

Subject: Assemblies

Group: All

Title: School Parliament meeting re new house name

Description: The whole school discussed the choices for a new house name. After long discussions in pairs, groups and all together, the children decided that they wanted a new mythical beast to add to the four we already have.

Date: 12/09/2016

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance, The rule of law

Subject: Assemblies

Group: All

Title: Describing ourselves and our school

Description: Over two days, in whole school (FS to Y6) assemblies, the children chose three words to describe themselves. They all recorded them. Then we shared our thoughts about words to describe our school. We turned both into word clouds (attached)



Attachments: wordle about children.png

Date: 15/06/2016

Selected Criteria: Democracy, Mutual respect and tolerance

Subject: Assemblies

Group: All

Title: Tolerance - revisiting British Values

Description: We revisited the 'Angry Frog' idea of tolerance and respect (he has none!) and talked through the beginning of the Equality ppt (attached).

Attachments: Heather - values__tolerance_equality.ppt

Date: 23/05/2016

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance

Subject: Assemblies

Group: All

Title: British Values assembly

Description: We revisited the assembly from the Autumn term and worked through the ppt again - lots of the children remembered key points from the Autumn term. We talked particularly about 'democracy' and discussed where we could find democracy in school. I was very pleased with the number of children who said 'everywhere' (without prompting!)

Attachments: all-11005906.zip

Date: 16/05/2016

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance, The rule of law

Subject: Assemblies

Group: All

Title: Martin Luther King whole school assembly

Description: A whole school assembly re MLK and MLK day - talking about tolerance - "it's what's inside that counts"

Parent feedback from children in Y1 and Y4 - they were stunned by how much the children remembered and had brought home, they said.

Attachments: The Life of Martin Luther KingR.ppt

Date: 25/01/2016

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance

Subject: Assemblies

Group: All

Title: School council meeting - whole school re school dinners

Description: All of the children met to discuss arrangements for quieter lunchtimes. They discussed the problems around noise in the dining hall and shared ideas about how things could be improved. The discussions took place in age groups and then in mixed age groups.

(see notes from the children on the discussions)

Attachments: school council re dinners 7.1.16.jpg

Date: 07/01/2016

Selected Criteria: Democracy, Mutual respect and tolerance, The rule of law

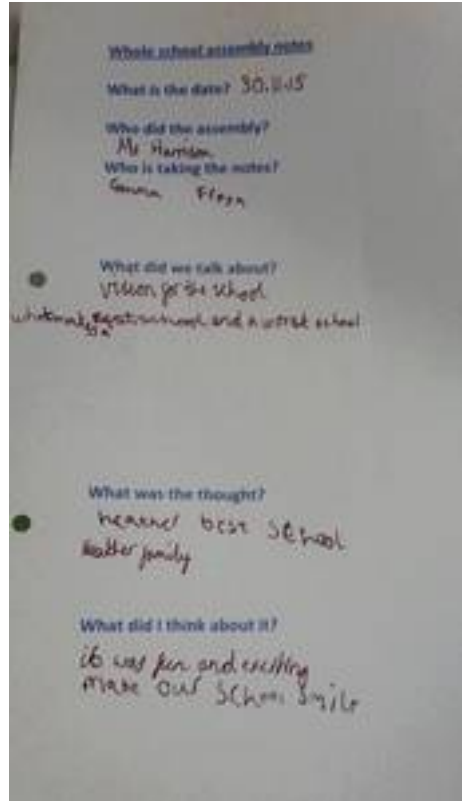
Subject: Assemblies

Group: All

Title: Best school worst school assembly

Description: All of the children discussed and visualised the worst school and the best school in relation to key aspects - then

we considered our own school against these. Two children wrote notes from the assembly for this.



Date: 30/11/2015

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance, The rule of law

Subject: Assemblies

Group: All

Title: Staying safe - in school and outside of school

Description: We continued the anti-bullying theme from Anti-Bullying week - what do we do if we feel we're being bullied? We talked about bystanders - speaking up.

