



# Brompton Community Primary School British Fundamental Values Action Plan



This plan runs from Sept 2017 to Sept 2018

Priority for Improvement:

- (i) Improve the quality of teaching and learning.
- (ii) (ii) Ensure adequate provision for British Fundamental Values in light of the New Curriculum - Resources/ Training.

Targets to address the priority	How	Person Responsible	In Partnership with	Check Date	Resources and cost	Notes on Progress	Success Criteria
1. To understand the consequences of leaving the EU.	In lessons find out about the EU and what it will mean to United Kingdom if we leave.	All staff		Spring 2017			Children will understand the consequences of leaving the EU.
2. To further develop the history curriculum to ensure coverage of areas of British Fundamental Values.	Ensure that the following elements are being covered within the history curriculum. The history of Democracy/ The Rule of Law and Individual Liberty and how these have impacted upon our country and other areas in the world today. Audit of history curriculum and decisions about when elements will be taught.	JB/ SMac	All staff	Summer 2018			The history of Democracy/ The Rule of Law and Individual Liberty and how these have impacted upon our country and other areas in the world today is taught through our curriculum.
3. Work towards becoming a Rights Respecting School.	Assess school against criteria for Rights & Responsibilities Award. Collate evidence. Work towards any criteria not yet achieved.	SJC/JB	All staff	Ongoing	To review costing of R & R Award.		Rights & Responsibilities Award achieved.
4. Raise profile of links with Ghana.	Assemblies led by JB to review the work that has been achieved in Ghana.	JB	All staff	Summer 2018			All children are aware of links with Ghana and can

5. Organise visitors from other faiths and cultures to come into school.	Visits from members of the school.  Organise visits from Ghurka's (Catterick Garrison) and Nepalese dancers from Le Cateau Primary School.	JB/SJC	All staff	Spring 2018	Review if any costs are involved. Possibly coach for pupils from Le Cateau.	discuss the changes that have happened and how this impacts upon the children in Ghana.  Visitors come into school on a regular basis to one specific year group or whole school.
6. Arrange food workshops - tastes from around the world.	Plan a food workshop once a year with parents and members of the wider community. The focus could be one place and type of food or several.	All staff	Parents/ wider community	Summer 2018	Ingredients	All children in school take part in at least one food workshop annually.
7. Visit different places of worship.	Teachers to plan visits to different places of worship linked with curriculum.	All staff	Parents/ wider community	Summer 2018	Coaches Admission charges	All children in school take part in at least one visit annually.

**Impact on Learners:**

1. Children to understand the process of democracy and the EU.
2. Children to understand the history of Democracy/ The Rule of Law and Individual Liberty and how these have impacted upon our country and other areas in the world today.
3. Children will be given opportunities to take on roles within school to develop independence and responsibility.
4. Children develop mutual respect and tolerance of people from different cultures.
5. Children develop mutual respect and tolerance of people from different faiths and cultures.
6. Children develop mutual respect and tolerance of people from different faiths and cultures.
7. Children develop mutual respect and tolerance of people from different faiths and cultures.

Monitored by: JB/SJC

How: Lesson Observation/ Peer Conferencing

1. Discussions with children/ observing Mock Election.
2. Book scrutiny, lesson plans, observations for History.
3. Check achievements against criteria for Rights & Responsibilities Award.
4. Discussions with children/ visible signs of links around school.
5. Photographs/ plans for visitors/ discussions with children.
6. Photographs/ plans for visitors/ discussions with children.
7. Photographs/ plans for visitors/ discussions with children.

Cost effectiveness and value for money:

Rights & Responsibilities Award may need to provide subject leader with time to complete depending upon the criteria and evidence needed. History subject leader may need time to carry out book scrutiny, lesson plans, observations for History.

All other points can be covered through staff meetings/ PPA time or meeting time after school.