

Our British Values Learning Journey

The Department for Education states that there is a need ‘to create and enforce a clear and rigorous expectation on all schools to promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs’. Within our ASAT schools, these values are embedded throughout the children’s time with us in the following ways.

	<u>Democracy</u>	<u>The Rule of Law</u>	<u>Individual Liberty</u>	<u>Mutual Respect and Tolerance of Different Faiths and Beliefs</u>
EYFS	<ul style="list-style-type: none"> • Collaborative decision about Class Stars treat. • Use of Kagan strategies across the curriculum to develop a culture of collaboration and children’s voices and active involvement within this. • Whole-class vote for story to be read at story time. • ‘Conversation Station’ 	<ul style="list-style-type: none"> • Co-construction of ‘Class Rules’ at the beginning of the school year. • ‘Going for Green’ encourages children to make the right choices in line with the rules and celebrate others making the right choices. • Use of Class Dojo and Learning Behaviour display to highlight positive examples of learning behaviours in action. • Visit from policeman. • Exploration through traditional tales e.g. <i>Goldilocks and the Three Bears</i>. 	<ul style="list-style-type: none"> • Thrive sessions – enabling each child to thrive in a safe and secure environment. • Use of ‘Zones of Regulation’ to support self-regulation. • NELI programme – addressing language and communication needs to enable each child to have a voice. • Circle Time – understanding that everyone has an equal opportunity for their voice to be heard. • Exploration through story e.g. <i>The Colour Monster</i>. • Self-selection of activities at fortnightly Forest School sessions. • Self-selection of materials during ‘Challenge Time’. 	<ul style="list-style-type: none"> • ‘<i>Respect Yourself and Others</i>’ is our primary learning behaviour – nominations for class and whole-school learning behaviour displays and Head Teacher’s Cup/Pupil of the Week highlighting examples of this. • Use of Kagan strategies across the curriculum to develop a culture of collaboration and children’s voices and active involvement within this. • Participation in Anti-Bullying Week – an early emphasis on the collective responsibility required to prevent bullying. • ‘Challenge Time’ developing co-operation and teamwork skills. • Music – encounters with cultures, composers and performers from around the world. • Celebration of religious festivals e.g. Chinese New Year, Diwali. • Multi-cultural dolls. • Geography – ‘Let’s Go!’ topic • R.E. – ‘Other Faiths’ – Judaism and Hinduism. • Sign Language – new sign learnt each day.
Year 1	<ul style="list-style-type: none"> • Collaborative decision about Class Stars treat. 	<ul style="list-style-type: none"> • Co-construction of ‘Class Rules’ at the beginning of the school year. 	<ul style="list-style-type: none"> • Thrive sessions – enabling each child to thrive in a safe and secure environment. 	<ul style="list-style-type: none"> • ‘<i>Respect Yourself and Others</i>’ is our primary learning behaviour – nominations for class and whole-

