS

- Improved attitudes about self, others and task
- Positive social behaviours and relationships
- Compassionate classrooms and school climate
 - Healthy relationships
 - Positive mental health

SEGMENTS

- SELF AWARENESS/SELF MANAGEMENT**
- SOCIAL AWARENESS/RELATIONSHIP SKILLS**
- RESPONSIBLE DECISION MAKING**

ASSOCIATED SKILLS

SELF AWARENESS

- Identify emotions
- Accurate self-perception
- Recognising strengths
- Self-confidence
- Self efficacy

SOCIAL AWARENESS

- Understanding emotions
- Empathy/sympathy
- Appreciating diversity
- Respect for others

RESPONSIBLE DECISION MAKING

- Identify problems
- Analysing solutions
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

SELF MANAGEMENT

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organisational skills

RELATIONSHIP SKILLS

- Communication
- Social engagement
- Relationship building
- Teamwork

EI LINK - ASSEMBLIES

- Fortnightly whole school SEL collective assembly

Assembly overview:

	RESPECT	UNDERSTANDING	COMPASSION	RESPONSIBLE	PATIENT	POSITIVE
FOCUS	Myself: Do I respect myself through my words and actions?	Myself: Do I understand my emotions?	Myself: Do I have an accurate self perception?	Myself: Do I adapt my behaviour according to the setting? responsible choices?	Myself: Do I display patience when it's difficult to do so?	Myself: Do I recognise what I have done well and what my strengths are?
MYSELF EYFS/KS1/LKS2	Daily hygiene and keeping active	Naming basic emotions	Words to describe me	Classroom learning v Outdoor play. How should my behaviour change?	Waiting my turn - why is it important?	What am I proud of in school? What am I proud of about me?
FOCUS	Others: Do I show respect for others through my words and actions?	Others: Do I recognise and understand the emotions of others?	Others: Do I recognise how my words and actions impact others?	Others: Do my words and actions help others make informed decisions?	Others: Am I able to adapt in order for others to achieve?	Others: Do I say polite and caring things to others?
OTHERS EYFS/KS1/LKS2	Listening and turn taking	Recognising emotions in others	Saying kind words - what happens?	Ignoring unwanted behaviours - how can this help everyone?	Allowing people time to complete, think and speak	Using my manners and giving compliments
FOCUS	As a Learner: Do I respect mine and others' learning by always trying my best?	As a Learner: Do I have strategies if I do not understand what I am learning?	As a Learner: Do I assist others effectively?	As a Learner: Do I complete tasks?	As a learner: Do I dedicate myself to learning?	As a Learner: Do I recognise where I want to get to?
AS A LEARNER EYFS/KS1/LKS2	Remaining on task	How does it feel to not understand - what can we do?	Helping others with their learning	Using the learning time I have effectively	Remaining focused throughout teaching	Setting short term goals and plans to achieve

UKS2 - Assembly

	RESPECT	UNDERSTANDING	COMPASSION	RESPONSIBLE	PATIENT	POSITIVE
FOCUS	Myself: Do I display self confidence whilst remaining humble?	Myself: Am I able to label my emotions and consider effective ways of dealing with them?	Myself: Am I able to recognise and manage my impulses ?	Myself: Am I able to self organise and recognise how it assists me?	Myself: Do I have strategies for when I feel overwhelmed?	Myself: Do I have an accurate self perception and am I able to set achievable goals?
MYSELF UKS2	Sharing my views respectfully	Celebrating my emotions - what do I do next?	Controlling my impulses effectively	Planning my day and always being prepared	Feeling overwhelmed - what can I do?	My goals this term
FOCUS	Others: Am I able to appreciate and celebrate human diversity?	Others: Do I recognise and understand emotions others may be experiencing and support them effectively?	Others: Do I display empathy / sympathy for others in my words and actions?	Others: Am I able to work as part of a team, assisting the team and individuals within it?	Others: Am I able to work as part of a team, assisting the team and individuals within it?	Others: Do I assist those close to me in achieving their goals, through my words and actions?
OTHERS UKS2	Individual uniqueness - what we gain	Helping others with their emotions	What is empathy? What is sympathy? How to show them.	Consistently displaying our values - the impact it has	Effective teamwork	Joy from assisting others
FOCUS	As a decision maker: Am I able to make informed and effective decisions	As a decision maker: Am I able to make informed and effective decisions	As a decision maker: Am I able to make informed and effective decisions	As a decision maker: Am I able to make informed and effective decisions	As a decision maker: Am I able to make informed and effective decisions	As a decision maker: Am I able to make informed and effective decisions
AS A DECISION MAKERS UKS2	Effective decision making based on a problem relating to termly value (real not philosophical)	Effective decision making based on a problem relating to termly value (real not philosophical)	Effective decision making based on a problem relating to termly value (real not philosophical)	Effective decision making based on a problem relating to termly value (real not philosophical)	Effective decision making based on a problem relating to termly value (real not philosophical)	Effective decision making based on a problem relating to termly value (real not philosophical)

