

British Values in Pumpkin Class

British Values encompasses four main areas:

Democracy (D)

Rule of Law (ROL)

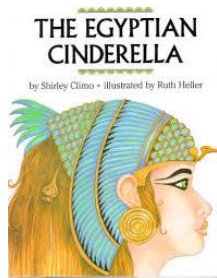
Individual Liberty (IL)

Mutual Respect & Tolerance of different faiths & different beliefs (MRT)

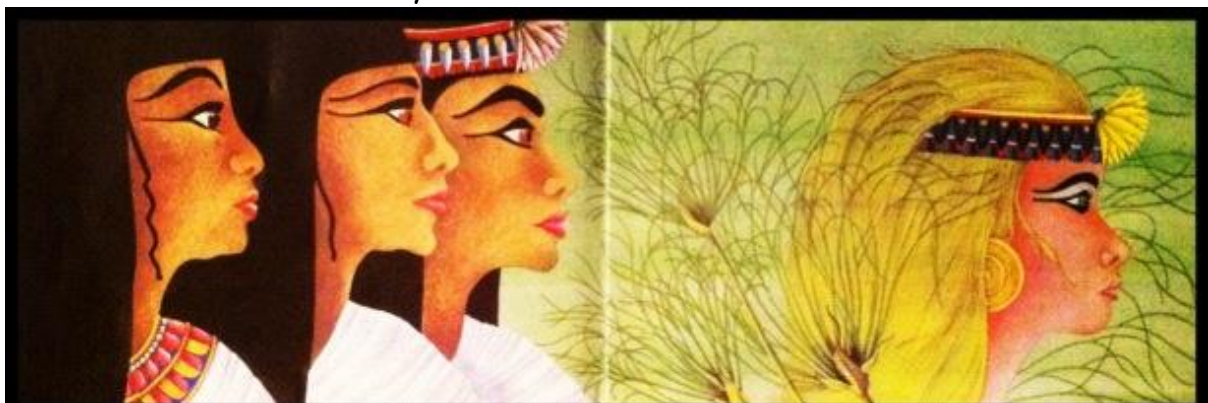
In this case study the teaching of these values in the different specific curriculum areas will be reflected upon and then how these values are promoted through everyday classroom life.

English

The first book studied in this school year was 'The Egyptian Cinderella'.



This is linked to the traditional tale of Cinderella where a girl Rhodopis is kidnapped from her own country, treated badly by the servants as she is a slave and looks different to everyone else.



and in the end the Pharaoh falls for her and tells her that he will marry her.

The first point of discussion was how Rhodopis' liberty had been taken against her will and she had been taken to a different country (IL).

The children discussed how this was wrong to take slaves from other countries, how slavery in itself was wrong and how this must have felt for a strange child in another country (ROL, MRT).

When learning about comparative conjunctions the children looked at their own differences and similarities and then applied it to the book comparing Rhodopis to the slaves. They discussed how it was not right how the slaves had treat her because of her differences (MRT, ROL).

In the end of the traditional 'Cinderella' she falls in love with the Prince and gets her happy ending. In this version the Pharaoh tells Rhodolpis that he will marry her and she is given no say in the matter.

First we looked at various statements about the ending and tried to think about whether they would make the girl happy or not e.g. She will marry the pharaoh and live in a palace. We then thought about the statements and wondered if they would really make her happy - she might not like the pharaoh and she was never asked if she wanted to marry him. We realised that there were positives and negatives to a lot of the statements and it wasn't as straight forward as we originally thought.

We then split into 2 teams and discussed about whether the main character would actually be happy at the end and whether all fairy stories have a happy ending.



(D, ROL, IL, MRT)

In reading comprehension the children studied a piece of text about the United Kingdom which described how capital cities evolved as they were the places where parliaments were cited, they also learned about the traditional languages used in the different countries of the UK (ROL, MRT).

