

# Castle Hill Infant School

## Promoting British Values



### To celebrate being British we:

- Study key historical figures and events in British history
  - Learn about Patron Saints and legends
  - Learn about different customs and traditions
- Dance and listen to music from different regions of Britain
  - Support national events
- Welcome Visitors e.g. future Olympians



In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.** We promote these values through our own school values, curriculum and enrichment activities.

Value	Objectives	How We Promote It	Curriculum links	Evidence on Display
<p><b>Democracy</b></p> <p>Links to school values: Trust Community</p> <p><b>UN CRC Article 12:</b> Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<ul style="list-style-type: none"> <li>To understand and respect the democratic process</li> <li>To understand how they can influence decision making through a democratic process</li> <li>To understand how to argue and defend a point of view</li> <li>To understand the importance of team work</li> </ul>	<ul style="list-style-type: none"> <li>We have an elected School Council, Eco team and RRE team. This is used as an opportunity to promote and teach about democracy and the electoral process</li> <li>Annual pupil surveys - Emotional engagement and well-being, safety and end of year self-evaluation</li> <li>Children contribute as a whole class at the beginning of the school year to their class charter</li> <li>Democracy is also promoted through additional PSHE lessons and assemblies</li> <li>Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others</li> <li>Children chose Article 12 for their School Charter: "I have the right to say what I think and be listened to" and "I promise to listen to and respect other people's ideas."</li> <li>We are a UNICEF Rights Respecting School</li> </ul>	<p>All Year Groups PE - team games</p> <p>Early Years "Starting School" Being involved - PSHE Child initiated learning during 'Sparkle Time'</p> <p>Year 1 "Knights and Dragons" Working well together - PSHE</p> <p>Year 2 "Which way now?" "Tropical Cafe" "Voyage to the Unknown" Who is in Charge - PSHE</p>	<ul style="list-style-type: none"> <li>Class charters</li> <li>School Charter</li> <li>Pupil voice board</li> <li>Celebration board in the staffroom</li> <li>Responsibility boards</li> <li>Smarty Pants boards</li> <li>House team board in the hall</li> <li>Pupil conferencing and pupil voice in Governor Visit Reports</li> </ul>
<p><b>The Rule of Law</b></p> <p>Links to school values: Community Self-worth Trust</p>	<ul style="list-style-type: none"> <li>Ability to recognise the difference between right and wrong and apply this to their own lives</li> <li>Ability to accept responsibilities for</li> </ul>	<ul style="list-style-type: none"> <li>We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through such things as 'Golden Tickets, certificates and celebration</li> </ul>	<p>All PE</p> <p>Early Years "Once upon a time" "Let's Pretend" Being Healthy and Safe -</p>	<ul style="list-style-type: none"> <li>Class charters</li> <li>School charter</li> <li>Playground charter</li> <li>Golden Tickets</li> <li>Raffle Tickets</li> <li>Assembly book</li> <li>Certificates</li> </ul>

<p><b>UN CRC Article 19:</b> Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<p>their behaviour</p> <ul style="list-style-type: none"> <li>To understand the consequences of their behaviour and actions</li> <li>Ability to resolve conflicts effectively</li> <li>Understand how they can contribute positively to the lives of those living and working in the locality and society more widely</li> <li>To understand that living under the rule of law protects them and is essential for their well-being and safety</li> </ul>	<p>assemblies</p> <ul style="list-style-type: none"> <li>Through our school assemblies, circle time and PSHE children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult</li> <li>Use of class, school and playground charters</li> <li>Local Police Officers and members of the armed forces visit the school to talk to the children and explain about their role in society</li> <li>Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others</li> <li>Children chose Article 19 for their School Charter: "I have the right to be protected from harm" and "I promise to be kind and considerate to others."</li> <li>All children may be considered for Thrive and social group support if they require additional support</li> </ul>	<p>PSHE</p> <p>Year 1 "Wheels on the bus" "Let's Celebrate" "Lights, Camera Action" "Fighting Fit" Caring for myself, Other people are special too - PSHE</p> <p>Year 2 "Clickin Chicken" "Buzz Off" "Salvador Dali" Taking Charge, Celebrating differences - PSHE</p> <p>Authority - RE</p>	<ul style="list-style-type: none"> <li>Pupil conferencing and pupil voice in Governor Visit Reports</li> </ul>
<p><b>Individual liberty</b></p> <p><b>Links to school values:</b> Aspiration Trust</p> <p><b>UN CRC Article 31:</b> All children have a right to relax and play, and to join in a wide range of activities.</p> <p><b>UN CRC Article 15:</b></p>	<ul style="list-style-type: none"> <li>To understand rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others</li> <li>Children chose Article 31 for their School Charter: "I have the right to play" and "I promise to play good games and not spoil other children's play. I will respect other children by keeping my hands and body to myself."</li> <li>Through our school values and PSHE program, children are taught about personal responsibility, choices, ambition and</li> </ul>	<p>All Internet Safety Day</p> <p>Early Years "Happy Birthday" "Starting School" Me - a special person, Being involved - PSHE</p> <p>Year 1 "Lights Camera Action" "Fighting Fit" "Jaspers Garden"</p>	<ul style="list-style-type: none"> <li>RRE Charters</li> <li>Assembly book</li> <li>Pupil voice board</li> <li>Responsibility boards</li> <li>Posters</li> <li>Safety notices by the computers</li> <li>Thinking maps</li> <li>Pupil conferencing and pupil voice in Governor Visit Reports</li> </ul>