EI LINK - CLASSROOM

- Whole school progressive and sequential curriculum delivered in line with SEL segments and school values - 30-40 mins fortnightly

SELF AWARENESS/SELF MANAGEMENT

SOCIAL AWARENESS/RELATIONSHIP SKILLS

RESPONSIBLE DECISION MAKING

MPPS BELIEF

SEL Curriculum Overview

	RESPECT	UNDERSTANDING	COMPASSION	RESPONSIBLE	PATIENT	POSITIVE
WHOLE SCHOOL FOCUS (Every 2 weeks)	<p>Myself: Do I respect myself through my words and actions? Others: Do I show respect for others through my words and actions? As a Learner: Do I respect mine and others' learning by always trying my best?</p>	<p>Myself: Do I understand my emotions? Others: Do I recognise and understand the emotions of others? As a Learner: Do I have strategies if I do not understand what I am learning?</p>	<p>Myself: Do I have an accurate self perception? Others: Do I recognise how my words and actions impact others? As a Learner: Do I assist others effectively?</p>	<p>Myself: Do I adapt my behaviour according to the setting? Others: Do my words and actions help others make responsible choices? As a Learner: Do I complete tasks?</p>	<p>Myself: Do I display patience when it's difficult to do so? Others: Am I able to adapt in order for others to achieve? As a learner: Do I dedicate myself to learning?</p>	<p>Myself: Do I recognise what I have done well and what my strengths are? Others: Do I say polite and caring things to others? As a Learner: Do I recognise where I want to get to?</p>
EYFS Self	Daily hygiene	Naming basic emotions	Words to describe me	Indoor and outdoor behaviour	Waiting my turn	One thing that I have done well
Others	Taking turns	Naming basic emotions in others	Saying kind words	Ignoring unwanted behaviour	Helping others - providing equipment	Using my manners
Learner						

	Focus during teaching time	Using my AFL tools	Helping others	Complete before moving on	Choosing tasks that will help me learn	One thing I would like to be able to do soon	
Year 1	Self	Daily hygiene/ being active	Naming emotions	Words to describe me and how others describe me	Learning and play - Same and different?	Waiting my turn	I am proud of...
	Others	Taking turns/Listening	Naming emotions from facial expression	Speaking and acting kindly	Ignoring unwanted behaviour, respectfully asking them to stop	Helping others, despite own desires - letting others time to think	Meaningful thank you
	Learner	Remaining on task	Not understanding - what does it feel like? - asking for support	Remaining focused	Using the time I have been given productively - what helps?	Remaining learning focused during teaching	Next steps with current work
Year 2	Self	Being active/staying hydrated	Naming emotions/what causes them	Words to describe me and how others describe me	Learning and play - Same and different?	Realistic in what can be achieved - growth mindset	My achievements this week My strongest attributes
	Others	Listening/responding respectfully	Naming emotions from facial expression and body language	Speaking and acting kindly - what is the impact?	Ignoring unwanted behaviour, respectfully asking them to stop	Helping others, despite own desires - Allowing people to finish speaking	Giving compliments to others
	Learner	Remaining on task/learning from others	Not understanding - what does it feel like? - asking for support	Effective peer support - demonstrate	Using the time I have been given productively - what helps?	Remaining learning focused during teaching	Next steps with current work
Year 3	Self	Sharing my thoughts	Naming emotions/what causes them	Words to describe me and how others describe me - evidence to support	Different school environments	Realistic in what can be achieved - growth mindset Delaying gratification	My achievements this week - with evidence My strongest attributes - with evidence to support
	Others	Listening to understand/ asking questions	Naming emotions from facial expression and body language/how I could help	Displaying compassion - asking and listening	Not joining in with unwanted behaviours - impact	Helping others, despite own desires - recognising when others are busy	Giving compliments to others - attributes
		Remaining on task /	Asking for support	Effective peer support -	Managing my time	Remaining learning	What I want to improve

