

# British Values at Branfil



<p style="text-align: center;"><b>Democracy</b></p> <p>Democracy is the foundation of the UK's political system. This British value is based on the idea that everyone should have an equal say in how their country is run, and that the government should be accountable to the people.</p>	<p style="text-align: center;"><b>Rule of Law</b></p> <p>Respect for the rule of law means that everyone in society is treated equally and fairly, and that everyone follows the same rules and laws. This value promotes a sense of order and stability in society, and helps to prevent crime and other harmful behaviors. The UK justice system is a large part of this, including laws, police officers and courts</p>	<p style="text-align: center;"><b>Individual Liberty</b></p> <p>Individual liberty allows people to pursue their own goals and interests, providing they do not harm others. This British value is based on the idea that people should be free to make their own decisions and choices within the bounds of the law, of course.</p>	<p style="text-align: center;"><b>Mutual Respect and Tolerance of those with different faiths and beliefs</b></p> <p>Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.</p>
<ul style="list-style-type: none"> <li>★ School Parliament</li> <li>★ School Parliament committee elections</li> <li>★ Assembly promoting Democracy</li> <li>★ Use of discussion in classroom practice</li> <li>★ Votes for School Assembly programme</li> <li>★ Using voting for choices and general agreement about class issues</li> <li>★ Listening to children's views and valuing them</li> <li>★ Subject Leaders use the pupil voice as a way to help improve the curriculum offer</li> <li>★ Children decide on classroom rules at the start of the year</li> <li>★ Annual parent questionnaire</li> <li>★ Pupils taking part in</li> </ul>	<ul style="list-style-type: none"> <li>★ School behaviour policy with clear sanctions and rewards</li> <li>★ Well done and Magic cards</li> <li>★ Anti-bullying week</li> <li>★ Online safety week</li> <li>★ Online safety rules</li> <li>★ Rules in PE</li> <li>★ Our golden rule: At Branfil, we respect ourselves, each other and our environment</li> <li>★ Our school values: Love, explore, aspire, respect and nurture</li> <li>★ Celebration Assembly</li> <li>★ House points</li> <li>★ House competitions</li> <li>★ Opportunities for pupils to distinguish between right and wrong</li> <li>★ Pupils learning about law makers and the development of English law in history</li> <li>★ Visits from emergency services e.g. Essex and Herts Air Ambulance</li> </ul>	<ul style="list-style-type: none"> <li>★ Opportunities to share views and ideas</li> <li>★ Providing choices in learning</li> <li>★ Range of clubs to develop outside interests</li> <li>★ Excellence in the Arts award</li> <li>★ Pupil of the week, birthdays, attendance, house points, lunchtime superstars recognised in the Celebration Assembly.</li> <li>★ Restorative justice</li> <li>★ Star Writer</li> <li>★ Lead Learners</li> <li>★ Values Champions</li> <li>★ Selecting dinner choices</li> <li>★ Selecting equipment to play with at OPAL lunchtimes.</li> <li>★ Selecting a reading for pleasure book from the library.</li> <li>★ Taught how to keep safe through NSPCC assemblies, online safety workshops, bikeability and road safety and</li> </ul>	<ul style="list-style-type: none"> <li>★ Modeling mutual respect</li> <li>★ Children in Need</li> <li>★ Comic Relief</li> <li>★ Black History Month</li> <li>★ Remembrance Day service</li> <li>★ Talking partners</li> <li>★ Self and Peer Assessment</li> <li>★ Range of leadership roles available for pupils</li> <li>★ Sports Day</li> <li>★ Sporting competitions</li> <li>★ House events</li> <li>★ Harvest Festival</li> <li>★ Breadth of themes in assemblies</li> <li>★ Anti-bullying week</li> <li>★ Debates and balanced arguments in lessons</li> <li>★ Studying biographies of famous human rights campaigners</li> <li>★ Newsround</li> <li>★ An assembly programme that celebrates diversity</li> </ul>

