



## **British Values at EYFS & KS1**

British values reflected in The Lancaster School's vision.

We want our children to become responsible and active citizens who participate in democracy and public life with respect for diversity and a commitment towards community cohesion. Personal, Social, Health Education (PSHE) is at the heart of our school, we emphasise the difference between right and wrong, as well as respecting & tolerating differences in a diverse and modern Britain. We have planned a creative curriculum that enables children to make progress towards these aims. Through engaging lessons using our creative curriculum, we can give all pupils a better understanding of themselves, and others in the 'community of communities' in which they live.

British Values		Examples of how these are developed in the school and wider curriculum
<p>Democracy <b>Core Theme: We understand the importance of teamwork</b></p>	<ul style="list-style-type: none"><li>• To understand and respect the democratic process</li><li>• To understand how they can influence decision making through a democratic process</li><li>• To understand how to argue and defend a point of view</li><li>• To understand the importance of team work</li></ul>	<ul style="list-style-type: none"><li>• School council whose members are voted on.</li><li>• Regular pupil interviews</li><li>• At the beginning of each topic, children are asked 'What do I know already and what do I want to learn?'</li><li>• Children contribute as a whole class at the beginning of the year to class rules, in addition to the school rules.</li><li>• 'Teamwork' is one of our school's core values.</li></ul> <p>Moral strand of our PSHE curriculum:</p> <ol style="list-style-type: none"><li>1. Begin to exercise choice and the right to decide</li><li>2. Begin to discuss and debate topical issues in both small and larger groups</li><li>3. Begin to contribute to the life of the class &amp; school; e.g. school council, register monitors</li><li>4. Become aware of and respect the different opinions of others</li><li>5. Offer simple ideas or opinions about real school issues.</li><li>6. Be confident to try new activities, initiate ideas and speak in a familiar group.</li></ol>



		<p>7. Consider the consequences of their words and actions for others.</p> <p>P.E and school sport:</p> <ol style="list-style-type: none"> <li>1. Team games taught for striking &amp; fielding, net and invasion games</li> <li>2. Team games and working with others developed at playtimes</li> <li>3. Sports Day</li> <li>4. A range of extra-curricular activities</li> </ol>
<p>The rule of law  <b>Core Theme: We understand right and wrong. We accept responsibility for our behaviour</b></p>	<ul style="list-style-type: none"> <li>• Ability to recognise the difference between right &amp; wrong and apply this to their own lives</li> <li>• Ability to accept responsibility for their behaviour</li> <li>• To understand the consequences of their behaviour and actions</li> <li>• Ability to resolve conflicts effectively</li> <li>• Understand how they can contribute positively to the lives of those living and working in the locality and society more widely</li> <li>• To understand that living under the rule of law protects them and is essential for their well- being and safety</li> </ul>	<ul style="list-style-type: none"> <li>• H/T assemblies focus upon the School's Values</li> <li>• Classrooms have personalized behaviour systems to manage learning behaviours</li> <li>• Yearly police talks / emergency services visits</li> <li>• Star Writer of the week/ Celebration assemblies/Reading Rabbit award/Number Hero Class of the Week</li> <li>• Classroom rules decided and agreed on by class at beginning of year</li> <li>• Circle time discussions</li> <li>• Individual behaviour/management plans</li> <li>• Restorative Justice</li> </ul> <p>Moral strand of our PSHE curriculum:</p> <ol style="list-style-type: none"> <li>1. Begin to manage their feelings in a positive way</li> <li>2. Understand how rules help them; e.g. School's Golden Rules, classroom learning rules</li> <li>3. Agree and follow rules for their groups and classroom</li> <li>4. Begin to respect property- personal and public</li> <li>5. Begin to recognise the difference between right and wrong</li> <li>6. Begin to understand behaviours which are helpful and unhelpful to make all children feel safe and happy</li> <li>7. Begin to set personal goals</li> <li>8. Begin to understand the roles of others in society e.g. people in our local community/people who help us.</li> </ol>
<p>Individual liberty  <b>Core Theme: We understand our rights &amp;</b></p>	<ul style="list-style-type: none"> <li>• To understand rights &amp; responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Classrooms have personalized behaviour systems to manage learning behaviours</li> <li>• Circle time discussions</li> <li>• Classroom rules decided and agreed on by class at beginning of year</li> </ul> <p>Citizenship strand of PSHE curriculum:</p>



<p><b>responsibilities.</b></p>		<ul style="list-style-type: none"> <li>• Begin to know about different groups they belong to and the important people and roles within them.</li> <li>• Begin to develop a sense of responsibility and set a personal target.</li> <li>• Offer simple ideas or opinions about real school issues.</li> <li>• Begin to understand the rights and responsibilities of children.</li> <li>• Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</li> <li>• Consider the consequences of their words and actions for others.</li> </ul>
<p>Mutual respect &amp; Tolerance of those with different faiths and belief <b>Core Theme: We understand &amp; appreciate the range of different cultures and beliefs.</b></p>	<ul style="list-style-type: none"> <li>• Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people’s faiths, feelings and values</li> <li>• Reflective about their own experiences</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others</li> <li>• Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds</li> <li>• Participate in a variety of communities and social settings, cooperating well with others</li> </ul>	<ul style="list-style-type: none"> <li>• A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity</li> <li>• Signs around the school in other languages (classrooms and communal areas)</li> <li>• Classrooms have personalized behaviour systems to manage learning behaviours</li> <li>• ‘Core Values’ display in all classrooms</li> <li>• Children working in all curriculum areas in different groupings</li> <li>• Diversity within the school personnel</li> <li>• Monitoring of bullying and prejudiced based incidents by type</li> <li>• Participation of community based activities; i.e. Birchwood Carnival, support of local charities</li> <li>• Photos of children from all ethnicities used in classroom displays.</li> </ul> <p>Moral strand of our PSHE curriculum:</p> <ul style="list-style-type: none"> <li>• Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language</li> <li>• Begin to know what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong</li> <li>• Learn how to respond appropriately to bullying</li> <li>• Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes</li> <li>• Have a positive self-image and show that they are comfortable with themselves.</li> <li>• Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</li> </ul> <p>R.E. curriculum:</p>



	<p>appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p> <ul style="list-style-type: none"><li>• Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes</li></ul>	<ol style="list-style-type: none"><li>1. Parent/carers invited in to talk about Diwali, Ramadan</li><li>2. Children sharing experiences of different festivals</li><li>3. To understand beliefs and teachings</li><li>4. To understand practices and lifestyles</li><li>5. To understand how beliefs are conveyed</li><li>6. To explore family routines and customs</li><li>7. To reflect</li><li>8. To understand values</li><li>9. To talk about similarities and differences between families, communities and traditions</li><li>10. Visits to different places of worship</li></ol> <p>History curriculum:</p> <ol style="list-style-type: none"><li>1. To investigate and interpret the past</li><li>2. To build an overview of world history</li></ol> <p>Geography curriculum:</p> <ol style="list-style-type: none"><li>1. To map where all families live/from</li><li>2. To compare the local area with areas throughout world</li></ol>
--	---	--