



SMSC and British Values Statement and Offer 2024 – 2025



"All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development."

Please also refer to Hollinswood Primary Schools British Values Statements

"Pupils have a good awareness of fundamental British values and attitudes of respect and tolerance. They are given first-hand experiences that promote British values well. For example, the school council is democratically elected, listens to the views of all pupils and works with staff to improve the learning environment for all. Pupils are well prepared for the next stage in their education and life in modern democratic Britain."

(OFSTED, June 2015)

General Statement

This Spiritual, Moral, Social, and Cultural (SMSC) statement outlines our commitment to fostering the holistic development of our pupils within Hollinswood Primary School and Nursery. In alignment with the 2014 National Curriculum and expectations set by Ofsted, we aim to integrate SMSC principles throughout the curriculum and wider school life, thus preparing our pupils for their roles as responsible citizens in a diverse society.

We therefore aim to deliver an education that provides pupils with opportunities to explore and develop:

- their own beliefs and values;
- spiritual awareness;
- high standards of personal behaviour;
- a positive, caring attitude towards other people;
- an understanding of their social and cultural traditions;
- an appreciation of the diversity and richness of the cultures.

SMSC is a dimension of the whole school experience which makes the curriculum relevant, broad, rich, engaging, fun, inspiring and full of opportunities for awe and wonder. It enriches each subject and the ethos of and is an essential ingredient of school success. The SMSC statement and policy provides the school with the opportunity to encourage respect for other people, paying particular attention to the protected characteristics set out in the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

This statement applies to all aspects of the school including those covering Early Years.

We are deeply committed to fostering the spiritual, moral, social, and cultural (SMSC) development of our pupils, ensuring they become well-rounded individuals equipped to thrive in a diverse society. Our approach is embedded across the entire curriculum, promoting an inclusive environment that respects and celebrates the rich tapestry of backgrounds present within our school community.

Spiritual

The curriculum is designed to provide opportunities for pupils to develop their spiritual understanding through exploration of beliefs, values, and the human experience. We encourage children to reflect on their own experiences and those of their peers, fostering a sense of empathy and self-awareness. The curriculum as a whole, individual curriculum subject and lessons are crafted to engage pupils in discussions about personal beliefs and the broader implications of these beliefs within society. This allows pupils to appreciate

different perspectives and promotes their ability to articulate their thoughts and feelings in a respectful manner.

Moral

Morally, our curriculum addresses ethical dilemmas and the concept of right and wrong. By integrating moral lessons within various subjects, we challenge pupils to consider their responsibilities towards themselves and others. This includes discussions about fairness, justice, and the reasoning behind different moral viewpoints. By examining historical and contemporary issues, children learn to make informed choices, understand the impact of their actions, and practise integrity.

Social

Social development is a cornerstone of our curriculum, where collaborative learning and teamwork are emphasised. Through group activities and class projects, pupils learn to communicate effectively, respect differing opinions, and contribute positively to group dynamics. We actively promote the importance of friendships and encourage pupils to engage in social activities that enhance their relationships. Additionally, our school's commitment to anti-bullying and inclusivity ensures every child feels valued and accepted, which is fundamental to their social growth.

Cultural

Cultural appreciation is woven into the fabric of daily learning at Hollinswood. Our curriculum offers a wide range of experiences that expose pupils to diverse cultures, traditions, and viewpoints. We celebrate major cultural festivals and encourage participation from families to share their customs and practices. By doing so, we strive to broaden our pupils' understanding of the world around them and enhance their appreciation for cultural diversity. This is complemented by the study of multi-cultural literature, history, and the arts, which fosters a rich cultural dialogue within the classroom.

Furthermore, our commitment to promoting respect for the Protected Characteristics as outlined in the Equality Act 2010 is paramount. We ensure our curriculum reflects and respects all aspects of diversity, including age, disability, gender reassignment, race, religion or belief, sex, and sexual orientation. We embed themes around equality and respect within our lessons, encouraging pupils to celebrate differences while recognising the uniqueness of each individual. This is demonstrated through our comprehensive personal, social, health, and economic (PSHE) education, which addresses topics pertinent to the well-being of every child, promoting inclusion and understanding.

In summary, the curriculum at Hollinswood Primary School and Nursery is comprehensively designed to promote SMSC development among pupils. Through a holistic approach that emphasises spiritual, moral, social, and cultural growth, we are dedicated to preparing our children for a future in a diverse and dynamic society. We believe that by nurturing these values, we equip our pupils with the necessary skills to become compassionate, responsible, and engaged citizens.

Expectations Across School Within and Outside of Classrooms

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

- All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- The school community will be a place where pupils can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.
- Pupils should learn to differentiate between right and wrong in so far as their actions affect other people. They will be encouraged to value themselves and others.
- Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.
- All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in long term plans, visits and trips, personal development opportunities, medium term plans (see website), lesson plans and classrooms.

