



# 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 at Sir Alexander Fleming Primary School and Nursery


We support these 'British Values' and will promote them through our everyday work, including through the PSHE, RE and History 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.

We have amended the Government's Fundamental British Values to reflect our vision, values, and beliefs:

**Democracy**  
**The rule of law**  
**Individual liberty**  
**Mutual respect**  
**Accept and Celebrate all different faiths and beliefs**

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

## Whole School Fundamental British Values

Democracy	Rule of Law	Mutual Respect	Accept and celebrate all different faiths and beliefs	Individual Liberty
<p>School council: Children vote on who they think would be a good member of the school council / what charities to support</p> <p>Pupil voice groups, pupil interviews and pupil surveys.</p> <p>Staff questionnaires.</p> <p>Parent questionnaires.</p> <p>Vote for class treat.</p> <p>Children, parents, governors and staff voted for our school values.</p> <p>Head Boy/Head Girl election campaign and voting</p> <p>Class, cohort Assemblies</p>	<p>School Values  <span style="color: green;">Safe</span> <span style="color: orange;">Respect</span> <span style="color: blue;">Pride</span> <span style="color: red;">Brave</span> <span style="color: purple;">Success</span></p>  <p>'Belonging, Being, Becoming'</p> <p>Police visits to school - discuss how the law can keep you safe.</p> <p>Road safety and Bikeability.</p> <p>Behaviour curriculum and policy</p> <p>School expectations such as walking in school and classroom rules and expectations.</p> <p>Rules for online safety.</p> <p>Happy Lunchtimes.</p> <p>STAR</p> <p>Routines for reading, homework etc.</p> <p>Knife crime assembly.</p> <p>Celebration assemblies.</p>	<p>Whole school value of respect.</p> <p>On school trips to people we see</p> <p>Respecting our school environment and the local community, including litter picking.</p> <p>Showing respect to visitors and other adults within school.</p> <p>Holding doors for staff and other children.</p> <p>Please and thank you prompts.</p> <p>Respect for nature – forest schools.</p> <p>Respect for the world- recycling, RSPB, Bee day, Earth day</p> <p>Remembrance Day.</p> <p>Black History Month.</p>	<p>Diversity Pupil Group meet with HT to share views.</p> <p>Black History Month and South Asian History Month.</p> <p>Celebrating Diwali and Eid.</p> <p>Embracing diversity across the community; awareness and knowledge of other faiths and languages.</p> <p>Helping, supporting and an awareness of other children's differences/struggles.</p> <p>Awareness of different food restrictions / allergies.</p> <p>LGBTQ+ - Pride Month</p> <p>Anti-bullying week.</p> <p>Whole school R.E planning.</p> <p>Challenge and manage disrespectful behaviour.</p> <p>Encouraged to challenge stereotypes.</p>	<p>Remembrance Assembly.</p> <p>School council and other pupil voice groups.</p> <p>Non-Uniform Days.</p> <p>Choice of extra-curricular clubs.</p> <p>Odd socks day.</p> <p>PSHE – aspirations.</p> <p>Art – everyone is an artist.</p> <p>Music – preferred genres /calendar for music – consulted children</p> <p>Reading/writing genres.</p> <p>Behaviour policy.</p> <p>PSHE policy</p> <p>Promoting freedom of choice.</p> <p>Collective worship around values.</p>

