





	MORAL:Moral codes and models of moral virtue	MORAL:Recognising right and wrong and applying it
Homework Project		
Lessons		
Parent Association		
Plays & Performances		
Pupil voice surveys & questionnaires	<u>All</u>	<u>KS2</u>
School Parliament/Council		
Sports Events		
Staff Training/CPD		
Themed Days/Weeks	<u>All</u>	
Trips & Excursions		

	MORAL:Understanding the consequences of actions	SOCIAL:Developing personal qualities and using social skills
After School Clubs		
Assemblies	<u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u>	<u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u>
Class Projects	<u>All</u> <u>All</u> <u>All</u>	<u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>06</u> <u>06</u>
Competitions		<u>All</u>
Homework Project		
Lessons		<u>05</u>
Parent Association		
Plays & Performances		<u>All</u> <u>All</u> <u>SEN</u>
Pupil voice surveys & questionnaires	<u>KS2</u>	<u>All</u>
School Parliament/Council		
Sports Events		
Staff Training/CPD		
Themed Days/Weeks	<u>All</u>	<u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>All</u> <u>04</u> <u>05</u>
Trips & Excursions		







**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:** 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:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**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:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, SOCIAL:Developing personal qualities and

using social skills, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**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:** 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, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others

**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:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, 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:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others

**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:** 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:Recognising right and wrong and applying it, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**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:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**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

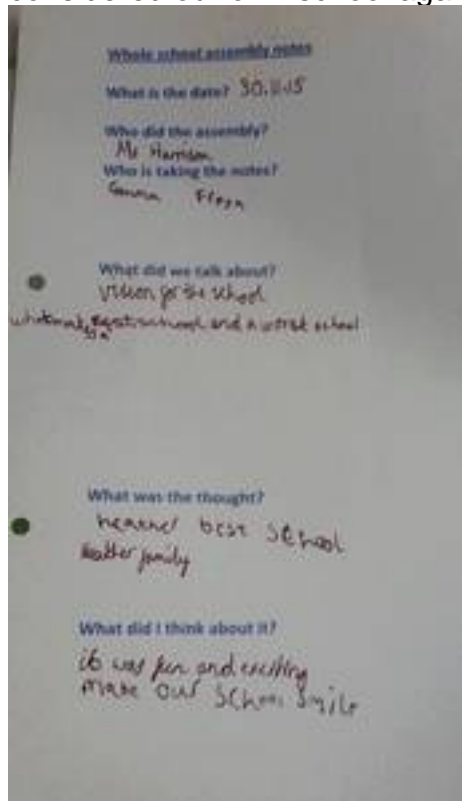
**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL: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:Understanding human feelings and emotions

**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:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, 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:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**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

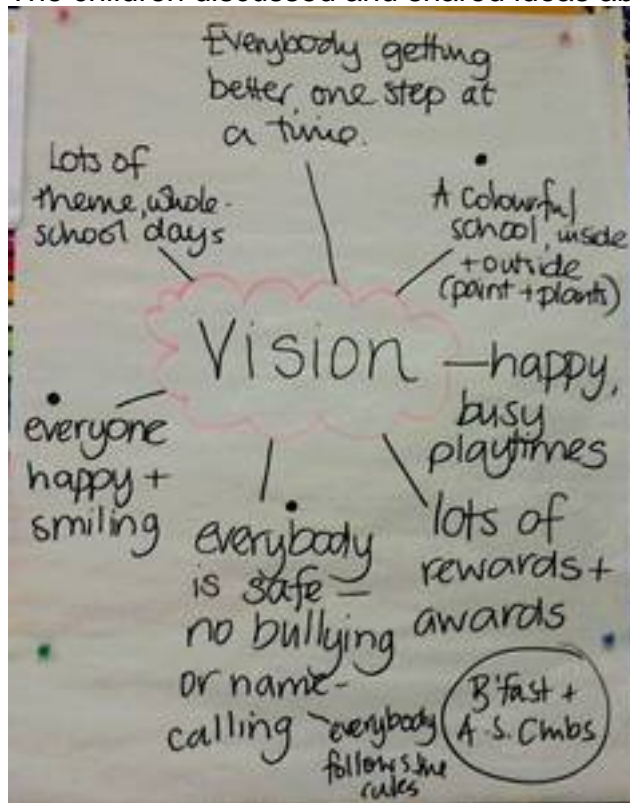
**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Participating, cooperating and resolving conflicts

**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:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Using imagination and creativity in learning

**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:** 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:Understanding human feelings and emotions

**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:** CULTURAL:Exploring, understanding and respecting diversity, 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:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**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:** 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

**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:** 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, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others

**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:** 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

**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:** 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, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**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:** CULTURAL:Exploring, understanding and respecting diversity, SOCIAL:Developing personal qualities and using social skills

**Subject:** Lessons

**Group:** 05 - Year 05

**Title:** Drumming workshop

**Description:** Andrea Allen - Music Coordinator at ICC and also one of our parents - came to lead a drumming workshop with our Pioneers class.