This moved into a conversation about feeling safe - in the light of the Paris atrocities. We also talked about life in multicultural Britain - how do we know if we can trust someone? We shouldn't pre-judge one way or the other... we don't know anything about strangers.

This led further into a discussion about children's anxiety over the disappearance of a local teenager.

Date: 17/11/2015

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance, The rule of law

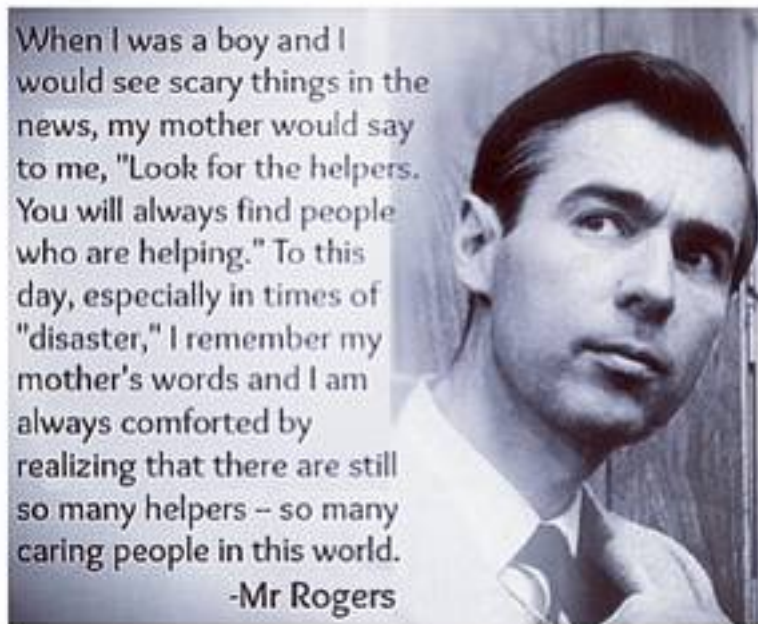
Subject: Assemblies

Group: All

Title: Assembly following Paris attacks - Nov 2015

Description: We gathered together as a school to talk about what the children had seen on the news over the weekend. I used the guidance for supporting children (attached) to structure this and talked with the children about the unchanging nature of the way we work as a school, the way we support each other all the time, the way our school rules support the way we want to be together. We also talked about what to do if we're scared or worried about anything - about talking to trusted adults or to each other.

We had a minute's silence to think about the people who had been hurt and about how we can be kind to each other. Use the 'Think of the helpers' poster as a backdrop to all of this (attached).



Attachments: Helping_children_cope_in_unsettling_times_290910[1].doc

Date: 16/11/2015

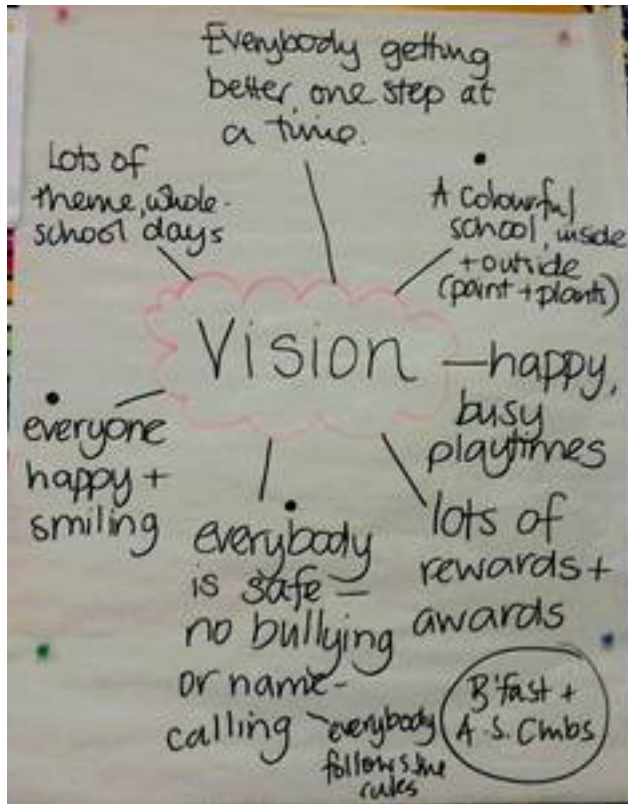
Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance, The rule of law

Subject: Assemblies

Group: All

Title: 'Vision' assembly

Description: We talked about what 'vision' means - seeing things how they are and having a picture of how you'd like them to be. The children discussed and shared ideas about their vision for the school.



