

Brookland Infant & Nursery School



British Values

Friendship

Honesty

Respect

Responsibility

Courage

Tolerance

British Values at Brookland Infant & Nursery School

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 (PSHE) 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. British Values are already implicitly embedded in the Early Years Foundation Stage and Key Stage 1 Curriculums especially in Personal, Social and Emotional Development, Understanding the World and RE. 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		Examples of how these are developed in the school and wider curriculum
Democracy	<ul style="list-style-type: none"> To understand and respect the democratic process To understand about turn taking and respecting the views of others 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 and working co-operatively 	<p>Values that support Democracy: respect, tolerance, responsibility</p> <ul style="list-style-type: none"> School council are voted in by children in their class. They attend weekly meetings facilitated by a member of staff and discuss ideas of improvements to school life and how they can bring about change. Children's views are found on a range of issues which they feed back to their class. Parent Association voted in. Annual pupil, staff and parent surveys where all parties can put forward their ideas about the school. Governing Body members voted in. Child initiated planning in EYFS. Children contribute as a whole class at the beginning of the year to class rules, in addition to the whole school Golden Rules. Termly whole school cross phase 'Child Voice' meetings to discuss and put forward ideas to further improve our school environment. <p><u>EY -Personal, Social and Emotional Development</u>-self-confidence & self-awareness</p> <ul style="list-style-type: none"> Begin to be involved in turn-taking, sharing and collaboration. To develop enquiring minds where questions are valued.

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Honesty

Respect

Responsibility

Courage

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		<ul style="list-style-type: none"> To realise that their views are counted and they value each other's views. <p><u>Moral strand of our PSHE curriculum:</u></p> <ol style="list-style-type: none"> 1. Begin to exercise choice and the right to decide. 2. Begin to discuss and debate topical issues in both small and larger groups. 3. Take part in whole class 'Circle Times' to share and opinions and ideas when conflicts arise. 4. Begin to contribute to the life of the class & school; e.g. class special helpers, Brookland Leaders 5. Become aware of and respect the different opinions of others. 6. Offer simple ideas or opinions about real school issues. 7. Be confident to try new activities, initiate ideas and speak in a familiar group. 8. Consider the consequences of their words and actions for others. <p><u>PE and school sport:</u></p> <ol style="list-style-type: none"> 1. Team games and working with others developed at playtimes- linked to PE lessons. 2. A range of extra-curricular activities through after school club provision. 3. Taking part in Bar No One and Barnet Dance Festival.
The rule of law	<ul style="list-style-type: none"> 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 	<p>Values that underpin the Rule of Law: respect, courage, honesty, responsibility</p> <ul style="list-style-type: none"> Headteacher assemblies focus upon the School's Golden Rules. Positive reward systems e.g. sticker charts used in all classrooms to manage learning behaviours. Sticker rewards for positive behaviour around school e.g. walking in the corridors, playing nicely during break times. Taught values and reasons behind school rules, including the responsibilities and consequences if rules broken. Yearly police talks / emergency services visits. Golden notes for children who follow the Golden Rules Daily Special Helpers. Weekly Gold Book to recognise and celebrate wonderful work and diversity. Classroom rules. Circle time discussions. Anti-bullying Policy.

Friendship

Honesty

Respect

Responsibility

Courage

Tolerance

	<p>working in the locality and society more widely</p> <ul style="list-style-type: none"> To understand that living under the rule of law protects them and is essential for their well-being 	<ul style="list-style-type: none"> Behaviour Management Policy. Individual behaviour/management plans. <p><u>EY-Personal, Social and Emotional Development</u>-managing feelings and behaviour</p> <ul style="list-style-type: none"> To understand their own and others behaviour and its consequence. To distinguish between right and wrong e.g. class rules. <p><u>Moral strand of our PSHE curriculum</u></p> <ol style="list-style-type: none"> 1. Begin to manage their feelings in a positive way (Zones of Regulation). 2. Understand how rules help them; e.g. School's Golden Rules, classroom learning rules. 3. Agree and follow rules for their groups and classroom. 4. Begin to respect property- personal and public. 5. Begin to recognise the difference between right and wrong. 6. Begin to understand behaviours which are helpful and unhelpful to make all children feel safe and happy. 7. Begin to set personal goals. 8. Begin to understand the roles of others in society e.g. people in our local community/people who help us.
Individual liberty	<ul style="list-style-type: none"> To understand rights & responsibilities To understand they have a right to be heard at school To be consulted on many aspects of school life and demonstrate independence of thought 	<p>Values that are key to Individual Liberty: courage, respect, friendship</p> <ul style="list-style-type: none"> School's Golden Rules Positive reward systems e.g. sticker charts used in all classrooms to manage learning behaviours. Circle time discussions. Classroom rules. Choose from lunch menu so own choice. Anti-bullying Policy. Behaviour management Policy. Home/School Agreements. Classroom monitors and responsibilities. Online safety rules displayed in classrooms plus assemblies. Children are taught how to keep safe, including online, this is done through computing lessons, assemblies and PHSE curriculum.

