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| Year Group | Democracy  | Individual Liberty  | Rule of Law | Mutual Respect and tolerance of those with different faiths and beliefs  |
| F1 | * Adults consider children’s views and opinions when planning topics and activities.
* Children make decisions together when sharing toys (turn-taking).
 | * Provide opportunities for the children to develop their self-esteem and confidence in their own abilities (sharing achievements and successes).
* Promote independence (choosing activities).
 | * Adults and children work together to create rules and adhere to these.
* Discuss the needs for rules and how they keep us safe.
* Teach children to understand their own and others’ behaviour and feelings, along with their consequences (zones).
* Encourage children to learn how to distinguish between right and wrong.
 | * Adults create an environment that values and promotes different faiths, cultures, views and races.
* Celebrate festivals / special days.
* Local trips.
* National celebrations.
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| F2 | * Adults consider children’s views and opinions when planning topics and activities.
* Children value each other’s views and beliefs when talking about their feelings (circle time).
* Children vote for activity choices (role-play area, choosing a book for story time etc).
 | * Encourage children to develop a positive sense of themselves.
* Provide opportunities for the children to develop their self-esteem and confidence in their own abilities (sharing achievements and successes).
* Promote independence (choosing activities).
* Providing children with opportunities to take challenges and responsibilities (class roles).
 | * Adults and children work together to create rules and adhere to these.
* Discuss the needs for rules and how they keep us safe.
* Teach children to understand their own and others’ behaviour and feelings, along with their consequences (zones).
* Encourage children to learn how to distinguish between right and wrong.
* Children are rewarded for following the rules.
 | * R.E- Christianity (Christmas/ Easter)
* Adults create an environment that values and promotes different faiths, cultures, views and races.
* Provide opportunities for children to make links with the wider community- local places, inviting family members, speakers.
* Festivals / special days and places around the world.
* Learn about the world around them- local and further afield.
* Local trips.
* Cultural stories/ days.
* Local events and activities.
* National celebrations.
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| 1 | * Children have the opportunity to vote for members of the school council.
* Adults consider children’s views and interests when planning topics/ activities.
* Children vote for their golden time activity.
* Pupil questionaries’ for subjects.
* Children value each other’s views and beliefs when talking about their feelings (circle time).
 | * Provide opportunities for children to develop their self-esteem and confidence.
* Children share achievements and successes (celebration assembly).
* Providing children with opportunities to take challenges and responsibilities (class roles).
* Children can attend extra-curricular clubs and activities.
 | * Adults and children work together to create their own class rules/ class charter.
* Teach children to understand that their own behaviour and others’ behaviour has consequences (zones).
* Children are rewarded for following the rules (golden time).
 | * R.E- Christianity (Harvest/ Christmas/ Easter)
* Adults create an environment that values and promotes different faiths, cultures, views and races.
* Festivals / special days/ different types of family units/ different jobs and places around the world.
* Children share their experiences with the group and allow children to recognise similarities/ differences between themselves and others.
* Children invite grandparents in to school to learn about their childhood.
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| 2 | * Children have the opportunity to vote for members of the school council.
* Children vote for their golden time activity.
* Pupil questionaries’ for subjects.
* Children value each other’s views and beliefs when talking about their feelings (circle time).
* Debates in topic work.
 | * Provide opportunities for children to develop their self-esteem and confidence.
* Children share achievements and successes (celebration assembly).
* Providing children with opportunities to take challenges and responsibilities (class roles).
* Children can attend extra-curricular clubs and activities.
* Children are encouraged to choose their own reading book to take home.
* Residential trips.
 | * Adults and children work together to create their own class rules/ class charter.
* Teach children to understand that their own behaviour and others’ behaviour has consequences (zones).
* Children are rewarded for following the rules( golden time).
 | * R.E- Hinduism, Christianity (Christmas/ Easter)
* Adults create an environment that values and promotes different faiths, cultures, views and races.
* Heroes in our community.
* Eid cards.
* Festivals/ special days.
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| 3 | * Children have the opportunity to vote for members of the school council.
* Children vote for their golden time activity.
* Pupil questionaries’ for subjects.
* Pupil council representatives attend pupil council meetings and feedback minutes taken for class to discuss.
* Debates in topic work.
