

Individual Liberty					
<p>Intent: What does 'Individual Liberty' mean to us at Dane Bank?</p> <p>Individual liberty is defined as the right to believe, act, and express oneself freely. It provides everyone with the protection of their rights and the rights of others. At Dane Bank, we value the importance of children's and adult's individuality and encourage children to express themselves freely and creatively. Every child in our school is valued as an individual and we aim to allow their unique personalities, beliefs, and opinions to shine through. As staff we pride ourselves on knowing the children very well and ensure we celebrate their different gifts and talents not only within the classroom setting but whole-school environment. We promote individual liberty throughout our school to ensure we teach our children that: Everyone is special and unique no matter their differences; Diversity is something to be celebrated and embraced; It is important to express ourselves freely; Sharing our beliefs, thoughts, opinions, and personality is important and will be valued without judgement; Risk-taking is something to be encouraged.</p>					
<div>Implementation</div> <div>Where is Democracy exemplified in our curriculum?</div>	Whole School	Early Years	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	<p>Individual Liberty is embedded through:</p> <ul style="list-style-type: none"> ➤ The whole school ethos and values promote inclusion for all - all staff share a determination that all individuals will be included within our school and treated equally. ➤ Learning from the past is encouraged for children to make links to the modern day, e.g. – through focus on Black History Months, Pride, Women's rights assemblies etc. ➤ Safe environments are created and support available for any child needing support to express themselves or feel included – this can be done through our strong pastoral offer, through whole-school work around Anti-Bullying and mental health and wellbeing. ➤ Strong links have been forged with The Proud Trust – a Manchester-based organisation that works to support LGBTQ+ rights. ➤ Stereotypes are challenged and equality and fairness are discussed regularly. ➤ Fairness is one of our core school values and is at the heart of all we do. ➤ Assemblies are planned that focus on the importance on people being able to be themselves; that it is okay to be different to others and the importance of respecting the protected characteristics, e.g. – Autism Awareness Month, Pride Month, World Day for Cultural Diversity, Fairness to all communities ➤ Assembly programme for Summer Term 2 is linked to Fairness. ➤ We hold a “Dane Bank's Got Talent” event each year where children have opportunity to present and perform their individual talents. ➤ Children's individual achievements outside of school are celebrated each week in assembly on Friday – children are encouraged to bring in awards, trophies, badges, certificates etc. to show to others and celebrate what they have done. ➤ The literacy texts that have been chosen to be used with each year group have been carefully thought out to include varied representation of the protected characteristics – this has also been done in the Art curriculum when looking at the focus artists. ➤ The Trust-wide Equality Policy outlines protected characteristics and how we promote the principles of fairness and justice for all. 	<p><u>PSHE</u></p> <p>Celebrating Difference – <i>being different makes us all special</i></p> <p>Dreams & Goals– <i>using kind words to encourage others</i></p> <p>Being Me in My World– <i>children have rights</i></p> <p><u>English</u></p> <p>The Rainbow Fish: Marcus Pfister– <i>expressing yourself</i></p> <p>Elmer: David McKee – <i>celebrating your uniqueness</i></p> <p><u>Maths</u></p> <p>All Sorts: Pippa Goodhart – <i>celebrating differences between people</i></p> <p><u>Science</u></p> <p><i>Developing positive attitudes about the differences between people</i></p> <p><u>Art</u></p> <p><i>Developing own ideas and deciding what materials to use to express themselves</i></p> <p><u>Geography</u></p> <p>What would it be like to live in another country? – <i>what is special about us and where we live?</i></p> <p><u>Religious Education</u></p> <p>Being special: Where do we belong? <i>What makes us unique?</i></p>	<p><u>PSHE</u></p> <p>Celebrating Difference – <i>we are all the same & different in lots of ways & stand up for self and others</i></p> <p>Relationships– <i>advocating for self, consenting to physical contact</i></p> <p>Changing Me– <i>touch we do and don't like</i></p> <p><u>History</u></p> <p>Why should we be proud of Greater Manchester? – <i>what's special about our locality?</i></p> <p>How have people like Rosa Parks helped to make the world a better place? – <i>standing up for rights</i></p> <p><u>Music</u></p> <p>Bob Marley, Civil Rights Music, The Caribbean, African – <i>music from other cultures, individual expression</i></p>	<p><u>PSHE</u></p> <p>Celebrating Difference – <i>families can be build in different ways & our words affect others' feelings & we are all influenced by the way people look and should challenge this</i></p> <p>Changing Me – <i>challenging family stereotypes</i></p> <p><u>Music</u></p> <p>Rap, Rock & Roll, West African Music– <i>music from other cultures, sharing a viewpoint through music</i></p> <p><u>History</u></p> <p>Who were the Suffragettes and what did they achieve? – <i>standing up for own rights & instigating change</i></p> <p><u>Music</u></p> <p>Islamic Music, Samba, Protest Songs– <i>music from other cultures, sharing a viewpoint through music, music as a tool for change</i></p>	
			<p><u>English</u></p> <p>The literacy texts that have been chosen to be used with each year group have been carefully thought out to include varied representation of the protected characteristics. Some examples of this are:</p> <ul style="list-style-type: none"> - Handa's Surprise: Eileen Browne - Planet Omar: Zanib Miam - The Island: Armin Greder - Life doesn't frighten me : Maya Angelou 		
			<p><u>Art & Design</u></p> <p>The Art curriculum has an emotion strand that runs throughout all of the units of work. This explores how artists express their own individual liberty and encourages children to do the same. There is also a broad representation of key artists chosen as the focus for study. Some examples of these are:</p> <ul style="list-style-type: none"> - Richard Kimbo – Cultural traditions in art - Zaha Hadid – Architecture - LS Lowry – All work, no play (Cultural Capital – Manchester) 		