



Destination Two –
LKS2 (Y3/Y4)
UKS2 (Y5/Y6)



Individual Liberty

- Pupils have many opportunities to make decisions about their learning and outcomes, for example during Science Investigations and Design and Technology projects.
- In PSHE, we celebrate achievements and setting achievable goals.
- Children are invited to share their own experiences, work and successes with their peers and other adults.
- Children are encouraged to be independent Iguanas, developing a Growth Mindset and making choices on how they wish to complete tasks.



Respect and Tolerance

- In computing, pupils are taught how to be respectful online and deepen their understanding of safe practices.
- We compare and contrast different geographical cultures to the UK, for example, food and homes in Kenya.
- Children learn about a vast range of other cultures and religions. They discover how special times are celebrated all around the world and compare these to the UK, for example, Ramadan / Christmas / Chinese New Year.
- We celebrate similarities and differences through the PSHE curriculum and through collective worship.
- The curriculum in KS1 (such as author studies and text studies) include a wide and diverse range of customs, beliefs and faiths to reflect 21st century Britain.



Democracy

- Children understand that their views are taken into account when building their class RRS charter.
- Collective worship explores the theme of Democracy and Government, identifying key people and buildings within the UK.
- Through the exploration of historical periods (Victorians / Tudors and Stuarts) pupils begin to understand the meaning of monarchy and governance.



Rule of Law

- Children work together to set a clear class charter with direct reference to the UNICEF Rights of the Child.
- In History topics we explore how rules, laws and expectations have changed over time, for example Henry VIII and marriage / divorce and Victorian child labour.
- Through computing, children are taught about SMART and safe online behaviours.
- We explore the Historical figure of Guy Fawkes and the themes of Governance and Parliament.



Respect and Tolerance

- Finding out about other cultures and faiths (including visitors)- children have the opportunity to explore the themes of Chinese New Year, Diwali, Easter, Christmas.
- Visitors from the community visit to develop understanding of people's roles in the community such as the Fire Brigade, developing respect for the role others play.
- PSHE – adult led sessions provide opportunities for children to discuss strategies for managing feelings and getting on with others.
- Themes through the year enable children to develop an understanding of different environments e.g. Polar regions during Winter theme, gardens during Minibeasts theme, so that they develop a respect of the natural world around them.



KS1

Democracy

- Children take part in class votes.
- Daily play offers opportunities to make decisions with others about tasks.
- WOW time- children listen to each other during their WOW time and ask questions when it is their turn.

Individual Liberty

- Children make informed choices to resource activities during child initiated learning.
- Use of Growth Mindset and Characteristics of Effective Learning modelled by adults helps children to develop their confidence and self esteem.

EYFS



Rule of Law

- Children set rules together on arrival in school to make a class charter, which is referred to throughout the year.
- Behaviour Principles helps children understand the difference between expected and unexpected behaviours.



Democracy

- Pupils continue to actively participate in a democratic voting process to elect a Pupil Parliament and a Prime Minister.
- Pupils compare and contrast Democracy and Dictatorship during the period of WW1 and WW2.



Respect and Tolerance

- Pupils understand how to be a responsible digital citizen, and the consequences of their actions.
- Through the entirety of the curriculum, pupils learn to tolerate and respect beliefs that differ from their own and learn the fundamental belief systems of world religions.
- Pupils show acts of respect, for example, by attending and hosting remembrance services.
- Through the study of Ancient Greece, pupils explore the foundations of the Olympic movement and themes of inclusivity including the Paralympics and gender equality.
- In Geography, pupils consider balanced arguments in relation to deforestation and understand how for some communities, this is their livelihood.



Rule of Law

- Pupils continue to consolidate their understanding of the rule of law, creating class charters that directly reference to the UNICEF Rights of the Child. Pupils understand that laws keep us safe and discuss how new laws could be introduced to reflect modern society, for example, the environment.
- Pupils will be aware of their own well being and safety and how rules are their to protect them from harm (Speak Out, Stay Safe NSPCC).
- Pupils understand the difference between right and wrong and respect the civil and criminal laws of England, and how they have evolved over time.
- Pupils are encouraged to become responsible citizens, working with strategic partners such as Avon and Somerset Police.
- Through the study of fair trade, pupils deepen their understanding of equity and equality and the rules of work.



Individual Liberty

- Pupils are able to build upon their understanding of the Unicef Rights of the Child and how they translate to modern Human Rights in relation to current affairs and studies of historical themes, such as the Third Reich.
- Pupils are expected to self select levels of challenge in their work that reflect their learning.
- Through topical discussion, pupils understand the definition of freedom of speech, thought and action.



Individual Liberty

- Pupils are able to articulate their own views and opinions on topics relevant to modern society, such as the environment and sustainability.
- We reflect upon key moments in European History, for example Bastille Day, and the definition of peaceful protests and revolution.
- In History, pupils learn about the slave trade and its relevance to the community of Bristol.

UKS2
(Y5/6)



Respect and Tolerance

- Visitors to the school develop pupils understanding of key themes such as sustainability, and how they can make a positive contribution to the wider society, for example, Greenpeace and sustainability. Build upon our understanding of other cultures and faiths (including visitors) – to ensure pupils are prepared for life in 21st century Britain. Pupils are able to compare and contrast cultural similarities and differences.
- We celebrate similarities and differences through the PSHE curriculum and through collective worship.
- The curriculum in KS1 (such as author studies and Artists) include a wide and diverse range of customs, beliefs and faiths to reflect 21st century Britain.



Democracy

- Pupils actively participate in a democratic voting process to elect a Pupil Parliament and a Prime Minister.
- Pupil Parliament enables the children to voice an opinion and contribute to school improvement, for example, ??
- We continue to engage pupils in current affairs through class discussion and collective worship.
- Through historical studies, we explore the notion of hierarchy (Ancient Egypt and Slavery) and the history of democracy (Ancient Rome)
- We use opportunities such as local and national elections to deepen pupils understanding of the importance of Democracy.



LKS2
(Y3/4)

Rule of Law

- Pupils continue to consolidate their understanding of the rule of law, creating class charters that directly reference to the UNICEF Rights of the Child.
- Children deepen their understanding of safe practices online and understand the consequences of the choices they make. Pupils will be aware of their own well being and safety and how rules are their to protect them from harm (Speak Out, Stay Safe NSPCC).