

British Values Curriculum Intent

Vision:

At Hillside Primary School, our vision is to prepare our learners for life in modern Britain and equip them fully for life in the 21st Century and beyond. Cultural capital gives our children the vital background knowledge and experience to be informed and thoughtful members of their community who understand and uphold British Values.

SMSC Links: **Moral** **Spiritual** **Social** **Cultural**

Breadth of study- Long Term Plan

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	The Rule of Law	Democracy	Individual Liberty	Mutual Respect (including tolerance of different faiths)
Nursery	<p>PSHE – 3D Dimensions Class rules, routines and boundaries are clear. Children learn how to stay safe – in school, at home, in the woods, at playtimes, school trips. Children are aware of consequences and are encouraged to make good choices.</p>	<p>PSHE – 3D Dimensions Turn taking Class votes – story times, meditation, yoga</p>	<p>PSHE – 3D Dimensions Awareness of their own self and of others’ feelings, needs Child choice – continuous provision/ themes and topics/ snack time/ lunch time Taking risks WOW Moments Stickers for praise Individual challenges through CP Sharing news</p>	<p>PSHE – 3D Dimensions Introduction to different festivals/celebrations and traditions throughout the year Circle time activities – speaking and listening Challenging gender stereotypes through role play areas</p>
Reception	<p>3Dimensions – PSED scheme. Rules covered through a variety of stories. Woodland Rules- Staying safe in the woods. P.E. Rules - Moving around safely/moving equipment safely. Outside area rules- Moving around the bike track the</p>	<p>Class choice – Storytime/wet play film. Child choice activities- Continuous Provision. Yoga. - choosing poses. Personal /group Viewpoints shared through PSED/Growth mindset sessions.</p>	<p>Child choice activities- Continuous Provision. Individual stickers for praise. Spot chart –Treasure box. Individual ‘wow’ moments shared with class. Individual challenges through Continuous provision –verbal. Sharing news. Fitzy Fox diary – sharing.</p>	<p>Children encouraged to take turns, listen, and value the opinions of others. Children learn about the similarities and differences between themselves and others. Learning about different countries and their traditions linked to topics. (Divali- Hinduism Hannukah- Judaism.</p>

	<p>correct way. Safety on the climbing equipment. Classroom Rules. Safety rules during Bonfire Night. Be bright Be Seen week. Caring for plants and animals. Water safety around holiday time. Children clear of boundaries and consequences.</p>		<p>Children have the opportunity to take risks in the outdoor area and during physical exercise. Children express their own opinions and feelings during carpet sessions.</p>	<p>Church visits – Christianity. Chinese New Year. Role-play areas- tackling gender stereotypes.</p>
Year One	<p>Class and whole school rules are explicit, clear, and followed. Language of choice and consequence used throughout school and our school values are promoted and rewarded (marbles etc). Assemblies regularly share and commend children who display values in school and in class. Daily routines are in place and shared. Safety discussions are held regularly to promote self-care, for example, when in the classroom, school woods or an educational visit.</p>	<p>Children have opportunities for their views to be heard through regular PSHE and English lessons which particularly promote discussion and debate with children using role-play, drama, Q and A etc. to share their views and discuss their thoughts and beliefs. Pupil voice is heard throughout all subjects with subject leaders collating views, children’s opinions being taken in to account (for example, when finding out about confidence levels in Maths). Children in Year One are given the opportunity to vote within class competitions for their</p>	<p>Children are taught to make safe choices through opportunities to engage in challenging tasks, inside and outside of the classroom. Children in Year One can choose to attend extra-curricular activities, for example, Story and Rhyme club. Children are able to exercise their rights by choosing who to work with at times, who to engage with at play time and are encouraged to share and explain their views. Their choices are commended when positive through rewards in class and throughout school (for example, marbles, CBG’s, HT Awards) The morning greeter (see right) is able to choose how to greet their peers, giving consent over how they are</p>	<p>In Year One, children can be the ‘greeter’ which promotes respect for others as the children take time to greet each other in a friendly way each morning. School values and rules relating to respect are promoted and rewarded and Year One use ‘Teamwork makes the dream work!’ as their motto to promote working towards shared goals and finding solutions through supporting each other. The local area is considered within Geography lessons explicitly and our local walk promotes respect for the local</p>

