

# Hartington C of E Primary School British Values curriculum mapping

Vision statement

“Caring and sharing as part of God’s family.”

Providing a school community where we strive to achieve our full potential in a safe, nurturing environment with Christian values at our heart.

“Loving our neighbour as we love ourselves.” Luke 10:27

At Hartington C of E Primary School, we develop and promote British Values throughout our general school ethos and within our whole-school curriculum offers. We aim to ensure that children become valuable and fully rounded members of society who treat others with respect and leave our school community fully prepared for life in Modern Britain.

The key values we teach within school provide children with the fundamental knowledge and skills they need to contribute to society.

These include:

- Democracy – An understanding of how citizens can influence decision-making through the democratic process.
- The Rule of Law – An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- Mutual Respect – An understanding of the importance of identifying and combatting discrimination.
- Tolerance for those of different faiths and beliefs – An acceptance that other people have different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
- Individual liberty – An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

How do we teach Democracy at Hartington C of E Primary School?

General Whole School	Early Years Foundation Stage:	Key Stage One:	Key Stage Two:
<p><i>As a school, teachers and SLT approach the teaching and learning of democracy consistently through:</i></p> <ul style="list-style-type: none"><li>➤ Annual <b>school council election process</b> at the beginning of each year – children are taught what the democratic process is, pupils opt in for the potential to become representatives and promote their views and values through <b>candidate campaigning</b>.</li><li>➤ Annual <b>school council selection</b> – each class listen to <b>campaigns</b> and consider the characteristics which are important for an elected representative. Pupils vote for the council, putting their vote in a ballot box.</li><li>➤ Regular opportunities for <b>pupil voice</b> – school council collect feedback on the playground using <b>surveys</b> and general pupil surveys completed as whole-classes. School council then meet regularly to discuss issues raised by different classes and to feedback pupil voice. School council create plans to act upon feedback. School council <b>meeting minutes distributed</b> to teachers to ensure consistency of key messages.</li><li>➤ Picture News delivered weekly in worship – focussing on local, national and world events.</li><li>➤ School council representatives have opportunity during weekly assembly to discuss school issues and matters arising.</li><li>➤ Opportunities for <b>pupil leadership</b> and <b>responsibility</b> jobs created – <b>lunch time monitors, playground buddies, worship monitors, gardening monitors, equipment monitors</b>.</li><li>➤ Pupil engagement with <b>class charters</b> – establishing class rules, rewards, and sanctions. Delivered through school council members.</li><li>➤ <b>School council</b> and occasionally other pupils involved in and contribute to the <b>application process of teaching staff</b>.</li><li>➤ Whole-school assemblies linked to British values completed half termly, making links to Christian values.</li></ul>	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p><u>PSHE:</u></p> <p><b>(C&amp;L)</b>– Listen attentively and respond to what they hear with relevant questions, comments and action when being read to and during whole class discussion and small group interactions.</p> <p><u>History:</u></p> <p><b>(UTW)</b>– Talk about the lives of the people around them and their roles in society.</p> <p><b>(UTW)</b> – Children work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.</p> <p><u>Religious Education:</u></p> <p><b>(F1)</b> – Listen to stories about leaders or founders within faiths. (Christianity and Judaism)</p> <p><b>(F2)</b> – Listen to and talk about stories which show special people in religions.</p> <p><u>General Classroom Provision:</u></p> <p>The provision of the EYFS classroom and area with class 1, and outdoor areas are set up with different stations and activities to allow children the choice and to provide opportunities for them to express themselves.</p>	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p><u>PSHE:</u></p> <p>Sharing opinions on things that matter to them. <i>(unit explores what a decision is and how to make simple votes.)</i></p> <p>Express their thought and opinions and recognise that others can be different. <i>(unit encourages children to share views openly.)</i></p> <p>Discussing the strengths and interests someone might need to do different jobs. <i>(Linked to school council)</i></p> <p><u>History:</u></p> <p><i>Cycle B – Kings, Queens and castles (Guy Fawkes)</i></p> <p><i>Cycle A – The Great fire of London</i></p> <p><u>Geography:</u></p> <p>Cycle A - Field work – our local area – Children are aware of the local Parish council and the need to contact them if wanting to implement changes (also Peak National Park)</p> <p>Cycle B – As above but field work involves the world and my school - looking at National Government.</p>	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p><u>PSHE:</u></p> <p>Recognise there are human rights, that are there to protect everyone. <i>(Focus on decisions, different methods of voting)</i></p> <p>Understanding the relationship between rights and responsibilities. <i>(Focus on democratic process, gathering opinions, voting and how to use the information)</i></p> <p>Understand that their views and opinions come from their different backgrounds and experiences. <i>(Engage in respectful discussions and debates weighing up different opinions.)</i></p> <p>Listen actively to others’ views and explore how they are similar or different to their own. <i>(comparisons of opinions and using this to discuss and question each other’s opinions.)</i></p> <p><u>History:</u></p> <p>Cycle A - Understand the different forms of government – <i>(democracy, autocracy, and city states.)</i></p> <p>Cycle A, B &amp; D -Leadership hierarchy <i>(The Gods and Pharaohs/ Chief Ministers/ Mayns/ Shang Dynasty)</i></p> <p>Cycle C -Anglo Saxon hierarchy <i>(king, earl, thanes, churls, and thralls.)</i></p> <p>Cycle C - Social structure of significant Viking leaders.</p> <p><i>Noble Priests/ Soldiers and the Common People)</i></p>