	<ul style="list-style-type: none"> • Use of Kagan strategies across the curriculum to develop a culture of collaboration and children's voices and active involvement within this. • Whole-class vote for story to be read at story time. • DIALLS – <i>Ant</i> – including everyone's ideas to make things better, <i>Law of the Jungle</i> – thinking about how fair things are. 	<ul style="list-style-type: none"> • 'Going for Green' encourages children to make the right choices in line with the rules and celebrate others making the right choices. • Use of Class Dojo and Learning Behaviour display to highlight positive examples of learning behaviours in action. • History – 'Time Traveller' topic – 'Why do people place a 'Guy' on top of a bonfire on 5th November?' • P.E. – fair play in competitive sport – during P.E. lessons and when competing against other schools. • P.S.H.E. – 'Safe Relationships', 'Belonging to a Community'. 	<ul style="list-style-type: none"> • Use of 'Zones of Regulation' to support self-regulation. • Developing young voices to be able to articulate their views and mediate understandings together – DIALLS/Mighty Oaks Public Speaking/P4C. • DIALLS – <i>The Amazing Little Worm</i> – 'I Like Being Me!' • P4C – <i>Angry Arthur, The Fish Who Could Wish</i> • P.S.H.E. – 'Growing and Changing', 'Physical Health and Mental Well-Being'. • P.E. – KS1 Tennis Festival, learning to lead a team. 	<p>school learning behaviour displays and Head Teacher's Cup/Pupil of the Week highlighting examples of this.</p> <ul style="list-style-type: none"> • Use of Kagan strategies across the curriculum to develop a culture of collaboration and children's voices and active involvement within this. • P.E. – fair play and sportsman-ship in competitive sports – during P.E. lessons and when competing against other schools. • Participation in Anti-Bullying Week – an emphasis on the collective responsibility required to prevent bullying. • DIALLS – <i>Super Big</i> – tolerance and not judging people by how they look, <i>Big Finds a Trumpet</i> – including the things that other children like. • P4C – <i>The Very Hungry Caterpillar, Not Now Bernard</i> • Music – encounters with cultures, composers and performers from around the world. • R.E. – 'Other Faiths' – Judaism and Hinduism. • P.S.H.E. – 'Families and Friendships', 'Respecting Ourselves and Others', 'Media Literacy and Digital Resilience'.
Year 2	<ul style="list-style-type: none"> • Collective Worship Committee/ School Council representatives are voted for by whole class. • Collaborative decision about Class Stars treat. • Use of Kagan strategies across the curriculum to develop a culture of collaboration and children's voices and active involvement within this. • DIALLS – <i>Chiripajas</i> – working together to agree on an idea. • Music – collaborative composition. 	<ul style="list-style-type: none"> • Co-construction of 'Class Rules' at the beginning of the school year.] 'Going for Green' encourages children to make the right choices in line with the rules and celebrate others making the right choices. • Use of Class Dojo and Learning Behaviour display to highlight positive examples of learning behaviours in action. • P.E. – fair play in competitive sport – during P.E. lessons and when competing against other schools. • P.S.H.E. – 'Keeping Safe', 'Living in the Wider World'. 	<ul style="list-style-type: none"> • Thrive sessions – enabling each child to thrive in a safe and secure environment. • Use of 'Zones of Regulation' to support self-regulation. • Developing young voices to be able to articulate their views and mediate understandings together – DIALLS/Mighty Oaks Public Speaking/P4C. • DIALLS – <i>Mobile</i> – cooperating to make sure everyone's happy. • P.S.H.E. – 'Belonging to a Community', 'Media Literacy and Digital Resilience'. 	<ul style="list-style-type: none"> • '<i>Respect Yourself and Others</i>' is our primary learning behaviour – nominations for class and whole-school learning behaviour displays and Head Teacher's Cup/Pupil of the Week highlighting examples of this. • Use of Kagan strategies across the curriculum to develop a culture of collaboration and children's voices and active involvement within this. • P.E. – fair play and sportsman-ship in competitive sports – during P.E. lessons and when competing against other schools. • Participation in Anti-Bullying Week – an emphasis on the collective responsibility required to prevent bullying.