Date: 09/11/2015

Selected Criteria: Democracy

Subject: Assemblies

Group: All

Title: Celebrating difference

Description: Series of whole school assemblies talking about differences in a positive way - the idea that they make us unique. Very positive input from children across the school, talking about disability, race, culture.

Date: 14/09/2015

Selected Criteria: Democracy, Mutual respect and tolerance

Subject: Assemblies

Group: All

Title: School rules and British Values assemblies

Description: The first three assemblies of the school year were dedicated to reviewing and discussing the school's golden rules and linking them to British Values and to the half term theme of 'Respect'.

Date: 01/09/2015

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance, The rule of law

Subject: Assemblies

Group: All

Title: Minute's silence in memory of people lost in 7/7 bombings

Description: We gathered together as a group to remember people who were in trouble ten years ago and people who might need our help now. Focus on the hundreds of people who offered help during the bombings - what kind of people do we want to be in times of trouble?

Date: 07/07/2015

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance

Subject: Assemblies

Group: All

Title: Whole school discussion and vote on behaviour policy

Description: We discussed the time out sanctions for playtimes and then all children voted on whether they felt this was effective and had impact on behaviour.

Results:

74% - NO effect

26% - effective - has an impact

Date: 04/06/2015

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance, The rule of law

Subject: Class Projects

Group: All

Title: School Council Committee meeting about new house name

Description: Representatives of all year groups met with Ms Harrison to choose the new house name (see attachment)



Attachments: New House Committee meeting 13.9.16.docx

Date: 13/09/2016

Selected Criteria: Democracy, Mutual respect and tolerance

Subject: Class Projects

Group: All

Title: Unity Character Project

Description: We've applied to be part of the Unity (Small Schools) Character Project, designed to develop character and staff knowledge around developing/assessing character across the school.

Attachments: Character development application - Heather Primary School - Dec 2015.docx

Date: 30/11/2015

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance

Subject: Class Projects

Group: All

Title: RESPECT PROJECT

Description: We were asked by the Leics SDSA if we would contribute an artwork project to their training room. We linked this to our British Values work, with each year group taking a letter of the word 'Respect' and illustrating what 'Respect' meant to them.



Date: 02/11/2015

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance, The rule of law

Subject: Class Projects

Group: All

Title: Class discussions of school rules and expectations

Description: All classes discussed recognition, rewards and consequences/sanctions and the phrasing of the class rules. Establishing expectations from individuals and groups.

Date: 02/09/2015

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance, The rule of law

Subject: Competitions

Group: All

Title: Small Change project

Description: All classes have a small container to collect small change. When it's full, it goes to the office and is collected ready to give to a charity. We encourage the different classes to try to 'beat' the others in the amount they've collected.

Date: 07/09/2015

Selected Criteria: Democracy, Mutual respect and tolerance

Subject: Pupil voice surveys & questionnaires

Group: All

Title: School parliament interview with Chair of Governors

Description: Each class nominated a representative to interview the chair of governors about her role, motivation, activities etc.

Date: 01/07/2016

Selected Criteria: Democracy

Subject: Pupil voice surveys & questionnaires

Group: KS2 - Key stage 2

Title: Lunchtime survey

Description: The children were asked about how safe they feel, relationships with staff and with other children etc at lunchtimes.

