



## Delph Primary School – British Values Curriculum Grid

(Updated May 2016)

At Delph School, it is our aim that **all** pupils should be encouraged to develop the skills and awareness to be positive members of society. As such, our Delph Ways provide a framework to guide responsible, cooperative behaviour, building pupils' confidence in their decision-making. Pupils at Delph School are given opportunities both to express individuality and to develop good teamwork skills. All of the curriculum links begin with our youngest children in Early Years and continue through to Year 6. We believe that the values our pupils develop during their time at Delph School give them the foundations for their future lives. We are proud of our school and everyone in it.

Aspect of British Values	Related Delph Ways	Curriculum links / other activities
<b>Democracy</b>	<ul style="list-style-type: none"><li>• Cooperate with everyone</li><li>• Show respect</li></ul>	<ul style="list-style-type: none"><li>• Pupils are given opportunities to express their ideas and opinions, through negotiating class contracts / targets</li><li>• In EYFS, children are taught to take turns, listen to each other and celebrate each other's successes</li><li>• Pupils from Y2 to Y6 can be elected to the School Council, though a formal process involving nominations, speeches and class voting</li><li>• Pupils channel ideas to the School Council through class representatives, ideas are discussed at School Council meetings and decisions are relayed back to classes</li><li>• Y6 choose team captains to lead the four teams across school for termly office</li><li>• History topics are used to make connections to democracy, voting and the British parliamentary system, e.g. Y5 Meet the Greeks – birth of democracy; Y6 Battle of Britain – role of Winston Churchill as Prime Minister; also used to contrast modern British democracy with other civilisations in world history, e.g. Y4 – Vikings; Y5 – Ancient Egyptians; Y6 – Ancient Maya</li></ul>

		<ul style="list-style-type: none"> <li>• PSHE curriculum, e.g. Y6 – creating a political party, considering important policies and budgeting</li> <li>• Surveys and group interviews are used to gather pupil opinion on a range of issues</li> <li>• Extra-curricular activities – Y5/6 current affairs and debating club, considering how politicians make decisions on significant issues</li> <li>• Y5 annually research, present and vote on a charity to donate to as a class</li> <li>• During Y6 Business Challenge, the class make presentations and conduct votes to decide, for example, which charity to support</li> </ul>
<p><b>The Rule of Law</b></p>	<ul style="list-style-type: none"> <li>• Be in the right place at the right time</li> <li>• Always do their best</li> <li>• Show respect</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are guided by Delph Ways in their decision-making about appropriate behaviour</li> <li>• Pupils are involved in drafting class contracts, which they then sign up to, establishing the basis for expected classroom behaviour</li> <li>• A clear and fair system of rewards and sanctions throughout school teaches pupils about choices and consequences</li> <li>• Visits from police officers and PCSOs to talk to pupils about aspects of their work and also to give pupils important safety information</li> <li>• Y6 visit to Saddleworth Safety Exhibition, incorporating police input on anti-social behaviour</li> <li>• Y6 visit to Crucial Crew event in Oldham, linking to all emergency services</li> <li>• Road Safety Unit visits to classes across school, incorporating practical application of road safety rules</li> <li>• Year 6 Bikeability Level 2 course – cycle proficiency qualification, including learning some road law</li> <li>• PSHE curriculum, e.g. Y6 – Who makes laws? Why might people break laws?</li> <li>• History curriculum links, e.g. Y1 Mills &amp; Machines (child labour and changes to law for children to attend school); Y4 Invaders &amp; Settlers (learning about Danelaw)</li> </ul>

