

Oaklands School



Promoting Fundamental Human Values

'Human values' are the virtues that guide us to take into account the **human** element when we interact with other human beings. Human values are, for example, respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards other human beings. Schools are required to provide for the spiritual, moral, social and cultural (SMSC) development of their pupils. As part of this requirement, schools are expected to actively promote fundamental **British values**. These are **democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith**.

At Oaklands, the social development of pupils is at the very heart of our whole school curriculum. We strive to ensure that each child is best prepared for life in the wider community; to enable them to go out into their local community or beyond, with a real awareness of modern Britain and having been taught the functional skills with which they can participate, positively interact and enjoy meaningful, purposeful lives with others.

Value	How We Promote It
Democracy Respect Tolerance Understanding UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.	- Pupils at Oaklands are encouraged to find their own voice, through whichever means of communication is preferred by them. They are encouraged to make choices and communicate their own needs using verbal communication, Makaton, PECS, a communication board or book, a device ie an ipad, or gesture. - We have Big Days within our curriculum to promote children's knowledge, understanding & respect for the diverse community in which we live - We respect children's home language and if a staff member speaks a child's home language they will also use this in school, as well as having bilingual books - Pupils working within EYFS areas of development are taught to identify and express how they feel - We encourage pupils to have roles within the classroom, for example, helping to tidy up and for some pathways, specific role such as register monitor - Some pupils are involved in making decisions using simple voting systems - Pupils are involved in raising money for local and national charities, and make choices about how they can do this. - Democracy is also promoted through PSHE lessons and for some pupils, through assemblies
The Rule of Law Respect Co-operation Courage	We have high expectations relating to pupil conduct and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour in classes and consistent demonstration of our values is recognised through verbal feedback, stickers and certificates. Pupils are taught about the consequences of inappropriate behaviour through

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UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.	behaviour systems in each class. Children learn to understand and accept responsibility for their own actions, as well as how to maintain and rebuild relationships through restorative approaches. • Through PSHE, class group time and personalised support, children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult. • The local police/ PCSO visit the school so pupils are familiar with what they look like, that they are people they can talk to and where appropriate, to talk to the children and explain about their role in society. • We use Social Stories across the school to enable pupils to have a greater understanding of social situations and expectations of behaviour in the community
Individual Liberty Independence Respect Courage UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities. UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.	• A key focus for all pupils at Oaklands is the need to develop Independence & self-advocacy skills. Pupils are encouraged to make choices, express like and dislikes and are taught about personal responsibility, ambition and aspiration. • Pupils are taught about the world around them through a variety of opportunities within our 'inside-outside' curriculum. This has the specific aim of enabling pupils to become more independent and confident as a member of the wider community, and prepare them to take part in activities in the community either now or in later life. • Our spinney sessions build essential life skills such as confidence, independence, courage and resilience • We have a Cookery Curriculum which is implemented for all classes, building knowledge and skills relating to healthy eating. The school participates in Food for Life activities and the Eco Schools Award project. Oaklands is also part of the Healthy Schools network and has been awarded the Music Mark for participation in Arts activities both in school and with other groups. • Pupils are encouraged to take opportunities to follow their interests in art, music, sport etc. All pathways have ASH sessions (Arts, Sports, Hobbies), where children make choices about what they want to participate in. • Some classes may require sensory breaks, for children to gain sensory input they need in order to then be encouraged to participate again in learning. For some of our pupils, their choice of activities to relax may be unusual. However, this is respected by staff and children are given time to explore or 'stim'. • Children are offered choices during the day to work towards, and there is specific time when they are able to relax doing this chosen activity. • Classes activity support children to find ways to relax; meditation, massage, sensory room activities, Tac Pac • The school also has chickens and guinea pigs to support children to build relationships/contact and understand responsibilities. • Many children at Oaklands have little awareness of dangers. Children are taught how to keep themselves safe when at

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	school, out in the local environment, and at home including on-line. (OPAL: Self-care, Self-care in the Community) • Every year, we have The Life Bus visit the school to develop children's awareness of staying healthy and relaxation.
Mutual Respect Respect Friendship Co-operation UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from. UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.	• We have high expectations about pupil conduct and this is reflected in our Behaviour Policy, Anti-Bullying Policy (including a child-friendly version), Curriculum and Autism Policy • A key focus for all pupils across the school is to develop interaction skills. This has the functional purpose of enabling them to respect other people, initially by sharing space in the classroom, sharing toys & resources, then by taking turns and co-operating in a range of situations, which ultimately gives them the life skills to be able to form & sustain friendships • Through our Communication & Social Skills curriculum (CISS), Independence & Life Skills and PSHE & RSE, children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. • Daily Outdoor Learning gives pupils the opportunity to learn how to play together, sharing equipment and playing by the rules, being specifically taught the skills to participate in shared games or simply sharing space. • Our pupils and families are encouraged to think of others. We contribute regularly to charities ie Autism Awareness Day, Children in Need, MacMillan Coffee mornings.
Tolerance of different faiths and beliefs Links to school values: Respect Tolerance/Understanding UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.	• We have high expectations of how children behave towards others • The school has a wide diversity of staff on which we can draw as a valuable resource to support in pupils learning about the variety of faiths & cultures in our community • The school has a range of artefacts and religious resources including clothing for dressing up activities to encourage knowledge and understanding about different people, faiths and cultures • Tolerance of different faiths and beliefs is promoted through the Leicester Agreed Syllabus for Religious Education. Children learn about different festivals and religions through Big Days, for example, celebrating Eid, Diwali & Christmas • Oaklands has strong links with the local church including classes visiting, the clergy visiting the school regularly, participation in their festivals, and other local community events organised by them • We have links with the local Mosques, Mandirs and Gurdwaras, as well as local faith schools (The Islamic Academy and Krishna Avanti) and we regularly invite children in for joint activities and assemblies. • Visits are made by local religious leaders and children have the opportunity to visit local places of worship • Our pupil's families are invited to join us for Big Days assemblies & Crafternoons

A wide variety of examples of the school activities listed above can be found in the News & Events section; Gallery page on our website <https://www.oaklands.leicester.sch.uk/gallery/>