















## Hassocks Infants British Values:

	Democracy 	Rule of Law 	Individual Liberty 	Mutual Respect 	Different Beliefs and Faiths 	Day-to-Day School Ethos 
Curriculum and Learning	<p>Children contribute to their class charter each year, with their ideas shaping the class rules and fostering a sense of shared responsibility and participation.</p> <p>In History, children explore examples of people and places where decisions were not always fair, such as Wangari Maathai in Reception, Grace O'Malley in Year 1, and the Monarchy across KS1, helping them understand the importance of fairness and having a voice.</p> <p>Oracy is embedded across the curriculum, enabling children to justify their answers, respectfully disagree, and ask questions, developing their confidence to express opinions and take part in decisions that affect them.</p>	<p>Children contribute to their class charter each year, helping to create rules that everyone agrees to follow, fostering an understanding of why rules are important and how they support a safe and fair environment.</p> <p>STEMS sentences used in all subjects to encourage children to share their views and opinions respectfully, reinforcing the importance of listening to others.</p> <p>Oracy is embedded throughout the curriculum, enabling children to justify their answers, respectfully disagree and ask questions, while understanding that their contributions must align with the rules and values that ensure fairness and safety for all.</p>	<p>Children are encouraged to make choices about their learning, from self-initiated activities in Reception, Explore and Learn in Year 1, to selecting how to present their work or complete tasks in Year 2.</p> <p>Children are supported to consider how they learn best, such as choosing a suitable partner, using headphones to aid focus, or working at a quiet station.</p> <p>Teachers use the OAIP to meet the diverse learning needs of all children, fostering an understanding that different children require different support to succeed.</p> <p>We believe in meeting needs by providing what each individual requires.</p>	<p>Children have opportunities to share their special interests in Reception, giving their peers an insight into what is important to them. This promotes belonging, and that we are all unique. Talk partners are used across all classes, encouraging children to work respectfully with others and develop speaking and listening skills. Jigsaw lessons provide time to think, reflect, and learn about feelings, friendships, and cooperation. They also help children see themselves as individuals, understanding that it is okay for people to like different things. Core texts are carefully chosen to reflect respect and difference, including <i>Frog Belly Rat</i>, <i>Bones</i>, <i>Nen</i> and <i>the Lonely Fisherman</i>, and <i>Tyrannosaurus Drip</i>.</p>	<p>Alongside Christianity, we study religions not represented in our local community to help children develop a broader understanding of diverse cultures and beliefs. Festivals from Islam, Hinduism, and Buddhism are celebrated annually across all year groups. Each year the children add a layer of understanding about a particular festival and its value and importance to its followers. Stories from these faiths are taught, with comparisons drawn to highlight both the differences in practice and the universal messages that can be learned from them. First hand resources are used (when acceptable) to help children learn about different faiths and beliefs as we recognise pictures alone are not suitable.</p>	<p>Community Visitors and Events: Our 'People Who Help Us' topic in Reception invites people from the community to come into school and share their role in the community and how they help us.</p> <p>In Year 1 children visit a local growing patch linked to the charity Age Concern. They learn how any produce is shared with those who need it when it is ready to be eaten.</p> <p>In Year 2, children learn about sustainability and the importance of protecting our oceans. Understanding and taking action on local environmental issues helps them develop as responsible and active citizens.</p>

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<p>General Practices</p>	<p>Our School Council is elected by the children, with candidates presenting to their classes and all pupils participating in the vote.</p> <p>Children also vote on activities, such as the book to be read at the end of the day, with votes counted to demonstrate how the majority decision is respected.</p> <p>Class rotas for key helper roles ensure that every child can take on responsibilities and contribute to the running of the classroom alongside their peers.</p>	<p>Our school behaviour policy helps children understand that actions have consequences, that everyone can learn from their mistakes, and the importance of shared values in guiding behaviour.</p> <p>Our Hassocks Hero's; Safe Spike, Ready Rex and Respectful Rabbit support children in understanding expectations and provide a common language to use with adults and peers.</p> <p>Adults consistently model kindness, patience and respect, using co-regulation strategies and ensuring all children are treated fairly, reinforcing the principles of fairness, rules and shared responsibility.</p>	<p>We support all children to learn through Ordinary Available Inclusive Provision, using a Graduated Approach to identify and provide additional adaptations for those who need them, ensuring every child can succeed.</p> <p>Children's opinions are respected and their self-expression encouraged, valuing and promoting child voice throughout the school.</p> <p>Children are supported to develop independence in daily routines, such as putting on coats and tidying up, fostering confidence and responsibility for their own choices.</p>	<p>Children work collaboratively to gain points for their class, resulting in a whole class reward. Points are given for children consistently modelling our school values; being roles models to others.</p> <p>School councillors and sports leaders also act as role models promoting school values through the work they do in these roles.</p> <p>Stereotypes are challenged through playtimes, PE, in assemblies and in classrooms.</p> <p>Children are supported to have restorative conversations when conflict has arisen; supported by adults to make sure all children feel heard and safe.</p>	<p>We are respectful of children's dietary needs, clothing requirements and religious requests, such as time to celebrate a religious festival with family.</p> <p>We have texts and resources which reflect diversity in our classrooms.</p> <p>We ask families if they would like to come in and share their experiences of religious occasions, so all children know they are valued, represented and belong in our school community.</p>	<p>Events taking place within the community: during Light up Hassocks held in December, our choir sing, the parade visits the local old people's home and families come together to make lanterns for the parade.</p> <p>We visit our linked Junior school for key events and the staff and children visit us too, showing children that they belong to a wider school community, beyond our own.</p> <p>Through participation in the Planet Protectors West Sussex Schools initiative, children learn how their actions can positively impact the environment, develop a sense of responsibility and contribute to the wellbeing of their local and global community.</p>