Learner	producing my best	effectively / being resourceful	questioning	effectively - small targets	focused during independent work	next term and how I am going to achieve it - learning
Year 4 Self	Sharing my thoughts / time to reflect	Strategies to help my emotions	Words to describe me and how others describe me - evidence for/against	In and out of school - relationships with people and places	Delaying gratification - how could this feel?	My strongest attributes with evidence - why these are positive (impact)
	Others	Different relationships in school	Naming emotions from facial expression and body language - how I could help	Compassion and sympathy - treating others how you would like to be treated	Not joining in with unwanted behaviours and intervening or seeking help	Helping others, despite own desires - recognising when others are busy or may need support
Learners	Producing my best every lesson	Asking for support effectively / being resourceful	Effective peer support - demonstrate and question	Setting realistic goals in allocated time - achieving these	Continuing learning at home	What I want to improve next term and how I am going to achieve it - learning/attitude
	RESPECT	UNDERSTANDING	COMPASSION	RESPONSIBLE	PATIENT	POSITIVE
WHOLE PHASE FOCUS (Every 2 weeks)	<p>Myself: Do I display self confidence whilst remaining humble?</p> <p>Others: Am I able to appreciate and celebrate human diversity?</p> <p>As a decision maker: Am I able to make informed and effective decisions?</p>	<p>Myself: Am I able to label my emotions and consider effective ways of dealing with them?</p> <p>Others: Do I recognise and understand emotions others may be experiencing and support them effectively?</p> <p>As a decision maker: Am I able to make informed and effective decisions?</p>	<p>Myself: Am I able to recognise and manage my impulses ?</p> <p>Others: Do I display empathy / sympathy for others in my words and actions?</p> <p>As a decision maker: Am I able to make informed and effective decisions?</p>	<p>Myself: Am I able to self organise and recognise how it assists me?</p> <p>Others: Do my words and actions make me a positive role model?</p> <p>As a decision maker: Am I able to make informed and effective decisions?</p>	<p>Myself: Do I have strategies for when I feel overwhelmed?</p> <p>Others: Am I able to work as part of a team, assisting the team and individuals within it?</p> <p>As a decision maker: Am I able to make informed and effective decisions?</p>	<p>Myself: Do I have an accurate self perception and am I able to set achievable goals?</p> <p>Others: Do I assist those close to me in achieving their goals, through my words and actions?</p> <p>As a Learner: Do I recognise where I want to get to?</p>
Year 5 Self	Sharing my views respectfully in and out of the classroom	Celebrating that my emotions make me unique	Recognising when impulses are good and when they may be not.	Planning my day and organising my resources at the start of	Recognising the feeling of being overwhelmed - develop strategies to	Where am I currently at (self selected area)and where would I like to

Others		Understanding cause - what do I do next?	How to effectively deal with both.	and throughout the day.	deal with this effectively.	get to.	
	Accepting everyone as individuals and recognising what they bring to a community.	Having strategies to support others - varying emotions	Empathy and sympathy - what is the difference? How and when to display both.	Consistently displaying the Manley Park values - the impact this has	Different roles within a team- adapting to roles and playing your part	Understanding others' goals. Showing an interest and offering support.	
	<i>Connected to the half termly value:</i> - Identify problems - Analyse solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility	<i>Connected to the half termly value:</i> - Identify problems - Analyse solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility	<i>Connected to the half termly value:</i> - Identify problems - Analyse solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility	<i>Connected to the half termly value:</i> - Identify problems - Analyse solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility	<i>Connected to the half termly value:</i> - Identify problems - Analyse solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility	<i>Target setting for the future</i>	
Year 6	Self	How to share my achievements in a respectful manner to the correct people (friends and family).	Celebrating that my emotions make me unique Understanding cause - what do I do next?	Recognising when impulses are good and when they may be not. How to effectively deal with both.	Planning my day and organising my resources at the start of and throughout the day.	Recognising the feeling of being overwhelmed - develop strategies to deal with this effectively.	Where am I currently at (self selected area)and where would I like to get to
	Others	Accepting everyone as individuals and recognising what they bring to a community.	Having strategies to support others - varying emotions	Empathy and sympathy - what is the difference? How and when to display both.	Consistently displaying the Manley Park values - the impact this has	Different roles within a team- adapting to roles and playing your part	Understanding others' goals. Showing an interest and offering support.
	Decision maker	<i>Connected to the half termly value:</i> - Identify problems - Analyse solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility	<i>Connected to the half termly value:</i> - Identify problems - Analyse solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility	<i>Connected to the half termly value:</i> - Identify problems - Analyse solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility	<i>Connected to the half termly value:</i> - Identify problems - Analyse solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility	<i>Connected to the half termly value:</i> - Identify problems - Analyse solutions - Solving problems - Evaluating - Reflecting - Ethical responsibility	<i>Target setting for the future</i>