

British Values in the Curriculum 2015 - 2016

	Respect for British Institutions	Democracy	Rules and Laws	Individual Liberty	Mutual respect and tolerance of those with different faiths and beliefs	Developing personal and social responsibility
EYFS - Nursery and Reception	<ul style="list-style-type: none"> <li>*Children celebrate Christmas festivals e.g. Christmas, Easter.</li> <li>*Celebrations for Queen's 90<sup>th</sup> birthday.</li> <li>*Looked at Queen's family tree and drew own.</li> <li>*Compared Tow Law to London.</li> <li>*Talked about London landmarks.</li> </ul>	<ul style="list-style-type: none"> <li>*Children are encouraged to take turns and share resources throughout the EYFS environment.</li> <li>*Sand timer used for time out.</li> <li>*Children vote on group decisions such as which story to read.</li> <li>*Circle time and 'Time to Talk' group</li> </ul>	<ul style="list-style-type: none"> <li>*School and classrooms rules are constantly reinforced.</li> <li>*Children are praised and rewarded for following the school rules.</li> </ul>	<ul style="list-style-type: none"> <li>*Children choose which area/resources they would like to access.</li> </ul>	<ul style="list-style-type: none"> <li>*Children take part in anti-bullying week.</li> <li>*Children take part in half termly multi-cultural days.</li> </ul>	<ul style="list-style-type: none"> <li>*Children are expected to take responsibility for caring for their learning environment.</li> </ul>

		with our family support worker.				
KS1 - Years 1 and 2	<ul style="list-style-type: none"> <li>*Children study the countries and capital cities in Great Britain.</li> <li>*Children celebrate Christian festivals e.g. Christmas, Easter.</li> <li>*Recognition of Remembrance Day.</li> <li>*Celebrations for Queen Elizabeth's 90<sup>th</sup> birthday.</li> <li>*Famous people from history.</li> </ul>	<ul style="list-style-type: none"> <li>*Circle time teaches children to take turns and listen to others' opinions.</li> <li>*Children vote on group decisions such as which story to read.</li> <li>*Vote as a class to choose school council and buddy group members.</li> </ul>	<ul style="list-style-type: none"> <li>*School and classroom rules are constantly reinforced.</li> <li>*Children are praised and rewarded for following the school rules.</li> <li>*E-safety 'rules' to be followed and reinforced across the year.</li> </ul>	<ul style="list-style-type: none"> <li>*Children choose their own reading book.</li> <li>*Children are taught to making the right choice regarding e-safety.</li> <li>*Children choose from different activities during playtime/lunchtime and golden time.</li> </ul>	<ul style="list-style-type: none"> <li>*Children learn about Christianity, Buddhism and Sikhism in RE.</li> <li>*Children take part in anti-bullying week each year.</li> <li>*Children take part in half termly multi-cultural days for each of the main religions.</li> <li>*Visit to Gurdwara in Newcastle June 2016</li> </ul>	<ul style="list-style-type: none"> <li>*Encouraging children to have responsibility for their own possessions and behaviours.</li> <li>*E-safety - teaching children through IT lessons and whole school assemblies how to keep safe on the internet (NSPCC assembly)</li> <li>*Variety of roles and monitors</li> </ul>

						within daily classroom life.
KS2 - Years 3/4	<ul style="list-style-type: none"> <li>*Understanding the countries that make up Britain, capital cities major rivers and locating these on maps</li> <li>*Celebrating the Queen's 90<sup>th</sup> both in April - researching the life of the Queen and her role as monarch and leader of the Commonwealth and July - street party in school, looking at Union Jack</li> </ul>	<ul style="list-style-type: none"> <li>*Election of School Councillors and Buddies using voting slips and modelling the election process</li> </ul>	<ul style="list-style-type: none"> <li>*Creating agreed class charter during induction that everyone has to agree and sign creating rules for appropriate behaviour and respecting each other</li> <li>* Following school rules and setting consequences when these are not followed (tracking sheet)</li> </ul>	<ul style="list-style-type: none"> <li>*Discussion of issues relating to conflict in classroom or playground</li> <li>* Children having choice of activities - sports day, golden time</li> </ul>	<ul style="list-style-type: none"> <li>* Opportunity to work within different groups in class - maths/literacy groups and friendship groups, listening to each other</li> <li>*Multicultural days</li> <li>*Visit to Hindu Temple June 2016</li> </ul>	<ul style="list-style-type: none"> <li>* Assembly with Community Police Officers - safety</li> <li>*NSPCC assembly - children's worries and what they can do to resolve them - Childline</li> <li>* Class jobs - registers, laptops, rulers, table monitors for literacy and numeracy,</li> </ul>