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<p>debates in various subjects</p> <ul style="list-style-type: none"> <li>★ Pupil Questionnaires</li> <li>★ Classroom monitors/jobs</li> </ul>	<ul style="list-style-type: none"> <li>★ Restorative justice policy</li> <li>★ eSafety rules and their importance</li> <li>★ Bikeability and road safety</li> <li>★ Visits from MPs and trips to the local council</li> </ul>	<p>making choices workshops</p> <ul style="list-style-type: none"> <li>★ Children are encouraged to manage their own risks at Forest School and OPAL.</li> <li>★ What I want my teacher to know box</li> <li>★ Children encouraged to take responsibility for their actions</li> <li>★ Opportunities for children to respond to the views of others across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>★ School library book collection promotes respect and tolerance</li> <li>★ Literacy Tree curriculum includes texts that promote difference and diversity</li> <li>★ Carols by candlelight</li> <li>★ School displays</li> <li>★ Risk assessments for external visitors</li> <li>★ Difference and Diversity committee</li> <li>★ Celebrating events and festivals from major world faiths</li> </ul>
<b>PSHE Curriculum</b>			
<b>Democracy</b>	<b>Rule of Law</b>	<b>Individual Liberty</b>	<b>Mutual Respect and Tolerance of those with different faiths and beliefs</b>
<ul style="list-style-type: none"> <li>★ KS1 - Where do you stand? Difficult decisions</li> <li>★ KS2 - Democracy, Magna Carta, Times of need, Martin Luther King</li> </ul>	<ul style="list-style-type: none"> <li>★ KS1 - Keeping safe at home, Difficult Decisions, What is the law? Protecting local habitats</li> <li>★ KS2 - Discrimination, Digital footprints, Conflicting rights, Children's rights, Being online citizens, Rules, Why do we have laws? Rights and responsibilities, Human rights</li> </ul>	<ul style="list-style-type: none"> <li>★ Areas within the school that children feel comfortable to discuss any concerns</li> <li>★ Mental health lunchtime meetings</li> <li>★ Diversity and difference parliament committee</li> <li>★ Wellbeing parliament committee</li> </ul>	<ul style="list-style-type: none"> <li>★ KS1 - I am unique</li> <li>★ KS2 - Challenging stereotypes, Cultural Diversity in the UK, Citizenship and the wider world, Representation</li> </ul>
<b>Art Curriculum</b>			
<ul style="list-style-type: none"> <li>★ The elected Art Committee vote on</li> </ul>	<ul style="list-style-type: none"> <li>★ During art lessons children must show an understanding of our</li> </ul>	<ul style="list-style-type: none"> <li>★ Throughout our art curriculum, children learn about a variety</li> </ul>	<ul style="list-style-type: none"> <li>★ Throughout the school year, art is used as a way to learn about</li> </ul>

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<p>winner of monthly values art competition.</p> <ul style="list-style-type: none"> <li>★ During art lessons children have opportunities to work collaboratively and develop their understanding of the need to consider the views and values of others whilst making shared decisions.</li> </ul>	<p>school rules and values to help them use tools and materials for their art work safely. Children develop their understanding of respecting the art room and how this must be looked after in order to continue having high quality art experiences.</p>	<p>of artists and forms of art. They have opportunities to discuss and compare art forms, sharing their ideas and opinions whilst being encouraged to listen respectfully to the thoughts, feelings and ideas of others.</p> <ul style="list-style-type: none"> <li>★ Across the art curriculum children are encouraged to take ownership of their own artistic work and expression by choosing how to complete projects.</li> <li>★ By learning about a variety of art forms, children are given the opportunity to explore ways of expressing themselves that resonate with them as individuals.</li> </ul>	<p>a variety of significant events such as Black History Month, different religious festivals and events such as a Remembrance Day.</p> <ul style="list-style-type: none"> <li>★ Monthly values art competitions provide an opportunity for children to develop their knowledge of a range of artists and art from a variety of cultural backgrounds.</li> <li>★ There are opportunities during art lessons to hear differing points of view and listen to these in a respectful, tolerant way.</li> </ul>
<h3>History Curriculum</h3>			
<ul style="list-style-type: none"> <li>★ In Year 5 the children learn about how democracy was created in Ancient Greece. They will be able to compare how democracy was then to now. This enables the students to understand how, overtime, changes happen and to evaluate their impact.</li> <li>★ In history lessons the classroom is</li> </ul>	<ul style="list-style-type: none"> <li>★ In History pupils examine different ways of living and consider the value of the rule of law where all people are equal before the law.</li> <li>★ Children throughout the history curriculum look at the role of parliament and taught how the rule of the law is fundamental to our society and the effects if it is ignored.</li> <li>★ Children learn about monarchy and how it works.</li> <li>★ Throughout the topics laws are changed after new people in</li> </ul>	<ul style="list-style-type: none"> <li>★ Children will explore their own individual liberty in terms of exploring their own career paths within History and surrounding the subject.</li> <li>★ Through looking at historical sources, children will balance past events through the lenses of people's individual liberties against the balance of the greater good.</li> <li>★ Children will learn about people in the past who have used their own individual</li> </ul>	<ul style="list-style-type: none"> <li>★ Mutual respect is taught and given when children are expressing their opinions and beliefs through different historical time periods.</li> <li>★ Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child time to share these on with the expectation that these must be listened to.</li> <li>★ When discussing what it means to be British and how</li> </ul>

