



*Individual Value; Valuing Individuals*

<b><i>Our Vision &amp; Aims:</i></b>		
<p><b><u>Success &amp; Achievement</u></b></p> <ol style="list-style-type: none"> <li>1. All children have their personal success celebrated.</li> <li>2. All children achieve highly, regardless of background.</li> <li>3. All children are resilient, respectful and confident learners.</li> </ol>	<p><b><u>Modern-Day Citizens</u></b></p> <ol style="list-style-type: none"> <li>4. All children leave with deep, flexible knowledge.</li> <li>5. All children leave literate, including digital literacy.</li> <li>6. All children experience a rich, broad and balanced curriculum built on foundational British values.</li> </ol>	<p><b><u>Wellbeing &amp; Community</u></b></p> <ol style="list-style-type: none"> <li>7. All children are happy and safe at school.</li> <li>8. All children equipped to take charge of their own wellbeing.</li> <li>9. All children experience an excellent personal development program.</li> </ol>

***I do have reasons for hope: our clever brains, the resilience of nature, the indomitable human spirit, and above all, the commitment of young people when they're empowered to take action.***

**Jane Goodall**

## **OUR VISION**

We aim to ensure that, over their time at Asfordby Hill, learners receive a Personal Development programme that gives them the knowledge that they need to make decisions, to be resilient and to develop their character and personality. We provide these rich experiences in a coherently planned way – through our curriculum, enrichment and extra-curricular activities.

Children at Asfordby Hill will know and understand their role in modern-day society; they have a sound sense of self and contribute positively to their community. They are tolerant and understand that everyone's voice should be heard and everyone's views should be acknowledged and respected. They leave primary school armed with our Rainbow values and skills: ***Gratitude, Self-control, Perseverance, Curiosity, Optimism, Enthusiasm and Understanding others***. They are aware of their responsibility as a citizen of the modern world and have secure and developed moral foundations on which to further build. Pupils regularly demonstrate their contribution now and in the future towards society, community and others.

Pupil's leadership skills and voice are developed across all aspects of school life, enabling them to understand that they can make a change and have a positive impact on others. As a result, pupils have high aspirations of themselves and others and the confidence to speak out and challenge in a positive, respectful manner.

Children leave Asfordby Hill Primary School with the confidence to try new things and make mistakes, seeing the opportunity that lies within hard work and set-backs. Our bespoke curriculum has been designed to get the best out of each and every learner, where every child is encouraged to be resilient, hard thinking and driven. They have been taught how to interact respectfully, how to celebrate others' successes and achievements, and how to politely disagree or build on people's ideas. We model and encourage children to stretch their own thinking by asking questions – of both themselves and their peers.

Our curriculum offer extends far beyond the academic to allow all pupils to develop in many diverse aspects of life. This is encapsulated in our Personal Development Programme.

### **Also, at Asfordby Hill Primary School**

In addition to the statutory requirements, our curriculum will also include 'Money Matters' as a separate topic during the academic year, as we believe all children should be given the opportunity to develop money management skills for the future. Our older children have the opportunity to discuss money management with 'MadMacMoney' from Barclays Bank.

Our school Council are voted in annually by their peers (after some incredible persuasive presentations) and lead on projects that are important to them. Recent ones have included designing and costing out our new Trim trail, Litter Picking weekends and encouraging all in the school to be more efficient with the use of lighting and water. Our school council is always asked to be a part of our teacher/headteacher recruitment by setting questions to ask and interviewing the candidates.

We encourage our children to take part in community activities and fund raisers such as collaborative music concerts where our choir has performed and presented on environmental issues; community litter picking; Remembrance services at the local memorial gardens; gardening competitions (Melton in Bloom); and community design and technology projects such as 'Roar'.

We make a conscious decision to invite people in from the community, in order to immerse our children in a diverse and inclusive environment. Recently, the children have worked alongside dancers during our Diwali Day, Rabbi's from the Leicester Hebrew Congregation, Elders from Leicester Churches along with artists, scientists, authors and different types of nurses. The children interact politely with these adults, ask questions and often increase their knowledge about the society around them.

Although we are an overwhelmingly White British School, we make a point of embracing our differences and life experiences.

We enable our children to become leaders by offering opportunities for them to be Ambassadors for the school, playground/lunchtime buddies, School Councillors (as mentioned above), Eco club leader and House Captains: they have meaningful opportunities to be responsible and respectful citizens who contribute to our school community.

Many of our children, regardless of their ability, background and culture, have the opportunity to develop their character through sporting competitions and tournaments. Our teams have included: a swimming, football, cross-country, hockey, parallel sports, athletics, Maypole dancing and Sky theatre dance troupe.

