



## PSHE at the Federation of Kirkby Malzeard & St Nicholas CE Primary Schools



### Why is PSHE so important?

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to develop personally, achieve their academic potential and leave school equipped with skills they will need throughout later life.

Our schools' values and sense of purpose are very much reflected in our spiritual, moral, social and cultural (SMSC) education provision. Effective SMSC helps everyone in school - adults and children alike - to think about who they are and the kind of world they aspire to create. As part of this provision, we aim to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Along with the UK government, we recognise how important it is that *"All children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people."* (Ofsted guidance: [Inspecting the Teaching of Protected Characteristics in Schools](#), UK Gov. 2021) It is important that we equip our children to do this. Therefore, our curriculum is planned and delivered so that children develop age-appropriate knowledge and understanding of the protected characteristics during their time at the school.

In our ever-changing world, we bear in mind ['During the next 15 years I am going to...'](#) when reviewing our curriculum.



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## Pupil Voice

- School Council
- School Ambassadors
- Reading Ambassadors
- Sports/Play Leaders
- Junior Action Group
- Worship Warriors
- Growing up in NY survey

## Parental Engagement

Weekly email and the school website keep parents up to date with upcoming events as well as Twitter  
 Invite parents into school to discuss their careers  
 Policy Consultation eg RSE policy review  
 Workshops for parents eg online safety  
 Support for families via Early Help Service

## Enrichment

All children have access to a fantastic variety of extra-curricular activities, educational visits and visitors throughout their time at school, including residential visits to Ingleborough and Carlton Lodge, weekly forest school sessions and much more.

## Curriculum Provision

- Revised RSE Policy for 2022-23
- Mental Health Policy
- PSHE Leads working together to develop PHSE across the federation
- PSHE Association guidance enhanced with bespoke elements
- Use of Busy Bodies materials to support RSHE curriculum.

## PSHE at Kirkby Malzeard & St Nicholas CE Primary Schools

### High quality learning experiences

All aspects of the statutory National Curriculum are taught alongside many enrichment opportunities planned explicitly to support the needs of our children.

## Focus Days and Themes

Some of our awareness days/week themes include...

Annual Community Project, Anti-bullying Week, Jeans for Genes, British Legion Poppy Appeal, Children in Need, support for Food Banks, Mental Health Awareness Day, My Money Week, Fair Trade Fortnight, Walk to School Week, NSPCC Speak Out & Stay Safe, Junior Amnesty International, Ripon City of Sanctuary...the list continues to grow!

## Zones of Regulation

Provides opportunities for pupils to understand and communicate their feelings at school, home and in any situation.

Updated November 2022

## Pastoral Support

- Designated PHSE leads at both schools
- All staff Compass Buzz trained
- Designated pastoral support workers based at both schools providing check-ins, meet & greets, direct work with children, etc.

## Behaviour and School Values

Take a look at our Behaviour Blueprint...

### **Be safe, Be Respectful, Be Ready**

- Restorative Practice
- Recognition
- Visual adult consistencies
- Relentless Routines
- Scripted Intervention
- Stepped Consequences

## Staff Wellbeing

- Check-in opportunities
- Well-being buddies across the federation
- Governing body surveys



## PSHE at the Federation of Kirkby Malzeard & St Nicholas CE Primary Schools



Our curriculum map is based upon the PSHE Programme of Study, produced by the PSHE Association, which uses a thematic model.

There are three core themes within the programme of study, within which there will be broad overlap and flexibility:

1. Relationships
2. Living in the wider world
3. Health and wellbeing

Our Christian Values of kindness, love, patience and peace are woven through our PHSE curriculum during every lesson, along with half-termly focus on our 'Golden Threads': Good communicators, Being Creative, Lifelong Readers, Being Curious, Understanding and embracing the wider world and Being spiritually, mentally and physically healthy.

Our Zones of Regulation approach is used in partnership with PHSE teaching to support our pupils to understand and communicate their feelings confidently.

The curriculum map below shows an outline of the programme coverage, which is developing into a rolling programme for different key stages across the federation. It is based on the PSHE Association Thematic Model with additional, careful thought and consideration given to the contexts of our schools and the needs of our pupils. We subscribe to [Coram Life Education and SCARF](#) to support the teaching and learning of PSHE. (Coram Life Education is the leading charity provider of relationships, health, wellbeing, and drugs education to children across the UK.)



