

Personal Development

The Peak Tor Federation

British Values



Democracy



Other examples of how we promote the values of democracy, including 'pupil voice' are:

- Children agree the school values and behaviour policy.
- Children create and agree to the school prayer yearly.
- Children take part in questionnaires so that they can put forward their views of the school
- Children are given the opportunity to vote on specific issues e.g the choice of films to watch, who will be on the school council , to choose appropriate rewards for their class.
- Children's opinions are sought on the extra areas of study as part of our creative curriculum.
- Children learn about democracy in weekly 'British Values' news
- Children learn about democracy and the importance of each and everyone of us having a voice regardless of gender, race, belief, disability or sexual orientation.
- Children learn about historical events and people who have supported the rights of democracy such as Rosa Parks and Frida Kahlo.



Life in all its fullness



British Values Mutual Respect



Mutual respect is at the heart of education at the Peak Tor Federation and is one of our School Values. Children learn that their behaviours 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 in the following ways :

- Teachers leading by example and having high expectations of all visitors on site, including our pupils.
- Assemblies
- RE lessons – learning about and respecting other cultures and beliefs
- Curriculum lessons such as RE, chosen English texts, PE etc.
- Through the PSHE and RE curriculum pupils are encouraged to discuss and respect differences and similarities between people
- Learning about the world through our cross curricular topics.
- Learning how to listen and disagree in a respectful way i.e. debating

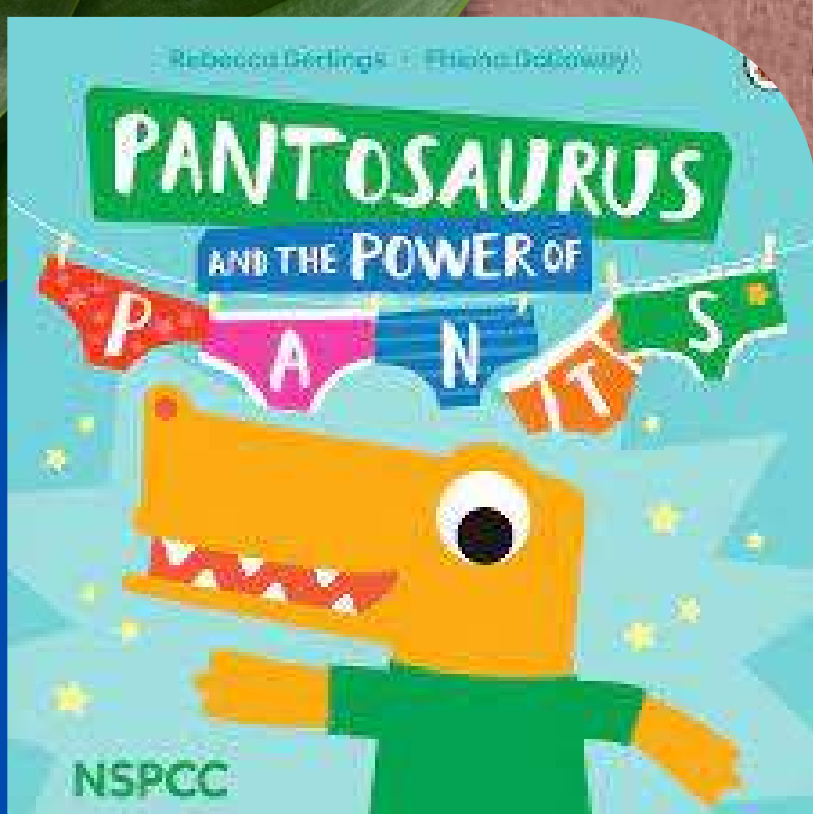
Life in all its fullness

British Values Rule of Law

This is reinforced in different ways:

- Each class discusses their class rules, clearly understood by all to ensure that they have a safe environment in which all pupils have a right to learn
- The whole school behaviour policy is clearly structured and publicised and followed by all.
- Pupils have regular opportunities to reflect, for example, on their choices during Collective Worship.
- Collective Worship covers national and International events and explicitly link these to British values
- In RE lessons, Pupils have the opportunities to explore the rules of particular faiths
- During other subjects, their respect and appreciation for different rules e.g. in sports lessons, competitions.
- teaching children an understanding of human rights, in particular the UNICEF rights of the child, and a child's right to be safe (safeguarding).
- implementing our school and class rules which have clear and agreed statements, and ensuring that the children know their own right and respect the rights of others.
- implementing our procedures and protocols for dealing with any behavioural or bullying issues and the very rare incidents of racial, homophobic and other forms of discrimination, which demonstrates to pupils that we take these issues very seriously, mirroring the attitudes of British society.

