

British Values Coverage

| Expectations | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|-----------|--------|--------|--------|--------|--------|--------|
| Enable students to develop their self-knowledge, self-esteem and self-confidence | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Enable students to distinguish right from wrong and to respect the civil and criminal law of England | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Enable students to acquire a broad general knowledge of and respect for public institutions and services in England | | | | | ✓ | ✓ | ✓ |
| Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures | ✓ | ✓ | ✓ ✓ | ✓ | ✓ | ✓ | ✓ |
| Encourage respect for other people | ✓ | ✓ | ✓ ✓ | ✓ | ✓ | ✓ | ✓ |
| Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England | | ✓ | ✓ ✓ | ✓ | ✓ | ✓ | ✓ |

| Expectations | Reception |
|--|---|
| Enable students to develop their self-knowledge, self-esteem and self-confidence | <p>All activities planned around the objectives in PESD / C& L ELG's.</p> <p>Self-knowledge - 'All about Me' Topic taught in Autumn term, children join in discussions/activities about how they are similar/different to other.</p> <p>Self-esteem - every child is included in every lesson and has the opportunity to access the EYFS curriculum</p> <p>Self-confidence - I know what I am good at and how I can improve (RE/Creation Unit).</p> <p>All chn have the opportunity to read / act in a class mass and the class assembly.</p> |
| Enable students to distinguish right from wrong and to respect the civil and criminal law of England | <p>RE - making right and wrong choices linked to following the example of Jesus and acting how God wants us to.</p> <p>PSHE - exploring how to be a good friend - discussing emotions and how our actions make others feel.</p> <p>Class charter - how we can make the right choices to contribute to a happy, positive learning environment.</p> |
| 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 | <p>Continuous modelling of managing feelings and behaviours,</p> <p>Merits, stickers, wow certificates for promoting good behavior,</p> <p>Show initiative - EE days and problem solving opportunities throughout the curriculum</p> <p>Contribute positively to others through various fundraising opportunities throughout the year: CAFOD - worldwide Father Hudson's - local</p> |
| Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures | <p>Celebrations covered - Christmas, Easter, Chinese New Year, Diwali and Eid.</p> <p>Partake in Anti bullying week activities</p> <p>Reception Class Assembly - Everyone is different!</p> |
| Encourage respect for other people | <p>Topic / PSHE work - All about Me- similar likes/dislikes/ choices/ families (Topic Book)</p> <p>Reception Class Assembly - Everyone is different!</p> |

| Expectations | Year 1 |
|--|---|
| Enable students to develop their self-knowledge, self-esteem and self-confidence | <p>Self-knowledge – every child is included in every lesson and has the opportunity to access the Year 1 curriculum.</p> <p>Self-esteem – What makes me unique (evidence in Learning Journey big book).</p> <p>Self-confidence – I know what I am good at and how I can improve (RE big book). All chn have the opportunity to read / act in a class mass and the class assembly.</p> |
| Enable students to distinguish right from wrong and to respect the civil and criminal law of England | <p>RE – making right and wrong choices linked to following the example of Jesus and acting how God wants us to.</p> <p>PSHE – emotions and how our actions make others feel.</p> <p>Class charter – how we can make the right choices to contribute to a happy, positive learning environment.</p> <p>British Values display – how we can show the values in our everyday life.</p> |
| 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 | <p>Rewards and sanctions for behaviour,</p> <p>Show initiative - EE days and problem solving opportunities throughout the curriculum</p> <p>CAFOD – worldwide</p> <p>Father Hudson's – local</p> |
| Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures | <p>Gospel assembly</p> <p>We're all different and that's okay - (evidence in Learning Journey big book).</p> <p>Anti-Bullying week – whole school assembly lead by AU</p> |
| Encourage respect for other people | <p>School ethos</p> <p>Class charter</p> <p>Consistent high expectations for all children</p> |
| Encourage respect for democracy and support for participation in the democratic | <p>Parliament week School council – chn were voted for my classes. Every child is given a 'voice' as regular school council meetings are held and chn have the opportunity to share their ideas / give</p> |

