

## Promoting Fundamental British Values: How do we do this at River Bank Primary School?

| <h3>Democracy</h3>   |   |
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| <p>Links to our school values:</p> <p>Respect<br/>Inspiration<br/>Courage<br/>Equality</p> | <p>General Coverage:</p> <ul style="list-style-type: none"> <li>• We have our own school council with elected representatives. This takes place in UK Parliament Week accompanied by a visit from our local MP, who discusses democracy, answers questions and places this in a local context for our town. A ballot is held on a special polling day and pupils are voted for. All children are able to put themselves forward to their classmates.</li> <li>• School Council members discuss current issues within school and get ideas from their class members. They feedback results from meetings and make plans on how to spend school money. E.g. for new break-time equipment. They also come up with ideas for charities. E.g. they plan activities for Children in Need.</li> <li>• Children also have a voice via the classroom 'Worry Monsters' and online Worry Box where they can raise concerns and share ideas.</li> <li>• Pupils also have the opportunity to have their voices heard through involvement in curriculum review sessions.</li> <li>• Children work co-operatively in pairs and small groups. They are taught turn taking from a young age. Older children can articulate respect for each other's opinions.</li> <li>• Disagreements are handled carefully, with pupils being encouraged to listen to each other and agree a mutual resolution.</li> <li>• We take part in days such as Sport Relief, Comic Relief and Children in Need and learn that money can be used to help those less fortunate than ourselves.</li> <li>• We take part in Christmas Jumper Day to support Save the Children.</li> </ul> |
|  | <p>Curriculum Links:</p> <p>EYFS:<br/>Throughout the year hold EYFS Celebration Assemblies where certificates are presented to two children from each class that are awarded by their class teacher relating to developing independence, determination, kindness and showing appreciation to others.<br/>Practitioners design activities that promote democracy in child-initiated time which include turn-taking, collaboration, sharing and decision making. Our children are encouraged to be inquisitive and seek out their own interests in the learning environment as this is described as their 'Choosing Time'.</p> <p>Autumn 1 – PSHE – Being Me in My World<br/>Autumn 2 – PSHE – Celebrating Difference<br/>Spring 1 – PSHE – Dreams and Goals</p>  |

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|  | <p>Summer 1 – PSHE – Relationships</p> <p>Y1:<br/>Autumn 1 – PSHE – Being Me in my World<br/>Autumn 2 – BHM – Rosa Parks<br/>Spring 1 – Geography - Continents</p> <p>Y2:<br/>Autumn 1 – History – Gunpowder Plot</p> <p>Y3:<br/>Autumn 1 – PSHE – School Council election<br/>Spring 2 – History – The Romans<br/>Autumn 2 – Black History Month – Barrack Obama</p> <p>Y4:<br/>Autumn 1 – PSHE - ‘Being me in My World’ lesson 5.<br/>Autumn 1 - English BHM - ‘Ruby Bridges’</p> <p>Y5:<br/>Summer 1 - Ancient Greeks - democracy is taught when learning about Athens.</p> <p>Y6:<br/>Autumn 1 – English- poetry (giving and justifying opinions/views)<br/>Summer 1- RE- Justice and Poverty: why does faith make a difference?<br/>Autumn 1- PSHCE- Being Me in My world<br/>Autumn- History- WWII</p> |
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| <h2>Rule of Law</h2>   |  |
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| <p>Links to our school values:</p> <p>Respect<br/>Determination<br/>Courage<br/>Equality</p> | <p>General Coverage:</p> <ul style="list-style-type: none"> <li>• The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days.</li> <li>• Children are taught to abide by the school rules.</li> <li>• Pupils are helped to distinguish right from wrong</li> <li>• Pupils are helped to respect the law. They are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.</li> <li>• Visits from authorities such as the Police and Fire Service etc. are regular parts of our calendar and help reinforce this message</li> <li>• The Behaviour and Anti-Bullying policies encourage the restorative justice process to resolve conflict</li> <li>• The school has zero-tolerance for any form of aggression, abuse or violence, which extends to pupils, staff and parents/carers</li> <li>• We are committed to praising children’s efforts. Children are rewarded not only for achievement in curriculum areas, but also for behaviour. Rewards are given in the form of stickers, house points and certificates. Children’s achievements are also recognised during Celebration Assemblies</li> <li>• Internet safety rules are taught and discussed with pupils</li> <li>• Use of ‘social stories’ for SEN children - explaining consequences of</li> <li>• We have nurture groups led by adults in school where the peers lead the discussions with the aim being to improve self-esteem and behaviour of the child with difficulties</li> </ul> |
|  | <p>Curriculum Links:</p> <p>EYFS:<br/>Throughout child-initiated learning, practitioners identify, encourage and celebrate appropriate behaviour choices and actively use resolution and repair strategies to embed rules and resolve conflict.</p> <p>Autumn 1 – PSHE - Being Me in My World and establishing Class Rules, Shared Area Rules and whole-class expectations through social stories that relate to conduct, morals and consequences.</p> <p>Autumn 2 – PSHE – Celebrating Difference and Can All Superheroes Fly? Topic – UW – Roles of the police service including prevention, protection and improving the lives of citizens; National Road Safety Week; Black History Month – Rosa Parks</p> <p>Spring 1 – Religious Education – Wedding ceremonies</p> <p>Spring 2 – PSHE – Healthy Me and Moral dilemmas within Jack and the Beanstalk and The Little Red Hen</p> <p>Summer 1 – PSHE – Relationships and National World Bee Day commemorated to raise awareness of our environmental impact.</p>   |

