

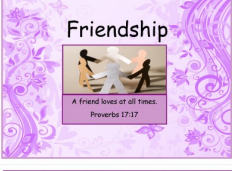
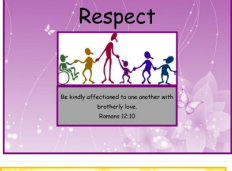





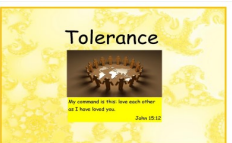







British Values—The Golden Thread


This document outlines how children at Holly Hill are taught British Values and explore their understanding and meaning


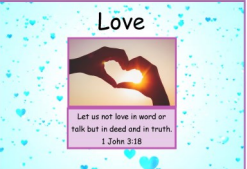

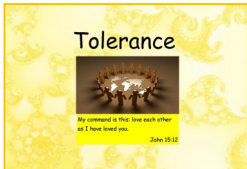

Holly Hill is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We recognise our responsibility to prepare all children for living in and accepting a multicultural society where all people have the right to be treated without prejudice. Our Christian faith reminds us that we must be ready to accept and help our neighbour, whatever their faith, gender, heritage, language, cultural background or disability.






<i>British Values (and our Christian Values)</i>		<i>Examples of how these are developed in the school and wider curriculum</i>
<p>1. Democracy</p>     	<ul style="list-style-type: none"> To understand and respect the democratic process To understand how they can influence decision making through a democratic process To understand how to argue and defend a point of view To understand the importance of team work 	<ul style="list-style-type: none"> School council, Spiritual Council are elected each year by children in each class. Class teachers also choose one child in each year group to ensure that the council members are representative of the entire school community School council and Spiritual Council are actively involved in making decisions Annual Pupils Attitudes to School and Self Survey Children contribute as a whole class to class rules, in addition to the school Golden Rules. <p>Through our PSHE curriculum children learn:</p> <ol style="list-style-type: none"> To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class To offer ideas and opinions about real school issues eg what improves and harms their local, natural and built environments and about some of the ways people can look after them To recognise what is fair and unfair, kind and unkind, what is right and wrong

<p><i>British Values (and our Christian Values)</i></p>		<p><i>Examples of how these are developed in the school and wider curriculum</i></p>
    		<p>5. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>6. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>7. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>8.. To offer constructive support and feedback to others</p> <p>9.. To help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p>10. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>P.E and school sport:</p> <ol style="list-style-type: none"> 1. Team games and working with others 2. Choice of extra-curricular activities <p>RE Curriculum:</p> <p>Through our RE curriculum pupils are taught to:</p> <p>ask questions and express their own views about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.</p>


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<p>2. The rule of law</p>     	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Weekly Christian Values award assemblies focus upon how children have demonstrated the school's Christian Values • Behaviour for Learning zone board used consistently across the school in all classrooms. • Classroom rules and Golden Rules • Circle time discussions • Individual behaviour/management plans • 4 Step Apology • Our 12 school Christian Values are shared by all members of our school community. Children are able to talk about ways that these values influence their actions and their behaviour. <p>Through our PSHE curriculum children learn:</p> <ul style="list-style-type: none"> • To help construct, and agree to follow, group and class rules and to understand how these rules help • To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals • Begin to understand the roles of others in society e.g. people in our local community/people who help us. • To communicate their feelings to others, to recognise how others show feelings and how to respond • To recognise what is fair and unfair, kind and unkind, what is right and wrong • That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) • Rights and responsibilities as members of families, other groups and ultimately as citizens.


<p><i>British Values (and our Christian Values)</i></p>		<p>Examples of how these are developed in the school and wider curriculum</p>
<p>Laws and Rules</p>  <p>The first poster is titled 'Respect' and features an illustration of diverse people holding hands. Below the illustration is the text: 'Be kindly affectioned to one another with brotherly love. Romans 12:10'. The second poster is titled 'Tolerance' and features an illustration of a sun with rays. Below the illustration is the text: 'My command is this, love each other as I have loved you. John 13:34'. The third poster is titled 'Forgiveness' and features an illustration of two hands shaking. Below the illustration is the text: 'Be kind to one another, tenderhearted, forgiving one another, as Christ forgave you. Ephesians 4:32'. The fourth poster is titled 'Honesty' and features an illustration of a white lily flower. Below the illustration is the text: 'Be that which is honest. 2 Corinthians 13:7'.</p>		<p>RE Curriculum:</p> <p>Through our RE curriculum pupils:</p> <ul style="list-style-type: none"> Pupils are introduced to Jesus' two 'great' commandments: 'love God' & 'love others', and asked to think about the impact of Jesus' words for people who follow him.