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## PSHE in the Early Years

Our PSHE curriculum for KS1 and KS2 builds upon the Personal, Social and Emotional Development (PSED) element of the EYFS curriculum. (Red text denotes nursery provision.)

|                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Personal, social and emotional development                                                                               | Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |
| Baseline                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |
| Some suggested texts                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |
| Ongoing throughout the school year                                                                                       | <p>At KM and SN school we use Zones of regulation to help create a shared language for behaviour for learning. We plan and react to what the children need. If there are any particular issues such as sharing, friendship or issues we have noticed regarding safe guarding that the children are dealing with in the setting or at home, we would work on that area of need, either through stories or circle time to ensure we are reacting to what the cohort needs at that time.</p> <p>Our three key expectations for behaviour are:<br/>         Be respectful – demonstrate kindness, love, patience and peace at all times<br/>         Be safe<br/>         Be ready</p> <p>Throughout the school year children will increasingly follow the 3 B's without an adult support, and understand why our values and ethos are important</p>                                                                                                                                                                                                                       |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |
|                                                                                                                          | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Autumn 2 | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring 2 | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Summer 2 |
| <ul style="list-style-type: none"> <li>Self-regulation</li> <li>Managing Self</li> <li>Building Relationships</li> </ul> | <ul style="list-style-type: none"> <li>Can talk about feelings.</li> <li>Welcome distractions when upset.</li> <li>Increasingly follow rules.</li> <li>Know likes and dislikes.</li> <li>Independently organise belongings in the morning.</li> <li>Manage personal hygiene.</li> <li>Know that physical exercise is important for their health.</li> <li>Build constructive and respectful relationships.</li> <li>Beginning to express their feelings and consider the perspectives of others.</li> <li>Begin to take turns and share resources.</li> <li>Independently choose where they would like to play.</li> <li>Continue to build constructive and respectful relationships.</li> <li>Become more outgoing with familiar people.</li> <li>Show more confidence in new social situations.</li> </ul>                                                                                                                                                                                                                                                           |          | <ul style="list-style-type: none"> <li>Show pride in achievements.</li> <li>Understand behavioural expectations.</li> <li>Can explain right from wrong and try to behave accordingly.</li> <li>Manage their own needs.</li> <li>Can identify kindness, patience, peace and love.</li> <li>Seek others to share activities and experiences.</li> <li>Can make choices and communicate what they need.</li> <li>Begin to show persistence when faced with challenges.</li> <li>Can keep play going by co-operating, listening, speaking, and explaining.</li> <li>Play with one or more children, extending and elaborating play ideas.</li> <li>Talk about their feelings.</li> </ul> |          | <ul style="list-style-type: none"> <li>Beginning to know that children think and respond in different ways to them.</li> <li>Children will know how regular teeth brushing is important for their health.</li> <li>Children will know what a sensible amount of screen time is and why this is important for their health.</li> <li>Can talk about their own abilities positively.</li> <li>Confident to try new activities</li> <li>Show resilience and perseverance.</li> <li>Able to identify and moderate own feelings.</li> <li>See themselves as a unique and valued individual.</li> <li>Children will know about the importance of a good sleep routine for their health.</li> <li>Can seek out a challenge and enjoy the process.</li> <li>Show sensitivity to others' needs and feelings.</li> <li>Do not always need an adult to remind them of a rule.</li> <li>Begin to understand how others might be feeling.</li> </ul> |          |



