



THOMAS'S CLAPHAM INSPIRING LIVING POLICY

INTRODUCTION

What is Inspiring Living?

Inspiring Living comprises all aspects of the school's planned provision to promote our children's personal and social development, including health and wellbeing. It also encourages the development of social and moral responsibility, community involvement through SOCIAL Time and some of the basic aspects of political literacy.

Inspiring Living offers children the opportunity to become confident, healthy, independent and responsible citizens. It is important for pupils to learn about themselves as developing and changing individuals and to encourage them to play a positive role when contributing to the life of the school and the wider community. It supports children towards having a healthy attitude to learning.

Some Social and Emotional Aspects of Learning (SEAL) are integrated into the Inspiring Living programme of study. SEAL promotes the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and wellbeing of all who learn and work in schools. All children follow a progressive thematic scheme of work.

Inspiring Living also covers Relationships Education, Relationships and Sex Education (RSE) and Health Education.

AIMS

The aims of Inspiring Living are to actively encourage the children to:

- develop the knowledge, skills and understanding to lead confident, healthy, independent lives
- become informed, active, responsible citizens
- recognise their own self-worth, work well with others and become increasingly responsible for their own learning and actions
- reflect on their own experiences and understand how they are developing personally and socially
- understand and respect our common humanity, diversity and differences
- form effective and fulfilling relationships
- become independent and responsible members of the school and wider community
- become positive and active members of a democratic society

- tackle many of the spiritual, moral, social and cultural issues that are all part of growing up
- prepare for life in modern Britain
- learn about Fundamental British Values
- enjoy learning the subject

Early Years

Inspiring Living is taught in Reception classes as an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the Inspiring Living aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in Inspiring Living matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support Citizenship Education in Reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

Whole School

The curriculum provision for Inspiring Living adopts a whole school approach which includes:

- discrete curriculum time– one Inspiring Living lesson per week, at the same time across the whole school
- RSE and drugs education programme
- teaching Inspiring Living through and in other subjects/curriculum areas
- Inspiring Living activities and school events
- Thomas's Schools' Code of Conduct
- Happy Space, formerly known as Circle Time
- the Inspiring Living Committee, which embodies our commitment to pupil voice
- A Better Clapham Way Committee, which embodies our commitment to anti-bullying
- SMSC, including Fundamental British Values
- Green Unicorns
- Assemblies and church services
- charity work
- trips and outings
- links with the local community, external agencies and a range of visitors
- Clubs

A whole school approach is effective because pupils' personal and social development is influenced by many aspects of school life. The provision for Inspiring Living will therefore play a central part in the cycle of whole school curriculum planning and development.

ASSESSMENT

In Inspiring Living there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

There is no formal means of assessment in Inspiring Living, rather, an open-ended approach is adopted and is built in as an integral part of learning, giving an understanding of the ‘whole child’.

REFERENCES

This policy has been informed by;

The non-statutory National Curriculum guidance KS1 & 2 (2014)

DfE Statutory Framework for the Early Years (2017)

HM Gov Guidance ‘Every Child Matters’ (2004)

PSHE Association

DfE Social and Emotional Aspects of Learning

See also: [Anti-Bullying Policy](#), [Clapham Assembly and Collective Worship Policy](#), [Assessment Policy](#), [Behaviour Policy](#), [Drugs Policy](#), [Equal Opportunities Policy](#), [Health & Safety Policy](#), [Inclusion Policy](#), [Race Equality Policy](#), [Safeguarding and Child Protection Policy](#), [SEND Policy](#), [SMSC Policy](#), [Relationship and Sex Education \(RSE\) Programme](#)

This policy will be reviewed annually			
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