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Honesty

Respect

Responsibility

Courage

Tolerance

- Child initiated learning opportunities in the Early Years Foundation Stage.
- Freedom to choose e.g. if they would like to attend lunchtime clubs.
- Extended home learning projects linked to the half termly topics in Key Stage 1.
- Becoming independent learners.
- Children being able to respond to their learning through 'child voice' in Foundation Stage Special Books and "Blue" in Key Stage One.
- SEND children are asked for their views for support plan meetings and annual review meetings.
- Termly whole school cross phase 'Child Voice' meetings to discuss and put forward ideas to further improve our school environment.
- Half termly sessions of 'Let Your Child Explain'.
- Children choose their library books and from a selection of appropriate home reading books.

EY-Personal, Social and Emotional Development-self-confidence & self-awareness

Understanding the World- People and Communities

- Begin to develop a positive sense of themselves through self-knowledge, self-esteem and increasing their confidence in their own ability e.g. talking about personal experiences, taking risks on an obstacle course.
- Begin to use and explore the language of feelings and responsibilities through a range of experiences understand they can have different opinions e.g. discuss their feelings about transferring into the Reception Classes and Year 1 classes.

Citizenship strand of PSHE curriculum

1. Begin to know about different groups they belong to and the important people and roles within them.
2. Begin to develop a sense of responsibility and set a personal target.
3. Offer simple ideas or opinions about real school issues.
4. Begin to understand the rights and responsibilities of children.
5. Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.
6. Consider the consequences of their words and actions for others.

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<p>Mutual respect & Tolerance of those with different faiths and belief</p>	<ul style="list-style-type: none"> • Reflective about their own beliefs, religious or otherwise that inform their interest in and 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 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 	<p>Values that develop tolerance and respect: respect, friendship, responsibility, tolerance</p> <ul style="list-style-type: none"> • A range of different resources are used to support the entire curriculum to help children understand and welcome diversity. • Recognition of Black History Month. • Children taking part in 'International Language Day'. • Children take part in Cultural Day • Signs around the school in other languages (classrooms and communal areas). • School website instantly translated into other languages. • School's Golden Rules • Positive reward systems e.g. sticker charts used in all classrooms to manage learning behaviours. • Children working in all curriculum areas in different groupings. • School lunches offered to children reflect the multi-cultural school community. • Diversity within the school personnel. • Educational visits to places of worship. • Celebrations of faiths and cultures. • Assemblies on Respect. • Class assemblies celebrating and sharing different religious festivals. • Assemblies to celebrate and mark British occasions and festivals. • Monitoring of bullying and prejudiced based incidents by type. • Participation of community-based activities; e.g. Dance Festival, Infant Music Festival. • Photos of children from all ethnicities used in classroom displays. • Multi-faith resources available. • School supports a range of charities, plans fund-raising & awareness-running activities to support charities e.g. Children in Need, Comic Relief, British Heart Foundation. • Taking part in a range of fund-raising events to support local and worldwide causes. • The Parent Association organising community fund raising events e.g. Bonfire Night, Spring Event and Summer Fair. <p><u>EY-Personal, Social and Emotional Development</u>-managing feelings and behaviour <u>Understanding the World</u>- people and communities</p> <ul style="list-style-type: none"> • Begin to acquire a tolerance and appreciation of and respect for their own cultures.
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Friendship

Honesty

Respect

Responsibility

Courage

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	<p>shown by their tolerance and attitudes</p>	<ul style="list-style-type: none"> • Begin to know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share discuss practices, celebrations and experiences. • Begin to understand about tolerant behaviour such as sharing and respecting others opinions. <p><u>Moral strand of our PSHE curriculum:</u></p> <ol style="list-style-type: none"> 1. Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language. 2. Begin to know what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong. 3. Learn how to respond appropriately to bullying. 4. Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes. 5. Have a positive self-image and show that they are comfortable with themselves. 6. Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. <p><u>RE curriculum:</u></p> <ol style="list-style-type: none"> 1. Parent/carers, children and staff are invited in to talk about Diwali, Ramadan, Eid, Hanukkah, Nowruz and other religious or cultural events. 2. Children sharing experiences of different festivals in assemblies and in class. <p>Opportunities in lessons to:</p> <ol style="list-style-type: none"> 3. To understand beliefs and teachings. 4. To understand practices and lifestyles. 5. To understand how beliefs are conveyed. 6. To explore family routines and customs. 7. To reflect. 8. To understand values. 9. To talk about similarities and differences between families, communities and traditions. 10. Visits to different places of worship e.g. church.
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History curriculum:

1. To investigate and interpret the past.
2. To build an overview of world history.
3. To understand about events beyond living memory that are significant nationally or globally
e.g. Florence Nightingale, Amelia Earhart, Neil Armstrong, Matthew Henson, King Henry VIII and Queen Victoria.

Geography curriculum:

1. To map where all families live/from.
2. To compare the local area with a contrasting location.

British Festivals/Celebrations/Events

Below are some of the festivals, celebrations and special dates we celebrate at Brookland Infant and Nursery School:

Shrove Tuesday / Pancake Day, St David's Day (Wales), St Patrick's Day (N. Ireland), St George's Day (England), St Andrew's Day (Scotland), Mother's Day, Father's Day, King's Birthday, Bonfire Night, Remembrance Day, EiD Celebration, Harvest Class Assembly, Diwali Class Assembly, Hannukah Class Assembly, Chinese New Year Class Assembly, Nowruz Class Assembly, Passover Class Assembly, Vesak Class Assembly, Human Rights Day, International Language Day, Culture Day, Christmas Day, Easter Weekend

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