



Shoreditch Park Primary School

ASPIRE Policy 2023/24

Contents

Intent	Page 1
ASPIRE Learning Dispositions	Page 1
Statutory Requirements	Page 4
Implementation	Page 5
Monitoring	Page 6
ASPIRE Ethos and Pastoral Offer	Page 6
Links to other policies	Page 7
Appendix 1 Curriculum Map	Page 8
Appendix 2 Working Wall Examples	Page 9
Appendix 3 Enquiring Ebony Examples	Page 11

Intent

ASPIRE is an aspirational PSHE curriculum and school vision that empowers children to flourish in their academic, personal and social learning. Within our broad and balanced ASPIRE curriculum, we are able to nurture and support the spiritual, moral, social and cultural (SMSC) development in young children, promote fundamental British values and continue our commitment to being a Gold Rights Respecting School. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development. ASPIRE has been carefully crafted to ensure that all children are equipped to thrive both in school and the wider world.

Shoreditch Park we know that having a positive learning disposition is as important as a strong academic foundation. Therefore, we are teaching our children to embrace learning with excitement and enthusiasm so they are ready to take on challenges without fear of failure. ASPIRE is built around 6 strands that support our children socially, emotionally and academically. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils. The ASPIRE curriculum is planned to suit the needs of our pupils to ensure that they are well equipped to be socially, emotionally and academically prepared for the future. ASPIRE is embedded in all aspects of our school life.

Shoreditch Park Primary School is a **Rights Respecting School**. School policies respect the UN Convention on the rights of the child. The ASPIRE Policy links to:

- **Article 13** - Every child must be free to express their thoughts and opinions and to access all kinds of information
- **Article 28** - Every child has the right to an education.
- **Article 29** - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

The ASPIRE learning dispositions

A learning disposition is a habit or tendency to act in a distinct way that leans specifically towards learning. Learning dispositions are learned over time and in different situations both at school and in the real world.

If a child has a positive learning disposition this means that they have been taught a set of character traits which allow them to embrace learning with excitement and enthusiasm. They are ready to take on challenges and minimise fear of potential mistakes. A positive learning disposition is what we want for every child at Shoreditch Park; the ability to face challenges and make progress. We believe every child has the ability to achieve this.

All staff and governors at Shoreditch Park School recognise that pupils who are confident about their learning and who have a growth mind-set, persist when faced with challenges. Pupils who can set goals, manage stress and have awareness of their mental health are more likely to thrive in a school setting.

Our aim is to explicitly teach and model to our children what is ethically important in different situations, leading them to become more autonomous with decision making and reflective about the choices they will need to make as they grow up. ASPIRE is not just apparent in one subject or lesson, but permeates the school ethos and is built into our everyday practice.

ASPIRE stands for:

Achievement - We want our pupils to develop high aspirations and set themselves challenging goals. We feel it is important to instil the confidence and determination to achieve these goals. We teach the importance of resilience and determination.

Self-awareness - We encourage our pupils to know themselves better; both their strengths and weaknesses in order to identify where they should celebrate success and where they need to strive to develop further.

Pride - We encourage our children to develop a sense of pride in themselves. This means being punctual, attending school every day, taking pride in their uniform and appearance, presenting their work to high standards and having pride in their behaviour.

Inclusion - We aim to help children understand that everyone has the right and the capacity to achieve no matter the challenges they may face. This is the belief that every child can succeed. We want our pupils to support and encourage each other.

Respect - We want our pupils to understand that respect is not just shown to other people but also to themselves, the wider community and our environment. It is about being polite and courteous but also about developing moral principles and sticking to them.

Enquiry - This is about being ambitious learners who are not afraid to ask questions and dig deeper. We want our pupils to discuss debate and steer their own learning.

These dispositions are taught through 6 characters: Achieving Aisha, Self-Aware Samuel, Proud Pinar, Inclusive Izeyah, Respectful Rodrick and Enquiring Ebony.



Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).
- We must teach health education under the same statutory guidance

In addition to this guidance, we have a duty to provide education that covers aspects of safeguarding such as consent, bullying, peer on peer abuse and healthy relationships.

Implementation

ASPIRE lessons are taught for 1 hour per week alongside a weekly assembly. Each strand of ASPIRE is taught explicitly, with a new focus each half term. More details of each half term focus can be seen on the ASPIRE curriculum overview.

The ASPIRE curriculum is taught in a 3-year cycle which is reviewed yearly to ensure it covers all statutory elements of the Relationships and Health (RHE) curriculum in addition to any current priorities. For example, in 2020 we adapted the curriculum content to include Self-Awareness in relation to Covid-19 guidelines, Inclusive Izeyah linked to wellbeing during school closure and Achieving Aisha linked to resilience.

See Appendix 1 for the ASPIRE curriculum map 2021-2022.

The six values of ASPIRE are often taught using story books as a stimulus and incorporate opportunities for pupils to link what they are learning to real life experiences. Outcomes from lessons are displayed on ASPIRE working walls in each classroom, and photo/video evidence is used when appropriate. Lessons are inclusive and are differentiated to meet the needs of all children. Medium term plans are completed each half term and links are made to safeguarding, British values, Rights Respecting and SMSC events.

See Appendix 2 for Aspire working wall examples.

ASPIRE Assemblies

Our weekly assemblies are an opportunity to introduce or delve deeper into the focus for the half term. Children have the opportunity to discuss and share ideas around the focus ASPIRE strand. These assemblies are also an opportunity to cover aspects of our SMSC calendar such as UNICEF events, safeguarding, fundraisers, Pupil Voice projects and international days.

