



Personal Development at Maybury

'In these stones horizons sing' (Gwyneth Lewis)

These words were adopted to reflect the ambition of the school for our children to flourish in all areas of learning; the words symbolise our beliefs for our children and their future. We strive to ensure that the walls of our building literally sing with the rich, engaging curriculum and opportunities provided for our children as we prepare them for life as they live now, for their secondary school years and ultimately adult life in modern Britain. Our aim is to develop ambitious, resilient, confident, well rounded, well-mannered children who know right from wrong, are tolerant and respectful so that the choices for their futures – their horizons – are maximised.

At Maybury, **all** staff are highly ambitious for **all** of our children; we offer learners the opportunity to succeed academically, socially, culturally, spiritually and physically. Staff have high aspirations for all children's personal development.

1. RSHE – Relationships Education

- Children are supported to stay safe. The arrangements for safeguarding within the school are effective. The DSL is the Deputy Headteacher: Emily Dines and the Assistant DSL is the Assistant Headteacher: Claire Donnelly. All staff have up to date Safeguarding Level 2 qualifications. All staff receive regular training in scheduled staff meeting time (see CPD and Monitoring Programme for details). Staff have a thorough understanding of the safeguarding challenges in the local community. Staff know our families well and children who may be at risk of harm are identified quickly and concerns acted upon swiftly (see CPOMS records)
- Our school ethos is built upon respectful relationships. All adults in the school model respectful relationships with children, other adults who work in the school, parents/carers and visitors. For example, children and their parents/carers are greeted on the school gate by the headteacher and other staff members at the start and end of each school day; staff members eat with children in the restaurant modelling healthy eating habits and good table manners
- Children are taught about healthy and unhealthy relationships. They are also taught key concepts such as respect, permission-seeking and giving; appropriate and inappropriate contact; kindness and commitment. This is explicitly planned for through our Jigsaw curriculum for children in F1 up to Year 6. Jigsaw is an integrated scheme of learning for Personal, Social, Health Education, with an emphasis on emotional literacy, mental health, SMSC and spiritual development (see Jigsaw Curriculum Overview for 'Being Me in My World'; 'Celebrating Difference'; 'Dreams and Goals' and 'Relationships'). Learning is delivered through weekly lessons and assemblies
- Children are taught explicitly about online safety through the 'Healthy Me', 'Relationships' and 'Changing Me' strands of the Jigsaw programme. For example, in Foundation 2, children are taught different ways to stay safe; in Year 3 children are taught how to keep safe online and who to go to for help; in Year 5 children are taught about safer online communities; in Year 6 children are taught about technology safety and how to take responsibility with technology use. Online safety is also explicitly taught through the Computing Curriculum (see Computing Curriculum Overview). An age appropriate online safety unit is taught as part of the computing curriculum at the start of each year. This is revisited during the teaching of each of the computing units throughout the year
- In addition to the planned explicit teaching of Relationships Education, other activities during the year contribute to children's learning and understanding such as: work with our local PCSOs about knife crime; an assembly explaining the white ribbon promise and children signing their own class white ribbon promise; fireworks safety video and class lesson; participation in anti-bullying week (including work around cyber bullying) and safer internet day

2. RSHE Sex Education

- RSE teaching at Maybury teaches children to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and choices when they are adults. Each year group is taught appropriate to their age and developmental stage
- There are four main aims of teaching RSE:
 - To empower children to be safe and safeguarded
 - To enable children to understand and respect their bodies
 - To help children develop positive and healthy relationships appropriate to their age and development
 - To support children to have positive self-esteem and body image

At Maybury Primary we choose to teach Sex Education and Section 405 of the Education Act 1996 provides the right of parental withdrawal from the RSE provided at school except for those parts included in the National Curriculum (see Jigsaw Curriculum Planning)

- The Science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. At Maybury, children in Year 1 learn the names of the main parts of the human body; in Year 2 children know that humans have offspring that grow into humans and learn about the basic stages in the life cycle of a human; in Year 5 children learn to describe the changes as humans develop to old age
- Our curriculum supports children at Maybury to be well prepared for changes in adolescence and for safe, healthy, fulfilling relationships. This is carefully planned through the themes of 'Relationships' and 'Changing Me' in our Jigsaw curriculum for children from F1 up to Year 6
- The school nursing team also support in delivering this part of the curriculum, in line with school policy, to Year 5 and Year 6 children

