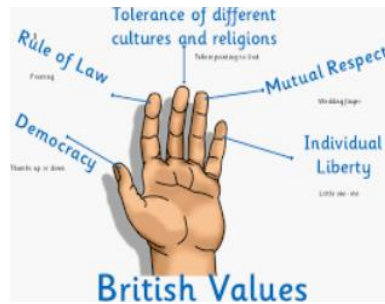




Fundamental British Values within St Wilfrid's Curriculum



In accordance with Our Catholic faith and the Department for Education, we aim to actively promote British values in school to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

The Key Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

How this is implemented at St Wilfrid's Catholic Academy?

Our pupils are encouraged to discuss their viewpoints in lessons and to make decisions as a group, giving them additional choice and autonomy.

We help children to remember the British Values through the thumb and finger model as shown in the diagram above.

Thumb – Democracy

Index finger – The Rule of Law

Middle finger – Tolerance of different faiths and beliefs

Ring Finger – Mutual respect

Little finger – Individual Liberty

DEMOCRACY (Represented by the Thumb, it moves up or down to give opinion)

Each year the children decide upon their class rules and their rights associated with these. All the children contribute to the drawing up of the class rules ensuring that expectations and therefore behaviours are agreed, known and permeate all aspects of school life.

We have a highly active school council which meets at least twice per half-term. The members of the School Council are democratically elected from within their own class Years 1 to 6. To achieve success in this area is

an honour and the children take part in writing manifestos and secret ballots to establish the successful candidate. These democratically elected school council members liaise with their peers and listen carefully at organised meetings. The concerns and suggestions of the class are then brought to the formal School Council Meeting which is supported by a member of the Senior Leadership Team. The School Council is also involved in the recruitment of new staff, wherever possible.

The school council have been involved in gathering opinion about school issues such as which charities to support and playtime improvements. School council members have been taught to implement a 'majority rule' when voting on particular issues. In all classes and in all areas we promote the right to freedom of speech.

The School Council update the Anti-Bullying Policy on a yearly basis and work to complete an action plan, of their own creation, throughout their year in office.

Our PHSE provision 'Jigsaw' was specifically chosen because of the quality of the intention of the programme.

All classes follow The Jigsaw Charter:

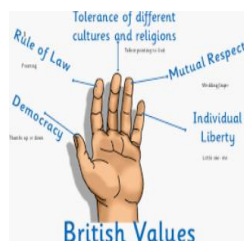
- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments and being positive
- We respect each other's privacy (confidentiality)

Parents have planned opportunities to voice their opinions and there is an 'open door' policy which parents utilise to speak to Head Teacher.

More specifically...

EYFS	<ul style="list-style-type: none"> • We build our expectations of behaviour by a shared and modelled expectation of collaboration and sharing.
Year One	<ul style="list-style-type: none"> • In PSHE we learn about 'Being me in My World' which focusses upon a consideration of the United Nations Convention on the Rights of the Child. • In History we work together to examine a significant figure in our local history, that of Reginald Mitchell. In doing so we consider his motivation and decision to act.
Year Two	<ul style="list-style-type: none"> • In History we critically analyse the evidence relating the Great Fire of London. This encourages us to hear various versions of an event and come to a well- reasoned understanding.
Year Three	<ul style="list-style-type: none"> • In Science we practise Working Scientifically, this encourages us to recognise the importance of sharing our results with our peers. This begins the growth of our awareness of knowledge, that it can be challenged, questioned and therefore fully understood.
Year Four	<ul style="list-style-type: none"> • In History we examine the democracy of the Ancient Greeks vs the oligarchy of The Spartans.
Year Five	<ul style="list-style-type: none"> • In Science we give reasons, based upon evidence from comparative and fair tests. By doing so we learn that there are rules which give rise to evidence, upon this evidence

	choices and decisions can be made. We develop our critical thinking which can then be applied to other life areas.
Year Six	<ul style="list-style-type: none"> • As we prepare to transition to high school we become aware of their structures and the structures of these new spaces eg the expectations of behaviour and work that they hold. • During our residential visit to Stanley Head we use our democratic skills to ensure everyone is heard, included and safe at all times.