				<ul style="list-style-type: none"> • DIALLS – <i>Head Up</i> – diversity, <i>November</i> – solidarity and <i>Boomerang</i> – we can disagree and that is sometimes okay. • P.S.H.E. – ‘Relationships’, ‘Belonging to a Community’. • R.E. – ‘Other Faiths’ – Judaism and Hinduism.
Year 3	<ul style="list-style-type: none"> • Collective Worship Committee/ School Council representatives are voted for by whole class. • Collaborative decision about Class Stars treat. • New book for class bookshelf when Reading Stars winners voted for by whole class. • Use of Kagan strategies across the curriculum to develop a culture of collaboration and children’s voices and active involvement within this. • History – the politics of Ancient Egypt. 	<ul style="list-style-type: none"> • Co-construction of ‘Class Rules’ at the beginning of the school year. • ‘Going for Green’ encourages children to make the right choices in line with the rules and celebrate others making the right choices. • Use of Class Dojo and Learning Behaviour display to highlight positive examples of learning behaviours in action. • History – the politics of Ancient Egypt. • R.E. – ‘What is it like to follow God?’, ‘How do Jews make moral decisions?’, ‘Creation’. • P.E. – fair play in competitive sport – during P.E. lessons and when competing against other schools. 	<ul style="list-style-type: none"> • Thrive sessions – enabling each child to thrive in a safe and secure environment. • Use of ‘Zones of Regulation’ to support self-regulation. • Developing young voices to be able to articulate their views and mediate understandings together – DIALLS/Mighty Oaks Public Speaking/P4C. • Children are taught explicitly how to keep themselves safe online through the Computing and P.S.H.E curriculum as well as E-Safety Day and the ‘The 2 Johns Roadshow’. 	<ul style="list-style-type: none"> • ‘<i>Respect Yourself and Others</i>’ is our primary learning behaviour – nominations for class and whole-school learning behaviour displays and Head Teacher’s Cup/Pupil of the Week highlighting examples of this. • Use of Kagan strategies across the curriculum to develop a culture of collaboration and children’s voices and active involvement within this. • P.E. – fair play and sportsman-ship in competitive sports – during P.E. lessons and when competing against other schools. • Participation in Anti-Bullying Week – an emphasis on the collective responsibility required to prevent bullying. • Music – encounters with cultures, composers and performers from around the world. • R.E. – ‘Other Faiths’ – Judaism and Hinduism.
Year 4	<ul style="list-style-type: none"> • Collective Worship Committee/ School Council representatives are voted for by whole class. • Collaborative decision about Class Stars treat. • New book for class bookshelf when Reading Stars winners voted for by whole class. • Use of Kagan strategies across the curriculum to develop a culture of collaboration and children’s voices and active involvement within this. • History – ‘<i>10,000 Years</i>’ topic – exploration of community and society. • History – ‘<i>What Did They Ever Do for Us?</i>’ – representative Greek and Roman democracies. 	<ul style="list-style-type: none"> • Co-construction of ‘Class Rules’ at the beginning of the school year. • ‘Going for Green’ encourages children to make the right choices in line with the rules and celebrate others making the right choices. • Use of Class Dojo and Learning Behaviour display to highlight positive examples of learning behaviours in action. • P.E. – fair play in competitive sport – during P.E. lessons and when competing against other schools. • DIALLS – <i>Law of the Jungle</i> – equality and thinking about how fair things are. • Biology – ‘<i>The Living Planet</i>’ – environmental responsibility. 	<ul style="list-style-type: none"> • Thrive sessions – enabling each child to thrive in a safe and secure environment. • Use of ‘Zones of Regulation’ to support self-regulation. • Developing young voices to be able to articulate their views and mediate understandings together – DIALLS/Mighty Oaks Public Speaking/P4C. • Children are taught explicitly how to keep themselves safe online through the Computing and P.S.H.E curriculum as well as E-Safety Day and the ‘The 2 Johns Roadshow’. 	<ul style="list-style-type: none"> • ‘<i>Respect Yourself and Others</i>’ is our primary learning behaviour – nominations for class and whole-school learning behaviour displays and Head Teacher’s Cup/Pupil of the Week highlighting examples of this. • Use of Kagan strategies across the curriculum to develop a culture of collaboration and children’s voices and active involvement within this. • P.E. – fair play and sportsman-ship in competitive sports – during P.E. lessons and when competing against other schools. • Participation in Anti-Bullying Week – an emphasis on the collective responsibility required to prevent bullying.

