

NCSPA recognises the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

Our school ethos value of respect supports pupils in developing their understanding of British values:

- Our ethos value is **respect**.
 - We create a culture of respect through a strong sense of community where everyone is valued, feels safe and is understood as an individual. We communicate positively and with kindness, celebrating successes and enjoying learning together.

Through the following progression statements taught in our curriculum, NCSPA promotes British values by giving pupils the opportunity to:

- develop self-esteem and self-confidence
- distinguish between right and wrong, including respecting and abiding by our school rules:
 - Be ready
 - Be respectful
 - Be safe
- learn about the [Equality Act \(2010\) and protected characteristics](#)
- understand freedom of choice, including regarding religion, and knowing that this is protected in law
- learn tolerance of and respect for others from both their own and other cultures, faiths and belief systems
- identify and combat discrimination
- learn about and participate in democracy and democratic processes
- appreciate the rule of law and how it benefits individual citizens and society.

Pupils at NCSPA will also experience a variety of opportunities to [develop their cultural capital](#) such as educational visits, visiting speakers and activities throughout each year at school. Teachers carefully consider British values in their planning of such activities and are mindful of addressing British values as part of their classroom ethos and everyday teaching practice.

EYFS	<p>All four values fit within the categories of Personal, Social and Physical Development as well as Understanding the World.</p> <p>In Nursery, the focus is on promoting the more general concepts with the Early Years Framework, knowing that children’s development within these areas is key to promoting the values in the long term.</p> <p>In Reception, the focus is on looking more explicitly at the values and including ideas more closely tied into the values themselves.</p>
Year 1	<p>Art:</p> <ul style="list-style-type: none"> • Describe and comment on the work of a range of artists from different times and cultures. <p>Geography:</p> <ul style="list-style-type: none"> • Understand similarities and differences of people in relation to different places. • Know that different cultures in different localities have different housing and social rules. <p>Global Learning (<i>addressed throughout the curriculum</i>):</p> <ul style="list-style-type: none"> • Understand that people may have differing points of view on the same thing. • Develop curiosity and begin to develop an enquiring mind. • Show concern for other people’s feelings. • Show interest in others outside their immediate circle and in contexts different to their own. • Demonstrate their developing: <ul style="list-style-type: none"> ○ sense of belonging and valuing relationships with others. ○ awareness of and pride in their own individuality. ○ sense of personal indignation about things that are important to them. ○ willingness to speak up for others. ○ fairness in dealing with others. ○ respect for other people’s feelings and ideas. ○ respect for the rights of others. ○ understanding that everyone has equal rights. ○ understanding and valuing others as equal and different. ○ willingness to listen respectfully to the ideas and views of others even when they disagree. ○ understanding that everyone should be included and able to participate. ○ understanding that people can make a difference both on their own and when they work together. • Know how rules are made and changed in their own class and school. • Know that there are similarities and differences between places in various parts of the world, including their own setting. • Identify some basic similarities and differences between people in their local setting and in wider contexts. • Understand what fairness means in relation to themselves and those close to them. • Know that not everyone in the world has the same levels of power. • Understand that they and others have rights in class and school. • Know about basic human rights. • Know that the law protects people who are different than others. <p>Primary Languages:</p> <ul style="list-style-type: none"> • Know the languages that are native to the UK

	<ul style="list-style-type: none"> • Understand how the school life of a child in France may be similar or different to their own <p>PSHE and RSE:</p> <ul style="list-style-type: none"> • Being Me in My World <ul style="list-style-type: none"> ○ Understand the rights and responsibilities as a member of my class ○ Recognise the choices I make and understand the consequences • Celebrating Difference: <ul style="list-style-type: none"> ○ Accept that everyone is different ○ Include others when working and playing ○ Know how to help if someone is being bullied ○ Try to solve problems ○ Use kind words • Relationships: <ul style="list-style-type: none"> ○ Know how to make friends ○ Try to solve friendship problems when they occur ○ Help others to feel part of a group ○ Show respect in how they treat others <p>RE:</p> <ul style="list-style-type: none"> • NCSPA follows the Devon and Torbay Agreed Syllabus, which in KS1 studies in depth the religious traditions of Christians, Jews and Muslims. • The worldviews of the local community and non-religious worldviews are also explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different faiths and beliefs.
Year 2	<p>Art:</p> <ul style="list-style-type: none"> • Describe and comment on the work of a range of artists from different times and cultures, describing what they think and feel about it. <p>Geography:</p> <ul style="list-style-type: none"> • Understand that people’s choices have different impacts on their locality. <p>Global Learning (<i>addressed throughout the curriculum</i>):</p> <ul style="list-style-type: none"> • Show awareness of, and concern for, people’s feelings. • Show interest in, and concern for, others outside their immediate circle and in contexts different to their own. • Look at different points of view and consider their merits. • Recognise the effects of their own behaviour on others and use this to help make choices. • Learn from responding to feedback and from their own mistakes. • Begin to identify issues that are important to themselves and others. • Participate in discussions about issues that affect themselves, others and the wider world. • Contribute actively and constructively to the life of their class and school. • Take action when something is unfair. • Demonstrate their: <ul style="list-style-type: none"> ○ sense of belonging and valuing relationships with others.