	<p>and the flags within it</p> <p>*How English language has adapted and changed through settlement of other cultures</p>					
KS2 - Years 4/5	<p>*Queen's 90<sup>th</sup> birthday celebrations.</p> <p>*Discussions about the new Parliament and what Brexit means for our country.</p>	<p>*Discussed new Prime Minister including Brexit, what it means for UK, resignation of David Cameron.</p> <p>*Discussions linked to Queen's involvement in forming a new government.</p> <p>*Looked at where members of parliament make decisions.</p>	<p>*Laws in the local community e.g. school premises, crossing roads, use of bicycles and appropriate equipment.</p>	<p>*Discussion about any issues in the playground - choices and whether they were the right ones.</p>	<p>*Took part in half termly multi-cultural days and presenting work to parents in family assemblies to spread knowledge of other faiths.</p> <p>*Sikhism topic - looked at Gurdwara in London - large population of Sikhs.</p>	<p>*E-safety taught through IT lessons.</p> <p>*Children have a variety of roles within the classroom such as laptop monitors.</p>

KS2 - Year 6	<p>This underpins everything we do- Queen's birthday celebrations, Why was this important? Comparing our culture to others and thinking about this in respect of valuing institutions.</p>	<p>During the recent Brexit vote we discussed this within class and held our own mini vote- within this we discussed why people vote and also why they choose not to vote.</p>	<p>As well as deciding on class rules and discussing why these need to be implemented we also looked at rules and laws linked to our study of a literacy text and also through our history study of WWI and WWII to look at changes through time.</p>	<p>In class 1 we made choices about Sport's Day and also choosing our new school. In addition to this we combined this with our rules work deciding how to behave and looking at society and the choices other people make and how they affect the wider environment.</p>	<p>We take part in half termly multi-cultural days as well as an extra morning learning about Islam - which was a workshop presented by an outside group. We also visit the local church for a variety of events. In addition to this we took part in an anti-bullying week where we focused on the range of bullying which happens, the class then wrote and presented their</p>	<p>Children volunteer and take part in a range of jobs- head teacher's assistants, helping the younger ones- at play, hall, in class, PE leaders, buddies, school council.</p>
--------------	--	--	---	---	---	--

					own scenarios relating to bullying.	
Whole school	<ul style="list-style-type: none"> <li>*Whole school street party to celebrate Queen Elizabeth's 90<sup>th</sup> birthday.</li> <li>*Assembly plan.</li> <li>*Teaching about the structure of Parliament through relevant news updates in assemblies.</li> <li>*Visitors from local representatives such as local police and the local church.</li> </ul>	<ul style="list-style-type: none"> <li>*Annual voting during induction week for the following years School Council and Buddy members.</li> <li>*Use of the 'suggestion box' to ensure all children have a voice.</li> <li>*Choices are available for children - variety of extra-curricular activities to choose from.</li> </ul>	<ul style="list-style-type: none"> <li>*School and classroom rules are constantly reinforced.</li> <li>*Children are praised and rewarded for following the school rules.</li> <li>*Engaging with the local community police service and inviting them into school for assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>*Encouraging children to make own choices in the safe environment that is school.</li> </ul>	<ul style="list-style-type: none"> <li>*Children take part in half termly multi-cultural days for each of the main religions.</li> <li>*RE curriculum which values the understanding, tolerance and respect for others.</li> <li>*Two year rolling programme for visits to a variety of places of worship.</li> </ul>	<ul style="list-style-type: none"> <li>*Children are offered a variety of roles throughout the school day e.g. head teacher's assistants, laptop monitors, buddies and school councillors.</li> <li>*Responsible for their own belongings, behaviour and work around school and at home.</li> </ul>

						*E-safety lessons are taught throughout KS1 and KS2.
--	--	--	--	--	--	--