



St Chad's CofE Nursery and Infant School – British Values in the Curriculum

Schools are required to provide the spiritual, moral, social and cultural (SMSC) development of their pupils. Part of this requirement means that they actively promote the fundamental British Values. The fundamental British Values are defined as:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of Different Faiths and Beliefs

At St Chad's CofE Nursery and Infant School, we aim to help our children become well-rounded members of the society which is why we ensure that the promotion of the British Values is a central part of our teaching and learning. The British Values are promoted throughout the curriculum, across the whole school. They are also seen in our school vision and values, policies, Collective Worship, special events and cultural celebrations.

	EYFS	Key Stage 1
PSHE	<p>Personal, Social and Emotional Development</p> <p>Managing Self:</p> <ul style="list-style-type: none"> • ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly • ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • See themselves as a valuable individual • Know and talk about the different factors that support their overall health and wellbeing • Develop their sense of responsibility and membership of a community • Manage their own needs such as personal hygiene • Begin to make sense of their life-story and family's history • Build constructive and respectful relationships with adults and peers • Identify and moderate their own feelings socially and emotionally <p>Self-Regulation:</p> <ul style="list-style-type: none"> • ELG: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly • ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Express their feelings and consider the feelings of others • Identify and moderate their own feelings socially and emotionally 	<p>Health and Wellbeing</p> <p>Know:</p> <ul style="list-style-type: none"> • Not everyone feels the same at the same time, or feels the same about the same things • Ways of sharing feelings; a range of words to describe feelings • What makes them special • Ways in which we are all unique • How to name parts of the body (Year 2: including external genitalia) • Growing and changing from young to old and how people's needs change • Examples of rules and age restrictions that keep us safe <p>Relationships</p> <p>Know:</p> <ul style="list-style-type: none"> • The roles different people (e.g. acquaintances, friends and relatives) play in their lives • The people who love and care for them and what they do to help them feel cared for • Different types of families including those that may be different to their own • Common features of family life • It is important to tell someone if something about their family makes them unhappy or worried • How people make friends and what makes a good friendship



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	<ul style="list-style-type: none">• Think about the perspectives of others• Show resilience and perseverance in the face of a challenge Building Relationships <ul style="list-style-type: none">• ELG: Show sensitivity to their own and to other's needs• ELG: Form positive attachments to adults and friendships with peers• Think about the perspectives of others Understanding the World Natural World <ul style="list-style-type: none">• ELG: Understand some important processes and changes on the natural world around them• Begin to understand the key features of the life cycle of a plant and an animal• Explore the natural world around them and make observations e.g. drawing pictures People, Culture and Communities <ul style="list-style-type: none">• ELG: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps• Recognise that people have different beliefs and celebrate special times in different way• Recognise some environments that are different from the one in which they live• Develop positive attitudes about the differences between people• Show interest in different occupations Past and Present <ul style="list-style-type: none">• ELG: Talk about the lives of the people around them and their roles in society	<ul style="list-style-type: none">• When they are someone else feels lonely and what to do• Simple strategies to resolve arguments between friends, positively• How to ask for help if a friendship is making them feel unhappy• Bodies and feelings can be hurt by words and actions• How people may feel if they experience hurtful behaviour or bullying• Hurtful behaviour (offline and online) is not acceptable; how to report bullying; the importance of telling a trusted adult• Some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private• Sometimes people may behave differently online, including by pretending to be someone they are not• How to respond safely to adults they don't know• How to respond if physical contact makes them feel uncomfortable or unsafe• Situations when they should ask for permission and also when their permission should be sought• Not keeping adults' secrets (only happy surprises that others will find out eventually)• Basic techniques for resisting pressure• What to do if they feel unsafe or worried for themselves or others• What is kind and unkind behaviour, and how this can affect others• How to treat themselves and others with respect; how to be polite and courteous• Recognise the ways in which they are the same and different to others• How to listen to other people and play and work cooperatively• How to talk about and share their opinions on things that matter to them Living in the Wider World Know: <ul style="list-style-type: none">• What rules are, why they are needed, and why different rules are needed for different situations• Different groups they belong to• Ways that they are the same as, and different to, other people• That everyone has different strengths• Different jobs that people they know or people who work in the community do
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		<ul style="list-style-type: none"> Some of the interests and strengths someone might need to do different jobs
<p>Religious Education</p>	<ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family and friends special to them Identify some of the qualities of a good friend Reflect on the question 'Am I a good friend?' Recall and talk about stories of Jesus as a friend to others Recall stories about special people in other religions and talk about what we can learn from them Re-tell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Know they belong to their family, school and community. Know that they are special Share special toys and photos Talk about special places they have visited Role-play taking care of babies. Explore the world around and talk about experiences e.g. the natural world Identify similarities and differences e.g. leaves, animals, people <p>People, Culture and Communities</p> <ul style="list-style-type: none"> ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 	<p>Knowing about and understanding religions and worldviews</p> <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities <p>Expressing and communicating ideas related to religious and worldviews</p> <ul style="list-style-type: none"> Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves Notice and respond sensitively to some similarities between different religions and world views <p>Gaining and deploying the skills for studying religions and worldviews</p> <ul style="list-style-type: none"> Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry Find out about and respond with ideas to examples of co-operation between people who are different Find out about questions of right and wrong and begin to express their ideas and opinions in response
<p>History</p>	<p>Understanding the World Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling 	<ul style="list-style-type: none"> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods Significant historical events, people and places in their own locality