THE RULE OF LAW (Represented by the Index finger which points)

Pupils 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. Expectations are reinforced regularly and opportunities are sought frequently to praise positive choices.

Keeping safe when using the internet is regularly discussed with children in computing lessons and in assemblies. On- line safety is a feature of every year groups computing provision and an area we actively discuss at every opportunity. All members of the school community sign our Acceptable Use Policy and pledge to use the internet safely.

Pupils modelling behaviour consistent with the school's high expectation are regularly recognised and used as role models to others. The Class Charter sets out expected behaviour and associated rights in each class. PSHE circle time is used as an opportunity to discuss difficult situations that benefit from whole class discussion.

Opportunities are provided regularly for children and staff to participate or spectate in sporting activities which represent good examples of fairness, rules and etiquette in sport for example Multi Skills. Extra-curricular clubs (such as football and cheerleading) emphasise why rules and boundaries are necessary to ensure safety

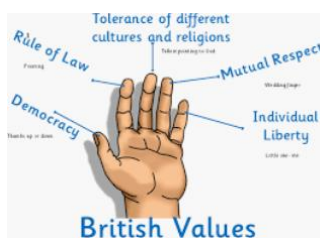
The St Wilfrid's Home-School agreement sets out the contract between the school, the child and their parents.

The school has very good links with authorities such as the Police and Fire Service, who visit and help to reinforce the Rule of Law and educate our children on ways to keep themselves safe.

More specifically....

EYFS	<ul style="list-style-type: none"> • We all help make the class rules to ensure harmony in the classroom. • We recognise that our school rules keep us safe.
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Year One	<ul style="list-style-type: none"> • We establish our own classroom rules, including the need to listen carefully to one another. • In D+T we learn how to use scissors and other tools safely both for ourselves and others. • In History we learn about Reginald Mitchell and therefore we discuss WW2 beginning our understanding of the concept of cause and effect.
Year Two	<ul style="list-style-type: none"> • In History, we examine the role of our monarchy and their impact upon our country and our lives.
Year Three	<ul style="list-style-type: none"> • In History we examine the Rule of Law within the Roman Age and how this was enforced.
Year Four	<ul style="list-style-type: none"> • In PE we learn how to swim, part of this learning is the discussion about where to and where not to enter the water. • In History we examine the democracy of the Ancient Greeks with the Oligarchy of the Spartans.
Year Five	<ul style="list-style-type: none"> • In History we explore the changing power of the Monarchy of Elizabeth 1st and Victoria. We examine the use of punishments between the two ages and the Queen's attitude to social reforms. • In PSHE the local PCSOs visit to present an assembly about knife crime. • In D+T we learn how to make bread using a cooker and kitchen environment safely.
Year Six	<ul style="list-style-type: none"> • In D+T we build our own burglar alarms recognising the need to protect and deter. • As Computing Monitors we ensure that information is available visually to ensure younger children stay safe on line. • We visit our local fire station for a 'Safe and Sound' event. • In History we examine the cause of WW2 including The Treaty of Versailles and the impact of this document.



TOLERANCE (indicated by the middle finger which points directly to God)

Within St Wilfrid's we constantly promote tolerance towards others from different backgrounds, cultures, languages, faiths and beliefs.

Our Religious Education syllabus and Personal, Social, Health and Emotional curriculum reinforce our commitment towards a tolerant society. Members of different faiths or religions are encouraged to share

their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths. At every opportunity we explore the similarities between religions and cultures.

Within RE we dedicate each half-term to a focus on a particular quality that we wish our children to develop. During our Values and Virtues assembly pupils are asked to reflect upon the way in which we display these qualities which challenge us to be Curious & Active, Intentional & Prophetic, Grateful & Generous, Attentive & Discerning, Compassionate & Loving and Faith-filled & Hopeful

Within St Wilfrid's children will learn about the major world faiths and the beliefs and practices associated with them. These lessons and experiences facilitate a deeper understanding of our world and the people within it. Knowledge eliminates fear and breeds respect and tolerance towards others. Our school mission statement is inclusive and unlimited 'Love one another as I have loved you'. We want our children to practise this statement throughout their time at school and, throughout life.