### **Spiritual, Moral, Social and Cultural Development**

Spiritual, Moral, Social and Cultural development (SMSC) is about everything we do at Asfordby Hill, to help pupils build their own personal values, have positive relationships with others and become responsible young citizens in society. SMSC development supports pupils to be kind, thoughtful and caring and to be able to live and learn alongside people with different beliefs, cultures and lifestyles.

Our provision for pupils' Spiritual, Moral, Social, Cultural and Emotional development (SMSC), builds on our values. An important part of SMSC is to support our pupils to engage with British values of democracy, the rule of law, individual liberty and respect for different faiths and beliefs.

We want our pupils to be reflective about their own beliefs but also show interest and respect for the beliefs and faiths of others. We encourage pupils to reflect, not just on their own behaviour and the choices they make, but also on the skills needed to remain calm and focused on their learning.

Some assume spiritual development is about religious exploration or faith, but this is not the case –the spiritual in SMSC is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion but equally may not. Creativity and imagination is important, as is a sense of fascination, awe and wonder.

#### **Moral Development**

The moral element is largely about choices, behaviour and how you live your life. It also focuses on personal and societal values, understanding the reasons for them and acknowledging and understanding disagreements. Discussions in class or assemblies, might explore the consequences of decisions, words used and behaviour, other people's needs, and ways of learning from experience. Moral development at Asfordby Hill enables pupils to build a framework of moral values, which regulates their personal behaviour. This is supported by our restorative behaviour policy, the use of 'Zones of Regulation' and the support given to children and their families by our ELSA and Lego therapy.

#### **Social Development**

Social development shows pupils working together effectively, relating well to adults and participating in the local community. This element of SMSC includes a significant area of personal growth, ranging from engagement with society's institutions to the skills for successful personal relationships.

Our Rainbow values support the children immensely in this area of development as they are also skills that can be improved upon and used ‘when lightning strikes’.

### Cultural Development

Cultural development is about understanding and feeling comfortable in a variety of cultures. At Asfordby Hill we value cultural diversity and celebrate the diverse and unique contribution that all our children and families bring. Our curriculum allows the pupils the opportunity to learn all about different lifestyles, backgrounds and beliefs other people – both young and old - have. This could be through music (listening to and playing Bob Marley songs) history (writing their own speeches after studying ‘I have a dream’) or through our assemblies where we reflect on diversity, equality, inclusion and belonging. We base our assemblies around Andrew Moffat’s book No Outsider- All different, All Welcome.

### **British Values**

We promote fundamental British values and mutual respect and tolerance of those with different faiths and beliefs. We reflect the community’s different religious backgrounds in assemblies and actively promote British values, encouraging our pupils to regard people of all faiths, races and cultures with respect and tolerance.

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools 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.”

The Government set out its definition of British values in the 2011 Prevent Strategy. At Asfordby Hill these values are reinforced regularly through our Prevent Action Planning, age-appropriate discussions on the topics of grooming, county lines and current news linked to personal safety and a visit to the Warning Zone.

### Democracy

Democracy is embedded throughout our school curriculum. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to have a voice through a variety of channels, including our School Council, House Captains, Welcome Ambassadors, ECO club members and regular pupil questionnaires. The elections of the School Council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

## The Rule of Law

The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced. Our school has its own three rules 'At Asfordby Hill we are Respectful, Ready and Safe' that are deeply embedded in all that we do. Each class also discusses right from wrong and sets their own 'norms' that are clearly understood and agreed by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our pupils are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

## Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and PSHE lessons. Whether it is through choice of challenge; of how they record; of participation in our numerous extra- curricular activities; our pupils are given the freedom to make choices and are encouraged to act responsibly and show initiative.

## Mutual respect & Tolerance

As a school that holds values at the core of its ethos, our school values and behaviour policies have evolved around Asfordby Hill's values. Our values and rules are taught explicitly, linked to assembly themes, shared in lessons and are expected to be demonstrated in and around school at all times, including in the community. It is shared with home through newsletters and website information. Adults throughout the school model, demonstrate and promote respect for others as do older children who have suitable age-related tasks and responsibilities and this is reiterated throughout classroom and learning rules, as well as behaviour. Our core values include respect and tolerance who have different faiths and beliefs. Asfordby Hill Primary School enhances pupils' understanding of different faiths and beliefs through religious education studies; PSHE work; linked school projects. Events welcoming visitors from other schools, our local community and the wider community in order to embrace differences, Aspirations Week and Culture Events. Beliefs, traditions and customs from around the world are studied, with visitors and visits to those communities and religious buildings. Through these activities, our pupils gain an enhanced understanding of their place in a culturally diverse society and an understanding of the importance of identifying and combatting discrimination. Asfordby Hill also celebrates our Modern Foreign Language with additional enrichment activities and extra-curricular clubs as well as taster sessions of other languages as a response to pupil voice.