Enrichment

There are several enrichment opportunities linked to the ASPIRE curriculum. Some examples are:

- Anti-Bullying Workshops
- ASPIRE trips
- Learning about Democracy through pupil voice elections
- Aspire Ambassadors roles
- National Career Week
- Philosophy

School Closure Curriculum Offer

In the event of full or partial school closure, ASPIRE assemblies will take place on a weekly basis and will be accessible via Google classroom. These assemblies will support with mental health, wellbeing, and learning dispositions linked to home learning. They will reflect the ASPIRE half term focus and cover any events on our SMSC calendar.

Monitoring

The delivery of ASPIRE is monitored by the ASPIRE lead through learning walks, year group planning meetings, working wall checks and regular staff training.

ASPIRE Ethos and Pastoral Offer

Our ASPIRE ethos permeates every part of the school day, positive behaviour system and the wider curriculum. It is the heart of our school vision and supports our pupils to be well-rounded, confident and happy individuals.

ASPIRE Mornings

At Shoreditch Park Primary we have a 'soft start' to our day. Pupils are encouraged to arrive at school for 8.30am (KS1) and 8.45am (KS2) to engage in our ASPIRE mornings. Children can read, change home reading books, have fruit and complete ASPIRE reflections or activities linked to our SMSC calendar. This is also an opportunity for teachers to talk to pupils and support them academically or emotionally. Children refer to visual timetables and discuss the day ahead. ASPIRE mornings help our pupils to have a bespoke and nurturing start to their day, which has a positive impact in lessons.

Celebration Assemblies

At the end of each half term, we hold a celebration assembly to acknowledge the progress made by pupils in the focus ASPIRE strand. Aspire Ambassadors always play a role in presenting these assemblies. It is an opportunity to sing our ASPIRE songs, which are usually led by the school choir. We also celebrate achievements within other aspects of the curriculum such as reading and maths.

Mental Health and Wellbeing

Mental health and wellbeing are prioritised at Shoreditch Park Primary. In addition to ASPIRE lessons about mental health and participating Children's Mental Health Week, there are opportunities throughout the day for pupils to participate in wellbeing check-ins. These take place during ASPIRE mornings and after lunch time. KS1 use The Zones of Emotional Regulation, while KS2 use a bespoke system to match the needs of the class. Children identify how they are feeling, then use their toolkit of strategies to bring themselves 'back to calm', where they are ready to learn and achieve.

The ASPIRE Ambassadors play an active role in promoting mental health. They recently worked with the ASPIRE lead to create a child-friendly Mental Health Policy alongside a video about mental health, which can be viewed on the school website.

Pupil Voice

Each year, pupils can apply to become ASPIRE Ambassadors. They are chosen democratically and work closely with the ASPIRE lead for a year. In recent years, Ambassadors have been involved in mental health projects, child-friendly policy writing, assembly presentations and meeting the Rights Respecting and Inclusion Quality Mark Assessors.

ASPIRE in the wider curriculum

ASPIRE is visible in classrooms and is used to enhance outcomes in all lessons across the curriculum. The six pillars, or characters, are designed to equip our pupils with the dispositions required to be effective, life-long learners. A teacher may refer to Achieving Aisha when discussing a learning objective or to develop resilience during a challenging lesson, whereas Respectful Rodrick could be useful when pupils are participating in a debate. Enquiring Ebony homework tasks are set every half term linked to Topic, where pupils are encouraged to carry out research and create an art-based project. Inclusive Izeyah would be helpful during partner work and to build a sense of team spirit.

Positive Behaviour Approach

ASPIRE plays a key role in maintaining positive behaviour at Shoreditch Park Primary. Children's behaviour is communication and often stems from their feelings. We try to understand the reason for a child's behaviour in order to support their emotional and social needs. For example, some children may wish to access the calm corner or use the Zones of Regulation strategies when needed. We use the ASPIRE code throughout the day to teach and model to our children what is ethically important in different situations. This leads them to become more autonomous with decision making and reflective about the choices they will need to make as they grow up.

ASPIRE Dining

The lunch hall has been designed and organised to ensure that children have a sociable dining experience. Pupils sit at round tables which encourage group discussion. Talking points are displayed to give pupils a stimulus for conversation. All staff members encourage and model table manners and suitable use of cutlery.

[Links to other policies](#)

This policy links to the following policies and procedures:

- Relationships and Sex Education (RSE) Policy
- Child Protection and Safeguarding Policy
- Positive Behaviour and Anti-Bullying Policy
- Mental Health Policy



Aspire Curriculum Map 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Introduce all six characters throughout the half term Respectful Roderick Respectful communication	Respectful Roderick Respectful communication	Achieving Aisha Never giving up	Proud Pinar Pride in ourselves as individuals Pride in our learning	Inclusive Izeayah Friendship and kindness	Enquiring Ebony Imagination
Years 1-3	Respectful Roderick Rights Respecting Schools – rights of the child in greater depth Respect the environment/our world ASPIRE dining	Achieving Aisha The Learning Pit Resilience, Perseverance Teamwork	Self-aware Samuel Mental and physical health Children's mental health	Enquiring Ebony Developing wonder and curiosity	Inclusive Izeayah Every child has rights Groups and communities – families, friends, school, clubs, religions Inclusive classrooms	Proud Pinar Showing pride in yourself a unique individual Celebrating talents/attributes Hobbies
Years 4-6	<div> Achieving Aisha The Learning Pit Resilience, Perseverance Teamwork </div> <div> Self-aware Samuel Mental health Positive self-image Wellbeing survey (WAHMS) Children's mental health </div> <div> Enquiring Ebony Fostering ambition Probing and Asking Questions Enquiry skills linking to economic awareness </div> <div> Inclusive Izeayah Every child has rights Inclusive classrooms </div> <div> Proud Pinar Pride in myself as a unique individual Diversity and equality Stereotypes </div>					

Appendix 2: ASPIRE Working Wall examples



