

Mutual Respect



- Children's Parliament
- Curriculum
- SEAL Assemblies (Social, Emotional Aspects of Learning)
- Supporting Charities
- Developing Positive Relationships
- PUPAC Values

Democracy



- Staff Charter
- Children's Parliament
- Children, Parent and Staff Questionnaires
- Pupil Voice

Tolerance of those with different Beliefs and Faiths



- Curriculum (RE/PSHE)
- Assemblies (British Values and PUPAC)
- Visitors to the school

British Values (overview)

Rule of Law



- School Behaviour Policy and Behaviour Flow Charts
- Links with Emergency Services
- Parent/carer Questionnaires

Individual Liberty



- Children's roles in school (children's Parliament, Lunch Supervisors)
- Encouraging children to make good choices
- PUPAC Values known and understood by all stakeholders/displayed in school
- Home/School Agreement

British Values – Term 1a Update

Children's Parliament

The Children's Parliament has been introduced to the class. The children had the opportunity to vote for their 3 representatives. The meetings have started and will take place every half term. The importance of the Parliament has been explained to the children and the representatives were introduced to the wider community in the weekly newsletter and on the website. In their first meeting, the children asked if they could go on some trips, swimming has now been booked as has a trip to the Selsdon Woods.

(Mutual Respect, Democracy, Individual Liberty)

Staff Charter

A staff charter has been developed. All members of staff had an input in to the priorities for the charter. This term we will introduce a class charter.

(Democracy)

Assemblies

The children have taken part in assemblies. Values assemblies take place every week and have introduced the children to PUPAC. The focus during term 1b will be to revisit PUPAC values but also talk about British Values.

(Mutual respect, Tolerance of those with other beliefs and faiths, Individual Liberty)

Children's Roles in School

The Children's Parliament is up and running. The children are starting to take more responsibility during family dining. Our LSA takes 2 children to set up the playground for play and lunchtimes. This term, more classroom leadership roles will be introduced.

(Democracy, Individual Liberty)

Supporting Charities

As part of the Inaugural Assembly the parents were invited to our MacMillan Coffee Morning. 21/26 families attended and we raised over £100. We were delighted with the amount raised. Our families helped to collect food for Harvest and we collected many clothes for the Syrian Crisis which was added to La Fontaine's donation.

(Mutual Respect)

Curriculum

Our topic – Ourselves – enabled the children to learn about people who help us. The children had a visit from a bus driver and a nurse, fireman and Battersea dogs home are visiting in term 1b.

(Mutual Respect, Tolerance of those with different Beliefs and Faiths)

PUPAC Values

The children have been introduced to PUPAC during weekly Values Assemblies. The children helped to create the main corridor PUPAC display. There are also links to PUPAC displayed in and around the classroom.

(Mutual Respect, Individual liberty, Tolerance of those with different Beliefs and Faiths)

Questionnaires

Questionnaires for children, staff and Parents have been completed and analysed.

(Democracy)

British Values – Term 1b Update

How are British Values covered through the EYFS curriculum?

Mutual Respect and Tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World: We create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued. Our children are encouraged to appreciate and respect their own and other cultures. They know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions. The children learned about the celebration of Diwali, children in Syria and they are given opportunities each day to talk about what they do at home in their own traditions and cultures. All adults promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping. The role play area has a representation of food and dolls from different cultures and all children are encouraged to play in these areas. Next term the children are learning about the story, "Handa's Surprise" where they will explore different cultures and traditions.

Democracy – As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

This term, our children have been encouraged to see their role in the bigger picture, to know that their views count, to value each other's views and to talk about their feelings. For example when they do or do not need help. Children have had opportunities to vote for the different themes that they would like in their role play area. Children are provided with activities that involve turn-taking, sharing and collaboration for example during their exploring time and at playtimes. We have also introduced a friendship intervention group for children who find working collaboratively challenging. Adults provide children with opportunities to develop enquiring minds in an atmosphere where questions are valued. Our children demonstrated this during our input on the Paris and Syrian crisis. Our children's parliament have met each half term and our termly pupil questionnaires are conducted to give our a children a voice. Next term our children will be given an opportunity to decide on how they would like to spend the money that was raised at our Christmas Fayre.

The rule of law – As part of the focus on managing feelings and behaviour:

Adults ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. Our school and behaviour systems are discussed at length with the children. Where appropriate, adults work with the children to decide on the rules and the codes of behaviour; for example expectations around tidying up and ensuring that all children understand that rules apply to everyone.

Individual Liberty

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

Children develop a positive sense of themselves. Adults provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. For example allowing children to take risks on an obstacle course or mixing colours. Children are encouraged to talk about their experiences and learning and we have introduced "confident voices", "talk partners" and "magnet eyes". Adults encourage a range of experiences that allow children to explore the language of feelings and responsibility. Through circle time activities they have reflected on their similarities/differences and things they like and don't like. They understand that they are free to have different opinions, for example in a small group discussing how they felt during our Christmas production, being new to the class etc.

