



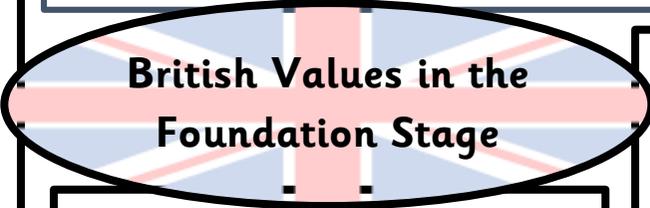
Democracy

- Reception School Council members
- Opportunities for children's opinions and choice for Golden Time
- Choosing books for story time
- Themes led by interests of children
- Votes for class 100 tick rewards



Rule of Law

- School rules explicitly taught and discussed during Aut 1. Clearly displayed in the classes.
- School rules and routines implemented consistently by all staff.
- Behaviour policy- rewards and sanctions- opportunities to reflect on how behaviour impacts on others and self.
- Support children to understand the importance of being safe and happy, and therefore adhere to appropriate and acceptable behaviour boundaries.
- Assemblies that help children to celebrate and understand our Golden Rules.
- Understanding of right and wrong taught explicitly through stories and behaviour – linked to feelings – sympathy and empathy.
- Daily bulletins for communicating expectations and rule reminders.
- Visit from the police as part of 'People Who Help Us' topic



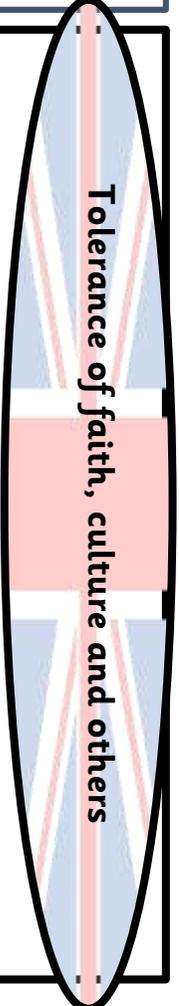
British Values in the Foundation Stage

- Home-school agreements
- Sending topic information to parents
- School values and e-safety taught and displayed
- Class assemblies exploring responsibilities and values
- Understanding the importance of being responsible for our own actions and property.
- Developing a positive learning attitude and becoming self-motivated.
- Health and safety rules

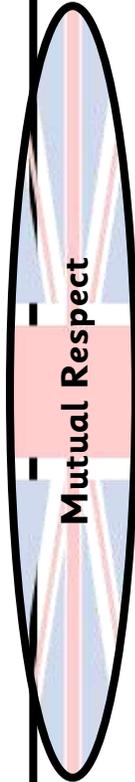


Personal Responsibility and Liberty

- Exploring cultures and festivals through music dance, religious activity days and festival assemblies.
- Religious activity days.
- Festival assemblies.
- Equalities policy and accessibility plan.
- Awareness of others – charity events
- Understanding and celebrating our differences amongst themselves and their families and other cultures.
- British special days observed/celebrated, e.g. Remembrance, Bonfire Night, Jubilee
- Research into locality and comparison with other localities and cultures.
- Learn about British weather, birds, flowers, animals and plants.
- Cooking and tasting of foods from Britain and other cultures.



Tolerance of faith, culture and others



Mutual Respect

- Cultures and traditions explored, e.g. Diwali day and Weddings
- R.E and PSED curriculum explicitly taught as well as linked through cross-curricular experiences.
- Cultures and traditions explored – respect for artefacts.
- Explicit teaching of manners.
- Anti-Bullying week – to identify bullying and know what to do.
- Religious festivals explored and celebrated
- Positive relationships built and nurtured. Time given for transition.
- Respect and care for class equipment.
- Understanding friendships and making friends
- Listen to and respect others views.
- Demonstrating good listening skills.
- Weekly Celebration Assembly.
- Show and Tell sessions regularly in class
- Celebrations in Church – Christmas and Mother's Day
- Daily collective worship
- Respect for others views and opinions – circle times/