SMSC Across the Curriculum

Curriculum Design

Firstly, all aspects of the curriculum are driven towards promoting the social, moral, spiritual and cultural development of the children at Hollinswood Primary School through a promotion of school values, which are embedded across the breadth of the curriculum offer both in individual subjects and they also underpin our school behaviour curriculum.

Therefore the curriculum at Hollinswood is driven by our school values.

- **Being respectful**
- **Being resourceful**
- **Being resilient**
- **Being responsible**

Further to this we aim for every child to leave our school with the knowledge, skills, values, and attitudes needed to be educated citizens and succeed in their next stage of education. To do this we plan a curriculum that is relevant, responsive, and ambitious, regardless of a child's starting points.

Our curriculum has been designed to create a balance between the National Curriculum statutory requirements and a range of experiences which give our children the opportunities to broaden their life experiences.

Furthermore, our curriculum is designed to enrich their view on living in modern Britain and the world by exposing them to learning about a wide and diverse range of people, societies and places from past to present.

We are aware of the context and challenges our pupils face and aim to create a sense of aspiration and the curriculum was set out and designed by framing what the pupils aspired to be.

"At Hollinswood Primary School and Nursery, we want to be Welders, Footballers, Performers, Teachers, Scientists, Vets, Vloggers, Astronauts, Archaeologists, Pilots, Hairdressers, Engineers and Fashion Designers. We want to be confident in our own abilities and feel like we're a part of something bigger than us. We want to ask questions to expand our knowledge, becoming sociable learners and we want to use our experiences to take on greater adventures in life together, as a team. We need to remember that we can be perfect learners and we can achieve anything we put our minds to."



Written in conjunction with the School Council

Key Threads to Support Personal Development and British Values Across the Curriculum

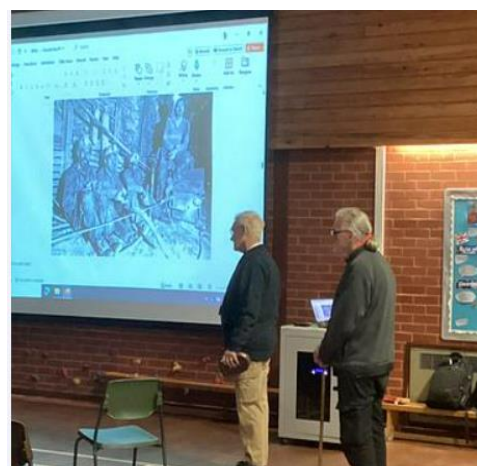
Our curriculum is designed around key ideas, golden threads and themes that run throughout and across the curriculum, which are:

- Heritage
- Diversity and equality
- Community and belonging
- Sustainability

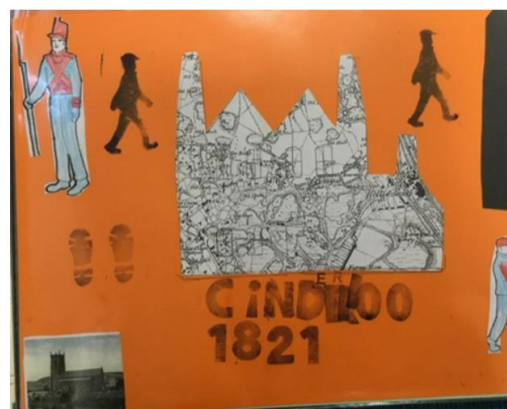
These themes and ideas are embedded across the curriculum and directly plug children in to understanding the world around them. They further deepen children's understanding of the school values: responsibility, resourcefulness, resilience and respectfulness.

Heritage

We want our pupils to form attachment with their school and wider community. Our **heritage** curriculum enrichment encourages our pupils, who come from around the world or from part of what is a relatively new estate, to feel a sense of understanding and **belonging** to their community from past to present. This involves visits from local miners and encourages the children to feel a sense of belonging to the place where they live. It gives learners a sense of their social and cultural traditions and an appreciation of the richness of the culture of the local area. [Our heritage roadmap](#) outlines details of how this is taught across school.



Children are also given opportunities to work with people from the local community on history projects, which creates a wider sense of belonging and attachment to community. Our focus on Hollinswood's heritage embeds ideas of democracy, protest, laws and consequences and how these stories are expressed in their local area in the past. This is a golden thread across our curriculum, which runs and weaves its way through our geography, history, art and design and technology curriculums.



Heritage is an important thread throughout our curriculum for several reasons. Firstly, it embeds a sense of belonging, attachment and place for our children and all the stakeholders in our curriculum. Secondly, it allows children to develop a sense of space and place in the world, making sense of it through the lense of the needs of their lives and issues within their communities both past and present. Thirdly, we have many families who join our community from around the world so this supports newly arrives pupils and families understand Hollinswood in the past and in the present, while also supporting and celebrating the diversity of our school, Hollinswood and Telford. The heritage work mapped out supports and embed British Values into our curriculum: democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

Ideas of social justice and community action all promote pupils social, moral, spiritual and cultural development.

