

## Newtown Primary School Long Term Planning for Foundation Subjects

ICT	Autumn	Spring	Summer
<b>OAK</b>	Digital literacy – Going places safely Digital literacy – ABC searching Key skills – typing, safe searching	Digital literacy – Keep it private Digital literacy – My Creative Work Espresso Coding - Unit 1a On the move	Digital literacy – Sending Email Espresso Coding - Unit 1b Simple inputs Beebots
<b>MAPLE</b>	Digital literacy – Staying Safe Online Digital literacy – Follow the digital trail Key Skills – typing, opening, saving, copy and pasting images, drawing	Digital literacy – Screen out the Mean Digital literacy – Using Keywords Espresso Coding - Unit 2a Different sorts of inputs	Digital literacy – Sites I like Espresso Coding - Unit 2b Buttons and Instructions
<b>SEQUOIA &amp; CHERRY</b>	<b>Year A</b>	<b>Year A</b>	
	Digital literacy – Powerful Passwords Digital literacy – My Online Community Key Skills – typing, editing for audience and purpose, moving images, drawing	Digital literacy – Show respect online Digital literacy – Things for Sale Espresso Coding - Unit 3a Sequence and animation	Digital literacy – Writing good emails Espresso Coding - Unit 3b Conditional events Animation – stick man?
	<b>Year B</b>	<b>Year B</b>	
	Digital literacy – Rings of responsibility Digital literacy – Private and personal information Key Skills – typing, powerpoint	Digital literacy – The Power of Words Digital literacy – The Key to Keywords Espresso Coding - Unit 4a Introduction to variables	Digital literacy – Whose is it anyway? Espresso Coding - Unit 4b Repetition and loops Animation – stills from cameras
<b>OLIVE &amp; HAZEL</b>	<b>Year A</b>	<b>Year A</b>	
	Digital literacy – Strong Passwords Digital literacy – Digital Citizenship Pledge Key Skills – typing, editing, powerpoint, editing pictures	Digital literacy – You’ve won a prize! Digital literacy – How to Cite a site Espresso Coding - 5a Speed direction and co-ordinates	Digital literacy – Picture Perfect Espresso Coding - Unit 5b Random number and stimulations Animation
	<b>Year B</b>	<b>Year B</b>	
	Digital literacy – Thinking Safety Online Digital literacy – Super Digital Citizen Key Skills – typing, excel	Digital literacy – Privacy Rules Digital literacy – What’s Cyberbullying Pledge Espresso Coding -Unit 6a More complex variables	Digital literacy – Selling Stereotypes Espresso Coding - Unit 6b Object properties Control programmes

Year A 2016-17

Year B 2017-18

**Newtown Primary School Long Term Planning for Foundation Subjects**

PE	Autumn	Spring	Summer
<b>OAK</b>	Take 10 Multi skills Gymnastics Dance	Take 10 Multi skills <b>Swimming</b>	Take 10 Multi skills
<b>MAPLE</b>	Take 10 Gymnastics Dance <b>Swimming</b>	Take 10 Invasion games skills Net & wall skills	Take 10 Games Striking and fielding skills
<b>SEQUOIA &amp; CHERRY</b>	Gymnastics Dance Invasion Games <b>Sequoia swimming</b>	Net and wall skills <b>Cherry swimming</b>	Striking and fielding skills Athletics OAA
<b>OLIVE &amp; HAZEL</b>	Gymnastics Dance Invasion Games	Net and wall games Striking and Fielding games	Athletics <b>Olive &amp; Hazel swimming</b> OAA

Music	Autumn	Spring	Summer
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## Newtown Primary School Long Term Planning for Foundation Subjects