3. Physical Health and Mental Wellbeing

- Healthy eating and physical health is explicitly planned for through the 'Healthy Me' strand of our Jigsaw curriculum (see Jigsaw Curriculum overview). For example, children in EYFS learn about sleep and keeping clean; in Year 2 children learn about healthy eating and nutrition; in Year 4, children learn about smoking and alcohol; children in Year 6 learn about how substances can affect the body
- Children also learn about physical health and wellbeing through the Science Curriculum. For example, Year 2 children learn about the importance for humans of exercise, eating the right amounts of different types of food, and hygiene; in Year 3 children learn about the importance of a nutritious, balanced diet; in Year 4 children learn about the types and functions of teeth as well as the importance of oral health and in Year 6, learn about the impact of diet, exercise, drugs and lifestyle on health
- The PE curriculum is carefully planned for children to receive 2 x one hour PE lessons per week (see PE Curriculum overview). In addition to this, children take part in the daily mile and are encouraged to be active at playtimes and lunchtimes
- The school works with the Teeth Team in Hull. Under this scheme, children brush their teeth in school each day after their lunch. Teeth Team is a school-based supervised tooth-brushing programme, incorporating clinical dental assessments, applications of fluoride varnish and the subsequent signposting for accessing primary and secondary dental care. It is a collaborative working partnership between local dental practices, government, schools and parents in an effort to improve the dental health of children across the country
- The school works hard to promote healthy eating. All children stay in school over lunchtime and children are encouraged to take up a school meal. The school has a restaurant and meal times are carefully timetabled. Each class has a set time to go into the restaurant. The tables are all laid up by the lunchtime supervisors. Children are seated at the table and go up one table at a time to the kitchen to collect their meal. Much work has been undertaken on dinner table etiquette and conversation. Children remain in their seats during the meal and only leave the table and restaurant when all of their class have finished their meals. Staff eat with the children to model good eating habits and good table manners
- Children are taught basic first aid in Year 5 as part of the Jigsaw curriculum
- The school works with a number of outside agencies to support children and families who have been identified as needing support including Early Help, Social Services and CAMHs

- The school buys in support for mental health from Advotalk: a talking therapy service and from Pet Respect: animal assisted therapy
- Children who have been identified as needing support have a timetabled check-in with a named adult each day

4. PSHE Pupils Wider Safety

- The school has developed a framework of expectations for behaviour and conduct throughout the school day. This is explained, taught and reinforced with the children. Children are taught to minimise risk as part of their learning. For example, children are taught to walk down corridors in single file to ensure that everyone remains safe; they are taught how to use apparatus correctly in PE; in Design Technology they are taught how to use equipment such as needles or saws correctly
- In Year 3, children take part in Pedestrian Skills. In this they are taught essential skills for staying safe while walking, enabling children to safely use the streets. In Year 5, children take part in Bikeability, a practical training programme, which provides the children with a life skill and enables them to cycle confidently and competently on today's roads
- In Year 6, children attend Kid Alert which is a multi-agency safety event involving: IMPS, Network Rail, Trading Standards, Fire Service, Environmental Health, Coastguard, Road Safety and the RNLI
- Before children go out of school on school trips, expectations of behaviour and conduct are explained and taught. Children are briefed about how to keep safe through all aspects of the trip and this is reinforced throughout the trip

5. PSHE Pupils Economic Understanding

- The 'Dream and Goals' strand of the Jigsaw Curriculum covers some aspects of children's economic understanding. In Year 3, children are taught simple budgeting and in Year 5 they are taught about the importance of money
- In Year 5, children are taught about the dangers of online gaming and gambling in the 'Relationship' strand of the Jigsaw Curriculum
- As part of Global Enterprise week, children from Year 6 took part in a Primary Challenge Event at the Guildhall. The event involved the children coming with a business idea and plan and were successful in winning a prize
- In the Geography Curriculum, children in Year 4 learn about trade links that enable food from around the world to be sold in the UK; in Year 5, children learn why jobs are important; learn how people earn a living in this country and beyond and the effects of unemployment; in Year 6 children learn about trade links around the world

