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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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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 workshops  Parent questionnaires  Place 2 be  Christmas fair  St Stephens church  School discos |