- awareness of and pride in their own individuality.
- sense of personal indignation about things that are important to them.
- willingness to speak up for others.
- fairness in dealing with others.
- respect for other people's feelings and ideas.
- respect for the rights of others.
- understanding that everyone has equal rights.
- understanding and valuing others as equal and different.
- willingness to listen respectfully to the ideas and views of others even when they disagree.
- understanding that everyone should be included and able to participate.
- understanding that people can make a difference both on their own and when they work together.
- Identify what may contribute to self-identity and belonging.
- Identify some of the main causes of disagreement and conflict at personal, classroom and household levels.
- Know and use some strategies to avoid, manage and resolve conflicts.
- Know how to take part in making and changing rules in their own class and school.
- Identify similarities and differences between people in their local setting and in wider contexts.
- Know about similarities and differences between places in various parts of the world, including their own setting.
- Continue to develop their sense of the wider world.
- Understand what fairness means.
- Know basic information about uneven sharing of power and how some people are excluded from decision making.
- Understand their rights in class and school, as well as the need to respect the rights of others.
- Know about basic human rights and that some people have these denied.
- Know that UK law protects people who are different than others.

Primary Languages:

- Understand that some children within the school speak different languages and find out what these languages are
- Understand that other countries have different traditions to those in the UK
- Understand how the home life of a child in France may be similar or different to their own (family)
- Understand how the home life of a child in France may be similar or different to their own (homes)

PSHE and RSE:

- Being Me in My World
 - Understand the rights and responsibilities for being a member of my class and school
 - Recognise the choices I make and understand the consequences
- Celebrating Difference:
 - Begin to understand that sometimes people make assumptions about boys and girls (stereotypes)
 - Understand that bullying is sometimes about difference
 - Recognise what is right and wrong
 - Understand that it is OK to be different from other people and to be friends with them

	<p>RE:</p> <ul style="list-style-type: none"> • NCSPE follows the Devon and Torbay Agreed Syllabus, which in KS1 studies in depth the religious traditions of Christians, Jews and Muslims. • The worldviews of the local community and non-religious worldviews are also explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different faiths and beliefs.
<p>Year 3</p>	<p>Geography:</p> <ul style="list-style-type: none"> • Understand the similarities and differences (both human and physical) between the two regions. <p>Global Learning (<i>addressed throughout the curriculum</i>):</p> <ul style="list-style-type: none"> • With adult guidance: <ul style="list-style-type: none"> ○ Understand the concepts of bias and opinion. ○ Understand that different people have different points of view and may not agree with each other. ○ With adult prompting, adapt their behaviour to take into account the feelings of others. ○ Identify some matters that are important to others. ○ Identify some connections between personal decisions and issues affecting others. ○ Listen and respond to others. ○ Participate in decision making in their class. • Demonstrate: <ul style="list-style-type: none"> ○ positive attitudes towards themselves and others. ○ confidence in, awareness of and pride in their own individuality. ○ readiness to think through consequences of words, actions and choices on others. ○ a growing interest in world events. ○ a growing sense of justice. ○ belief that things can be better, and individuals can make a difference. ○ understanding of the concepts of prejudice and discrimination. ○ willingness to learn about diversity. ○ appreciating and valuing difference. ○ listening to a range of different perspectives and viewpoints. ○ active participation in class-based decision making. ○ proactive inclusion of other people. • Understand the need for rules in their own school and wider society. • Know about some diversity of cultures and societies within and beyond their own experience. • Understand that different cultures have made contributions to our lives. • Have some basic knowledge and understanding of the UN Convention of the Rights of the Child, including who is responsible for rights being met. • Recognise that fairness between groups may not always mean equal treatment. • Know some reasons why some people have their rights denied. • Know that the Equality Act 2010 protects people who have protected characteristics. <p>PSHE and RSE:</p>