6. PSHE Pupils Understanding of Technology and Media

- Children are taught about different forms of media, including digital, and their impact. The Computing Curriculum is planned to cover learning about aspects of digital media so that children become digitally literate at a level suitable for the future workplace and as active participants in a digital world (see Computing Curriculum). In addition to this, digital media is used both to support and present learning across the curriculum
- Through the Computing Curriculum, children are taught not only how to stay safe, but also about the reliability of online content and risks of sharing. In Key Stage 1, children are taught how to use technology safely and respectfully, keeping personal information private and to identify where to go for help and support when they have concerns about content on the internet or other online technologies. In Key Stage 2, children are taught how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact
- Children are taught explicitly about online safety through the 'Healthy Me', 'Relationships' and 'Changing Me' strands of the Jigsaw programme. For example, in Year 5 children learn about the influence of online and media on body image

7. Citizenship

- Children are taught how to be responsible citizens of their school and community.
- Children are taught about right and wrong and the need for rules (and how they help). This leads to learning about democracy. This is explicitly planned for children from F1 to Year 6 through the 'Being Me in My Own World' stand of the Jigsaw Curriculum. For example, Rights and Responsibilities are taught throughout the school at an

appropriate age related level; children in EYFS are taught about being in a classroom; children in Year 1 and Year 2 learn about rewards and consequences. In Year 5 and Year 6 they learn about being a citizen; being a global citizen and democracy

- Children are explicitly taught about right and wrong, the need for rules and democracy through the Religion and World Views Curriculum. In Key Stage 1, children learn to express ideas and opinions about moral questions of right and wrong. In Key Stage 2, they learn to articulate the response of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair
- Children are also taught about difference in families; different groups and communities; the range of different identities in the UK. This is explicitly planned for children from EYFS to Year 6 through the 'Celebrating Differences' strand of the Jigsaw Curriculum. For example, in Year 1 children are taught about celebrating differences in everyone; in Year 4 children are taught about judging by appearance; in Year 5 children are taught not only how cultural differences can cause conflict, but also how we can enjoy and respect other cultures
- Children are also explicitly taught about different groups, communities and beliefs through Religion and World Views Curriculum. In Key Stage 1, children tell of the ways people express identity in belonging to a faith group, and show how they are similar to another faith group. They also share ideas and examples of co-operation between people who are different. In Key Stage 2, children demonstrate understanding of how people express their identity and their spirituality through symbols and actions. They learn how to show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable. They also consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect

8. Development of Character

- Children at Maybury are supported by an ethos of high aspiration. High expectations and a 'can do' attitude support children to be their very best and fulfil their individual potential
- At Maybury, we define the behaviours and habits that we expect children to demonstrate. These are then taught to the children – both explicitly at the beginning of each term and then reinforced throughout the year. Staff model these behaviours and expectations
- There is a consistent, unrelenting promotion of consideration, respect, good manners and courtesy and this is modelled by all adults in the school
- Character is directly planned for and taught through the Jigsaw Curriculum strand of 'Dreams and Goals'. For example, children in EYFS are taught about overcoming obstacles, children in Year 2 learn about perseverance; in Year 4, children are taught about overcoming disappointment and in Year 6 learn about emotions in success

9. Wider Opportunities

- At Maybury, there is a strong emphasis on enrichment.
- Education in and through the arts is highly valued and the school has a strong commitment to music. Music provision continues to be a strength of the school
- Sport
- Trips, visits and visitors
- Residential visits
- The school works with IntoUniversity. IntoUniversity provides an innovative programme that supports young people from disadvantaged neighbourhoods to attain their chosen aspiration, including further and higher education, employment and work-based training. Based at the Freedom Centre, they provide a programme for children in Primary School. Children in Year 4, 5 and 6 work with IntoUniversity through the course of the year.

Broader Experiences 2022-23

Autumn Term 2022

Trips and Visits				
Who	When	What	Where	Why
Y5 - all	12-23.09.22	Swimming	Ennerdale	Swimming Lessons
Y5+Y6 8 children	11.10.22	Boys Football Comp	Winifred Holtby	Boys tournament
Y6 10 children	11.10.22	Mixed Football Comp	Woodland Primary	Mixed tournament
Y6- 7 children	18.11.22	Primary Challenge	Guildhall, Hull	Business Enterprise
Choir Y3-Y6	04.12.22	Gabrieli Roar	Hull Minster	'In Dulci Jubilo'
Y5 +Y6 8 children	9.12.2022	EFL Football Comp	Malet Lambert	Mixed tournament
Y2+Y3 2 children	Weekly (alt)	Sensory Room Visit	Princes Quay	EHCP needs

Music:

- Gabrieli Roar: The children in Year 4, Year 5 and the school choir continued to work with Mark Keith who is the choir master of the Hull Minster choir. Gabrieli are a choir and period instrument orchestra founded and led by Artistic Director Paul McCreesh. They perform and record great choral, vocal and instrumental repertoire from the renaissance to the present day and have an education programme: Gabrieli Roar. In early December, through the work undertaken with Mark, our school choir performed at an amazing concert at Hull Minster. Together with the Gabrieli orchestra and choir, the Hull Minster Choir and choirs from four other primary schools in the city, they performed 'In Dulci Jubilo', a festive celebration of the spectacular polychoral music of Michael Praetorius and Heinrich Schütz. This was a concert to remember by all who took part.
- Music provision continues to be a strength of the school. Children have much opportunity to learn to play a musical instrument throughout their time at Maybury. Children in Year 1 and Year 2 learn to play the recorder in their class music lessons.
- Music lessons with staff from the Hull Music Service continued through Autumn term. Year 3 children are learning to play the pBuzz and Year 4 children continue to learn to play brass instruments through whole class teaching with Shaun Crowther. This work continues into Year 5 and Year 6 for children who choose to continue with playing. The brass band resumed rehearsals in the Autumn Term with children from Year 6. Brass players from Year 5 have been invited to join after the Christmas break.
- Simon Higley continues to teach percussion to a number of children across Key Stage 2. The children in Year 5 and Year 6 who have percussion lessons play in our school percussion ensemble.
- John Shepherdson increased extra -guitar club sessions to three a week such is the demand from children to learn the instrument.

Sport:

- Competitive sport: Children continued to take part in sporting competitions throughout the Autumn Term against schools from across Hull and the East Riding. This included has included several football tournaments for both boys and girls in Key Stage 2.
- Year 5 completed a series of swimming lessons at Ennerdale swimming pool at the start of the Autumn Term.

Business Enterprise:

- As part of Global Enterprise week, seven children from Year 6 took part in a Primary Challenge Event at the Guildhall. The event involved the children coming with a business idea and plan and were successful in winning a prize

SEND:

- Two of our EHCP children attended regular sessions at the Special Stars Sensory Room at Princess Quay. The room is fully equipped to meet the needs of children with Autism and continues to really benefit the children who attend

In School Enrichment

- We are working to establish regular Coffee Afternoons, where parents and carers can drop in, chat to staff and access outside agencies that have also been invited to attend. The first of these was held on:
- Christmas saw a return to our Christmas events without the threat of COVID. Expertly led by Cath Damodaran, the school produced three Christmas productions:
 - EYFS: 'We're Going on a Star Hunt'
 - Year 1, 2 & 3: 'Little Angel gets her Wings'
 - Year 4, 5 and 6: 'Magical Christmas Journey'

Spring Term 2023

Trips and Visits				
Who	When	What	Where	Why
Y5+Y6 8 children	13.01.23	EFL Football Comp	Tigers Trust Arena	Mixed tournament
Y6 all children	16-19.01.23	Into University	Freedom Centre	Sustainability Study
Y6 all children	20.01.23	Into University	York University	Graduation
Y5+Y6 8 children	27.01.23	Girls Football Comp	Tigers trust Arena	Girls tournament
Y6 all children	07.03.23	Ambassadors of Hull	KCOM + City Centre	HEYCU
Y2-Y6 52 children	17.03.23	Music for Youth	Albemarle Music Cent.	Performance
Y2 all children	28.03.23	Wildlife Park	Yorkshire Wildlife Park	Geog/Science
Year 5 all children	28.03.233	Into University	Freedom Centre	Raising aspirations
Y3+Y4 6 children	29.03.23	Dodgeball Comp	Marvell College	Mixed tournament
Y2+Y3 2 children	Weekly (alt)	Sensory Room Visit	Princes Quay	EHCP needs

Trips and Visits:

- Year 6 children worked with Hull and East Yorkshire Children's University on their Ambassadors of Hull Programme. This involved children researching people who are regarded ambassadors and ambassadors from Hull. They interviewed members of the public about their views on the city of Hull. They had a tour of Hull to discover the city's history as well as identifying various statues and memorials to key people who influenced Hull
- Year 2 children visited the Yorkshire Wildlife Park. This was part of their unit of learning comparing life in Windhoek in Namibia with that in Hull. As part of their geography work they have been learning about the animals that are adapted to live in the conditions of the Kalahari Desert. The trip to the Yorkshire Wildlife Park enabled them to see these animals in real life. They were also able to find out about animals from other regions of the world and learn about conservation. It was an extremely wet day, but despite this the children saw plenty of animals, learned a lot and had a great time

Extra-Curricular Provision

- An extra-curricular ballet class aimed at Key Stage 2 children was launched at the start of the Spring Term. The club is well attended and have worked hard to achieve a high standard in a short time. The group will perform to parents and carers at the beginning of the Summer Term.