		<p>LGBTQ+ Pride Month and Reading assembly focus</p> <p>Religious Festivals celebrated</p> <p>Dog's Trust visit to school</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 (Newsround) – UKS2</p> <p>Reading Buddies.</p> <p>Celebration assembly.</p> <p>KS2 – New 'diverse' (ethnicity, religion etc.) books to promote inclusion.</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>Give children responsibilities (playground buddies, eco sports leaders etc.)</p> <p>Self-assessments in lessons.</p> <p>Displaying different children's work. Celebration assembly.</p>
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Year Group	Democracy	Rule of Law	Mutual Respect	Accept and celebrate all different faiths and beliefs	Individual Liberty
<b>NURSERY</b>	<p>Promoting self-confidence and self-awareness as cited in PSED</p> <p>Know their views count</p> <p>Value each other's views and values and talk about their feelings, for example when they do or do not need help</p> <p>Turn-taking</p> <p>Sharing</p> <p>Collaboration</p> <p>Reading Books</p> <p>Voting for activities</p> <p>Making decisions together</p>	<p>Understanding rules as cited in PSED</p> <p>Self-regulation – managing behaviours and feelings and understanding consequences</p> <p>Distinguish right from wrong</p> <p>Children help to create the rules e.g. for tidying up</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>Create an ethos of inclusivity and acceptance where views, faiths, cultures and races are valued and celebrated.</p> <p>Acquire an acceptance and appreciation of and respect for their own and other cultures</p> <p>Similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.</p> <p>Promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences</p> <p>Sharing and respecting other's opinions.</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>Self-confidence &amp; self-awareness and people &amp; communities as cited in PSED</p> <p>Opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.</p> <p>Explore the language of feelings and responsibility</p> <p>Reflect on their differences and understand we are free to have different opinions</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>

<b>RECEPTION</b>	Promoting self-confidence and self-awareness as cited in PSED	Understanding rules as cited in PSED	Looking after equipment.	Create an ethos of inclusivity and acceptance where views, faiths, cultures and races are valued and celebrated.	Self-confidence & self-awareness and people & communities as cited in PSED
	Know their views count	Self-regulation – managing behaviours and feelings and understanding consequences	Helping hands.	Acquire an acceptance and appreciation of and respect for their own and other cultures	Opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
	Value each other's views and values and talk about their feelings, for example when they do or do not need help	Distinguish right from wrong	Learning respect for all the new children we meet.	Similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.	Explore the language of feelings and responsibility
	Turn-taking	Children help to create the rules e.g. for tidying up	Turn taking and sharing appropriately.	Promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences	Reflect on their differences and understand we are free to have different opinions
	Sharing	Home time - not moving until your name is called.	Being independent with belongings.	Sharing and respecting other's opinions.	Making activity choices.
	Collaboration	Following school values and referring them to classroom situations.	Helping hands/hands off play.	Story books.	Child led learning- following their own interests.
	Reading Books	Walking in classrooms and corridors – not running		Discussions surrounding special days e.g. mother's and father's days.	Asking about hand holding "Would you like to hold my hand?"
	Voting for activities	Lining up.		Supportive friendships.	Having the right to say "no" to unwanted touching (hugs)
	Making decisions together	Lunch/snack time (table behaviour).		PE: Being a good Sportsperson	How to make informed choices about friendships and how to deal with unwanted behaviour.
		Behaviour outside at break and lunchtime School Behaviour Curriculum <b>Kapow (PSHE) covers: Managing Self and Taking on challenges</b>		Helping hands/hands off play.	
	understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.		Celebrating everyone being different.		

<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Year 1</p>	<p>Class rules: We vote on what we think are important class rules.</p> <p>Value each other's views and values and talk about their feelings, for example when they do or do not need help</p> <p>Reading Books</p> <p>Voting for activities – pupil representatives for pupil committees are voted by the class.</p> <p>Making decisions together</p> <p><b>Kapow (PSHE) covers: Citizenship</b></p> <p>Exploring our similarities and differences and an introduction to democracy</p>	<p>Class rules: We follow classroom rules/values and expected behaviour.</p> <p>Behaviour board: Children move their names up and down depending on behaviour and collect rewards at the end of each day.</p> <p>Behaviour curriculum – focus for each week</p> <p>Walking in corridor and classrooms</p> <p>Outdoor behaviour follows school behaviour curriculum.</p> <p><b>Kapow (PSHE) covers: Citizenship</b></p> <p>the importance of rules and consequences of not following them.</p>	<p>Core Values: Respect</p> <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>RE: Special stories: Children understand how to respect other religions.</p> <p>Science: Plants: Looking after plants.</p>	<p>Class friends that are from different cultures, religions, genders and skin colours.</p> <p>PSHE: Relationships: Children learn how to respect others and tolerate difference of opinions.</p> <p>PE: Being a good Sports person</p> <p>Children are encouraged to be a good team player and to accept 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> <p><b>Kapow (PSHE) covers: Safety and the Changing Body</b></p> <p>to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe</p>
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Class rules: We vote on what we think are important class rules.