SMSC, British Values and protected characteristics promoted in our curriculum

Through our **'Individual Value; Valuing Individuals'** inclusive curriculum, all children at Asfordby Hill are taught to know more and remember more, whatever their abilities. To encourage their personal development we promote spiritual, moral, social, cultural and British Values, which are entwined through every subject, with some explicit links made in SMSC, British Values and protected characteristics are threaded through our curriculum, in every subject and explicitly links are made through our teaching, assemblies, RE and PSHE lessons as follows:

How we promote aspects of SMSC/BV/PC across subjects?	Spiritual	Moral	Social	Cultural	British Values	Protected characteristics
English	<p>By enabling pupils to understand and engage with the feelings and values, which are contained in high quality poetry, fiction, drama, film and television.</p> <p>By enabling pupils to appreciate the beauty of</p>	<p>By developing pupils' awareness of moral issues in fiction, journalism, magazines, radio, television and film, and by considering a range of different perspectives.</p>	<p>By developing pupils' confidence and expertise in language, which is an important aspect of individual and social identity.</p> <p>By providing opportunities for pupils to talk in a range of settings, including debates about social issues.</p>	<p>By providing opportunities for pupils to engage with texts from different cultures.</p> <p>By enabling pupils to tell stories from their own cultures and backgrounds.</p>	<p>By ensuring in some lessons the news is watched and understood regularly</p> <p>By ensuring all pupils can express their views and are 'heard'</p> <p>Use of 'oracy' hand gestures to agree and disagree in a respectful way with the others whilst in class.</p>	<p>Through our discussions about diverse authors, artists and illustrators</p>

	language.					
Maths	By making connections between pupils' numeracy skills and real life.  By considering pattern, order, symmetry and scale both in the natural world and man-made.	By reflecting on mathematical data that has moral and ethical implications; for example, a consideration of the sums of money spent on non-essentials compared with food aid/water aid.	By analysing social data e.g. on health care, poverty, bullying.  By sharing resources within the classroom, by negotiating responses and by group problem solving.	By asking questions about the history of maths and by enabling pupils to understand the important contribution made to mathematics by non-western cultures.	By relating laws to rules of maths  By ensuring all pupils can express their views and are 'heard'	Through our discussions about mathematicians and the expectations of all children in equity of their mathematical success
Science	By offering pupils the chance to consider the fact that some answers cannot be provided by Science.  By enabling pupils to ask questions about the size of the universe and how it might have been formed.	By encouraging pupils to reflect on the wonder of the natural world and the inventions which have made the world a better place.  By encouraging pupils to consider how science can be used both for both good and evil.	By using opportunities during Science lessons to explain how pupils can cooperate together in practical activities. This includes keeping other people safe.  By exploring the social implications of scientific advances e.g. environmental	By considering the ways in which scientific discoveries from around the world have affected our lives.	By utilising celebration and awareness days, such as celebrating diverse scientists and how by considering democracy over time  By ensuring all pupils can express their views and are 'heard'	Through our discussions about diverse scientists in all areas of the science curriculum, and the capacity for all pupils to have equity of their scientific success  Through real-life learning outside the classroom  Through learning about growing and changing bodies in order to reproduce ( <i>Pregnancy and maternity</i> ) and life cycles ( <i>age</i> )

concerns, medical advances and energy processes.

Religious Education

By experiencing joy and wonder through learning from stories, celebrations, rituals and different expressions of religion and world views.  
  
By considering questions about God.  
  
By exploring spiritual practices, such as worship and prayer.

By exploring morality including rules, teachings and commands.  
  
By exploring religious perspectives and responses to evil and suffering in the world.  
  
By asking questions about the meaning and purpose of reconciliation and salvation.

By asking questions about the social impact of religion.  
  
By exploring the qualities which are valued by a civilised society e.g. honesty etc.

By exploring similarities and differences between faiths and cultures.  
  
By engaging with artefacts, texts and other sources from different cultures and religious backgrounds.

By utilising celebration and awareness days  
  
By challenging stereotypes  
  
By ensuring all pupils can express their views and are 'heard'  
  
By organising and attending different places of worship (MRT)  
  
By following a RE curriculum that ensures all pupils have a good understanding of a range of beliefs and customs

Through our religious education lessons and understanding of equity of all religious key figures across all protected characteristics  
  
Through real-life learning outside the classroom, in different places of worship (*Race/religion*)  
  
By learning about Christmas and other festivals, such as Diwali (*race and religion*)

Design and Technology

By reflecting on products and inventions.  
  