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|  | <p>Summer 2 - Where Can Your Imagination Take You? – UW – Moral dilemmas in Goldilocks and the three bears; Exploring the British Royal family’s involvement with decision making and our government.</p> <p>Y1:<br/>Autumn 1 – Class rules<br/>Autumn 1 – Computing – Internet safety<br/>Spring 1 – PSHE – Being Me in my World</p> <p>Y2:<br/>Autumn 1 – PSHE – Being Me in my World<br/>Autumn 2 – PSHE – Fire Service visit<br/>Spring 1 – RE – How do we show we care for other pupils?</p> <p>Y3:<br/>Spring 1 – RE – 10 commandments<br/>Autumn 2 – RE – Sikhism<br/>Spring 2 – History – The Romans<br/>All PSHE</p> <p>Y4:<br/>Autumn 1 - PSHE L6 - The UN Convention on the Rights of the Child.<br/>Autumn 1 - English BHM - ‘Ruby Bridges’</p> <p>Y5:<br/>Autumn 2 – Class reader Holes<br/>Autumn 1 – BHM – Martin Luther King</p> <p>Y6:<br/>Autumn 1 – Computing - Computer safety: Social networking.<br/>Spring 1 – Computing - Online friendships.<br/>Summer- 1 – Computing - sharing photos.<br/>Autumn 1 – PSHCE- Being Me in My World<br/>Summer 1- RE- Justice and Poverty: why does faith make a difference?<br/>Leader of The Week in Year 6 - awarded every week throughout the year cumulating in a half termly activity reward</p> |
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| <h2>Individual Liberty</h2>   |   |
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| <p>Links to our school values:</p> <p>Respect<br/>Excellence<br/>Courage<br/>Equality<br/>Determination</p> | <p>General Coverage:</p> <ul style="list-style-type: none"> <li>• Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment</li> <li>• By signing up for extra-curricular clubs, choosing the level of challenge in some lessons and becoming increasingly more involved in child-led learning</li> <li>• In our foundation stage children have the opportunity to choose their extended learning through adult guided child-initiated play</li> <li>• Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.</li> <li>• Pupils are encouraged to take responsibility for their behaviour.</li> <li>• Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, e.g. through e-safety teaching and PSHE lessons</li> <li>• A strong anti-bullying culture is embedded in the school</li> <li>• Pupils have key roles and responsibilities in school</li> <li>• Children are consulted on many aspects of school life and via the school council</li> <li>• Assemblies cover discussions about self-respect and self-worth and the value of individuality so that children see that they are each important in their own right</li> <li>• Children are strongly encouraged to develop independence in learning and think for themselves</li> <li>• Pupils are encouraged to look after each other's wellbeing – kindness is king</li> <li>• We encourage as much positive praise as possible</li> <li>• We learn about the differences and similarities between religions and that the key values are based around peace, love and respect</li> <li>• All staff have attended Prevent Training</li> </ul> |
|   | <p>Curriculum Links:</p> <p>EYFS:<br/>Throughout the year practitioners incorporate pictorial and physical resources that depict and embrace diversity.</p> <p>Autumn 1 – PSHE – Being Me in My World and I Am Amazing Topic - UW - Name and talk about the lives of people around them; Talk about themselves, likes and dislikes; Recognise people have different beliefs and celebrate special times in different ways; Understand that some places are special to members of the community.</p> <p>Autumn 1 – PSHE – Being Me in My World</p>   |