We also have links with law enforcement agencies and take part in national initiatives for example, Speak Out, Stay Safe (NSPCC).



British Values Individual Liberty



We promote individual liberty through:

- Building resilience
- Choices about their participation in extra-curricular clubs and opportunities
- Opportunities to reflect on their behaviour and choices
- Empowering children to make safe choices through E-Safety, PSHE, Road Safety and Fire Safety lessons
- Teaching an understanding of the concept of freedom and choice.
- Teaching our RE curriculum, which inculcates values of understanding, tolerance and respect for others, including those of other faiths.
- Teaching children an understanding of human rights, in particular the UNICEF rights of the child, through assemblies and class lessons.
- Providing our extra-curricular provision, which offers equal opportunities for all children, boys and girls, and children with Special Educational Needs in sport and other areas.
- Holding discussions in RE, English and other subjects, which allow children to develop respect for the opinions, values and beliefs of others.
- Dealing with and resolving conflicts evenly and fairly
- Encouraging our pupils to 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.
- Debates

Children in Year 6 are given key roles and responsibilities such as Play leaders.



British Values Tolerance for those of different faiths and beliefs



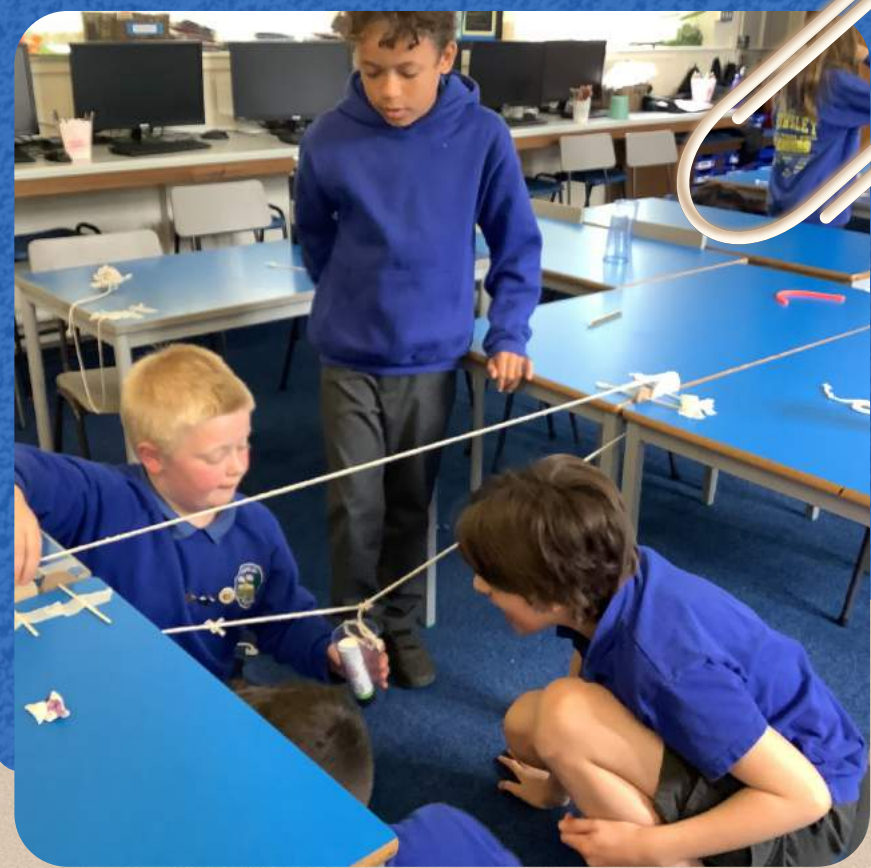
We recognise that we are not a very diverse community and as such we have planned many opportunities to teach about other cultures and beliefs. We are proud to promote and celebrate different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum. We enhance pupils' understanding of different faiths and beliefs by:

- RE lessons – learning and respecting other cultures and beliefs
- Providing a diverse range of resources, such as books, representing a range of cultures and faiths
- Learning about the world through our cross-curricular topics
- PSHE theme days
- RE theme days and visitors to school
- Collective Worship
- India link



Life in all its fullness

Equality



At the Peak Tor Federation we pride ourselves on going above and beyond to ensure that ALL of our pupils thrive regardless of their protected characteristics. We actively advocate for our pupils with protected characteristics and work closely with parents and outside agencies such as Early Help, Behaviour Support Service, Educational Psychologist, Autism Outreach, CAMHS to ensure that all of our pupils receive the correct support. The school does not off role. We provide extra adult support where needed. Our curriculum scaffolds up to ensure that ALL pupils can achieve and live 'life in all its fullness' - John 10:10. This includes ensuring that all of our pupils are involved in all of our school life including swimming, music lessons, sporting events, trips and residential, school plays and clubs.

We have provided extra support for parents in need such as respite care, financial support, support accessing health care professional and housing.



Life in all its fullness

Link to Bhowanipur School-Kolkata, India



For the last 6 years the Peak Tor Federation has been linked to Bhowanipur, a school for 3-11 year olds located in one of the poorest slum regions of Kolkata, India. Representatives including Mrs Wyer, Mr Figg and Mrs Poole took part in an initiative ran by the Diocese of Derbyshire and visited the school. These visits ran from 2018, 2019, 2020 and were unfortunately cancelled due to the covid pandemic. In a January 2023 we are sending two teachers from the federation: Mr Figg and Miss Lindley to carry on this link.

This link explores how two different cultures can support each other with th aim of improving education for all. When visiting for 10 days time is split between bring all the schools in the link together for professional development- there has ben a focus on th teaching of English and Maths, and time spt in school modelling good practice and supporting school staff.



How our link to India Impacts the Children at The Peak Tor Federation - by Mr Figg

First hand experiences, real life stories, photographs and videos enabled me, as their class teacher, to engage the pupils of Stanton in Peak with something that, prior to my visit, they could only read about and search for on the internet.

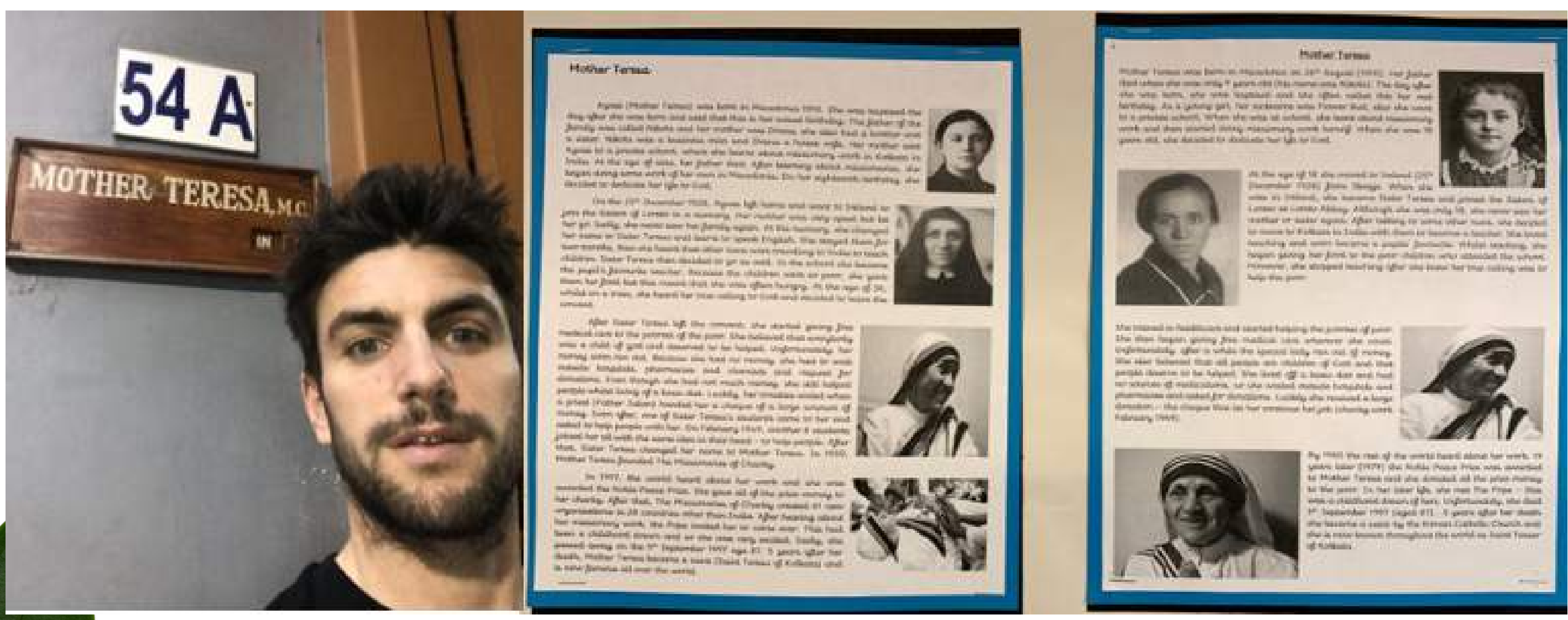
Working so closely with the children and teachers in Kolkata, seeing how they lived, and developing such strong relationships (in such a small period of time) had a huge impact on me personally. It lit a fire in me that I didn't know existed; I returned to school full of passion and enthusiasm for something, I now consider, very close to my heart.

