

Scapegoat Hill Junior and Infant Primary School

Whole School Vision and Values

We will ensure children will do their best academically, socially and personally

ARC: Aspiration, Respect and Compassion

	Autumn	Spring	Summer
Whole school leadership opportunities	To increase children's responsibility to the whole school and wider community. To develop their leadership skills and collaboration we have the following opportunities: - School council. - Playleaders - take a lead role on supporting with monitoring behaviour at lunchtimes and during Special Mention Assemblies - Playground Buddies - for all children from Early Years to Year 6 - Library monitors- support during morning 'reading sessions' in the library for Early Years to Year 6 - Happiness Heroes - support the mental and emotional health of their school community - Audio/visual technicians – providing lighting and sound support to school assemblies and performances		

Community engagement to responsible, respectful and active citizens	- Kirklees Council Community Recycling Awards - Volunteering at Kirkwood Coffee Morning - Volunteering at school's Family Day and school tours	- Local litter pick - 100 Mile Hedge Project - Gardening club - planting shrubs and fruit trees in our local area - Scarecrow Festival – Easter Weekend – making scarecrows and supporting fundraising activities by manning stalls.	- Enterprise project for the summer fair. - Maintaining the school's garden and hedges
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Performances in school, in church and the wider community.	- Christmas Nativity and performances (All classes) - Christmas sing-along/carol service at Scapegoat Hill Baptist Church - Remembrance Day- Whole school assembly - Big Sing – Colne Valley High School – Christmas	- Strictly Pennine Dance performance at the Lawrence Batley Theatre - Valentine/'Love' Celebration at Scapegoat Baptist Church including readings and songs - Young Voices Years 4 to 6 - Easter celebration at Scapegoat Baptist Church for families and the wider community - Strictly Colne Valley performance at Colne Valley High School	- Singing as part of inter-school choir at Golcar Lily Day - Choir performance at summer fayre - 'New beginnings' assembly at Scapegoat Hill Baptist Church - Year 6 Leavers Assembly - Class 2 – Glock rock performance
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Themed weeks/days Assemblies / Reflection weeks	Sept 13th Roald Dahl Day Sept 19th- 22nd Recycle Week Oct 3rd Harvest festival Oct 7th World Smile Day Oct 10th World Mental Health Day Oct 16th Black History week Nov 11th - Remembrance Day Nov 6th-12th Parliament Week Nov 14th Anti bullying week- focus for PSHE lessons Nov 17th Children in Need – discuss local and foreign issues (fundraiser) Dec 8th Christmas Jumper Day	Jan 17th Martin Luther King Day- communicating kind and respectful words assembly Jan 30th National Storytelling week (EYFS) Feb 2nd NSPCC Number Day Feb 5th –11th Children’s Mental Health Week Feb 8th Safer internet day - Linked to computing curriculum. Feb 12th- 16th Random Acts of Kindness week- link to assembly- ‘Fill my Bucket’ Mar 7th World Book Day Mar 8th International Women’s Day Mar 8-17th STEM week Mar 17th Comic relief (fundraiser) Mar (13-19th) - Neurodiversity celebration week Mar 21st World poetry week April 2nd Autism Awareness Day	Apr 15th World Art Day May Local and community history - linked to Norfolk show May 15th Mental Health awareness linked to PSHE May 15th-21st Big Arts Week- linked to developing knowledge about local Artists May 16th Walk to school week Link to healthy eating. June 9th NSPCC Childhood Day June 10th Healthy eating week June 14th Day of Welcome - Linked to World Refugee Week June 17th-24th National School Sports’ Week June 21st World Music Day
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Assemblies	- Weekly celebration assembly (every Friday) this is to celebrate school rewards linked to values, school rules and achievement - Singing assemblies to prepare for school, church and community performances - British Values Assemblies every Wednesday - My Happy Mind assemblies or an assembly which discusses the themed day.
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	Sept 15th – International Day of Democracy- 1st October – Robinwood assembly (year 6 parents) Oct 3rd – Harvest Festival Oct 10th – World Mental Day Health Day Oct 17th – Black history month. Introduction to the lives of Rosa Parkes, Nelson Mandela and Martin Luther King	Nov 6th – Parliament Week- School council to lead Nov 10th – Remembrance Day (includes visit the Baptist Church Nov 13th – Anti bullying week November 15th – Children in Need Nov 20th –World Children’s Day Dec 11th – Human Rights Day	Jan 15th – Martin Luther King Day Feb 5th – Children’s Mental Health Week February 11th – Safer internet day – avoiding scams Feb 12th – Kindness- Random Acts of Kindness-Fill my Bucket	7th March – British Science week 8th – March- International Women’s Day Mar 18th – Neurodiversity Week Mar 25th – Autism Awareness & Comic relief	May 7th – Deaf Awareness May 8th – 80th Celebrations of VE Day May 13th – Big Arts Week May 20th – Mental Health Week	June 4th – Pride- link to Respect and tolerance Jun 18th – Healthy Eating Jun 25th – Armed Forces Day Jul 2rd – NHS day
My Happy Mind Assemblies	Meet My Brain Neural pathways Neuroplasticity Happy Breathing How can happy breathing help me?	Celebrate – Character Strengths. How can a happiness hero help me?	Appreciate – Attitude for Gratitude My Happymind Places	Relate- being able to relate to and get along with others	Engage – Goal setting	Year 6/7 Transition – growth mindsets and self-regulation in times of stress.
Trips & visitors	EYFS to Year 6 – Benedetti Foundation musical performances Year 6: Robinwood Activity Centre, Todmorden Year 5 and 6: Bonfire Safety Talk Year 6 – London and the Houses of Parliament (Autumn 2025) EYFS to Year 6 - Forest School- sessions x 2		EYFS to Year 6: Paul Davies and British Values EYFS to Year 1 – Teddy Takes a Walk – Road Safety EYFS To Year 6 – Community Wildlife Officer – how to look after local wildlife EYFS to year 1: Talk on Ramadan and Eid Years 4 to 6: Colne Valley Community Hub – The Eat Well Plate EYFS to Year 6 - Forest School- sessions x 2 Years 4, 5 and 6 – Water Safety Talk		EYFS and Year 1: Lawrence Batley Theatre Class 3 – Linking Network – Meet the artist (Benaiah Matheson) Class 2: Cannon Hall Farm Class 3: Ready Steady Pedal EYFS to Year 6 - Forest School- sessions x 2 and year 6 only Year 6 – First Aid Activities Year 6 – ‘Mini Me’ with Clay Club Years 4 to 6 – ‘Speed Watch’ with Handheld Radar Guns	

