

British Values Curriculum Mapping:

At Gwladys Street Primary School, we develop and promote British Values throughout our general school ethos and within our whole-school curriculum offers. We aim to ensure that children become valuable and fully rounded members of society who treat others with respect and leave our setting fully prepared for life in Modern Britain. The key values we teach provide children with the fundamental knowledge and skills they need to contribute to society. These include:

- ❖ Democracy – An understanding of how citizens can influence decision-making through the democratic process.
- ❖ The Rule of Law – An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- ❖ Mutual Respect – An understanding of the importance of identifying and combatting discrimination.
- ❖ Tolerance for those of different faiths and beliefs – An acceptance that other people have different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
- ❖ Individual liberty – An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

Democracy:

Intent:

What does 'Democracy' mean to us at Gwladys Street?

Democracy is defined as a system of government by the whole population or through elected representatives. This refers to a group of people having equal rights and the freedom to choose how to be treated, rather than when one person has all the power and makes all the decisions. The democratic process also links closely to the way in which we vote for an individual person or group of people to represent us.

At Gwladys Street, we value the importance of the democratic process as we believe that everyone, including children should have the right for their voice to be heard and the opportunity to contribute to school development. We recognise that the school development is a responsibility of our whole-school community including pupils, staff, governors, and parents and at regular opportunities these members of our community engage in interviews, questionnaires, and meetings to ensure that each stakeholder can contribute to and have an understanding of how citizens can influence our decision-making and growth as a school. We promote the democratic process throughout school to teach our pupils that:

- They are always listened to and feel they can share their ideas, thoughts, and opinions.
- Listening carefully to and showing concern for others is of high importance.
- Every individual has the right to their opinions and voices to be heard and respected.
- Ownerships is important with regards to their own school but also their own learning and progress.
- Personal and social responsibility is fundamental to everyday life.

	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
Implementation: How do we teach democracy at Gwladys Street?	<p><i>As a school, teachers and SLT approach the teaching and learning of democracy consistently through:</i></p> <ul style="list-style-type: none"> ➤ Annual school council election process at the beginning of each year – children are taught what the democratic process is, pupils opt in for the potential to become representatives and promote their views and values through candidate campaigning. ➤ Annual school council selection – each class listen to campaigns and consider the characteristics which are important for an elected representatives. Pupils attend a polling station with voting booths and ballot boxes to complete anonymous voting. ➤ Official virtual training for school council representatives via the Houses of Parliament. ➤ Regular opportunities for pupil voice – school council collect feedback on the playground using surveys and general pupil surveys completed as whole-classes. School council then meet regularly to discuss issues raised by different classes and to feedback pupil voice. School council create plans to act upon feedback. ➤ School council meeting minutes distributed to teachers to ensure consistency of key messages. ➤ School council display raising awareness of representatives, key messages etc. Children have opportunity to use suggestions box throughout the day if no representative available. ➤ School council assemblies discussing key whole-school messages, initiatives etc. 	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p style="text-align: center;">PSHE:</p> <p>(C&L – LA&U) – Listen attentively and respond to what they hear with relevant questions, comments and action when being read to and during whole class discussion and small group interactions.</p> <p style="text-align: center;">History:</p> <p>(UTW) – Children work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously (<i>focus on listening carefully to pupil voice.</i>)</p> <p style="text-align: center;">Religious Education:</p> <p>(F1) – Listen to stories about leaders or founders within faiths. (<i>Links to Prophet Muhammad and the night of power.</i>)</p>	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p style="text-align: center;">PSHE:</p> <p>Sharing opinions on things that matter to them. (<i>unit explores what a decision is and how to make simple votes.</i>)</p> <p>Express their thought and opinions and recognise that others can be different <i>Understand right and responsibilities Year 1 being me in my world</i></p> <p>Discussing the strengths and interests someone might need to do different jobs. (<i>Linked to school council</i>)</p> <p style="text-align: center;">History:</p> <p>Pioneers. (<i>how did different people's inventions have n impact on the world</i>)</p> <p><i>Ma Hatma Ghandi –(how did he move thinking forward and change governments ideas.)</i></p> <p style="text-align: center;">Religious Education:</p>	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p style="text-align: center;">PSHE:</p> <p>Recognise there are human rights, that are there to protect everyone. <i>Evidenced in Being me in my world</i></p> <p>Listen actively to others' views and explore how they are similar or different to their own. (<i>comparisons of opinions and using this to discuss and question each other's opinions. This strategy is used a lot throughout all PSHE lessons</i>)</p> <p style="text-align: center;">History:</p> <p>Understand the different forms of government in different civilisations – (<i>democracy, Persia and Greece Y3..</i>)</p> <p>Leadership hierarchy (<i>The Gods and Pharaohs/ Chief Ministers/ Noble Priests/ Soldiers and the Common People</i>)</p>	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p style="text-align: center;">PSHE:</p> <p>Understanding the relationship between rights and responsibilities. (<i>Focus on democratic process, gathering opinions, voting and how to use the information evidenced within being me in my world</i>)</p> <p>Understand that their views and opinions come from their different backgrounds and experiences. (<i>Engage in respectful discussions and debates weighing up different opinions. Evidenced in Celebrating differences</i>)</p> <p style="text-align: center;">History:</p> <p>Anglo Saxon hierarchy (<i>king, earl, thanes, churls, and thralls.</i>)</p> <p>Social structure of significant Viking leaders.</p> <p>Kings, Priests, and Nobles (Y6).</p> <p style="text-align: center;">Religious Education:</p>