| Expectations | Year 2 |
|--|--|
| Enable students to develop their self-knowledge, self-esteem and self-confidence | <p>Self-knowledge – every child is included in every lesson and has the opportunity to access the Year 2 curriculum.</p> <p>Self-esteem – How I am made in the image and likeness of God. RE lesson.</p> <p>Self-confidence – I know what I am good at and how I can improve - all chn have the opportunity to read / act in a class mass and the class assembly.</p> |
| Enable students to distinguish right from wrong and to respect the civil and criminal law of England | <p>RE – making right and wrong choices linked to following the example of Jesus and acting how God wants us to. PSHE – emotions and how our actions make others feel.</p> <p>Class charter – how we can make the right choices to contribute to a happy, positive learning environment.</p> <p>British Values display – how we can show the values in our everyday life.</p> |
| 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 | <p>Rewards and sanctions for behaviour,</p> <p>Show initiative - EE days and problem solving opportunities throughout the curriculum. Contribute positively to others through various fundraising opportunities throughout the year: CAFOD – world wide</p> <p>Father Hudson's – local</p> |
| Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures | <p>Gospel assembly Anti-Bullying week – whole school assembly lead by AU</p> <p>Visit to Gurdwara</p> |
| Encourage respect for other people | <p>School ethos</p> <p>Class charter</p> <p>Consistent high expectations for all children</p> |
| Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England | <p>Parliament week – School council – chn were voted for my classes. Every child is given a 'voice' as regular school council meetings are held and chn have the opportunity to share their ideas / give feedback</p> |

| Expectations | Year 3 |
|--|---|
| Enable students to develop their self- knowledge, self-esteem and self-confidence | <p>Self-knowledge – every child is included in every lesson and has the opportunity to access the Year 3 curriculum.</p> <p>Self-esteem – merits/team table points to encourage good behaviour and boost confidence across curriculum, Dojos</p> <p>Self-confidence – All chn have the opportunity to read / act in a class mass and the class assembly.</p> |
| Enable students to distinguish right from wrong and to respect the civil and criminal law of England | <p>RE – making right and wrong choices linked to following the example of Jesus and acting how God wants us to/forgiveness and why it is important to forgive others.</p> <p>PSHE – emotions and how our actions make others feel.</p> <p>Class charter – how we can make the right choices to contribute to a happy, positive learning environment.</p> <p>British Values display – how we can show the values in our everyday life.</p> |
| 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 | <p>Rewards and sanctions for behaviour,</p> <p>Show initiative - EE days and problem solving opportunities throughout the curriculum</p> <p>CAFOD – world wide</p> <p>Father Hudson's – local</p> |
| Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures | <p>Gospel assembly</p> <p>Anti-Bullying week – whole school assembly lead by AU</p> <p>Other Faith Visit – Synagogue Y3.</p> |
| Encourage respect for other people | <p>School ethos, Class charter, Consistent high expectations for all children</p> |
| Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law | <p>Parliament week –School council – chn were voted for my classes. Every child is given a 'voice' as regular school council meetings are held and chn have the opportunity to share their ideas / give feedback.</p> |

| Expectations | Year 4 |
|--|--|
| Enable students to develop their self-knowledge, self-esteem and self-confidence | <ul style="list-style-type: none"> • We ensure that every child is included in every lesson and has the opportunity to access the Year 4 curriculum in an effort to improve their self-knowledge. • We also distribute merits/stickers/Dojos to encourage and boost self-esteem. • We allow all children the opportunity to read aloud and perform dramatic pieces in both class, mass and assembly activities. We also allow children the opportunity to voice their opinions so that they might develop their self-confidence. |
| Enable students to distinguish right from wrong and to respect the civil and criminal law of England | <ul style="list-style-type: none"> • Throughout our RE lessons, we encourage the children to ponder right and wrong choices. We link these choices to the life and ministry of Jesus and the example set by God. • Within our PSHE lessons, we place a heavy emphasis on making the right choices and how we can learn from any wrong choices we might have made. • Our 'Class Charter' is our code of conduct that guides us towards making the right choices in order to create a happy, positive learning environment. • Our British Values display and 'global values' focus during Global Learning weeks reinforces how we can demonstrate a respect for the civil and criminal law of England. |
| 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"> • We allow the children a plentiful array of opportunities in which they can demonstrate responsibility, including: school council positions, eco representative positions, in-class roles (such as litter monitors, iPad monitors and book monitors etc.). • Throughout our RE lessons, we place a large emphasis on how our actions can affect and benefit the lives of others. • We contribute positively to the welfare of others through various fundraising opportunities throughout the year, CAFOD (helping people globally) and Father Hudson (providing aid to people across our locality). |
| Enable students to acquire a broad general knowledge of and respect for public institutions and services in England | <ul style="list-style-type: none"> • Throughout 'Parliament Week', we focused on the role of the government both at a local level and national level. As a class, we discussed the role that local councillors play in managing our areas. |
| Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures | <ul style="list-style-type: none"> • We participate in regular gospel assemblies, convened by senior members of staff. • We participated in an 'Anti-Bullying Week' assembly. • We participated in an 'Online Safety' assembly, in which the focus was on respecting others. • Throughout the year, we have been learning about the customs and practices of Buddhist. |