<p><i>British Values (and our Christian Values)</i></p>		<p><i>Examples of how these are developed in the school and wider curriculum</i></p>
<p>3. Individual liberty</p>     	<ul style="list-style-type: none"> To understand rights & responsibilities. 	<ul style="list-style-type: none"> Behaviour for Learning zone board used consistently across the school in all classrooms. Classroom rules and Golden Rules Circle time discussions Classroom rules Our 12 school Christian Values are shared by all members of our school community. Children are able to talk about ways that these values influence their actions and their behaviour. <p>Through our PSHE curriculum children learn:</p> <ul style="list-style-type: none"> Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals Rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets) About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

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    		<ul style="list-style-type: none"> • To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • That there are different types of teasing and bullying, that these are wrong and unacceptable • How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help • That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) • That they belong to various groups and communities such as family and school • What improves and harms their local, natural and built environments and about some of the ways people look after them • Rights and responsibilities as members of families, other groups and ultimately as citizens • Respect for the self and others and the importance of responsible behaviours and actions <p>RE Curriculum</p> <p>Through our RE curriculum pupils are taught to:</p> <ul style="list-style-type: none"> • respond with increasing sensitivity and responsibility to the world around them; • respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings; • to give pupils opportunities to reflect on the natural world, and how we can / should care for it, but also to consider what religions have to say about our world, and environmental issues. <p>Geography Curriculum</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.</p>

British Values (and our Christian Values)		Examples of how these are developed in the school and wider curriculum
<p>4. Mutual respect</p> <p>Respecting each other</p> <p>5. Tolerance of those with different faiths and beliefs</p> <p>Understanding each other</p> <div data-bbox="129 954 376 1121"> <p>Love</p> <p>Let us not love in word or talk but in deed and in truth. 1 John 3:18</p> </div> <div data-bbox="129 1134 376 1321"> <p>Respect</p> <p>Be kindly affectioned to one another with brotherly love. Romans 12:10</p> </div> <div data-bbox="129 1334 376 1489"> <p>Tolerance</p> <p>My command is that you love each other as I have loved you. John 13:34</p> </div>	<ul style="list-style-type: none"> • 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 socio-economic backgrounds • Participate in a variety of communities and social settings, cooperating well with others 	<ul style="list-style-type: none"> • A range of different resources are used to support the curriculum to help pupils understand and welcome diversity • Signs around the school in other languages (classrooms and communal areas) • School's Golden Rules and class rules • Behaviour for Learning zone board used consistently across the school in all classrooms. • Children working in all curriculum areas in different groupings • Monitoring of bullying and prejudiced based incidents by type • Community Day • Policies eg Anti-Bullying, Behaviour, Child Protection, RE, Collective Worship, Equality, RE, Safeguarding, Whistle-Blowing • Links with St Saviours including exchange visits for all pupils. • Inter Faith Project • Visitors <p>Through our PSHE curriculum children learn:</p> <ul style="list-style-type: none"> • 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 • About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them • To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' 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.

British Values (and our Christian Values)		Examples of how these are developed in the school and wider curriculum
<p>Respecting each other</p> <p>Understanding each other</p>  <p>The posters are titled 'Love', 'Respect', and 'Tolerance'. The 'Love' poster features a heart shape made of hands and the text 'Let us not love in word or talk but in deed and in truth. 1 John 3:18'. The 'Respect' poster shows a group of diverse people holding hands and the text 'Be kindly affectioned to one another with brotherly love. Romans 12:10'. The 'Tolerance' poster shows a globe and the text 'We summed it that: love each other for I have loved you. John 13:35'.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To identify and respect the differences and similarities between people How to contribute to the life of the classroom To help construct, and agree to follow, group and class rules and to understand how these rules help them That they belong to various groups and communities such as family and school What improves and harms their local, natural and built environments and about some of the ways people look after them Respecting equality and being a productive member of a diverse community Respect for the self and others and the importance of responsible behaviours and actions How to respect equality and diversity in relationships How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts <p>RE Curriculum</p> <p>Through our RE curriculum pupils are taught to:</p> <ul style="list-style-type: none"> be aware that festivals are special times for different people; describe how people celebrate some religious festivals; be aware that other people have places, times, books, objects and people that are special to them; talk about groups they belong to and be aware that other children belong to different groups; learn what Christians believe about God and the world around them, and be introduced to what Jews & Muslims believe; ask questions and express their own views about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. identify similarities in features of religions and beliefs; respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings; ask questions about their own and others' ideas, feelings and experiences; give a reason why something may be valued by themselves and others;

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<p>Respecting each other</p> <p>Understanding each other</p>  <p>The three posters are stacked vertically. The top poster is titled 'Love' and features a heart shape formed by two hands, with the text 'Let us not love in word or talk but in deed and in truth. 1 John 3:18'. The middle poster is titled 'Respect' and shows a group of diverse people holding hands, with the text 'Be kindly affectioned to one another with brotherly love. Romans 12:10'. The bottom poster is titled 'Tolerance' and depicts a group of people sitting around a table, with the text 'Be ye summed up in that: love each other as I have loved you. John 13:34'.</p>		<p>Geography Curriculum</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.