

Below are some of the example topics where British Values are covered and some of the key stage end points that they meet.

At Foxwood Academy we:	Examples of where our provision meets this commitment Curriculum areas:	Examples of the KSEP Assessment criteria:
<ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence 	<ul style="list-style-type: none"> • Relationships education • Rules, Rights and Responsibilities • Well-Being, Rules, Rights and Responsibilities, Families, • Friendships (Talkabout), • Personal Skills, Drug Abuse Resistance Education (DARE programme) • The Wider World, Diversity and Religion • All About Me - Being a Good Citizen • Community Places and People 	<ul style="list-style-type: none"> • I can identify and name different feelings and emotions • I am beginning to understand my own feeling • I can recognise how other are feeling. • I am aware of other's feelings • I understand what self-love is and I know some techniques to help me when I feel worried or sad. • I can communicate to my friends in a social situation and begin to resolve conflict effectively
<ul style="list-style-type: none"> • Enable students to distinguish right from wrong and to respect the civil and criminal law of England 	<ul style="list-style-type: none"> • 'Pedestrian Safety' – Travel • Friendship Skills • Safe Walking When Out and About • Being a Team Player - Knowing the Local Area • Managing Change 	<ul style="list-style-type: none"> • I know when a peer is not being kind to me, and I am beginning to develop strategies for conflict resolution with peers. • I am aware there are laws around conflict.

	<ul style="list-style-type: none"> • Appropriate Behaviours Out and About • Rights and Responsibilities- • Interests, Aspirations and Goals • What Do I Want To Be? • Careers Awareness • Handling Problem Situations • Fundraising Project - Real World Employment • Visits and Meeting Role Models • My Strengths and Action Points • Skills and Qualities for the World of Work - Work Experience in the Academy 	<ul style="list-style-type: none"> • I know about the law around knife crime and that it is against the law to carry a knife. • I can apologise when I've done something wrong. I know that I have to exchange money to purchase items in different settings and I know that if I take items without paying for them that it is against the law
<ul style="list-style-type: none"> • Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely 		<ul style="list-style-type: none"> • I am aware that I must take responsibility for my actions. • I am beginning to understand how to try to regulate my own behaviours and I can recognise that a variety of things effect my emotions. • I can demonstrate respect, tolerance and appropriate behaviours when out in public • I can use appropriate behaviours when I take part in an exchange with a familiar person

		<p>about an everyday topic</p> <ul style="list-style-type: none"> • I understand the basic concepts of rights and responsibilities and how they apply to m • I understand why people work and I understand the benefits of working hard. I understand other ways I can be part of the community, e.g. volunteering.
<ul style="list-style-type: none"> • Enable students to acquire a broad general knowledge of and respect for public institutions and services in England 		<ul style="list-style-type: none"> • I am aware that I have rights and I know that I have responsibility to respect the rights of myself and others. • I have an understanding of different health services, e.g. doctors, and understand their purposes and how to access them. • I have an understanding of different health services, e.g. doctors, and understand their purposes and how to access them

<ul style="list-style-type: none"> • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures 		<ul style="list-style-type: none"> • I can demonstrate respect, tolerance and appropriate behaviours when out in public. • I can show tolerance towards others and respect different opinions
<ul style="list-style-type: none"> • Encourage respect for other people 		<ul style="list-style-type: none"> • I am respectful and tolerant of diverse social groups, e.g. ethnicity, disability and sexuality. • I am aware of some appropriate ways to resolve conflict with my peers. • I can understand what an opinion is and voice this in some way, either verbally or through symbols • I know what appropriate behaviour is in a work place • understand the organisational structure within a work place setting. • I have explored different areas in the community to understand what happens there
<ul style="list-style-type: none"> • Encourage respect for democracy and 		<ul style="list-style-type: none"> • I understand that sometimes a

<p>support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</p>		<p>compromise is needed or sometimes I may need to respect that others have different opinions.</p> <ul style="list-style-type: none"> • What marriage is, including their legal status • I am aware of the options for future living arrangements. • I understand that sometimes a compromise is needed or sometimes I may need to respect that others have different opinions. • That marriage is a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
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