History

In history we have looked at 2 important historical civilizations The Egyptians and the Romans. With both societies we looked at the organisation of their societies ranging from slaves up to Pharaohs and Emperors and have compared this to the democratic society we have today. The children found it interesting that the Romans originally had a more democratic system using the Senates & Consuls, who could only be in power for 1 year to prevent abuse of power, to an Empire where the Emperor could rule for longer periods and do whatever he wanted. These social classes lead to discussion about how fair these systems were especially for the lower classes who had little, or even no rights. As well as the lower classes the children also discussed how well woman were treated at this time (D, ROL, IL, MRT).

Whilst discussing the above the children discussed how Kings & Queens were chosen by their gender and order of birth and how recently, to keep up with modern times and public opinion, the law has been changed and gender is no longer considered in lineage (D, ROL).

Whilst studying the Egyptians the children learnt about the different Gods that they worshipped and how they prepared people to meet their makers through the mummification process. The children then looked at the symbol of the Ankh and the Christian cross looking at how they were similar and what they represented to the different cultures. The children then created their own designs for the Ankh and symbols for their own beliefs to reflect the cultures and beliefs of these faiths. (MRT).



When learning about the Invasion of the Roman Empire, the history of the different invasions over the years were discussed and the fact that 'British' people have not been purely 'British' for thousands of years and have always been a mixture of different cultures, evolving as each invasion took place. This was linked to an advert of TV where you can send off your DNA and find out what percentage of different nationalities you are. The children could see that the UK has always been an evolving nation changing with the addition of different cultures and societies (MRT).

Geography

The children have looked at the world around them to learn about places both locally and far away, specifically Egypt and Italy. They have looked at the human geography of these countries looking at their cultures and comparing that to their own (MRT).



As a part of our learning about the bigger world we arranged for a video call to Beijing so the children could learn about China . The children were able to speak to a teacher called Jining Wang who lives in China's capital city. Jening showed us what her home looked like and showed us pictures of China's famous places - the Forbidden City and the Great Wall of China. She then taught the children how to say 'hello' and 'goodbye' in Mandarin.



SMSC

When looking at 'Changes' Children were encouraged to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. They also faced new challenges positively by collecting information, looking for help, making responsible choices and taking action. They were encouraged to reflect on spiritual, moral, social and cultural issues and use their imagination to understand other people's experiences. They also looked at how we can appreciate the range of national, regional, religious and ethnic identities in the UK (ROL, IL, MRT).

In 'Getting on and Falling out' the children recapped on skills previously mentioned and they looked at how they could resolve their differences by looking at alternatives, making decisions and explaining choices. They were encouraged to see how their actions affects themselves and others, to care about other people's feelings and to try to see things from their points of view. The children looked at how differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability (IL, ROL, MRT).

In 'Going for Goals' the children reflected on how we can resolve differences by looking at alternatives, making decisions and explaining choices. They recognised the different risks in different situations and then decided how to behave responsibly in these scenarios (IL, ROL, MRT).

In 'Good to be Me' the children talked about their opinions and explained their views, on issues that affect themselves and society. They recognised that their actions affect themselves and others, and thought about how we should care

about other people's feelings and to try to see things from their points of view. They looked at different types of relationships, including marriage, and those between friends and families, and how we can develop the skills to be effective in relationships (IL, ROL, MRT)

In 'New Beginnings' the children considered how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. They looked at how there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. They were encouraged to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help (ROL, MRT).

In 'Relationships' the children were encouraged to take responsibility for their behaviour and appropriate ways to make amends for poor behaviour choices, to discuss their feelings and understand the feelings of others (ROL, MRT).

RE

This year the children have been comparing Christianity with the Islamic faith. In 'Remembering' the children have investigated the significance of religious festivals and rituals, looking at the positive aspects of participating in these festivals. They looked at how we show forgiveness and considered how people of faith use symbols and artefacts to express their beliefs. Linked to Remembrance Day the children created peace pebbles which they put in a peace garden around school in a short service of remembrance (MRT).



In 'Faith Founders' the children looked at the key teachings of Muhammed and how these affect the lives of the followers of that faith. They looked at how religious beliefs provide rules for living, looking at the five pillars of Islam creating freeze frames to depict the rules (ROL, MRT).