By enjoying and celebrating

By raising questions about the effect of technological change on human life and the

By exploring dilemmas that individuals may face and by developing practical solutions

By considering cultural influences on design.  
  
By asking questions about aesthetics

By ensuring all pupils can express their views and are 'heard'

Through our discussions about diverse selections of designers in all areas of the DT curriculum, and the capacity for all pupils to have equity of their design success

	personal creativity.	environment around them.	to these problems.	compared with functionality.		
	By reviewing and evaluating created things.					
Physical Education	By delighting in movement.	By discussing the value of team work.	By developing a sense of belonging and self-esteem through team work.	By learning about the history of sport.	By ensuring all pupils can express their views and are 'heard' (D)	Through the sporting events we go to and the events we arrange and support.
	By taking part in activities such as dance, games and gymnastics etc.	By developing qualities of commitment, self-discipline and Perseverance.	By developing a sense of community identity through taking part in school events with other schools.	By making links with national and global sporting events (e.g. the World Cup and the Olympics).	By establishing and linking an understanding of how rules protect us (RofL)	Through challenging and highlighting stereotypes ( <i>gender</i> )
	By being aware of one's own limitations and strengths.	By developing positive sporting behaviour.		By exploring rituals surrounding sporting activities.		Through learning about the Paralympics ( <i>disability</i> )
				By exploring different cultures through Dance.		Through engaging with inclusive sports
History	By considering how things would be different if the course of events had been different.	By exploring the results of right and wrong behaviour in the past.	By giving the trigger for discussions about how groups and communities operated in the past.	By taking pupils on visits to heritage sites.	By utilising celebration and awareness days, such as embracing diverse historians and how by considering democracy over time	Through our discussions about historian and key figures in all areas of the history curriculum, and the capacity for all pupils to have equity of their historical knowledge success
				By exploring local history and the history around us		

	<p>By looking at local history and investigating reasons for landmarks and buildings.</p> <p>By speculating about how we mark important events from history and the people who shaped history.</p>	<p>By considering the characteristics of people who have had a bad influence and caused suffering to others.</p>	<p>By considering questions about social structure in the past.</p> <p>By encouraging pupils to talk to their parents and other relatives; for example, when learning about World War Two.</p>	<p>and by investigating how culture is shaped by history.</p>	<p>Teach about civil rights movement (protests and politics)</p> <p>By ensuring all pupils can express their views and are 'heard'</p>	<p>Through inviting guest speakers and visitors into the classroom</p> <p>By focusing on Black History month (<i>race</i>)</p> <p>Through learning about WW's and remembrance (<i>race</i>)</p>
Geography	<p>By using maps and asking pupils to imagine what it might be like to live in different parts of the country and the world.</p> <p>By comparing their lives with pupils living in other countries or in another part of the UK.</p>	<p>By working towards an Eco School status.</p> <p>By considering and discussing how people treat the environment.</p>	<p>By providing positive and effective links with the wider community, both locally in the UK and globally.</p> <p>By considering social responsibility e.g. care for the environment.</p>	<p>By making links with other countries.</p> <p>By exploring cultures that have had, and still have an impact on the local area.</p>	<p>By ensuring all pupils can express their views and are 'heard'</p>	<p>Through our discussions about geographers in all areas of the geography curriculum, and communities across the World studied and the capacity for all pupils to have equity of their geographical success</p>

Computing	<p>By learning about how technology is used in the world around them, with time to consider the benefits and drawbacks.</p> <p>By reflecting on the awe of developments in technology</p>	<p>By exploring the moral issues surrounding the use of data and the internet.</p> <p>By considering the vision of those involved in developing the web.</p>	<p>By discussing the impact of ICT on the ways that people communicate.</p> <p>By highlighting ways to stay safe when using social media and the internet.</p> <p>By being prepared to work with technology to forge new relationships.</p>	<p>By exploring human achievements and creativity in relation to worldwide communications.</p>	<p>By teaching IL through e-safety units of work, and making good decisions</p> <p>By ensuring all pupils can express their views and are 'heard'</p> <p>By establishing right/wrong for using the internet (RofL)</p>	<p>Through our discussions about programmers in all areas of the computing curriculum, and the capacity for all pupils to have equity of their computing success</p>
Art and Design	<p>By exploring different artists' interpretations of important people or events.</p> <p>By providing opportunities for pupils to explore the spiritual dimension and natural phenomena e.g. Northern Lights.</p>	<p>By exploring how emotions and feelings are expressed through painting, sculpture and architecture.</p> <p>By use of and responses to visual images to evoke a range of emotions.</p>	<p>By sharing resources and by exploring social conflict and resolution.</p> <p>By exploring art as a powerful social tool e.g. in advertising.</p>	<p>By experiencing a range of creative media from around the world.</p> <p>By developing aesthetic and critical awareness.</p>	<p>By utilising celebration and awareness days, such as celebrating diverse artists and how by considering democracy over time</p> <p>By supporting pupils to express themselves and become self-confident in their work (IL)</p> <p>By ensuring all pupils can express their views and are 'heard'</p>	<p>Through our discussions about artists in all areas of the art curriculum, and the capacity for all pupils to have equity of their artistic success</p>