	<p>Children know they have a right to an education and so the responsibility to follow rules to support other's education, developing their sense of self and worth across the curriculum and within their own life.</p>	<p>'winner' and select who receives a reward for producing high quality work or showing the most effort. Children are able to make their own choices relating to the work they complete, the food choices at lunch, games at playtime etc. Children take turns daily, share and take care of resources and understand that the classroom is theirs to take care of, together.</p>	<p>happy to be greeted (for example, high five, hug... etc.) ensuring they own consent in relation to their own body rights.</p>	<p>area in which they live, in addition to their personal safety as mentioned left. RE (Religious Education) and PSHE lessons explicitly promote understanding of and tolerance of other people and their beliefs. Children regularly engage in handling of and discussion of artefacts in lessons to explore and discuss differing religions and views.</p>
Year Two	<ul style="list-style-type: none"> - At the beginning of each year, children come together to create a set of rules and expectations. These are displayed in the classroom and referred to during the year. - Three whole school rules have been set. Children know these rules and consequences are displayed in the classroom if these rules are broken. Discussions on why it is important to follow the rules are held regularly. - School Values are displayed in the classroom and children who show these values are 	<ul style="list-style-type: none"> - Lollypop sticks are used to determine groups and the order in which people can do things. Regular discussions on how this is a fair way of conducting business in the classroom. - Classroom monitors are decided on through a fair vote. - When completing group/paired work, discussions are held on ensuring everybody puts in an equal amount of effort. - All children have the opportunity to get involved by putting up their hand. - As part of PSHE learning, children learn about fairness and how communities run. 	<ul style="list-style-type: none"> - As part of the school day, children have the opportunity to make choices based on what they eat, who they play with, amongst others. - Children can make their own choices about the level of work they complete based on how confident they feel. - Children can choose to participate in extra-curricular clubs. - Regular PSHE and Growth Mindset lessons ensure children have the opportunity to express their feelings. - Children take ownership of their own resources. Children look after these resources and ensure they stay in good condition. - As part of a PSHE unit on extremism and radicalisation, children learn 	<ul style="list-style-type: none"> - At the beginning of the year, children celebrate one another through a range of 'getting to know you' games. They celebrate their differences as well as the things they have in common. - High expectations of children's behaviour promotes a mutual respect of one another, and when out in public. - As part of Science and Geography learning, children are taught that all living things in the world should be respected. - As part of learning how to be safe online, children are taught

	<p>rewarded through certificates and marbles.</p> <p>- Through PSHE, children learn about fairness, including who decides on laws.</p>	<p>- Discussions and debates are held fairly in all subjects.</p>	<p>about the importance of celebrating our unique qualities that make us us.</p> <p>- As part of History learning, children learn about where they live, how it's changed and how they could make it better in the future themselves.</p>	<p>the importance of mutual respect through the internet.</p> <p>- Through PSHE and Science, children learn about changing and growing and how it is important to respect everybody.</p> <p>- RE learning is vital in this area. Children are taught about caring for everybody in the world, celebrating special and sacred times, and Islam. Constant discussions on the importance of seeking to understand other's religions.</p>
Year Three	<p>Class and whole school rules are explicit, on display and followed. Language of choice and consequence is used throughout school.</p> <p>Our school values are promoted throughout school and are rewarded. Children who display our school values are celebrated during assemblies and earn certificates.</p> <p>Safety discussions are held regularly to promote self-care, for example, when in the classroom, on the playground, in the school</p>	<p>Children are provided with opportunities to discuss, develop and share their opinions within a safe environment. Drama activities and debates in PSHE, RE and English for example, allow children to contribute their views and know they are valued.</p> <p>Pupil voice is heard throughout all subjects with subject leaders collating views, children's opinions being taken in to account.</p>	<p>Children are able to make their own choices relating to the work and challenge level they complete, the food choices at lunchtime and games they play at play time.</p> <p>Each morning, the greeter gives consent over how they are happy to be greeted (for example, high five, hug... etc.) ensuring they own consent in relation to their own body rights.</p> <p>Opportunities to choose teams and partners to work with.</p>	<p>RE and PSHE lessons explicitly promote understanding of and tolerance of people of different cultures and religions. Respect is shown to the French culture through French lessons.</p> <p>In Year 3, children can be the 'greeter' which promotes respect for others as the children take time to greet each other in a friendly way each morning.</p> <p>School values are promoted and rewarded, including the values of equality and respect.</p>

	<p>woods or on an educational visit.</p> <p>Children know they have a right to an education and the responsibility to follow rules to support other's education.</p>	<p>Children are given the opportunity to vote within class competitions for their 'winner'.</p> <p>Children are able to make their own choices relating to the work and challenge level they complete, the food choices at lunchtime and games they play at play time.</p> <p>Children take turns including being the 'greeter' each day and recording 'Travel Tracker'.</p>		
Year Four	<p>School rules are displayed, promoted and followed.</p> <p>Consequences are displayed and followed.</p> <p>School values displayed and awarded weekly through headteacher awards and good work.</p> <p>Children who display our school values are celebrated during assemblies and earn certificates.</p>	<p>Opportunities for voting to choose school council, nominated activities.</p> <p>School council box to collect ideas from pupils.</p> <p>Electing classroom monitors.</p> <p>Auditions for class assemblies.</p> <p>Discussion through persuasive writing unit – views for and against relevant topics.</p> <p>Debate through cross curricular links – history/English</p>	<p>Opportunities to choose working partners, teams, and friendship groups.</p> <p>Opportunities to choose own level of work during lessons</p> <p>Opportunities to choose participation in extra-curricular club.</p> <p>Opportunities to share views and opinions about topics of discussion in class.</p> <p>Circle time – expressing feelings and emotions and being listened to by others.</p>	<p>Understanding of school rules and reasons for them – impacting on others.</p> <p>RE – respecting differences of cultures and religions, in class, within the community, nationally and globally.</p> <p>High expectations of behaviour when out of school, respect for the public.</p> <p>Respecting the French culture through French lessons.</p> <p>Welcoming new members to the school.</p> <p>Individual birthday celebrations – singing and card giving.</p>
Year Five	<p>At the start of the year, children within the class create a whole class charter.</p>	<p>Prior to the creation of the class charter, we discuss the school</p>	<p>Within class, children understand that we must always show respect to those speaking. This is often</p>	<p>During our R.E (Religious Education). and PSHE lessons we regularly discuss and</p>