	<ul style="list-style-type: none"> ➤ Pupil engagement with class charters – establishing class rules, rewards, and sanctions. ➤ School council and occasionally other pupils involved in and contribute to the application process of new staff. ➤ Whole-school assemblies linked to British values completed half termly. ➤ Parent views shared and acted upon based on parent forums, parental surveys, and questionnaires. ➤ Curriculum links to democracy through PSHE, RSHE, History and Religious Education curriculum offer. ➤ PSHE curriculum promotes opportunities for voting, discussion, and debates. 	<p>Listen to and talk about stories which show special people in religions. (<i>Links to key religious leaders e.g., Guru Nanak, Prophet Muhammad, and the Buddha.</i>)</p> <p>General Classroom Provision:</p> <p>The provision of the EYFS classrooms are set up with different stations and activities to allow children the choice and to provide opportunities for them to express themselves.</p> <p>Opportunities for voting for class book at story time, songs to sing when lining up etc.</p>	<p>Children ask and respond to questions about what individual and communities do, and why, so that pupils can identify what difference belonging to a community might make. (<i>Evidenced in Autumn 1 Y1 belonging to a community - Links to God acting as a rule/code for religions to follow and how God is believed to be all-powerful</i>) Also evidenced in Autumn 1 Y2 – <i>Talking about the Prophet Muhamma and his leadership skills</i></p> <p>Children find out about questions of right and wrong and begin to express their ideas and opinions in response. (<i>Links to right and wrong and responding sensitively and respectfully to others.</i>)</p>	<p>Roman emperors and the growth of the Roman Empire. (<i>Shift in power from representative democracy to centralised imperial authority Y4</i>)</p> <p>Religious Education:</p> <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. (<i>Evidenced in Autumn 1 Hinduism – links to the story of Rama and sita and the different hierarchies within.</i>)</p> <p><i>Evidenced also in Summer Y3– links to Gods across religions being powerful, mighty, rulers etc.)</i></p>	<p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. (<i>Evidenced in Year 5 Sprint term the teachings of Jesus – links to Christians God being valued in three different forms but all forms still being an all-powerful creator of religion.</i>) Also evidence in Year 6 Autumn 1 <i>What matters most to Christians and Humanists</i></p>
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Rule of Law:

Intent:

What does ‘Rule of Law’ mean to us at Gwladys Street?

The rule of law is defined as the framework that underpins open, fair, and peaceful societies, where citizens and businesses can prosper. It is essentially about ensuring that rules and laws are implemented for citizens to have a happy, safe, and secure environment to live and work. This refers to the rules and laws put in place throughout society by governments, policy, places of work, parents, teachers, and individual citizens to regulate behaviour and avoid conflict or harm.

At Gwladys Street, we value the importance of establishing and promoting clear ground rules and boundaries as well as following national laws to ensure that our school setting is as a happy, safe, and peaceful environment for everyone. We recognise that in order for laws to be effective, it is our duty, alongside parents/carers to teach the children respectful and positive behaviours and to consider the consequences of breaking rules or demonstrating inappropriate behaviour and actions. We promote the rule of law to teach our pupils that:

- Rules and laws obtain and continue a balanced level of safety, fairness, order, and justice.
- Rules and laws form the basic values and moral of our legal system.
- We all have human rights which should be respected and protected.
- Understanding the legal system aids society and is a vital part of child development to prepare them for adult life.
- We all have a part to play in abiding by rules and following the law.

