

Mutual Respect and tolerance of different faiths and beliefs					
<b>Intent:</b> <i>What does ‘Mutual Respect and tolerance of different faiths and beliefs’ mean to us at Dane Bank?</i>					
Mutual respect and tolerance of different faiths and beliefs is defined as having an understanding that people do not all share the same beliefs and values and that respecting the values, ideas and beliefs of others, whilst not imposing our own onto them, is vital. At Dane Bank, mutual respect and tolerance is essential to forming healthy relationships and we therefore ensure that promoting this is at the heart of everything we do. Mutual respect and tolerance is referenced daily through our school’s core values. We recognise that in order to create a respectful and tolerant culture around school, teachers have the duty to model positive, respectful relationships, behaviour, and communication to ensure that children reflect the same. We promote mutual respect and tolerance throughout school to teach our pupils that: Diversity is something to be celebrated and embraced; We should respect an individual’s difference which may be linked to their race, culture, gender, sexual orientation, religion, ethnicity, disability, health, values and family structure or background; It is important to tackle stereotyping, labelling, prejudice, and discriminatory behaviours; Safe, positive, and healthy relationships are created where mutual respect and tolerance is reflected.					
<div> <div>Implementation</div> <div>Where is <b>Democracy</b> exemplified in our curriculum?</div> </div>	Whole School	Early Years	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	<p><b><i>Mutual Respect and tolerance of different faiths and beliefs</i></b> is embedded through:</p> <ul style="list-style-type: none"> <li>➤ Our school values and ethos run through all we do, including essential policies such as the Behaviour Policy and Anti-Bullying Policy.</li> <li>➤ Positive relationships and inclusive behaviours are modelled by staff on a daily basis to ensure children are aware of what respect and tolerance “looks like” in practice.</li> <li>➤ Pupils regularly engage in discussions and assemblies focused on the importance of respect and tolerance.</li> <li>➤ High expectations of behaviour are established at the beginning of each academic year and are revisited regularly.</li> <li>➤ Whole school rewards like to our school values in order that these are prioritised as desirable behaviours.</li> <li>➤ Regular assemblies are held raising awareness of others with a focus on respect and tolerance, e.g. – Black History Month, women’s rights, different family structures, the Windrush generation, Pride, Autism Awareness Month etc</li> <li>➤ In September 2023, we opened a Resource Provision classroom and prioritise and advocate for effective inclusion throughout school.</li> <li>➤ Pupil Eco-Council meet to discuss the importance of demonstrating respect for our environment.</li> <li>➤ Our curriculum has been carefully designed to ensure there is a diverse representation in different subjects and that children gain an awareness of a range of cultures, religions and ethnicities during their time here.</li> <li>➤ The Trust-wide Equality Policy outlines protected characteristics and how we promote the principles of fairness and justice for all.</li> <li>➤ The Pupil Assembly Committee lead assemblies focused on the importance of respect and tolerance, e.g. – Anti-Bullying Week.</li> <li>➤ Respect and Empathy are two of our school values.</li> </ul>	<p><b><u>PSHE</u></b></p> <p>Being Me in My World – <i>we are all similar and different</i></p> <p>Celebrating Difference– <i>being different makes us special</i></p> <p>Relationships– <i>knowing how to be a good friend</i></p> <p><b><u>Understanding the World</u></b></p> <p><i>Respecting &amp; care for natural environment &amp; all living things.</i></p> <p><i>Chinese New Year /The Easter Story</i></p> <p><b><u>PSED</u></b></p> <p><i>Developing sense of responsibility &amp; membership of a community</i></p> <p><i>Accepting not everyone can be the same character</i></p> <p><b><u>English</u></b></p> <p>Handa’s Surprise: Eileen Browne – <i>life in another country</i></p> <p>Dipal’s Diwali – religious differences in celebration</p> <p>Elmer: David McKee – <i>including everyone despite difference</i></p> <p><b><u>Religious Education</u></b></p> <p>Which stories are special and why? – <i>different religious books – how they are the same/different</i></p> <p>Which places are special and why? – <i>difference/similarity – respect all</i></p> <p><b><u>Geography</u></b></p> <p>What would it be like to live in another country? – <i>differences in lifestyle/culture</i></p>	<p><b><u>PSHE</u></b></p> <p>Being Me in My World – <i>working cooperatively</i></p> <p>Celebrating Difference– <i>I know how I am the same and different</i></p> <p>Dreams &amp; Goals– <i>how to work with others successfully</i></p> <p><b><u>English</u></b></p> <p>The Rainbow Fish: Marcus Pfister– <i>inclusion of difference</i></p> <p>Planet Omar: Zanib Mian– <i>life in a different culture</i></p> <p><b><u>Religious Education</u></b></p> <p>All units link to different world religions and/or differences between religious celebrations and sacred events.</p> <p><b><u>History</u></b></p> <p>How have people like Rosa Parks helped to make the world a better place? – <i>Impact of activists</i></p> <p><b><u>Geography</u></b></p> <p>Where would you prefer to live – England or Kenya? – <i>lifestyle in different countries</i></p> <p><b><u>Art &amp; Design</u></b></p> <p>Children develop an awareness of the historical and/or cultural significance of a range of artists/art forms from different religious, social, cultural backgrounds.</p>	<p><b><u>PSHE</u></b></p> <p>Being Me in My World – <i>knowing how it feels to be excluded</i></p> <p>Celebrating Difference– <i>accepting people for who they are</i></p> <p>Relationships– <i>empathising with people whose lives are different</i></p> <p><b><u>English</u></b></p> <p>Sam Wu is not afraid of ghosts: Katie &amp; Kevin Tsang– <i>life in a different culture</i></p> <p>The Journey: Francessca Sanna– <i>experiences of refugees, fleeing conflict</i></p> <p><b><u>Religious Education</u></b></p> <p>All units link to different world religions and/or differences between religious celebrations and sacred events.</p> <p><b><u>Art &amp; Design</u></b></p> <p>Children develop an awareness of the historical and/or cultural significance of a range of artists/art forms from different religious, social, cultural backgrounds.</p> <p><b><u>Music</u></b></p> <p>Florence Price (Juba Dance) – <i>listening to and discussing a range of music from different traditions.</i></p> <p>West African Music – <i>make comparisons between a range of types of music form different traditions.</i></p>	<p><b><u>PSHE</u></b></p> <p>Being Me in My World – <i>know how my actions/views affect others</i></p> <p>Celebrating Difference– <i>awareness of own and others’ cultures/ positive attitudes to difference</i></p> <p><b><u>English</u></b></p> <p>The boy at the back of the class: Onjali Rauf– <i>refugee crisis child’s perspective</i></p> <p>The Lost Thing: Shaun Tan– <i>including new and different people/things</i></p> <p>The Island: Armin Greder– <i>refugee/asylum – extremist ideology/views of minorities</i></p> <p>Wonder: R J Palacio – <i>SEND inclusion</i></p> <p><b><u>Religious Education</u></b></p> <p>All units link to different world religions and/or differences between religious celebrations and sacred events.</p> <p>What can be done to reduce racism? – importance of tolerance and inclusion</p> <p><b><u>History</u></b></p> <p>Why was the Islamic Civilization known as the Golden Age? – <i>contribution of other cultures throughout history</i></p> <p><b><u>Art &amp; Design</u></b></p> <p>Children develop an awareness of the historical and/or cultural significance of a range of artists/art forms from different religious, social, cultural backgrounds.</p>