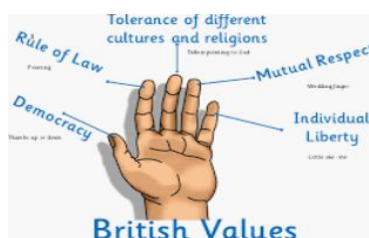
Our Geography curriculum examines other countries and their cultures. We build a firm knowledge of our own country and our own locality within it. We recognise that to appreciate others one must first understand oneself.

At St Wilfrid's we will actively challenge pupils, staff, parents or anyone in the school community expressing opinions contrary to fundamental British Values, including 'extremist' views.

More specifically...

EYFS	<ul style="list-style-type: none"> • We all help make the class rules to ensure harmony in the classroom. • We recognise the rules keep us safe. • We learn about both Christianity and Judaism and share our understanding of different faiths.
Year One	<ul style="list-style-type: none"> • We establish our own classroom rules, including the need to listen carefully to one another. • In English we read traditional tales both from our own and other cultures including 'Handa's Surprise'. • We learn about Hinduism and people's beliefs.
Year Two	<ul style="list-style-type: none"> • In Geography we explore the similarities and differences between living in the UK and Kenya thus building awareness of other countries and cultures. • In English we read both traditional tales from our own and other cultures including 'Anna Hibiscus.' • We learn about Hinduism and people's beliefs.
Year Three	<ul style="list-style-type: none"> • In Geography we explore the culture of our European neighbours in Italy. • In English we read about the recycling of plastic in Gambia in the text 'One Plastic Bag' written by Miranda Paul. • In History we discuss the practice of slavery in the Roman Times. • We learn about Buddhism and people's beliefs.
Year Four	<ul style="list-style-type: none"> • In PSHE we learn the skills of communication and discussion. These skills allow us a respectful basis from which to explore questions of diversity ensuring a tolerant and respectful classroom.

	<ul style="list-style-type: none"> • We learn about Buddhism and people's beliefs.
Year Five	<ul style="list-style-type: none"> • We explore the changing power of the Monarchy of Elizabeth 1st and Victoria. We examine the use of punishments between the two ages and the Queen's attitude to social reforms. • In History we examine the settlement of England by the Anglo Saxons and their ancient laws. • We learn about Islam and people's beliefs.
Year Six	<ul style="list-style-type: none"> • As the oldest role models of St Wilfrid's we are active every day in living out our beliefs and attitudes in our relationships with one another and the wider community. • In Geography we actively examine the differences between the Third and Developed World. This builds our understanding of global issues and people's reactions to them. • We learn about Sikhism and people's beliefs.



MUTUAL RESPECT (indicated by the ring finger)

Children learn that their behaviour has an impact on their rights and those of others. There are many opportunities to develop SMSC (Social, Emotional, Spiritual and Cultural Education) across the curriculum for example through R.E., PSHE, PE, art, music, history, geography, science and English. Children are encouraged to work in collaboration as much as possible either in their class, with other year groups, as mediators, and with other schools in sport or at music and dance festivals.

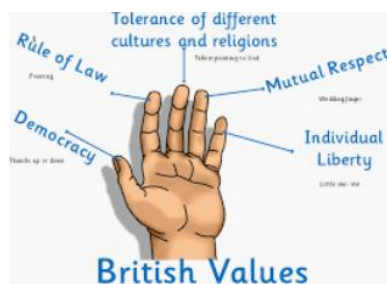
All members of the school community treat each other with respect. We publish all our behaviour policies on the website and parents, pupils and staff sign a Home-School agreement setting out our expectations. Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. High levels of mutual respect are demonstrated daily in the excellent relationships between staff and pupils.

St Wilfrid's Academy is a diverse school. We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school.

Within St Wilfrid's our children learn about a range of Saints from the Catholic Faith, during their feast day we share our learning about them and we celebrate their lives thereby showing respect for their sacrifice. In class, we listen to a range of stories about different faiths and culture. Throughout all areas of the curriculum, children learn that their behaviours have an effect on their own rights and those of others.

More specifically...