Equality and Diversity

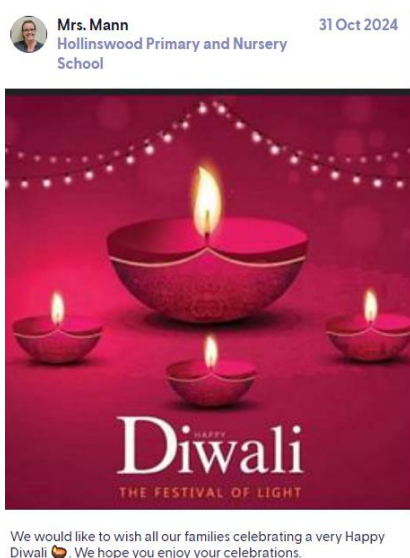
Furthermore, Hollinswood is a **diverse** community, as is Telford; therefore, we encourage and celebrate the multi-cultural nature of our school- readying them for life in modern Britain and addressing specific misconceptions they may have about migration and immigration

from the past to the current day. This also encourages pupils to develop mutual respect, understand laws, protected characteristics and ideas around democracy.

Further to this, in each subject a range of diverse people are explored, and the examples below highlight when children are taught about diverse peoples and groups within the curriculum.

- They also learn about the Kingdom of Benin and the slave trade as well as ideas of gender and power and experiences of disenfranchised groups across time. See the [history roadmap](#); [RE roadmap](#); [art roadmap](#) and [geography roadmap](#) for examples
- [The reading spine and story time book spine](#) promotes and explores protected characteristics
- [The RSHE curriculum also incorporates No Outsiders](#) reading books, where the children explore individual stories which aim to address protected groups

The RE and equality and diversity curriculum is led by a teacher within school, who ensures that a range of religions and people are represented. The children are free to offer a spiritual expression of their faith and we celebrate the diversity of culture and faiths our families and wider British society express. Furthermore, our RE, assembly offer and collective worship offer is responsive to current issues and helps children to process the changing world around them.



Our assemblies (collective worship) represents a powerful way to develop and establish a school's ethos and values. Schools have a duty to provide collective worship to promote Spiritual, Moral and Cultural development. We combine opportunities to explore RE, PHSE and other curriculum areas, as well as share news and updates from School groups such as Eco Club, Safe Guarding Squad and the School Council.



We are proud to teach inclusive RE curriculum, following the local Agreed Syllabus, to all our pupils, and to respect and affirm all the religions and worldviews represented in our community. To promote children developing their own spiritual expression and to help them learn the importance of respect under the law for religious groups we do not support selective withdrawals from RE. We are happy to talk to parents about all aspects of the RE curriculum and discuss any concerns. The Head Teacher and Governing Body are responsible for seeing that the law on Religious Education is complied with in school and therefore any

applications for the withdrawal of children from the RE curriculum have to be submitted to the headteacher in writing.

Equality and diversity resonates across all areas of our curriculum and details of this can be found below. This aspect of our curriculum ensures promotes the pupils at Hollinswood's social, moral, spiritual and cultural development.

Sustainability

Sustainability is a key idea in our curriculum too and as the climate and the world around them changes, we want to encourage pupils to recognise their role in the world and encourage them to be pro-active in dealing with problems, understanding change and their place in the world. This subject helps encourage them to think in an adaptive way, encouraging community involvement, ensures they connect with nature in a sustainable and meaningful way.

As part of our sustainability curriculum, year five are our plastic free champions and complete fieldwork in school and on the school grounds around plastic waste and plastic pollution. They gather, collect and analyse this data and present their findings to school with the support of our sustainability lead and champion and the eco-committee in year six.

We have an eco-committee, where pupils lead whole school sustainability challenges each term. We were the first school in Shropshire to receive a surfers against sewage award and our sustainability champion consults with businesses across Shropshire, encouraging our children to be active in solving the climate crisis. Furthermore we also nominated for a [BBC Make a Difference Award](#).

We won another Eco award!

Congratulations to our Eco Committee who have won the Hollinswood and Randlay Parish Council Chairperson's Award for Young People. Cllr Unwin presented the award at our Eco Assembly, commenting that she appreciated the ideas Eco Committee had shared on how to make Christmas gift giving less wasteful and more sustainable. She asked us to keep sharing our sustainable living ideas, something that we do really well as a whole school.

Eco-Friendly

Loose Parts Play

Eco-Initiatives at our school

Single-use Plastic Reduction

This half-term we've continued our work on single use plastic reduction. Our Eco Committee's assembly in June shared about what single use plastic is and what it isn't. We did some myth-busting, addressing questions we'd received from the wider school community about cost, what plastic items we need to keep for our own safety and what plastic items are reusable and very durable.