<b>OAK</b>	Singing ongoing – Assembly songs / KS1 Christmas Show  <b>Sounds Interesting</b> – Exploring sounds <b>The long and the short of it</b> – Exploring duration	Singing ongoing – Assembly songs  <b>Feel the pulse – Exploring pulse and rhythm</b> <b>Taking Off – Exploring pitch</b>	Singing ongoing- Assembly songs  <b>What's the score?</b> – Exploring instruments and symbols <b>Rain, rain go away</b> – Exploring timbre, tempo and dynamics
<b>MAPLE</b>	Singing ongoing – Assembly songs / KS1 Christmas Show  <b>The long and the short of it</b> – Exploring duration <b>Feel the pulse-</b> Exploring pulse and rhythm	Singing ongoing – Assembly songs  <b>Taking Off</b> - Exploring pitch <b>What's the score</b> – Exploring instruments and symbols	Singing ongoing – Assembly songs  <b>Rain, rain go away</b> – Exploring timbre, tempo and dynamics <b>Sounds interesting</b> – Exploring sounds
<b>SEQUOIA &amp; CHERRY</b>	<b>Year A</b> Singing ongoing - Victorian Music Hall & Carols <b>Play it again</b> – Exploring Rhythmic Patterns <b>The Class Orchestra</b> – Exploring Arrangements	<b>Year A</b> Singing ongoing – Assembly songs <b>Dragon Scales</b> – Exploring melodies and scales <b>Painting with Sound</b> – Exploring sound colours	<b>Year A</b> Singing ongoing – end of year KS2 show <b>Salt pepper vinegar mustard</b> – Exploring signals <b>Animal Magic</b> – Exploring descriptive sounds
	<b>Year B</b> Singing ongoing – Assembly songs & Carols <b>Animal Magic</b> – Exploring descriptive sounds <b>Play it again</b> – Exploring rhythmic patterns	<b>Year B</b> Singing ongoing – Assembly songs <b>The Class Orchestra</b> – Exploring arrangements <b>Dragon Scales</b> – Exploring pentatonic scales	<b>Year B</b> Singing ongoing – end of year KS2 show <b>Painting with sound</b> – Exploring sound colours <b>Salt pepper vinegar mustard</b> – Exploring singing games
<b>OLIVE &amp; HAZEL</b>	<b>Year A</b> Singing ongoing - Victorian Music Hall & Carols <b>Roundabout</b> – Exploring rounds <b>Journey into space</b> Exploring sound sources	<b>Year A</b> Singing ongoing – Assembly songs <b>Songwriter</b> – Exploring lyrics and melody <b>Cyclic patterns</b> - Rhythm and pulse	<b>Year A</b> Singing ongoing – end of year KS2 show <b>Stars hide your fires</b> –Performing together <b>Who knows?</b> – Exploring musical process
	<b>Year B</b> Singing ongoing - Assembly songs & Carols <b>Cyclic patterns</b> – Exploring rhythm and pulse <b>Roundabout</b> – Exploring rounds	<b>Year B</b> Singing ongoing – Assembly songs <b>Journey into Space</b> –Exploring sound sources <b>Songwriter</b> – Exploring lyrics and melody	<b>Year B</b> Singing ongoing – end of year KS2 show <b>Stars, hide your fires</b> – Performing together <b>Who knows?</b> – Exploring musical process

Year A 2016-17  
Year B 2017-18

History	Autumn	Spring	Summer
<b>OAK</b>	<b>Progression of Skills</b>	<b>Progression of Skills</b>	<b>Progression of Skills</b>