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| EVENTS AND WORKSHOPS | Autumn: <b>RELATIONSHIPS</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                      |                                                                                                   | Spring: <b>LIVING IN THE WIDER WORLD</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                  |                                                     | Summer: <b>HEALTH AND WELLBEING</b>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                               |                                                                        |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
|                      | Good Communicators                                                                                                                                                                                                                                                                                                                                                                                                                                   | Be Creative                                                                          |                                                                                                   | Life-long Readers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Be Curious                                                                       |                                                     | Understand /embrace the wider world                                                                                                                                                                                                                                                                                                                                                                                       | Be spiritually, mentally and physically healthy                                                                               |                                                                        |
|                      | <a href="#">Jeans for Genes</a> 13 – 19 September<br>Harvest Festival<br>Remembrance Day 11 November<br><a href="#">Children in Need</a><br><a href="#">World Kindness Day</a> 13 November<br><a href="#">International Day of Tolerance</a> 16 November<br><a href="#">Human Rights Day</a> 10 December<br><b>Community Action Project Launch</b><br>Fire Service Visit (for both Key Stages)<br>Introductory workshop for parents re online safety |                                                                                      |                                                                                                   | Martin Luther King Day 17 January<br>Chinese New Year 1 February<br><a href="#">Children's Mental Health Awareness Week</a> 7-13 February<br><a href="#">Internet Safety Day</a> 8 February<br><a href="#">Fairtrade Fortnight</a> 21 February - 6 March<br><a href="#">International Women's Day</a> 8 March<br><a href="#">World Water Day</a> 22 March<br><a href="#">Global Money Week</a> 21 – 27 March<br><a href="#">British Science Week</a> 11 – 20 March<br><a href="#">World Autism Awareness Day</a> 2 April<br><a href="#">British Values and Prejudice Workshop</a> |                                                                                  |                                                     | <a href="#">Earth Day</a> 22 April<br><a href="#">Mental Health Awareness Week</a> 9 – 15 May<br><a href="#">Walk to School Week</a> 16 – 20 May<br><a href="#">My Money Week</a> 14 – 18 June<br><a href="#">School Diversity Week</a> 20 – 24 June<br><a href="#">International Mandela Day</a> 18 July<br><br><a href="#">Water Safety</a><br><a href="#">First Aid Training</a><br>Transition events/Leavers' Service |                                                                                                                               |                                                                        |
|                      | FAMILIES AND FRIENDSHIPS                                                                                                                                                                                                                                                                                                                                                                                                                             | SAFE RELATIONSHIPS                                                                   | RESPECTING OURSELVES & OTHERS                                                                     | BELONGING TO A COMMUNITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | MEDIA LITERACY & DIGITAL RESILIENCE                                              | MONEY AND WORK                                      | PHYSICAL HEALTH & MENTAL WELLBEING                                                                                                                                                                                                                                                                                                                                                                                        | GROWING AND CHANGING                                                                                                          | KEEPING SAFE                                                           |
|                      | PCSO visit re stranger danger                                                                                                                                                                                                                                                                                                                                                                                                                        | <a href="#">NSPCC Speak Out &amp; Stay Safe Programme</a>                            | <a href="#">Anti-Bullying Week</a> 15 – 19 November                                               | Community Action Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | PCSO re online safety and cyber crime workshop                                   | Enrichment visitors linked to careers               | Child-led online safety workshop                                                                                                                                                                                                                                                                                                                                                                                          | <b>GUNY Survey</b> (bi-annual)                                                                                                | <a href="#">Road Safety/Bikeability</a> with PCSO visit                |
| Y1                   | Roles of different people; families; feeling cared for<br><br>Positive online relationships                                                                                                                                                                                                                                                                                                                                                          | Recognising privacy; staying safe; seeking permission                                | How behaviour affects others; being polite and respectful                                         | What rules are; caring for others' needs; looking after the environment<br>British Values<br><br>Community links/church                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Using the internet and digital devices; communicating online<br><br>Cyber crime  | Strengths and interests; jobs in the community      | Keeping healthy; food and exercise, hygiene routines; sun safety<br>Managing online life (screen time)                                                                                                                                                                                                                                                                                                                    | Recognising what makes them unique and special; feelings; managing when things go wrong<br>Naming body parts (see RSE Policy) | How rules and age restrictions help us; keeping safe online            |
| Y2                   | Making friends; feeling lonely and getting help<br><br>Positive online relationships                                                                                                                                                                                                                                                                                                                                                                 | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Belonging to a group; roles & responsibilities; being the same & different in the community<br>British Values<br><br>Community links/church                                                                                                                                                                                                                                                                                                                                                                                                                                       | The internet in everyday life; online content and information<br><br>Cyber crime | What money is; needs and wants; looking after money | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help                                                                                                                                                                                                                                                                                                       | Growing older; naming body parts; moving class or year                                                                        | Safety in different environments; risk and safety at home; emergencies |