Let's get Myth Busting...

Does it cost more to buy our school supplies not wrapped in plastic?

Not necessarily. Mrs O'Reilly will look at what's available, how it is packaged, what the cost is, and will also let our suppliers know what we are on a mission to have as few items as possible delivered wrapped in unnecessary plastic.

REDUCE REUSE RECYCLE

Mrs Bearblock

Our Eco Supporters

from Schneider Electric, Capgemini, Transicon and Hollinswood & Randlay Parish Council, joined us at assembly.

This aspect of our curriculum encourages pupils to be reflective of the beauty, wonder and majesty of the natural world, encouraging them to take action to protect their immediate environment. Sustainability is incorporated across our school curriculum in our [art](#), [D&T](#), [geography](#) and [outdoor learning curriculums](#).

This aspect of our curriculum further promotes the pupils at Hollinswood's social, moral, spiritual and cultural development.



Let's Go Zero Consultation with Eco Committee

Community and Belonging

We want our pupils to form attachment with their school and wider community. This further re-enforces ideas of belonging which are promoted through our other golden threads: heritage, sustainability and equality and diversity.

Community and belonging; however, is a key component of promoting core values to our pupils and this is done through a variety of opportunities and experiences. A few are outlined below.

Safeguarding SQUAD

our deputy headteacher
Mrs Morris
Computing Subject Leader
Mrs Gibbons

This term our Safeguarding Squad have been learning all about online safety. With the help of our Computing Subject Leader, Mrs Gibbons, they put together some questions to find out if the children at Hollinswood are keeping safe online. They used the results to give some important messages to KS2 children in an assembly - see below!

What our Safeguarding Squad found out:	What our Safeguarding Squad suggest:
Some of the most popular games children play are Fortnite, Roblox, Minecraft, Mario Kart. Games that concerned us are GTA, Roblox, Call of Duty, Roblox, Fortnite.	Play games that have the right PEGI rating for your age - 3 or 7.
Some children are not checked up on very often when playing games.	Play your games in a shared space. Talk to your family before downloading a game.
Some children don't talk to anyone if something goes wrong when they are playing online.	Find someone you trust to talk to. A family member or friend.
Some children are playing on PEGI 18 or 12 games.	Play games that are for your age range - 3 or 7. Other games may have violence, bad language or unsuitable content.
Some of the problems children had online are in-app buys, worms and swearing in in-game chat.	Ask a trusted adult if you are unsure of something. Do not click on links within games. Leave a chat if someone is swearing and don't join a chat with them again.

Our Squad

The Safeguarding Squad's online safety project has been a big success and they hope to look at more topics like road safety, safe places and spaces in school and behaviour to name just a few next year!

part of a cluster of Inharmony Schools. **In Harmony Telford & Stoke-on-Trent** is a community music-making programme that inspires and engages young people and their families.

Further to embedding a sense of community music lessons with In Harmony, draw together parents and families to watch professional orchestras. Each child is given an instrument to look after, play and master. This all-fosters awe and wonder for our pupils and the video

InHarmony Music Festival

Spotlight

Advaith attends Hollinswood Primary School & Nursery, which is part of the In Harmony programme, an immersive school and community programme aimed at increasing access to, and inclusion in, musical learning. Advaith has made a lot of progress in his In Harmony instrumental lessons and orchestra sessions since he began playing clarinet in September. The orchestra team have also noticed how he has been getting involved more in the sessions. Not only does he apply his instrumental skills to the pieces he has been learning, but he also joins in increasingly with any singing and actions. When asked whether he enjoys his In Harmony music sessions, he said "I like Anton, he is really funny! I enjoy playing my musical instrument and like learning new notes." Advaith has also taken the opportunity to join the after school orchestra.

AMAZING

linked above gives a flavour of how our music curriculum develops pupils spiritual expression. It also supports them in giving them a sense of cultural capital.

Across school there are also democratically elected committees such as the safe-guarding squad, school council and eco-committee. This values their voice in changes we make to the school, whilst supports pupils in understanding rule of law, democracy and further to this creates in them a sense of purpose and belonging.

Opal play further develops this wider sense of community in our whole school offer and play areas are changed and rules and agreements are made in whole school assemblies. Again embedding principles of democracy and the purpose of rules, regulations and laws.

Further community initiatives involve pupils in creating sustainable produce that is planted, grown and shared with the whole school community. Food is grown, cooked, produced and shared with parents, carers and our wider network of volunteer companies who support our school projects. Again, this creates wider cultural, social, moral and spiritual opportunities for our pupils through ideas framed around belonging and community.