## Newtown Primary School Long Term Planning for Foundation Subjects

	<ul style="list-style-type: none"> <li>-Understand the difference between things that happened in the past and the present.</li> <li>-Describe things that happened to themselves and other people in the past.</li> <li>-Order a set of events or objects</li> <li>-Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.</li> <li>-Significant historical events, people and places in their own locality.</li> <li>-Tell stories about the past.</li> <li>-Sort events or objects into groups (i.e. then and now.</li> </ul>	<ul style="list-style-type: none"> <li>-Recall some facts about people/events before living memory</li> <li>- Say why people may have acted the way they did.</li> <li>-Identify different ways in which the past is represented</li> <li>-Talk, write and draw about things from the past.</li> </ul>	<ul style="list-style-type: none"> <li>-Global events beyond living memory.</li> <li>-Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"</li> <li>-Look at books, videos, photographs, pictures and artefacts to find out about the past.</li> </ul>
<b>MAPLE</b>	<b>Progression of Skills</b>	<b>Progression of Skills</b>	<b>Progression of Skills</b>
	<ul style="list-style-type: none"> <li>-Use a timeline to place important events.</li> <li>-Identify different ways in which the past is represented.</li> <li>-Ask questions about the past.</li> <li>-Understand and use the words past and present when telling others about an event.</li> <li>-Recount changes in my own life over time.</li> <li>-Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> <li>-Use a timeline to place important events.</li> </ul>	<ul style="list-style-type: none"> <li>Use information to describe the past.</li> <li>-Describe the differences between then and now.</li> <li>-Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> <li>-Changes within living memory.</li> <li>-Events beyond living memory that are significant nationally or globally.</li> <li>-The lives of significant individuals.</li> </ul>	<ul style="list-style-type: none"> <li>-Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> <li>- Use a wide range of information to answer questions.</li> <li>-Recount the main events from a significant event in history.</li> </ul>
<b>SEQUOIA &amp; CHERRY</b>	<b>Progression of Skills</b>	<b>Progression of Skills</b>	<b>Progression of Skills</b>
	<ul style="list-style-type: none"> <li>- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>- Use a timeline to place historical events in chronological order.</li> <li>-Describe dates of and order significant events from the period studied.</li> <li>-Use evidence to describe the culture and leisure activities from the past.</li> <li>- Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>- Use evidence to show how the lives of rich and poor people from the past differed.</li> <li>-Use evidence to describe buildings and their uses of people from the past</li> <li>- Ask questions and find answers about the past.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify what has impacted on Britain.</li> <li>- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to develop a study on the western world.</li> <li>-Describe the main changes in a period in history.</li> <li>- Use evidence to describe what was important to people from the past.</li> <li>-Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify achievements of the earliest civilization.</li> <li>-Research and discover changes in Britain and within the community.</li> <li>-Describe similarities and differences between people, events and artefacts studied.</li> <li>-Describe how some of the things I have studied from the past affect/influence life today.</li> <li>-Explore the idea that there are different accounts of history.</li> <li>-Look at different versions of the same event in history and identify differences.</li> <li>-Know that people in the past represent events or ideas in a way that persuades others.</li> </ul>
<b>OLIVE &amp;</b>	<b>Progression of Skills</b>	<b>Progression of Skills</b>	<b>Progression of Skills</b>

## Newtown Primary School Long Term Planning for Foundation Subjects

<b>HAZEL</b>	<ul style="list-style-type: none"> <li>-Order significant events, movements and dates on a timeline.</li> <li>-Describe the main changes in a period in history.</li> <li>-Choose reliable sources of information to find out about the past.</li> <li>-Give own reasons why changes may have occurred, backed up by evidence.</li> <li>-Describe similarities and differences between some people, events and artefacts studied</li> <li>- Describe how historical events studied affect/influence life today.</li> <li>-Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>-Give reasons why there may be different accounts of history.</li> <li>-Evaluate evidence to choose the most reliable forms.</li> </ul>	<ul style="list-style-type: none"> <li>-Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> <li>- Identify and compare changes within and across different periods.</li> <li>- Understand how some historical events occurred concurrently in different locations.</li> <li>-Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> <li>- Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>-Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate own lines of enquiry by posing questions to answer.</li> <li>- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>-Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>-Plan and present a self-directed project or research about the studied period</li> </ul>
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Geography	Autumn	Spring	Summer
OAK	Progression of Skills	Progression of Skills	Progression of Skills

