

Fundamental British Values

‘Schools should promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs’.

‘Fundamental British Values’ are established both implicitly and explicitly.

Implicitly through the values and beliefs that underpin all areas of school life backed by our school ethos; an ethos that values respect, tolerance and self-discipline. Our behaviour policy teaches self-discipline and develops the ability to make the right choices based on having a positive self-esteem and good emotional intelligence. Ours is an inclusive school that develops children’s abilities to empathise and co-operate with others, care for and appreciate others and to be open-minded and flexible. Our differences are to be celebrated and appreciated. We are also a member of a co-operative Trust.

Explicitly through assemblies (see recent coverage in folder), our curriculum and specific days of celebration e.g. Royal Weddings, Golden Jubilee, Tour de France, Magna Carta anniversary, VE day, Remembrance Day.

Explicitly through helping others in charity events and children’s involvement in collecting for charity

- Harvest parcels to Leeds Homeless and named individuals in our community,
- Stocking filler donations for LGI Children’s ward, Parent donations after Christmas performances donated to charities suggested by the children e.g. Help for Heroes, RSPCA, St James children’s wing, Bexley cancer treatment, Dog’s Trust.
- Christmas Box Appeal for Eastern Europe
- Children’s bun sales for NSPCC, RSPCA, Starlight, Martin House, Yorkshire Cancer Centre to name but a few.
- Sports Relief, Comic Relief, Children in Need.

Explicitly through how we work with the School Council. Our School Council children and House Captains and Vice Captains visit Parliament to find out about Government and Democracy and meet their local MP for a questions and answer session. They then visit Number Ten and Buckingham Palace to look at the elected / unelected aspects of the State. SC then provide an assembly for the rest of the school.

The School Council and House Captains and Vice Captains are elected following class and House Hustings every year. They have gone on to carry out surveys of food preference at lunchtime and in After School club, around playground equipment and playtime arrangements and about their peer group’s feelings about school.

The School Council also report to the Governing Body and provide for representation on the Trust Council which represents the views of all children who are educated in our Co-operative trust.

Early Years

- Ongoing topical events celebrated, e.g. birth of royal baby
- School rules and routines
- Specifically taught table manners and lunch behaviour daily for twenty minutes
- Good coverage of multi-cultural stories, e.g. Handa's Surprise, Safari Adventure
- Looking after their outdoor and classroom environment and nature in and around them.
- Respect for living things – tadpoles, butterflies, worms, animal visits to school and visits out to farms.
- 'People who Help Us' visits from air hostess, police, ambulance, fire crew and engine, community nurse, school crossing patrol, Governor. Focus on sharing, cooperating and helping others
- Understanding the importance of rules.
- Recognising special qualities in self and others
- Christmas, Easter, Eid, Chinese New Year, Diwali
- Sports day - competition and fair play
- Big Toddle, raising monies for Barnados
- Children have responsibilities, e.g. fruit/milk monitors, areas responsible for tidying up
- Belonging to a group, how to behave in a team/group
- Bedtime story with parents to promote family values
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Key Stage One

- Classroom rules and House Point system
- Cover Children's Rights
- Circle time used to deal with playtime disputes and Big Talk used to encourage debate.
- Class celebrations around Guru Nanak, St George's Day, Christmas, Easter, Diwali and weddings of different cultures.
- Similarities and differences between us
- History topics of the Tudors – strong focus on Queen Elizabeth 1st, Guy Fawkes, parliament and the Gun Powder plot,
- Geography topic about the British Seaside.

Lower Key Stage Two

- Mutual respect is addressed in the classroom rules and all PSHCE circle time lessons include a code of conduct which addresses respecting the rights of others.
- The Year. Four residential has a strong emphasis on respecting the differences that we have by tolerating them and trying to understand the points of view of others. Cooperation is also a strong feature.
- In literacy the children study the 'Village that Vanished' when looking at sievert and it's impact on nations and cultures over the years to present day. Music is also used here to aid understanding.
- The children develop religious tolerance by learning about Sikhism, Christmas around the world, Islam, the Bible from Christianity with an emphasis on the story of Moses, different approaches to birth ceremonies, and creation stories linked to Easter. The Chinese New Year is also celebrated.
- The children have a term's focus on 'inspirational people' and the lessons that can be learned from their lives looking at Mother Theresa, Princess. Diana, Ghandi.

- There is a strong focus on British history in Year Four and WWII in particular is studied with an emphasis on the underlying values and beliefs that were fought for.
- In Year three children in PSHCE lessons focus on how to be a good friend and how to keep a friend.
- Years three and four have responsibilities for distributing fruit and milk to the rest of the school and year three induct Reception children into school.

Upper Key Stage Two

Children study the Ancient Greeks with a focus on democracy and how it relates to our country.

- In RE the children address challenging topics related to racism and discrimination and stereotyping in different cultures and faiths through 'Show Racism the Red Card', an anti-racism assembly and rap and moral dilemmas and choices.
- In transition children use P4C to discuss and reason about choices. Ethical choices are also a part of the enterprise project that Year Six carry out.
- Geography themes address finding out about different countries through studying their cultures and there is a strong focus on Fair Trade in Year five with consideration of ethical issues.
- Children visit the Mosque and compare and contrast values and beliefs of the two religions. There is also an in-depth study of Buddhism and the different beliefs that religions and cultures have towards birth, marriage and death.
- The UN Rights of Children are a focus of PSHCE and children begin to consider how their rights may impinge on the rights of others.
- Sex and Relationship education teaches children respect for themselves and the rights of others.
- The children in Years five and six have responsibility for looking after others at lunchtimes in the dining room, volunteering to help and Play Leaders support the more vulnerable children on the playground.
- P4C focusses on 'Ultimate Questions' such as what happens when you die, can your rights take away the rights of others, does democracy work?