

Building links between the Hawley Habits of Learning, the teaching of British Values (BV) and Spiritual, Moral, Social and Cultural (SMSC) development at Hawley Primary School

The Hawley Habits of Learning underpin teaching and learning at Hawley. We want our Hawley Habits to be absolutely integrated into the fabric of our school. As such, our school values and our Hawley Habits are completely interlinked and develop alongside each other as shown below:

Table One – The Hawley Habits expanded showing their component strands

Curiosity	Imagination	Discipline	Collaboration	Resilience
<p>Questioning and wondering: <i>puzzling things out beneath the surface; asking good pertinent and productive questions</i></p> <p>Being open to new ideas: challenging assumptions <i>being open to continuous learning; healthily sceptical; looking for new perspectives and interests; considering new strategies</i></p> <p>Exploring, investigating: <i>being able to sift and evaluate evidence; taking time and not jumping to conclusions; being alive to new possibilities and resources; being able to mess about and discover new potential</i></p>	<p>Generating new ideas and possibilities: <i>being good at mental rehearsal; being able to practise and smooth performance in mind's eye; making use of reverie</i></p> <p>Using intuition appropriately: <i>making use of hunches and knowing how to test and check these looking at the world from other people's perspectives</i></p> <p>Making connections: <i>using analogy and metaphor; being open to serendipity and to thinking again</i></p>	<p>Crafting and improving: <i>striving for accuracy, communicating with clarity; seeking coherence, relevance and meaning</i></p> <p>Reflecting critically and thinking rigorously: <i>constructing and following methodical trains of thought; checking intuitions and hunches;</i></p> <p>Evaluating and drawing lessons from experience: <i>applying past knowledge to new situations; creating explanations that are clear and which lead to new ideas/predictions</i></p>	<p>Thinking interdependently: <i>giving views whilst being able to consider those of others; giving feedback and suggestions skilfully and with an open mind; learning from others</i></p> <p>Being self aware: <i>balancing solitariness with sociability; managing distractions, finding humour; being socially discerning</i></p> <p>Being an effective team member: <i>being happy and able to share resources and ideas appropriately; planning and working cooperatively</i></p>	<p>Being willing to make sustained effort and to persevere: <i>embracing challenge and struggle and seeing these as the route to success</i></p> <p>Tolerating uncertainty and complexity and being willing to take sensible risks: <i>having the courage to say I don't know; not being afraid of failure</i></p> <p>Thinking strategically about how to get stronger: <i>bouncing back from mistakes and using these for learning</i></p>

Table Two – Developing and sustaining SMSC and BV through the Hawley Habits

Curiosity	Imagination	Discipline	Collaboration	Resilience
<p>Understanding and appreciating the wide range of cultural influences that have shaped the student's heritage and those of others</p> <p>Understanding and appreciating the wide range of different cultures within the school and further afield as an essential element of their preparation for life in modern Britain</p> <p>Developing a sense of enjoyment and fascination in learning about themselves and the world around them</p> <p>Developing a broad general knowledge of and respect for public institutions and services in England</p> <p>Becoming increasingly knowledgeable about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</p> <p>Developing an interest in exploring, improving understanding of and showing respect for different faiths in order to understand, accept, respect and celebrate diversity.</p>	<p>Understanding, accepting, respecting and celebrating diversity</p> <p>Being willing to participate in and respond positively to artistic, musical, sporting and cultural activities</p> <p>Using imagination and creativity in their learning</p> <p>Being able to understand and appreciate the viewpoints of others on moral and ethical issues.</p>	<p>Developing tolerance and harmony through acquiring an appreciation of and respect for their own and other cultures</p> <p>Being able to distinguish between right and wrong and to readily apply this understanding in their own lives, recognising legal boundaries and, in so doing, respecting the civil and criminal law of England.</p> <p>Understanding the consequences of their behaviour and actions</p> <p>Appreciating that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p>	<p>Reflecting about their own beliefs, religious or otherwise, to inform their perspective on life and their interest in and respect for other people's faiths, feelings and values.</p> <p>Being willing to participate in a variety of communities and social settings, by volunteering, co-operating well with others and being able to resolve conflicts effectively.</p> <p>Accepting and engaging with the fundamental British values of democracy, the rule of law, individual liberty and mutual tolerance of those with different faiths and beliefs: thus developing and demonstrating the skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain</p> <p>Developing tolerance and positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p> <p>Respecting other people.</p>	<p>Enabling students to develop their self-knowledge, self-esteem and self confidence</p> <p>Being willing to reflect on experiences.</p>