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<p>democratic, where all pupils have an equal right to be heard and democracy is modeled by the teacher and expected of every pupil.</p> <ul style="list-style-type: none"> <li>★ Children will consider what it was like for individuals during different time periods and consider themselves in the positions of others and the concept of fairness.</li> </ul>	<p>power such as Alfred the Great or when significant events happened such as the great Fire of London. Laws were changed around how houses were built.</p>	<p>liberty, for instance Florence Nightingale and Mary Seacole. They changed how nursing was done.</p>	<p>this is demonstrated in different historical time periods, children consider questions about identity and belonging when learning about different religious beliefs during different historical periods.</p> <ul style="list-style-type: none"> <li>★ When comparing people during different time periods and how they lived, children will consider the effects of religion on their lives and the impact on society.</li> <li>★ British Values in History can celebrate our heritage whilst embracing the ties which bind us together.</li> <li>★ Throughout the topics the children will learn about different cultures and they will learn how to respect them.</li> <li>★ They will develop a better understanding of our multicultural society through studying links between local, British, European and world history.</li> <li>★ Children learn how to value different cultures by showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.</li> </ul>
<p><b>Geography Curriculum</b></p>			
<ul style="list-style-type: none"> <li>★ The Geography curriculum enables</li> </ul>	<ul style="list-style-type: none"> <li>★ In geography we explore different materials which link and support</li> </ul>	<ul style="list-style-type: none"> <li>★ Individual liberty is taught and encouraged by teaching</li> </ul>	<ul style="list-style-type: none"> <li>★ Pupils will compare similarities and differences between their</li> </ul>

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<p>children to learn more about the countries of the world, including their own. It is through these studies that children learn about democracy and the impact the decisions made by those in power have on specific places. This includes the human aspects of geography, such as the impact that a rising population has on our world and its resources.</p> <ul style="list-style-type: none"> <li>★ Furthermore, through our behaviour and manners, we show respect for democracy and the right of all our fellow peers to have their voices heard by encouraging everyone to feel confident in expressing their ideas and opinions.</li> <li>★ Pupils are involved in decision making through the use of pupil voice and feedback to teachers.</li> </ul>	<p>knowledge such as atlases and globes. Children are taught how to correctly read and use them.</p> <ul style="list-style-type: none"> <li>★ Provides children with a fascination of the world they live in and encourages children to be good, active citizens of Britain.</li> <li>★ Geography lessons support the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work.</li> </ul>	<p>children about the environment and how they can make a difference in protecting our world. Through completing fieldwork activities and river studies, children can see the effect that humans are having on our planet and can be empowered to make a change.</p> <ul style="list-style-type: none"> <li>★ During geography lessons, children are able to have a freedom of expression whilst respecting others during contributions to class discussions and are encouraged as much as possible to develop independent learning skills to help take control of their own learning.</li> </ul>	<p>lives and those of others around the world. With the aim of disbanding stereotypes and fostering a common respect for different countries and cultures by learning about them.</p> <ul style="list-style-type: none"> <li>★ Children will consider questions regarding how different cultures live and work throughout the world. Children have the opportunity to explore how areas have changed and how the diverse needs in society have changed them.</li> <li>★ Through learning about different countries across the globe, the children are provided with the opportunity to develop their understanding, and therefore respect, of different cultures.</li> </ul>
<b>Religious Education Curriculum</b>			
<ul style="list-style-type: none"> <li>★ The RE classroom must</li> </ul>	<ul style="list-style-type: none"> <li>★ In RE pupils examine</li> </ul>	<ul style="list-style-type: none"> <li>★ Children will learn that Religion</li> </ul>	<ul style="list-style-type: none"> <li>★ Children learn about the main</li> </ul>