Date: 01/06/2015

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance, The rule of law

Subject: Themed Days/Weeks

Group: All

Title: Aspirations Day

Description: The whole school was invited to come in for the day, dressed as what they wanted to be when they grow up - children and adults. We shared all of the aspirations in an assembly at the end of the school day, with parents (early Celebration Assembly start)



Attachments: A mixture 1.jpg, A mixture 2.jpg, Emergency services.jpg, Minnie Mouse.jpg, The football team.jpg

Date: 26/02/2016

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance

Subject: Themed Days/Weeks

Group: All

Title: Whole school changeover day

Description: Whole school changes for new classes in September - chance to set rules and negotiate ethos for new classes with teachers/support staff

Date: 09/07/2015

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance, The rule of law

Subject: Themed Days/Weeks

Group: All

Title: M.A.D.D day - June 2015

Description: A whole school theme day where children moved around the school in classes, experiencing different Music, Art, DT and Dance activities with all of the teachers.

Date: 23/06/2015

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance, The rule of law

Subject: Themed Days/Weeks

Group: 05 - Year 05

Title: ICC experience day for Y5 children

Description: Ibstock Community College offered an experience day to our Y5 children so that they were more prepared for transition in Y6/7.

Attachments: ICC Y5 induction 2015.pdf

Date: 01/07/2015

Selected Criteria: Democracy, Individual liberty, Mutual respect and tolerance, The rule of law

Subject: Assemblies

Group: All

Title: Tolerance theme (contd)

Description: We talked about not judging people by the way they look - shared the book 'Princesses don't wear pink' - children shared surprising facts about themselves with children around them.

(see the photo of the children's minutes)



Date: 11/01/2016

Selected Criteria: Individual liberty, Mutual respect and tolerance

Subject: Assemblies

Group: All

Title: Tolerance - New Year's Resolution for Angry Frog

Description: Introduced Angry Frog and talked about definitions of tolerant and intolerant - children focused on anger and on not allowing people to be and do as they wished.

Children made up New Year's resolutions for Angry Frog based on this assembly:

Pretend to be really grumpy as you stand in front of the children. Keep it all so exaggerated that they will know you are only pretending. Say: 'I'm in a really bad mood today. I'm feeling really intolerant. Do you know what that means? It means there are certain sorts of people I really can't stand. Some people I can't stand because of what they choose to wear, or because of what they look like. Some people I can't stand because of what they like. Some people I can't stand because of who they are. So please will you all stand up. And I'm going to say what sort of people I can't tolerate. If I can't tolerate your sort of person, please will you sit down, and I'll be left with the ones I can tolerate. And perhaps then I'll be happy with just the friends who are like me.

I can't tolerate people who have a guinea pig / who are wearing a watch / who like Basil Brush / who have blue eyes / who have long hair / who support a football team / who had toast for breakfast / who are wearing a white shirt ...

(Continue until there are only one or two children left standing and then say:) And I can't tolerate CHILDREN!

Look round the hall, and observe that there aren't actually many / any people left. Oh dear, I'm so intolerant that I can't have any friends at all. Do you think that's good for me? Do you think that's good for everyone else? No, nor do I.

Resolutions included:

You respect people and they respect you;

Be tolerant;

Make friends:

Be nice to people:

Respect and be nice to people;

LIKE PEOPLE FOR WHO THEY ARE

We gave Angry Frog all of these resolutions to work on.

Date: 05/01/2016

Selected Criteria: Mutual respect and tolerance

Subject: Class Projects

Group: All

Title: Self-portraits

Description: An art project across the school - all children did their self-portraits as a basis for further work on similarities and differences between us.

Date: 03/09/2015

Selected Criteria: Mutual respect and tolerance

Subject: Plays & Performances

Group: All

Title: Unity Celebration Evening - Singing Club performance

Description: 9 of our Singing Club children went to perform at the Unity Celebration Evening and were also able to watch the performances from other schools. They did brilliantly!

