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| **British Values -** Ofsted will be looking to see these promoted through curriculum, assemblies, visits, discussions, literature | **Democracy** – the right to be heard | **Rule of Law** – the importance of rules, distinguishing right from wrong | **Individual Liberty** – rights and freedom of choice | **Mutual Respect & Tolerance** – respect and understanding to all others |
| **Core Curriculum** |  |  | Maths: Choice of equipment to support learning, choice of a challenge  English: creative writing opportunities |  |
| **RE, RSE, PSHE Curriculum** | PSHE/RSE curriculum:   * Yr1 – shared input in class rules, everyone gets a say | PSHE/RSE curriculum:   * Yr1 - class rules and how these help them * Yr2 - rules for keeping physically and emotionally safe, including e-safety, that safety is a shared responsibility * Yr5 - why and how laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules * Yr6 - cultural practices which are against British law and universal human rights, such as FGM | PSHE/RSE curriculum:   * Yr2 – people and living things have rights * Yr3 – different kinds of rights and responsibilities * Yr6 - understand that there are basic human rights shared by all people and societies   RE curriculum:   * Yr1 – Who made the world? * Yr4 – What does it mean to live a good life? * Yr6 – do you have to believe in God? | PSHE/RSE curriculum:   * Yr1 RSE – to respect similarities and differences * Yr2 – gender stereotypes * Yr3 - recognising bullying * Yr4 – resisting peer pressure * Yr6 - discrimination, LGBT   RE curriculum:   * explores a range of faiths to ensure are pupils are educated (Islam, Christianity, Hinduism). * educates about a wide range of religious festivals and traditional celebrations |
| **Curriculum other** | Geography: Yr6 – know how political process operate in the UK  History: UKS2 study political changes during periods of history | IT: e-safety  PE: Rules and regulations explored through sports | Art: exploring ideas in a variety of ways, choice of materials, colours, create original pieces, develop own personal style by yr6  DT: choice in methods and techniques, creating own design ideas | Well-being Wednesdays: respecting others, even when they are very different, respecting positions of authority, bullying, stereotypes |
| **Extra-Curricular** | School council | Rules and regulations explored through sporting clubs  Following the rules to stay safe in cooking club | Children have a choice of extra-curricular clubs to attend if they want to e.g. show choir, music lessons, sports clubs, games club  Children to set up their own club |  |
| **Visits and Visitors** | Local MP | Yr5 Bike-ability  Police officer |  |  |
| **School environment** | Free and fair electing process for student council representatives by the peers.  Pupils campaign for the position and are voted for anonymously.  Student council meet regularly and have a voice in school decisions and events.  Yr6 House team captains are elected for.  BV display in school entrance and in classrooms | Behaviour policy followed by all pupils  A shared class charter is formed by each class at the start of the year.  Clear marking criteria that is shared with the pupils and consistent throughout school.  BV display in school entrance and in classrooms | BV display in school entrance and in classrooms | Modelled by all staff at all times.  Disrespectful behaviour and lack of tolerance is not accepted and will be challenged.  Anti-bullying week  Echoed through our school’s Christian values and church ethos.  BV display in school entrance and in classrooms |
| **Worships**  Have a BV worship once a term |  |  |  | Christian Value of respect  Whilst we are a C of E school, we have pupils of different faiths and we celebrate and respect this as a school. We allow these pupils to opt out of Christian worships to respect their beliefs. |
| **Community** | St Botolph’s is regularly used as a polling station giving us frequent opportunities to discuss voting and democracy in the real world.  Parent voice and surveys.  Parent’s evening  PTFA |  |  |  |

