

### Example Links to School Values

Key to Happiness	School Values	Example of how the 5 Keys support our values
Look Inside	Respect Reflection	Respect for oneself Strategies to learn to self-calm and to focus
Move Outside	Respect Resilience	Looking after yourself with non-competitive outdoor exercise Courage to try new ways to exercise
Share More	Respect Resourcefulness Reflection	Respect for one another Strategies to learn to connect with others Learning to communicate and be honest
Be Curious	Resilience Reflection Resourcefulness	Developing a 'have-a-go' attitude Growth mindset Trying new things
Be Kind	Respect Reflection	Respect for the environment, others and ourselves.

### How the 5 Key to Happiness help promote SMSC

Key	Spirituality	Moral	Social	Cultural

<u>Look Inside</u>	<p>Encouraging pupils to reflect and learn from reflection.</p> <p>Developing a sense of the quality of silence and reflection and the ability to listen.</p> <p>Giving pupils the opportunity to understand human feeling and emotions, the way they affect themselves and others</p>	Encouraging pupils to take responsibility for their actions/feelings and to learn ways to help themselves and others	Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness,	Recognising and nurturing particular gifts and talents
<u>Move Outside</u>	Developing a sense of the joy of life, achievement and play.	Developing a healthy attitude to exercise thorough non-competitive outdoor opportunities.	Children are encouraged to socialise with other children they may not normally choose to mix with in classroom situations.	
<u>Share More</u>	<p>Developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected</p> <p>Developing a sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	Developing an open and safe learning environment in which pupils can express their views and practise moral decision-making	Encouraging pupils to work cooperatively.	Encouraging pupils to explore and show respect for different faiths and cultural diversity through discussion and communication
<u>Be Curious</u>	<p>Developing an awareness that there is often more to things than meets the eye</p> <p>Encouraging pupils to explore and be creative</p>	Giving pupils opportunities to explore and develop moral concepts and values	Providing opportunities for pupils to exercise leadership and responsibility.	<p>Develop an interest in others' ways of doing things and other traditions.</p> <p>Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events</p>
<u>Be Kind</u>	Developing a sense of empathy with others, concern and compassion	Promoting a respect for others' needs, interests and feelings as well as their own	Encourage respect for people, living things, property and the environment	Promote respect for own culture and that of others

## REHE

We use Inside Out as the basis for teaching REHE.

	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<b>Intent (Why?)</b>	<p>Developing a sense of the worth of themselves and of others.</p> <p>Encouraging a sense of the joy of life, achievement and play.</p> <p>An awareness of limitation, loss and the darker side of life.</p> <p>Developing a sense of the quality of silence and reflection and the ability to listen.</p> <p>Giving pupils the opportunity to understand human feeling and emotions, the way they affect themselves and others</p>	<p>Encouraging pupils to take responsibility for their actions/feelings and to learn ways to help.</p> <p>Developing an open and safe learning environment in which pupils can express their views and practise moral decision- making</p>	<p>Helping pupils develop personal qualities which are valued in a civilised society, for example, through thoughtfulness.</p> <p>Encourage respect for people, living things, property and the environment.</p>	<p>Encouraging pupils to explore and show respect for different families, faiths and cultural diversity</p>
<b>Implementation (How?)</b>	<p>5 keys to happiness and wellbeing School values Opportunities to explore feelings and give strategies to look after wellbeing that can be used throughout life. Choice Decision Discussion Responsibility</p>	<p>5 keys to happiness and wellbeing School values Discussion</p>	<p>5 keys to happiness and wellbeing School values</p>	<p>5 keys to happiness and wellbeing School values</p>
<b>Impact</b>				

**REHE**

We use Inside Out as the basis for teaching REHE.

Ties in with REHE objectives and Ofsted Inspection Handbook for SMSC (pg 59).

