



# Supporting Documents

### Democracy

- \*School Council elections
- \*House captains/vice captains voted for
- \*Children vote for school improvements(playground)
- \*Pupil voice outcomes used to influence whole school policies(e.g. marking)
- \*Pupil questionnaires
- \*Debates and open ended discussions
- \*Roles and responsibilities in school
- \*Children aware of the democratic process

### Possible Impact

- \*Work co-operatively in pairs and groups as well as in whole class situations.
- \*Children understand how they are part of the decision making process and are a facilitator of change.
- \*They understand turn taking and respecting the views of others.
- \*Practise democracy through school council elections and through opportunities to debate in class.

### Possible Impact

- \*Children demonstrate respect for themselves and others in their general conduct and care for one another.
- \*Pupils are able to explain how they show respect to others and how they feel about it for themselves.
- \*Children are able to articulate why respect and tolerance are important.
- \*Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and

### Tolerance and Respect

- \*Expectations of behaviour.
- \*Children learn that their behaviour has an effect on their own rights and those of others.
- \*Differences between people such as faith, ethnicity, disability, gender or sexuality and differences of family situations are discussed through PSHE and assemblies.
- \*Celebrate festivals from around the world
- \* Remembrance Day (Poppies sold, assemblies and 2 min silence)
- \*Through RE curriculum
- \*Visit places of worship
- \*Focus days to learn about life and cultures from other countries
- \*English lessons
- \* Discussions around prejudice and prejudice based bullying
- \* Value the diverse ethnic/religious backgrounds of pupils and families

### **How do we promote British Values at Michael Syddall CofE (Aided) School?**

Michael Syddall C of E (Aided) School is a learning community built upon the values of respect, kindness, trust, forgiveness and friendship. Inspired by the Christian faith, we encourage everyone to embrace life in all its fullness. It is our mission to equip every individual to step into their future with hope, courage and perseverance.

### Rule of Law

- \*School behaviour policy with clear rewards and sanctions
- \*Classroom rules
- \*Bikeability – laws of the road
- \*E-safety built in to Computing
- \*Sports Tournaments
- \*Visits from public services: Police, Fire, Cycle Instructors
- \*Daily routines/rules
- \*Assemblies
- \*Home/School agreements signed by parents/child and school

### Possible Impact

- \*Children can articulate how and why we need to behave in school and demonstrate they understand and can abide by rules.
- \*The behaviour of the children is consistently outstanding in the classroom and around school.
- \*Incidences of serious misbehaviour are very low.

### Possible Impact

- \*Children understand the importance of accepting responsibility and their right to be heard in school.
- \*Children demonstrate independence of thought and action.
- \*Children take part in a variety of extra-curricular clubs.
- \*Children with challenging behaviour have less incidents of aggressive behaviour.

### Individual Liberty

- \*Children are taught about personal responsibility, choices, ambition and aspiration.
- \*Child initiated learning – FS/Y1
- \*Choosing books from the library
- \*Free choice of golden time activities
- \*Children conduct own questions and lead learning of topic work
- \* Children encouraged to follow their interests through the curriculum and a wide variety of extra-curricular clubs.
- \*Out of school and in school achievements celebrated -

**The Michael Syddall CofE (Aided) Primary School**

**Our Definitions for Spiritual, Moral, Social and Cultural (SMSC) Aspects of Education**

**Spiritual**

We aim for children to develop the ability to be reflective about their own beliefs and experience whilst demonstrating a sense of enjoyment and fascination in learning about themselves with respect for different people's faiths, feelings and values.

**Moral**

We aim for children to recognise the difference between right and wrong and understand the consequences of behaviour and actions in line with the law. They develop their ability to offer reasoned views and opinions on matters and appreciate the viewpoints of others, even if they are different.

**Social**

We aim for children to develop their social skills in a range of different contexts, giving them the skill and willingness to participate in a variety of communities and social settings. They see the result of working together as often being of more benefit than what they could achieve alone and build on their skills and attributes to allow them to participate fully and positively to life in Britain, accepting and engaging with fundamental British Values along the way.

**Cultural**

We aim for children to understand and appreciate the cultural influences and differences within school and that have shaped our heritage as they prepare for life in modern Britain. They have the willingness to participate and respond positively to a range of artistic, musical, sporting and cultural opportunities and understand, accept and respect diversity through their tolerance and attitudes towards different religions and groups in the community.

## Outcomes for children at Michael Syddall CofE (Aided) Primary School

Below is a list of outcomes which the school considers to be significant and outstanding in their own right within the context of our school and our children.

**Progress** – from varying (often low) starting points, children make accelerated progress. Although this means that they may not always meet ‘National Standards’, their progress is in line with, or above, that of their peers.

**Attendance** – despite extremely challenging home situations, our children regularly attend school, often against the odds. Although the school recognises further need for improvement in this area, a changing ethos has brought about substantial improvements and changes in culture. Parents who wouldn’t engage with school are now approaching us to seek advice and support in ensuring their child attends. See attendance action plan.

**Service Families** – children from our Service families settle in extremely quickly and are supported superbly through our ‘Syddall Soldiers’. Despite their mobility and often worry for a family member, they attend school, make progress and attain well.

