

Positive opportunities for promoting Fundamental British Values

At Sherwood Primary School we have carefully considered our core values and the values of our society that are fundamental to a growing and vibrant country and economy. We have considered how our curriculum and other opportunities can be planned to ensure our children develop into responsible citizens. Please find an overview of some of the key opportunities/curriculum links below.

<p>DEMOCRACY</p>	<ul style="list-style-type: none"> • Each year the children in each class decide upon class rules and responsibilities to follow throughout school. • Two school council members are elected by the children in each of the junior classes. The council meet regularly with the Headteacher to discuss any proposals or agendas. • Some of the children at our school take part in Rotakids, which is another pupil elected committee that is run in school, but supports local and international issues and charities. • At Sherwood, we are very aware of others who may not have as much as us and therefore we encourage children to come up with worthwhile charities that we can support. The children sometimes decide upon their own charity and plan events to raise money for that chosen charity. • Two Year 6 pupils are elected from each house to represent their chosen colour. They have to present themselves to the children and staff in their house to say why they would be a good candidate to lead their house for the year. Each child gets a vote to whom will represent them. • We develop speaking and listening skills across the curriculum and provide opportunities for debate across a range of subjects. For example: Is school uniform appropriate in Primary Schools? Why should people recycle?
<p>RULE OF LAW</p>	<ul style="list-style-type: none"> • The importance of laws (whether they are those that govern the class, the school, or the country) are consistently reinforced at Sherwood Primary School. Pupils are taught from an early age the rules of the school. These are displayed in every classroom as part of a set of non-negotiable expectations. • Children in each class are given a variety of responsibilities and are encouraged to take care of their environment and to be independent. These responsibilities are chosen by the children at the start of the year. • Through our PSHE lessons, we explore the concept of rules at home, at school, and in the wider community. We provide opportunities for pupils to an understanding of the value and reason behind the rules, and how they can protect rights and freedoms. Our pupils will learn to name groups of people who make rules and how rules are enforced. • Our behaviour policy and anti-bullying policy provides our pupils with clear expectations of behaviour in school. Our pupils learn to understand and exercise the notion of fair play. • We have developed a positive learning environment where pupils are encouraged to reflect on their own behaviour and learning. • Our PSHE curriculum is enhanced by visits to school from the police, legal professionals and others. Our pupils learn that to break the rules should be an accidental and not deliberate act and to appreciate that actions have consequences.
<p>INDIVIDUAL LIBERTY</p>	<ul style="list-style-type: none"> • At Sherwood, pupils are encouraged to make choices and take risks, knowing that they are in a safe and supportive environment. • We have an ethos where pupils can make positive choices, in a safe and supportive environment. • In Reception and Year 1, children are encouraged to be independent through the continuous provision areas. They learn through a play-based curriculum and the child's interests are at the heart of the curriculum. This strand of independence is then developed and nurtured throughout the school in our themed skills curriculum, where pupils have an individual voice in their development through choosing how they are going to learn. • Through the PSHE curriculum children are educated about making informed choices, lifestyles and about their rights and responsibilities. Regular circle time gives children a chance to discuss issues as they arise and to reinforce the values of the school. • All children are able to make their own choice from the hot school dinners options. They collect their own dinner and tidy away for themselves. • Across the curriculum, we provide opportunities to learn about rights, responsibilities and personal freedoms. • We carefully plan and embed activities to improve pupils' high order thinking skills as well as abilities such as confidence, teamwork, and leadership. • We provide pupils with opportunities to develop leadership skills. For example: Sports leader training, play leader training, Rotakids initiative and through our School Council. • Through our English, Geography and History curriculum, our pupils learn about the struggles for freedom and discrimination and communities in Britain and elsewhere. • We conduct discussions about the rights we feel each child should have and pupils learn that all people are equal. • Pupils learn that we can all contribute to discussion and are encouraged to express an opinion clearly and effectively.

MUTUAL
RESPECT AND
TOLERANCE

- Respect is a core value in our school that is visible in everything we do.
- Mutual respect is at the heart of Sherwood Primary School. Our pupils learn respect for each other through the PSHCE curriculum and the daily ethos of the school.
- The playground is zoned during playtime to promote respect for children's different needs, i.e. quiet area, running area, sports area.
- In class, all children have talking partners and they all take part in peer reviews of each other's work. Children, when capable, identify what they have done well and then their next steps to improve.
- Throughout the year we celebrate a range of values, agreed by the school community that help to develop respect for one another and develop the ethos of the school. These are introduced through whole school assemblies and PSHCE sessions. They are displayed in each classroom and in the main halls in the school.
- We tackle all types of bullying, including cyber-bullying and prejudice-based bullying related to special educational needs, disability, gender, gender reassignment, race, religion and belief, sexual orientation.
- We use a range of resources and approaches to learn about different faiths and beliefs. This includes a planned programme of visits to different places of worship, as well as visits to schools by representatives of different faith communities.
- We engage with the Lancashire Syllabus for RE. The syllabus outlines the contribution that RE makes to the whole school curriculum, including pupils' SMSC development.
- Our pupils learn to respect the opinions and beliefs of others through RE. For example, when studying Judaism, our pupils will learn to identify artefacts worn by Jews during worship and explain why these are important.
- Across the curriculum and through community engagement, our pupils develop a strong sense of community and togetherness. There are supported addressing a range of community issues and contribute to solving them.