My new found passion and enthusiasm, combined with the real life experiences, has enabled me to connect with the pupils and fully immerse them in my visit.



Mother Teresa

My visit to the Mother House inspired the pupils to learn about Mother Teresa's upbringing, her journey to India, selfless nature, relationship with God and the important work she did for the people of Kolkata and all over the world. The children produced written biographies of her life



Indian Culture

I was able to talk to the class

Indian culture and the city of Kolkata – describe the noises, smells, colours and people; the traffic (the car horns!), the dogs, the cows and the extensive list of wildlife. My first-hand account, along with the photographs and videos I took, provided the children with a real idea of what it was like. They were able to produce written reports about India which were far more detailed than if they were simply researching it. I enjoyed reading their work and stumbling across direct quotes such as: ‘If visiting India, it is important to buy bottled water. Whilst local residents regularly drink it, it can make tourists sick as their stomachs are not used to it.’



The Sundarbans

My experience of walking through the mangroves, whilst on the way to visit a CRS funded school, helped the children produce a descriptive piece of writing. They put themselves in my shoes and imagined stepping off the boat and meandering between the plant-life. They described how they were feeling, knowing that at any moment the mighty Bengal Tiger could appear.



Artwork

Our visits to the various temples inspired children's artwork. I was able to describe the feeling of calmness and tranquillity as we entered, despite the hustle and bustle of the city. The pupils attempted to portray this through their paintings.



The Children

Perhaps the most powerful impact on our school has been through the connection with the CRS funded schools and the relationship with the pupils and teachers in Kolkata. The children at Stanton in Peak have been able to see that, despite living at the other side of the globe, in conditions worlds apart, the children in Kolkata are just the same as them.

They enjoy playing 'What time is it Mr Wolf?' and they get excited at the prospect of a sack or three-legged race. They laugh, they cry, they behave...and they also misbehave. The children have enjoyed sharing video messages with each other and sending artwork.



Fundraising

The children at Stanton in Peak now feel a real connection with their friends in Kolkata. They recognise that they are the same in so many ways, yet also realise that they are in a privileged position brought around only by circumstance. Their connection with the schools in Kolkata has given them a far greater appreciation of some of the simpler things in life – clean water, a place to sleep, the food they eat and the education they receive. They have been inspired to fundraise and have done this in several ways such as cake sales, books stalls and the camp out for India.

Camp out for India:

After learning about the slums and how thousands of people in India live – often sleeping rough on the street or using whatever materials they can find to make shelter, the children built a shelter of their own out of natural resources and were sponsored by their friends and family to spend the night in it. Before they settled down for the night, they sat by the campfire and had a moment of reflection and considered that whilst this was a fun, one-off, novelty experience for them – it was a real life, everyday struggle for many people in Kolkata.



What made the fundraising so impactful, was that the children at Stanton could see where their money was going – they have been able to see the children, who they have shared messages with and written to, wearing the watches and eating the ice-creams that the money they raised has bought.