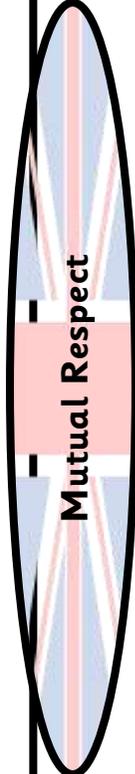
Democracy

- Y1 and Y2 School Council members
- Opportunities for children's opinions and choice for Golden Time
- Choosing books for story time
- Debates in PSHE and other topics
- Votes for class 100 tick rewards



Rule of Law

- School rules displayed around the school and referred to regularly.
- School rules and routines implemented consistently by all staff.
- School governors review rules.
- Behaviour policy- rewards and sanctions- opportunities to reflect on how behaviour impacts on others and self.
- Support children to understand the importance of being safe and happy, and therefore adhere to appropriate and acceptable behaviour boundaries.
- Assemblies that help children to celebrate and understand our Golden Rules.
- Understanding of right and wrong taught explicitly through stories and behaviour – linked to feelings – sympathy and empathy.
- Daily bulletins for communicating expectations and rule reminders.



Mutual Respect

- Cultures and traditions explored, e.g. Diwali day, Eid, Remembrance.
- R.E curriculum
- Working together in collaborative groups in a variety of situations.
- Anti-Bullying week – to identify bullying and know what to do.
- Religious festivals explored and celebrated
- Sports days, gymnastics, football and multi skills clubs.
- Positive relationships built and nurtured. Time given for transition.
- Respect and care for class equipment.
- Understanding that visitors need to be welcomed and respected.
- Understanding what makes a good friend and how to resolve conflicts.
- Listen to and respect others views.
- Demonstrating good listening skills.
- Weekly Celebration Assembly.
- Social Skills intervention programmes
- Show and Tell sessions regularly in class
- Celebrations in Church – Harvest, Christmas and Mother's Day
- Daily collective worship



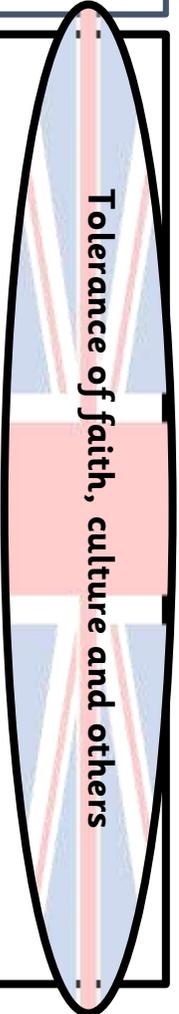
British Values in Key Stage One

- Home-school agreements
- Sending topic information to parents
- School values and e-safety taught and displayed
- Class assemblies exploring responsibilities and values
- Understanding the importance of being responsible for our own actions and property.
- Developing a positive learning attitude and becoming self-motivated.
- Charity support



Personal Responsibility and Liberty

- RE curriculum including trips to places of worship.
- Exploring cultures and festivals through music dance, religious activity days and festival assemblies.
- Community cohesion links with local schools and community groups
- Equalities policy and accessibility plan
- Awareness of others – charity events
- Understanding and celebrating our differences
- British special days observed/celebrated, e.g. Remembrance, Bonfire Night, Jubilee
- Research into locality and comparison with other localities and cultures.
- Learn about British artists, sculptors, weather, birds, flowers, animals, plants and historical characters.
- French after school club
- Curriculum days e.g. Pirates, Africa,



Tolerance of faith, culture and others

Spiritual Development

- Tuning into wonders of nature as they happen throughout the seasons – bird watching, mini beasts, plants
- Cycle of life – birth to death - animals and plants
- Reflective questions/ thoughts – ‘What if...’ and ‘Why...’ or ‘How’
- Celebrations of faiths and cultures
- Promotion of respect of own cultures
- Remembrance Day
- PSHE scheme of work
- Faith stories and assemblies
- Areas to promote talking and thinking
- Cross curricular PSED work

