



Alfred Street Junior School

Promoting British Values at Alfred Street Junior School

	Being Part of Britain	Democracy Making decisions together	Rules and Laws Understanding rules matter	Individual Liberty Freedom for all	Mutual Respect Treat others as you want to be treated	Tolerance of those with different faiths or beliefs
Whole School	<p>Assemblies held on themes based on British Culture.</p> <p>Whole-School Celebrations based on significant cultural events.</p> <p>School events opened up to the parents/local community, including: Coffee Morning commemorating WWII bombing of the school; Enrichment Days to share work produced; Harvest gifts shared with local senior citizens and the foodbank; Singing at local care homes and other community events; Attending other community events like</p>	<p>School Council enables children to stand for election and give a presentation to their class.</p> <p>All children allowed to vote for their class representatives in a realistic ballot.</p> <p>Chosen School Councillors, along with the rest of the class, are then given a voice in whole-school decision-making.</p> <p>Votes are taken often in class situations, through show of hands/private ballot, when making choices in a range of activities across the curriculum.</p>	<p>Children take a pivotal role alongside other members of the school community in creating the content of the 'Alfo Agreement', which sets out the values of our school. All children then sign a copy, agreeing to adhere to the values decided upon.</p> <p>Children are involved in creating rules within the classroom.</p>	<p>Children are taught to develop independence and responsibility for behaviour choices and to follow our school values.</p> <p>Children are taught about the 'Rights of the Child' through 'Protective Behaviours'. They are also taught that with 'Rights', also comes 'Responsibility'.</p> <p>Children are given opportunities to make their own decisions in a range of situations, sometimes choosing their own work partners or making a decision about aspects</p>	<p>Children are taught to show 'Respect for All' throughout their school life. Although taught explicitly in PSHE, it is a value with such importance, that it is promoted in all areas of their school life, and encouraged beyond that.</p>	<p>Children are taught about different faiths and cultures in many areas across the curriculum.</p> <p>During specific RE topics, visitors are invited in to talk to the children and take part in cultural activities with the children.</p> <p>Multi-Faith visitors are invited in to take assemblies about a variety of different religious and cultural festivals.</p> <p>Children visit significant places for different faiths: eg:</p>



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	Remembrance Services, Easter and Christmas Services.	Pupil Voice Questionnaires allow all children to have their voices heard.		of their work.		Hindu Mandir, Sikh Gurdwara, Christian Churches of different denominations etc. Children take part in whole-school Diversity Days. These include Chinese New Year Day, Eastern European Day, Africa Day, Patron Saints' Days etc.
	Being Part of Britain	Democracy Making decisions together	Rules and Laws Understanding rules matter	Individual Liberty Freedom for all	Mutual Respect Treat others as you want to be treated	Tolerance of those with different faiths or beliefs
Y3/4	Children use atlases, globes and maps to gain an understanding of the wider world, including where Britain is. In Geography, the children compare the climate of Britain to that of other areas of Europe and the world.	Children take part in School Council elections. School Council members take part in meetings, liaising between peers and staff. Circle Time teaches children to take turns and listen to the opinions of others, understanding that	Rules and values are constantly reinforced through PSHE and assemblies. Children earn 'Dojo Points' for following the school rules and values. E-Safety rules are updated, taught and	Circle time teaches children that they are allowed to have different opinions and to explore the language of feelings. Children are encouraged to know their 'Rights' and be able to make their own choices, using their knowledge of right and	Children are encouraged to share and celebrate achievements, both in-class and in achievement assemblies. Children are taught the importance of mutual respect through the school values, assemblies, Behaviour	Children are taught through PSHE, RE and assemblies to acquire a tolerance and respect for their own and other cultures and faiths. In RE, children are taught about the main aspects of the Christian faith, Hindu faith and about Humanism. They understand that it



