

Assemblies

SMSC/ British Values/ Faith assemblies/ PHF/ HT assemblies/ Herrick Character/ Learning Attitudes

SMSC

Currently all assemblies (except for specific bubbles) are conducted either through Zoom calls or Microsoft Teams. We at Herrick are determined to ensure that the curriculum extends beyond the academic and our work to enhance pupil's social and emotional development is of a high quality.

We provide a positive ethos, culture and climate that values and nurtures every child's contributions to the life of the school. We aim to develop healthy, happy, confident children who are ready and open to learning.

We place pupils' personal, social and emotional growth and well-being at the heart of everything we do and this in turn ensures their readiness to learn. The Spiritual, Moral, Social and Cultural (SMSC) development of our pupils is exceptional and is systematically planned for and taught through a host of activities throughout the year.

Faith Assemblies

As a school, we value and celebrate the diverse heritages of everybody at Herrick. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; each year group contribute to a specific faith assembly, for example:

Year Group	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Celebration	Christmas	Hanukkah	Chinese New Year	Vaisakhi	Diwali	Harvest	Eid

With many more opportunities planned in throughout the year to collaborate with the wider community and world e.g. Children In Need, Comic Relief, Book Day, Remembrance Day etc.

PHF (Phone Home Friday)

Each week children are nominated by their teacher in each phase/bubble and those who are selected through a discussion amongst staff –are awarded a medal and the Headteacher will ring the child's home in the afternoon to inform and congratulate parents. Parents initially get quite a fright, as most children do not tell them that Mr.Patel will be ringing!

Headteacher Assemblies (Autumn 2020)		
Week	Wednesday Phase Assembly (phase)	Friday Headteacher Assembly (whole school)
31.08.2020	Return to School 	Welcome
07.09.2020	Building a happy school at Herrick 	Never give uppers
14.09.2020	Friendship 	Helper of Others
21.09.2020	I am special and unique 	Member of community
28.09.2020	What a wonderful world 	Maker of right choices
05.10.2020	Martin Luther King 	Finder of unknown
12.10.2020	Bob Marley 	Curio
19.10.2020	HALF TERM	HALF TERM
26.10.2020	Nelson Mandela 	Inde
02.11.2020	Bonfire night 	Investigo
09.11.2020	Remembrance Day 	Diwali
16.11.2020	Climate Change 	Confido
23.11.2020	Democracy 	Chall
30.11.2020	Tolerance 	Attendance
07.12.2020	Respect 	Hanukah
14.12.2020	Christmas Assembly 	END OF TERM

British Values

All members of our school community have high expectations of each other and role-model a belief in fundamental British Values- *The Rule of Law, Democracy, Individual Liberty, Mutual Respect, Tolerance for those of different faiths and beliefs.*

The table below is an indication of where we can find evidence to show that British Values are an intrinsic part of school life at Herrick Primary School.

Value	Evidence
Democracy	<ul style="list-style-type: none"> • Ethos – Vision Statement <p>Children, parents and staff have many opportunities for their voices to be heard at Herrick Primary School. Democracy is central to how we operate.</p> <p>An obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of one representative from each class, the School Council meets regularly to discuss issues raised by the different classes. The council has its own budget and is able to effect change within the school; in the past, the School Council has hosted fundraising activities and helped to provide equipment for our school grounds as selected by the children. The Council are actively involved in providing teachers with feedback.</p> <p>Another example of ‘pupil voice’ is: children are asked to respond and reflect on the teaching and learning they receive as well as make suggestions for the School Council to consider.</p> <p>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. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.</p> <p>Parents’ opinions are welcomed at Herrick Primary through methods such as questionnaires, surveys at parents evenings and opportunities to comment on whole school matters e.g. After school provision.</p>
The Rule of Law	<ul style="list-style-type: none"> • Ethos- Vision Statement/ School aims • Behaviour Policy • Display of class rules in each classroom, • Playground rules (displayed on playground walls in each Key Stage) • Lunchtime rules • FABs <p>The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses the school rules and class routines, principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered</p>