<ul style="list-style-type: none"> <li>➤ Parent views shared and acted upon based on <b>parent forums, parental surveys</b>, and <b>questionnaires</b>.</li> <li>➤ Parents invited to attend the <b>RSHE parent consultation</b> – feedback questionnaires shared, and views and opinions considered and followed up.</li> <li>➤ <b>Curriculum links to democracy through PSCH, RSHE, History, Geography and Religious Education curriculum offer.</b></li> <li>➤ PSHE curriculum promotes opportunities for <b>voting, discussion, and debates</b>.</li> </ul>	<p>Opportunities for voting for class book at story time, songs to sing when lining up etc. Children are invited to bring in their own books from home for adult to read and to share with friends</p>	<p><b>Religious Education:</b> Children ask and respond to questions about what individual and communities do, and why, so that pupils can identify what difference belonging to a community might make. <i>(unit 1:1 – Who is a Christian and what do they believe?)</i></p> <p>Children find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Cycle A - Roman emperors and the growth of the Roman Empire. <i>(Shift in power from representative democracy to centralised imperial authority)</i></p> <p><b>Religious Education:</b> Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. <i>(Evidenced in unit L2.1 – links to Muhammed’s story of night power and night journey and ascension. Evidenced also in L2.2 – links to Gods across religions being powerful, mighty, rulers etc.)</i></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

How do we teach Rule of Law at Hartington C of E Primary School?

