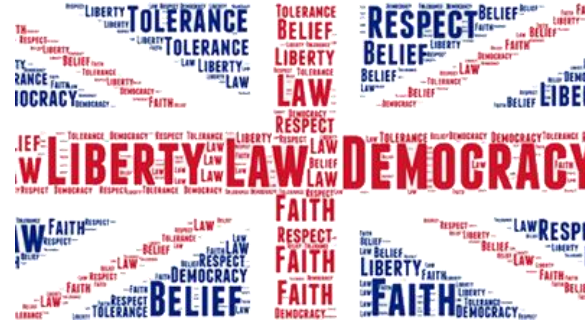




Fundamental British Values



The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 'Prevent Strategy' – values of:

Democracy
The rule of law
Individual liberty
Mutual respect
Tolerance of those of different faiths and beliefs

The promotion of British Values

We support British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs.

The school will promote these values through our everyday work, including through the PSHE and RE curriculum. Assemblies are a crucial vehicle to embed these values within the school ethos. This approach is supported by policies in school including the Behaviour Policy and Equality Policy.

The school will take part in specific activities to promote British values. The School Council is elected by the children and plays an active role in the decision making in the school. Children are encouraged to openly discuss thoughts and ideas.

The outline below shows some of the ways in which each year group and our whole school plan British Values into our curriculum.

Year Group	Democracy	Rule of Law	Respect	Tolerance	Individual Liberty
N	<p>Reading Books</p> <p>Voting for activities</p>	<p>Number of children in an area.</p> <p>Following school values and referring them to classroom situations.</p> <p>Walking in nursery.</p> <p>Lining up.</p> <p>Lunch/snack time (table behaviour).</p>	<p>Looking after equipment.</p> <p>Helping hands.</p> <p>Learning respect for all the new children we meet.</p> <p>Turn taking and sharing appropriately.</p> <p>Being independent with belongings.</p> <p>Helping hands/hands off play.</p>	<p>Story books.</p> <p>Discussions surrounding special days e.g. mother's and father's days.</p> <p>Supportive friendships.</p> <p>Helping hands/hands off play.</p> <p>Celebrating everyone being different.</p>	<p>Making activity choices.</p> <p>Child led learning-following their own interests.</p> <p>Asking about hand holding "Would you like to hold my hand?"</p> <p>Having the right to say "no" to unwanted touching (hugs)</p> <p>How to make informed choices about friendships and how to deal with unwanted behaviour.</p>
R	<p>Reading book votes.</p> <p>Voting for activities.</p>	<p>Number of children in an area.</p> <p>Home time - not moving until your name is called.</p> <p>Following school values and referring them to classroom situations.</p> <p>Walking in corridors – not running</p>	<p>Looking after equipment.</p> <p>Helping hands.</p> <p>Learning respect for all the new children we meet.</p> <p>Turn taking and sharing appropriately.</p>	<p>Story books.</p> <p>Discussions surrounding special days e.g. mother's and father's days.</p> <p>Supportive friendships.</p> <p>PE: Being a good Sportsperson</p> <p>Helping hands.</p>	<p>Making activity choices.</p> <p>Child led learning-following their own interests.</p> <p>Asking about hand holding "Would you like to hold my hand?"</p> <p>Having the right to say "no" to unwanted touching (hugs)</p>

				Celebrating everyone being different.	How to make informed choices about friendships and how to deal with unwanted behaviour.
1	Class rules: We vote on what we think are important class rules.	Class rules: We follow classroom rules and expected behaviour. Behaviour board: Children move their names up and down depending on behaviour.	<p>Science: Animals including humans: Children learn about how to care for animals including themselves.</p> <p>PSHE: Healthy me: Children learn about how to look after themselves and respect their body.</p> <p>PSHE: Relationships: Children learn how to respect others.</p> <p>D&T: Eat more fruit and vegetables - children learn how to eat healthily.</p> <p>RE: Special stories: Children understand how to respect other religions.</p> <p>Science: Plants: Looking after plants.</p>	<p>PSHE: Relationships: Children learn how to respect others and tolerate difference of opinions.</p> <p>PE: Being a good Sportsperson</p> <p>Children are encouraged to be a good team player and tolerant of others.</p>	<p>PSHE: Dreams and goals: Children discuss their individual dreams and goals</p> <p>PSHE: Changing me</p> <p>Learn all about changes in their bodies. All bodies are different, unique and individual.</p>
2	Voting for school council	Class rules and behaviour agreement – PSHE	RE -Respect for Everyone – What does it mean?	RE – understanding different religions (Islam)	PSHE: Dreams and goals:

		<p>Playing games and activities to the rules set – PE</p> <p>Online Safety – Computing</p> <p>Maths – money</p> <p>School Values - safe</p>	<p>RE – understanding different religions (Islam)</p> <p>PSHE – Difference and Diversity</p> <p>PSHE: Relationships: Children learn how to respect others</p> <p>History – significant people</p> <p>PSHE – supporting charities</p> <p>Science – Living Things and their Habitats. Respecting animals and where they live.</p> <p>Science – Plants. Caring for them to keep them alive.</p> <p>Science – animals and their habitats</p> <p>Forest Schools – environment</p>	<p>PSHE – Difference and Diversity</p> <p>PE: Being a good Sportsperson</p> <p>Children are encouraged to be a good team player and tolerant of others.</p>	<p>Children discuss their individual dreams and goals for the future.</p> <p>Feelings/emotions display</p> <p>Self-assessment</p>
3	<p>Vote for school council / RE panel / reading ambassador / e-cadet</p> <p>PSHE circle-time opportunities</p>	<p>Class rules lesson</p> <p>Fire safety visitor/lessons</p> <p>PSHE lesson on consequences</p>	<p>Looking after our local area</p> <p>PSHE friendship lessons</p> <p>PSHE celebrating differences lesson</p>	<p>PSHE celebrating differences lesson</p> <p>PSHE relationships lesson</p> <p>RE – learning about a variety of religions e.g.</p>	<p>Feelings display</p> <p>Behaviour charts</p> <p>Self-assessment</p> <p>PSHE – dreams and goals</p>

	<p>Voting for class book</p> <p>Decide class rules</p> <p>Decide roles in group work</p>	<p>Online safety lessons</p> <p>Police visit in for den children</p> <p>Class rocket with positive and negative sanctions</p>	<p>P.E – sportsmanship</p> <p>Local history study – respecting where we live</p> <p>Geography – respecting different ways of life e.g. Yanomami tribe.</p> <p>RE – respecting different religions e.g. Jewish faith</p> <p>Outdoor learning respecting environment</p> <p>Modelling/guidance of respect to peers and staff</p>	<p>Buddhism, Sikhism, Judaism, Christianity</p> <p>Guided reading – Wider reading on black history.</p> <p>Writing – debate, conscience alley, hear differing opinions</p> <p>In class we look at equity vs equality and how different people need different provisions e.g. wobble cushion, fidget, nesy.</p>	<p>PSHE – beliefs and values and respecting others</p> <p>Children’s jobs in class: reading monitor, toast money</p> <p>Class assemblies</p> <p>Children can choose to go to lunchtime club</p> <p>Sign up for after school clubs</p> <p>Ownership and choice of hot writes in Writing</p>
4	<p>PSHE Being Me in My World</p> <p>Rights, responsibilities and democracy (school council)</p> <p>Votes for class treats / school council</p> <p>Votes for Worship Team or School Council members</p> <p>Sometimes we vote for Book of the Day or Star of the Week</p>	<p>Following school rules and values.</p> <p>Keeping 5 Pillars of Islam, the 10 Commandments as an introduction to rules and guidelines given by religions</p> <p>History: Anglo-Saxon laws and justice, and general features of life.</p> <p>Rules for Road Safety</p>	<p>Sutton Hill Church, Madeley Church -we respect sacred buildings of all faiths.</p> <p>Respect for belongings and the school environment.</p> <p>PSHE -Celebrating Difference. Respect for each other.</p> <p>PE: Respect for teammates and opponents, and the referee!</p>	<p>PSHE: Relationships: Children learn how to respect others and tolerate difference of opinions.</p> <p>PE: Being a good Sportsperson</p> <p>Children are encouraged to be a good team player and tolerant of others.</p> <p>RE: Learning about different faiths</p> <p>Celebrating Interfaith Week</p>	<p>PSHE Being Me in My World: Being part of a class team, being a school citizen, rights, responsibilities and democracy (school council), rewards and consequences, group decision-making, having a voice, what motivates behaviour.</p> <p>Art Express opinions and critically evaluate artwork</p> <p>RE – express own thoughts, beliefs and feelings.</p>

					<p>Develop personal knowledge.</p> <p>Pioneer Trip – children encouraged to make their own choices, new challenges and take risks.</p>
5	<p>‘Charity starts at home’ Y5/6 debate team. Vote for school councillor and other important roles.</p> <p>Dance- British Values Topic</p> <p>Class Assemblies- Picture News</p>	<p>Freedom and justice (RE) Class Charter of rules</p> <p>PSHE- celebrating differences</p> <p>PSHE – Being me in my world.</p> <p>Dance- British Values Topic</p> <p>Class Assemblies- Picture News</p> <p>Knife Crime Assembly</p> <p>Road Safety Assemblies</p> <p>Bikeability (cycling proficiency)</p>	<p>Being me in my world (PSHE) Charity – Christian Aid and Islamic Relief (RE)</p> <p>English- Stories from different cultures</p> <p>Year Group religion focus- Islam</p> <p>Class Assemblies- Picture News / Newsround / Reading assemblies</p> <p>Church Visits / Mosque visits</p>	<p>English- Stories from other cultures</p> <p>Year Group religion focus- Islam</p> <p>Class Assemblies- Picture News / Newsround / Reading assemblies</p> <p>PE: Being a good Sportsperson</p>	<p>Celebrating difference (PSHE)</p> <p>Being me in my World (PSHE)</p> <p>English – stories from other cultures</p> <p>PSHE curriculum – puberty</p> <p>Class assemblies</p> <p>Arthog Trip – children encouraged to make their own choices, new challenges and take risks.</p>