Value each other's views and values and talk about their feelings, for example when they do or do not need help

Reading Books

Voting for activities – pupil representatives for pupil committees are voted by the class.

Making decisions together

**Kapow (PSHE) covers: Citizenship**  
learning how school council works; giving an opinion.

Core School Value - Safe

Class rules: We follow classroom rules/values and expected behaviour.

Behaviour board: Children move their names up and down depending on behaviour and collect rewards at the end of each day.

Behaviour curriculum – focus for each week

Walking in corridor and classrooms

Outdoor behaviour follows school behaviour curriculum.

Playing games and activities to the rules set – PE

Online Safety – Computing

Maths – money

**Kapow (PSHE) covers: Citizenship**  
learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community.

Core School Value - Respect

RE -Respect for Everyone – What does it mean?

RE – understanding different religions (Islam)

History – significant people

Science – Living Things and their Habitats. Respecting animals and where they live.

Science – Plants. Caring for them to keep them alive.

Science – animals and their habitats

Forest Schools – environment

**Kapow (PSHE) covers: Family and Relationships**  
families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.

RE – understanding different religions (Islam)

PE: Being a good Sports person

Children are encouraged to be a good team player and tolerant of others.

PSHE: Dreams and goals: Children discuss their individual dreams and goals for the future.