	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<b>Intent (Why?)</b>	<p>Understand that mental wellbeing is a normal part of daily life and where/how to seek support for themselves and others</p> <p>Develop an awareness that there is a normal range of emotions and learn how to recognise and talk about their emotions</p> <p>Understand the importance of self-respect and how this links to their own happiness</p>	<p>Know the benefits of physical exercise, time spent outdoors and a healthy diet on wellbeing and happiness</p> <p>Understand the negative impact of bullying</p> <p>Understand that in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p>	<p>Understand the benefits of community/ voluntary participation on mental wellbeing and happiness</p> <p>Understand the importance of caring, healthy friendships, family relationships and appropriate boundaries to stay safe and where/how to seek help if needed</p>	<p>Understand and respect that all families are different, and characterised by love and care</p> <p>Understand the importance of respecting others, even when they are very different from them (e.g. physically, in personality, backgrounds and beliefs)</p>
<b>Implementation (How?)</b>	<p>Magical Days Out Assemblies and activities based on Inside Out's 5 Keys to Happiness and Wellbeing framework - Look Inside, Move, Outside, Share More, Be Curious, Be Kind</p>	<p>Magical Days Out Assemblies and activities based on Inside Out's 5 Keys to Happiness and Wellbeing framework - Look Inside, Move, Outside, Share More, Be Curious, Be Kind</p>	<p>Magical Days Out Assemblies and activities based on Inside Out's 5 Keys to Happiness and Wellbeing framework - Look Inside, Move, Outside, Share More, Be Curious, Be Kind</p>	<p>Magical Days Out Assemblies and activities based on Inside Out's 5 Keys to Happiness and Wellbeing framework - Look Inside, Move, Outside, Share More, Be Curious, Be Kind</p>

<b>Impact</b>	<p>Children use a common language to discuss emotions and seek support when needed</p> <p>Children gain a 'toolkit' of practical life skills to look after their own wellbeing and happiness</p>	<p>Children eat healthily, enjoy being outdoors and active</p> <p>Children know their own self-worth and behave fairly and responsibly</p>	<p>Children communicate and connect with others in meaningful and safe ways</p>	<p>Children understand, value and celebrate diversity</p>
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Mental wellbeing  
 Physical health and wellbeing  
 Health and prevention  
 Families and people who care for me  
 Caring friendships  
 Respectful relationships  
 Being safe

**Spiritual**

Develop an understanding that mental wellbeing is a normal part of daily life, in the same way as physical health

Develop an awareness that there is a normal range and scale of emotions that all humans experience in relation to different experiences and situations

Children learn how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

Develop an understanding of the importance of self-respect and how this links to their own happiness.

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

**Moral**

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

**Social**

the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

how important friendships are in making us feel happy and secure, and how people choose and make friends.

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

how to recognise and report feelings of being unsafe or feeling bad about any adult.

the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

## Cultural

that families are important for children growing up because they can give love, security and stability.

that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

## 5 Keys to Happiness

Assemblies, lessons, daily activities based on Inside Out's 5 Keys to Happiness evidence-based framework

### Key 1/Look Inside

- Learn common language to discuss feelings
- Learn to focus mind better and self-calm to regulate emotions and reduce anxiety
- Improve awareness of a full range of emotions and accept it's ok to feel them (emotional intelligence)

### Key 2/Move Outside

- Realise any sort of exercise makes you feel better
- Motivated and inspired to move and exercise more
- Non-competitive exercise is integrated into the curriculum

### Key 3/Share More

- Learn how to communicate and connect with others in meaningful ways
- Improved social interactions, teamwork and relationship building
- Become enthusiastic and energetic participant in life

### Key 4/Be Curious

- Learn how important a growth mindset is and that they are far more likely to do better with one than a fixed mindset
- Open minds to exciting and wide experiences
- Conquer fears
- Develop grit
- The school inspires a culture of curiosity

### Key 5/Be Kind

- Learn to value and appreciate themselves, others and the environment
- Learn responsibility, consideration, kindness and respect
- Learn about how plants grow, the proliferation of wildlife and how to look after them

- 1/Look Inside - Improved self-esteem + resilience; decreased anxiety. Learned to self-calm, focus + relate to emotions
- 2/Move Outside – Learned about local species, habitats + wildlife; non-competitive outdoor play

- 3/Share More - Improved social interactions, teamwork, communication + relationship building
- 4/Be Curious - Opened minds to exciting, wide experiences, conquered fears
- 5/Be Kind – Improved positivity, responsibility, consideration, kindness + respect

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