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|  | <p>Autumn 2 – PSHE – Celebrating Difference and Can All Superheroes Fly? Topic – UW - People around us and their role; How people help us; People in history and how they have helped us; Ambitions and future employment.</p> <p>Spring 1 – PSHE – Dreams and Goals and Where’s Wally? Topic – UW - Explore diverse cultures and heritage in contrasting settings.</p> <p>Spring 2 – PSHE – Healthy Me and Our Wonderful World Topic – UW – Observe the world around them; describe what they see/hear and how this makes them feel.</p> <p>Summer 1 – PSHE – Relationships and Whose Footprint Is That? Topic – UW – Animal captivity; Endangered animals; Our impact on climate change.</p> <p>Summer 2 – PSHE – Change Me and Where Can Your Imagination Take You? Topic – UW – Moral dilemmas in Cinderella, The Gruffalo and Goldilocks</p> <p>Y1:</p> <p>Autumn 2 – RE – Celebrating Differences</p> <p>Autumn 2 – Computing – Online safety</p> <p>Spring 1 – RE – Significant Places</p> <p>Y2:</p> <p>Autumn 1 – PSHE - Being Me in my World</p> <p>Autumn 2 – RE – Celebrating Differences</p> <p>Spring 1 – RE – How do we care for others and the Earth?</p> <p>Summer 2 – PSHE - Changing Me</p> <p>Y3:</p> <p>Throughout all the lessons when talking about school and classroom rules.</p> <p>All – PSHCE</p> <p>All – RE – we are teaching children to be tolerant and respect other people’s religions, as well as having their own opinions</p> <p>Autumn 2 – Black History Month</p> <p>Y4:</p> <p>Autumn 1 - English BHM - ‘Ruby Bridges’.</p> <p>Autumn 1 - PSHE - BHM - Marcus Rashford.</p> <p>Y4 residential trip to Kingswood.</p> <p>All RE</p> |
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|  | <p>Y5:<br/>Autumn 1 – BHM - Martin Luther King.<br/>Autumn 1 and 2 - PSHE - Individual freedom and ‘celebrating differences’ and ‘Being me in my world’</p> <p>Y6:<br/>Autumn 1- PSCHE- Being Me in My world<br/>Spring 1- PSCHE- Dreams and Goals<br/>Summer 1- PSCHE- Relationships<br/>Summer 2- PSCHE- Changing Me<br/>Prefects selected in Yr6 with specific role of ‘anti-bullying prefect’ for head boy and girl.<br/>Autumn 1- Black History - Katherine Johnson</p> |
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| <b>Mutual Respect and the Tolerance of those with different Faiths and Beliefs</b> |  |
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| <p>Links to our school values:</p> <p>Respect<br/>Friendship<br/>Equality</p>      | <p>General Coverage:</p> <ul style="list-style-type: none"> <li>• Respect is one of the core values of our school. This can be seen and felt in our pervading ethos in school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small</li> <li>• The school strongly promotes respect for individual differences - pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life</li> <li>• Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour</li> <li>• Actively promoting our values also means challenging pupils, staff or parents expressing opinions contrary to fundamental values, including 'extremist' views</li> <li>• Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class</li> <li>• Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people</li> <li>• Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE</li> <li>• We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in our curriculum</li> <li>• Respect for each other is modelled by all staff towards the pupils and each other</li> <li>• Respect is discussed during assemblies, RE lessons and in everyday conversations</li> <li>• Respect covers: self-respect, respect for family, friends, and other groups; the school, the locality and the environment</li> <li>• Cultural celebrations are discussed in class and assemblies. We celebrate different festivals in other cultures e.g. Diwali, Eid and Christmas</li> <li>• Different types of family structure are discussed in PSHE</li> <li>• We have a yearly remembrance assembly. Children also take part in classroom activities relating to this</li> <li>• Our PSHE Curriculum covers differences in people and tolerance of others; including black history month.</li> </ul> <p>Curriculum Links:</p> <p>EYFS:</p> <p>Autumn 1 – Religious Education - 'Being special: where do we belong?' and PSHE – Being Me in My World<br/>           Autumn 2 – Religious Education – 'Festivals of Light: Hanukkah, Diwali and Christmas' and PSHE – Celebrating Difference<br/>           Spring 1 – Religious Education – 'Which places are specially valued and why?' Comparison of wedding traditions for Islam and Christianity and PSHE – Dreams and Goals</p> |

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|  | <p>Spring 2 – Religious Education – ‘Why is Easter special for Christians?’ and ‘What is Mothering Sunday?’ and PSHE – Healthy Me</p> <p>Summer 1 – Religious Education – ‘What is Eid al-Fitr?’ and PSHE - Relationships</p> <p>Summer 2 – Religious Education – ‘Which stories are especially valued and why?’ and ‘What is Father’s Day?’ and PSHE – Changing Me</p> <p>Y1:</p> <p>Autumn 1 – Science – Animals including humans</p> <p>Autumn 2 – RE – Christmas and Christianity</p> <p>Summer 1 – History – How have people lives changes in living memory?</p> <p>Spring 1 – RE – Significant places</p> <p>Summer 1 – RE - Judaism</p> <p>Y2:</p> <p>Autumn 2 – BHM – Muhammad Ali</p> <p>Autumn 2 – RE – Church visit</p> <p>Summer 2 – RE – Inspiring Christians</p> <p>Y3:</p> <p>Spring 2 – History – The Romans</p> <p>Autumn 1 – DT – Healthy Soup</p> <p>All – RE – We teach the children to be tolerant of other people’s religions.</p> <p>Text choices through Guided Reading across the year.</p> <p>Y4:</p> <p>Autumn 1- PSHE - Becoming a class team</p> <p>Autumn 1 – RE - What are the deeper meaning of festivals?</p> <p>Y5:</p> <p>Autumn 1 - PSHE - ‘Celebrating differences’</p> <p>Autumn 1 – RE - ‘What will make our community a more respectful place?’</p> <p>Autumn 2 – RE – Creation stories</p> <p>Y6:</p> |
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|  | Spring 2- RE- How does faith enable resilience?<br>Summer 2- RE- What matters most to Humanists and Christians?<br>Autumn 2- PSCH- Celebrating Differences<br>Summer 1- PSCH- Relationships<br>Autumn: Guided Reading: Walter Tull (Black history month) |
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