Date: 29/06/2016

Selected Criteria: Mutual respect and tolerance

Subject: Plays & Performances

Group: All

Title: Harvest festival

Description: The whole school celebrated Harvest Festival in Heather church with a large number of parents and community members. The focus was on food, with contributions going to the local Food Bank. Reverend Booton talked to the whole group about the work of the food bank. Reverend Patty talked to the children about the concept of harvest.



Date: 14/10/2015

Selected Criteria: Mutual respect and tolerance

Subject: Themed Days/Weeks

Group: All

Title: Whole school sports day

Description: The whole school community participated in the sports day/afternoon, with families bringing blankets and picnics to watch and enjoy the events, and all children participating in a range of activities.



Attachments: Sports Day 1.JPG

Date: 10/06/2016

Selected Criteria: Mutual respect and tolerance

Subject: Themed Days/Weeks

Group: All

Title: PE whole school theme day

Description: The whole school took part in a PE theme morning, run by the Pioneers (Year 6) sports ambassadors. A parent helper who works as a sports leader also came to help.

Date: 26/05/2016

Selected Criteria: Mutual respect and tolerance

Subject: Themed Days/Weeks

Group: All

Title: LCFC celebration

Description: All children who support Leicester came dressed in blue/full kit to show how happy they were and to celebrate together.

Attachments: Leicester City blue day - May 2016.jpg

Date: 13/05/2016

Selected Criteria: Mutual respect and tolerance

Subject: Themed Days/Weeks

Group: All

Title: Whole school RE theme day

Description: All children in all classes took part in a day themed around 'Tolerance' - lots of discussion, circle times etc. (See RE leader's portfolio).

Date: 02/03/2016

Selected Criteria: Mutual respect and tolerance

Subject: Assemblies

Group: All

Title: Online safety

Description: We talked about using social media - about making sure we always felt safe and talking to a known and trusted adult if we felt any concern about someone else trying to get to know us. This was in response to issues around children's use of YouTube. Followed up with a newsletter for parents and additional links to support on the school website.

Date: 14/06/2016

Selected Criteria: The rule of law

Criteria Covered by Groups

All:

British Values

Democracy
Individual liberty
Mutual respect and tolerance
The rule of law

PSHE

- 1.1 Understanding what is meant by a healthy lifestyle
- 1.2 Maintaining physical, mental & emotional health & wellbeing
- 1.3 Managing risks to physical & emotional health & wellbeing
- 1.4 Keeping physically & emotionally safe
- 1.5 Managing change, including puberty, transition & loss
- 1.7 Knowing how to respond in an emergency
- 1.8 Identifying different influences on health & wellbeing
- 2.1 Developing & maintaining healthy relationships within a range of contexts
- 2.2 Recognising & managing emotions within a range of relationships
- 2.3 Recognising risky or negative relationships
- 2.4 Responding to risky or negative relationships
- 2.5 Respecting equality & diversity in relationships
- 3.1 Respecting self & others & behaving responsibly
- 3.2 Understanding rights & responsibilities within families, groups & as citizens
- 3.3 Knowing about different groups & communities
- 3.4 Respecting equality & being a productive member of a diverse community
- 3.5 Recognising the importance of respecting & protecting the environment
- 3.6 Understanding where money comes from, keeping it safe & managing it effectively
- 3.7 Understanding how money plays an important part in people's lives

SMSC

CULTURAL: Exploring, understanding and respecting diversity
CULTURAL: Participating and responding to cultural activities
CULTURAL: Preparing for life in modern Britain
CULTURAL: Understanding and appreciating personal influences
MORAL: Developing and expressing personal views or values
MORAL: Investigating moral values and ethical issues
MORAL: Moral codes and models of moral virtue
MORAL: Recognising right and wrong and applying it
MORAL: Understanding the consequences of actions
SOCIAL: Developing personal qualities and using social skills
SOCIAL: Participating, cooperating and resolving conflicts
SOCIAL: Understanding how communities and societies function
SPIRITUAL: Developing personal values and beliefs
SPIRITUAL: Experiencing fascination, awe and wonder
SPIRITUAL: Exploring the values and beliefs of others
SPIRITUAL: Understanding human feelings and emotions
SPIRITUAL: Using imagination and creativity in learning