Inter-school Sporting Events	Years 3 and 4 - Football tournament Years 1 to year 6 – Gym festival Years 5 and 6 – Basketball Years 5 and 6 – Football Year 6 – Leadership Day Years 3 and 4 – Cross Country	Years 5 and 6 – Handball Year 5 – Try it Thursday Years 5 and 6 – Girls Football Years 5 and 6 – Hockey Years 5 and 6 – Sports Hall Athletics Years 1 and 2 – Sports Hall Athletics	Years 5 and 6 - Netball Year 1 – Mini Olympics Year 2 – Mini Olympics Year 3 – Mini Olympics Year 5 – Mini Olympics Year 6 – Mini Olympics Year 2 – Football Years 3 and 4 - Summer Football Years 5 and 6 - Summer Football Year 5 – Gifted and talented day Year 2 – Try it Thursday Years 5 & 6 - Rounders Years 3 and 4 – cricket tournament Year 4 – Sports’ Barn – Leeds Road for School Sports’ Week Years 5 and 6 – cricket tournament Key Stage 2 – Girls’ cricket
Clubs	Clay Club Gardening Club Homework Club Key Stage 2 Homework Club Key Stage 1 Dance Club Maths’ Club	Clay Club Dance Club Maths’ Club Homework Club Key Stage 2 Homework Club Key Stage 1 Gym club	Clay Club Dance Club Maths’ Club Homework Club Key Stage 2 Homework Club Key Stage 1 Gym club
Projects linked to the curriculum?	Interschool TTRS Challenge	Interschool TTRS Challenge British science week	Interschool TTRS Challenge Linking Network activities

