

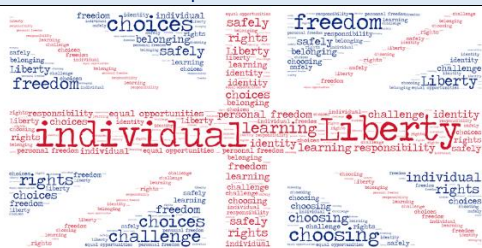




- Ensure school expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the Curriculum
- Teach pupils aspects of law and discuss how this might differ from some religious law

- Children are helped to distinguish right from wrong and are supported in finding a solution to any issues
- Children are helped to respect the law. They are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- Children are helped to understand that living under the rule of law protects individuals.
- Visits from authorities such as the Police; Fire Service; Ambulance etc. are regular parts of our calendar and help reinforce this message.
- The school has zero-tolerance for any form of aggression, abuse or violence, which extends to children, staff and parents/carers.
- We are committed to praising children's efforts. Children are rewarded not only for achievement in curriculum areas, but also for behaviour.
- Internet safety rules are taught and discussed with pupils

**Individual liberty:** freedom for all, for example reflecting on their differences and understanding we are free to have different opinions



- Ensure school expectations are clear and fair
- Help children to distinguish right from wrong choices and learn how to take responsibility
- Help children to understand that living under the rule of law protects individual liberty
- Teach children to have a growth mindset and how to challenge themselves
- Develop good mental health and wellbeing

- Within school children are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment.
- As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment, a planned curriculum and an empowering education.
- The Role of all Staff, as defined in the school's Behaviour Policy, explains how staff create an environment in which all pupils feel they belong and feel safe. This requires establishing appropriate learning-focused relationships where expectations are set high and where everyone knows the routines and the boundaries
- Children are supported to develop their self-knowledge, self-esteem and self-confidence.
- Children are encouraged to take responsibility for their behaviour, for example through our Forest Schools provision, or through e-Safety.
- Children are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, e.g. through e-Safety teaching and PSHE lessons.
- Freedom of speech is modelled through encouraging child participation in a variety of ways.
- Vulnerable children are protected and stereotypes challenged.
- A strong anti-bullying culture is embedded in the school. Anti-Bullying Week - classroom activities and discussions
- Pupils have key roles and responsibilities in school e.g. Heads of Houses, Eco Warriors.
- Children are consulted on many aspects of school life and via the Heads of Houses.
- Assemblies cover discussions about self-respect and self-worth and the value of individuality so that children see that they are each important in their own right
- Children are strongly encouraged to develop independence in learning and think for themselves
- Children are encouraged to look after each other's wellbeing - PSHE topics promote self-awareness and responsibility



- We encourage as much positive praise as possible
- The school's Behaviour Policy encourages children to reflect on their wrong-doings and consider alternatives to their behaviour
- We learn about the differences and similarities between religions
- All staff and Governors have attended Prevent Training
- Mindfulness teaching is a key element of our Jigsaw teaching programme
- Children's Voice questionnaires are undertaken to enable pupils to express their opinions on aspects of school
- WOW allows children opportunities to express their opinions directly to the Headteacher.

**Mutual Respect and the Tolerance of those with different Faiths and Beliefs:** treat others as you want to be treated, for example sharing and respecting other's opinions.



- Promote respect for individual differences
- Help children to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers



- Children know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small
- The school strongly promotes respect for individual differences
- Children are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Staff and children are encouraged to challenge prejudicial or discriminatory behaviour
- Actively promoting our values also means challenging children, staff or parents expressing opinions contrary to fundamental values, including 'extremist' views
- Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class
- Through the PSHE, RSE and RE curriculums children are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked after children or young carers
- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our Creative Curriculum Topics. E.g. Out of Africa, Location India
- Arts workshops take place in school linked to our curriculum units – such as Indian dancing & African drumming
- Respect for each other is modelled by all staff towards the children and each other
- Respect is discussed during assemblies, RE lessons and in everyday conversations
- Respect covers: self-respect, respect for family, friends, and other groups; the school, the locality and the environment
- Children's behaviours around the school demonstrate their understanding of respect
- Respect for each other is modelled and encouraged from an early age through activities such as 'All About Me'
- We acknowledge Random Acts of Kindness Day
- We follow the Milton Keynes Agreed syllabus for RE - our RE Curriculum reinforces the importance of understanding and respecting different faiths and beliefs

- |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• Cultural celebrations are discussed in class and assemblies. We celebrate different festivals in other cultures e.g. Diwali.</li><li>• Different types of family structure are discussed in PSHE/RSE</li><li>• We have a yearly remembrance assembly event where children take part in classroom activities relating to this</li><li>• Our PSHE/RSE Curriculum covers differences in people and tolerance of others</li><li>• Children learn about Britain and the parts of the flag that make up the UK. This includes looking at the map of the UK countries and capital cities</li><li>• The children have experience of cooking food originating from different countries</li></ul> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|