Implementation: How do we teach Rule of Law at Gwladys Street?	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	<p><i>As a school, teachers and SLT approach the teaching and learning of democracy consistently through:</i></p> <ul style="list-style-type: none"> ➤ Our school ethos and behaviour policy revolves around our core values (TEAM), including Trust, listen, respect, enjoy every day, achieve and believe in ourselves, make everyone feel safe and welcome. ➤ Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what good behaviour looks like. ➤ Pupils regularly engage in discussions and assemblies linked to right and wrong and consequences of actions, behaviours. ➤ Each class create class charters, a set of clear and fair ground rules that children have taken ownership of. This is completed in PSHE, RSHE and general day to day tasks around school. 	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p>PSHE: (PSED – MS) Explain the reasons for rules, know right from wrong and try to behave accordingly. (<i>Providing stories about characters that follow or break rules and the effects this has on others. Also evidenced in BR unit – story of ‘Oi Dog’ and considering if rules are fair or unfair.</i>)</p> <p>Computing:</p>	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p>PSHE:</p> <p>Talk about rules and age restrictions that keep us safe. (<i>Links to who is responsible for administering medicines and the rules for using them safely. Year 2 Healthy Me</i>)</p> <p>Understand what a rule is and that we follow rules to help each other. (<i>Links to playing games, similar to Relationships unit</i>)</p> <p>Talk about rules that keep us safe, including online. (<i>Age</i></p>	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p>PSHE:</p> <p>Understand the importance of taking medicines correctly and using household products safely. (<i>Links to staying safe around medicines and other household substances/products. Weighing up the importance of following the rules and the risks/dangers without. Evidenced within Healthy Me unit</i>)</p> <p>Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them. (<i>Evidence within being me in my world.</i>)</p>	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p>PSHE:</p> <p>Understand that there are rules and laws surrounding the use of medicines, drugs, and household products. (<i>Age restrictions for legal alcohol/drugs and laws prohibiting use of illegal drugs. Evidenced within healthy me unit</i>)</p> <p>Explore how law protects our rights and how to respond respectfully if something is not within the law. (<i>Links to human rights, consent, etc Evidenced within Changing Me unit and also in Being Me in My world</i>)</p>

<ul style="list-style-type: none"> ➤ Behaviour expectations are visible around school and displayed in all classrooms. Children have a clear view of learning rules at all times. ➤ Behaviour around school focuses on promoting good choices, self-regulation and where poor choices are made or a lack of respect is shown children attend reflection time. ➤ High expectations of achievement and behaviour are established at the beginning of each academic year and revisited regularly. ➤ Clear and fair consequences are established and consistently followed when rules are broken, making links between choice of actions and the context of the wider world. Pupils learn that there are consequences to breaking rules and law in school and in society. ➤ Continual classroom discussion about right and wrong through a variety of channels; playground rules, rules for personal safety, PSHE curriculum etc. ➤ School council links with Houses of Parliament (virtual) to establish why laws are introduced. ➤ Visits from authorities- police, PCSO, fire service, NSPCC etc to discuss rules and projects. ➤ School actively promotes good attendance and has clear procedures for those with poor attendance. ➤ Staff abide by a code of conduct policy which sets out clear rules to abide by. 	<p>Children consider basic rules for what they are and are not allowed to do when accessing online platforms.</p> <p>General Classroom Provision:</p> <p>The provisions of the EYFS classroom are set up with different stations and activities which encourage children to take independence over learning and to allow opportunities for children to follow rules. Children explore rules through:</p> <ul style="list-style-type: none"> ➤ Staying safe – handling scissors, equipment etc. ➤ Organisation – amount of children in each station. ➤ Communication – taking turns, sharing etc. <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a TEAM when it is necessary. Class rules</p>	<p><i>restrictions for social media, not sharing personal information online etc.)</i></p> <p>History:</p> <p>Changes in fire law.</p> <p>Religious Education:</p> <p>Recall and talk about some rules for living in religious traditions <i>(Christianity –Year 2 Summer term Ten Commandments, Islam – taking shoes off to enter a mosque, Jewish rituals, and practices during festivals)</i></p> <p>Science:</p> <p>performing simple tests. <i>(working as a team, safe handling of equipment.)</i></p> <p>Find out about the basic requirements and rules to care for a plant. <i>(suitable amounts of water, light, and temperature.)</i></p> <p>Describe basic need for an animal and human to survive. <i>(rules including water, food, hair, exercise, balanced diets, and hygiene.)</i></p> <p>Physical Education:</p> <p>Children learn the basic rules of keeping safe around equipment, using equipment and how to work as part of a team.</p> <p>Computing:</p> <p>Children learn to identify simple SMART rules that can be applied for their safety and support their health/well-being.</p> <p>Children begin to understand that rules may change in context, based on where they are, what they are doing and who they are with.</p>	<p>(Identifying reasons for following age regulations and restrictions. <i>(Evidence within Healthy me unit.)</i>)</p> <p>History:</p> <p>Justice and governance systems in different civilizations e.g Romans Y4.</p> <p>Religious Education:</p> <p>Give examples of rules for living from religious traditions and suggest ways in which they might help believers with difficult decisions. <i>(Links with Jesus ' rule in Christianity – love God and love your neighbour.Y4 Spring Term)</i></p> <p>Science:</p> <p>(setting up simple practical and comparative enquiries. <i>(Rules for a fair test, how to accurately gather data etc.)</i>)</p> <p>Explore the requirements of plants for life and growth. <i>(links to air, light water, nutrients and how these amounts/rules may vary from plant to plant.)</i></p> <p>Recognise that light from the sun can be dangerous. <i>(Sun-safety rules)</i></p> <p>Physical Education:</p> <p>Children learn the rules in different sports including cricket, football, rounders, hockey. Children learn the importance of fair play and abiding by rules to achieve end goals/matches.</p> <p>Computing:</p> <p>Children learn about age restrictions set out under the law for different social media platforms.</p>	<p>(Identifying strategies for keeping safe in the local environment or unfamiliar places. <i>(Links to stranger danger, road safety, water safety, basic first aid etc. Evidenced within Healthy Me unit)</i>)</p> <p>History:</p> <p>Roman Law (Y5) Greek Law (Y6)</p> <p>Religious Education:</p> <p>Compare religious moral rules with non-religious moral principles. <i>Evidenced in Y5 Spring 1 Teaching of Jesus and also Year 6 Autumn one Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3)</i></p> <p>Science:</p> <p>Planning different types of scientific enquiries to answer questions. <i>(Carrying out fair tests, gathering data and measurements accurately.)</i></p> <p>Recognise the impact of diet, exercise, drugs, and lifestyle on the way their bodies function. <i>(Links to rules for safe use of drugs and the laws which surround this.)</i></p> <p>Physical Education:</p> <p>Children engage in bikeability sessions, focusing on safety on the roads. Children learn the rules of the roads, potential dangers, and consequences.</p> <p>Computing:</p> <p>Children learn how UK laws <i>(copyright, data protection, terms and conditions etc)</i> regulate and governs the use of online technology and how it relates to other legal standards across the world.</p>
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Mutual Respect:

Intent:

What does ‘Mutual Respect’ mean to us at Gwladys Street?

Mutual respect is defined as a proper regard for the dignity of a person or position. It is linked to the understanding that we all don’t share the same beliefs and values and that despite these differences, everyone has the right to their values, ideas, and beliefs to be respected without others imposing their own views on them. Mutual respect is the foundation for honesty, trust and meaningful communication and is an important factor in creating positive and healthy relationships.

At Gwladys Street, we value that mutual respect is essential to forming healthy relationships and therefore ensure that promoting respect is at the centre of and heart of everything we do. Mutual respect is referenced daily through our schools core values of TEAM which includes respect. We recognise that in order to create a respectful culture around school, teachers have the duty to model positive, respectful relationships, behaviour, and communication to ensure that children reflect the same. We promote mutual respect throughout school to teach our pupils that:

- Diversity is something to be celebrated and embraced.
- We should respect an individual’s difference which may be linked to their race, culture, gender, sexual orientation, religion, ethnicity, disability, health, values and family structure or background.
- It is important to tackle stereotyping, labelling, prejudice, and discriminatory behaviours.
- Safe, positive, and healthy relationships are created where mutual respect is reflected.

	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	<p><i>As a school, teachers and SLT approach the teaching and learning of democracy consistently through:</i></p> <ul style="list-style-type: none"> ➤ Our school ethos and behaviour policy revolves around our core values (TEAM), including respect. ➤ Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what respect looks like. ➤ Pupils regularly engage in discussions and assemblies linked to respect for themselves and for others. ➤ Each class create class charters, a set of ground rules that children have taken ownership of. ➤ Behaviour expectations are visible around school and displayed in all classrooms. Children have a clear view of learning rules at all times. ➤ Behaviour around school focuses on promoting good choices, self-regulation and where poor choices are made or a lack of respect is shown children attend reflection time. ➤ High expectations of achievement and behaviour are established at the beginning of each academic year and revisited regularly. ➤ Weekly celebrations are held for positive behaviours and examples of respect through our TEAM assemblies. ➤ Lunch time supervisors involved in modelling and recognising respectful behaviours. ➤ Children are chosen to represent our school through leadership responsibilities and as role models – anti-bullying ambassadors, Y6 lunch time helpers, mental health champions and reading partners. ➤ Theme days held to represent respect for different cultures, faiths, and beliefs – Diwali, Remembrance, Easter, Christmas, Eid, Children in Need, Red Nose Day etc. ➤ Regular assemblies raising awareness of others with a focus on respect and tolerance – black history month, women’s rights, different family set-ups, LGBTQ+ etc. Assemblies share stories, images, music, events, and festivals to show different lifestyles. ➤ School create and review an equality policy regularly outlining protected characteristics for all to follow. ➤ School and ECO council introduced litter picking in school grounds to show respect for our environment. 	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p>PSHE: (PSED) – Understand that own actions affect other people. (<i>providing stories and modelled situations which show how to treat others with kindness and respect</i>).</p> <p>History: (UTW) - Know similarities and differences between themselves and others, and among families, communities, and traditions. (<i>Evidence in D&D unit, providing stories and role-play opportunities for different jobs, different families, religious traditions.</i>)</p> <p>(UTW) – Know some similarities and differences between things in the past and now. (<i>Links to change because of the past – war, remembrance day etc.</i>)</p> <p>Religious Education: how to show respect for one another. (<i>Explored the idea of everyone being individual, unique and valuable.</i>)</p> <p>Expressive Arts: Children begin to give simple opinions about the works of a chosen artist, craft maker or designer.</p> <p>Music: Children begin to broaden their understanding of music, recognising and listening to different types.</p> <p>General Classroom Provision: The provisions of the EYFS classroom are set up with different stations and activities which encourage children to take independence over learning and to allow opportunities for children to demonstrate respect.</p> <ul style="list-style-type: none"> ➤ Staying safe – handling scissors, equipment etc without snatching or destroying. ➤ Organisation – using quiet indoor voice, ➤ Communication – playing fairly, sharing with others, taking turns, listening, and responding to their peers. <p>We are all unique We respect differences between different people and their belief in our community, in this country and all around the world. All cultures are learned, respected and celebrated.