## Newtown Primary School Long Term Planning for Foundation Subjects

	<ul style="list-style-type: none"> <li>-Experience first-hand observation, to enhance their locational awareness.</li> <li>-Ask geographical questions (What is it like to live in this place?).</li> <li>-Observe and record (identify buildings in street and complete a chart).</li> <li>-Express their own views about people, places and environments (about litter in the school).</li> <li>-Communicate in different ways including through numerical and quantitative skills, maps and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>-Use geographical vocabulary [i.e. hill, motorway, near, far, north, south].</li> <li>- Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>-Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features on a map.</li> </ul>	<ul style="list-style-type: none"> <li>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</li> <li>-Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>- Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>-Identify locations of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>
<b>MAPLE</b>	<p><b>Progression of Skills</b></p> <ul style="list-style-type: none"> <li>-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>-Use fieldwork skills (i.e. recording info on a school plan or local area map).</li> <li>- Make maps and plans (i.e. a pictorial map of a place in a story).</li> <li>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>-Communicate understanding through variety of media.</li> </ul>	<p><b>Progression of Skills</b></p> <ul style="list-style-type: none"> <li>-Understand geographical similarities and differences through the study of places linked to other topic areas.</li> <li>- Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>- Use globes, maps, plans at a range of scales.</li> <li>-Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts) to further their understanding of a topic.</li> <li>-Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map.</li> </ul>	<p><b>Progression of Skills</b></p> <ul style="list-style-type: none"> <li>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>-Name and locate the world's seven continents and five oceans studied at this key stage.</li> <li>-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul>
	<p><b>Progression of Skills</b></p> <ul style="list-style-type: none"> <li>-Use geographical vocabulary [i.e. hill, motorway, near, far, north, south]</li> <li>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>-Use the eight points of a compass, four and</li> </ul>	<p><b>Progression of Skills</b></p> <ul style="list-style-type: none"> <li>-Locate the world's countries.</li> <li>-Use maps to focus on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>- Name and locate counties and cities of the United Kingdom, geographical region.</li> </ul>	<p><b>Progression of Skills</b></p> <ul style="list-style-type: none"> <li>-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</li> </ul>
<b>SEQUOIA &amp; CHERRY</b>	<p><b>Progression of Skills</b></p> <ul style="list-style-type: none"> <li>-Use geographical vocabulary [i.e. hill, motorway, near, far, north, south]</li> <li>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>-Use the eight points of a compass, four and</li> </ul>	<p><b>Progression of Skills</b></p> <ul style="list-style-type: none"> <li>-Locate the world's countries.</li> <li>-Use maps to focus on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>- Name and locate counties and cities of the United Kingdom, geographical region.</li> </ul>	<p><b>Progression of Skills</b></p> <ul style="list-style-type: none"> <li>-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</li> </ul>

## Newtown Primary School Long Term Planning for Foundation Subjects

	<p>six-figure grid references, symbols and key to build their knowledge of the UK and the wider world</p> <p>-Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>-Identify human and physical characteristics, key (hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>-Describe and understand key aspects of: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>-Understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>-Understand geographical similarities and differences through the study of human and physical features of a region in the United Kingdom and a region in a European country.</p>
<b>OLIVE &amp; HAZEL</b>	<b>Progression of Skills</b>	<b>Progression of Skills</b>	<b>Progression of Skills</b>
	<p>Ask geographical questions [i.e. 'What is this landscape like?', 'What do I think about it?']</p> <p>-Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph]</p> <p>-Use fieldwork techniques (i.e. labelled field sketches) and instruments (i.e. rain gauge, camera).</p> <p>-Analyse evidence and draw conclusions [i.e. by comparing population data for two localities]</p> <p>-Identify and explain different views that people, including themselves, hold about topical geographical issues [i.e. views about plans to build an hotel in an overseas locality]</p> <p>-Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, (i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school).</p>	<p>-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>-Identify coasts, rivers and the water cycle, climate zones, biomes and vegetation belts of topical countries.</p> <p>-Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>-Compare 2 different regions in UK rural/urban</p> <p>-Use ICT to help in geography investigations.</p>	<p>-Develop an understanding of trade between UK, Europe and fair/unfair distribution of resources (Fairtrade).</p> <p>-Locate main countries in Europe and North or South America.</p> <p>-Expand map skills to include non-UK countries.</p> <p>- Understand geographical similarities and differences through the study of places linked to other topic areas</p> <p>-Use geographical vocabulary (i.e. temperature, transport, industry).</p>

<b>RE</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Religions Studied</b>
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## Newtown Primary School Long Term Planning for Foundation Subjects