Personal Development Opportunities

[Our personal development roadmap](#) goes further and underpins the way in which we aim to develop pupils as well rounded pupils, who are ready to contribute towards being modern British citizens.

During P.E. lessons, a pillar of our curriculum is healthy participation. Linking back to our values, this idea of sport and well-being is encouraged through teaching children the benefits of being active. Abstract knowledge about sport being 'good' for you, is something pupils can often talk about; however, we teach pupils knowledge about exactly how your body and mind benefits from exercise. We are involved in a healthy lifestyle initiative, which supports pupils being active in opportunities within the community. This concept of healthy lifestyles is taught across [PSHE](#), [design and technology](#), [science](#) and in our [P.E. curriculum](#).



Year Three Visit to a Local Farm

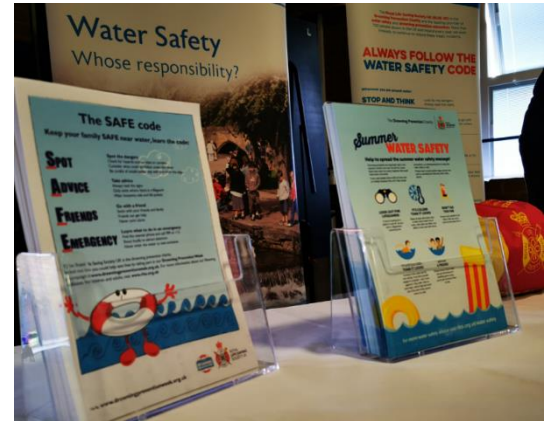
Curriculum Enrichment and Sustainability Focus (Gleaning)





**Festive Craft Workshop
with Parents**

Monthly Art Competition



Outdoor Learning

Community Event Get-Teagether



Outdoor learning is an important thread throughout our curriculum for several reasons. Firstly, it embeds a sense of belonging, attachment and place for our children and all the stakeholders in our curriculum. Secondly, it allows children to develop a sense of space and place in the world, making sense of it through the lens of the needs of their lives and issues within their communities and wider world. Forest School and outdoor learning often weaves into our heritage curriculum, geography fieldwork and scientific investigations. Thirdly, forest school and outdoor learning opportunities link to another key thread in our curriculum offer, which is sustainability.

The children are given a wide range of opportunities to learn outdoors, conduct geographical environmental surveys and again embed the sense of place in an ever



changing world. Forest school is also a place in which, we can close gaps with pupils regarding vocabulary and learning, where key aspects of our curriculum are enriched- this can be seen on the roadmap to the right.

Outdoor learning also supports and embeds British Values into our curriculum:

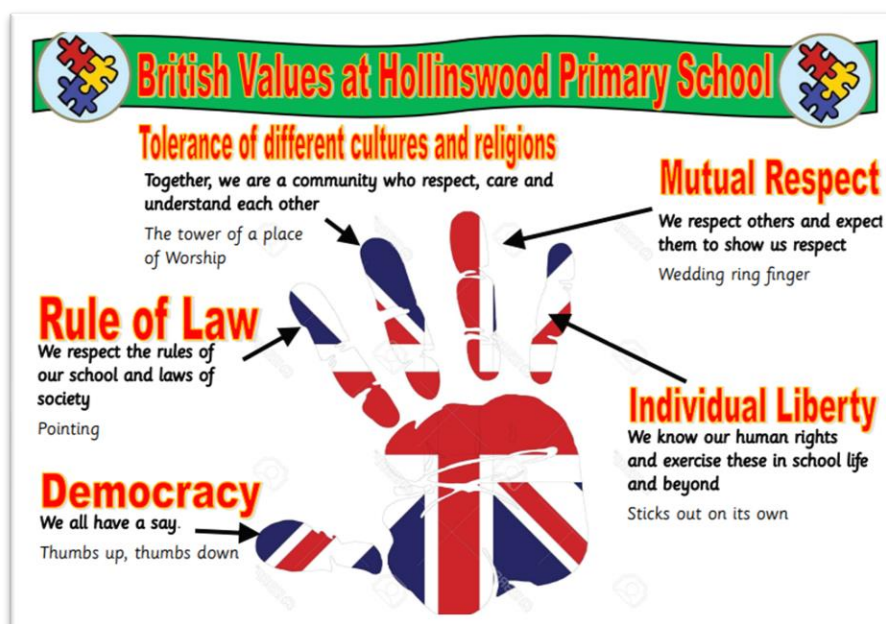
- Democracy (through work linked to the heritage curriculum
- The rule of law (ideas of citizenship, tidying our community, sustainability and looking after the natural world) • Individual liberty (choice)
- Mutual respect (we deliberately promote group work and project work in Forest school)



Finally, it gives our children cultural capital, a sense of awe and wonder and wider opportunities to see learning as a process that happens everyday in the world around. It also embeds core British Values which are re-enforced through developing their grasp of our core school values as well as embedding our school values (4Rs).