</p>	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p>PSHE: (Recognise and understand the importance of respecting privacy. (<i>learning that body parts are private and the PANTS rule. Also Year 2 Relationships unit good touch and bad touch</i>))</p> <p>Recognising how to treat themselves and other with respect. (<i>Linked to initiatives to show respect – filling cups with kindness, a smile a day, compliments etc. Also evidenced in Celebrating difference unit discussing assumptions and stereotypes</i>)</p> <p>Geography: (Life for children in India (<i>Empathy between life of the rich and the poor.</i>))</p> <p>Religious Education: Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Recognise that stories show religious figures demonstrating respect to others. (<i>Evidenced in Spring Term Y1 – retelling stories from the Bible. Also Autumn 1 Y2 - Explored through stories such as Muhammad and the hungry stranger, The Good Samaritan</i>)</p> <p>Recognise that sacred belongings should be treated with respect. (<i>Evidence in Autumn 2 Y1 - having clean hands or dressing in certain ways.</i>)</p> <p>Art: Children learn to describe what they think and feel about the work of a chosen artist, craft maker or designer in sensitive way.</p> <p>Music: Children begin to understand that music is made in different countries in the world and that there are different styles of music.</p>	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p>PSHE: Learning about stereotypes. (<i>learning typical stereotypes between girls and boys – linked to colours, toys, jobs, aspirations etc Evidenced within Celebrating difference unit.</i>)</p> <p>(Discussing what discrimination means and how to challenge it. (<i>Evidenced within Celebrating Differenced unit</i>))</p> <p>Recognising that our own behaviour can affect other people. (<i>Evidenced within Celebrating Differenced unit</i>)</p> <p>Listening to and responding respectfully to a wide range of people.</p> <p>Recognising the importance of self-respect and how to respect others. (<i>Evidenced within Celebrating Differenced unit</i>)</p> <p>Respecting and recognising the differences and similarities between people. (<i>Evidenced within Celebrating Differenced unit</i>)</p> <p>Debating topical issues, respecting other people’s points of view/constructively challenging those they disagree with. (<i>Evidenced within Celebrating Differenced unit</i>)</p> <p>Religious Education: Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (<i>Evidenced in Y4 Spring 2 Easter story</i>)</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. <i>Evidence in Spring 1 Year 3 – living a Hindu in London.</i></p> <p>Art: Children begin to understand the historical and/or cultural significance of a chosen artist/art form.</p> <p>Music: Children listen to, appreciate music of different styles including Disco, Funk, Hip Hop, Gospel, Pop, Rock etc.</p> <p>MFL: Spanish:</p>	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p>PSHE: Recognise what seeking and giving permission (consent) means. (<i>recognising that no means no and that this decision must be respected. Evidenced within Healthy Me unit and changing me. All pupils will practice saying no in different scenarios</i>)</p> <p>Discussing what discrimination means and how to challenge it. (<i>Evidenced within Celebrating Differences.</i>)</p> <p>Recognising that our own behaviour can affect other people. (<i>Evidenced within Being me in my world</i>)</p> <p>Respecting and recognising the differences and similarities between people. (<i>Evidenced within Celebrating Differences.</i>)</p> <p>Describing how to respect others. (<i>Evidenced within Celebrating Differences.</i>)</p> <p>Respecting/recognising the differences/ similarities between people. (<i>Evidenced within Celebrating Differences.</i>)</p> <p>Debating topical issues with respect. (<i>Evidenced within Celebrating Differences.</i>)</p> <p>Identifying the importance of having compassion towards others. Explaining how to show care/concern. (<i>Linked with children’s rights. Evidenced within Being me in my world</i>)</p> <p>Changes from industrial revolution (<i>Empathy for working conditions, child-labour, workhouses, and lifestyle of rich and poor. Evidenced within Being me in my world</i>)</p> <p>Religious Education: Explore the meanings of some big moral concepts. <i>Evidenced in Y5 Spring 1 Teaching of Jesus and also Year 6 Autumn one Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3)</i></p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. <i>Evidenced in Summer term Year 6 Consider similarities and</i></p>

<ul style="list-style-type: none"> ➤ Curriculum links to mutual respect through PSHE, RSHE, History, Geography and Religious Education. ➤ Class names are picked to represent diversity – countries around the world. 			<p>Children begin to learn basic Spanish vocabulary and begin to draw upon comparisons to the United Kingdom.</p>	<p><i>differences between beliefs and behaviour in different faiths (B3).</i></p> <p>Art: Children understand and explain how a chosen artist or art form has contributed to the culture and/or history of a specific nation.</p> <p>Music: Children share personal opinions on different genre types and provide justifications for opinion.</p> <p>MFL: Spanish: Children begin to compare different traditions and celebrations between Spanish and the UK.</p>
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Tolerance:

Intent:

What does ‘Tolerance’ mean to us at Gwladys Street?

