

# Fundamental British Values

At Corporation Road, we are committed to ensuring that our children are prepared for everything that Britain has to offer. Therefore, we work hard to ensure that our children have many opportunities to learn about Fundamental British Values. We ensure purposeful and planned opportunities across the whole curriculum are available to our children so that they learn about British Values in multiple scenarios.

## Democracy

- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. Children also have the opportunity to have their voices heard through pupil questionnaires, pupil voice, through the School Council and Pupil Leaders.
- Our school's daily Talk-It Programme, alongside our Oracy Strategy provides children with the learning needed to become confident speakers and aid their ability to express their own views and opinions.
- The principle of democracy is explored in the curriculum, for example in Humanities when we look at different leaderships over time.
- Our youngest children begin to explore democracy through voting daily for the book they would like to hear at the end of the day.
- To ensure staff are constantly aware of FBV, staff use a stamper to highlight when they have covered FBVs in their class floor book.
- School have recently purchased Picture News which has a weekly FBV theme.
- Our school's Debate Club allows our eldest children to have the chance to apply the skills they have gained during their time in school to real like contexts and issues.

	<ul style="list-style-type: none"> <li>● Our Behaviour policy involves rewards which the pupils have discussed and created.</li> <li>● After-school club ideas are suggested by our children.</li> <li>● Children are asked their opinion when appointing new staff.</li> </ul>
<p>Individual Liberty</p>	<ul style="list-style-type: none"> <li>● Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment.</li> <li>● Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.</li> <li>● Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices.</li> <li>● Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and PSHE curriculum.</li> <li>● Vulnerable pupils are protected and stereotypes are challenged.</li> <li>● A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents.</li> <li>● Pupils have key roles and responsibilities in school.</li> <li>● Pupil are taught about their right to protect their intellectual property, e.g. in Y6 when they look at copyright.</li> </ul>
<p>Mutual Respect and Tolerance</p>	<ul style="list-style-type: none"> <li>● Respect is one of our school virtues. The pupils know and understand that it is expected that respect is shown to everyone, adults and children.</li> <li>● Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.</li> <li>● Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.</li> <li>● Links and visits are promoted with local faith communities and places of worship.</li> </ul>

- Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.
- Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in Religious Education (RE) and PSHE.
- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our Creative Curriculum topics and whole school enrichment days/weeks.

#### Rule of Law

- Our school follows our 'Work Hard, Be Kind' mantra.
- School rules and expectations are clear, fair and regularly promoted.
- Pupils are always supported to distinguish right from wrong, in the classroom, during assemblies and on the playground.
- Pupils are encouraged to respect the law understanding that it is used to protect us and keep us safe.
- Pupils are taught about religious laws through Religious Education lessons.
- The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff, parents and carers.
- School rules are one of the first things established within classes in September. These are devised with teacher's and children's ideas.

	Democracy	Individual Liberty	Mutual Respect and Tolerance	Rule of Law
Nursery	<p>Explicit teaching about what is a good and bad choice.</p> <p>Daily class vote to decide which book to read at the end of the day.</p> <p>Talking about famous families and their similarities to their</p>	<p>Explicit teaching around language of choice.</p> <p>Continuous provision allows children to make choices.</p>	<p>Christmas</p>	<p>PSHE – Sharing, Turn-Taking and Waiting</p> <p>PSHE – Following Nursery Rules And Routines</p>

	own families e.g. the Royal Family.			
Reception	<p>Explicit teaching about what is fair and unfair.</p> <p>Daily class vote to decide which book to read at the end of the day.</p>	<p>Explicit teaching around language of choice.</p> <p>Continuous provision allows children to make choices</p>	<p>Diwali</p> <p>Christmas</p>	<p>Guy Fawkes And Bonfire Night</p> <p>PSHE – Following Class And School Rules And Routines</p>
1	<p>Weekly class vote to decide which book to read at the end of the day.</p> <p>School Council Vote</p>	<p>PSHE – What does unique mean?</p> <p>PSHE – Wat are you good at?</p>	<p>RE - Who is a Christian and what do they believe?</p>	<p>PSHE - Explain what rules are and why they are important.</p> <p>PSHE - Explain the difference between right and wrong.</p> <p>PSHE – What would you do if you see something unfair happening?</p>
2	<p>Weekly class vote to decide which book to read at the end of the day.</p> <p>School Council Vote</p>	<p>PSHE - What makes you special?</p> <p>Humanities – Victorian Times, Poverty And Health</p>	<p>RE - Who is a Muslim and what do they believe?</p>	<p>PSHE - Class Agreement devised at the start of the new academic year.</p>

		PSHE - What can do on their own which you could not do when you were younger?		
3	School Council Vote	<p>PSHE - To be able to describe their achievements and how than can improve.</p> <p>Humanities – Can you describe what it was like to be a child in Ancient Egypt?</p> <p>Humanities – How did people live in the stone age?</p>	<p>RE - Why are festivals important to religious communities?</p> <p>PSHE - What is a stereotype? Can you give some examples?</p>	<p>PSHE - What are our health and safety rules in school?</p> <p>PSHE - What might happen if you do not follow the rules on roads/near railways/near water?</p>
4	<p>School Council Vote</p> <p>Humanities - 'Democracy' In Ancient Greece</p>	<p>Computing – Rights to Own</p> <p>Humanities – The Portuguese</p>	<p>RE - What does it mean to be a Hindu in Britain today?</p> <p>PSHE – To be able to show respect for</p>	<p>PSHE - What rules should we follow online? What might happen if we don't follow these rules?</p>

		<p>Colonisation of Brazil in 1500 and its consequences.</p> <p>PSHE - To be able to give examples of how stereotypes can be challenged.</p>	<p>different cultures and identities.</p>	<p>PSHE - Can you give me examples of rules near water/fire/roads/railways/building sites/fireworks?</p>
5	School Council Vote	<p>Humanities – The daily life of Anglo-Saxons and Vikings and their impact on Britain.</p> <p>PSHE - How can we manage risk?</p> <p>PSHE - What makes up a person’s identity?</p>	<p>RE - What does it mean to be a Muslim in Britain today?</p> <p>PSHE - To be able to show respect for different cultures and identities.</p> <p>PSHE - Can you tell me a tradition from a culture that is different to your own?</p> <p>PSHE - To know how and why we</p>	<p>PSHE - What is anti-social behaviour?</p> <p>PSHE - What might happen if someone choose to continue taking part in anti-social behaviour?</p>

			challenged stereotypes.	
6	<p>Debate Club</p> <p>Head Girl And Boy</p> <p>School Council Vote</p>	<p>Computing - Copyright</p> <p>Humanities - What was it like to live through the war?</p> <p>Humanities – The Leadership styles of Winston Churchill, Adolf Hitler.</p> <p>Humanities – The Slave, Trade, Rosa Parks and Harriet Tubman</p> <p>Two-Night Residential</p> <p>PSHE - To explain how someone can get help to protect their body</p>	<p>RE - What matters most to Christians and to Humanists?</p>	<p>PSHE - To be able to explain what ‘human rights’ mean to them and what they can do if they think they are not being met.</p> <p>PSHE - What would happen if a cultural practice such as FGM or forced marriage happened in the UK? Why?</p> <p>PSHE - Give me some examples of laws that keep to keep us safe.</p> <p>PSHE – What makes a healthy relationship? What signs are there that might suggest a relationship is unhealthy?</p> <p>PSHE - What can you tell me about the UN Conventions in the Rights of the Child?</p>



		and why it is important to do so.		PSHE - What does FGM stand for? Why should someone ask for help if they think it will happen to them?
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