**Date:** 07/07/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Using imagination and creativity in learning

**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:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Plays & Performances

**Group:** SEN - Special Needs

**Title:** Pupil premium performance

**Description:** Three children from the PP group worked with Mrs Young to present their thoughts about the assembly theme - Everyone is different, everyone is the same.

**Date:** 11/01/2016

**Selected Criteria:** 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

**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:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Understanding and appreciating personal influences, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Understanding human feelings and emotions

**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:** 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,



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

**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:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Using imagination and creativity in learning

**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:** CULTURAL:Exploring, understanding and respecting diversity, 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: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:Exploring the values and beliefs of others

**Subject:** Themed Days/Weeks

**Group:** 04 - Year 04

**Title:** Character Day - Unity project

**Description:** Four of our children went with Mrs Michalowski and Ms Birchley to the Unity Character Project celebration day, taking part in a wide range of activities to build resilience and enjoyment in learning.

**Date:** 04/07/2016

**Selected Criteria:** 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

**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:** 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

**Subject:** Class Projects

**Group:** 06 - Year 06

**Title:** End of SATs celebration

**Description:** The Pioneers celebrated together at lunchtime on the last day of the SATs papers.

**Attachments:** Pioneers post-SATs May 2016.jpg

**Date:** 16/05/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function

**Subject:** Class Projects

**Group:** 06 - Year 06

**Title:** Playwriting project - MANTLE ARTS

**Description:** Year 6 children are working on a playwriting project with a writer from Mantle Arts, focusing on writing skills but also on their own ideas and the opportunity to have them performed on stage.

**Date:** 20/11/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, 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, 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

**Subject:** Competitions

**Group:** All

**Title:** DeMontfort Hall apples - theatre performance art project

**Description:** The children made apples to send to De Montfort Hall for their Snow White art project.

dmh De Montfort Hall  
@demonforthat

Follow

Our Snow White apples are looking lovely thanks to @HeatherPrimary and St Peter's Market Bosworth Primary #pantoday



RETWEETS 2 LIKE 1

2:00 a.m. - 11 Dec 2015

**Date:** 11/12/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, SOCIAL:Participating, cooperating and resolving conflicts

**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:** 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:Understanding how communities and societies function

**Subject:** Plays & Performances

**Group:** All

**Title:** Author visit

**Description:** Visit to school from children's author, Kevin Adcock. Read from the book to the children, then spoke with groups of KS2 children about his work. Book signing at the end of the visit.



**Date:** 25/05/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, SPIRITUAL:Using imagination and creativity in learning

**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:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, 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

**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:** 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, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function

**Subject:** Themed Days/Weeks

**Group:** All

**Title:** Geography theme morning - trip to Sence Valley forestry park

**Description:** All of the children in school went in house groups to visit the Sence Valley forestry commission park. They worked together on orienteering, den-building, map work etc activities. Feedback from the children the following week identified opportunities to learn together in mixed age groups. Feedback from teachers and AOTs confirmed that the older children had been excellent carers and role models for the younger children.

**Date:** 01/07/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, 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:Experiencing fascination, awe and wonder, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**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:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, SOCIAL:Understanding how communities and societies function

**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:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Understanding and appreciating personal influences, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Themed Days/Weeks

**Group:** All

**Title:** AMADD Day

**Description:** All children in the school worked together on a theme day - AMADD: Art, Music, Art (again), Dance and DT.