Tolerance is defined as the ability or willingness to tolerate the existence of opinions or behaviour that someone else dislikes or disagrees with. Tolerance is closely linked with the offering of mutual respect as it recognises that we all don’t share the same beliefs and values and that despite this everyone has the right to be treated fairly and with tolerance and respect.

At Gwladys Street, we value that being tolerant is essential to forming healthy relationships and therefore we ensure that promoting respect and tolerance is at the centre of and heart of everything we do. Tolerance is referenced daily through our schools core values of TEAM which includes respect. We recognise that in order to create a respectful and tolerant culture around school, teachers have the duty to model positive, respectful relationships, behaviour, and communication to ensure that children reflect the same. We promote mutual respect throughout school to teach our pupils that:

- Diversity is something to be celebrated and embraced.
- We should respect an individual’s difference which may be linked to their race, culture, gender, sexual orientation, religion, ethnicity, disability, health, values and family structure or background.
- It is important to tackle stereotyping, labelling, prejudice, and discriminatory behaviours.
- Safe, positive, and healthy relationships are created where mutual respect is reflected.
- Tolerance and respect enable them to deal with conflict and disagreements and reach a mutual resolution.

Implementation: How do we teach Tolerance at Gwladys Street?	General Whole School	Early Years Foundation Stage:	Key Stage One:	Lower Key Stage Two:	Upper Key Stage Two:
	<p><i>As a school, teachers and SLT approach the teaching and learning of democracy consistently through:</i></p> <ul style="list-style-type: none"> ➤ Our school ethos and behaviour policy revolves around our core values (TEAM), including respect. ➤ Positive relationships and behaviours are modelled by staff on a daily basis to ensure children experience what respect and tolerance towards others looks like. ➤ Pupils regularly engage in discussions and assemblies linked to tolerance towards others. ➤ Behaviour around school focuses on promoting good choices, self-regulation and where poor choices are made or a lack of respect or tolerance is shown children attend reflection time. ➤ High expectations of behaviour are established at the beginning of each academic year and revisited regularly. ➤ Opportunities for children to work with a range of children across the school of different ages, 	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p>PSHE: (PSED) – Understand that own actions affect other people. <i>(Providing stories and modelled situations which show how to treat others with kindness and respect.)</i></p> <p>(PSED) – Show sensitivity to their own and others needs.</p> <p>History: (UTW) - Know similarities and differences between themselves and others, and among families, communities, and traditions. <i>(Evidence in D&D unit, providing stories and role-play opportunities for different jobs, different families, religious traditions.)</i></p> <p>(UTW) – Know some similarities and differences between things in the past and now. <i>(Links to change because of</i></p>	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p>PSHE: Recognise and understand the importance of respecting privacy. <i>(learning that body parts are private and the PANTS rule.)</i></p> <p>Recognising how to treat themselves and other with respect. <i>(Linked to initiatives to show respect – filling cups with kindness, a smile a day, compliments etc Also evidenced in Celebrating difference unit discussing assumptions and stereotypes.)</i></p> <p>Geography: Life for children in India. <i>(Empathy between life of the rich and the poor.)</i></p> <p>History Ghandi Y2 – how did different people get treated and why. How did people</p>	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p>PSHE: Learning about stereotypes. <i>(learning typical stereotypes between girls and boys – linked to colours, toys, jobs, aspirations etc (Evidenced within Celebrating Differenced unit).)</i></p> <p>Discussing what discrimination means and how to challenge it. <i>(Evidenced within Celebrating Differenced unit)</i></p> <p>Recognising that our own behaviour can affect other people. <i>(Evidenced within Relationships unit)</i></p> <p>Listening to and responding respectfully to a wide range of people.</p> <p>Recognising the importance of self-respect and how to respect others. <i>(Evidenced within Celebrating</i></p>	<p><i>Alongside the whole school focus, democracy is explored through curriculum areas:</i></p> <p>PSHE: Recognise what seeking and giving permission (consent) means. <i>(recognising that no means no and that this decision must be respected. Evidenced within Healthy me and Changing me unit. All year groups practice saying no in a range of circumstances through different scenarios.)</i></p> <p>Discussing what discrimination means and how to challenge it. <i>(Evidenced within Celebrating Differences)</i></p> <p>Recognising that our own behaviour can affect other people. <i>(Evidenced within Being me in my world.)</i></p> <p>Respecting and recognising the differences and similarities between people. <i>(Evidenced within Celebrating Differences.)</i></p>