	<ul style="list-style-type: none"> • Being Me in My World <ul style="list-style-type: none"> ○ Understand why rules are needed and how they relate to rights and responsibilities ○ Understand that my actions affect myself and others and care about other people's feelings ○ Make responsible choices and take action ○ Understand my actions affect others and try to see things from their points of view • Celebrating Difference: <ul style="list-style-type: none"> ○ Understand that everybody's family is different and important to them ○ Understand that differences and conflicts sometimes happen among family members ○ Know what it means to be a witness to bullying ○ Know that witnesses can make the situation better or worse by what they do ○ Recognise that some words are used in hurtful ways <p>RE:</p> <ul style="list-style-type: none"> • NCSPA follows the Devon and Torbay Agreed Syllabus, which in KS2 studies in depth the religious traditions of Christians, Hindus, Jews and Muslims. • The worldviews of the local community and non-religious worldviews are also explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different faiths and beliefs.
Year 4	<p>Geography:</p> <ul style="list-style-type: none"> • Understand that people's choices have different impacts on their local area, internationally and globally. • Understand their similarities and differences (both human and physical) [between places studied]. <p>Global Learning (<i>addressed throughout the curriculum</i>):</p> <ul style="list-style-type: none"> • Begin to identify bias and opinion. • Assess different points of view. • Adapt their behaviour to take into account the feelings of others. • Identify matters that are important to themselves and others and understand these may be different or opposing. • Identify connections between personal decisions and issues affecting people locally and globally. • Express their own views and ideas on issues clearly to a range of different people, giving and explaining their reasons. • Participate in decision making in their class and school. • Demonstrate: <ul style="list-style-type: none"> ○ understanding of what contributes to their own identity. ○ positive attitudes towards themselves and others, including those who are different. ○ readiness to independently think through the consequences of their own words, actions and choices on others. ○ interest in world events. ○ a sense of justice. ○ understanding that it is everyone's responsibility to challenge prejudice and discrimination ○ willingness to learn about diversity from the experiences of people they have learnt about. ○ appreciating and valuing difference.

	<ul style="list-style-type: none"> ○ listening to a range of different perspectives and viewpoints. ○ active participation in class-based decision making. ○ proactive inclusion of other people, recognising that there are those who have not been included at times. <ul style="list-style-type: none"> • Understand the need for rules in their own school and wider society and how people can take part in making and changing them. • Increase their knowledge of some diversity of cultures and societies within and beyond their own experience. • Know about a range of contributions of different cultures to our lives. • Increase their knowledge and understanding of the UN Convention of the Rights of the Child, including who is responsible for rights being met. • Understand the difference between 'fair' and 'equal'. • Increase their knowledge of the causes and effects of poverty and inequality. • Know some reasons why some people have their rights denied. • Know what the Equality Act 2010 is and describe what some of the protected characteristics are. <p><u>PSHE and RSE:</u></p> <ul style="list-style-type: none"> • Being Me in My World <ul style="list-style-type: none"> ○ Understand how democracy works through the School Council ○ Understand that my actions affect myself and others; care about other people's feelings and try to empathise with them ○ Understand how groups come together to make decisions ○ Understand how democracy and having a voice benefits the school community • Celebrating Difference: <ul style="list-style-type: none"> ○ Understand that, sometimes, we make assumptions based on what people look like ○ Understand what influences me to make assumptions based on how people look <p><u>RE:</u></p> <ul style="list-style-type: none"> • NCSPA follows the Devon and Torbay Agreed Syllabus, which in KS2 studies in depth the religious traditions of Christians, Hindus, Jews and Muslims. • The worldviews of the local community and non-religious worldviews are also explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different faiths and beliefs.
Year 5	<p><u>Art:</u></p> <ul style="list-style-type: none"> • Examine the work of a range of artists (e.g., photographers, illustrators, printmakers) from different times, cultures and disciplines. <p><u>Geography:</u></p> <ul style="list-style-type: none"> • Understand the similarities and differences (both human and physical) [between places studied]. <p><u>Global Learning (addressed throughout the curriculum):</u></p> <ul style="list-style-type: none"> • Understand the meanings of bias, opinion and stereotypes. • Demonstrate empathy towards others. • Identify some of the impacts of prejudice and discrimination. • Express their own views and ideas on issues clearly, using a range of appropriate methods, giving reasons and evidence. • Share opinions and evidence on issues with others, including decision-makers. • Demonstrate: <ul style="list-style-type: none"> ○ positivity about the ways in which they are both similar to others and uniquely different.