General Whole School	Early Years Foundation Stage:	Key Stage One:	Key Stage Two:
<p><i>As a school, teachers and SLT approach the teaching and learning of the rule of law consistently through:</i></p> <ul style="list-style-type: none"> <li>➤ Our school ethos and behaviour <b>policy</b> revolves around our <b>core Christian values</b> , including respect, compassion, generosity, friendship, service and trust.</li> <li>➤ <b>Positive relationships</b> and <b>behaviours</b> are <b>modelled</b> by staff on a daily basis to ensure children experience what good behaviour looks like.</li> <li>➤ Pupils regularly engage in discussions and <b>assemblies</b> linked to <b>right and wrong</b> and <b>consequences</b> of actions, behaviours.</li> <li>➤ School council have created <b>class charters</b>, a set of clear and fair <b>ground rules</b> that children have taken ownership of.</li> <li>➤ Behaviour around school focuses on promoting good choices, <b>self-regulation, using the colour monster and zones of regulation charts</b>. Where poor choices are made or a lack of respect is shown children are given the opportunity to reflect on their choices and exchanges with others. Social stories are used if required.</li> <li>➤ <b>High expectations</b> of achievement and behaviour are established at the beginning of each academic year and revisited regularly.</li> <li>➤ <b>Clear and fair consequences</b> are established and consistently followed when rules are broken, making links between choice of actions and the context of the wider world. Pupils learn that there are consequences to breaking rules and law in school and in society. Links made to PSHE.</li> <li>➤ Continual classroom <b>discussion</b> about right and wrong through a variety of channels; <b>playground rules, rules for personal safety</b>, PSHE curriculum etc. Playground buddies are used as role models and a support network.</li> <li>➤ <b>Visits from authorities</b>- police, PCSO, fire service, NSPCC etc to discuss rules and projects.</li> <li>➤ School actively promotes good <b>attendance</b> and has clear <b>procedures</b> for those with poor attendance.</li> <li>➤ Staff abide by a <b>code of conduct</b> policy which sets out clear rules to abide by.</li> </ul>	<p><i>Alongside the whole school focus, rule of law is explored through curriculum areas:</i></p> <p><b>PSHE:</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b>Computing:</b> Children consider basic rules for what they are and are not allowed to do when accessing online platforms. They learn the rules of how to handle the equipment.</p> <p><b>General Classroom Provision:</b> The provisions of the EYFS classroom are set up with different stations and activities which encourage children to take independence over learning and to allow opportunities for children to follow rules. Children explore rules through:</p> <ul style="list-style-type: none"> <li>○ Staying safe – handling scissors, equipment etc.</li> <li>○ Organisation – amount of children at each station.</li> <li>○ Communication – taking turns, sharing etc.</li> </ul>	<p><i>Alongside the whole school focus, rule of law is explored through curriculum areas:</i></p> <p><b>PSHE:</b> Talk about rules and age restrictions that keep us safe. <i>(Links to who is responsible for administering medicines and the rules for using them safely)</i></p> <p>Understand what a rule is and that we follow rules to help each other. <i>(Links to playing games, similar to instructions etc.)</i></p> <p>Talk about rules that keep us safe, including online. <i>(Age restrictions for social media, not sharing personal information online etc.)</i></p> <p><b>History:</b> Laws protecting children in employment and right to an education. <i>Bonfire night, Great fire of London changed laws within the country, regarding fire services etc.</i></p> <p>Technology – <i>patenting technology</i></p> <p><b>Religious Education:</b> Recall and talk about some rules for living in religious traditions <i>(Christianity – Ten Commandments, Islam – taking shoes off to enter a mosque, Jewish rituals, and practices during festivals)</i></p> <p><b>Science:</b> Performing simple tests. <i>(working as a team, safe handling of equipment.)</i></p> <p>Find out about the basic requirements and rules to care for a plant. <i>(suitable amounts of water, light, and temperature.)</i></p>	<p><i>Alongside the whole school focus, rule of law is explored through curriculum areas:</i></p> <p><b>PSHE:</b> Understand the importance of taking medicines correctly and using household products safely. <i>(Links to staying safe around medicines and other household substances/products. Weighing up the importance of following the rules and the risks/dangers without.)</i></p> <p>Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them. <i>(Links to looking after pets, taking care of our environment etc.)</i></p> <p>Identifying reasons for following age regulations and restrictions. <i>(Applying SMART targets to scenarios.)</i></p> <p>Understand that there are rules and laws surrounding the use of medicines, drugs, and household products. <i>(Age restrictions for legal alcohol/drugs and laws prohibiting use of illegal drugs.)</i></p> <p>Explore how law protects our rights and how to respond respectfully if something is not within the law. <i>(Links to human rights, consent, etc)</i></p> <p>Identifying strategies for keeping safe in the local environment or unfamiliar places. <i>(Links to stranger danger, road safety, water safety, basic first aid etc.)</i></p> <p><b>History:</b> Cycle B - Justice and governance systems in the Bronze Iron Age.</p> <p><b>Religious Education:</b> Give examples of rules for living from religious traditions and suggest ways in which they might help believers with difficult decisions. <i>(Links with Jesus’ rule in Christianity – love God and love your neighbour.)</i></p> <p>Compare religious moral rules with non-religious moral principles.</p> <p><b>Science:</b> Planning different types of scientific enquiries to answer questions. <i>(Carrying out fair tests, gathering data and measurements accurately.)</i></p>