Trips and Residential



We offer a wide range of residentials and school trips that have been planned to ensure we support our pupils personal development.

Examples of past trips include:

Residentials:

- Yearly KS2 trip to Edale in Autumn 1 for teamworking and cohesion at the start of the school year. Pupils are encouraged to take risks, push themselves, show resilience when staying away from home and take responsibility for their possessions and selfcare.
- Year 5/6 also attend a end of year residential. Past trips have included London or Manchester, Boggle Hole (Seaside), Lea Green, Mount Cook Adventure Centre.

Trips:

- Bolsover Castle
- Sheffield
- Butterfly and Falconry Centre
- Cresswell Crags
- Level Art Centre





Visitors into School

We have a wide range of visitors into school and are always seeking to give our pupils more experiences and meet different people.

Recent visitors include:

Father Tony, our local vicar, comes into school for weekly Collective Worship

Dry stone walling,

First Aid training

Jenny McKenzie (local artist)

Derbyshire Fire and Rescue Service

Derbyshire Recycling

Swimming Safety

National Wildlife Trust (Rowsley)

Mental Health Workshop

Early Help (parents and pupil workshop)

Orthopaedic Surgeon (Rowsley)

Architect (Rowsley)

Boogie Academy



Personal Development

Here are some examples of some of the ways in which we seek to enhance our pupils experiences and personal development so that they can 'live life in all it;s fullness'



National initiatives such as world book day



KS2 music lessons and concert



KS1 & 2 Performances



Local community initiatives (poetry in the community)



Sporting events



Looking after the school grounds and local area

Personal Development



Bikeability and local bike rides



Local festival contributions



Encourage courageous advocacy



Learn about being healthy and encourage children to think about food miles and how we can grow our own food.



Teamwork



Learn about local traditions and careers



Forest School

Forest Schools is not a place, not an individual lesson, it's a philosophy. Our Forest School involves activities within the school grounds as well as engaging with the local wildlife and countryside.

Forest schools is different from outdoor education because it is a long term, sustainable approach to learning which builds children's self-esteem, confidence, independence and well-being through the exploration of, and experiences in the natural world. It is not just a one-off outdoor activity with specific objectives in mind, it is a set of regular visits to a particular outdoor area where children can develop personal, social and other skills which have been proven to enhance their learning.

What happens on Forest Schools?

Each week the groups will change into their appropriate Forest School clothing and venture out to one of our Forest School sites. Games are played and small achievable tasks are set, such as collecting natural materials and building shelters from sticks, rope and other materials. Under careful supervision, the children will also be introduced to a range of tools such as sheaf knives, billhooks, bow saws and loppers (which the PTA kindly provided funding for). These tools present the opportunity to make objects such as mallets, tent pegs, picture frames and more.

Children will also learn about fire and outdoor cooking. Group tasks and team-building activities will be regularly undertaken to encourage social interaction and communication, and the levels of challenge will be adapted according to abilities. Although there is no prescribed list of activities at Forest School, many National Curriculum targets will be met through the Forest School programme, particularly PSHE, Science, PE, Maths, Literacy and Geography. Themes of study can be brought into sessions and developed back at school.

All of our children
take part in
weekly Forest
School Sessions
ALL year!



Forest School at Stanton



Forest School at Rowsley



Trees through the seasons

Badges and Awards

At the Peak Tor Federation we have an award system that pupils can work through throughout their time in primary school. The awards start at Bronze and progress to Silver, Gold and then a School Leader Award. In order to achieve a school badge children must consistently show outstanding attitudes and commitment for example to achieve bronze pupils are asked to, among other criteria, be punctual with homework, be kind to others, through to the top award-School Leader, where pupils are asked to contribute to wider society.



Local Community

We encourage our pupils to be active citizens in the community-this links to our award scheme. Pupils are encouraged on a daily basis to keep our school and school grounds tidy. We also have afternoons where we all help to keep the school grounds clean and tidy with activities such as sweeping the leaves, planting plants and vegetables, litter picking, weeding the flower beds etc. in the local community we join in with local initiatives such as the Rowsley Well Dressing, the Tuesday Warm Hub and at Rowsley we run a toddler Forest School session for toddler parents. Our older pupils wrote poetry and posted it to various houses and businesses in the village.