Music	<p>By allowing pupils to show their delight and curiosity in creating their own sounds.</p> <p>By considering how music makes us feel and can 'move us' deeply.</p>	<p>By exploring how music can convey human emotions.</p> <p>By appreciating the self-discipline, which is required in order to learn a musical instrument.</p>	<p>By exploring how an orchestra works together.</p> <p>By listening to each other.</p> <p>By discussing and appreciating how music is used in different ways in different settings.</p>	<p>By giving all pupils an opportunity to learn a musical instrument and to participate in singing activities.</p> <p>By encouraging pupils to listen and respond to traditions from around the world.</p>	<p>By supporting pupils to express themselves and become self-confident in their work (IL)</p> <p>By ensuring all pupils can express their views and are 'heard'</p>	<p>Through our discussions about musicians in all areas of the music curriculum, and the capacity for all pupils to have equity of their musical success</p> <p>Through attending cultural events, such as the choir/singers in extra-curricular activities</p>
Broader Curriculum, including assemblies, PSHE, RSE, all policies and ethos of the school	<p>By developing resilience and inner strength.</p> <p>By exploring meaning and purpose for individuals and society.</p>	<p>By exploring what is right and wrong.</p> <p>By making explicit links to the school's ethos (where appropriate).</p>	<p>By helping pupils to engage in a democratic process for agreeing the rules for community life.</p> <p>By creating opportunities for pupils to exercise leadership and responsibility. - house captains, welcome</p>	<p>By exploring how different cultures can offer great insights into how we lead our lives.</p>	<p>Focus on all areas - <b>Democracy/Rule of Law/Individual Liberty/Mutual respect &amp; Tolerance</b></p> <p>Through School councils - class voting for year group representatives</p> <p>Democratically deciding on campaigns to support</p>	<p>Through our school ethos</p> <p>Through our school motto</p> <p>Through our school behaviour policy</p> <p>Through conscious modelling by all adults in the school community</p> <p>Through our assemblies</p> <p>Throughout PSHE and RSE lessons</p> <p>Through educational visits and residentials</p> <p>Through linking with guest speakers in assemblies</p> <p>Through our charity work</p>

ambassadors,  
school  
councillors, sports  
leaders

School rules, class rules,  
visits from the police and  
visits to Warning Zone to  
talk about  
crime/knife/crime/cyber  
crimes

Through working with the local  
community

Through building the esteem of all  
children and encouraging self  
confidence

Through understanding how they can  
positively contribute to any/all  
lessons

By providing pupils with  
knowledge of and respect  
for public institutions and  
services

Through challenging gender/all  
stereotypes

By encouraging all pupils  
to be involved in decision  
making – pupil voice  
feeding into SDP and  
things such as the Panto  
visits, charity events

Through understanding the Rights of  
equality, Human Rights and the UN  
Rights of the Child

By understanding of the freedom of  
choice, and people's right to choose  
and hold different faiths and beliefs,  
which is protected by law

By modelling how  
perceived injustice can be  
peacefully challenged and  
settled

By acceptance that other people have  
different faiths to each other and this  
should be accepted and tolerated and  
should not be the cause of prejudicial  
or discriminatory behaviour

By organising and  
attending different places  
of worship (MRT)

By understanding the importance of  
identifying and combating  
discrimination

By focusing on Women's History  
month (*gender*)

By helping pupils to  
acquire an understanding  
of and respect for, their

Through the RSE curriculum (*marriage  
& partnership*)

own and other cultures and ways of life (MRT) By challenging unconscious bias

Use of 'oracy' hand gestures to agree and disagree in a respectful way with the others whilst in class (MRT)

By implementing an anti-bullying culture, through policy and ethos ( IL)

By challenging stereotypes in all areas of school (IL)

By modelling freedom of speech through encouraging pupil participation, while ensuring protection of vulnerable pupils (IL)

By encouraging pupils to take responsibility for their behaviour, as well as knowing their rights.