<p>beliefs, backgrounds. This is completed through hubs, reading partners, anti-bullying ambassadors, mental health champions and playground leaders.</p>	<p><i>the past – war, remembrance day etc.)</i></p>	<p>stand up for others?</p> <p>Religious Education Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Recognise that stories show religious figures demonstrating respect to others. <i>(Evidenced in Spring Term Y1 – retelling stories from the Bible. Also Autumn 1 Y2 - Explored through stories such as Muhammad and the hungry stranger, The Good Samaritan)</i></p> <p>Recognise that sacred belongings should be treated with respect. <i>(Evidence in Autumn 2 Y1 - having clean hands or dressing in certain ways.)</i></p>	<p><i>Differenced unit)</i></p> <p>Respecting and recognising the differences and similarities between people. <i>(Evidenced within Celebrating Differenced unit)</i></p>	<p>Describing how to respect others. <i>(Evidenced within Celebrating Differences.)</i></p> <p>Respecting/recognising the differences/ similarities between people. <i>(Evidenced within Celebrating Differences.)</i></p> <p>Debating topical issues with respect. <i>(Evidenced within Celebrating Differences.)</i></p>
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<ul style="list-style-type: none"> ➤ Theme days held to represent respect for different cultures, faiths, and beliefs – Diwali, Remembrance, Easter, Christmas, Eid, Children in Need, Red Nose Day etc. ➤ Cultural days completed in school – learning about different musicians, genres of music etc. ➤ Regular assemblies raising awareness towards the diversity of others with a focus on respect and tolerance – black history month, women’s rights, different family set-ups, LGBTQ+ etc. Assemblies share stories, images, music, events, and festivals to show different lifestyles. ➤ School create and review an equality policy regularly outlining protected characteristics for all to follow. ➤ Consequences in place for children who do not demonstrate respectful or tolerant behaviour. Children are challenged on views which may be deemed as discriminatory. ➤ All teachers and teaching assistants are responsive to current issues in society on a national and global level. Teachers are flexible at providing additional discussions, lessons etc in response to concerns – Ukraine day, war, pandemic etc. ➤ Curriculum links to tolerance through PSHE, RSHE, History and Religious Education. ➤ School have good links with the local church and invite a variety of groups to lead assembly e.g., Open the Book. ➤ Individual class names are picked to represent diversity – authors, historians etc. 	<p>Religious Education: how to show respect for one another. <i>(Explored the idea of everyone being individual, unique and valuable.)</i></p> <p>Expressive Arts: Children begin to give simple opinions about the works of a chosen artist, craft maker or designer.</p> <p>Music: Children begin to broaden their understanding of music, recognising and listening to different types.</p> <p>General Classroom Provision: The provisions of the EYFS classroom are set up with different stations and activities which encourage children to take independence over learning and to allow opportunities for children to demonstrate respect.</p> <ul style="list-style-type: none"> ➤ Staying safe – handling scissors, equipment etc without snatching or destroying. ➤ Organisation – using quiet indoor voice, <p>Communication – playing fairly, sharing with others, taking turns, listening, and responding to their peers.</p> <p>Everyone is valued all cultures are celebrated and we all share and respect the respect and opinion of others. Mutual tolerance of those with different faiths and beliefs and those without faiths</p>	<p>Art: Children learn to describe what they think and feel about the work of a chosen artist, craft maker or designer in sensitive way.</p> <p>Music: Children begin to understand that music is made in different countries in the world and that there are different styles of music.</p>	<p>Debating topical issues, respecting other people’s points of view/constructively challenging those they disagree with.</p> <p>Religious Education: Express ideas about right and wrong, good, and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity <i>(Evidenced in Y4 Spring 2 Easter story).</i></p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. <i>Evidence in Spring 1 Year 3 – living a Hindu in London.</i></p>	<p>Identifying the importance of having compassion towards others. Explaining how to show care/concern. <i>(Linked with children’s rights.)</i></p> <p>Changes from industrial revolution <i>(Empathy for working conditions, child-labour, workhouses, and lifestyle of rich and poor.)</i></p> <p>Religious Education: Explore the meanings of some big moral concepts. <i>Evidenced in Y5 Spring 1 Teaching of Jesus and also Year 6 Autumn one Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3)</i></p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. <i>Evidenced in Summer term Year 6 Consider similarities and differences between beliefs and behaviour in different faiths (B3).</i></p> <p>Art: Children understand and explain how a chosen artist or art form has contributed to the culture and/or history of a specific nation.</p> <p>Music: Children share personal opinions on different genre types and provide justifications for opinion.</p> <p>MFL: Spanish: Children begin to compare different traditions and celebrations between Spanish and the UK.</p>
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Individual Liberty:

Intent:

What does ‘individual liberty’ mean to us at Gwladys Street?

Individual liberty is defined as the right to believe, act, and express oneself freely. It links closely to the free exercise of rights generally seen as outside the governments control. It provides everyone with the protection of their rights and the rights of others.