<p>➤ Staff and children follow <b>safety rules</b> outlined within an itinerary by the National Park Ranger Service when on visits and initiatives.</p>		<p>Describe basic need for an animal and human to survive. <i>(rules including water, food, hair, exercise, balanced diets, and hygiene.)</i></p> <p>Laws changed to reduce carbon footprint.</p> <p><b>Physical Education:</b> Children learn the basic rules of keeping safe around equipment, using equipment and how to work as part of a team.</p> <p><b>Computing:</b> Children learn to identify simple SMART rules that can be applied for their safety and support their health/well-being.</p> <p>Children begin to understand that rules may change in context, based on where they are, what they are doing and who they are with.</p> <p><b>Geography:</b>  Fieldwork – obeying laws of local land Ambassador school National Park ranger service – Litter picking, contact with local parish council Investigating and comparing land use – similarities and differences. <i>How have rules been amended / changed? Rules of the countryside e.g. Close the gate!</i></p>	<p>Cycle B- Explore the requirements of plants for life and growth. <i>(links to air, light water, nutrients and how these amounts/rules may vary from plant to plant.)</i></p> <p>Cycle A - Recognise that light from the sun can be dangerous. <i>(Sunsafety rules)</i></p> <p><b>Physical Education:</b> Children learn the rules in different sports including cricket, football, rounders, hockey. Children learn the importance of fair play and abiding by rules to achieve end goals/matches.</p> <p>Recognise the impact of diet, exercise, drugs, and lifestyle on the way their bodies function. <i>(Links to rules for safe use of drugs and the laws which surround this.)</i></p> <p><b>Computing:</b> Children learn how UK laws <i>(copyright, data protection, terms and conditions etc)</i> regulate and governs the use of online technology and how it relates to other legal standards across the world.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

How do we teach Mutual Respect at Hartington C of E Primary School?

General Whole School	Early Years Foundation Stage:	Key Stage One:	Key Stage Two:
<p><i>As a school, teachers and SLT approach the teaching and learning of mutual respect consistently through:</i></p> <p>➤ Our school <b>ethos</b> and <b>behaviour policy</b> revolves around our <b>core Christian values</b>, including respect, compassion, generosity, friendship, service and trust.</p> <p>➤ <b>Positive relationships</b> and <b>behaviours</b> are <b>modelled by staff</b> on a daily basis to ensure children experience what respect looks like.</p> <p>➤ Pupils regularly engage in discussions and <b>assemblies</b> linked to respect for themselves and for others. Picture news delivered weekly in worship - focussing on local, national and world events.</p> <p>➤ School council create <b>class charters</b>, a set of ground rules that children have taken ownership of.</p> <p>➤ <b>Behaviour</b> around school focuses on promoting good choices, <b>self-regulation</b> and where poor choices are made or a lack of respect is shown children are given the opportunity to reflect on their choices and exchanges with others.</p> <p>➤ <b>High expectations</b> of achievement and behaviour are established at the beginning of each academic year and revisited regularly.</p> <p>➤ Celebration worships/assemblies are held weekly and children have the opportunity to celebrate success both from in school and out of school. All children are able to celebrate with each other and staff. The demonstration of focussed Christian values is also rewarded during these collective times. Pictures displayed on Celebration wall.</p>	<p><i>Alongside the whole school focus, mutual respect is explored through curriculum areas:</i></p> <p><b>PSHE:</b> <b>(PSED)</b> – Understand that own actions affect other people. Children are provided with stories and modelled situations which show how to treat others with kindness and respect.</p> <p><b>History:</b> <b>(UTW)</b> - Know similarities and differences between themselves and others, and among families, communities, and traditions. Through role play opportunities, stories, different families, religious traditions and beliefs.</p> <p><b>(UTW)</b> – Know some similarities and differences between things in the past and now. <i>(Links to history of toys, technology from the past – see KS1 history topics)</i></p> <p><b>Religious Education:</b> <b>(F5)</b> – how to show respect for one another. <i>(Explored the idea of everyone being individual, unique and valuable.)</i></p>	<p><i>Alongside the whole school focus, mutual respect is explored through curriculum areas:</i></p> <p><b>PSHE:</b> Recognise and understand the importance of respecting privacy. <i>(learning that body parts are private and the PANTS rule.)</i></p> <p>Recognising how to treat themselves and other with respect. - taught through PSHE curriculum of anti-bullying week, online learning,</p> <p>Nurture groups delivery, using the ‘Fill your bucket’, teaching children how respect and kindness can make others, and ourselves, feel.</p> <p><i>Colour Monster initiative – equipment and resources provided for children to make cards and positive posters for others.</i></p> <p><b>History:</b> <i>Toys – respect for the property of others.</i></p> <p><i>Inventors - Respect of new inventions</i></p> <p><i>Focus on individuals throughout history – looking at empathy and respect people have shown for others – Mary Secole, Florence Nightingale.</i></p>	<p><i>Alongside the whole school focus, mutual respect is explored through curriculum areas:</i></p> <p><b>PSHE:</b> Learning about stereotypes. <i>(learning typical stereotypes between girls and boys – linked to colours, toys, jobs, aspirations etc.)</i></p> <p>Recognise what seeking and giving permission (consent) means. <i>(recognising that no means no and that this decision must be respected.)</i></p> <p>Discussing what discrimination means and how to challenge it.</p> <p>Recognising that our own behaviour can affect other people.</p> <p>Listening to and responding respectfully to a wide range of people.</p> <p>Recognising the importance of self-respect and how to respect others.</p> <p>Respecting and recognising the differences and similarities between people.</p> <p>Debating topical issues, respecting other people’s points of view/constructively challenging those they disagree with.</p> <p>Identifying the importance of having compassion towards others. Explaining how to show care/concern. <i>(Linked with children’s rights.)</i></p>