**SEMH** – the school has a number of children who are accessing support for their SEMH. The flexibility of the school and its staff to deal with these children in ways which help their situations is exemplary. They are given time and support through appropriate agencies and identified early to require intervention. For these children, this is significant in developing their positive experiences of education and them attending school – including supporting challenging issues away from school.

**My Personal Best** – our children are taught skills to be successful in their lives, suitable for the next stage of their education, through the teaching of My PB. These skills (which are varied and linked to ‘Healthy Me’, ‘Social Me’ and ‘Thinking Me’) provide children with experiences which can be adapted and applied to any situation. They use their learning in this area to impact on their daily lives.

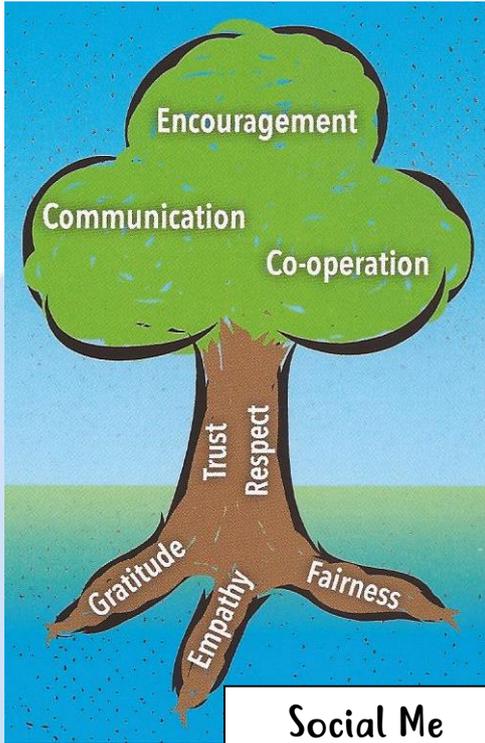
**Contribute** – our children contribute to school, their education and that of others. They see school as a family where everyone benefits if everyone puts something in. They are dynamic and involved in what goes on, coming up with the ideas themselves and encouraging their peers, ensuring everyone is an active citizen. The children can hold thoughtful conversations with each other and adults.

**Sport** – the children are active, fit and engaged in physical activity. They have opportunities to participate and compete, learning the important skills associated with sport and reaping the benefits of being active. This is a major driver in whole school improvement.

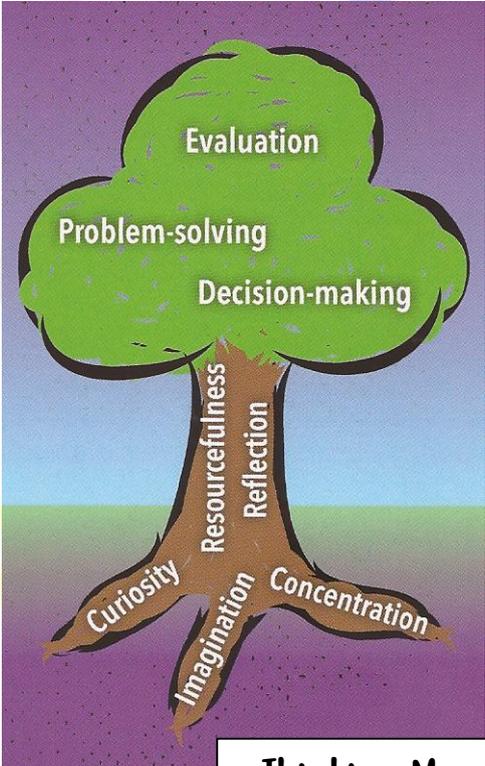
**School helps our children deal with other things in their life** – this is an outstanding outcome. Despite the daily challenges and situations that a lot of our children are faced with, the consistency of our school, the expectations and enjoyment they experience helps them to overcome what they face. The children know that school will support them and help them in a way that is sensitive yet effective, involving external agencies when needed or sometimes just giving a hug!

At our school, outcomes are greater than the numbers on a page. They are real, tangible things which effect children’s lives in a positive way. They extend beyond the academic, technical or vocational and make them a confident individual, successful learner and responsible citizen and make sure that they can approach difficult situations with resilience, knowing how to deal with things and what to do if they need help or advice. They encourage and celebrate education and attendance at school, and are not afraid to challenge themselves and each other.

My Personal Best (My PB) Characteristics



Social Me



Thinking Me



Healthy Me

## The Michael Syddall CofE(Aided) Primary School

### PSHE Long Term Overview

The school uses Jigsaw as a scheme for the outline of the teaching of PSHE and Relationships & Health Education.

Jigsaw is sequential, the six puzzles (units) starting with 'Being Me in My World' (BM) at the beginning of the school year and working through to the end of the year:

1. **BM** (Being Me in My World)  
'Who am I and how do I fit?'
2. **CD** (Celebrating Difference)  
Respect for similarity and difference. Anti-bullying and being unique
3. **DG** (Dreams and Goals)  
Aspirations, how to achieve goals and understanding the emotions that go with this
4. **HM** (Healthy Me)  
Being and keeping safe and healthy
5. **RL** (Relationships)  
Building positive, healthy relationships
6. **CM** (Changing Me)  
Coping positively with change

Each puzzle has six lesson plans accompanied by all of the teaching and learning materials needed to deliver them.