	<ul style="list-style-type: none"> ○ valuing what contributes to their own identity. ○ concern for injustice and inequality. ○ willingness to cooperate with others to change things for the better. ○ compassion to the needs and rights of others. ○ belief that it is everyone’s responsibility to challenge prejudice and discrimination. ○ willingness to learn about diversity from the experiences of people they have learnt about or know. ○ appreciating and valuing difference. ○ recognising the benefits of listening to a range of different perspectives and viewpoints. ○ proactive inclusion of other people, recognising the removable barriers that prevent some people from participating fully. ○ belief that individuals, including themselves, and groups can improve situations. <ul style="list-style-type: none"> ● Know some of the main causes and effects of poverty and inequality at local, national and global levels. ● Know some of the ways they can carry out a role as a local and global citizen. ● Understand how the UN Convention of the Rights of the Child affects their own lives. ● Know and understand some reasons why some people have their rights denied. ● Know and understand the basics of how their own country is governed. ● Understand the nature of prejudice, racism and sexism. ● Know that there are nine protected characteristics in the Equality Act 2010 and describe what some of them are. <p><u>PSHE and RSE:</u></p> <ul style="list-style-type: none"> ● Being Me in My World <ul style="list-style-type: none"> ○ Understand my rights and responsibilities as a citizen of my country and as a member of my school ○ Understand how an individual’s behaviour can impact on a group ○ Understand how democracy and having a voice benefits the school community and know how to participate in this ● Celebrating Difference: <ul style="list-style-type: none"> ○ Understand that cultural differences sometimes cause conflict ○ Understand what racism is ○ Understand a different culture from my own <p><u>RE:</u></p> <ul style="list-style-type: none"> ● NCSPA follows the Devon and Torbay Agreed Syllabus, which in KS2 studies in depth the religious traditions of Christians, Hindus, Jews and Muslims. ● The worldviews of the local community and non-religious worldviews are also explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different faiths and beliefs.
Year 6	<p><u>Art:</u></p> <ul style="list-style-type: none"> ● Understand that the work of artists (illustrators, sculptors and painters) is influenced by and effects their environment. ● Recognise the art of key artists and begin to place them in key movements or historical events. <p><u>Geography:</u></p> <ul style="list-style-type: none"> ● Understand the similarities and differences (both human and physical) [between places studied]. <p><u>Global Learning (addressed throughout the curriculum):</u></p> <ul style="list-style-type: none"> ● Detect bias, opinion and stereotypes.

- Demonstrate empathy towards others locally and globally.
- Understand the main impacts of prejudice and discrimination.
- Express their own views and ideas on issues clearly, using a range of appropriate methods and in a range of situations, giving reasons, evidence and examples.
- Share opinions and evidence on issues with others, including decision-makers and elected representatives.
- Openly demonstrate as role models and examples for others:
 - positivity about the ways in which they are both similar to others and uniquely different.
 - valuing what contributes to their own identity.
 - concern for injustice and inequality.
 - willingness to cooperate with others to change things for the better.
 - compassion to the needs and rights of others.
 - belief that it is everyone's responsibility to challenge prejudice and discrimination
 - willingness to learn about diversity from the experiences of people they have learnt about or know.
 - appreciating and valuing difference.
 - recognising the benefits of listening to a range of different perspectives and viewpoints.
 - active participation in school-based decision making.
 - proactive inclusion of other people, recognising the removable barriers that prevent some people from participating fully.
 - belief that individuals, including themselves, and groups can improve situations.
- Increase their knowledge of the main causes and effects of poverty and inequality at local, national and global levels.
- Be proactive in carrying out their role as a local and global citizen
- Understand how the UN Convention of the Rights of the Child affects their own lives and the lives of others in the world.
- Know and understand some reasons why some people have their rights denied.
- Know and understand the basics of how their own country and region is governed.
- Understand the nature of prejudice, racism and sexism and know some ways to combat these.
- Know about the nine protected characteristics in the Equality Act 2010 and explain why the Act exists.

PSHE and RSE:

- Being Me in My World
 - Know that there are universal rights for all children but for many children these rights are not met
 - Understand that my actions affect other people locally and globally
 - Understand how democracy and having a voice benefits the school community
- Celebrating Difference:
 - Understand that there are different perceptions about what normal means
 - Understand that everyone has a right to be who they are
 - Explain some of the ways in which one person or a group can have power over another
 - Give examples of people with disabilities who lead amazing lives
 - Explain ways in which difference can be a source of conflict and a cause for celebration

RE:

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