

Democracy					
Intent: What does 'Democracy' mean to us at Dane Bank?					
Democracy is defined as being a culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. This refers to a group of people having equal rights and the freedom to choose how to be treated, rather than when one person has all the power and makes all the decisions. At Dane Bank, we value the importance of the democratic process as we believe that everyone, including children, should have the right for their voice to be heard and the opportunity to contribute to school development. We promote the democratic process throughout school to teach our pupils that: They are always listened to and feel they can share their ideas, thoughts, and opinions; Listening carefully to and showing concern for others is of high importance; Every individual has the right to their opinions and voices to be heard and respected and personal and social responsibility is fundamental to everyday life.					
<div> <div>Implementation</div> <div>Where is <i>Democracy</i> exemplified in our curriculum?</div> </div>	Whole School	Early Years	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	<p>Democracy is embedded through:</p> <ul style="list-style-type: none"> ➤ Annual School Council and Eco Council voting process at the beginning of each academic year – as part of this, children are taught what the democratic process is and pupils opt-in for the potential to become a representative and promote their views and values through a candidate statement. ➤ Annual School Council selection – each class listen to campaigns and consider the characteristics which are important for an elected representative. Pupils then participate in an anonymous voting process. ➤ Pupil Leadership is valued across school with children being offered multiple roles and opportunities to participate in which have a direct influence on school decision making and development work. These roles include: School council, Prefects, Eco-Council, Play Leaders, Sports Ambassadors, Sports Game Changers, Pupil Assembly Committee, Class Monitors, Digital Leaders, “Big Buddies – Little Friends”. ➤ Regular opportunities for Pupil Voice. School Leaders collect feedback using surveys and informal pupil discussions. School Council present regularly to their classes to discuss potential work and events and gather feedback from their classmates which is then communicated back to the School Council and used to create plans to act upon this feedback. ➤ School council display raises awareness of representatives, key messages etc. ➤ The Pupil Assembly Committee meet regularly to discuss and develop assembly topics and themes that they will lead to the whole school. ➤ Pupils create class charters – establishing class rules, rewards and sanctions. ➤ School Council representatives contribute to the recruitment/interview process of potential staff taking up leadership positions in school. ➤ Whole school linked to British Values are mapped out throughout the year, e.g. – specific assembly planned about Democracy and how this links to our school value of <i>fairness</i>. ➤ Parent surveys are undertaken regularly and results are analysed to inform decision-making and further school development. ➤ The Parent Forum meet termly to discuss relevant issues and ensure that Parent Voice is heard as part of discussion and collaboration. ➤ The RSHE curriculum was consulted upon with parents and their views were included in discussion and curriculum development. The materials linked to these units of learning are made available for parents as and when requested. ➤ PSHE curriculum promotes opportunities for voting, discussions and debates. ➤ Explicit curriculum links to Democracy can be seen across school in the following subjects: <ul style="list-style-type: none"> • PSHE • History • Religious Education • English 	<p><u>PSHE</u></p> <p>Being Me in My World – <i>rights and responsibilities</i></p> <p>Celebrating Difference – <i>standing up for yourself</i></p> <p>Relationships – <i>dealing with bullying</i></p> <p><u>PSED</u></p> <p>Nursery – <i>following rules & understanding why rules are important. Developing appropriate ways of being assertive.</i></p> <p>Focus on <i>self-regulation, sharing, turn-taking, managing friendships.</i></p> <p>Pupil Leadership – <i>classroom helpers, monitors – children taking on responsibility to help others.</i></p> <p><u>Religious Education</u></p> <p>People that are special/important – <i>Jesus, Prophet Mohammed</i></p>	<p><u>PSHE</u></p> <p>Being Me in My World – <i>rights and responsibilities; developing a sense of belonging; learning charters</i></p> <p>Celebrating Difference – <i>fairness, bullying</i></p> <p>Dreams & Goals – <i>working well with others,</i></p> <p>Relationships – <i>how to identify good friends, qualities we want in others</i></p> <p><u>English</u></p> <p>Naughty Bus: Jan & Jerry Oke – <i>following rules</i></p> <p>Pumpkin Soup: Helen Cooper – <i>Resolving conflicts fairly</i></p> <p><u>Computing</u></p> <p>Online Safety – <i>using technology safely & respectfully, following the rules, reporting concerns</i></p> <p><u>History</u></p> <p>How have people like Rosa Parks helped to make the world a better place? – <i>Impact of activists</i></p> <p><u>Physical Education</u></p> <p>Team Building – <i>working together</i></p> <p><u>Religious Education</u></p> <p>How should we care for others and the world and why does it matter? – <i>citizenship</i></p>	<p><u>PSHE</u></p> <p>Being Me in My World – <i>class charters</i></p> <p>Relationships – <i>being a global citizen</i></p> <p><u>English</u></p> <p>The Promise: Nicola Davies – <i>consequences of breaking rules</i></p> <p><u>Computing</u></p> <p>Online Safety – <i>using technology safely & respectfully, following the rules, reporting concerns</i></p> <p><u>History</u></p> <p>What is the monarchy and how has it changed from 1066? – <i>Importance of the royal family within British democracy</i></p> <p>How have the Ancient Greeks influenced our life today? – <i>Origins of Democracy and the legacy left by the Ancient Greeks</i></p> <p><u>Geography</u></p> <p>How do we use our land? – <i>democratic processes involved in land planning</i></p> <p><u>Physical Education</u></p> <p>Outdoor Adventure Activities– <i>communication & tactics</i></p> <p><u>Art & Design</u></p> <p>Royalty, Hans Holbein the Younger – <i>how royalty are portrayed in art.</i></p>	<p><u>PSHE</u></p> <p>Being Me in My World – <i>being a citizen of my country</i></p> <p><u>English</u></p> <p>The True Story of the Three Little Pigs: Jon Scieszka – <i>viewing through other perspectives/empathy</i></p> <p>Holes: Louis Sachar – <i>unfair treatment</i></p> <p><u>Computing</u></p> <p>Online Safety – <i>using technology safely & respectfully, following the rules, reporting concerns</i></p> <p><u>History</u></p> <p>Why was the Islamic Civilization known as the Golden Age? – <i>influence of democratic processes in the period</i></p> <p>Who were the Suffragettes and what did they achieve? <i>Equality in voting</i></p> <p><u>Geography</u></p> <p>Are we damaging our world? – <i>citizenship – shared responsibility for sustainability</i></p> <p><u>Physical Education</u></p> <p>Leadership in Outdoor Adventure Activities– <i>qualities of good leaders, importance of listening to views</i></p> <p><u>Religious Education</u></p> <p>Am I always right? – <i>valuing alternative opinions/views</i></p>