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<p>be a democratic classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil.</p>	<p>different codes for living and consider the value of the rule of law where all people are equal before the law.</p>	<p>is a good case study of the balance between individual liberty and the greater good.</p>	<p>religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by giving each child a forum to share these on and an expectation that these must be listened to.</p> <p>★ Children consider questions about identity and belonging. Children learn about the main religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions or others. Some assemblies also help to contribute to the knowledge of special occasions, beliefs and customs. RE can challenge pupils to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs.</p>
<b>MFL</b>			
<p>★ In French lessons the classroom is democratic, where all pupils have an equal right to be heard and</p>	<p>★ The MFL curriculum provides children with a fascination of the world they live in and encourages children to be good, active citizens of Britain.</p>	<p>★ The MFL curriculum recognises individual differences. There is an ethos where the views of individual pupils are listened to and</p>	<p>★ The MFL curriculum supports mutual respect and tolerance by allowing children to express their opinions. All children are encouraged to show respect to</p>

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<p>democracy is modeled by the teacher and expected of every pupil.</p>	<ul style="list-style-type: none"> <li>★ French lessons support the implementation of school rules as children have the opportunity to make choices individually or as a group in a safe and non-threatening process, incorporating mutual respect and the consideration for others' work.</li> </ul>	<p>respected within an acceptable framework. Contribution to class discussions is encouraged to develop independent learning skills to help take control of their own learning.</p>	<p>the teacher and other students.</p>
<p><b>PE Curriculum</b></p>			
<ul style="list-style-type: none"> <li>★ Pupils are taught about the need for different roles and different responsibilities, including teamwork co-operation, respect for diversity and decision making.</li> <li>★ Pupil voice exercises allow pupils to have their say on how PE is delivered both as part of the curriculum and as extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>★ Pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities, in a fair and consistent environment where everyone is accountable for their actions.</li> <li>★ Pupils learn to work individually and in groups.</li> <li>★ An established ethos in PE with regard to how to win and lose fairly and understand good sportspersonship.</li> <li>★ Competition against oneself is encouraged in addition to competition against others</li> <li>★ We celebrate sporting success as part of celebration assemblies and promoting this through social media and our newsletter.</li> </ul>	<ul style="list-style-type: none"> <li>★ PE recognises individual differences. There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework.</li> <li>★ Pupils are taught safely and about safety.</li> <li>★ Adaptations in PE lessons allow all pupils to have access to the same opportunities, regardless of gender, disability, disadvantage or other.</li> <li>★ Pupils learn to work together respectfully, regardless of differences and to value and respect others' abilities and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>★ Mutual respect is taught and given when children are expressing their opinions and beliefs.</li> <li>★ Pupils are taught and encouraged to show respect to each other's beliefs, feelings and opinions.</li> <li>★ The culture in PE respects cultural differences.</li> <li>★ The school engages in competition and encourages competition within and across the community.</li> </ul>

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Computing Curriculum			
<ul style="list-style-type: none"> <li>★ Children learn about how the internet is governed and maintained.</li> <li>★ During Online safety sessions, children have regular opportunities to vote and share opinions</li> </ul>	<ul style="list-style-type: none"> <li>★ Children learn about the legal implications of copyright infringement.</li> <li>★ Children learn about what copyright is and why it is important to respect others' online content.</li> <li>★ Children in all year groups learn about the responsible use of technology. This includes the consequences or future repercussions that could occur when using the internet.</li> </ul>	<ul style="list-style-type: none"> <li>★ Children are given opportunities for personal expression of their interests or their own creative skills.</li> <li>★ Children are able to challenge themselves depending on their ability.</li> </ul>	<ul style="list-style-type: none"> <li>★ This is covered thoroughly through our Online safety curriculum, in topics such as:                             <ul style="list-style-type: none"> <li>● how to behave online</li> <li>● what positive interactions children could have online</li> <li>● raising an awareness of cyber bullying</li> <li>● how everyone should be respected even if they have different opinions, faiths or values</li> <li>● what to do about hurtful content online</li> </ul> </li> </ul>
Music Curriculum			
<ul style="list-style-type: none"> <li>★ Every child has an opportunity in every lesson to appraise music and for their opinions and ideas to be listened to and respected.</li> </ul>	<ul style="list-style-type: none"> <li>★ Same instructions given to all children and children are exposed to the same musical experience as their peers and the chance to play a range of instruments over their time at Branfil. Untuned and tuned percussion, sing and</li> </ul>	<ul style="list-style-type: none"> <li>★ Opportunities to join the choir and recorder groups. Children are invited to be part of Rock Steady and peripatetic lessons.</li> <li>★ Children have the chance to be</li> </ul>	<ul style="list-style-type: none"> <li>★ Exposed to a range of musical genres within the curriculum. The history of these genres are also taught eg: gospel music, Rock n roll, swing/jazz, soul, classical music. Children know about specific artists, their</li> </ul>