* Children have the opportunity to write a speech to be elected to the school council.
 | * Provide opportunities for children to develop their self-esteem and confidence.
* Children share achievements and successes (celebration assembly).
* Providing children with opportunities to take challenges and responsibilities (class roles).
* Children can attend extra-curricular clubs and activities.
* Children choose their level of learning challenge.
* Children are encouraged to choose their own reading book to take home.
 | * Adults and children work together to create their own class rules/ class charter.
* Teach children to understand that their own behaviour and others’ behaviour has consequences (zones).
* Children are rewarded for following the rules( golden time).
 | * R.E- Christianity (Christmas/ Easter), Sikhism, Special people (Moses and Abraham)
* Adults create an environment that values and promotes different faiths, cultures, views and races.
* Fairtrade.
* Festivals/ special days.
 |
| 4 | * Children have the opportunity to vote for members of the school council.
* Children vote for their golden time activity.
* Pupil questionaries’ for subjects.
* Pupil council representatives attend pupil council meetings and feedback minutes taken for class to discuss.
* Debates in topic work.
* Children have the opportunity to write a speech to be elected to the school council.
 | * Provide opportunities for children to develop their self-esteem and confidence.
* Children share achievements and successes (celebration assembly).
* Providing children with opportunities to take challenges and responsibilities (class roles).
* Children can attend extra-curricular clubs and activities.
* Children choose their level of learning challenge.
* Children are encouraged to choose their own reading book to take home.
* Residential trips.
 | * Adults and children work together to create their own class rules/ class charter.
* Teach children to understand that their own behaviour and others’ behaviour has consequences (zones).
* Children are rewarded for following the rules( golden time).
 | * R.E- Christianity (stories from the bible/ Easter), Buddhism, Journeys
* Adults create an environment that values and promotes different faiths, cultures, views and races.
* Active Planet.
* Festivals/ special days.
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| 5 | * Children have the opportunity to vote for members of the school council.
* Children vote for their golden time activity.
* Pupil questionaries’ for subjects.
* Pupil council representatives attend pupil council meetings and feedback minutes taken for class to discuss.
* Debates in topic work.
* Children have the opportunity to write a speech to be elected to the school council.
 | * Provide opportunities for children to develop their self-esteem and confidence.
* Children share achievements and successes (celebration assembly).
* Providing children with opportunities to take challenges and responsibilities (class roles).
* Children can attend extra-curricular clubs and activities.
* Children choose their level of learning challenge.
* Children are encouraged to choose their own reading book to take home.
 | * Adults and children work together to create their own class rules/ class charter.
* Teach children to understand that their own behaviour and others’ behaviour has consequences (zones).
* Children are rewarded for following the rules( golden time).
 | * R.E- Islam, Christianity (Christmas/ Easter)
* Adults create an environment that values and promotes different faiths, cultures, views and races.
* The Slave Trade/ History of our ports.
* Festivals/ special days.
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| 6 | * Children have the opportunity to vote for members of the school council.
* Children vote for their golden time activity.
* Pupil questionaries’ for subjects.
* Pupil council representatives attend pupil council meetings and feedback minutes taken for class to discuss.
* Debates in topic work.
* Children have the opportunity to write a speech to be elected to the school council.
 | * Provide opportunities for children to develop their self-esteem and confidence.
* Children share achievements and successes (celebration assembly).
* Providing children with opportunities to take challenges and responsibilities (class roles).
* Children can attend extra-curricular clubs and activities.
* Children choose their level of learning challenge.
* Children are encouraged to choose their own reading book to take home.
* Residential trips.
 | * Adults and children work together to create their own class rules/ class charter.
* Teach children to understand that their own behaviour and others’ behaviour has consequences (zones).
* Children are rewarded for following the rules( golden time).
 | * R.E- Christianity (Easter), Judaism, Living in a global community.
* Adults create an environment that values and promotes different faiths, cultures, views and races.
* WW2, sustainability, changes in local area, Mayans, human sacrifice.
* Children wear blue jumpers as a symbol of respect.
* Festivals/ special days.
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| **Whole School Approaches** |
| Tea and coffee mornings Parents workshopsParent questionnairesPlace 2 be Christmas fair St Stephens churchSchool discos  |