At Gwladys Street we value the importance of children’s and adult’s individuality and encourage children to express themselves freely and creatively. Every child in our school is valued as an individual and we aim to allow their unique personalities, beliefs, and opinions to shine through. As staff we pride ourselves on knowing the children very well and ensure we celebrate their different gifts and talents not only within the classroom setting but whole-school environment. We promote individual liberty throughout our school to ensure we teach our children that:

- Everyone is special and unique no matter their differences.
- Diversity is something to be celebrated and embraced.
- It is important to express ourselves freely.
- Sharing our beliefs, thoughts, opinions, and personality is important and will be valued without judgement.
- Risk-taking is something to be encouraged.

Implementation:
How do we teach Individual Liberty at Gwladys Street?

General Whole School

As a school, teachers and SLT approach the teaching and learning of democracy consistently through:

- Regular opportunities for **pupil voice** – school council collect feedback on the playground using **surveys** and general pupil surveys completed as whole-classes. Children are encouraged to express their ideas and promote **freedom of speech and opinions**.
- **School council** meet regularly to discuss issues raised by different classes and to **feedback pupil voice**. School council create plans to act upon feedback.
- School council display raising awareness of representatives, key messages etc. Children have opportunity to use **suggestions box** throughout the day if no representative available.
- **Positive relationships** and behaviours are encouraged and modelled daily. Children are expected to take responsibility for their actions and behaviour, knowing the difference between right and wrong.
- **Choice** is promoted regularly – **school dinners, how to present work for best effect, after school clubs to attend, choice of learning challenges etc.**
- **Learning from the past or experience** is encouraged for children to make links – **black history month** and **women’s rights** assemblies allow children to learn the importance of **freedom and human rights**.
- **Safe environments** are created and support available for children to **express themselves** e.g., strong anti-bullying culture through **anti-bullying ambassadors**, focus on mental health through **mental health champions**.
- **Stereotypes** are **challenged** and **equality** and **fairness** are discussed regularly.
- School create and review an **equality policy** regularly outlining protected characteristics for all to follow.
- **Raising future aspirations** are encouraged through speakers, career fairs.
- **After school clubs** which children can choose to participate in – including, **sports, cooking, choir, gardening, mindfulness, board games etc.**
- **Curriculum links** to individual liberty through PSHE, RSHE, History, Geography and Religious Education.

Early Years Foundation Stage:

Alongside the whole school focus, democracy is explored through curriculum areas:

PSHE:

(PSED) – Work and play cooperatively and take turns with others.

(PSED) – Form positive attachments to adults and friendships with peers.

Religious Education:

Discuss the idea that each person is unique and valuable.

We have the right to have our own views. We are all respected as individuals. We feel safe and can have a go at new activities. We understand and celebrate the fact that everyone is different.

Key Stage One:

Alongside the whole school focus, democracy is explored through curriculum areas:

PSHE:

Recognising that the choices they make can have good and not so good consequences. *Evidenced in Being me in my world*

Respecting the needs of ourselves and other people. *Evidence in celebrating differences unit*

Identifying that everybody is unique. *Evidence in celebrating differences unit*

Identify what makes them special. *(Linked to the whole-child – likes and dislikes etc.)*

Recognise what is fair/unfair, right/wrong, and kind/unkind. *(Linked closely with friendships, relationships etc and the way people are treated.)*

Listen to other people and play and work cooperatively. *(Relationships unit and also within the Dreams and Goals unit.)*

Religious Education:

(Introduce the idea that each person is unique and important in relation to the Christian teachings.

Lower Key Stage Two:

Alongside the whole school focus, democracy is explored through curriculum areas:

PSHE:

Understanding what may influence our choices. *(Focus on the use of social media, adverts, family traditions etc. and the benefits and disadvantages of this.)*

Identify differences and similarities between people but understand that everyone is equal. *(Linked with equality act and equal opportunities for all. (Evidenced within Celebrating Differenced unit))*

Recognise and challenge stereotypes. *(Focus on gender stereotypes, different family and relationship set-ups and the need for these to be respected. (Evidenced within Celebrating Differenced unit))*

Appreciate the range of identities in the UK. *(Linked with traditions, religions, interests, and values. (Evidenced within Celebrating Differenced unit))*

Understand that there are human rights to protect everyone. *(Focus on the different human rights, in particular freedom of expression Evidenced within being me in my world.)*

Upper Key Stage Two:

Alongside the whole school focus, democracy is explored through curriculum areas:

PSHE:

knowing how to make informed choices. *(Linked to their behaviour, health and well-being and safety. Evidence within Being my in my world – being responsible for yourself and healthy me)*

Developing the skills to make their own choices. *(evidenced within Being me in my world)*

Recognise the nature and consequences of discrimination. *(Linked to the protected characteristics. Evidenced within Celebrating differences)*

Understand there are some cultural practices against British law. *(Focus on human rights issues for identities, diversity, bullying and poverty. Evidenced within Celebrating differences)*

Religious Education:

Children begin to Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning. *Evidenced in Autumn 1 Y6 Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).*