In 'Encounters' the children have looked at different ways that children communicate with their gods, comparing different places of worship- looking at their similarities and differences, and looking at sacred places, symbols and artefacts used by believers and communities. The children realised that although different faiths have places of worship, symbols and artefacts for a place to be sacred the only thing needed is the connection with our God in our hearts and minds (MRT).



While studying and comparing the different faiths of Christianity and Islam I am always conscious that there are children of different faiths within this class, such as Jehovah's Witnesses, Buddhists and Humanists, and wherever possible I link their own beliefs in with the ones being studied (MRT).

The Promotion of British Values in everyday life

Democracy

The children within the class are actively encouraged to know that their views count. This is done by making decisions together and actively listening to the voice of the pupils. This has been done in numerous ways over the year such as the vote for the Head Boy and Girl. At the beginning of the year the children worked together to make the class rules that are displayed in the classroom. The children are considered when choosing activities. Sometimes the children are encouraged to take control of their learning and will be allowed to choose how they will present their learning e.g. making leaflets, posters or writing scripts.

The children sometimes decide who will get the 'Star of the Day' award as they have recognised good work from their peers.

The children are given a chance to represent their class by offering their opinions during the weekly 'Pupil Voice' meetings.

Discussions - Roman Forum - Recycling from different eras

The Romans had a place called a Forum where they discussed important matters of the day. At the end of the day the children were split into 2 teams and took part in a discussion. We looked at an important matter - Recycling first from a Roman point of view where they didn't consider it important and then discussing how recycling is far more important today considering the pollution of the oceans and its harm to the environment.





As a whole the school takes great pride in being a part of a larger community. This is done in numerous ways such as: visitors into classes and assemblies, workshops for the parents, inclusive assemblies and learning shares, links with the local church and numerous charity events.



McMillan Coffee Morning 29th September

The children are encouraged to see their role in a bigger picture - looking at themselves as a part of a class 'family', their individual houses, the school community and the Laceby community. As a part of their class 'family' they support each other with their learning using KAGAN. This encourages the children to work together, and support each other in numerous ways: through 'Mix, Pair, Share' they don't know who they will end up with as a partner but they are expected to work with each other regardless (MRT). Throughout the day they are seated in a KAGAN arrangement so the children of different abilities can help each other with their learning. This is further encouraged by the use of the '3Bs' where if a child needs support with their learning they are

encouraged to see support from their peers before approaching the adults for help.

As a part of a larger community the school welcomes different visitors to the school. This can be in assemblies to share their knowledge and experience with the children or in general community events.



Councillor Hasthorpe visited school to lead an assembly about British Values. The pupils listened really well and discussed values, respect, tolerance and equality. Councillor Hasthorpe explained how Parliament works and the importance of us all working together as one big family to make positive changes for the world.

Community High Tea



We had a lovely Community High Tea Thank You Event yesterday - we wanted to let all the volunteers who help our school know how valued and special their contributions are. All the guests enjoyed the performances and entertainment.

Visit from a local artist- were lucky to have Rachel McWilliam, a sculptor, come to school to talk about her work and her creations. She has created many sculptures and she showed us pictures of her work. Some of them the children recognised from Cleethorpes sea front.

She spoke about how she got her inspiration, how she makes mock ups of her designs with pipe cleaners and how she makes the finished product. Rachel has been making things out of metal for many years and now helps others who want to become artists.



Rule of Law

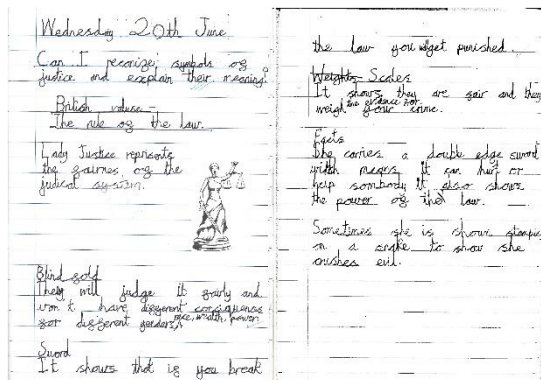
When the children first entered the class they were encouraged to create the class rules. They understand the need for rules and how they should be administered.

