



British Values at Whitefield Infant School and Nursery



At Whitefield Infant School and Nursery, we want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Personal, Social, Health Education and Citizenship (PSHE&C) is at the heart of our school which emphasises the difference between right and wrong and respecting & tolerating differences in a very diverse and modern Britain. We have planned a curriculum that will enable children to make progress towards these aims. Through engaging lessons using our learning model and appropriate activities, we can give them all a better understanding of themselves and others in the 'community of communities' in which they live. We can secure and influence behaviour and attendance and encourage further involvement and commitment to education.

British Values and related School values	Children are given opportunities to.....	Examples of how these are developed in the school and wider curriculum
Democracy	- To understand and respect the democratic process - To understand how they can influence decision making through a democratic process - To understand how to argue and defend a point of view - To understand the importance of team work	- School council that voice class opinion and suggestions. - Parent voice that meet half termly to discuss matters arising, - Termly parent questionnaires. - Annual pupil survey. - At the beginning of each topic, children are asked 'What do I know already and what do I want to learn?' to create a 'big picture' of their learning journey. - Children contribute as a whole class at the beginning of the year to generate class rules, in addition to the school rules. - Children involved in creating learning areas inside and outside the classroom (eg garden areas, role-play areas etc). <u>Moral strand of our PSHE&C curriculum:</u> - Begin to exercise choice and the right to decide - Begin to discuss and debate topical issues in both small and larger groups - Begin to contribute to the life of the class & school; e.g. classroom and playground monitors - Become aware of and respect the different opinions of others

		• Offer simple ideas or opinions about real school issues. • Be confident to try new activities, initiate ideas and speak in a familiar group. • 7. listen to and act upon advice of speakers (eg police, school nurse, fire service) • Consider the consequences of their words and actions for others. <u>P.E and school sport:</u> • Team games taught for striking & fielding, net and invasion games • Team games and working with others developed at playtimes- linked to P.E. lessons • Athletics • A range of extra-curricular activities
The Rule of Law	• Ability to recognise the difference between right & wrong and apply this to their own lives • Ability to accept responsibility for their behaviour • To understand the consequences of their behaviour and actions • Ability to resolve conflicts effectively • Understand how they can contribute positively to the lives of those living and working in the	• Assemblies focus upon our school's rules/values. • Weekly 'Super Star' family assembly • Behaviour systems used in all classrooms to manage learning behaviours (e.g. traffic lights, sun/cloud) • Yearly police talks / emergency services visits • Star of the week • Classroom rules • Circle time discussions • Individual behaviour/management plans • Developing Forest School ('Classroom Under the Sky') provision • E-Safety and safeguarding given priority at all times, <u>Moral strand of our PSHE&C curriculum:</u> • Begin to manage their feelings in a positive way • Understand how rules help them; e.g. classroom learning rules • Agree and follow rules for their groups and classroom • Begin to respect property- personal and public • Begin to recognise the difference between right and wrong • Begin to understand behaviours which are helpful and unhelpful to make all children feel safe and happy

	locality and society more widely To understand that living under the rule of law protects them and is essential for their well-being and safety	- Begin to set personal goals - Begin to understand the roles of others in society e.g. people in our local community/people who help us.
Individual liberty	To understand rights & responsibilities	- Behaviour systems used in all classrooms to manage learning behaviours - Circle time discussions - Classroom rules <u>Citizenship strand of PSHE&C curriculum:</u> - Begin to know about different groups they belong to and the important people and roles within them. - Begin to develop a sense of responsibility and set personal targets. - Offer simple ideas or opinions about real school issues. - Begin to understand the rights and responsibilities of children. - Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. - Consider the consequences of their words and actions for others.
Mutual respect & Tolerance of those with different faiths and belief	Reflective about their own beliefs, religious or otherwise that inform their interest in and	- A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity - School Rules - Behaviour system used in all classrooms to manage learning behaviours - Children working in all curriculum areas in different groupings - Diversity within the school personnel

	respect for different people's faiths, feelings and values • Reflective about their own experiences • Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others • Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds • Participate in a variety of communities and	• We have a robust anti-bullying culture with behaviour and safety policies in place. (Please see the policies section of our website) • Monitoring of bullying based incidents by type <u>Moral strand of our PSHE&C curriculum:</u> • Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language • Begin to know what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong • Learn how to respond appropriately to bullying • Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes • Have a positive self-image and show that they are comfortable with themselves. • Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. <u>R.E. curriculum:</u> • Parent/carers invited in to talk about Diwali, Ramadan and join in family day events (eg Chinese New Year Activity Afternoon) • Children sharing experiences of different festivals • To understand beliefs and teachings • To understand practices and lifestyles • To understand how beliefs are conveyed • To explore family routines and customs • To reflect • To understand values • To talk about similarities and differences between families, communities and traditions • Visits to different places of worship <u>History curriculum:</u>
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	social settings, cooperating well with others • Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes	• To investigate and interpret the past • To build an overview of world history <u>Geography curriculum:</u> • To map where all families live/from • To compare the local area with other areas.
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