

Overview of 'The Fundamental British Values' at Locks Heath Infant School

Individual Liberty	Democracy	Rule of Law	Mutual respect and Tolerance of those of different faiths and beliefs
<p>-Making their own lunch choice</p> <p>-Choosing own activities during Explorer time (EY/Y1) or Social time (Y2) and who to do it with</p> <p>-Choosing their own library book weekly</p> <p>-Expressing their interests which then influences the curriculum - EY</p> <p>-Free flow – able to choose where they would like to work and play -EY</p> <p>-Different areas of the classroom have a range of resources which the children can choose (EY/Y1)</p> <p>-Playtime – children can choose where they want to play, who with and what they will do</p> <p>-Free choice of activity during Forest Explorers (EY)</p> <p>-Opportunities to choose their own partner to work with</p> <p>-When voting, children are reminded to make their own choice and not just follow what their friend thinks</p> <p>-Jigsaw time (PSHE) many opportunities in circle time to say what they think and to make personal choices/decisions (eg asked to stand next to signs put around the classroom that say 'agree', 'disagree', 'not sure' in response to statements; eg asked to stand next to 'boys', 'girls' or 'both' in response</p>	<p>-Learning about democracy in our country linked to local and national elections (through assemblies and class discussions introduction to the idea of Poling days/ballot boxes, councillors, what happens in the Houses of Parliament)</p> <p>-Understanding that their views count and voting is a fair way of making decisions/choices through:</p> <p>1) formal voting process for members of the School Council and Eco-warriors groups Aut 1 KS1</p> <p>2) a show of hands (everyday opportunities – choosing which story to read/favourite story, deciding what to change the role play area to, choosing classroom helpers etc)</p> <p>-Turn taking in games and activities, sharing resources and collaboration (link to Social aspect of SMSC and learning value Working Together – Aut 1 focus including assembly schedule.</p> <p>-Listening to and respecting other children's ideas and opinions (PSHE Jigsaw time)</p> <p>-Opening minds – through PSHE and RE lessons – children changing their opinions having listened to different views. Contesting stereotypes.</p>	<p>-Understanding that we have certain expectations to ensure we can work and play together happily:</p> <p>Class charters/promises that set out expectations for a successful year ahead</p> <p>Jigsaw circle time charter</p> <p>Understanding of rights and responsibilities (Y2 Jigsaw)</p> <p>EY Promise – showing respect</p> <p>-Sammy's rules for Social time Y2</p> <p>-Understanding that we have rules to keep us safe:</p> <p>Rules linked to safety outside - playtimes, outdoor learning/Forest Explorers, school trips</p> <p>Subject specific safety – in DT, Science and PE (including use of equipment and moving and handling)</p> <p>Children encouraged to self-assess risks – in the woods, on the play equipment etc</p> <p>Hygiene/handwashing expectations/rules</p> <p>Road safety – Walk to school week, Lollipop man visit(EY)</p> <p>Firework safety</p> <p>Speak out stay safe NSPCC</p> <p>NSPCC PANTS rules – through assembly, posters and Pantosaurus song</p> <p>Fire safety – Y2 Fire crew visit</p>	<p>-Linked to Cultural aspect of SMSC and learning value Seeking to find out Spr1 focus including through assembly strategy.</p> <p>-Capitalise on the different cultures within our school community – discuss different celebrations happening for children in the class eg Name Day, Hanukka, Divali, Chinese new year</p> <p>-RE link – Learning about Hinduism, Hindu Gods – stories and celebrations</p> <p>-All year groups find out about and celebrate Divali – making cards, diva lamps, rangoli patterns etc</p> <p>-Christian celebrations – Advent, Christingle, Christmas, Easter; Bible stories</p> <p>-Chinese New Year – KS1 assembly focus and celebrations in EY</p> <p>-Jigsaw PSHE planning – Aut 2 'Celebrating differences'</p> <p>-Spring 1 assembly schedule using pictures, stories, video clips, discussion – celebrating differences 'It's ok to be different but not ok to be unkind to anyone different from ourselves.</p> <p>-Celebrating differences display in the main corridor</p>

<p>to statements/pictures where they have to decide which choice they apply to.</p> <ul style="list-style-type: none"> -Pupil voice – School council, Eco-warriors, Cyber ambassadors -Giving children opportunities to take on roles and responsibilities within the classroom and at lunchtime (Junior playleaders) -Pupil feedback (pupil conferencing by subject leaders etc) – sharing likes/dislikes/views and giving reasons -Talk time in assembly and whole class discussions – sharing views/ideas -Jigsaw evaluation slips where they reflect on their understanding of the learning -Opportunities to express themselves and have free choice through open ended activities (choices within art and DT activities, composing in music lessons, choices of ways to record learning or work out maths problems) -Learning about food choices that people can make, awareness of vegetarians etc (Y2 science – healthy eating). ‘Healthy Me’ Jigsaw Puzzle Piece – making a good decision Spr 1 whole school NSPCC Speak out stay safe messages through assemblies and posters around school 	<ul style="list-style-type: none"> -Pupil voice through class representatives/children as leaders. -Sharing ‘out of school’ experiences – clubs they belong to, what children have done over the weekend -Opportunities to develop enquiring minds by creating an atmosphere where all questions are valued (link to learning value Seeking to find out – Spr 1 focus, including assembly schedule) 	<p>Sun safety and beach/water safety (RNLI)</p> <p>Swimming session rules</p> <ul style="list-style-type: none"> -Understanding about not breaking the law – visit from the Police (EY) -Discussion about moral issues and stories that explore morals -Through opportunities such as the history of Bonfire night (Guy Fawkes and the plotters) -Understanding that their own and others’ behaviour has consequences -Distinguishing right from wrong (Milo the Moral Millipede – Moral aspect of SMSC linked to learning value Everyone Caring – Aut 2 focus including assembly schedule) -Understanding that rules apply to everyone eg tidying up, rules for how they move around school/line up -RE concept ‘Authority’- following rulesY2 	<ul style="list-style-type: none"> -Stories about diversity from PSHE box, and ‘Our values’ stories eg ‘Emily learns about tolerance’ -Multi-cultural books – in book corners, the library and ‘Book talk’ books -Zero tolerance to incidents of racism – reported and followed up with the individual/s involved. -‘Standing up to racism’ focus text in EY and used as needed across the school -Discussions in anti-bullying week and through exploration of different scenarios in Jigsaw time -Family trees in EY and Y1 – share photos and discuss that not all families are the same -RSE curriculum – relationships – PSHE Jigsaw planning Summer 2 ‘Changing me’ -Respecting others when they are talking and accepting different points of view -Everyday school ethos through the learning value ‘Everyone Caring’ (respect and empathy)
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<p>- Provide opportunities for children to develop their self-esteem and increase confidence in their own abilities eg in Olympics Week Sum2</p>			
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