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<ul style="list-style-type: none"> <li>★ This is the same for when the children are encouraged to compose and improvise, every child has the chance to do this and if they wish to they have the chance to perform their own work to the class.</li> <li>★ School to give their ideas about songs for singing assembly.</li> <li>★ Children in choir and the recorder group put forward their ideas for pieces.</li> </ul>	<p>recorders.</p>	<p>involved in concerts, plays, workshops (beatboxing, U and this year, theatre visits and live performances.</p>	<p>upbringing and lifestyle and their reasons for getting involved in music.</p>
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## Science Curriculum

<b>Democracy</b>	<b>Rule of Law</b>	<b>Individual Liberty</b>	<b>Mutual Respect and Tolerance of those with different faiths and beliefs</b>
<ul style="list-style-type: none"> <li>★ Pupils work practically in groups - encouraging them to share opinions, raise questions and take instructions from others.</li> <li>★ There are opportunities to debate issues, share opinions and listen to the views of others. E.g. Is sun safety important? How can different reflective materials be used to keep people safe? What is the impact on animals when habitats are reduced? Is</li> </ul>	<ul style="list-style-type: none"> <li>★ Pupils have to follow health and safety rules when using specific equipment and carrying out practical enquiries.</li> <li>★ There are opportunities to discuss laws relating to science maintaining biodiversity, use of energy sources, fishing and farming. Within Votes for Schools and the curriculum (Year 4 - electricity) (Year 6 - Evolution and Inheritance)</li> <li>★ STEM Challenges and Science Week focus on current issues such as My net Zero Community, A Home for Nature.</li> </ul>	<ul style="list-style-type: none"> <li>★ Children have opportunities to carry out lines of enquiry independently, making their own choices for an investigation.</li> <li>★ During opportunities to discuss issues e.g. climate change, habitat destruction, generation of electricity, children can share their own opinions and listen to the views of others.</li> <li>★ During topics and Science Week children explore past and present scientists from diverse backgrounds (Smashing Stereotypes) which</li> </ul>	<ul style="list-style-type: none"> <li>★ Children work practically together in groups which encourages teamwork and respect.</li> <li>★ There are opportunities to learn about scientific discoveries by a diverse range of people from our culture and other cultures. Influential Scientist - Sir Charles Kao - Kusala Rejendran - Dame Anne McLaren, Mai C Jamison looked at in assemblies and Science Week.</li> <li>★ In science we continually learn about the evolution of scientific</li> </ul>

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<p>exercise important?</p>		<p>celebrates individuals that have chosen scientific careers and the right to choose.</p> <ul style="list-style-type: none"> <li>★ Children are encouraged to devise their own ways of recording ideas and solutions, for example through drawings, photographs, verbally, in writing.</li> </ul>	<p>ideas which is based on the acceptance that different people have different ideas. (e.g, Year 5 - Galileo and Copernicus)</p> <ul style="list-style-type: none"> <li>★ Through topics such as classification, evolution, biodiversity and variation, we emphasize how we are all the same species regardless of ethnicity, background or beliefs.</li> </ul>
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## Maths Curriculum

