



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

Our Values:

Care, Share and Be Fair

Our Values

Friendship		Wisdom		Respect	Tolerance	Perseverance	Trust	Compassion
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. Victorian 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. 	<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, School Council etc.). 		
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"> 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. Easter Appeal 	<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, School Council, etc.). High expectations for behaviour and conduct reflected through adherence to school policy (Behaviour Policy) Acceptable use policies for IT. Opportunities to participate in range of inter and intra school competitions. Visits to urban centre for visits to museums / theatres Enrichment safety programmes – Fire 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. 		
Mutual Respect and Tolerance	√	√	√	<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. 		<ul style="list-style-type: none"> High expectations for behaviour and conduct reflected through adherence to school policy (Behaviour Policy) Visits to urban centre for museums and theatre trips. Opportunities to participate in range of inter and intra school competitions. Charity links 		



				<ul style="list-style-type: none">• 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">• Community fundraising and activities (Links with Shrewsbury Food Bank, etc.).
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