Essentially, our outdoor learning, alongside visits and events, promotes a depth of cultural capital for our pupils and offers them opportunities to broaden their horizons, embedding them in the natural world around them and fostering a sense of community in them.

PROMOTING BRITISH VALUES AT HOLLINSWOOD PRIMARY SCHOOL AND NURSERY 2024-25



INTRODUCTION

As a school, we strive to meet the requirements set out in section 78 of the Education Act 2002 to promote the spiritual, moral, social and cultural (SMSC) development of our pupils at Hollinswood Primary School. Our school ethos ensures that we build and maintain strong and effective relationships throughout the school and provide relevant activities both in and beyond the classroom to ensure our pupils' SMSC development and understanding of British values.

All members of the school community are encouraged to have regard people of all faiths, races and cultures with respect and tolerance. At Hollinswood, we promote the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs

Hollinswood Primary School is committed to upholding these values, which makes our communities successful and enable our children to develop into responsible, tolerant, respectful and caring future citizens. We have 4 school values which are being respectful, responsible, resourceful and resilient. These values are cohesive with the fundamental aspects of the British Values and support the PSHE and citizenship education of our children. They are actively encouraged to embrace a healthy lifestyle and show an understanding of

strategies to keep healthy, happy and safe to support their physical, emotional and mental well-being.

The PSHE curriculum is designed and delivered with the intention of supporting the development of certain qualities, skills and traits. These include self-belief, motivation and resilience so they have the coping skills after a disappointment or setback, along with virtues like compassion, curiosity, integrity and determination. The school values are evident in the children's interactions throughout the community and their approach to learning. Children are supported to grow into caring, responsible and tolerant citizens who make a positive difference to British society and the wider world.

Democracy

Throughout the year, assemblies and class discussions reinforce the children's understanding of democracy; this approach helps to firmly instil this value throughout the school. We



actively seek pupil voice and have a whole-school commitment to listening to the views, wishes and experiences of all children. The school actively promotes democratic processes such as voting for our School Council, whose members are elected by the children. The process supports children to understand that, as a democratic society, it is important for everybody's voice to be heard and to have a choice of the people who represent us and our viewpoints. All

children are given the opportunity to stand for School Council and are encouraged to present a manifesto to their class. School Council members uphold the ethos and vision of the school and share this with their peers and other members of the school community. Last academic year, School Council met regularly to discuss different aspects of school life, they designed and cooked a healthy meal for a local supermarket competition, shared important messages with their classes and played an integral part in introducing and designing the new OPAL lunchtime play offer.

Another opportunity for children to have their voices heard is through the regular meetings of our Safeguarding Squad. In the first part of the year, they dedicated their efforts to ensuring safety within our school premises. They meticulously inspected the school and grounds during a health and safety walk and all areas they examined were deemed safe.

During the Autumn 'Get Teagether' event, parents shared feedback with the Safeguarding Squad on the new school gates, unanimously agreeing that they enhance safety measures for our children.



In the second part of the year, their focus shifted towards the realm of online safety and cybercrime. They received a visit from the local police, who delivered an enlightening session on online dangers. Additionally, the Squad took the lead by delivering an assembly to KS2 children on staying safe in the digital world.



To promote the General Election in July 2024, Year 6 children held their own election in school to raise awareness of how we vote democratically in Britain. The children put forward two proposals to the rest of school: proposal one was a non-uniform day, proposal two was to have 20 minutes extra playtime. They put together arguments for both proposals and presented these to each class who then cast their vote. This resulted in a whole school non uniform day, which took place in the Summer term.

As appropriate, the history of democracy is also reflected through learning experiences and assemblies. For example, learning about Mary Seacole and women's history and rights in Year 2, the rise of Roman Empire in Year 3, Anglo Saxons in Year 4 and Ancient Greece in Year 5. Pupils have the opportunity to have their voices heard through our PSHE sessions, regular pupil voice interviews and restorative conversations.

The Rule of Law

Our school behaviour policy sets out expected behaviour, including the 4 school values, which apply to all children equally, within our positive, supportive and democratic community. This is consistent through all aspects of school life, including breakfast club and after school clubs. The school rules are shared with parents, carers and children from Early Years to Year 6.



As a school, we ensure children receive sustainable and positive messages to support their understanding about behaviour choices and consequences. We follow the Restorative approach alongside the 4 school values, with clear, staged consequences. We have high expectations of behaviour within a positive, nurturing ethos. The children understand these expectations and learn within boundaries and a consistent whole school approach. All school staff are trained on the use of restorative questions to ensure there is a consistent approach.

At the beginning of each school year, the children share their ideas for class rules with their new teacher. All views are considered and discussed; the children then agree on the class rules and expectations that will be followed by all. These are displayed within classrooms to remind children of the agreed expectations within the learning environment.