Democracy	Rule of Law	Individual Liberty	Mutual Respect and Tolerance of those with different faiths and beliefs
<ul style="list-style-type: none"> <li>★ This value is evident in maths lessons related to statistics.</li> <li>★ Children take into account the views of others and learn about democracy through voting when they collect</li> </ul>	<ul style="list-style-type: none"> <li>★ Children follow class rules safely during tasks and activities to benefit everyone, as well as understanding the consequences if rules are ignored.</li> </ul>	<ul style="list-style-type: none"> <li>★ Children make personal choices from a given selection during practical activities - CPA approach.</li> <li>★ Opportunities for children to work together collaboratively through experimental and investigative work.</li> </ul>	<ul style="list-style-type: none"> <li>★ Children behave appropriately, allowing everyone involved the opportunity to work to the best of their ability.</li> <li>★ Children take turns, sharing equipment, reviewing each other's work respectfully and working collaboratively on</li> </ul>

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<p>data to analyse.</p> <ul style="list-style-type: none"> <li>★ Discussions about the misuse of statistics in the media - Fake news</li> </ul>			<p>projects whilst helping others.</p> <ul style="list-style-type: none"> <li>★ Children use Maths to learn about different faiths and cultures around the world. For example, looking at the development of patterns in different cultures including work on tessellations.</li> <li>★ By learning about maths, children are part of the worldwide community of mathematicians, studying the same concepts, laws and techniques in a multitude of languages.</li> <li>★ Contributions to maths have been made by people of all nationalities, sexual orientations and genders, and, wherever possible, children are reminded of the enduring influence of mathematicians whose background and circumstances may differ from their own.</li> </ul>
<b>English Curriculum</b>			
<ul style="list-style-type: none"> <li>★ Children will have access to books based on democracy and democratic values.</li> <li>★ Children can share their ideas, book recommendations and</li> </ul>	<ul style="list-style-type: none"> <li>★ Children will have books that promote anti-bullying messages.</li> <li>★ World Book Day</li> <li>★ Empathy Lab day</li> <li>★ Author visits both online and face</li> </ul>	<ul style="list-style-type: none"> <li>★ Opportunities to share their views and opinions as part of the reading ambassadors group.</li> <li>★ Reading ambassadors take part in the Branfil Book Awards, where they get to read</li> </ul>	<ul style="list-style-type: none"> <li>★ Within our classroom reading corners and school library children will have constant access to high quality diverse texts with themes including:             <ul style="list-style-type: none"> <li>● Same sex relationship books</li> <li>● Multicultural books</li> <li>● Mirrors and windows books</li> </ul> </li> </ul>

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<p>promote a love of reading through our reading ambassadors parliament.</p> <ul style="list-style-type: none"> <li>★ Reading surveys</li> <li>★ Reading padlets to share book recommendations</li> </ul>	<p>to face</p> <ul style="list-style-type: none"> <li>★ Library visits</li> <li>★ Summer reading challenge</li> <li>★ Sponsored reading events</li> </ul>	<p>a large selection of high quality texts and review them</p> <ul style="list-style-type: none"> <li>★ Allocated time in the school library to select a book to read for pleasure</li> </ul>	<ul style="list-style-type: none"> <li>● LGBTQ+ books</li> <li>● Bilingual books</li> </ul> <p>All of which are regularly updated and checked so that they are in line with current day events.</p> <ul style="list-style-type: none"> <li>★ Children will show an acceptance that people having 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 through the books that they read and the messages that they promote.</li> </ul>
<b>Design Technology Curriculum</b>			
<ul style="list-style-type: none"> <li>★ The use of Pupil Questionnaires and then listening to children's views and valuing them.</li> <li>★ Using the results of the pupil's voice to help improve the curriculum offer opportunities suggested/requested.</li> <li>★ Pupils take part in pair</li> </ul>	<ul style="list-style-type: none"> <li>★ During DT lessons children must show an understanding of our school rules and values to help them use tools safely and correctly.</li> <li>★ All children follow health and safety rules to ensure everyone's safety.</li> </ul>	<ul style="list-style-type: none"> <li>★ Children are encouraged to take responsibility for their actions and the decisions they make whilst designing.</li> <li>★ A large part of the designing process is making individual decisions, with regards to form , function and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>★ The basis of most designs is that the final product is for someone else or a group of people. Children are encouraged to speak with and gain information from all groups of people in society, be it in school or the wider community. The results for their interviews may have to take into account beliefs and values that are different to their own.</li> </ul>

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<p>and grouped activities, then feedback what they have found, thoughts and ideas.</p>			
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