	<p>environment, these rules are displayed in each class along with the Code of Conduct of the school. These rules play a fundamental role in our behaviour sanctions and rewards and are linked to our Phone Home Friday.</p> <p>Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:</p> <ul style="list-style-type: none"> • Visits from authorities such as the police and fire service • Cycling Proficiency lessons enable children to understand the rules of the road and the potential dangers encountered should they break those rules. • During Religious Education, when rules for particular faiths are thought about. • During other school subjects, where there is respect and appreciation for different rules.
<p>Individual Liberty</p>	<ul style="list-style-type: none"> • Ethos – Vision Statement • Behaviour policy • P.S.H.E policy • Displays of children’s activities • Children’s key roles and responsibilities • <p>Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example:</p> <ul style="list-style-type: none"> • choices about how they can improve their learning • choices around the participation in extra-curricular activities <p>Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our PSHE JIGSAW lessons. We use the JIGSAW resource across the whole school which also links to assemblies.</p> <p>Collective worship is used to both explore and support the school’s values. By teaching the children how to manage and understand emotions they will be motivated and equipped to:</p> <ul style="list-style-type: none"> • Be effective and successful learners. • Make and sustain friendships. • Deal with and resolve conflict evenly and fairly. • Solve problems with others by themselves. • Manage strong feelings such as frustration, anger or anxiety. • Be able to promote calm and optimistic states that promote the achievement of goals. • Recover from setbacks and persist in the face of difficulties. • Work and play cooperatively. • Compete fairly and win or lose with dignity and respect for all competitors. • Recognise and stand up for their rights and the rights of others • Understand the value the differences and commonalities between people, respecting the rights of others to have beliefs and values different to their own. • To respect and value our world, and the things, both material and alive that exist within it.

	<p>Children are given key roles and responsibilities such as Sports leaders-Blue Hats, Playground Buddies- FABs, Reading Buddies, Sports ambassadors and School Councillors</p> <p>Through opportunities such as our extra-curricular and Lunch Time clubs and Residential Trips, pupils are given the freedom to make safe choices. Children at Herrick are encouraged to make choices knowing they are in a safe and supportive environment.</p>
Mutual respect	<ul style="list-style-type: none"> • Ethos – Vision Statement • Behaviour policy • P.S.H.E policy • Roles and Responsibilities • Display of children’s activities • Display of positive values around school <p>We have high expectations of achievement and behaviour. Children and staff are polite and kind. We believe everyone has their own special gifts and we are expected to use them.</p> <p>We listen and respect each other. We teach the children that conflict will be dealt with calmly and fairly. All members of the school family are valued equally. We celebrate lunch time behaviour and taking care of our school environment through Litter picking crews and Planting squads. We celebrate each other’s achievements whether that be in or out of school through our weekly whole School Assemblies.</p> <p>Teachers plan exciting, interesting, challenging and innovative lessons where everybody is expected to do their best and respect others.</p> <p>When our older children are given key roles and responsibilities to work alongside younger children this helps to promote mutual respect across the age phases. E.g. Reading buddies, Lunchtime Support and Playground Buddies</p>
Tolerance for those of different faiths and beliefs	<ul style="list-style-type: none"> • Ethos – Vision Statement • P.S.H.E policy • R.E. policy • Alternative faith work as part of the R.E curriculum coverage <p>Herrick Primary are proud to promote and celebrate our different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.</p> <p>Our central aim to 'Prepare children for the future' drives us towards ensuring that our pupils are able to live and work alongside people from all backgrounds and cultures. This will be particularly necessary in a future where due to technological advances will make the 'world a smaller place.'</p> <p>Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect.</p> <p>Specific examples of how we at Herrick Primary enhance pupils’ understanding and respect for different faiths and beliefs are:</p> <ul style="list-style-type: none"> • Through Religious Education, PSHE and other lessons where we develop awareness and appreciation of other cultures – in English

through fiction and in art and music by considering cultures from other parts of the world.

- Celebrating cultural differences through assemblies, themed weeks, noticeboards and displays.

Children are encouraged to share their own experiences when celebrating their own faith. Activities within school support both children and adults of different or no faith, the children are taught respect and tolerance of these groups and the opinions of the groups are taken into account with all activities.

Whilst instances contrary to our values are relatively rare, each is treated seriously in line with our policies and expectations.

Herrick Character

- Integrity - makers of right choices
- Resilient - never give uppers
- Empathy - helper of others
- Citizen - members of the community and
- Courage - finders of the unknown

Herrick Learning Attitudes



I am curious

I am independent

I like a challenge

I like to investigate

I am confident