

ASAT: Living Well Together - Intent, Implementation and Impact

Through a consistent approach to Living Together Well children will be supported in thriving, into the next stage of education and beyond.

Children have a critical appreciation of the fact that their life experience may influence their understanding and perceptions and this may not be the same for somebody else.

Children have an understanding of their role in the world and are caring, compassionate and sustainable in mindset. They feel empowered as decision-makers and problem-solvers.

Children report they feel a strong sense of belonging. Part of community in many ways on many levels. Children show curiosity about the opinions and beliefs of others, they have an open mind and develop their own ideas based whilst respecting that these may not be the same as others.

Impact

The vast majority of children are prepared for future learning and demonstrate the Trust learning behaviours at an age-appropriate level. Where this is not the case support in doing so is impactful.

Cumulative Philosophy Skills are taught with children's literature as the provocation for thought and discussion and promote the ability to disagree in a respectful way, to build on the ideas of others and to reframe ideas to ensure you better understand others.

School Council and other
Pupil Perception has a
meaningful part to play in
shaping provision through
planned opportunities and
thorough reviews of findings
reported to school staff and
Trustees.

Thrive adopted across the Trust and each school to have a licensed practitioner. Thrive Assessment and intervention provision is on-going. Investment in further training to build pastoral support for pupils, staff and families. Plans for a dedicated Thrive space resourced to enable staff to offer the very best support they can for our community.

Self- regulation (control) supported through zones of regulation, supported roll out by SENCo and staff training in place

> No Outsiders materials used to support inclusion and the age appropriate teaching of the Equalities Act across the school.

Implementation

Immersion activities and provocations such as Mantle of the Expert encourage the ability to share knowledge and skills and work towards a shared goal.

Intent

The development of our Living Well Together curriculum is underpinned by our intent to develop in our children the ability to:

- Maintain rewarding and productive relationships with staff and peers.
- Have respect for others and the ability to actively listen.
- Hold a deep, embedded sense of self-worth and the right to have their opinion valued by others within their community (dignity).
- Disagree with others without falling out.
- Forgive ourselves and others, to know how to make things right when they
- A strong sense of community, school, church and locality
- Appreciate diversity and the preciousness of each individual.
- Recognise the benefits of living well together, including understanding that we have much we can learn from one another.
- Understand their role in their personal learning journey and in creating a conducive atmosphere for learning within school.
- Take an age-appropriate responsibility for making the most of the opportunity to learn from and with others.
- Recognise the significance of all aspects of our learning behaviours in shaping their journey through school and beyond.

Opportunities to develop and extend vocabulary through the various means – identifying this on the planning of subjects wherever possible, Worship, Word of the Day resource in Y5 and Y6 classes.

Participation in DIALLS project across the school – the teaching of dialogue and augmentation and cultural learning through short, wordless films as a means to understand identities, cultures and diversities.

Opportunities to develop mastery of concepts such as debate, discussion and public speaking though vehicles such as Mighty Oaks and the use of Kagan Strategies across the curriculum.

The EYFS curriculum has a strong emphasis on sharing ideas and opportunities for oracy. These are built upon throughout the learning journey.

Opportunities to undertake school and local community projects.

Opportunities to vote and make decisions are built into the wider school provision. Y6 – Democracy mini theme and trip to Parliament supports children recognising their voice within a wider society and the importance of being able to vote for a political party.

Collective Worship planning and the Reflections Table provision having Living Well together as a core aim. Children develop a wide vocabulary during their learning journey that supports respectful conversations and debates.

Children are supported in their oracy from the start and are able to communicate confidently in a range of contexts and have a wide variety of opportunities to do so.

Children understand that to gain the most from being part of a community they have to respect those they commune with. They appreciate the role they play in shaping their school and wider community.

Collective
Worship planning
and the
Reflections Table
provision supports
Living Well
Together as
identified by
pupils.

Children collaborate effectively and are able to demonstrate strong teamworking skills.

Children relish the opportunity to work in new ways with new people. Due to this being part of provision.