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	<p>Children celebrate Christian festivals through RE (Christianity in Action), assemblies and visitors.</p> <p>Children prepare to be good citizens by taking on key roles within school (Student Leaders).</p>	<p>some people's opinions might differ from their own.</p> <p>Children take part in decision-making within the classroom through discussion and class votes.</p>	<p>reinforced.</p> <p>Children 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. Visits from authorities form part of the assembly calendar to help reinforce this message.</p>	<p>wrong, but also knowing that they can make their choice in a safe and supportive environment.</p> <p>Children are encouraged and given the freedom to make choices for themselves. These could be to make decisions on choice of challenge, of how they record their work, or their participation in extra-curricular activities.</p> <p>Children are educated in making the right choices regarding E-Safety.</p>	<p>Policy, PSHE and in many other areas of the curriculum and school-life.</p> <p>Children are taught to recognise and respond appropriately to bullying through PSHE, assemblies and NSPCC visits.</p> <p>Children learn about how healthy relationships are built on a foundation of mutual respect.</p>	<p>is OK to have different beliefs to other people, and that Britain is a diverse nation.</p> <p>Children have visitors from different faiths (Christian, Hindu and Humanist visitors).</p> <p>Children take part in Diwali and Holi afternoons/observe other religious rituals.</p> <p>Children take part in Diversity Days on a range of different cultures and faiths.</p> <p>Children of different cultures to take an active role in the planning and delivery of Diversity Days.</p>
	<p>Being Part of Britain</p>	<p>Democracy</p> <p>Making decisions together</p>	<p>Rules and Laws</p> <p>Understanding rules matter</p>	<p>Individual Liberty</p> <p>Freedom for all</p>	<p>Mutual Respect</p> <p>Treat others as you want to be treated</p>	<p>Tolerance</p> <p>of those with different faiths or beliefs</p>



