

Halfway Nursery Infant School



British Values in Our Curriculum

HALFWAY NURSERY INFANT SCHOOL

Our Concepts and Themes for Learning (Incorporating British Values)

Halfway Nursery Infant School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Halfway Nursery Infant School is dedicated to preparing children for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its pupils.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

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

Our school uses strategies within the national curriculum and beyond to secure such outcomes for children.

Thematic work can provide appropriate, differentiated and challenging learning, is very effective as a means of delivering the curriculum and most importantly helps children to make cross-curricular connections/links, alongside developing these British values.

Our whole school curriculum is based on key humanities concepts, or our interpretation of British values.

These CONCEPTS / VALUES:

- help develop a child's understanding of the world in which they live and their place in it
- underpin the curriculum of the school by providing personal and social development for the child
- reflect the school's vision and values

- help promote community cohesion

The selected CONCEPTS / VALUES:

- link directly to the school's whole vision, aims and ethos
- are relevant to the children
- are appropriate to the age range and stage of development of our children
- Develop British values within the new National Curriculum 2014.
- Develop subject knowledge, understanding and key skills in relation to NC 2014 subject areas.

The six "umbrella" CONCEPTS / VALUES are:

- Autumn 1: **Community & Culture** (driven through RE, History & Geography)
- Autumn 2: **Safety & Well Being** (driven through PSHE, PE & Science)
- Spring 1: **Innovation & Imagination** (Driven through D&T, Art & Computing)
- Spring 2: **Time & Change** (Driven through Science & History)
- Summer 1: **Conservation** (Driven through Science, Geography & PSHE)
- Summer 2: **Enterprise** (Driven through D&T, Art & Computing)

These concepts/values underpin each half-term's set of 'themes for learning' or topics which help to develop the appropriate concept/value.

Assemblies based on the half-termly concepts/values and 'themes for Learning' help to reinforce and clarify for the children what we are trying to communicate.

Concepts/values have a whole school definition and a set of whole school knowledge, skills and understanding that we ensure are instilled within the children by the time they leave our school – ready to become lifelong learners and responsible, confident and successful citizens of our 21st century world and 21st century Britain:

Community & Culture

- To develop a sense of belonging and living together cooperatively in a democracy.
- To develop positive relationships with others in the local, national and global community.
- To understand how to help others and share with others.
- To acquire a sense of shared responsibility and interdependence.
- To understand different roles within a community.
- To know right from wrong.
- To be accepting of different values and beliefs.
- To appreciate and learn from other cultures and traditions.
- To follow moral codes and rules.

- To begin to develop a sense of spirituality.
- To value all people regardless of faith, heritage, race, gender, disability or sexuality.
- To have an awareness of faiths across communities.
- To understand our actions and how they impact on others.
- To understand the causes and consequences of bullying.
- To experience culture (food, music, art, clothing, buildings, beliefs etc) from around the world.

Safety & Well Being

- To learn how to develop and live a healthy lifestyle.
- To learn how to protect ourselves from danger.
- To understand how to stay safe at home, school and in the community.
- To develop road safety skills.
- To be able to eat healthily.
- To know who can help keep us safe.

Innovation & Imagination

- To develop a range of thinking skills e.g. strategic, organisational, creative
- To learn to take risks and experiment.
- To explore, generate and develop new ideas.
- To be able to evaluate and solve problems.
- To be innovative and creative.
- To use imagination as a tool to develop communication skills.

Time and change

- To develop a growing understanding of the passage of time.
- To observe changes in people, places and the environment.
- To think about planning for change.
- To observe growth in people, environments and the community.
- To appreciate some of the causes of change and their impact.
- To learn from history.
- To understand how changes can be spiritual, emotional, social and physical.
- To keep informed of how our world is constantly changing and our place in it.
- To experience and appreciate tradition.

Conservation

- To understand cause and effect.
- To develop awareness of conservation issues.
- To understand how we can look after our environment/planet.
- To learn how to recycle at school and home.

- To learn how to use natural resources wisely and not to be wasteful.
- To develop an understanding of interdependence
- To be an active member of our ECO school.

Enterprise

- To develop methods of communication and how these can be linked around the world.
- To develop ideas and plan actions.
- To evaluate ideas and projects.
- To be resourceful
- To collaborate and share ideas.
- To be confident and considerate.
- To be inventive
- To take calculated risks.
- To learn to compromise with others.