<p>➤ Lunch time supervisors involved in modelling and recognising respectful behaviours – <b>supporting peers to demonstrate this behaviour themselves, using the platform of being a role model to help other children to transition to be monitors themselves as they move through the school.</b></p> <p>➤ Reward system in place, children awarded a stamper (Class 1) or tick (class 2) on their reward chart to support positive behaviour.</p> <p>➤ Children are chosen to represent our school through <b>leadership responsibilities</b> and as role models – playground buddies, <b>lunch time helpers, worship team.</b></p> <p>➤ <b>Theme days</b> held to represent respect for different cultures, faiths, and beliefs – <b>Remembrance, Easter, Christmas, Children in Need, Red Nose Day, Christingle, Chinese New Year, Diwali</b></p> <p>➤ Regular <b>assemblies</b> raising awareness of others with a focus on respect and tolerance – <b>black history, women’s rights, different family set-ups, LGBTQ+ etc.</b> Assemblies share stories, images, music, events, and festivals to show different lifestyles. – Picture news shared weekly with children.</p> <p>➤ School create and review an <b>equality policy</b> regularly outlining protected characteristics for all to follow.</p> <p>➤ School council introduced <b>litter picking</b> in the village to show <b>respect for our environment.</b></p> <p>➤ <b>Curriculum links</b> to mutual respect through PSHE, RSHE, History, Geography and Religious Education.</p>	<p><b><u>Expressive Arts:</u></b> Children begin to give simple opinions about the works of a chosen artist, craft maker or designer. <i>(children have opportunities for expression through art and admiring the artwork of their peers.)</i></p> <p><b><u>Music:</u></b> Children begin to broaden their understanding of music, recognising and listening to different types.</p> <p><b><u>General Classroom Provision:</u></b> The provisions of the EYFS classroom are set up with different stations and activities which encourage children to take independence over learning and to allow opportunities for children to demonstrate respect.</p> <ul style="list-style-type: none"> <li>○ Staying safe – handling scissors, equipment etc without snatching or destroying.</li> <li>○ Organisation – using quiet indoor voice</li> <li>○ Communication – playing fairly, sharing with others, taking turns, listening, and responding to their peers.</li> <li>○ Respecting the choices of others when choosing activities.</li> </ul>	<p><i>Thinking about the adversity people have faced to achieve success.</i></p> <p><i>Explorers – migration and trade, respecting other through cultural differences, people becoming aware of different nationalities.</i></p> <p><b><u>Religious Education</u></b> Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Recognise that stories show religious figures demonstrating respect to others. <i>(Explored through stories such as The Good Samaritan, The wind and the moon - Buddhism)</i></p> <p>Recognise that sacred belongings should be treated with respect. <i>(Links to having clean hands or dressing in certain ways.)</i></p> <p><b><u>Art:</u></b> Children learn to describe what they think and feel about the work of a chosen artist, craft maker or designer in sensitive way.</p> <p><b><u>Music:</u></b> Children begin to understand that music is made in different countries in the world and that there are different styles of music.</p> <p><b><u>Geography:</u></b> Pupils demonstrating respect for communities in various parts of the world and developing an understanding of the different lifestyles and cultures when comparing to their own locality <b>Being an Ambassador School – living within a National Park</b></p>	<p><b><u>Religious Education:</u></b> Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>Explore the meanings of some big moral concepts. <i>(Linked to fairness, freedom, truth, honesty, kindness, peace and what they look like in everyday life?)</i></p> <p><b><u>Art:</u></b> Children understand and explain how a chosen artist or art form has contributed to the culture and/or history of a specific nation.</p> <p><b><u>Music:</u></b> Children share personal opinions on different genre types and provide justifications for opinion.</p> <p><b><u>MFL: French</u></b> Children begin to compare different traditions and celebrations between France and the UK.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

How do we teach tolerance at Hartington C of E Primary School?