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| Y3 | <p>What makes a family; features of family life</p> <p><b>Positive online relationships</b></p>                                 | <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p>   | <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p><b>Autism Awareness</b></p>                                         | <p>The value of rules and laws; rights, freedoms and responsibilities</p> <p><b>British Values Parliament Visit</b></p>                                                     | <p>How the internet is used; assessing information online</p> <p><b>Cyber crime</b></p>                           | <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p><b>Why is school important? Careers</b></p>                                    | <p>Health choices and habits; what affects feelings; expressing feelings</p> <p><b>Managing online life</b></p>                                               | <p>Personal strengths and achievements; managing and reframing setbacks</p>                                                                | <p>Risks and hazards; safety in the local environment and unfamiliar places</p>                                                                                           |
| Y4 | <p>Positive friendships, including online</p>                                                                                   | <p>Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> | <p>Respecting differences and similarities; discussing difference sensitively</p> <p><b>Autism Awareness</b></p>                                                          | <p>What makes a community; shared responsibilities</p> <p><b>British Values Parliament Visit</b></p>                                                                        | <p>How data is shared and used</p> <p><b>Cyber crime</b></p>                                                      | <p>Making decisions about money; using and keeping money safe</p> <p><b>Why is school important? Careers</b></p>                                            | <p>Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p><b>Managing online life</b></p>                                                      | <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p>                      | <p>Medicines and household products; drugs common to everyday life</p>                                                                                                    |
| Y5 | <p>Managing friendships and peer influence</p> <p><b>Positive online relationships</b></p>                                      | <p>Physical contact and feeling safe</p> <p><b>Domestic Abuse</b></p>                      | <p>Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p><b>Sexuality &amp; Gender Identity, homophobia Body image</b></p>   | <p>Protecting the environment; compassion towards others</p> <p><b>British Values Protected Characteristics Community Action Project led by Y5/6</b></p>                    | <p>How information online is targeted; different media types, their role and impact</p> <p><b>Cyber crime</b></p> | <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p><b>Why is school important? Careers Fair</b></p> | <p>Healthy sleep habits; sun safety; medicines, vaccinations and allergies</p> <p><b>Managing online life</b></p>                                             | <p>Personal identity; recognising individuality and different qualities; mental wellbeing</p>                                              | <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p><a href="#">Crucial Crew</a></p>                                   |
| Y6 | <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p><b>Positive online relationships</b></p> | <p>Recognising and managing pressure; consent in different situations</p>                  | <p>Expressing opinions and respecting other points of view, inc discussing topical issues</p> <p><b>Sexuality &amp; gender identity Homophobia Body image/shaming</b></p> | <p>Valuing diversity; challenging discrimination &amp; stereotypes</p> <p><b>Racial abuse/homophobia Protected Characteristics Community Action Project led by Y5/6</b></p> | <p>Evaluating media sources; sharing things online</p> <p><b>Cyber crime</b></p>                                  | <p>Influences and attitudes to money; money and financial risks</p> <p><b>Why is school important? Careers Fair</b></p>                                     | <p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p><b>Managing online life</b></p> | <p>Human reproduction and birth (<b>also in Y5 depending on cohort – see RSE policy</b>); increasing independence; managing transition</p> | <p>Keeping personal info safe; regulations and choices; drug use and the law/the media</p> <p><b>County Lines &amp; cuckooing</b></p> <p><a href="#">Crucial Crew</a></p> |

NB: **Red type** denotes bespoke amendments to the PSHE Association programme.



## PSHE at the Federation of Kirkby Malzeard & St Nicholas CE Primary Schools



### **Citizenship and Pupil Voice Opportunities:**

School Council

Sports Crew/Play Leaders

Librarians/Reading Ambassadors

Worship Warriors/Collective Worship Ambassadors

Junior Action Group (Amnesty International)

Wellbeing Champions x 2 per school

Behaviour Champion

Growing Up in North Yorkshire Survey (bi-annual)

Pupil Voice surveys

### **Nurture/Pastoral Care:**

Lizzie Oates/Gaynor Martin (KM)

Leonie Mandelson/Nikola Johnson (SNWT)

Compass Buzz trained staff (all L1-3/DDSL 1-4)

### **Community Links/Extra-curricular:**

JAM Team (St Nicholas/RLD Methodist Circuit)

Monthly Family Service @ St Nicholas

Neville Trust, Well (SNWT)

Clubs: Gardening, Art, Cookery,

Science, Sports, Drama, Dance, etc

Ripon City of Sanctuary

Health Professionals: Oasis Dental,

Specsavers, etc

Jennyruth Workshop/Walled Garden/  
Ripon Toy Library

Tour de Tanfield Committee

Police Community Support Officers

Ripon Fire Service

West Tanfield Tennis/Bowls Club