How and where do we embed the British Values in school?	
Below are some examples of how each of the British Values is promoted in school.	
Democracy	The Rule of Law
	
<p>We aim to promote the British Value by demonstrating how democracy works by discussions, decision making and voting. For example:</p> <ul style="list-style-type: none"> • Encouraging children to know their views count and their opinions are important e.g. following the children's interests for topics and activities • Encouraging children to make decisions together e.g. when sharing a group toy like a large train set • Encouraging children to see their role in the 'bigger picture' e.g. linking to part of a family, class, group, school, community etc. • Providing opportunities for the children to vote between choices of activity e.g. choosing a theme for their role play area, choosing a book for story time or a song for singing time <ul style="list-style-type: none"> ○ PSHE Matters programme ○ School LOVE Council ○ Pupil Voice questionnaires ○ Pom-Pom surveys ○ Rule Britannia theme: British monarchy and government; Florence Nightingale ○ Collective Worship Value: Truthfulness – The Truth According to Arthur ○ Collective Worship Value: Service – Thank You for Looking After our Pets; Green Lizards Vs Red Rectangles 	<p>We aim to promote the British Value by demonstrating a need for rules and laws to help us keep us safe and happy. For example:</p> <ul style="list-style-type: none"> • Encouraging adults and children to work together to create group rules. Discussing the needs for rules and how they should be administered fairly e.g. the need for rules to keep everyone safe and happy • Teaching children to understand their own and other's behaviour and feelings, and the consequences • Working together to create an environment where actions are consistently followed through e.g. adherence to class rules, follow-ups on discussions and other choices explored after taking a group vote • Encouraging and supporting children to learn how to distinguish right from wrong <ul style="list-style-type: none"> ○ PSHE Matters programme ○ School LOVE Council ○ School vision and values (<i>love, friendship, compassion, respect</i>) ○ School's 'Love Promise' ○ School rules: <i>ready, safe, love</i> ○ Colour Monsters and emotional literacy book spine ○ Love Derby theme: People who help us (PCSO visits) ○ Rule Britannia theme (British monarchy and government) ○ Collective Worship Value: Justice – We Are All Born Free