Mutual Respect

- During lesson time, Chestnut Class regularly use **Google Maps** to learn about where in the world different places are and comparing different towns to Croydon.
- During our family dining each day, children have opportunities to develop their leadership skills and social skills, taking more responsibilities for dishing up food and clearing away. They support each other and work together to give our lunchtimes a "family feel".
- During our Circle Time sessions this term, we have had a big focus on respecting each other, using kind hands/feet and sharing and taking turns.

Democracy

- This term the children completed a questionnaire giving their views about HFA.
- Through work with the Children's Parliament, the academy library is now being used regularly.

Tolerance of those with different Beliefs and Faiths

- The children learnt about and celebrated Chinese New Year. They learnt how children in China eat and learn at school and compares this to their own experiences.
- The children learnt about the significance of pancake day and why British people celebrate this day.
- During our Circle Time sessions this term, the children have learnt about people's similarities and differences and that it is ok to like different things.

British Values

Term 2a

Rule of Law

- At Heathfield Academy, we offer a wide range of opportunities for children to be leaders in different contexts, and they understand that the rules they have created are there to keep them safe and happy in all the learning they take part in. These leadership opportunities include: during lunchtimes, leaders in the classroom, library leaders and leaders in the playground. This extends to visits and learning outside of the school, acting as ambassadors while on school trips and when we welcome visitors into Chestnut Class.

Individual Liberty

- We celebrated "Safer Internet Day" and our children learnt about the importance of and how to keep themselves safe online.
- Children's roles in school (children's Parliament, Lunch Supervisors)
- Encouraging children to make good choices
- PUPAC Values known and understood by all stakeholders/displayed in school
- Home/School Agreement

Mutual Respect

- During carpet time we spent time looking at what we like doing and what we dislike doing, we then discussed how we all like to do different things and that it is ok to enjoy different activities.
- We visited LAF and Deen City Farm, the children all behaved extremely well, respecting the rules of the new environment.

Democracy

- The children's parliament met and discussed how our previous term went and what they enjoyed doing, giving ideas of where they would like to take their own learning. The children also discussed what they would like to get out of our animals topic and agreed they would like to see a reptile, which our visiting vet brought in.

Tolerance of those with different Beliefs and Faiths

- We supported sport relief, learning about the people that we were raising money for.
- We also learnt about world water day and how some people in other countries do not have the access to water that we do, discussing and comparing.

British Values

Term 2b

Rule of Law

- We are constantly re-capping and revisiting the rules in Chestnut Class to ensure that the children meet our high expectations of behaviour.
- Children are told and understand the reasons for our rules and expectations, e.g. we walk quietly and safely in the corridor so we do not hurt ourselves, so we do not disturb others and so we do not waste any of our own learning time.

Individual Liberty

- We continue to use the PUPAC language daily to ensure the children know our values well.
- Children have been given more responsibility for their learning environment, giving some children monitor jobs to ensure certain areas are being used and looked after.

Mutual Respect

- The children have developed a great level of respect for their peers. We have worked hard on 'my turn' and 'your turn' giving everyone a chance to listen and speak. We also use our 'perfect partners' during carpet times so that the children can again spend time talking and listening to each other.

Democracy

- During this term we looked at the voting of the London Mayor. We decided to vote for our own class mayor to assist the children's parliament. We talked about the Mayor's role and the children all voted for who they felt would do the job well.

Tolerance of those with different Beliefs and Faiths

- We created a new display celebrating different languages, learning different ways to say "Hello" as well as looking at different countries' flags. We talked about what languages we could speak.

British Values

Term 3a

Rule of Law

- With our new members to Chestnut Class we worked as a class to teach the children our class rules and responsibilities. Ensuring that we all had the right to learn without disruption.

Individual Liberty

- We continue to work on our understanding of PUPUC, having weekly assemblies and using the language daily in class.
- The children in Chestnut class have been given more responsibility as the year goes on and we have developed 'buddies' for our new peers and during play ground times.

Mutual Respect

- The children got a chance to cook gingerbread men this half term and had to work in small groups with their peers and a teacher. The children understood the procedures and respected these, in order to keep themselves safe whilst cooking.

Democracy

- The children's parliament met for a final time this year and discussed the successes of this year. This will help the teachers to plan for the following year and will also give the year one teachers some good ideas for pupil led learning.

Tolerance of those with different Beliefs and Faiths

- We wrote to the Queen and sent her a birthday card to celebrate. We also held a street party and invited our parents to come in. To further celebrate our diversity we got to try foods from all over the world.

British Values

Term 3b

Rule of Law

- We took a trip to the Sealife Centre and beach in Brighton. We had to ensure that we followed the rules in this situation to keep ourselves safe and to make sure that we enjoyed our trip. Our parent helpers were very impressed with Chestnut Classes behaviour and how sensible they were.

Individual Liberty

- We spent time studying refugee day. We wore our own clothes and donated money to do so. We looked at where the money would be going and how the children in refugee camps live and how under privileged they are. We thought about how they may feel and what our money may do to help.