The children are encouraged to know the difference between right and wrong. They know that in both the classroom and the school there is consistency and actions are consistently followed through. They understand that regardless of whom is concerned they will be given a fair decision and given the same consequences as their peers.

When there are issues within the classroom the children are brought together to discuss the issue involved. They know that they will have a chance to offer their side of the situation and it will be discussed in a fair manner. The children are encouraged to view the situation from both points of view, understand their own & other's behaviour and feelings, and talk together to decide on how we can progress from that point.

As a part of our studies in British Values we have looked at the structure of the law within Britain. Initially we looked at the symbols of justice which is often depicted by 'Lady Justice'. Most statues or images of her have her blindfolded, carrying scales & a sword and some have her standing on a snake. First we looked at what we thought the symbols meant and then how these can be applied to the justice system. Originally the children realised the blindfold was there so that no one could see what a person looked like and they could not be judged by that. After discussion the children broadened their description to include

that as well as appearance it meant that people cannot be judged by their wealth, power, gender or race.



From here we looked at why we needed rules. The children immediately recognised that they are there to keep us safe and immediately focused on crimes such as murder, theft etc. To progress their thinking deeper, they were posed with scenarios using children to discuss the individual situations and how they law could help them. These situations included:

- Football hooligans
- Hurting others
- Loud & noisy neighbours
- Theft
- Trespassing
- Damage to property
- Owing money to others & not paying them back
- Selling faulty goods
- Death & estates
- Divorce
- Family disputes
- Car accidents
- Speeding
- Murder & manslaughter

Through discussing these scenarios, the children were able to discuss what the issue was, why it wasn't right, who it affected and how the law could help these situations be resolved.

After this we looked at the different types of law and that they were split into criminal and civil cases. The children learned that criminal cases were dealt with in the Crown Court and civil cases were heard at the High Court of Justice and that appeals from these courts could be taken to the Supreme Court. To show understanding of this the children looked at the different scenarios detailed above and decided which court they would go to.

The children then looked at how people are punished in these courts by sentences in Crown Court and compensation in Civil cases.

To see how the court system works the children watched a video which explained what a court looks like and who the people within the courts were and what their roles were. After this we turned the classroom into a court and held our own trial based on the familiar story of Goldilocks. Children were given different roles to play within this court case. After the details of the case we acted out the jury made their own decision and gave them to the Foreperson of the Jury who gave their decision as guilty. As the Judge I gave Goldilocks every punishment available. After the case we discussed all the different witnesses and whether their evidence was truly reliable, and the case from Goldilocks' point of view - was she a victim of mistaken identity, was she accused because of her reputation, was she victimised or was she just lost and it had been a huge mistake. The children then voted on what they thought was a more appropriate punishment for Goldilocks.





Individual Liberty

The children are encouraged to have their own opinions and understand that they have the freedom to express themselves. They understand the importance of inclusion within the classroom. The children are encouraged to develop their self-esteem and confidence in their own abilities. They do this by sharing their achievements and successes both in and out of the classroom.

The children are encouraged to engage in and actively challenge themselves by engaging in a range of different activities and develop a positive sense of themselves.

Following a recent BBC study of gender stereotypes within classrooms, the classroom has been engineered to avoid stereotypes. Wet play games are gender neutral and gender specific items have been removed. The games provided are to encourage all children to engage in them and play cooperatively, especially the construction materials. The children understand that at their age they are equal in strength (boys are not stronger than girls) and tasks are chosen according to their abilities not their gender. All stereotypical statements are challenged to encourage the children to treat themselves as equals and during tasks children are actively chosen to challenge stereotypes.

From the documentary it showed that girls can be weaker mathematically with special relationships and with problem solving skills. One activity to address this was the use of Tangrams as they can teach children about spacial relationships and develop stronger problem solving skills. To encourage the girls with this I purchased small sets of the puzzles for the children to use. The children enjoyed working together to make the different shapes. They had to use teamwork and communication skills as well as problem solving to do this



Mutual Respect & Tolerance of different faiths & different beliefs

Respect and tolerance of others is embedded as a part of our learning. We work together to create an environment that includes values, promotes different faiths, cultures, views and races. The children are encouraged to be respectful of others and our differences.