IntoUniversity

- During Spring Term 1, our Year 6 children spent a whole week working on a programme which was aimed at raising their awareness about University. Children found out about the various courses they could study, learned about university life and completed a module of work about 'Sustainability'. The week culminated with a visit to York University with their parents and carers. Following a tour of the campus, the children had to complete a presentation to their parents and carers before graduating in full cap and gown! A fabulous week of learning
- Our Year 5 children spent a morning at the Freedom Centre. This was an introduction to University and involved learning about courses that could be studied and the various societies they could be involved in

Music:

- Music provision continued to be a strength of the school through the Spring Term. Children have much opportunity to learn to play a musical instrument throughout their time at Maybury. Children in Year 1, Year 2, Year 5 and Year 6 learn to play the recorder in their class music lessons
- Music lessons with staff from the Hull Music Service continued through the Spring Term. Year 3 children continued to learn to play the pBuzz and Year 4 children continued to learn to play brass instruments through whole class teaching with Shaun Crowther. This work continued into Year 5 and Year 6 for children who choose to continue with playing. The brass band continued rehearsals in the Spring Term with children from Year 5 and Year 6
- Simon Higley continued to teach percussion to a number of children across Key Stage 2. The children in Year 5 and Year 6 who have percussion lessons play in our school percussion ensemble
- John Shepherdson continued to run three extra-curricular guitar clubs for three separate groups of children from Key Stage 2
- In March, children once again performed in the regional Music for Youth Festival held at the Albemarle Music Centre. The choir, brass band, percussion ensemble and guitar ensemble all performed to an exceptionally

high standard and received high praise from the two music mentors. As a result of this, the school choir then received an invite to perform as part of the Music for Youth National Festival in Birmingham in July

- We continued to be privileged to work with Mark Keith, the Director of Music at Hull Minster. He continued to teach singing to Year 4, Year 5 and school choir on a weekly basis. The improvement in singing is phenomenal and children's confidence in performing and singing solos has risen immensely.

Sport:

- Children continued to take part in sporting competitions throughout the Spring Term against schools from across Hull and the East Riding. This included has included a dodgeball tournament for children in Year 3 and Year 4 and a football tournament for our Year 5 and Year 6 girls
- Tigers Trust ran extra-curricular football training sessions through the Spring Term: after school for Year 5 and Year 6 and at lunchtime for Year 3 and Year 4 children.

SEND:

- Two of our EHCP children continue to attend regular sessions at the Special Stars Sensory Room at Princess Quay. The room is fully equipped to meet the needs of children with Autism and continues to really benefit the children who attend.

In School Enrichment

- An Easter Music Concert featuring our choir, guitar ensemble, percussion ensemble and brass band was well attended by our parents and carers. The children once again performed to a very high standard
- Children in EYFS and Key Stage 1 were invited to make an Easter Bonnet. The children took part in an Easter Bonnet parade on the Key Stage 1 playground that parents and carers attended
- Children in Key Stage 2 were invited to enter the Decorated Egg competition. The eggs were displayed in the school, winners were chosen from each year group and all received a small Easter egg for entering
- We are trying to establish regular Coffee Afternoons, where parents and carers can drop in, chat to staff and access outside agencies that have also been invited to attend. Our second of this academic year was held on Wednesday 29th March and involved Hull Parent Carer Forum. This organisation is a DfE funded parent forum in Hull aimed at Hull SEND parent carers of children and young carers aged 0 to 25 years old.