General Whole School	Early Years Foundation Stage:	Key Stage One:	Key Stage Two:
<p><i>As a school, teachers and SLT approach the teaching and learning of tolerance consistently through:</i></p> <p>➤ Our school <b>ethos</b> and <b>behaviour policy</b> revolves around our <b>core Christian values</b>, including respect, compassion, generosity, friendship, service and trust.</p> <p>➤ <b>Positive relationships</b> and <b>behaviours</b> are <b>modelled</b> by staff on a daily basis to ensure children experience what respect and tolerance towards others looks like.</p> <p>➤ Pupils regularly engage in <b>discussions</b> and <b>assemblies</b> linked to tolerance towards others. Picture news delivered weekly in worship – focussing on local, national and world events.</p> <p>➤ School council creates class charters, a set of ground rules that children have taken ownership of.</p>	<p><i>Alongside the whole school focus, tolerance is explored through curriculum areas:</i></p> <p><b><u>PSHE:</u></b> <b>(PSED)</b> – Understand that own actions affect other people. Children are provided with stories and modelled situations which show how to treat others with kindness and respect.</p> <p><b>(PSED)</b> – Show sensitivity to their own and others needs.</p> <p><b><u>History:</u></b> <b>(UTW)</b> - Know similarities and differences between themselves and others, and among families, communities, and traditions. <b>Through role play opportunities, stories, different families, religious traditions and beliefs.</b></p>	<p><i>Alongside the whole school focus, tolerance is explored through curriculum areas:</i></p> <p><b><u>PSHE:</u></b> Recognise and understand the importance of respecting privacy. <i>(learning that body parts are private and the PANTS rule.)</i></p> <p>Recognising how to treat themselves and other with respect. - taught through PSHE curriculum of anti-bullying week, online learning,</p> <p>Nurture groups delivery, using the ‘Fill your bucket’, teaching children how respect and kindness can make others, and ourselves, feel.</p> <p><i>Colour Monster initiative – equipment and resources provided for children to make cards and positive posters for others.</i></p> <p><b><u>History:</u></b></p>	<p><i>Alongside the whole school focus, tolerance is explored through curriculum areas:</i></p> <p><b><u>PSHE:</u></b> Learning about stereotypes. <i>(learning typical stereotypes between girls and boys – linked to colours, toys, jobs, aspirations etc.)</i></p> <p>Discussing what discrimination means and how to challenge it.</p> <p>Recognising that our own behaviour can affect other people.</p> <p>Recognise what seeking and giving permission (consent) means <i>(recognising that no means no and that this decision must be respected.)</i></p> <p>Listening to and responding respectfully to a wide range of people.</p> <p>Recognising the importance of self-respect and how to respect others.</p> <p>Respecting and recognising the differences and similarities between people.</p>

