

How does PSHE and the Wider Curriculum support fundamental British Values?

Our Motto

'Be The Best That You Can Be'

Our Values

Respectful		Resilient		Inquisitive	Ambitious	Healthy	Compassionate	Global Citizens
British Values	PSHE			Wider Curriculum Opportunities	Collective Worship	School Events and Enrichment		
	Core Theme 1 Health & Wellbeing	Core Theme 2 Relationships	Core Theme 3 Living in the wider world					
Democracy	X	X	√	<ul style="list-style-type: none"> In KS1, children learn about rules and responsibilities in history and geography. This includes looking at how decisions were made in the past (e.g. Medieval times, etc.). In KS2, children have opportunities to develop their understanding of democracy through a range of topics within History and Geography e.g. Romans – Senate, Rainforests – deforestation, etc.). 	<ul style="list-style-type: none"> Planned collective worship based on school values. Collective Worship provides daily reflection time, inc. reflection upon biblical stories against British Values (display within hall and corridor to promote this). Use of weekly 'Picture News' assemblies explicitly addresses a British value (as well as UN Rights of a child) in the context of a topical news item. Weekly achievement assemblies celebrate achievements of children, individually and collectively, which fosters and promotes the motto, vision, values and ethos of the school. Special/Significant celebrations e.g. Lent – 40 Acts Challenge (Home-School active worship) 	<ul style="list-style-type: none"> Voting at different times – class votes when there are opportunities to choose e.g. next reading for pleasure book, etc. Election and work of the School Council Opportunities for pupil leadership (Playtime leaders, House captains, etc.). Participation in Parliament Week and visits from MPs & Local Councillors Archbishop of York Young Leaders Award – Y2/Y6 		
The Rule of Law	√	√	√	<ul style="list-style-type: none"> From EYFS onwards, children are taught about how their feelings and emotions affect other children. From EYFS onwards, children are taught through a range of curriculum areas about rules and responsibilities to live as part of a safe and successful community (e.g. in PE, children are introduced to game-based rules and take part in team and individual competition; in science, children are taught about respect and rules to protect the natural world; in R.E, children learn about the 10 commandments as well as other rules determined by religion; in computing, children are taught about E-Safety and personal safety each year; etc.). 			<ul style="list-style-type: none"> Shared preparation of class rules – learning the importance of rules for keeping us safe and protecting our individual liberties. Opportunities for pupil leadership (Playtime leaders, House captains, etc.). High expectations for behaviour and conduct reflected through adherence to school policy (Behaviour Policy and Statement of Principles). Acceptable use policies for IT. Opportunities to participate in range of inter and intra school competitions. Biannual visit to urban centre (Manchester or Liverpool) for Y5/6 including visits to GMP Museum / Imperial War Museum. Enrichment safety programmes – Fire Safety, Safety, Bikeability, Crucial Crew 	
Individual Liberty	√	√	√	<ul style="list-style-type: none"> Children are taught about periods in history throughout the curriculum when individual liberty was curtailed and those who have worked to promote individual liberty (e.g. the suffragettes, windrush, remembrance, crucifixion and resurrection, equality, etc.). 				<ul style="list-style-type: none"> Shared preparation of class rules – learning the importance of rules for keeping us safe and protecting our individual liberties. Inclusive and invitational collective worship 'Speak out, Stay Safe' NSPCC Children encouraged to participate in wide range of activities to explore individual talents and interests through performing arts, music and sport.

<p>Mutual Respect and Tolerance</p>	<p>√</p>	<p>√</p>	<p>√</p>	<ul style="list-style-type: none"> • The school's RE scheme of work develops children's understanding of the principle religions represented in the UK: Islam, Hinduism, Sikhism, Buddhism and Judaism • Furthermore, non-religious worldviews, including Humanism, will also be a focus for study in thematic units. • Children have opportunities to visit a range of centres of worship reflecting world faiths. • Children are taught about periods in history that were typified by prejudice and discrimination (e.g. holocaust, etc.). Children also learn about those who have overcome prejudice. • Work in geography (e.g. Fairtrade) also provides opportunity to reflect on issues of respect and fairness in world trade. 		<ul style="list-style-type: none"> • High expectations for behaviour and conduct reflected through adherence to school policy (Behaviour Policy and Statement of Principles). • Biannual visit to urban centre (Manchester/Liverpool) for Y5/6. • Opportunities to participate in range of inter and intra school competitions. • Charity links with Omushana. • Community fundraising and activities (Links with local sheltered housing group: West View, Shrewsbury Food Bank, etc.). • Participation in Archbishop of York's Young Leaders Award
--	----------	----------	----------	---	--	--