04 - Year 04:

PSHE

- 1.2 Maintaining physical, mental & emotional health & wellbeing
- 1.3 Managing risks to physical & emotional health & wellbeing
- 1.4 Keeping physically & emotionally safe
- 1.6 Making informed choices about health & wellbeing

- 1.8 Identifying different influences on health & wellbeing
- 2.2 Recognising & managing emotions within a range of relationships
- 3.3 Knowing about different groups & communities

SMSC

- CULTURAL: Exploring, understanding and respecting diversity
- CULTURAL: Participating and responding to cultural activities
- CULTURAL: Preparing for life in modern Britain
- CULTURAL: Understanding and appreciating personal influences
- MORAL: Developing and expressing personal views or values
- SOCIAL: Developing personal qualities and using social skills
- SOCIAL: Understanding how communities and societies function
- SPIRITUAL: Experiencing fascination, awe and wonder
- SPIRITUAL: Understanding human feelings and emotions
- SPIRITUAL: Using imagination and creativity in learning

05 - Year 05:

British Values

- Democracy
- Individual liberty
- Mutual respect and tolerance
- The rule of law

SMSC

- CULTURAL: Exploring, understanding and respecting diversity
- CULTURAL: Participating and responding to cultural activities
- CULTURAL: Preparing for life in modern Britain
- CULTURAL: Understanding and appreciating personal influences
- SOCIAL: Developing personal qualities and using social skills
- SOCIAL: Participating, cooperating and resolving conflicts
- SOCIAL: Understanding how communities and societies function
- SPIRITUAL: Using imagination and creativity in learning

06 - Year 06:

PSHE

- 1.2 Maintaining physical, mental & emotional health & wellbeing
- 2.2 Recognising & managing emotions within a range of relationships
- 3.3 Knowing about different groups & communities
- 3.4 Respecting equality & being a productive member of a diverse community
- 3.7 Understanding how money plays an important part in people's lives
- 3.8 Understanding of basic enterprise skills

SMSC

- CULTURAL: Participating and responding to cultural activities
- CULTURAL: Preparing for life in modern Britain
- CULTURAL: Understanding and appreciating personal influences
- MORAL: Developing and expressing personal views or values
- SOCIAL: Developing personal qualities and using social skills
- SOCIAL: Participating, cooperating and resolving conflicts
- SOCIAL: Understanding how communities and societies function
- SPIRITUAL: Experiencing fascination, awe and wonder
- SPIRITUAL: Exploring the values and beliefs of others
- SPIRITUAL: Understanding human feelings and emotions
- SPIRITUAL: Using imagination and creativity in learning

KS2 - Key stage 2:

British Values

Democracy
Individual liberty
Mutual respect and tolerance
The rule of law

PSHE

- 1.1 Understanding what is meant by a healthy lifestyle
- 1.2 Maintaining physical, mental & emotional health & wellbeing
- 1.3 Managing risks to physical & emotional health & wellbeing
- 1.4 Keeping physically & emotionally safe
- 1.6 Making informed choices about health & wellbeing
- 1.8 Identifying different influences on health & wellbeing

SMSC

CULTURAL: Understanding and appreciating personal influences
MORAL: Developing and expressing personal views or values
MORAL: Recognising right and wrong and applying it
MORAL: Understanding the consequences of actions
SOCIAL: Participating, cooperating and resolving conflicts
SOCIAL: Understanding how communities and societies function
SPIRITUAL: Using imagination and creativity in learning

SEN - Special Needs:

SMSC

CULTURAL: Exploring, understanding and respecting diversity
CULTURAL: Participating and responding to cultural activities
CULTURAL: Preparing for life in modern Britain
CULTURAL: Understanding and appreciating personal influences
SOCIAL: Developing personal qualities and using social skills
SPIRITUAL: Exploring the values and beliefs of others
SPIRITUAL: Understanding human feelings and emotions
SPIRITUAL: Using imagination and creativity in learning