EYFS	<ul style="list-style-type: none"> • We join in the celebrations of others and encourage children to share, take turns and the respect the opinions of others. Our Nursery class saint is St Mary. Our Reception class saint is St Wilfrid
Year One	<ul style="list-style-type: none"> • We consider the similarities and differences between two chosen religions • Our class saint is St Augustine
Year Two	<ul style="list-style-type: none"> • During RE we compare and contrast Christian and Muslim Celebrations. • In History we examine the impact of both Florence Nightingale and Mary Seacole discussing their impact upon our understanding of respect. • In Science we learn about simple food chains and the dependence of living things upon each other. This teaches us about respect for even the simplest creatures of the natural world. • Our class saints are St Chad and St Aiden
Year Three	<ul style="list-style-type: none"> • In PHSE we learn about ‘Celebrating Differences’ and we discuss our words and the impact that they can have on others. • Our class saint is St Columba
Year Four	<ul style="list-style-type: none"> • In English we read ‘Giant’ by Kate Scott, a book about bullying and accepting and celebrating diversity. • In RE and PSHE we discuss differences of faith, ethnicity, disability and families. • Our class saint is St John Henry Newman
Year Five	<ul style="list-style-type: none"> • In Art we work collaboratively as a team to explore the 18th Century landscape artists, promoting mutual respect for our peers. • In Art we build our understanding and respect of other cultures when we study the architecture of other countries and the reasons behind the symbolism of some of the different choices and styles. • In English we read ‘The House with Chicken legs’ by Sophie Anderson this teaches us about respecting different cultures via its Slavic folklore. • Our class saint is St Wilfrid
Year Six	<ul style="list-style-type: none"> • In PSHE we practise our assertive communication techniques. • In History we consider early Islamic civilisation and culture. • Our class saint is St Margaret Ward



LIBERTY (The little finger which stands alone)

At St Wilfrid’s, pupils are actively encouraged to make choices, knowing that they are in a safe and empowering environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; for example, in computing through our approach to Online Safety.

St Wilfrid’s pupils are given the freedom to make many choices, be this in class, through their choice of learning challenges, a wide range of extra-curricular activities, through fundraising or their choice of sporting opportunities, for example.

Safeguarding our pupils and staff is paramount and PSHCE/e-Safety lessons equip pupils with the skills to make safe choices. On-Line safety is taught in every year group throughout the school and is discussed at all opportunities.

EYFS	<ul style="list-style-type: none"> • Children make individual choices through their play and independent learning. • Children are encouraged to make choices in their activities and to articulate why they have made those choices.
Year One	<ul style="list-style-type: none"> • We continue to explore choices in terms of behaviour and making a good or poor choice leading to an action. • We practice freedom of choice during Provision Time. • Children recognise good efforts of others and say well done. • We choose class monitors who have an individual responsibility to help their peers and their teachers. • In Art we explore the work of the Dutch artist Mondrian and understand that individual freedom of expression exists within his art. • In D+T we recognise our individual choices in terms of our health. We learn about eating a healthy diet. • In English we read text such as ‘One Day on our Blue Planet in the Antarctic’ which encourages us to consider our own actions and their impact upon the environment.
Year Two	<ul style="list-style-type: none"> • In Art we explore the individual style of Pollack and his abstract art which he uses to represent his own individual ideas. We appreciate his individualism. • In English we read text such as ‘One Day on our Blue Planet

	in the Savannah' which encourages us to consider our own actions and their impact upon the environment.
Year Three	<ul style="list-style-type: none"> • In D+T we develop our understanding that the choices we make impact upon our planet. We create a bag for life. • In D+T we continue to develop our individual decisions regarding a healthy diet.
Year Four	<ul style="list-style-type: none"> • In PE we learn to challenge our own personal best in running and, in doing so, recognise personal challenge to improve.
Year Five	<ul style="list-style-type: none"> • In Art we explore architecture and the way that this can represent individual interpretations of the world. For example, the Shard and The Taj Mahal. • We read 'The Explorer' by Katherine Rundell which teaches us about our impact upon The Amazon.
Year Six	<ul style="list-style-type: none"> • In PSHE we examine choices regarding internet/drug/alcohol use developing our own autonomy in decision making. • In English when reading Holes by Louis Sachar we research and discuss the life of Martin Luther King and Rosa Parkes. • In Art we recognise the 1930's industrial North as presented and painted by Lowry. We compare and contrast this with the sculpture of the Swiss artist Giacometti and compare their influences and experiences.