

British Values at EYFS, KS1 & KS2

British values reflected in Rise Park Primary and Nursery School

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Personal, Social, Health Education and Citizenship (PSHE&C) is at the heart of our school which emphasises the difference between right and wrong and respecting & tolerating differences in a very diverse and modern Britain. We have planned a curriculum that will enable children to make progress towards these aims. Through engaging lessons, we can give them all a better understanding of themselves and others in the 'community of communities' in which they live. We can secure and influence behaviour and attendance and encourage further involvement and commitment to education.

| British Values and related School values | Objective | Examples of how these are developed in the school and wider curriculum |
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| Democracy | <ul style="list-style-type: none"> • To understand and respect the democratic process • To understand how they can influence decision making through a democratic process • To understand how to argue and defend a point of view • To understand the importance of team work | <ul style="list-style-type: none"> • At the beginning of the year each class will vote for their school council member. • Peer mediators and Buddies are given the opportunity to put themselves forward for the position in Year 4, 5 and 6. • At the beginning of each topic, children are asked 'What do I know already and what do I want to learn?' • Learning to learn week at the beginning of each year - Each class discusses and decides how to be effective learners together and how to create a positive learning environment for one another which leads to the class rules. • Regular pupil surveys relating to a wide range of initiatives including learning, events and those affecting the local and international communities. • House Team assemblies are also used throughout the year to importance of team work. |

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| | | <p><u>Moral strand of our PSHE and SEAL:</u></p> <ol style="list-style-type: none"> 1. Begin to exercise choice and the right to decide 2. Begin to discuss and debate topical issues in both small and larger groups 3. Begin to contribute to the life of the class & school; e.g. classroom & library monitors 4. Become aware of and respect the different opinions of others 5. Offer simple ideas or opinions about real school issues. 6. Be confident to try new activities, initiate ideas and speak in a familiar group. 7. Consider the consequences of their words and actions for others. <p><u>P.E and school sport:</u></p> <ol style="list-style-type: none"> 1. Team games taught through REAL PE Programme 2. Outdoor Team building activities taught from Year 1 – Year 6 3. Commando Joe works across school from Nursery to Year 6 to build team working skills. Commando Joe also works with children during breakfast club and lunchtime supporting small groups of children. 4. Play leaders at lunch time to encourage team work with children that struggle 5. Small group Play leaders at breaktimes on KS1 playground. 6. A range of extra-curricular activities including Commando Joe Club after school club focussing on teamwork. 7. Athletics within Sports day where children work together for their House Team. |
| The rule of law | <ul style="list-style-type: none"> • Ability to recognise the difference between right & wrong and apply this to their own lives • Ability to accept responsibility for their behaviour • To understand the consequences of their behaviour and actions • Ability to resolve conflicts effectively • Understand how they can contribute | <ul style="list-style-type: none"> • H/T assemblies focus upon the School's Rules using the language of Rights and Responsibilities. • Consistent system used in all classrooms to manage learning behaviours • Emergency services visits • Star of the week • Classroom rules • Circle time discussions • Individual behaviour/management plans • Restorative Justice <p><u>Moral strand of our PSHE & SEAL curriculum:</u></p> <ol style="list-style-type: none"> 1. Begin to manage their feelings in a positive way 2. Understand how rules help them; e.g. Roles and Responsibilities, classroom |

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| | <p>positively to the lives of those living and working in the locality and society more widely</p> <ul style="list-style-type: none"> To understand that living under the rule of law protects them and is essential for their well-being and safety | <p>learning rules</p> <ol style="list-style-type: none"> 3. Agree and follow rules for their groups and classroom 4. Begin to respect property- personal and public 5. Begin to recognise the difference between right and wrong 6. Begin to understand behaviours which are helpful and unhelpful to make all children feel safe and happy 7. Begin to set personal goals 8. Begin to understand the roles of others in society e.g. people in our local community/people who help us. |
| Individual liberty | <ul style="list-style-type: none"> To understand rights & responsibilities | <ul style="list-style-type: none"> School Rules : Roles and Responsibilities Happy and Sad system used in all classrooms to manage learning behaviours Circle time discussions Classroom rules The wording for whole school and class rules is 'I have the right to But also the responsibility to' This links to the UN convention on the rights of a child. All chn in the class sign the rules that have been discussed and agreed. <p><u>Citizenship strand of PSHE&C curriculum:</u></p> <ol style="list-style-type: none"> 1. Begin to know about different groups they belong to and the important people and roles within them. 2. Begin to develop a sense of responsibility and set a personal target. 3. Offer simple ideas or opinions about real school issues. 4. Begin to understand the rights and responsibilities of children. 5. Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. 6. Consider the consequences of their words and actions for others. |
| Mutual respect & Tolerance of those with different faiths and belief | <ul style="list-style-type: none"> Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values Reflective about their own experiences | <ul style="list-style-type: none"> A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity Signs around the school in other languages (classrooms and communal areas) School Rules Happy/Sad system used in all classrooms to manage learning behaviours Investors in Pupils displays in all classrooms Displays relating to expectations and "good to me" at the start of the |

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| | <ul style="list-style-type: none"> • Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others • Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds • Participate in a variety of communities and social settings, cooperating well with others • Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes | <p>academic year.</p> <ul style="list-style-type: none"> • Equality action plan-updated annually • Children working in all curriculum areas in different groupings • Diversity within the school personnel • Monitoring of bullying and prejudiced based incidents by type • Participation of community based activities; i.e. • Photos of children from all ethnicities used in classroom displays. • Linked to schools in Colombia and Lebanon. Blog linked working for International Schools Award. • After School SALTA club for those chn gifted in Spanish • Each class has a linked Spanish Speaking Country • Languages Theme Week • Spanish Captains used <p><u>Moral strand of our PSHE&C curriculum:</u></p> <ul style="list-style-type: none"> • Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language • Begin to know what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong • Learn how to respond appropriately to bullying • Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes • Have a positive self-image and show that they are comfortable with themselves. • Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. <p><u>R.E. curriculum:</u></p> <ol style="list-style-type: none"> 1. Parent/carers invited in to talk about Diwali, Ramadan 2. Children sharing experiences of different festivals 3. To understand beliefs and teachings 4. To understand practices and lifestyles 5. To understand how beliefs are conveyed |
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| | | <ul style="list-style-type: none">6. To explore family routines7. To reflect8. To understand values9. To talk about similarities and differences between families, communities and traditions10. Visits to different places of worship <p><u>MFL (Spanish) curriculum:</u></p> <ul style="list-style-type: none">1. To understand the Spanish culture2. To know the similarities and differences between themselves and others and among families, communities and traditions <p><u>History curriculum:</u></p> <ul style="list-style-type: none">1. To investigate and interpret the past2. To build an overview of world history <p><u>Geography curriculum:</u></p> <ul style="list-style-type: none">1. To map where all families live/from2. To compare the local area with _____ |
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