Summer Term 2023

Trips and Visits				
Who	When	What	Where	Why
Choir Y2-Y6	27.04.23	International Choir Comp	City Hall/Hull Minster	Performance
Y5 all children	03.05.23	Into University	Freedom Centre	Careers/aspirations
Y3+Y4 all children	03.05.23	RPO workshop	Albemarle Music Cen.	Musical workshops
Y2-Y6 55 children	22.05.23	DfE Music visit	Albemarle Music Cen.	Performance
Y6 all children	06.06.23	Into University	Freedom Centre	Transition
Y5 all children	07.06.23	Humber STEM Event	KCOM Hull KR	Science/math
Y5 all children	08.06.23	HEYCU London	London/Parliament	Democracy/capital city
SEN EHCP children	12.06.23	Hub Trip	The Deep	PSHE/sensory
Y3+Y4 all children	15.06.2023	Country Estate visit	The Dalton Estate	Farm life/careers
Y6 all children	20.06.23	Kid Alert	KCOM Hull KR	Health & Safety
Y5 8 children	23.06.23	English/Maths workshop	Hymers College	Develop skills
Y6 all children	28-29.06.23	HEYCU Edinburgh	Edinburgh	Residential visit
Y5+Y6 20 children	30.06.23	Athletics Competition	Costello Stadium	Compete
Y5+Y6 6 children	06.07.23	Girls Football Finals	Active+	Girls tournament final
Choir Y2-Y6	07.07.23	MfY National Festival	Birmingham Town Hall	Performance
Choir: 12 children	10.07.23	Choral Hull Recording	Hull Minster	Performance
Y3+Y4 all children	12.07.23	Hull Music Celebration	Bonus Arena	Performance
Choir Y2-Y6	16.07.23	Lord Mayor's Service	Hull Minster	Performance
Y6 all children	20.07.23	Laser Station	Laser Station Hull	Y6 Reward
Y2+Y3 2 children	Weekly (alt)	Sensory Room Visit	Princes Quay	EHCP needs

Trips and Visits:

- Children in Year 3 and 4 had a day trip to the Dalton Estate. Children learned about how the estate is run; life in the countryside and the different associated trades including game keeping, arable farming, wood cutting and joinery
- Children in Year 5 took part in the Humber STEM event. This was held at the Hull KR ground. The children were involved in a range of activities led by different organisations, including The Wildlife Trust, Yorkshire Water, bridge building engineers, the Deep and the Army
- Year 5 children also travelled by train to London where they toured the Houses of Parliament and some of the major sites of the capital city
- Year 6 children attended the city's kid Alert event. In this, the children learn all about safety. The children took part in ten minute interactive and realistic sessions with different organisations including the Police, Fire Service, Coast Guard etc. They experienced role play scenarios which helped them learn how they can avoid dangers or how to react to and keep safe in potentially dangerous scenarios
- Two teams of four children from Year 5 were invited to take part in a 'We've Got Problems!' maths challenge event and a 'We've Got Issues!' English challenge event. The maths team was introduced to fun new mathematical concepts and completed puzzles, tasks and challenges. The English team was introduced to the classics and literature from outside the curriculum to create their own published 'issues' of poems and pictures. 16 primary schools from across the region were involved and the event concluded with an informal prize giving
- Year 6 children travelled by train to Edinburgh with Hull Children's University for their residential visit. They visited Dynamic Earth and Edinburgh Castle as well as seeing the sites of the city. This was a very successful trip and the children were complimented on their behaviour and conduct throughout

Extra-Curricular Provision

- An extra-curricular club for multi-skills aimed at Year 3 and Year 4 children was added to the menu of after school club provision

IntoUniversity

- Children in Year 5 took part in a day's learning at the Freedom Centre with Into University. This involved an introduction to what a university is; a look at the different courses that could be studied; and participation in a writing module
- Year 6 children took part in a transition day at the Freedom centre

Music:

