

	EYFS	KS1	KS2
Democracy	All pupils are treated fairly and have an equal right to express their views and be listened to through: School Council; pupil voice questionnaires; worry boxes; anti-bullying survey. Children are involved in democratic processes eg voting for school councillors, Eco-reps and House captains. Pupils have input into their curriculum at the beginning of each term, as staff ask what they would like to know for each topic.		
	Children are encourage to choose ways to do things, make decisions, negotiate and solve problems. Lots of activities and experiences to encourage turn-taking, fairness and sharing, and equal opportunities for all. F1 and F2 have representatives on school council.	History: Role of parliament discussed through Great Fire of London theme and when exploring the Gunpowder plot . Pupils vote to decide weekly 'special person'	History: WW2 topic looks at reasons for the war , the need for freedom and democracy. Freedom of speech/making choices/ sharing ideas through PSHE circle time. Develop a sense of unity and togetherness through school community projects.
Rule of Law	Princefield has a 'Princefield Code' that teaches children about the importance of rules right from Nursery, as well as the value and reasons behind them. The school has a behaviour policy that is consistently reinforced by all staff and children understand that they are there to protect us, that everyone has a responsibility and that there are consequences when expectations are not followed. Each class draws up their own classroom rules at the beginning of each academic year . Breaking rules should be accidental not deliberate acts		
	F1 and F2 share the same behavioural expectations and work together to develop an awareness of boundaries in the early years learning environments.F1—Nursery code and F2—class charter supports the development of these skills including good listening rules, good lining up and kind hands.	Following classroom rules and those for outdoor learning. P.E: following rules in team games and beginning to make own rules up.	Y4 s have responsibility to help younger children follow rules through their monitor role and sports leaders. ICT: rules for using the internet, understanding of why rules are there to keep us safe.Outdoor education visit reinforces rules for personal safety and working in a variety of contexts.
Individual Liberty	At Princefield children are actively encouraged to make choices within a safe, secure environment. This is reinforced both through our Princefield Code and 'Learning Skills'. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to do this safely, for example through our E-Safety Policy (the school holds the externally validated E-Safety Mark for it's good practice), and PSHE lessons. Our Princefield Code states 'Be proud to be yourself' as we encourage children to stand up for themselves , who they are and what they believe in.		
	Opportunities are embedded in the curriculum to develop self awareness and self confidence. Children are encouraged to develop a positive sense of themselves and talk about their feelings. Pupil and parent voice is encouraged through F1—Hip Hip Hooray / F2—Proud Clouds.	Freedom to contribute to classroom work by bringing in artefacts, books etc and to share their own interests and opinions during class sharing times. Africa: Compare life for a child in Kenya to ourselves. Develop awareness of the freedoms we have to an education, a home, food, love and care. Not all children have this.	History: Looking at historical events and how individual liberty has developed. Learning how WW2 secured individual liberty for British people.
Mutual Respect	Part of our school behaviour code asks children to 'Listen carefully and respect others'. All staff help children to understand how to respect by talking about how words and actions can affect others. Children take part in discussions where they are expected to treat the opinions and views of others with respect, even if they differ from their own.		
	Managing feelings and behaviour. Making relationships. The children learn about similarities and differences between themselves and others, and among families, communities and traditions.	Speaking and listening group activities. PSHE circle time. Eco-activities-caring for the environment. Annual Green day activities.	Taking part in debates. Persuasive writing- looking at both sides of an argument and respecting others views when they differ. St Lucia: Exploring the rights of local people and the impact of tourism on the landscape.
Tolerance of different faith and beliefs	We aim to enhance children's understanding of their place in a wider culturally diverse society. We encourage understanding of different faiths and beliefs through exploring different religions in RE. and through our 'Celebrating Cultures' week. We actively promote tolerance of the beliefs of others as it is with understanding that prejudices and stereotypes can be challenged. The school has links with other schools in countries such as Pakistan and Nepal. Assemblies include stories and celebrations from a variety of faiths and cultures.		
	Discussions and familiarisation with other cultures by explaining celebrations and customs of different faiths. Planning and awareness of images and resources used to ensure diversity. Visit to local church.	R.E: Exploring the celebrations, customs and traditions of other faiths. Promoting understanding of why people dress, look, behave in different ways than ourselves. Geography topic: London explores different communities around the capital to compare and contrast to Penkridge.	Exchange letters with pupils from a variety of different countries and cultures. Compare and contrast religions and explore the fact that although we worship/ express our faith/beliefs in different ways we are all human beings.