(see Photo Gallery on School website)

**Date:** 24/11/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Using imagination and creativity in learning

**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:** CULTURAL:Participating and responding to cultural activities, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Using imagination and creativity in learning

**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:** CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, 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

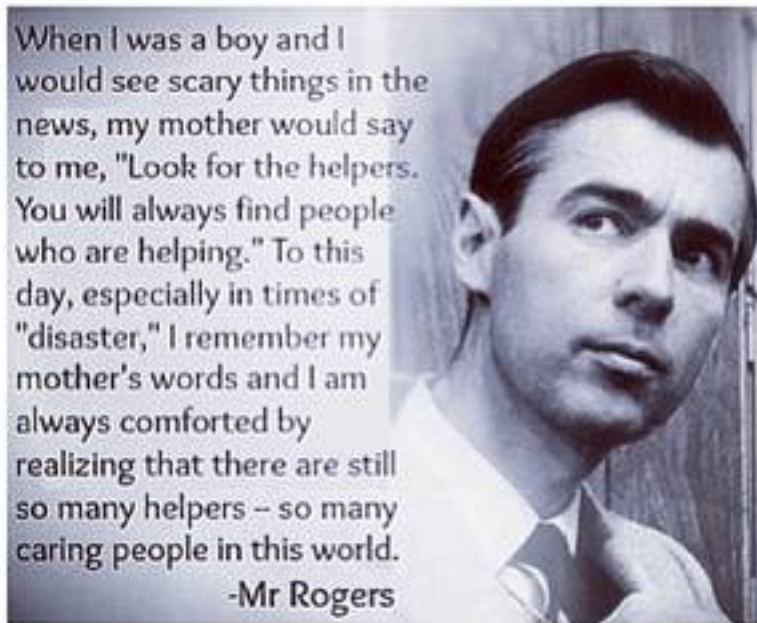
**Subject:** Assemblies

**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:** CULTURAL:Preparing for life in modern Britain, MORAL:Moral codes and models of moral virtue, 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:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Assemblies

**Group:** All

**Title:** Anti-bullying/being kind assembly

**Description:** Assembly re children's anti-bullying policy, leading into idea of kindness underlying everything we do.

Story re kindness - the man and the ring.

**Date:** 28/09/2015

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, 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, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**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:** CULTURAL:Preparing for life in modern Britain, 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

**Subject:** Class Projects

**Group:** 06 - Year 06

**Title:** Dragon's Den project

**Description:** The Pioneers class took part in an extended Dragon's Den project, designing a product and advertising for it, then preparing a presentation for a group of 'Dragons' (governors and volunteers in school).

**Date:** 24/03/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Trips & Excursions

**Group:** KS2 - Key stage 2

**Title:** Discoverers visit to Jewry Wall museum

**Description:** The Discoverers (Yr3 and 4) went to visit Jewry wall as part of their topic on the Romans.

**Date:** 01/07/2015

**Selected Criteria:** CULTURAL:Understanding and appreciating personal influences

**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:** MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, 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

**Subject:** Lessons

**Group:** KS2 - Key stage 2

**Title:** Interviews for HLTA - what we like about our school

**Description:** As part of the interview process for HLTA recruitment, we asked the candidates to lead a session with groups of children working as a team to produce a poster about the things they like about our school. "Our school is outstanding", "Our teachers are really good" etc

**Date:** 08/07/2015

**Selected Criteria:** MORAL:Developing and expressing personal views or values, SOCIAL:Participating, cooperating and resolving conflicts, SPIRITUAL:Using imagination and creativity in learning

**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:** MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function

**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:** 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

**Subject:** Themed Days/Weeks

**Group:** All

**Title:** Whole school science theme day

**Description:** All of the children moved around the school in houses (mixed ages from FS to Y6) and took part in investigation activities with all of the different teachers. They worked to support each other in open-ended tasks and explored their learning together.

**Date:** 08/06/2015

**Selected Criteria:** 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:Using imagination and creativity in learning

**Subject:** Assemblies

**Group:** All

**Title:** Assembly and minute's silence in response to incident in Tunisia

**Description:** We gathered together all of the KS1 and KS2 classes to have a minutes silence in thinking about people around the world who are scared or sad at the moment.

**Date:** 03/07/2015

**Selected Criteria:** SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Assemblies

**Group:** All

**Title:** Our Amazing World

**Description:** I shared some fast motion videos with the children - snow in New York, storms gathering in Norway, a forest through the seasons in Indiana. We talked about how amazing things are if you look closely - about taking time to look at the sky and at the grass as you go through the day.

Later in the day a Y6 boy came to find me to ask if I'd come and look at the grass on the field and the way the wind was blowing it, because it looked so good.

**Date:** 26/01/2016

**Selected Criteria:** SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Understanding human feelings and emotions

# 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