Feelings/emotions display

Self-assessment

Pupil Committees represented by Pupils who share their views

**Kapow (PSHE) covers: Safety and the changing body**  
Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.

**Health and Wellbeing**  
setting goals and developing a growth mindset

<p style="text-align: center; font-weight: bold;">Year 3</p>	<p>Class rules: We vote on what we think are important class rules.</p> <p>Value each other's views and values and talk about their feelings, for example when they do or do not need help</p> <p>Voting for class book</p> <p>Voting for pupil representatives for pupil committees are voted by the class.</p> <p>Making decisions together</p> <p>Group / paired work</p> <p><b>Kapow (PSHE) covers: Citizenship</b></p> <p>Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy</p>	<p>Core School Value - Safe</p> <p>Class rules: We follow classroom rules/values and expected behaviour.</p> <p>Behaviour board: Children move their names up and down depending on behaviour and collect rewards at the end of each day.</p> <p>Behaviour curriculum – focus for each week</p> <p>Walking in corridor and classrooms</p> <p>Outdoor behaviour follows school behaviour curriculum.</p> <p>Playing games and activities to the rules set – PE</p> <p>Online Safety – Computing</p> <p>Maths – money</p> <p>Fire safety visitor/lessons</p> <p>Police visit in for Den children</p> <p>Class rocket with positive and negative sanctions</p> <p><b>Kapow (PSHE) covers: Citizenship</b></p> <p>Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy</p>	<p>Core School Values – Respect</p> <p>Looking after our local area PSHE friendship lessons</p> <p>PSHE celebrating differences lesson</p> <p>PE – 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>PSHE celebrating differences lesson</p> <p>PSHE relationships lesson</p> <p>RE – learning about a variety of religions e.g. 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, nussy.</p>	<p>Feelings display</p> <p>Behaviour charts</p> <p>Self-assessment</p> <p>PSHE – dreams and goals</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>
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<p>Class rules: We vote on what we think are important class rules.</p> <p>Value each other's views and values and talk about their feelings, for example when they do or do not need help</p> <p>Voting for class book / star of the day</p> <p>Voting for pupil representatives for pupil committees are voted by the class.</p> <p>Making decisions together</p> <p>Group / paired work</p> <p>Rights, responsibilities and democracy (school council)</p> <p><b>Kapow (PSHE) covers: Citizenship</b></p> <p>Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government</p>	<p>Core School Value - Safe</p> <p>Class rules: We follow classroom rules/values and expected behaviour.</p> <p>Behaviour board: Children move their names up and down depending on behaviour and collect rewards at the end of each day.</p> <p>Behaviour curriculum – focus for each week</p> <p>Walking in corridor and classrooms</p> <p>Outdoor behaviour follows school behaviour curriculum.</p> <p>Playing games and activities to the rules set – PE</p> <p>Online Safety – Computing</p> <p>Playground Buddies</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><b>Kapow (PSHE) covers: Safety and the changing body</b></p> <p>Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma</p>	<p>Core School Values – Respect</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><b>Kapow (PSHE) covers: Citizenship</b></p> <p>Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government</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><b>Kapow (PSHE) covers: Citizenship</b></p> <p>Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government</p>	<p>Art - Express opinions and critically evaluate artwork</p> <p>RE – express own thoughts, beliefs and feelings. Develop personal knowledge.</p> <p>Pioneer Trip – children encouraged to make their own choices, new challenges and take risks.</p>
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Year 5	<p>Class rules: We vote on what we think are important class rules.</p> <p>Value each other's views and values and talk about their feelings, for example when they do or do not need help</p> <p>Voting for class book / star of the day</p> <p>Voting for pupil representatives for pupil committees are voted by the class.</p> <p>Making decisions together</p> <p>Group / paired work</p> <p>Rights, responsibilities and democracy (school council)</p> <p><b>Kapow (PSHE) covers: Citizenship</b></p> <p>An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community</p>	<p>Core School Value - Safe</p> <p>Class rules: We follow classroom rules/values and expected behaviour.</p> <p>Behaviour board: Children move their names up and down depending on behaviour and collect rewards at the end of each day.</p> <p>Behaviour curriculum – focus for each week</p> <p>Walking in corridor and classrooms</p> <p>Outdoor behaviour follows school behaviour curriculum.</p> <p>Playing games and activities to the rules set – PE</p> <p>Online Safety – Computing</p> <p>Freedom and justice (RE)</p> <p>Knife Crime Assembly</p> <p>Road Safety Assemblies</p> <p>Bikeability (cycling proficiency)</p> <p><b>Kapow (PSHE) covers: Citizenship</b></p> <p>An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community</p>	<p>Core School Values – Respect</p> <p>English- Stories from different cultures</p> <p>Year Group religion focus- Islam</p> <p>Class Assemblies- 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- Newsround / Reading assemblies</p> <p>PE: Being a good Sports person</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>
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<p style="text-align: center; font-weight: bold;">Year 6</p>	<p>Class rules: We vote on what we think are important class rules.</p> <p>Value each other's views and values and talk about their feelings, for example when they do or do not need help</p> <p>Voting for class book / star of the day</p> <p>Voting for pupil representatives for pupil committees are voted by the class.</p> <p>Making decisions together</p> <p>Group / paired work</p> <p>Rights, responsibilities and democracy (school council)</p> <p>History curriculum – WWI</p> <p><b>Kapow (PSHE) covers: Friendships and Relationships</b>  <b>Kapow covers:</b>  Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief</p>	<p>Core School Value - Safe</p> <p>Class rules: We follow classroom rules/values and expected behaviour.</p> <p>Behaviour board: Children move their names up and down depending on behaviour and collect rewards at the end of each day.</p> <p>Behaviour curriculum – focus for each week</p> <p>Walking in corridor and classrooms</p> <p>Outdoor behaviour follows school behaviour curriculum.</p> <p>Playing games and activities to the rules set – PE</p> <p>Online Safety – Computing</p> <p>Discussed through the STAR project by the police (PSHE)</p> <p>Crucial crew trip</p> <p>St Giles – Knife/gang crime</p> <p>Bikeability (cycling proficiency)</p> <p>Maths/PSHE curriculum – financial capability</p> <p>House Captains</p> <p>Head Boy/Head Girl</p> <p><b>Kapow (PSHE) covers: Friendships and Relationships</b>  <b>Kapow covers:</b>  Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief</p>	<p>Core School Value – Respect</p> <p>RE curriculum – What will make our community respectful?</p> <p>Geography curriculum – endangered animals &amp; Brazil (indigenous people)</p> <p>PSHE curriculum – relationships and sex education</p> <p>Loudmouth theatre group</p> <p>St Giles SOS</p> <p><b>Kapow (PSHE) covers: Friendships and Relationships</b>  <b>Kapow covers:</b>  Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief</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><b>Kapow (PSHE) covers: Citizenship</b>  Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy</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>RSHE _ Relationships and Sex Education</p> <p><b>Kapow (PSHE) covers: Citizenship</b>  Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy</p>
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