After transition the children took part in the creation of a piece of artwork to encourage anti-bullying.



15th November 2017 - Anti-bullying week

Our local PCSO Mark Ireland came into school to lead an assembly on respect and how the police deal with bullying behaviours in the community. The children listened to how bullying can affect the community in many different ways such

as through anti-social behaviour, and how bullying can not only impact on the victim, but their friends and family too.



With the theme "All Different, all equal", we looked at a jigsaw with some pieces missing and the children saw that every piece has to be in place for it to be complete.

They were then shown a jigsaw piece with the words 'Pumpkin class' and asked how could we complete this puzzle. The children were all given the same jigsaw piece and were asked to write on it all the things that made them unique. We put all these pieces together to show our how we all fit together to make something wonderful - our class.

Tolerance Day - November 2017

How can apples and toothpaste teach us about tolerance?



The children were introduced to 2 new 'classmates' Bramley & Russet. They were nervous because they were different to everyone else in the class. They were then put in a bag and were passed around the class. The children were told to say unkind things about them and give them a slight knock.



We looked at them when they had been around the class. Apart from a few 'juice tears' they looked fine. We then left them to fend for themselves for the rest of the day and ignored them.

At the end of the day we looked at Bramley and Russet again. They were still smiling and seemed the same but when we looked under their skin we could see the bruising that our knocks and unkind words had caused.

The children were able to see that although people can look OK on the outside they can secretly be hurting when others are unkind.

The children then took part in a competition. In their teams they had to see who could be the first to empty out a tube of toothpaste.



The children found this really easy and could empty out the toothpaste very quickly.

The children were then given the second part of the competition. In pairs they had to put all the toothpaste back into the tube using lolly sticks.



The children found this impossible as the toothpaste would not go back into the tubes, instead they got toothpaste everywhere.

The children were then told the names of their toothpastes - Calling Names, Unkind Comments, Unkind Laughter, Lies and Unkind Jokes.

As a class we were able to discuss how it was very easy for these to come out of the 'mouth' of the tube but once the toothpaste was out it couldn't be put back and all the children were left with was a mess for them to clean up.

The children were then asked to link this with things they could say to each other.

Now the children knew what the toothpaste represented I asked them what they should do in future if they wanted to say these kinds of things and they decided that they should keep the lid on 'the toothpaste' and not say anything at all.

Tolerance Day November 2017- 'Mix it up' lunchtime

As a part of our activities during the day we had a 'Mix it up' lunchtime. The tables were given names using words that encourage tolerance such as: peace, happiness and love.

The children had to pick a card and sit at their chosen table. This was to encourage them to socialise and share lunchtime with different children and to give them an opportunity to make new friends.

The children enjoyed this change to the normal lunchtime routine.



Tolerance Assembly 25th January 2018

Premier Sports came in and delivered an assembly on tolerance and what should and shouldn't be tolerated. Pupils used different coloured cards to represent how they feel about different aspects and scenarios.



Mental Health Awareness - 8th February 2018



Mental Health and Well-Being of children and staff at Stanford School is very important to us.

As part of Mental Health Awareness Day, each class participated in activities that were age appropriate to discuss how we can help to look after ourselves and each other. KS2 discussed different types of mental illness and how we can support one another.

We presented our work and ideas in a whole school assembly, the key theme that we are going to continue to focus on is "It's Good to Talk!"

Pumpkin Class made a poster to show strategies we can use if we have poor mental health.



World Down Syndrome Day

As part of our continuous drive to raise awareness of diversity at Stanford, there was an assembly to support World Down Syndrome Day.



Music Event - 3rd July

A community event was organised to showcase the musical talents of the children in this school. The children were asked to vote on the songs we would sing. The children chose 2 songs. 'Count on Me' by Bruno Mars which is about friendship and supporting others and 'This is Me' which is about how people with differences are glorious and should be accepted for what they are.