<p>Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>		<p>aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport etc</p> <ul style="list-style-type: none"> <li>• Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and special events such as safer internet day</li> <li>• Children are involved in risk assessments for school visits</li> </ul>	<p>Caring for myself, Caring for others - PSHE</p> <p>Year 2 "Salvador Dali" " Buzz Off" "Clickin Chicken" Looking forward, Celebrating differences - PSHE</p>	
<p><b>Mutual respect</b></p> <p><b>Links to school values:</b> Community Aspiration Self-worth Trust</p> <p><b>UN CRC Article 2:</b> The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p><b>UN CRC Article 30:</b> Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p> <p><b>UN CRC Article 29:</b></p>	<ul style="list-style-type: none"> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and being able to appreciate the viewpoints of others</li> <li>• Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds</li> <li>• Participate in a variety of communities and social settings, co-operating well together</li> <li>• Understand and appreciation of the range of different cultures within school</li> </ul>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Equality Policy and are reviewed annually</li> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others</li> <li>• Through our school's values, PSHE and circle time children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences</li> <li>• Mutual respect is also promoted through additional PSHE lessons and assemblies. A range of specific assemblies were delivered focusing on helping other pupils to understand specific special needs and visitors have been invited in</li> <li>• Philosophy for children is included as an adult led activity in 'Sparkle Time' each week for children in Year R</li> <li>• Choir visiting local community</li> <li>• Collecting food for the 'food bank'</li> <li>• Raising money for national appeals such as</li> </ul>	<p>All - RE</p> <p>Early Years "Once upon a time" My special people - PSHE</p> <p>Year 1 "The Wheels on the Bus" "Let's Celebrate" "Other people are special too" - PSHE</p> <p>Year 2 "Clickin chicken" "Buzz Off" "Salvador Dali" Taking charge, Celebrating and recognising difference - PSHE</p>	<ul style="list-style-type: none"> <li>• Displays</li> <li>• RE planning</li> <li>• Pupil voice board</li> <li>• Photographs</li> <li>• Thinking Hats (red hats)</li> <li>• Celebration board</li> <li>• Website Blogs</li> <li>• House team board</li> <li>• Pupil conferencing and pupil voice in Governor Visit Reports</li> </ul>

<p>Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.</p>	<p>and further afield as an essential element of their preparation for life in modern Britain</p>	<p>Red Nose day, Comic Relief</p> <ul style="list-style-type: none"> <li>• Raising money for local charities such as St Michael's hospice</li> <li>• Children chose Article 29 for their School Charter: "I have the right to be respected" and "I promise to respect other people's differences."</li> </ul>		
<p><b>Tolerance of different faiths and beliefs</b></p> <p><b>Links to school values:</b> Trust Community Excellence</p> <p><b>UN CRC Article 14:</b> Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p>	<ul style="list-style-type: none"> <li>• Reflect about their own beliefs, religious or otherwise that inform their interests in and respect for people's faith, feelings and values</li> <li>• Reflect about their own experiences</li> <li>• Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Equality and Inclusion Policy</li> <li>• Tolerance of different faiths and beliefs is promoted through 'Living Difference 3' the Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject or whole school learning in assemblies is often displayed in the classrooms or around the school</li> <li>• This is supplemented by assemblies which also mark and celebrate significant religious festivals such as Ramadan, Diwali, Harvest, Easter and Christmas</li> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others</li> <li>• Trips to local churches</li> </ul>	<p>All - RE</p> <p>Early Years "Happy Birthday" "Once upon a time" My special people - PSHE</p> <p>Year 1 "Wheels on the bus" "Let's Celebrate" "Other people are special too" - PSHE</p> <p>Year 2 "Clickin chicken" "Buzz Off" "Salvador Dali" Taking charge, Celebrating and recognising difference - PSHE</p>	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Displays</li> <li>• Website Blogs</li> <li>• Pupil conferencing and pupil voice in Governor Visit Reports</li> </ul>