6	<p>History curriculum – WWI</p> <p>Frequent in class voting – treats, shared writes, word choices during literacy lessons / school council</p>	<p>Discussed through the STAR project by the police (PSHE)</p> <p>Crucial crew trip</p> <p>Class rules</p> <p>Knife crime workshop</p> <p>E-safety</p> <p>Bikeability (cycling proficiency)</p> <p>Maths/PSHE curriculum – financial capability</p> <p>House Captains</p> <p>Head Boy/Head Girl</p>	<p>PSHE Curriculum – Respecting Difference</p> <p>RE curriculum – What will make our community respectful?</p> <p>Geography curriculum – endangered animals & Brazil (indigenous people)</p> <p>PSHE curriculum – relationships and sex education</p> <p>Loudmouth theatre group</p> <p>St Giles SOS</p>	<p>PSHE curriculum – Respecting Difference</p> <p>RE curriculum – What will make our community respectful</p> <p>RE debate</p> <p>PE: Being a good Sportsperson</p> <p>Loudmouth theatre group</p> <p>St Giles SOS</p>	<p>History curriculum – WWI</p> <p>Frequent opportunities to make their own choices.</p> <p>France Trip – children encouraged to make their own choices, new challenges and take risks.</p> <p>PSHE _ Relationships and Sex Education</p>
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Whole School FBV

Democracy	Rule of Law	Respect	Tolerance	Individual Liberty
School council: Children vote on who they think would be a good member of the school council / what charities to support	Careers day: police discuss how the law can keep you safe.	Whole school value of respect.	Black History Month and South Asian History Month.	Remembrance Assembly.
Pupil voice groups, pupil interviews and pupil surveys.	Road safety and Bikeability.	On school trips to people we see	Celebrating Diwali and Eid.	School council and other pupil voice groups.
Staff questionnaires.	Following the school values	Respecting our school environment and the local community, including litter picking.	Embracing diversity across the community; awareness and knowledge of other faiths and languages.	Non-Uniform Days.
Parent questionnaires.	Following our behaviour curriculum	Showing respect to visitors and other adults within school.	Helping, supporting and an awareness of other children's differences/struggles.	Choice of extra-curricular clubs.
Vote for class treat.	School expectations such as walking in school and classroom rules and expectations.	Holding doors for staff and other children.	Awareness of different food allergies.	Odd socks day.
Children, parents, governors and staff voted for our school values.	Assembly behaviour.	Please and thank you prompts.	LGBTQ+ - Pride Month	PSHE – aspirations.
Head Boy/Head Girl election campaign and voting	Rules for online safety.	Respect for nature – forest schools.	Anti-bullying week.	Art – everyone is an artist.
Assemblies	Happy Lunchtimes.	Respect for the world-recycling.	Whole school R.E planning.	Music – preferred genres /calendar for music – consulted children
	STAR.	Remembrance Day.	Challenge and manage disrespectful behaviour.	Reading/writing genres.
	Routines for reading, homework etc.		Encouraged to challenge stereotypes.	Behaviour policy.
	Knife crime assembly.			PSHE policy
				Promoting freedom of choice.

	<p>Behaviour policy.</p> <p>Celebration assemblies.</p>	<p>Black History Month.</p> <p>LGBTQ+</p> <p>Religious Festivals.</p> <p>Dog's Trust.</p> <p>Geography – the world around us.</p> <p>Whole school R.E planning.</p> <p>Pre-match team talk for any child representing the school at sports events.</p> <p>Explore news articles (Picture News / Newsround)</p> <p>Reading Buddies.</p> <p>RE Debates.</p> <p>Celebration assembly.</p> <p>KS 2 – New 'diverse' (ethnicity, religion etc.) books to promote inclusion.</p> <p>Social Media Kindness Day.</p>	<p>Culturally diverse books in reading areas.</p> <p>Reading assemblies focused on diversity and equality.</p> <p>Harvest Festival – October</p> <p>Value and celebrate national focuses, recent example being: Macmillan Coffee, Roald Dahl Day, Chinese New year, Safer Internet Day, Martin Luther King Day</p> <p>Remembrance Day memorial assembly</p> <p>Multi-cultural experiences on curriculum extension days: Black History Month, Ghanaian Independence Day, Cultural food days from our kitchen,</p>	<p>Collective worship around values.</p> <p>Give children responsibilities (playground buddies, eco sports leaders etc.)</p> <p>RE Debates.</p> <p>Self-assessments in lessons.</p> <p>Displaying different children's work. Celebration assembly.</p>
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