

Rule of Law					
Intent: What does <b><i>Rule of Law</i></b> mean to us at Dane Bank?					
The rule of law is defined as the framework and rules that underpins our society to make a happy, safe and secure environment to live and work. This refers to the rules and laws put in place throughout society by governments, policy, places of work, parents, teachers, and individual citizens to regulate behaviour and avoid conflict or harm. At Dane Bank, we value the importance of establishing and promoting clear ground rules and boundaries as well as following national laws to ensure that our school setting is a happy, safe, and peaceful environment for everyone. We recognise that in order for laws to be effective, it is our duty, alongside parents/carers, to teach the children respectful and positive behaviours and to consider the consequences of breaking rules or demonstrating inappropriate behaviour and actions. We promote the rule of law to teach our pupils that: Rules and laws obtain and continue a balanced level of safety, fairness, order, and justice; Rules and laws form the basis of our legal system; We all have human rights which should be respected and protected; We all have a part to play in abiding by rules and following the law.					
Implementation Where is <b><i>Democracy</i></b> exemplified in our curriculum?	Whole School	Early Years	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	<p><b>Rule of Law</b> is embedded through:</p> <ul style="list-style-type: none"><li>➤ Our school ethos and Behaviour Policy revolves around our core values: kindness, respect, responsibility, empathy, resilience and fairness.</li><li>➤ Positive relationships and inclusive behaviours are modelled by staff on a daily basis to ensure children are aware of what good behaviour looks like and that all individuals in our school, be that staff or pupils, follow our agreed rules, codes of conduct and values.</li><li>➤ Pupils regularly engage in discussions and assemblies linked to right and wrong – and that there are consequences to behaviours, for example – we have an assembly planned around the rule of law and how it links to our school value of Responsibility.</li><li>➤ Each class create Class Charters – a set of clear and fair ground rules that children have taken ownership of.</li><li>➤ Children abide by the “Jigsaw Charter” which exemplifies rules and expectations during PSHE lessons.</li><li>➤ Children are given opportunities to engage in discussion and debate around current issues and are aware of the rules and expectations for taking part in debate.</li><li>➤ Clear and fair consequences are established and consistently followed when rules are broken, making links between choice of actions and in the context of the wider world. Pupils learn that there are consequences to breaking rules and law in school and in society.</li><li>➤ Visits from authorities are planned in to the curriculum – police, fire service, NSPCC, School Nurse</li><li>➤ Staff abide by a Trust-wide Cod of Conduct policy which sets out clear rules and expectations.,</li><li>➤ We celebrate Anti-Bullying Week as an example of the importance of abiding by rules and treating others in line with expectations.</li></ul>	<p><b><u>PSHE</u></b></p> <p>Celebrating Difference – <i>conduct to follow to be a kind friend</i></p> <p>Dreams &amp; Goals– <i>jobs we might do</i></p> <p><b><u>PSED</u></b></p> <p><i>Understand why rules are important and that children don't always need an adult to remind them of rules</i></p> <p><b><u>Religious Education</u></b></p> <p>Which people are special and why? – <i>important members of the community</i></p> <p><b><u>General provision in EY</u></b></p> <p>The provision in EY is set up to include continuous provision that encourages pupils’ independence and to support them in taking opportunities to follow rules and boundaries, e.g. –</p> <ul style="list-style-type: none"><li>- Staying safe – handing scissors, equipment etc.</li><li>- Organisation – group work, numbers in one area etc.</li><li>- Communication – taking turns, sharing etc</li></ul>	<p><b><u>PSHE</u></b></p> <p>Being Me in My World – <i>establishing class rules/expectations/charters &amp; there are consequences to not following rules</i></p> <p>Celebrating Difference – <i>bullying is unacceptable</i></p> <p><b><u>English</u></b></p> <p>Supertato– <i>Good vs Evil/following rules</i></p> <p><b><u>History</u></b></p> <p>What do we know about the Victorians and the way they lived?– <i>laws protecting children in employment and right to an education.</i></p> <p>How have people like Rosa Parks helped to make the world a better place? – <i>work of activists that have developed the rights of children.</i></p> <p><b><u>Computing</u></b></p> <p>Online Safety – <i>Acceptable use of technology</i></p> <p><b><u>Religious Education</u></b></p> <p>Who is a Muslim and what do they believe? – <i>5 Pillars of Islam</i></p> <p>What does it mean to belong to a faith community? - <i>Recall and talk about rules for living in religious communities</i></p>	<p><b><u>PSHE</u></b></p> <p>Being Me in My World – <i>establishing class rules/expectations/charters</i></p> <p>Relationships – <i>being a Global citizen – following societal rules</i></p> <p><b><u>Computing</u></b></p> <p>Online Safety – <i>Acceptable use of technology</i></p> <p><b><u>Religious Education</u></b></p> <p>What can we learn from religions about deciding what is right and wrong – <i>how religions interpret and set rules/laws</i></p> <p><b><u>History</u></b></p> <p>Who first lived in Britain?– <i>early foundation of laws and rules in the Stone to Iron Age.</i></p> <p>Who were the Romans and what did we learn from them? – <i>Roman Empire and laws within this</i></p>	<p><b><u>PSHE</u></b></p> <p>Being Me in My World – <i>establishing class rules/expectations/charters</i></p> <p>Celebrating Difference – <i>what is racism and why is it unacceptable?</i></p> <p>Relationships – <i>Being safe/being good citizens</i></p> <p>Safe Squad – <i>community links, fire &amp; police workshops, online &amp; community safety</i></p> <p><b><u>Computing</u></b></p> <p>Online Safety – <i>Acceptable use of technology</i></p> <p><b><u>Religious Education</u></b></p> <p>What would Jesus do?– <i>rules within Christianity that Christians follow.</i></p> <p><b><u>History</u></b></p> <p>What impact did the Industrial Revolution have on Greater Manchester?– <i>factory laws – factory act, workhouses</i></p> <p>Who were the Anglo-Saxons? – <i>crime and punishment</i></p> <p>Who were the Suffragettes and what did they achieve? – <i>poor law, legal rights to vote</i></p> <p><b><u>Geography</u></b></p> <p>Why has Brazil got one of the fastest growing economies?– <i>poverty and crime in the favelas</i></p>