Restorative approaches are embedded through the school. This approach requires all those involved to reflect honestly on incidents that have taken place, take responsibility for their behaviour choices and for the impact of their actions.

The importance of the law is consistently shared and reinforced at Hollinswood Primary School during assemblies, class debates and PSHE lessons. Children understand they have a responsibility to follow the rules whether they apply to the class, the school or the country. It is expected that pupils should understand that, while different people may sometimes hold different views about what is 'right' and 'wrong', all people living in England are subject to its laws.



To support this, we teach our pupils to respect the value and reasons behind laws, to understand that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as our local police officers and the Fire Service are a regular part of our calendar events to help reinforce this message.

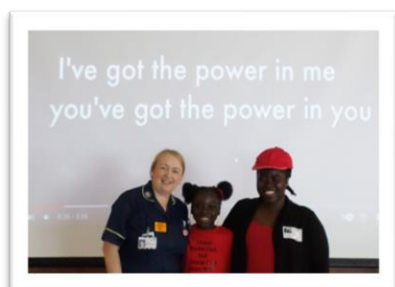
Mutual Respect

At Hollinswood Primary School, we work together to create a happy, secure environment in which every child can flourish. Children are taught to value and respect one another and to care for the health, safety and well-being of others. Our Hollinswood values help to deepen our children's understanding of the concepts of respect, co-operation, honesty and support and their understanding of how these can be demonstrated in the wider school and community.

Through online safety and RSHE lessons, children consider the importance of digital resilience, respectful behaviours and critical awareness. The children reflected on their responsibilities as digital citizens. The school's Acceptable Use Agreement is referred to as part of supporting online behaviour choices, 'screen time' awareness and digital resilience. The children understand that there are rules which apply to the internet, as there are in other areas of their lives. Children are also expected to show the same respect to others online as they would in a face-to-face situation.



Each year, the school is involved in anti-bullying week. The children reflect how they are each unique with different strengths and differences that need to be respected. Class discussions, learning activities and assemblies support children to develop their understanding of demonstrating empathy, integrity and compassion, all of which are necessary for mutual respect and tolerance. This week aligns also with the half term Jigsaw topic of 'Celebrating Differences'. Alongside this, the children also recognise World Down Syndrome Awareness day and other national charity days.



In June 2024, a Year 5 pupil took the lead on organising a day to raise awareness of sickle cell disease. She organised meetings with her family, medical and school staff, planned and led an whole school assembly and even designed a red themed menu for school lunch that day!

Individual Liberty

There are many opportunities in school for children to make choices, express their ideas respectfully and exercise their personal freedom. Clear boundaries are set and consistently reinforced to ensure that the school is a safe environment for everyone. The children are encouraged and supported to manage their behaviour and make good choices. Through assemblies and PSHE, children learn about their personal freedoms and through discussion how to exercise these safely

As a school, we provide a safe and supportive environment in which children are actively encouraged to make informed choices, within the understanding of the school rules which keep everyone safe. This empowering approach is achieved by educating children to know and understand their rights and personal freedoms within defined boundaries. They are supported in their learning to understand themselves as learners and to challenge themselves to take the next step. This helps us to create a love of learning and a resilience that is essential for life as well as for the challenges of education. Through our newly introduced OPAL playtimes, children are given the opportunity to exercise these freedoms, whilst also ensuring that the agreements are followed in order to keep everyone safe. These agreements were created with the children, which allowed them to express their own thoughts and feelings on what was important to them.



Children come to understand that they each have a unique potential and that they are responsible, alongside the adults that support their learning, to work hard to be the best that they can be. Children at our school understand how their actions contribute to their personal safety. They learn about safety through PE, online safety and PSHE lessons. We ensure that children know how and to who to go to if they have any concerns about safety or their personal well-being at our school.

Alongside School Council and the Safeguarding Squad, the Eco Committee raise awareness of sustainability. Last academic year, they shared their passion for looking after the planet by promoting recycling, reducing the use of single use plastics and encouraging children and staff to make a conscious effort to use less electricity. The children also led assemblies for children, staff and outside agencies which allowed them to share their views and dedication towards sustainability.



In the Early Years Foundation Stage and Key Stage One, we strongly believe in the power of child-initiated learning. Through play-based learning, children are given responsibility and autonomy in their learning. This approach allows them to take the lead, make mistakes, and form their own decisions in a safe and supportive environment.

During child-led activities, children have the opportunity to explore and apply the skills and

knowledge they have acquired. They can engage in imaginative play, problem-solving challenges and creative projects, all while developing their independence and critical thinking abilities. In the 2019 OFSTED inspection, it was noted that *'Children in the early years sustain concentration for lengths of time in a range of situations, both adult-led and child-initiated. This is a credit to the adults' skills and expertise in developing the prime areas of the early years curriculum'*.