<p>➤ <b>Behaviour</b> around school focuses on promoting good choices, <b>self-regulation</b> and where poor choices are made or a lack of respect or tolerance is shown children are given the opportunity to reflect on their choices and exchanges with others.</p> <p>➤ <b>High expectations</b> of behaviour are established at the beginning of each academic year and revisited regularly.</p> <p>➤ Opportunities for children to help and support others through playground buddy system, lunchtime monitors – developing awareness of others opinions and beliefs and the tolerance of these.</p> <p>➤ <b>Theme days</b> held to represent respect for different cultures, faiths, and beliefs – <b>Diwali, Remembrance, Easter, Christmas, Children in Need, Red Nose Day, Mexican day etc.</b></p> <p>➤ Regular <b>assemblies</b> raising awareness towards the <b>diversity</b> of others with a focus on respect and tolerance. Picture News used weekly with the children. Assemblies share stories, images, music, events, and festivals to show different lifestyles.</p> <p>➤ School create and review an <b>equality policy</b> regularly outlining protected characteristics for all to follow.</p> <p>➤ <b>Consequences</b> in place for children who do not demonstrate respective or tolerant behaviour. Children are challenged on views which may be deemed as discriminatory.</p> <p>➤ All teachers and teaching assistants are <b>responsive to current issues</b> in society on a national and global level. Teachers are flexible at providing additional discussions, lessons etc in response to concerns – <b>Ukraine day, war, pandemic</b> etc.</p> <p>➤ <b>Curriculum links</b> to tolerance through PSHE, RSHE, History and Religious Education.</p> <p>➤ School have good links with the <b>local church</b> and regularly attend ‘Schools together’ events.</p>	<p><b>(UTW)</b> – Know some similarities and differences between things in the past and now. <i>(Links to history of toys, technology from the past – see KS1 history topics)</i></p> <p><b>Religious Education:</b></p> <p><b>(F5)</b> – how to show respect for one another. <i>(Explored the idea of everyone being individual, unique and valuable.)</i></p> <p><b>Expressive Arts:</b></p> <p>Children begin to give simple opinions about the works of a chosen artist, craft maker or designer.</p> <p><b>Music:</b></p> <p>Children begin to broaden their understanding of music, recognising and listening to different types.</p> <p><b>General Classroom Provision:</b></p> <p>The provisions of the EYFS classroom are set up with different stations and activities which encourage children to take independence over learning and to allow opportunities for children to demonstrate respect.</p> <ul style="list-style-type: none"> <li>○ Staying safe – handling scissors, equipment etc without snatching or destroying.</li> <li>○ Organisation – using quiet indoor voice</li> <li>○ Communication – playing fairly, sharing with others, taking turns, listening and responding to their peers.</li> </ul>	<p><i>Florence Nightingale/ Mary Secole – Tolerance of new ways and practices, accepting patients regardless of background.</i></p> <p><i>Explorers – Tolerance of others cultural and religious differences.</i></p> <p><i>Kings, Queens and castles – Investiagting tolerance of historical events and changes.</i></p> <p><b>Religious Education:</b></p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Recognise that stories show religious figures demonstrating respect to others. <i>(Explored through stories such as The Good Samaritan, Rama and Sita)</i></p> <p>Recognise that sacred belongings should be treated with respect. <i>(Links to having clean hands or dressing in certain ways.)</i> To be tolerant of the beliefs of others when displaying.</p> <p><b>Art:</b></p> <p>Children learn to describe what they think and feel about the work of a chosen artist, craft maker or designer in sensitive way.</p> <p><b>Music:</b></p> <p>Children begin to understand that music is made in different countries in the world and that there are different styles of music.</p> <p><b>Geography:</b></p> <p>Recognising about what individuals and countries can undertake to reduce the carbon footprint of the world and be aware that there can be different priorities within the countries and occupations – <i>Hartington is predominantly a farming community</i></p>	<p>Debating topical issues, respecting other people’s points of view/constructively challenging those they disagree with.</p> <p>Identifying the importance of having compassion towards others. Explaining how to show care/concern. <i>(Linked with children’s rights.)</i></p> <p><b>Religious Education:</b></p> <p>Express ideas about right and wrong, good, and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</p> <p>Explore the meanings of some big moral concepts. <i>(Linked to fairness, freedom, truth, honesty, kindness, peace and what they look like in everyday life?)</i></p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p><b>Art:</b></p> <p>Children understand and explain how a chosen artist or art form has contributed to the culture and/or history of a specific nation.</p> <p><b>Music:</b></p> <p>Children share personal opinions on different genre types and provide justifications for opinion.</p> <p><b>MFL: French:</b></p> <p>Children begin to compare different traditions and celebrations between France and the UK.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

How do we teach individual liberty at Hartington C of E Primary School?