- Singing lessons for Year 4, Year 5 and the choir continued with Choral Hull during the summer term. The children in Year 5 featured on a Radio Humber side broadcast which focused on the work carried out by the Choral Hull team in Hull primary schools
- The school choir sang at the opening ceremony of the International Choir Concert hosted in Hull. This was part of the Choral Hull project and the children sang alongside choirs from four other primary schools from Hull in a packed out City Hall
- Children in Year 3 and Year 4 attended a music workshop at the Albemarle which was run by members of the Royal Philharmonic Orchestra. The children listened to a performance and were then involved in workshops where they composed and performed a piece of music, working alongside professional musicians
- In May, the DfE and Arts Council visited Hull Music Hub. Maybury was invited to bring along its music groups so that the impact of working with the Hub could be demonstrated. 55 children who make up our School Choir, Brass Band, Guitar Ensemble and Percussion Ensemble gave an impressive performance that was greatly received by the representatives from the DfE and Arts Council
- As a result of their appearance at the regional Music for Youth Festival in Hull, the school choir were invited to perform at the National Festival in Birmingham in July. This was a huge accolade for the school as only a small number of groups from across the country were invited to the National Festival. The children performed beautifully and received high praise from both the music mentors and members of the audience
- The school choir were invited to perform alongside the Hull Minster Choir for the Lord Mayor's Service at Hull Minster in July. They joined the Minster Choir in a beautiful rendition of 'Panis Angelicus'
- Children from Year 3 and Year 4 celebrated their learning in brass and pBuzz lessons with a citywide event organised by the Hull Music Service at the Bonus Arena. They sang and performed pieces with other children from across the city
- 'Proms on the Playground' (held in the hall due to the rain!) showcased the full range of our music groups: Year 5 singing, Year 3 pBuzz, Year 4 Brass, the school Brass Band, Percussion Ensemble, Guitar ensemble and the School Choir. All of our musical partners from the Hull Music Service and Choral Hull supported this venture which was well attended by parents and carers.

Sport:

- Children continued to take part in sporting competitions throughout the Summer Term against schools from across Hull and the East Riding. This included has included a football tournament where the girls team won through to the final and an athletics championships held at the Costello Stadium
- Tigers Trust ran extra-curricular multi-skills sessions through the Spring Term: after school for Year 3 and Year 4 and at lunchtime football for Year 5 and Year 6 children
- Tigers Trust supported our PE lead to run a sports morning in Key Stage 1 and a Maybury Olympics Event in Key Stage 2

SEND:

- Our SEN EHCP population took part in their own trip to the Deep. This was carefully organised so that children with EHC plans in place, who found it more difficult to access the mainstream school trips, had a visit of their own that met their needs entirely
- Two of our EHCP children continued to attend regular sessions at the Special Stars Sensory Room at Princess Quay. The room is fully equipped to meet the needs of children with Autism and continues to really benefit the children who attend

In School Enrichment

- Children in EYFS had been learning about baby animals and about different farm animals. A visit from the mobile farm – the Purple Pig – involved the children being able to see, touch and feed (under strict guidance) a range of farm animals displayed within barriers and pens. This complemented their classroom learning
- The children in Foundation 2, Year 2 and Year 4 worked with 'Ladies in Pigs'. This was sourced through Hull Children's University. The enrichment complemented the children's work on farming across the curriculum in history and geography. The two ladies who run the scheme worked with each class at their level and talked to the children about Red Tractor farming and how meat was sourced from pigs. Children in F2 and Y2 made sausage rolls and in Year 4 made pork, sage and plum pastries (other dietary requirements were catered for!)

- Children in Year 5 and Year 6 took part in a VEMT workshop – this was led by the Vulnerable, Exploited, Missing and Trafficked team. The children took part in a presentation about safety: how to stay safe in the Community, Online and on Social Media; and about missing persons: what it means to go missing, why young people go missing, the risks around going missing and where to get help and support
- In May, we celebrated the King's Coronation. The children and staff dressed in red, white and blue; we held a tea party with strawberries and ice cream and learned and performed the National Anthem
- Parents and carers of children in F2, Year 1 and Year 2 took part in Maths Mastery workshops
- Year 6 practised and performed an excellent end of year production 'Robin and the Sherwood Hoodies' to their parents and carers
- EYFS children and their parents/carers had a games and a picnic on the school field. The children made their own sandwiches in the morning to eat at the event
- An Enterprise afternoon was held for parents and carers. Each class had been given £5.00 to develop an idea e.g. by purchasing ingredients or materials. Stalls were set up and children sold their products and ran games on the school playground to raise in the region of £400
- Year 6 enjoyed end of year activities including an assault course bouncy castle and a trip to Laser Station

10. British Values

Democracy:

- This is explicitly taught through the strands of 'Being Me in My World' and 'Celebrating Difference' of our Jigsaw Curriculum
- Maybury has an active school council. Children from each class stand for election and the class vote for two representatives to sit on the school council. In Year 6, a Head Boy and Head Girl are elected. The children who choose to stand prepare a speech and present to the whole school. Children from Year 1 to Year 6 then 'go to the polls' to vote and elect these roles democratically
- The school council led by the Head Boy and Head Girl, meet regularly to discuss ways to make improvements and changes in the school. They also consider and decide which charities the school will raise money for each year
- Democracy is promoted through Jigsaw lessons and assemblies where children are taught to respect their rights and the rights of others
- The concept of Governance is one of the main repeating concepts chosen for study in our History Curriculum. In Year 5, children learn about Greek Life and how during this time, a more participatory system appeared where power was given to the people in the form of votes