Individual Liberty	Mutual Respect and Tolerance of Different Faiths and Beliefs
<p>We aim to promote this British Value by individual freedoms to choose faiths, beliefs and likes/dislikes. For example:</p> <ul style="list-style-type: none"> ● Providing opportunities for children to develop their self-esteem and confidence in their own abilities e.g. by sharing achievements and successes and promoting independence ● Encouraging children to try a range of different activities and opportunities to discuss and select their own preferences ● Providing activities for all children to engage in and actively challenge gender-specific task and activities ● Encouraging children to develop a positive sense of themselves <ul style="list-style-type: none"> ○ PSHE Matters programme ○ School's 'Love Promise' ○ Colour Monsters and emotional literacy book spine ○ Celebration Collective Worship – Love Book, Kings and Queens, Bishop's Badge Award ○ Black History Month: Little Leaders: Bold Women in Black History ○ Collective Worship Courage: Maya Jameson ○ Collective Worship: Hope – Malala Yousafzai; Sir Captain Tom Moore ○ Collective Worship: Courage: St Chad's Has Courage; Great Women Who Changed the World ○ Collective Worship: Perseverance: Riley Can Be Anything; My Beautiful Voice: One Month Challenge ○ Alternative Advent: Compassionate Countdown to Christmas ○ Halloween: Spread love, not fear 	<p>We aim to promote this British Value by demonstrating respect and tolerance towards other beliefs and faiths. For example:</p> <ul style="list-style-type: none"> ● Working as a group to create an environment that includes, values and promotes different faiths, cultures, views and races ● Providing opportunities for the children to make links with the wider community e.g. outings to local places, inviting family members or speakers to visit the setting or making links with a local charity ● Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life. ● Encouraging children to recognise similarities and differences between themselves and others e.g. learning about festivals and special days, different types of family units, different occupations and places around the world ● Encouraging children to learn about the world around them – both locally and further afield e.g. local trips, using books, stories, posters and videos etc. to learn about places far away, cultural days, local events and activities and national celebrations <ul style="list-style-type: none"> ○ PSHE Matters programme ○ RE: Understanding Christianity programme ○ RE: Derbyshire Agreed Syllabus: Which times are special and why? Birthdays, Christenings, weddings, Mother's Day ○ Black History Month: Little Leaders: Bold Women in Black History ○ Religious festivals within Christianity, Islam, Sikhism and Hinduism ○ Remembrance ○ Collective Worship Courage: Maya Jameson ○ Collective Worship Respect: Everybody's' Welcome ○ Collective Worship Generosity – My Name is Not Refugee ○ Gypsy, Roma and Traveller History Month ○ Collective Worship – Friendship – Neon Leon ○ Collective Worship Community – All Are Welcome ○ Literacy Spine – Look Up!



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- Derby Book Festival: Brian the Brave
- Literacy Spine – My Hair!
- Literacy Spine – The Proudest Blue
- Rule Britannia – Why do we celebrate St George's Day?
- Collective Worship Peace – Wangari's Garden
- Waste Busters – Wangari's Garden
- Waste Busters - the Green Queen

We are very proud of our school's diverse community but recognise the cultural differences that sit within our whole school family. Cultural perspectives vary in terms of values, beliefs, norms, goals and outcomes for children. Although we are sensitive to these cultural differences, no matter their background, it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. This is why we continue to be proactive in working with staff, parents and wider community representatives to ensure that we are not being discriminate against anyone based on the protected characteristics, and in doing so, breaking the law.

- School vision and values (*love, friendship, compassion, respect*)
- School's 'Love Promise'
- School rules: *ready, safe, love*
- Strong home-school partnerships
 - Designated Welfare Officer
 - Designated Family Support Worker
 - Induction systems and procedures
 - Family Learning (universal and targeted)
 - Translation support, including New Achievement Communities Team (NCAT)
 - Class Dojo
 - Community celebration days/workshops
 - Transition systems and procedures
- Communication Friendly Spaces
- Communication in Print
- Designated SENDCo/Inclusion Leader
- Designated Safeguarding Lead / PREVENT Lead
- Designated Mental Health Lead (Adult and Child Mental Health First Aider)
- Opportunities for playing and exploring e.g. Nurture through Nature, bike track, role play areas, toys, board games
- Colour Monsters
- Emotional literacy book spine
- Restorative practice
- Zones of Regulation
- Collective Worship
- Rainbow Room
- Sensory Room



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- ELSA
- School Uniform shop
- Whole school breakfast offer
- Enrichment days/opportunities e.g. trips, visitors
- Lunchtime and after school clubs
- Reading volunteers
- Celebration Collective Worship – Love Book, Kings and Queens, Bishop's Badge Award
- Collective Worship: Roots and Fruits and accompanying literacy spine
- Relationships and Health Education: PSHE Matters programme and accompanying literacy spine
- RE: Derbyshire Agreed Syllabus / Understanding Christianity and accompanying literacy spine
- Theme and accompanying literacy spine
- Derby City Cluster Working Group (collaborative RHE and Equalities Policies)

Further information can be found in our Protected Characteristics curriculum map.