<p><b>Individual Liberty</b></p>	<ul style="list-style-type: none"> <li>• Handle their emotions</li> <li>• Always do their best</li> <li>• Choose safe behaviour</li> <li>• Choose friendly language</li> </ul>	<ul style="list-style-type: none"> <li>• Extra-curricular chess club for KS2 pupils</li> <li>• Pupils are given access to the curriculum at an appropriate level and with appropriate levels of support / challenge</li> <li>• Pupils are encouraged to use a Help Shelf / Help Wall to support their learning, encouraging the development of independence</li> <li>• Pupils are given opportunities to excel and express their individuality through art, music and sport, alongside their academic achievements, e.g. peripatetic tuition for brass, strings, drumming and singing; expert coaching for dance and sports</li> <li>• Pupils' achievements, both in and out of school, are celebrated in whole school assemblies</li> <li>• Pupils have opportunities to choose which extra-curricular activities to join</li> <li>• E-safety sessions used to support pupils in making safe and responsible decisions when online</li> <li>• Pupils given opportunities to make decisions about how to approach learning activities / present their learning</li> <li>• Educational visits, e.g. Y4 visit to Liverpool Maritime Museum to explore historical deportation to Australia</li> <li>• PSHE curriculum, e.g. assemblies in which pupils can express personal ideas / opinions on specific issues</li> <li>• P4C sessions in which pupils can discuss / debate potentially contentious issues</li> <li>• Y6 and Y5 taking responsibility for significant jobs around school, developing understanding that once a job has been chosen, it must be sustained</li> <li>• All pupils registered for the Young Enterprise Fiver Challenge, encouraging individual decision-making in relation to money / investment</li> </ul>
<p><b>Mutual Respect</b></p>	<ul style="list-style-type: none"> <li>• Show respect</li> <li>• Choose friendly language</li> <li>• Handle their emotions</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE curriculum, e.g. Circle Time activities in which individual opinions are heard and valued</li> <li>• Turn-taking activities with younger pupils</li> <li>• Socially Speaking intervention group</li> </ul>

		<ul style="list-style-type: none"> <li>• Adults as role models throughout school</li> <li>• Active promotion of good manners and courtesy across whole school, e.g. holding doors open, smiling, greeting</li> <li>• Y6 class greeter role</li> <li>• Support for charities to show respect for the needs of others, e.g. collecting Magic Money for ActionAid to provide education for a child in another country; giving Harvest donations to local village residents; supporting a chosen local charity (currently Emmaus)</li> <li>• Linking project events with pupils from Coppice Primary Academy</li> <li>• Showing support for the wider village community, e.g. playing carols at the village Christmas tree and Band on Tour</li> <li>• Full participation in Anti-Bullying Week and Safer Internet Day, including assemblies and class activities</li> <li>• Y5 and Y6 receiving Childline assembly and workshop input</li> <li>• Y4 being introduced to Makoton</li> <li>• Y6 trained as Dementia Friends by local Dementia Champion, raising awareness and fostering empathy</li> <li>• Class participation in annual Oldham Choral Speaking Festival, alongside other Oldham schools</li> <li>• Choir/brass band/violin group participation in annual Oldham Music Festival, alongside other Oldham schools</li> <li>• Whole school family project (The Melting Pot) – exploring the origins of families / individuals in Delph; celebrating diversity; celebrating an alternative St George's Day (April 2016)</li> </ul>
<p><b>Tolerance of Different Faiths and Beliefs</b></p>	<ul style="list-style-type: none"> <li>• Show respect</li> <li>• Handle their emotions</li> <li>• Choose friendly language</li> </ul>	<ul style="list-style-type: none"> <li>• RE / PSHE curriculum, e.g. through learning about the practices of different faiths, finding similarities and differences</li> <li>• Visits to local church at significant times in the Christian calendar to learn about the meanings of these celebrations</li> <li>• Visits to mosque / Islamic Centre to learn about religious practices and beliefs</li> <li>• Assemblies incorporating stories from different faiths as prompts for discussion and thought</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Linking Project events with pupils from Coppice Academy, providing pupils with opportunities to enjoy various activities alongside pupils from different cultural / religious backgrounds</li><li>• Circle Time sessions used to engage pupils in discussions about current affairs, including issues such as the refugee crisis, e.g. Y4 – news time; Reception – daily pictures for discussion</li><li>• Extra-curricular Wise Owls club for Y5 and Y6 (current affairs/debating/learning about parliament)</li></ul> |
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