

Summary of Provision and Impact – Promoting fundamental British values as part of SMSC
‘Every day, everywhere, everyone.’

IMPACT & OUTCOMES – As a result of the provision....

PROVISION	...pupils develop self-knowledge, self-esteem and self-confidence.	...pupils are aware of how to keep themselves safe and mentally & physically healthy.	...pupils show respect and care for other people, other living things and the environment. They understand behavior for learning and behaviour towards others	...pupils show tolerance and harmony between different cultural traditions and appreciate and respect their own and other cultures.	...pupils can distinguish right from wrong. They accept responsibility for their behaviour, and understand how they can contribute positively to society and become a successful citizen.	...pupils accept that other people have different faiths or beliefs (or have none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behavior.	...pupils are developing an understanding of the importance of identifying and combatting discrimination.	...pupils show respect for democracy and are beginning to understand how democracy works	...pupils have an understanding that the freedom to choose and hold other faiths and beliefs is protected in law. They know they have a right to be treated with respect.	...pupils are beginning to appreciate that living under the rule of law protects individual's and is essential for their wellbeing and safety.	...pupils are developing the skills to argue constructively and defend their point of view	...pupils understand they have a voice and are beginning to understand how people can influence decision making through a democratic process.
	Woodland School as a woodland school, children are actively involved in caring for and looking after our woodland. We have good links with local community group (High Green in Bloom) and work together on keeping the area clean and tidy. Small groups are also involved in planting trees in the local community and our own grounds. We are growing two trees donated by the Elm Conservation Society, that are resistant to Dutch Elm.	✓		✓	✓	✓	✓					
After the Olympics in 2012, we adopted the Olympic values as our own. We refer to these during assemblies and PSHE sessions. Through the displays around school, these are kept high profile.	✓	✓	✓	✓	✓	✓	✓					
Increased focus and development of Sports and PE , including Sports Ambassadors for children. Through each key stage, children are encouraged and supported to get involved in a range of different sports. Funding is made available through Sports funding, Pupil Premium and through school budget to ensure all children are involved. Sports coaches and links with Arches Partnership aim to bring other sports professionals in to school to inspire and develop skills with children and staff. Our ACTIVE Charter ensures activity remains high profile across the school.	✓	✓	✓	✓	✓	✓	✓					✓
We have one school rule: Treat others as you wish to be treated. This is reflected in the daily life of the school and referred to when children need reminding about the impact of their actions on other people. Regular assemblies, involvement in Anti Bullying week, learning about different types of bullying are part of everyday life. We are a bullying free school!	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓
School prayer. After a local tragic event recently, the whole school contributed to creating a new school prayer. This prayer is said daily during assemblies, when children reflect and think about people who have different views and different faiths. The children are encouraged to make their own choices, whilst showing respect to other children and adults. Children are asked to either – - Say the school prayer with other children	✓		✓	✓	✓	✓	✓		✓			

