

Value	How we promote it
<p><u>Democracy</u></p> <p>Links to school Values- Understand Others</p> <p>Links to PSHE Curriculum What Makes Up a Person's Identity Year 5</p> <p>Curriculum Links What did the Ancient Greeks do for us? Year 4</p>	<ul style="list-style-type: none"> • Democracy is actively promoted within the school through the work of the school council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: the children who put themselves forward as candidates make speeches to class members, pupils then vote in secret using ballot boxes etc. Made up of one representative from each class, the School Council meets regularly to discuss issues raised by the different classes. The school council member then feeds back to the rest of the class. • The curriculum and school assemblies provide pupils with a broad general knowledge of, and promote respect for public institutions and services; • Teaching pupils how they can influence decision-making through the democratic process e.g in EYFS children vote to make choices, Year 1 children vote daily for the class story to be read at the end of the day, Y2 children vote for children to take on classroom responsibilities, Y3 – 6 the class vote for who their eco – warrior should be. • Encouraging Pupil Voice; Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. The school carries out regular questionnaires with the pupils to ascertain their thoughts and feelings about our school. The findings are shared with staff and Governors and form part of the school's self-evaluation and future planning.
<p><u>The Rule of Law</u></p> <p>Links to PSHE Curriculum Pants are private- Year 1 Who helps to keep us safe? Year 1 What helps us to stay safe? Year 1 What keeps us safe? Year 3 How can we manage risk in different places? Year 4</p> <p>Curriculum Links- How we can make school dinners even better? Year 4 Is it ever right to fight? Year 6</p>	<ul style="list-style-type: none"> • School rules and expectations are clear and fair and are introduced at the beginning of each school year and children are regularly reminded in class and assemblies. • Children make a circle time agreement in all year groups. • Class rules and celebration of adhering to these rules by awarding of individual team points which is celebrated in our weekly pupil of the week assemblies. • Pupils are taught the value and reasons behind laws: that they govern and protect us; the responsibilities that this involves; and the consequences when laws are broken. Visits from the Police; Fire Service; etc. help reinforce this message. Year 6 attend the Safety Carousel. • Year 3 learn the rules of the road during pedestrian training. • Visit in Year 6 from the Youth Justice Team. • Cycling Proficiency lessons enable children to understand the rules of the road and the potential dangers encountered should they break those rules. • During Religious Education, when rules for particular faiths are considered • An E-Safety agreement is also revisited and reinforced. Digital Literacy lessons address the rules of communicating online. Internet Safety week carries an annual theme where the rules and safety procedures taught within the IT curriculum are reinforced and consolidated.

<p><u>Individual Liberty</u></p> <p>Links to school Values - Try new things, never give up</p> <p>Links to PSHE Curriculum Goals – what do you want to achieve? Year 1 What careers do people do? Year 2</p> <p>Curriculum Links What does God look like? R.E Year 1 How do we take responsibility for making our community healthy? Year 3 Why would you leave one small island for another? Year 5 How easy would it be to become a self-sufficient school? Year 5 Who do you think you are? Year 6</p>	<ul style="list-style-type: none"> • As a school we educate and provide boundaries for children. Pupils are actively encouraged to make reasoned choices, knowing that they are in a safe and supportive environment e.g in EYFS children are able to follow their own lead in their learning, in art children are encouraged to be creative and make their own choices, daily children make lunch choices from the available options. They have the choice of challenge in some lessons and how they record their work. • During Opal playtimes – children are given the freedom to play and make choices. • Pupils are encouraged to know, understand and exercise their rights and personal freedoms, for example through our E-Safety and PSHCE lessons. • Support pupils to develop their self-knowledge, self-esteem, self-confidence; • Encourage pupils to take responsibility for their behaviour, as well as knowing their rights; • Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence • Challenge stereotypes. • In Term 1, during Black History Month, children learn about the past and the importance of freedom, the right to equality and free choice. • Children are given key roles and responsibilities such as classroom monitors, school council representatives, digital leaders and reading mentors. • Children can choose to attend a range of after school clubs.
<p><u>Mutual Respect</u></p> <p>Links to school Values - Understand others</p> <p>Links to PSHE Curriculum What is the same and different about us? Year 1 How can we look after each other and the world? Year 1 What is Bullying? Year 2 What are Families like? Year 3 How can our choices make a difference to others and the environment? Year 4 How do we treat each other with respect? Year 4 How can the media influence people? Year 6</p> <p>Curriculum Links Living in the Wider World Year 1</p>	<ul style="list-style-type: none"> • Part of our school ethos and behaviour policy has revolved around Core Values such as ‘Respect’, and pupils have been part of discussions and assemblies related to what this means. • Children are taught to listen to each other and value each other’s opinions in all curriculum areas. This is reinforced by the Circle time agreement. • Children work collaboratively in a range of mixed groups. • We challenge prejudicial or discriminatory behaviour. • Organise visits to places of worship as part of our R.E curriculum. • Our RE scheme ensures that our children have a good understanding of a range of religious beliefs and customs. • Opal playtimes- children have a responsibility to ensure their play does not impact on others. • Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life. • Children learn about showing respect for our community, environment and the wider world. • Classes have an eco-ambassador who attends school meetings and look at ways to improve our school community. • The children have opportunity to debate during curriculum topic.

<p>How we can become wildlife conservation officers? Year 2</p> <p>How do we treat Each Other with Respect? Year 4</p> <p>What Inspires Art? Year 4</p> <p>How easy would it be to be a self-sufficient school? Year 5</p>	
<p><u>Tolerance of those of Different Faiths and Beliefs</u></p> <p>Links to school Values - Understand Others</p> <p>Links to PSHE Curriculum What is the same and different about us? Year1 What Makes a Community? Year 3 What Makes Up a Person's Identity? Year 5</p> <p>Curriculum Links What are our favourite celebrations each year? EYFS</p>	<ul style="list-style-type: none"> • This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. • Assemblies and lessons on citizenship are regularly held to promote tolerance of different cultures, faiths and beliefs. • Assemblies are regularly planned to promote this British value through the inclusion of stories and celebrations from a variety of faiths and cultures. • Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. We welcome parents from different cultures and faiths to share their knowledge and experience with us in class, assemblies and special events. • Children visit places of worship that are important to different faiths. • Our teaching of Religious Education where children learn about different religions, their beliefs, places of worship and festivals. • Children talk about their faith and the R.E planning is responsive to the beliefs of the class. • EYFS explore; Diwali, Eid, Chinese New Year, Christmas and Easter. • Children learn about different societies and cultures through geography and history topics.