				<ul style="list-style-type: none"> • Music – encounters with cultures, composers and performers from around the world. • R.E. – ‘Other Faiths’ – Judaism and Hinduism. • DIALLS – <i>Super Big</i> – tolerance, empathy, understanding the importance of not judging people without knowing them. • P.S.H.E. – ‘Respecting Differences’. • Opportunity to participate in the French exchange.
Year 5	<ul style="list-style-type: none"> • Collective Worship Committee/ School Council representatives are voted for by whole class. • Collaborative decision about Class Stars treat. • New book for class bookshelf when Reading Stars winners voted for by whole class. • Use of Kagan strategies across the curriculum to develop a culture of collaboration and children’s voices and active involvement within this. • Application process for play leaders. 	<ul style="list-style-type: none"> • Co-construction of ‘Class Rules’ at the beginning of the school year. • ‘Going for Green’ encourages children to make the right choices in line with the rules and celebrate others making the right choices. • Use of Class Dojo and Learning Behaviour display to highlight positive examples of learning behaviours in action. • P.E. – fair play in competitive sport – during P.E. lessons and when competing against other schools. • P4C – <i>Miss Lily’s Fabulous Pink Feather Boa</i> – ‘Is it ever okay to steal?’ • Computing/P.S.H.E. – how information online is targeted, different media types and their role and impact. 	<ul style="list-style-type: none"> • Thrive sessions – enabling each child to thrive in a safe and secure environment. • Use of ‘Zones of Regulation’ to support self-regulation. • Developing young voices to be able to articulate their views and mediate understandings together – DIALLS/Mighty Oaks Public Speaking/P4C. • Mighty Oaks – ‘The Right to be Heard!’ • P4C – <i>Herbert & Harry</i> – What do we value in our lives? • Children are taught explicitly how to keep themselves safe online through the Computing and P.S.H.E curriculum as well as E-Safety Day and the ‘The 2 Johns Roadshow’. • P.S.H.E. – personal identity – recognising individuality and different qualities, mental well-being, identifying job interests and aspirations, what influences career choices, responding respectfully to a wide range of people, recognising prejudice and discrimination. 	<ul style="list-style-type: none"> • ‘<i>Respect Yourself and Others</i>’ is our primary learning behaviour – nominations for class and whole-school learning behaviour displays and Head Teacher’s Cup/Pupil of the Week highlighting examples of this. • Use of Kagan strategies across the curriculum to develop a culture of collaboration and children’s voices and active involvement within this. • P.E. – fair play and sportsman-ship in competitive sports – during P.E. lessons and when competing against other schools. • DIALLS – <i>Boomerang</i> and <i>Chiripajas</i> – social responsibility. • Participation in Anti-Bullying Week – an emphasis on the collective responsibility required to prevent bullying. • Music – encounters with cultures, composers and performers from around the world. • R.E. – ‘Other Faiths’ – Judaism and Hinduism – ‘What does it mean to be part of a global religious community?’ • Opportunity to participate in the French exchange.
Year 6	<ul style="list-style-type: none"> • Collective Worship Committee/ School Council representatives are voted for by whole class. • Use of Kagan strategies across the curriculum to develop a culture of collaboration and children’s voices and active involvement within this. 	<ul style="list-style-type: none"> • Co-construction of ‘Class Rules’ at the beginning of the school year. • ‘Going for Green’ encourages children to make the right choices in line with the rules and celebrate others making the right choices. • Use of Class Dojo and Learning Behaviour display to highlight 	<ul style="list-style-type: none"> • Thrive sessions – enabling each child to thrive in a safe and secure environment. • Use of ‘Zones of Regulation’ to support self-regulation. • Developing young voices to be able to articulate their views and mediate understandings together – DIALLS/Mighty Oaks Public Speaking/P4C. 	<ul style="list-style-type: none"> • ‘<i>Respect Yourself and Others</i>’ is our primary learning behaviour – nominations for class and whole-school learning behaviour displays and Head Teacher’s Cup/Pupil of the Week highlighting examples of this. • Use of Kagan strategies across the curriculum to develop a culture of

	<ul style="list-style-type: none"> • New book for class bookshelf when Reading Stars winners voted for by whole class. • Application process for Play Leaders. • Mini-democracy topic during UK Parliament Week and school trip to Houses of Parliament. • History – <i>'The Battle of Britain'</i> – the extent to which Britain promoted democracy. 	<p>positive examples of learning behaviours in action.</p> <ul style="list-style-type: none"> • P.E. – fair play in competitive sport – during P.E. lessons and when competing against other schools. 	<ul style="list-style-type: none"> • Children have the opportunity to apply for the role of Head Person. • Children take on new roles and responsibilities to support with the day-to-day running of the school e.g. setting up the Hall for Collective Worship and taking messages round to each class. • Children are taught explicitly how to keep themselves safe online through the Computing and P.S.H.E curriculum as well as E-Safety Day and the 'The 2 Johns Roadshow'. • Geography – making the choice to play our part and shape our actions to protect the rainforest. • Biology – <i>'Body and Mind'</i> – what do we need to do to lead a healthy life? 	<p>collaboration and children's voices and active involvement within this.</p> <ul style="list-style-type: none"> • P.E. – fair play and sportsman-ship in competitive sports – during P.E. lessons and when competing against other schools. • Participation in Anti-Bullying Week – an emphasis on the collective responsibility required to prevent bullying. • History – <i>'The Battle of Britain'</i> – the extent to which Britain promoted mutual respect. • P.S.H.E. – <i>'Relationships'</i> – develop strategies to resolve disputes and conflict through negotiation and appropriate compromise, realise the nature and consequences of bullying. • P.S.H.E. – <i>'Health and Well-Being'</i> – develop strategies for keeping physically and emotionally safe. • P.S.H.E. – <i>'Relationships'</i> – realise the nature and consequences of discrimination and prejudice-based language, explain that differences and similarities between people arise from a number of different factors. • DIALLS – <i>'Hedgehogs and the City'</i> – negotiating ideas to seek agreement, <i>'Free Art'</i> – changing our minds, <i>'The House'</i> – discussing alternatives and evaluating them, reflecting on the concept of home and belonging. • Music – encounters with cultures, composers and performers from around the world. • R.E. – 'Other Faiths' – Judaism and Hinduism. • Opportunity to participate in the French exchange. • History – <i>'The Battle of Britain'</i> – the extent to which Britain promoted tolerance of different faiths and beliefs.
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