Moral Development

- Consistent adherence to Behaviour Policy and rewards and sanctions consistent
- Golden Rules displayed and adhered to
- Discussions to promote values
- Anti-Bullying Week
- PSED curriculum followed weekly including moral stories
- Practitioners leading by example
- School policies – Equal Opportunities, Inclusion, SEND, Anti Bullying, Behaviour
- Acceptance and celebration of similarities and differences e.g. SEN, faiths and other viewpoints.
- Learning environment allows for choice and moral choice making.
- Inclusive ethos
- Taking responsibility for own actions

SMSC in the Foundation Stage

- PSED curriculum followed weekly and cross curricular PSED and CAL work daily.
- ‘All About Me’ topic in Autumn 1
- Focus on making friends and what makes a good friend.
- Sharing and turn-taking reinforced through stories and topics
- Skills for speaking and listening and drama activities embedded
- Co-operative work, talk partners, peer work
- Relationships with each other and parents – open door policy
- Daily snack times
- Regular Circle Times to promote good manners
- Targeted support to promote confidence skills, e.g. Singing Group
- Transition time with new teacher to promote positive relationships – 2 play sessions and half a day transfer day.
- Home visits at the start of the year and visits to Pre-schools to build relationships.

Social Development

- Sharing experiences of own and other cultures.
- Promoting acceptance and sensitivity to other cultures and beliefs.

- Celebration of important events, e.g. The Olympics, Royal Wedding, School 100 years
- Charity events in school, e.g. Children in Need, Christmas Jumper Day
- Curriculum offers drama, literature and the arts to enrich children’s cultural experiences
- ‘All About Me’ topic in Autumn 1
- Visits from members of the community such as PCSO and fire fighters.
- ‘People Who Help Us’ topic to understand different occupations and ways of life.

Cultural Development

Spiritual Development

- New curriculum planned to offer exciting experiences that use imagination and creativity to inspire and fascinate learners
- Topics allow children to learn about the world around them
- Reflective questions/ thoughts... 'What if...?' 'Why' and 'How'
- Celebrations/ Faiths and Cultures
- Promotion of and respect of own cultures and beliefs or non-beliefs
- Remembrance Day
- PSHE lessons and assemblies
- Faith stories with key messages and concepts
- Opportunities provided for reflection about learning
- R.E taught at least weekly
- R.E scheme encourages children to ask questions about the beliefs of others and consider their own beliefs.

Moral Development

- Consistent adherence to Behaviour Policy and rewards and sanctions consistent throughout the school.
- Golden Rules displayed and adhered to
- Discussions and debates about matters around the world, e.g. Fairtrade, Endangered Species
- Anti-Bullying Week
- PSHE curriculum
- Practitioners leading by example
- School policies – Equal Opportunities, Inclusion, SEND, Anti Bullying, Behaviour
- Moral stories- recognition of right and wrong
- Acceptance and celebration of similarities and differences e.g. SEN and faiths.
- Tolerance and acceptance of others views - School Council

SMSC in Key Stage One

- PSHE curriculum – personal identities, relationships, diversity and healthy living.
- Skills for speaking and listening and drama activities embedded
- Co-operative work, talk partners, peer work, marking partners
- Relationships with each other and parents
- Daily snack times
- Targeted support to promote confidence skills, e.g. Singing Group
- Involvement in classroom routines; opportunities exercise leadership and responsibility
- Varied class groupings – independent and groups to share expertise and key skills.
- Anti-Bullying Children's Group – the BFGs
- Transition time with new teacher to promote positive relationships. Y2 spend a day at the junior school and specific detailed transition work.
- Targeted Social Skills programs to promote good choices

Social Development

- Sharing experiences of own and other cultures. Visits to places of worship for predominant religions in our community
- Promoting acceptance and sensitivity to other cultures and beliefs – assemblies and celebrations RE topics.
- Awareness of the Royal Family – Year 2 Famous People topic, celebration of Jubilees and Royal Weddings etc.
- Celebration of important events, e.g The Olympics, Royal Wedding, School 100 years
- Awareness of global issues that impact on children's lives
- Charity events in school, e.g. Children in Need, Christmas Jumper Day
- Curriculum offers drama, literature and the arts to enrich children's cultural experiences
- Awareness of and comparison with other cultures and ways of life, e.g. Year 1 'Magic Carpet Rode' topic and Year 2 Africa.

Cultural Development