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| **Spiritual** | Be reflective about their own beliefs and perspective on life.  Be willing to reflect on their experiences. | Knowledge of, and respect for, different people’s faiths, feelings and values | Have a sense of enjoyment and fascination in learning about themselves, others and the world round them | Use of imagination and creativity in their learning |
| **Core Curriculum** | Pupil’s regularly self-assess their own learning  English: writing recounts about trips, events, memories, persuasive writing to reflect personal views |  | Maths: time to enjoy exploring freely in jotters during in focus tasks  English: enjoyment shared through love of reading, choice of texts to engage children and inspire writing | Maths: using multiple representations to explore, thinking of different methods to answer a question  English: through fiction writing opportunities, inspiration from literature |
| **RE, RSE, PSHE Curriculum** | RE curriculum:   * Opportunity to discuss their own beliefs * EYFS – myself * Yr1 – who made the world? What do Christians believe God is like? * Yr3 – What does it mean to have a good life? * Yr4 – Why do we celebrate? * Yr6 – Do you have to believe in God? Creation and science: conflicting or complementary? | RE Curriculum:   * Yr1 – Islam (God, community), Places of worship * Y22 – Islam (Being human, life journey), Christianity (Easter, Christmas) * Yr3 – Hinduism & Islam (God) * Yr4 – Hinduism & Islam (community), Christianity (Creation), Pilgrimage * Yr5 – Hinduism & Islam (being human) * Yr6 – Hinduism & Islam (life journey) | RE Curriculum:   * EYFS – Our Beautiful World * Yr1 – Who made the world? * Yr6 - Creation and science: conflicting or complementary? * Learning about different faiths (Islam, Hinduism, Christianity) | RE curriculum:   * Yr5 – expressing beliefs through the arts |
| **Curriculum other** | History: Yr1 – changes in living memory  Music: all year groups have a ‘reflect, rewind, replay’ unit in term 6  Growth Mindset: I can sheets allow children to set targets to reflect back on | Celebrations of different faiths and cultures e.g. Chinese New Year, Diwali. | Science: enquiry and investigations foster a sense of curiosity  History: study of significant people and events in KS1 e.g. Moon landing (Yr1), First Flight (Yr2) & historical periods in KS2 | Freedom in art and DT curriculums to explore their own ideas and creativity.  Music: Yr1 – your imagination unit, Yr4- writing lyrics linked to a theme, composing sounds and effects, Yr6 – jazz improvisation and composition, song writing |
| **Extra-Curricular** | Camo club |  | Young Voices | KS1 art and craft club  Ks2 games and Lego club |
| **Visits and Visitors** | Opportunities to discuss, recount and reflect after school visits. | Visiting places of worship on school trips (Church, Mosque). |  |  |
| **School environment** | Church school ethos promotes reflection. |  |  | Choice of topics  Stimulating classroom environments  EYFS and year 1 continuous provision  Hooks for learning |
| **Worships** | Reflection periods and prayer.  Children asked to share their reflections and experiences in response to the worship. | Regular visits from Reverend Mark and Reverend Al. |  | Singing worships  Use of drama and roleplay  Puppets (New Life) |
| **Community** |  |  |  |  |

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| **Moral** | Recognise the difference between right and wrong and apply this in their own lives | Understand the consequences of their behaviour and actions | Offer reasoned views about moral and ethical issues  Understand and appreciate the viewpoints of others |
| **Core Curriculum** | English: opportunities for discussion regarding right and wrong arise is some of the texts used | English: study of characters in texts looks at their actions and the consequences of those | English: speaking and listening opportunities, debates, hot-seating, persuasion  Maths: listen to others explain their method, which may have differed from their own, discussions around which was better or most successful |
| **RE, RSE, PSHE Curriculum** | PSHE/RSE curriculum:   * Yr3 – touch and knowing they have the right to say no * Yr4 – road safety * Yr5 – cycle safety * Yr6 – e-safety   RE curriculum:   * Yr3 – What does it mean to live a good life? * Exploring rules and moral codes of other faiths | PSHE/RSE curriculum:   * Yr1 - choices can have good and bad consequences, recognise that their feelings and actions impact others * yr2 – feelings can be hurt * Yr3 – reporting feelings and seeking support * Yr4 – risk, danger and hazards * Yr5 - consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination   RE curriculum:   * Yr2 - Thankfulness | PSHE/RSE curriculum:   * Yr4 – listen and respond effectively to people, share points of view * Yr6 - research, discuss and debate topical issues and events   RE curriculum:   * Yr6 – Creation and science: conflicting or complimentary? Do you have to believe in God to be good? |
| **Curriculum other** | Stories read with children often contain a moral message. | IT: E-safety  PE: following the rules of a sports game, breaking those rules has a consequence on themselves and/or their team | Watching Newsround clips and discussing topical issues in classrooms at an age appropriate level.  Geography: Yr3&4 – explain own views about locations, Yr5 - Explore a range of viewpoints about topical issues in European regions, Yr6 – present arguments about change in the local region |
| **Extra-Curricular** | Charity events | Sporting clubs and teams | Debating club |
| **Visits and Visitors** | Yr5 Bike-ability | Police |  |
| **School environment** | Church ethos instils our pupils to consider right and wrong.  Class charter’s displayed in classrooms.  Moral behaviour modelled by all staff. | School’s behaviour policy uses reward and sanctions.  Class dojo system helps reinforce this in a consistent approach across the school.  Displaying children’s work. |  |
| **Worships** | Often a moral message of right or wrong embedded through worships. | Celebrating student achievements – Certificate Worship, Dojo Certificates  House team points.  Lunch time raffle tickets and trophies. |  |
| **Community** |  |  |  |