Spiritual Education	Moral Education	Social Education	Cultural Education
Our RE curriculum equips pupils with a broad and balanced understanding of Christianity, major world religions, and non-religious worldviews, fostering what is often referred to as <i>religious literacy</i>. We follow the locally agreed syllabus to ensure coverage is inclusive, age-appropriate, and reflective of our diverse society. Beyond the classroom, pupils engage in twice-weekly assemblies where they are encouraged to reflect on and discuss personal beliefs, values, and wider philosophical ideas. These sessions support their spiritual, moral, social, and cultural development. Pupils show genuine interest in, and respect for, different faiths and worldviews. This is embedded across the curriculum—particularly in RE and history—and enriched through visits to places of worship, faith-based visitors to school, interfaith celebrations, and from 2025, our participation in the Linking Network project, which further promotes dialogue and understanding across communities.	Pupils are confident in discussing moral issues, often making links to their own experiences. They can reflect on decisions they have made, recognising the consequences of their actions and identifying whether these were good or poor choices. All pupils understand and respect the school's rules, and they show an awareness of the broader legal framework, including the criminal and civil laws of England. These are explored in dedicated British Values assemblies, which support pupils in developing a clear sense of right and wrong. In the classroom, pupils express informed and reasonable views on moral and ethical issues. They are able to explain and respect differing viewpoints, recognising that others may hold beliefs and opinions different from their own. This contributes to a culture of thoughtful discussion and mutual respect across the school.	Pupils work effectively in pairs, groups, and as part of a whole class. They demonstrate strong social skills across a range of settings—in school and in wider community contexts. Through structured discussions and collaborative activities, they learn to communicate respectfully, listen actively, and engage positively with others. Empathy and understanding are developed through exposure to a range of viewpoints and experiences. Pupils are supported in exploring why others may think or feel differently, helping them grow in emotional intelligence and mutual respect. These skills are explicitly taught and reinforced through the <i>MyHappyMind</i> programme. A strong sense of belonging is nurtured through opportunities to join clubs, groups, and participate in whole-school activities. Pupils regularly reflect on what it means to belong—to their school, their community, and the wider world. British Values are embedded through regular assemblies and day-to-day school life. Pupils learn about democracy through taking part in school votes and decision-making processes. They explore	Pupils are given regular opportunities to learn about a range of cultures that have shaped their own lives and the lives of others. This includes recognising and celebrating the diverse heritage within our school community, fostering a strong sense of identity and inclusion. The curriculum also enables pupils to explore cultures within the wider local community and across the UK. They are supported in identifying shared values and similarities between communities, helping to build empathy and mutual respect. This work is further enriched through our participation in the Linking Network Project in Years 5 and 6. Pupils develop an informed understanding of Britain's democratic and parliamentary system. They learn how it has shaped national identity and values and continues to influence life in modern Britain. This is brought to life through assemblies, curriculum links, and visits—including two visits from our local MP, Paul Davies, this year. Children engage in a wide variety of artistic, musical, sporting, and cultural

		the rule of law, individual liberty, and mutual respect through curriculum content and discussion-based learning. For example, themes of individual liberty were explored with all children when we celebrated the VE Day's 80th Anniversary in May 2025. Our multicultural curriculum ensures that pupils are regularly exposed to a broad range of cultures, beliefs, and traditions. We ensure multiculturalism is meaningfully reflected across the curriculum. For example, pupils explore the beginnings of Islamic civilisation in history, Chinese New Year traditions and Latin America's Day of the Dead celebrations as part of a textiles' project. These opportunities allow children to engage with global cultures in context, deepening their understanding of diverse histories, customs, and artistic expressions. This helps them develop the knowledge, skills, and attitudes to become informed, respectful, and responsible citizens of modern Britain.	activities, which promote creativity and broaden horizons. Through RE and wider curriculum content, they learn about different faiths and worldviews, developing an appreciation for cultural diversity and a deep respect for others. Pupils demonstrate consistently positive attitudes toward people from all backgrounds—locally, nationally, and globally. They understand the meaning and importance of equality and can articulate what it looks like in practice. Discriminatory behaviour, including racism, homophobia, or sexism, is not tolerated and is not a feature of our school culture.
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