<b>OAK</b>	Myself	Celebrations	Belongings	Christianity and one other Worldwide religion
<b>MAPLE</b>	Believing/story	Leaders and Teachers	Symbols	Christianity and one other Worldwide religion
<b>SEQUOIA &amp; CHERRY</b>	<b>Year A</b>	<b>Year A</b>	<b>Year A</b>	<b>Year A</b>
	Inspirational People	Religion and the Individual	Religion, family and community	Christianity, Hinduism, Judaism, Islam and Humanism
	<b>Year B</b>	<b>Year B</b>	<b>Year B</b>	<b>Year B</b>
	Worship Pilgrimage and Sacred Places	Symbols and Religious Expression	Teaching and Authority	Christianity Hinduism
<b>OLIVE &amp; HAZEL</b>	<b>Year A</b>	<b>Year A</b>	<b>Year A</b>	<b>Year A</b>
	Beliefs and Questions	Beliefs in actions in the world	The journey of life and death	Christianity, Hinduism, Judaism, Islam and Humanism
	<b>Year B</b>	<b>Year B</b>	<b>Year B</b>	<b>Year B</b>
	Raith and the Arts	How can beliefs and values help decision making	It matters to me it matters to others	Christianity Buddhism Sikhism

Year A 2016-17

Year B 2017-18

<b>Science</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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## Newtown Primary School Long Term Planning for Foundation Subjects

<b>OAK</b>	Animals Ongoing: Seasonal Changes	Everyday Materials Ongoing: Seasonal Changes	Plants Ongoing: Seasonal Changes
<b>MAPLE</b>	Animals, including humans: Year 2 Materials	Living things and their habitats	Plants
<b>SEQUOIA &amp; CHERRY</b>	<b>Year A</b>	<b>Year A</b>	<b>Year A</b>
	Sound Electricity	Animals, including humans: Year 4 States of matter	Living things and their habitats
	<b>Year B</b>	<b>Year B</b>	<b>Year B</b>
	Animals (including Humans) Year 3 Light	Rocks (Year 3) Forces and magnets	Plants (Year 3)
<b>OLIVE &amp; HAZEL</b>	<b>Year A</b>	<b>Year A</b>	<b>Year A</b>
	Evolution and Inheritance Living things and their habitats (Year 6)	Animals, including humans (Year 6)	Light
	<b>Year B</b>	<b>Year B</b>	<b>Year B</b>
	Properties of materials Earth and space	Forces	Living things and their habitats (Year 5) Animals, including humans (Year 5)

Year A 2016-17  
Year B 2017-18

<b>SMSC</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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## Newtown Primary School Long Term Planning for Foundation Subjects

<p><b>SMSC &amp; SEAL</b> Social and Emotional aspects of Learning Programme plus Spiritual, Moral and Social Development (SMSC) plus British Values</p>	<p>Personal Management <b>SEAL PROGRAMME THEMES</b> New Beginnings / Getting on and Falling out</p>	<p>Relationships <b>SEAL PROGRAMME THEMES</b> Going for Goals / Good to be me</p>	<p>Citizenship <b>SEAL PROGRAMME THEMES</b> Relationships Changes</p>
<p><b>Mutual Respect and Tolerance of different faiths</b></p>			
<p><b>ASSEMBLY THEMES</b> which includes: Spiritual, Moral and Social Development (SMSC) and Social and Emotional aspects of Learning themes (SEAL) plus British Values</p>	<p>Healthy Life Styles Festivals across the world – Harvest Festival, Remembrance, Christmas story  <b>SEAL PROGRAMME THEMES –</b> New Beginnings / Getting on and Falling out</p>	<p>Friendship Difficulties in friendships Other people’s feelings Preventing teasing, name-calling, bullying Differences in life-styles, prejudice Festivals across the world Easter story  <b>SEAL PROGRAMME THEMES –</b> Going for Goals / Good to be me / Relationship</p>	<p>Community Services Good citizens Good behaviour in the neighbourhood The local environment – caring for it and conserving the world’s resources Fairer world, human rights World poverty Festivals across the world  <b>SEAL PROGRAMME THEMES –</b> Change</p>
<p><b>British Values</b></p>	<p><b>Democracy</b> Respect for democracy and support for participation in the democratic process (Election of new School Council members, library monitors, sports ambassadors etc.) (Exeter Citizenship ceremonies)</p>	<p><b>The rule of Law</b> Respect for the basis on which the law is made and applies in England  (Exeter Citizenship ceremonies)</p>	<p><b>Individual Liberty</b> Support and respect for the liberties of all within the law  (Exeter Citizenship ceremonies)</p>
<p><b>Mutual Respect and Tolerance of different faiths</b></p>			