Rule of Law:

- This is explicitly taught through the strands of 'Being Me in My World', 'Healthy Me' and 'Relationships' of our Jigsaw Curriculum
- Children at Maybury know what is expected of them, why rules are so important and what the consequences are if they do not follow them. They learn about the importance of different rules whether they be laws of the classroom, home, local or global societies
- Children learn about how laws are made in parliament. In Year 5, children make a visit every year to the Houses of Parliament
- Visits from authorities such as the Police, Fire Service help to reinforce the rule of law

Individual Liberty:

- This is explicitly taught through the strands of 'Being Me in My World' and 'Relationships' of our Jigsaw Curriculum
- Children are taught to value and appreciate their individual liberty within the UK and understand this is not true for all other countries across the world
- Children are encouraged and supported to make choices at different points in the school day. For example, children choose their lunch option, activity at break, choice of challenge in some lessons and how they record their work
- Children learn about the freedom, the right to equality and free choice. For example, in our History Curriculum, children in Year 2 learn about Rosa Parks and in Year 5 learn about Hull's involvement in the Slave Trade and the impact of William Wilberforce

Mutual Respect:

- This is explicitly taught through the strands of 'Being Me in My World', 'Celebrating Difference', 'Dreams and Goals' of our Jigsaw curriculum
- At Maybury we have high expectations of how children behave which is reflected in our Behaviour Policy
- Children learn that their behaviour has an impact on the rights and those of others
- Opportunities are planned and provided for children to work together with others in a class, team, group (including musical and sporting) or older buddy
- Visitors are warmly welcomed to the school. Children see this modelled by adults and are actively taught to do this
- Newly arrived children and their families are warmly welcomed to the school
- All members of the school community treat each other with respect

Tolerance of Different Faiths and Beliefs:

- This is explicitly taught through the strands of 'Celebrating Difference' and 'Relationships' of our Jigsaw Curriculum. For example, in Year 5, children are invited to think about how the aspirations of young people from countries other than their own compare to their own dreams and goals
- Children are also explicitly taught about different faiths and beliefs through our Religion and World Views Curriculum (see curriculum plans)
- Children also learn about different societies and cultures through our Geography and History Curriculum (see curriculum plans)

11. Inclusion and Equality of Opportunity

- The curriculum has been carefully planned. Curricular goals have been carefully constructed so that children's learning is progressive as they move through the school. Each unit of work build's on children's prior learning. Units of work are broken down so that children's knowledge and skills are built upon over time. In this way, we ensure that working memory only has a small amount of information at any one time in order to maximise learning
- The curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation. Reasonable and necessary steps are taken to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some cases we may consult with our SENDCo or external agencies for advice to meet the needs of some children to ensure that they are able to participate in learning across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of children including those that are identified with special educational needs. These include:
 - Using a range of resources appropriate to need
 - Ensuring that tasks set are accessible to all and include scaffolding as appropriate
 - 'Pre-loading' with identified children
 - Using a range of groupings within the class to teach children and support them
 - Targeted adult support which is adapted as necessary
- Children with additional needs have high priority so that there is a shared understanding of the challenges they face
- Maybury is an adaptable place for learning and if the environment is creating a barrier, then the barrier is removed, rather than the child having to find a way to fit in
- Maybury has developed 'The Hub'. This is a physical space within school that hosts sensory provision. Although the space provides sensory circuits and other sensory provision such as lights and music, staff leading the provision also understand that sometimes children with neuro-diverse conditions can become overstimulated. The Hub area is a calm and relaxing environment where activities are provided to help build social communication skills. It also includes sand and water play, social interactive games, a quiet reading area and a construction area to build resilience and creativity
- Staff leading in The Hub have developed skills and expertise to ensure that children have the best possible experience, tailored specifically to their needs. Some children identify a need for themselves to have space away from their main classroom and access the Hub in this way. Hub staff also work with designated children within their classrooms to ensure that they have full access to the curriculum
- Language acquisition and speech development is an identified need for many of our children. The school invests in the weekly services of speech and language therapists who focus on the needs of children in the Foundation Stage and beyond. School staff are trained by the therapists in this process to enable them to carry out work with individual children throughout the week