Annually, we commemorate Remembrance Day through assemblies and displays. and the children are supported to understand this important event. We respectfully remember those who have served and sacrificed in the armed forces and emergency services whilst hoping for a peaceful future. The school choir also perform at the local memorial event.

Tolerance of those of Different Faiths and Beliefs

At Hollinswood Primary School, we place a great emphasis on providing our children with opportunities to discover, to learn about and to celebrate a variety of different faiths and cultures. Throughout the school, different year groups study different faiths and religions. In

a recent pupil voice interview, a Year 6 pupil said *"In our school, we have lots of people from all over the world who believe in different things. It's amazing when people have different perspectives on things because it makes them interesting"*.



Educational visits are made to places of worship to enable children to develop an informed awareness and respect of other religions. They are supported to develop their understanding and appreciation of diversity by celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. Any behaviour which is contrary to this is recorded, followed up and monitored.

Members of different faiths or religions are welcomed into school to share their knowledge and practices to enhance understanding and learning. Whilst we welcome the views of others throughout the school community, we are committed to challenging pupils, staff or parents expressing opinions contrary to fundamental British Values. Collective worship upholds these values and the importance of demonstrating respect for each other. School assemblies throughout the year support awareness of other faiths such as Holi, Diwali, Ramadam and Eid.

As a culturally diverse, inclusive school, we believe that diversity needs to be embraced, celebrated and highlighted, both within the curriculum and through the culture of the school. As a result, our curriculum is continuing to evolve, to represent fairly and accurately those with protected characteristics under the Equality Duty. This curriculum development is being led by the curriculum working group, which includes teaching staff from throughout the school.



Under the Equality Duty 2010, we are committed to meeting our statutory duty to promote positive attitudes towards difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins. Staff have continued to plan opportunities that enrich our curriculum through engaging content for those groups and there is an ongoing focus to ensure that learning resources and experiences represent our whole community of children and families.

The Prevent Duty

Under section 26 of The Counter Terrorism and Security Act (CTSA) 2015, schools have a duty to “have due regard to the need to prevent people from being drawn into terrorism.” The Prevent Duty Guidance details the activities schools are expected to demonstrate to comply. These include reviewing risk assessments, ensuring visitors to our school do not share extremist views, supporting online safety and ensuring members of our school community understand our complaints and whistleblowing procedures.

The Prevent agenda aims to challenge extremist ideology where it exists primarily through education, dialogue, debate, mentoring and by supporting critical thinking. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues, it is about safeguarding our children and helping them to develop the knowledge and skills to be able to challenge extremist arguments and to feel safe and respected in their school and home community.

We are committed to staff training and providing pastoral care and welfare support to stakeholders, as well as monitoring the systems and protocols in place to ensure online safety. All staff complete Prevent and safeguarding training annually.

Appendix

Supporting Learners' Broader Development

The children are provided with a wide range of experiences that support their broader development, enabling them to discover and develop their interests and talents. These opportunities demonstrate the school's commitment to upholding the British Values and supporting children to develop their character, self-motivation and self-compassion.

The school support a number of charities and children throughout the year the school community have supported a range of fundraising events. For Children in Need, the children came to school wearing spotty clothes and took part in a range of activities. We also wore our Christmas Jumpers to school to raise funds for 'Save the Children'.

There is a wide range of enrichment opportunities for children throughout the year. Over the last couple of years, we celebrated the King's Coronation and the children took part in a celebrations around the school grounds. To commemorate the Coronation, the gardening club created a new area where the children grow their own vegetables and herbs that are then used by the school kitchens when making lunch.



School staff guide the children to embrace an active lifestyle to support their physical health and mental well-being. using PE lessons, sports clubs and making use of the beautiful grounds used for OPAL playtimes. During this academic year, each year group have opportunities to take part in external sports competitions to develop an enjoyment of being active, mutual respect and cooperation.

Last academic year, sports day was a wonderful combination of team sports, competitive sports and sportsmanship. All children participated in activities over two days, supported by their parents. They encouraged each other and demonstrated mutual respect, cooperation and true sportsmanship. The children showed wonderful team spirit and supported their peers in a compassionate and caring way.



For music education, the children participate in a national programme called 'In Harmony' that aims to inspire and transform the lives of children, using the power and disciplines of ensemble music making. The children are taught to read music and play instruments by professional musicians. Year groups learn different instruments, so that orchestras can be

formed where the children play together. Young musicians on the programme, work with a wide range of professional musicians and educators to explore their potential through music. The school have also had the opportunity to perform with other local schools, at a large scale concert for parents, where they played their instruments as part of a large orchestra.



Throughout the year there are regular twinning opportunities for children in different year groups to join together. These have including sharing stories, poetry and creating artwork. The children always enjoy these opportunities and all children benefit from these experiences.