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Y4/5	<p>Children use atlases, globes and maps to gain an understanding of the wider world, including where Britain is.</p> <p>In Geography, the children compare the climate of Britain to that of other areas of the world.</p> <p>Through RE, PSHE and assemblies, the children learn about British figures who have had an impact on our country through their beliefs.</p> <p>Children prepare to be good citizens by taking on key roles within school (Student Leaders).</p>	<p>Children take part in School Council elections. School Council members take part in meetings, liaising between peers and staff.</p> <p>Circle Time teaches children to take turns and listen to the opinions of others, understanding that some people's opinions might differ from their own.</p> <p>Children take part in decision-making within the classroom through discussion and class votes.</p>	<p>Rules and values are constantly reinforced through PSHE and assemblies.</p> <p>Children earn 'Dojo Points' for following the school rules and values.</p> <p>E-Safety rules continue to be updated, taught and reinforced.</p> <p>Children 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. Visits from authorities form part of the assembly calendar to help reinforce this message.</p>	<p>Circle time teaches children that they are allowed to have different opinions and to use the language of feelings to discuss these differences sensibly.</p> <p>Children are encouraged to know their 'Rights and Responsibilities' and be able to make their own choices, using their knowledge of right and wrong, but also knowing that they can make their choice in a safe and supportive environment.</p> <p>Children are encouraged and given the freedom to make choices for themselves. These could be to make decisions on choice of challenge, choice of topic to research, of how they record their work, or</p>	<p>Children are encouraged to share and celebrate achievements, both in-class and in achievement assemblies.</p> <p>Children are taught the importance of mutual respect through the school values, assemblies, Behaviour Policy, PSHE and in many other areas of the curriculum and school-life.</p> <p>Children are taught to recognise and respond appropriately to bullying through PSHE, assemblies and NSPCC visits.</p> <p>Children learn about how healthy relationships are built on a foundation of mutual respect.</p>	<p>Children are taught through PSHE, RE and assemblies to acquire a tolerance and respect for their own and other cultures and faiths.</p> <p>In RE, children are taught about the main aspects of the Christian faith, Hindu faith and about Humanism. They understand that it is OK to have different beliefs to other people, and that Britain is a diverse nation.</p> <p>Children have visitors from different faiths (Christian, Hindu and Humanist visitors).</p> <p>Children take part in Diwali and Holi afternoons/observe other religious rituals.</p> <p>Children take part in Diversity Days on a range of different</p>
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				<p>their participation in extra-curricular activities.</p> <p>Children are educated in making the right choices regarding E-Safety.</p>		<p>cultures and faiths.</p> <p>Children of different cultures to take an active role in the planning and delivery of Diversity Days.</p>
	Being Part of Britain	Democracy Making decisions together	Rules and Laws Understanding rules matter	Individual Liberty Freedom for all	Mutual Respect Treat others as you want to be treated	Tolerance of those with different faiths or beliefs
Y6	<p>Children use atlases, globes and maps to gain an understanding of the wider world, including where Britain is in comparison to other countries.</p> <p>In Geography, children learn about the global movement of not only British citizens, but other countries' citizens too and how nations become multi-racial and multicultural. (Emigration and</p>	<p>Children take part in School Council elections. School Council members take part in meetings, liaising between peers and staff.</p> <p>Circle Time teaches children to take turns and listen to the opinions of others, understanding that some people's opinions might differ from their own, and how compromises may</p>	<p>Rules and values are constantly reinforced through PSHE and assemblies.</p> <p>Children earn 'Dojo Points' for following the school rules and values.</p> <p>E-Safety rules continue to be updated, taught and reinforced.</p> <p>Children are taught the value and reasons behind laws, that they</p>	<p>Circle time teaches children that they are allowed to have different opinions and to use the language of feelings to discuss these differences sensibly.</p> <p>Children are encouraged to know their 'Rights and Responsibilities' and be able to make their own choices, using their knowledge of right and wrong, but also</p>	<p>Children are encouraged to share and celebrate achievements, both in-class and in achievement assemblies.</p> <p>Children are taught the importance of mutual respect through the school values, assemblies, Behaviour Policy, PSHE and in many other areas of the curriculum and</p>	<p>Children are taught through PSHE, RE and assemblies to acquire a tolerance and respect for their own and other cultures and faiths.</p> <p>In RE, children are taught about the main aspects of the Christian faith and Sikh faith. They understand that it is OK to have different beliefs to other people, and that Britain is a diverse nation.</p>



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	<p>Immigration).</p> <p>In Science, children learn about significant British scientists and the impact they had on the world.</p> <p>In History, children learn about significant events, including WWI & WWII and their effect.</p> <p>Children prepare to be good citizens by taking on key roles within school (Student Leaders).</p>	<p>be needed to work on collaborative decision-making.</p> <p>Children take part in decision-making within the classroom through discussion, debate and class votes.</p>	<p>govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. Visits from authorities form part of the assembly calendar to help reinforce this message.</p> <p>Y6 children are taught about the justice system through a visit from the 'Crown Court Liaison' team. They take part in a mock trial, teaching the key elements of the British Justice System.</p>	<p>knowing that they can make their choice in a safe and supportive environment.</p> <p>Children learn that there are others in the world who still do not have freedom.</p> <p>Children are encouraged and given the freedom to make choices for themselves. These could be to make decisions on choice of challenge, choice of topic to research, of how they record their work, or their participation in extra-curricular activities.</p> <p>Children are educated in making the rights choice regarding E-Safety.</p>	<p>school-life.</p> <p>Children are taught to recognise and respond appropriately to bullying through PSHE, assemblies and NSPCC visits.</p> <p>Children learn about how healthy relationships are built on a foundation of mutual respect.</p>	<p>Children have visitors from different faiths (Christian and Sikh).</p> <p>Children take part in Gurdwara afternoon.</p> <p>Children compare singe-faith and multi-faith communities.</p> <p>Children take part in Diversity Days on a range of different cultures and faiths.</p> <p>Children of different cultures to take an active role in the planning and delivery of Diversity Days.</p>
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