<ul style="list-style-type: none"> - Say a prayer to who they chose (Jehovah) - Quietly reflect about the words and/or focus of the assembly. 												
<p>Assemblies & PSHE Throughout the year, the children learn about social and emotional aspects of learning. Assemblies follow key themes from SEAL. Children learn about different festivals, important individuals and the impact that they have had on society (Martin Luther King) Children reflect on their own actions and the impact on others. Weekly Celebration Assemblies focus on key themes to develop life skills, for example – taking pride in ones work and achieving success through perseverance. Children are rewarded for their success. Issues are discussed at an age appropriate level – radicalisation, racism, terrorism.</p> <p>Our children also visit our local church and methodist chapel for Harvest Festivals, Christingle and as part of topic work.</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<p>Life Skills – during assemblies, lessons and on displays, children are reminded about lessons for life – For example – resilience, perseverance, determination. They learn about people who have overcome many barriers to achieve success. (For example - Charles Kettering – a famous inventor) Where displays are about developing these skills, a Dr Seuss label is attached and children are encouraged to talk about why these could be needed all through life.</p>	✓	✓			✓							
<p>Class Pets We have a range of pets in school that children take turns in caring for. F2 – spiny turtle, Y1 – corn snake, Y2 –, Y3 – axolotl, Y4 – bearded dragon Y5 – gecko , Y6 – rabbit. A cuddly pet goes home every weekend in F2, Y1, Y2. The children write a diary of the weekend’s adventures. In the autumn term Y1 select a Dragon Master to take care of our two school dragons over the weekend.</p>	✓		✓		✓							
<p>Class Charities. Each class has their own charity which throughout the year, they learn more about the work they do and raise money. Links are made with their charity and may include visits or visitors to the school.</p> <p>The school also supports charities throughout the year; Sheffield Cathedral Arches Project for the homeless, High Green Project for families facing difficult times, Red Nose Day, Save the Children, Sports Relief, FOTS (Friends of the school) who raise money towards whole school projects – The Big Play Project.</p>	✓		✓		✓	✓	✓					
<p>Curriculum Specific planning within the whole school curriculum, allows children to develop a range of skills and understanding; persuasive writing, different cultures – historical and religious (Vikings, Anglo Saxons, religious festivals) and the impact of our actions on the environment; Natural disasters, rainforests. Through the curriculum, children have a wider understanding of their place in our world and are encouraged to understand the importance of reading, writing and maths. The curriculum focuses on our local heritage – mining and the steel industry. A love of learning and different learning styles are modelled by all staff.</p> <p>Online Safety Through the curriculum, children are encouraged to learn more about personal safety on line.</p> <p>When planning curriculum objectives, teachers consider how to include development of life skills.</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<p>Public performances. Throughout the year, all children are encouraged and supported to perform in front of large groups of adults and other children. This ranges from in front of the class to larger audiences of parents and families.</p>	✓	✓			✓							
<p>Taking responsibility for their own learning. Our lesson planning has been developed to allow children to take increasing responsibility for their own learning. Each lesson begins with a learning question which the children answer through a traffic light system.</p>	✓				✓						✓	

Teachers take the self assessment on board when assessing each lesson and planning for next steps. Children self-select their own entry into the learning and progress towards Mastery with support and encouragement from others. (Mild, Spicy, Hot)												
Mission Statements Each class has their own Mission Statement which focuses on accepted and appropriate behaviour developed and agreed by the children.			✓		✓			✓		✓	✓	✓
School Council. The members are voted for by their peers after presenting to their class why they think they would be good in the role of School Councillor. The School Council has links with the Parish Council and has attended council and planning meetings. The School Council has control of their own bank account.	✓		✓		✓			✓	✓		✓	✓
SEND children are invited to meetings as appropriate and asked to share their views on how well they are doing and what other support we could offer. Children receiving 1:1 support are asked what support they would most like and plans are made around the needs of the child.	✓	✓	✓		✓			✓			✓	✓
Hall of Fame Children are encouraged to share with school any achievements from out of school activities. These are displayed as photographs in the cloakroom. Home Work Champions – children can achieve a bronze, silver or gold award. Each day children are selected to be the Star of the Day based on their attitude and behavior towards others.	✓		✓									
Pupil responsibilities The Y6 children have a number of responsibilities in school that require punctuality and consistency; lunch bands delivery, office clerks, library monitors. At the beginning of the year the older children support the new starters at breaks and lunch times. Each class has two children who meet and greet visitors to their classroom. Two children each week have the responsibility of blogging on the school website for their class.	✓		✓		✓							
Keeping safe Established links with the Fire Service, with a progression plan in place through the whole school with annual visits. Y6 attend Crucial Crew on an annual basis. Regular visits by our ex local community police – firework safety.	✓	✓			✓					✓		
Attendance Attendance is carefully monitored and the importance of regular attendance discussed with children. 100% attendance is rewarded at the end of each year.	✓	✓			✓					✓		
Personal Organisers Every child has their own Personal Organiser. Included is a home school agreement that the children also have to sign and adhere to.					✓							