General Whole School	Early Years Foundation Stage:	Key Stage One:	Key Stage Two:
<p><i>As a school, teachers and SLT approach the teaching and learning of individual liberty consistently through:</i></p> <p>➤ <b>School council</b> has the opportunity to meet to discuss issues raised by pupils and to feedback ideas, opinions and suggestions.</p> <p>➤ <b>Positive relationships</b> and behaviours are encouraged and modelled daily. Children are expected to take responsibility for their actions and behaviour, knowing the difference between right and wrong.</p> <p>➤ <b>Choice</b> is promoted regularly – <b>school dinners/salad bar, how to present work for best effect, after school clubs to attend (children also have the opportunity within the clubs to suggest activity ideas), choice of learning challenges</b> etc.</p>	<p><i>Alongside the whole school focus, individual liberty is explored through curriculum areas:</i></p> <p><b>PSHE: (PSED)</b> – Work and play cooperatively and take turns with others.</p> <p><b>(PSED)</b> – Form positive attachments to adults and friendships with peers.</p> <p><b>Religious Education: (F5)</b> – Discuss the idea that each person is unique and valuable. It is up to each individual to decide what they believe. ,l</p>	<p><i>Alongside the whole school focus, individual liberty is explored through curriculum areas:</i></p> <p><b>PSHE:</b></p> <p>Recognising that the choices they make can have good and not so good consequences.</p> <p>Respecting the needs of ourselves and other people.</p> <p>Identifying that everybody is unique.</p> <p>Identify what makes them special. <i>(Linked to Nurture delivery, colour monster initiative)</i></p>	<p><i>Alongside the whole school focus, individual liberty is explored through curriculum areas:</i></p> <p><b>PSHE:</b></p> <p>Understanding what may influence our choices. <i>(Focus on the use of social media, adverts, family traditions etc. and the benefits and disadvantages of this.)</i></p> <p>Knowing how to make informed choices. <i>(Linked to their behaviour, health and well-being and safety.)</i></p> <p>Identify differences and similarities between people but understand that everyone is equal. <i>(Linked with equality act and equal opportunities for all.)</i></p>

<div>➤ <b>Through Accelerated reader programme the children have opportunity to choose their own books linked to ZPD score.</b></div> <div>➤ Pupils regularly engage in <b>discussions, assemblies and Collective worships</b> linked to individual liberty. Picture news delivered weekly in worship – focussing on local, national and world events. This includes encouraging children to learn from the past and/ or experiences.</div> <div>➤ <b>Safe environments</b> are created and support available for children to <b>express themselves</b> e.g., strong anti-bullying culture through the role of responsibilities allocated to individuals and groups, e.g. playground buddies.</div> <div>➤ Focus on mental health through colour monster initiatives and the zones of regulation.</div> <div>➤ Children are given the opportunity to express their individuality on dress your best days – linked to fundraising initiatives.</div> <div>➤ Stereotypes are challenged and equality and fairness are discussed regularly.</div> <div>➤ School create and review an equality policy regularly outlining protected characteristics for all to follow.</div> <div>➤ After school clubs which children can choose to participate in – including sports, cooking, lego, craft.</div> <div>➤ Curriculum links to individual liberty through PSHE, RSHE, history, geography and Religious Education.</div>		<div>Recognise what is fair/unfair, right/wrong, and kind/unkind. <i>(Linked closely with friendships, relationships etc and the way people are treated.)</i></div> <div>Listen to other people and play and work cooperatively. <i>(Focus on strategies to resolve simple arguments through negotiation.)</i></div> <div><b>Religious Education:</b> Introduce the idea that each person is unique and important in relation to the Christian teachings and those of other religions.</div> <div><b>History:</b> Raising future aspirations through individuals in History – past/present, e.g. scientists, explorers, inventors, sports.</div> <div><b>Geography:</b> Respecting others children’s and the local community’s choices, decisions and ideas when discussing and planning changes within the school and local environment -<b>Reflection spaces, signage, equipment, wildflower area, willow tree project, etc.</b></div>	<div>Recognise and challenge stereotypes. <i>(Focus on gender stereotypes, different family and relationship set-ups and the need for these to be respected.)</i></div> <div>Appreciate the range of identities in the UK. <i>(Linked with traditions, religions, interests, and values.)</i></div> <div>Understand that there are human rights to protect everyone. <i>(Focus on the different human rights, in particular freedom of expression.)</i></div> <div>Recognise the nature and consequences of discrimination. <i>(Linked to the protected characteristics.)</i></div> <div>Understand there are some cultural practices against British law. <i>(Focus on human rights issues for identities, diversity, bullying and poverty.)</i></div> <div><b>Religious Education: (U2.7)</b> Children begin to Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.</div>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------