



Rawdon Littlemoor Primary school – British Values and Prevent

We are an Investors in Pupils Schools and a Leeds Mindmate champion. Both of these highlight our commitment to developing children's voice and understanding of the rights and responsibilities within a society. We challenge all forms of discrimination and ensure that our ethos, curriculum and assembly themes reflect our commitment to British values, Prevent and the inclusion of all regardless of race, gender, disability, sexual orientation or religion.

Throughout school our expectation is that:

- Children understand that learning is challenging and it's ok to fail / be challenged
- We respect each other's opinions
- Children are supported to understand their own and others' behaviour and feelings, along with their consequences
- Children are encouraged and supported to distinguish right from wrong
- Specific praise is given for children's achievements and we develop self-esteem and confidence

Specific themes:

Democracy:

We have an active and enthusiastic school council who are voted in by a secret ballot and pupils' voice influences many decisions through school council and pupil surveys and feedback. Assemblies regularly raise awareness of how people in the past have struggled to achieve civil rights and democracy in the UK and across the world.

The Rule of Law:

The importance of laws, whether they be those that govern the class, the school or the country, are consistently reinforced day to day and through school assemblies. Pupils are taught the value and reasons behind laws and that they govern and protect us.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are given advice on how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it is through choice of academic challenge, of how they record, of participation in extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect and Tolerance of those of Different Faiths and Beliefs:

All religious celebrations are held in positive regard and are acknowledged in class and assemblies. Anti-discrimination messages are high-profile in assemblies and children are very clear that any form of discrimination is not tolerated. We follow the recently revised RE local curriculum, and our programme of study includes visits to a wide range of religious buildings

| Foundation Stage coverage | | |
|--|---|---|
| Topic | British Values Links | Prevent links |
| Transition / settling into school | <ul style="list-style-type: none"> • Why we need rules? Setting rules together, treating each other and property with respect, sharing toys, turn taking | Home visits – links with families and promoting the key worker role and an open door policy |
| Circle times | <ul style="list-style-type: none"> • Set clear rules • Children value what others say and their opinions and know that their own opinions are valued • Children think about how to be a good friend | Circle times are a safe place for them to speak and they learn about what to expect from safe adults |
| Each start of a theme / topic | <ul style="list-style-type: none"> • Children’s interests determine topics covered and children know that they have a role in determining the direction of learning. Children also respect the interests of others | |
| Key worker role | <ul style="list-style-type: none"> • Learning is personalised • Children are helped to form friendships and differences and similarities are celebrated / understood | differences and similarities are celebrated / understood |
| Parents as partners / home visits | <ul style="list-style-type: none"> • Children are encouraged to see the bigger picture and that they are part of family, class, school and community groups | |
| Celebrations | <ul style="list-style-type: none"> • Chinese New Year, Diwali, Easter and Christmas are taught / celebrated | |
| KS1 | | |
| PSHCE | Class rules, school council elections, Investors in pupils – respect for all children and adults in school and the roles they have | |
| Where I live and Kenya | <ul style="list-style-type: none"> • What is special about where I live? (jobs, buildings, addresses etc.) Respect for where we live <ul style="list-style-type: none"> • What is Britain and why is it great? What it means to be a British citizen – rights and responsibilities <ul style="list-style-type: none"> • How does Kenya compare to England? Fair trade, respect for other children, | How do I keep myself safe in different places? (safety, secrets, strangers, safe adults and safe places) |

| | | |
|--|---|--|
| Castles | <ul style="list-style-type: none"> • Are Kings and Queens real? <p>British royal family, life of Queen Elizabeth 1st and her role Link to parliament</p> | |
| Oceans and Seas | <ul style="list-style-type: none"> • Penguins – And Tango makes Three – story about 2 male penguins who have a family | |
| LKS2 | | |
| PSHCE | Class rules, school council elections, Investors in pupils – respect for all children and adults in school and the roles they have | |
| Awesome Egyptians | RE – How are important events remembered in ceremonies | PSHCE – Keeping Safe and managing risk E safety |
| Rumble in the Jungle | PSHCE – Identify society and equality, mental health and emotional wellbeing Comparing and contrasting Mayan civilisation / life style and British RE – who can inspire us? | |
| Vile Victorians | Democracy and individual liberty in action in Victorian times PSHCE – Identify society and equality RE – What does it mean to be a Jew? | |
| Welcome to Yorkshire | Developing understanding of Yorkshire and pride in significant Yorkshire achievements Great artists, architects and designers in history with focus on Yorkshire artists PSHCE – keeping safe and managing risk RE – Which faiths make up our community? What do Christians believe about a good life? How are beliefs expressed through arts? Visit to a Gurdwara Visit to Rawdon church and the Quaker meeting house | |
| Once Upon a Time in the Stone Age | RE – What do creation stories tell us about our world? PSHCE – careers, financial capability and economic wellbeing Significant authors Famous illustrators | |

| | | |
|----------------------------------|---|---|
| Busy Bodies | PSHCE – Drugs, alcohol and tobacco education ICT – e safety RE – Christianity – What words of wisdom can guide us? | |
| UKS2 | | |
| Rotten Romans | The Roman Empire and its impact on Britain Boudicca E safety RE – Christianity and Catholicism RE – why are some places and journey special? | PSHCE – physical health and wellbeing In the media Keeping safe and managing risk: when things go wrong |
| Watery World | Significant author study – Michael Morpurgo Comparison Linton / Burnsall and Rawdon Global thinking – water aid RE - Buddhism | PSHCE – Mental health and wellbeing: dealing with feelings |
| Groovy Greeks | A study of Greek life and achievements and their influence on the western world PSHCE – Drug, alcohol and tobacco education RE – What we know about Islam | |
| Blitzed Brits | Biography – Winston Churchill Poetry – Flanders Field Significant author – Michelle Magorian – Goodnight Mr Tom An aspect of British History that extends pupils’ chronological knowledge and A significant turning point in British history – Battle of Britain Developing appreciation and understanding of 1940s music PSHCE – Identity, society and equality: stereotypes, discrimination and prejudice RE – Judaism – What is compassion and should we forgive others? | |
| Vicious Vikings vs Savage | Viking attack on Lindisfarne The Viking and Saxon struggle for the kingdom on England PSHCE – mental health and emotional wellbeing: healthy minds | PSHCE – Keeping Safe and managing risk |

| | | |
|------------------------|--|--|
| Saxons | <p>ICT – internet safety</p> <p>RE – How does growing up bring responsibilities and commitments?</p> <p>How do Christians express their beliefs?</p> | |
| Creeping Coasts | <p>Study of Filey</p> <p>Who is to blame for the sinking of the Titanic?</p> <p>PSHCE – Drug, alcohol and tobacco education: weighing up risk</p> <p>RE – Sikhism -0 what does it mean to be a Sikh?</p> <p>A current global issue</p> | |