




At Butlers Hill Infant School and Nursery, we want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Personal, Social, Health Education (PSHE) is at the heart of our school which emphasises the difference between right and wrong and respecting & tolerating

differences in a very diverse and modern Britain. We have planned a curriculum that will enable children to make progress towards these aims. Through engaging lessons using our learning model and appropriate activities, we can give them all a better understanding of themselves and others in the 'community of communities' in which they live. We can secure and influence behaviour and attendance and encourage further involvement and commitment to education.

British Values / Related School Values	Children will have the opportunity. . .	Examples of how these are explored and developed in school / through the curriculum
<p style="text-align: center;"><b>Democracy</b></p> 	<ul style="list-style-type: none"> <li>● To understand and respect the democratic process</li> <li>● To understand how they can influence decision making through a democratic process</li> <li>● To understand how to argue and defend a point of view</li> <li>● To understand the importance of team work</li> </ul>	<ul style="list-style-type: none"> <li>● School council that voice class opinion and suggestions.</li> <li>● Parent questionnaires for specific purposes.</li> <li>● At the beginning of each topic, children are asked 'What do I know already and what do I want to learn?' to create a 'big picture' of their learning journey.</li> <li>● Children contribute as a whole class at the beginning of the year to generate class rules, in addition to the school rules.</li> </ul> <p><u>PSHE curriculum (Jigsaw):</u></p> <ul style="list-style-type: none"> <li>● Begin to exercise choice and the right to decide</li> </ul>

- Begin to discuss and debate topical issues in both small and larger groups
- Begin to contribute to the life of the class & school; e.g. classroom monitors
- Become aware of and respect the different opinions of others
- Offer simple ideas or opinions about real school issues.
- Be confident to try new activities, initiate ideas and speak in a familiar group.
- Consider the consequences of their words and actions for others.

#### History

- Learn about how individuals had to make decisions for the people and how these can affect different people.
- Understand the importance of teamwork to achieve a mutual goal.
- Understand how decisions in the past have changed the future.

#### RE

- Understanding how to voice opinions and views respectfully

#### P.E and school sport:

- Team games taught for striking & fielding
- A range of extra-curricular activities

## The Rule of Law



- Ability to recognise the difference between right & wrong and apply this to their own lives
- Ability to accept responsibility for their behaviour
- To understand the consequences of their behaviour and actions
- Ability to resolve conflicts effectively
- Understand how they can contribute positively to the lives of those living and working in the locality and society more widely
- To understand that living under the rule of law protects them and is essential for their well-being and safety.

- Assemblies focus upon our school's rules/values.
- Behaviour systems used in all classrooms to manage learning behaviours (e.g. dream big aim high chart)
- Star of the week / Gold book
- Classroom rules
- Circle time discussions
- Development of a Forest School
- E-Safety and safeguarding given priority at all times

### PSHE curriculum (Jigsaw):

- Begin to manage their feelings in a positive way
- Understand how rules help them; e.g. classroom learning rules
- Agree and follow rules for their groups and classroom
- Begin to respect property- personal and public
- Begin to recognise the difference between right and wrong
- Begin to understand behaviours which are helpful and unhelpful to make all children feel safe and happy
- Begin to understand the roles of others in society e.g. people in our local community/people who help us.

## Individual Liberty



- To understand rights & responsibilities

- Behaviour systems used in all classrooms to manage learning behaviours
- Circle time discussions
- Classroom rules

### PSHE curriculum (Jigsaw):

- Begin to know about different groups they belong to and the important people and roles within them.
- Begin to develop a sense of responsibility and set personal targets.
- Offer simple ideas or opinions about real school issues.
- Begin to understand the rights and responsibilities of children.
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.
- Consider the consequences of their words and actions for others.

## Mutual Respect and Tolerance



- Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values
- Reflective about their own experiences
- Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others
- Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socioeconomic backgrounds
- Participate in a variety of communities and social settings, cooperating well with others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes

- School Rules
- Behaviour system used in all classrooms to manage learning behaviours
- Children working in all curriculum areas in different groupings
- Diversity within the school personnel
- We have a robust anti-bullying culture with behaviour and safety policies in place. (Please see the policies section of our website)
- Monitoring of bullying-based incidents by type

### PSHE curriculum (Jigsaw):

- Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language
- Begin to know what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong
- Learn how to respond appropriately to bullying
- Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes
- Have a positive self-image and show that they are comfortable with themselves.
- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.

### R.E. curriculum (agreed syllabus):

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|  |  | <ul style="list-style-type: none"><li>• Children sharing experiences of different festivals</li><li>• To understand beliefs and teachings</li><li>• To understand practices and lifestyles</li><li>• To understand how beliefs are conveyed</li><li>• To explore family routines and customs</li><li>• To reflect</li><li>• To understand values</li><li>• To talk about similarities and differences between families, communities and traditions</li><li>• Visits to different places of worship</li></ul> <p><u>History curriculum:</u></p> <ul style="list-style-type: none"><li>• To investigate and interpret the past</li><li>• To build an overview of world history</li></ul> <p><u>Geography curriculum:</u></p> <ul style="list-style-type: none"><li>• To map different countries</li><li>• To compare the local area with other areas.</li></ul> |
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- To investigate and interpret the past
- To build an overview of world history

Geography curriculum:

- To map different countries
- To compare the local area with other areas.