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| **Social** | Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different backgrounds | Participate in a variety of communities and social settings, including by volunteering | Cooperate well with others and be able to resolve conflicts effectively |
| **Core Curriculum** | Maths: working in pairs for MNP, mixed ability seating plans  English: mixed classes for spellings and phonics encourages pupils to mix with a range of different children |  | Maths: working together with maths partner, reasoning about a problem and discussion when they disagree with one another  English: phonics and spelling partners |
| **RE, RSE, PSHE Curriculum** | PSHE/RSE curriculum:   * Yr3 – develop skills to be effective in relationships * Yr4 – appropriate boundaries in friendships, acceptable and unacceptable physical contact * Yr5 - how different behaviours/qualities impact on friendships/relationships. | PSHE/RSE curriculum:   * Yr1 & 2 – what improves and harms their local environment * Yr2 – belonging to various communities e.g. family, school, learning about the special people who work in their community, respect for elderly * Yr3 – what being part of a community means, to recognise the role of voluntary and community groups | PSHE/RSE curriculum:   * Yr1 - understanding friendship and the impact of their actions on others * Yr3 – how to improve and support respectful relationships, recognise and respond to feelings in others * Yr4 – resolving conflicts and disputes amongst peers * Yr5 - resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices, negotiation and compromise |
| **Curriculum other** | Regular pair and group work.  Learning buddies in year 1.  Cross cohort work (both classes together)  Cross year group work (yr1 and 2 Nativity, yr3 and 4 Easter production, Paired reading on World Book Day).  Throughout EYFS unit and provision | Geography: Yr1 & Yr6 – local area studies | Regular pair and group work.  Music: collaborate and work together to compose, play and perform, Yr2 – Friendship song, Yr3 – Bringing us together, Yr5 – holding a part in a round and in a harmony  Science: during investigations  Well-being Wednesdays: healthy friendships  History: conflicts in the past e.g. Yr2 gunpowder plot, Yr6 WW2 |
| **Extra-Curricular** | Sports competitions and events | Children volunteer to help at Christmas and Summer fairs  Showing visitors around school  Play leaders volunteer their lunchtimes  School council volunteer their free time  Sports day helpers | Sports teams |
| **Visits and Visitors** | Yr6 Residential  Yr5 first aid training |  |  |
| **School environment** | House teams  Throughout EYFS provision | KS2 children volunteer in the school gardens  Litter picking |  |
| **Worships** | Children have opportunities to lead worships or speak as part of them |  | Christian Value of Koinonia promotes togetherness, forgiveness to help resolve conflicts |
| **Community** |  | Charity events (Children in Need, Red Nose Day, Australian Bush fires).  Donating to the local food bank at Harvest Festival.  Yr2 elderly care home linking with RSE/PSHE  Yr1 & 2 – environment project in local area |  |

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| **Cultural** | Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others | Appreciate the range of different cultures in the school and further afield.  Show respect for different faiths and cultural diversity. | Recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities | Participate in and respond positively to artistic, musical, sporting and cultural opportunities |
| **Core Curriculum** |  |  |  | English: opportunities to write about such experiences |
| **RE, RSE, PSHE Curriculum** | PSHE/RSE curriculum:   * Yr1 – different types of families   RE curriculum:   * EYFS – myself, special people to me | PSHE/RSE curriculum:   * Yr4 - appreciate the range of national, regional, religious and ethnic identities in the United Kingdom   RE curriculum:   * explores and teaches about a range of faiths (Islam, Christianity, Hinduism). | PSHE/RSE curriculum:   * Yr1 – to understand what we have in common with everyone else * Yr2– to respect similarities and differences * Yr4 – consider the lives of people living in other places and with different values and customs   RE curriculum:   * allows for comparisons between different faiths   e.g. Yr3 study God in Islam and Hinduism, Yr4 study community in Islam and Hinduism |  |
| **Curriculum other** | History: Yr1 – changes in living memory, LKS2 – cultural diversity of past society | Geography: Yr6 – describe geographical diversity across the world | Geography: Yr2 Zambia study, Yr3 Rio, Yr5 European Regions, Yr6 describe how countries are interconnected and independent | Learning through drama and roleplay.  Art: studying of artists or artistic style from another culture  Music: range of genres (pop, folk, classical, R&B, rap, disco, grime, rock, swing, hip-hop, Motown) and cultural (Yr2 – south African music, Yr1-3 – reggae, yr1 – Bhangra) |
| **Extra-Curricular** |  |  |  | School shows and performances e.g. Nativity, performing arts concert, young voices, Yr6 end of year show, dance competition  Sports day  Music lessons  African drumming Yr3  French lessons in KS2 |
| **Visits and Visitors** | Parents and grandparents | Places of worship (Mosque, church) |  | EYFS and KS1 Panto visit.  KS2 panto in school  The Hub |
| **School environment** |  | School displays reflect cultural diversity |  |  |
| **Worships** |  | Anti-bullying week |  |  |
| **Community** |  |  | Link with an international school | Sports competitions and events with CGS |

Red: future ideas