| | |
|--|--|
| <p>Encourage respect for other people</p> | <ul style="list-style-type: none">• A respect for others is reinforced on a day-to-day basis, but especially so throughout school ethos, class charter and high expectations of respect to be demonstrated to all. |
| <p>Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied</p> | <ul style="list-style-type: none">• We participated in a free, democratic debate and ballot during the events of 'Parliament Week'.• Our school councillors, eco representatives and class monitors were all voted for by the children in a fair and secret ballot. |

| Expectations | Year 5 |
|--|---|
| Enable students to develop their self-knowledge, self-esteem and self-confidence | <p>All children regardless of ability are including in every lesson with their achievements celebrated. Children confidently share their work with their peers through sharing lessons; this could be to the whole class or in small groups paired activities.</p> <p>Children are encouraged to reflect upon their learning and the learning of others suggesting how they and their peers can improve e.g peer writing assessment</p> |
| Enable students to distinguish right from wrong and to respect the civil and criminal law of England | <p>During R.E lent unit we focus on the temptations that we may face in our lives and discuss what we could and should do in said scenarios. This leads to further discussions about the laws of England and how we can adhere to them, Looking at illegal drug use the dangers not only to one's health but also the danger of breaking the law.</p> <p>Road traffic awareness and other mini workshops- look at several laws of the country such at the requirements to use a booster seat when driving. Not only do these workshops provide children with valuable information how to stay safe, but also show the reasons why laws, which directly impact them, are vital</p> |
| 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 | <p>Through following our rewards and sanctions procedures children are required to take responsibility for their behaviour.</p> <p>Children in year 5 regularly have the opportunity to lead play with younger children as play leaders thus impacting the lives and behaviour of the children they play with in the wider school community.</p> |
| Enable students to acquire a broad general knowledge of and respect for public institutions and services in England | <p>Parliament week focused on the role of the government both at a local level and national level. As a class we discussed the role that local councilors playing managing our areas.</p> |
| Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures | <p>Respect for other cultures and beliefs features prominently during large parts of the curriculum. In the summer term we will look at Hinduism. We also celebrate all the different cultures and believes that we have in the class. For example during R.E lessons children happily share links between the stories of Jesus and the lesson we learning with stories form their faith.</p> |
| Encourage respect for other people | <p>Each and everyday respect for others is encouraged and expected.</p> |

Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

Parliament week debate.
Enabling enterprise

| Expectations | Year 6 |
|--|---|
| Enable students to develop their self-knowledge, self-esteem and self-confidence | <ul style="list-style-type: none"> • Enabling Enterprise Day • Parliament Week • Debating Workshop • Life Bus • British Values Display |
| Enable students to distinguish right from wrong and to respect the civil and criminal law of England | <ul style="list-style-type: none"> • Class Charter • RE: Unit B – Followers of Jesus; Continually taught through the RE Curriculum Units • Collective Worship |
| 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"> • Y6 Responsibility Roles • Play Leader Training • Rights & Responsibilities Workshop |
| Enable students to acquire a broad general knowledge of and respect for public institutions and services in England | <ul style="list-style-type: none"> • Enabling Enterprise Day: Politician Presentation |
| Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures | <ul style="list-style-type: none"> • Multi- Cultural Topic: Islam • Following of Catholic Faith by non-Catholic pupils • Anti-Bullying Week • Weekly Mass • Collective Worship |

Encourage respect for other people

- Class Charter
- Behaviour Policy & Expectations
- Y6 Responsibility Roles within whole school
- Anti-Bullying Week
- Play Leaders
- Lunctime Manners/Rules