	<p>This is displayed within the classroom alongside the consequences which are consistently applied. Clearly displayed within the classroom is also the terms of use with regards computers, which the children all understand and have agreed. Children work together in teams to earn marbles for a weekly treat. Marbles are awarded for good work and consistently following the school rules.</p>	<p>values and ensure that these are applied within our class charter. Children understand that they have a right to be heard and that their views matter. During group tasks we ensure that everyone has a role to play and that these must be shared. When partaking within class debates, we understand that every voice must be heard. This is applied doing conscience alleys in English/History, where we consider the perspectives of different characters.</p>	<p>important within PSHE lessons which are often discussion based. Children take ownership for resources they require, ensuring that they remain in respectable condition. Year Five have their own rock band with Mr Hall where they are responsible for playing an instrument.</p>	<p>understand different cultures and faiths. Children always show a compassionate awareness for those of other faiths and backgrounds. A range of values are handed out during weekly headteacher certificates. These encompass the school values. School assemblies always spark interest, curiosity and discussion as the children are eager to learn more about a wide range of cultures and faiths.</p>
Year Six	<ul style="list-style-type: none"> -Class rules discussed and agreed on by all members of the class. The class all sign this document. -The 3 School Rules are clear and evident within class. -Children agree to a set of working rules when using the computers and sign an agreement at the start of every year for this. -Children are all aware of the school values and are rewarded on a weekly basis for demonstrating these values. These are exhibited in the main hall. 	<ul style="list-style-type: none"> -Class debate about whether Christmas should be celebrated to supplement our learning of 'A Christmas Carol' - Conscience Alley is a key feature in many lessons, particularly those in history whereby children discuss and try to consider both sides of an argument. -Opportunities to vote are regularly utilised to make a uniform decision. -Year Six has members on the school council, which regularly meet to discuss whole-school 	<ul style="list-style-type: none"> -Growth-mindset encourages children to be resilient and demonstrate the school growth-mindset values of Effort, Challenge, Making mistakes and Independence. - Head Boy and Head Girl represent the school in a number of realms and are examples to the rest of the school of how to uphold the Olympic, school values. -Children have ownership of the class resources, accessing them when required. Year Six operate a freedom to move policy, in which children are actively encouraged to get out of their chair and access the appropriate resources or support that they need. 	<ul style="list-style-type: none"> -Mutual Respect is an explicit part of our class rules. - Sensitive subjects are approached tenderly and discussed with an attitude of maturity. - Greet each other on a daily basis as children enter the school. - Religions, faiths and alternative beliefs are discussed maturely and with respect. - Children are expected to talk to each other in the same tone that they would to a member of staff.

	<p>- KAGAN groups encourage discussion and support peer to peer. It allows pupils to challenge ideas and gain alternative perspectives.</p>	<p>issues and gain a voice from the children. - At the beginning of every year, each child applies for a job-role within the class.</p>	<p>- Year Six have both a Rock band as well as a football team. Other curricular clubs which they attend alongside other year groups are also available.</p>	<p>- Reward given for positive learning traits. For example, extra break given for homework and marbles given for reading/ effort outside of school. - The behaviour policy is evident within class and there is an unwavering expectation that children adhere to this.</p>
Whole School	<p>Road safety week in Autumn term as the nights become dark – rules relating to safe travel. Be Bright Be Seen.</p> <p>PSHE Curriculum – 3D Dimensions</p>	<p>Subject leaders all take account of pupil views and voice (gathered termly) when collating evidence relating to their subject area.</p> <p>PSHE Curriculum – 3D Dimensions</p>	<p>Implementation of behaviour policy – reward marble system, Headteacher’s awards</p> <p>PSHE Curriculum – 3D Dimensions</p> <p>Mental health awareness and how to promote / maintain own mental health of self and others through explicit assemblies, awareness days, class tasks etc. -Growth-mindset WOW moments shared in class to showcase how children have acted with a ‘Growth-mindset outside of school.</p>	<p>Church visits – Christmas and Easter. Whole school RE assemblies. Red Nose Day</p> <p>PSHE Curriculum – 3D Dimensions</p> <p>Respect of other cultures through French day. -CBG system rewards children for the manner in which they conduct themselves in and around the corridors.</p> <p>High expectations of behaviour within school</p> <p>Countdown for 5 to 1 with the expectations that children are quiet by 1.</p>

