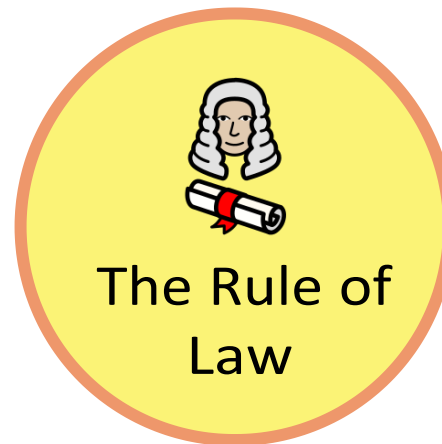
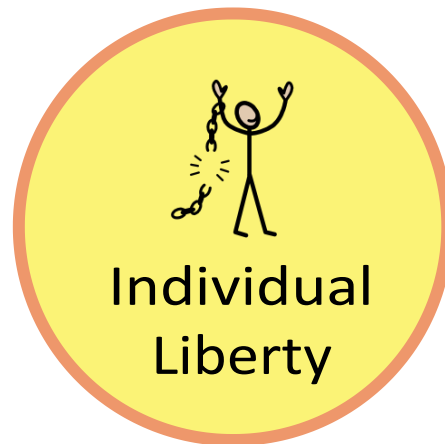
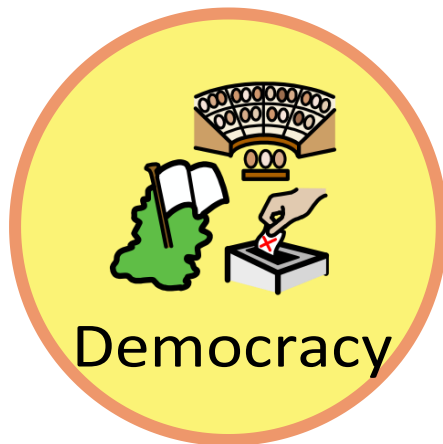




Fundamental British Values (FBV)



Peak School is a lively, welcoming community where everyone is valued and respected. We employ individualised approaches to learning, making experiences motivating and enjoyable, to ensure that each unique pupil is supported to fulfil their potential.

At Peak School we actively promote Fundamental British Values in alignment with our school vision and values, preparing our pupils for life in modern Britain through the teaching of appropriate skills and the promotion of independence.

The Fundamental British Values are:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Fundamental British Values are embedded in our curriculum and are taught throughout the school day. Our tailored, sequential Schemes of Work in PSHE, RSE (including SoSafe) and RE provide learning opportunities that explore friendships, self-advocacy, the need for rules and laws, cultural diversity and the beliefs of others and the acceptance of our differences. Pupils are encouraged to embrace these concepts, at a level meaningful to them, in all aspects of their school life.

Through exposure to different faiths and cultures, pupils are able to develop respect, tolerance and understanding of those with different views whilst fostering an understanding of 'right' and 'wrong.' We create nurturing learning environments that promote pupil independence, build confidence and facilitate creativity and curiosity, championing pupils on their journey towards becoming resilient and self-aware citizens.



Hills	Peaks	Mountains	Summit
<p>Making choices through use of objects of reference, touch or visual indication of selection. Intensive Interaction. Support to develop understanding of feelings – You are smiling, you are happy.</p>	<p>Making choices through use of choice boards, symbols and PECS, objects of reference, Makaton, core boards, AAC, touch or visual indication of selection. Intensive Interaction. Playing with a partner. Introduction to classroom responsibilities such as tidying up after play, selecting items required at dinner time. Exploring feelings.</p>	<p>Making choices through use of choice boards, symbols and PECS, Makaton, core boards, AAC. Intensive Interaction. Choosing a peer to play and/or work with. Classroom and school duties e.g. register collecting, helping prepare snack. Self-assessment and being supported to peer assess.</p>	<p>Making choices through use of choice boards, symbols and PECS, Makaton, core boards, AAC. Intensive Interaction. Choosing a peer to play and/or work with. Classroom and school duties e.g. register collecting, helping prepare snack. Self-assessment and being supported to peer assess.</p>
<p>Whole School Democracy:</p> <p>Promoting pupils' independence. School council - Pupil voice. Pupil feedback on whole school days and suggestions for themes and focus.</p>			



Hills	Peaks	Mountains	Summit
<p>Sensory input and experiences. Making choices through use of objects of reference, touch or visual indication of selection. Intensive Interaction. Support to develop understanding of feelings – You are smiling, you are happy.</p>	<p>Active arrival and active breaks. Sensory input and experiences. Making choices through use of choice boards, symbols and PECS, objects of reference, Makaton, core boards, AAC, touch or visual indication of selection. Encouraging ‘making the right choices.’ Reward systems. Exploring emotions and Zone of Regulation.</p>	<p>Active arrival and active breaks. Sensory input and experiences. Making choices through use of choice boards, symbols and PECS, objects of reference, Makaton, core boards, AAC. Practising ‘making the right choices.’ Reward systems. Exploring emotions such as worry and Zones of Regulation.</p>	<p>Active arrival and active breaks. Sensory input and experiences. Making choices through use of choice boards, symbols and PECS, objects of reference, Makaton, core boards, AAC. Practising ‘making the right choices.’ Reward systems. Exploring emotions such as worry and Zones of Regulation.</p>
<p style="text-align: center;">Whole School Individual Liberty:</p> <p>High expectations. Promotion of positive attitudes to learning. Self-regulation of sensory needs. Encouragement to explore and try new things including taking risks and challenging themselves. Daily reflective time.</p>			



Hills	Peaks	Mountains	Summit
<p>Being supported to respond to 'stop' and 'no.'</p> <p>Responding to prompts to look, listen, track objects and make choices.</p>	<p>Being supported to follow simple rules such as 'kind hands and feet.'</p> <p>Learning to respond appropriately to 'Stop' and 'No.'</p> <p>Prerequisites for learning - good looking, good listening.</p> <p>Staff modelling appropriate responses.</p> <p>Stories.</p> <p>Developing skills for sharing and turn taking.</p> <p>Reward systems.</p>	<p>Developing understanding of right and wrong – making the right choices.</p> <p>Being supported to follow class and school rules.</p> <p>Role play and stories.</p> <p>Developing skills for sharing and turn taking.</p> <p>Reward systems including earning coins.</p>	<p>Developing understanding of right and wrong – making the right choices.</p> <p>Being supported to follow class and school rules.</p> <p>Role play and stories.</p> <p>Developing skills for sharing and turn taking.</p> <p>Reward systems including earning coins.</p>
<p style="text-align: center;">Whole School Rules of Law:</p> <p>Daily Routines. Consistent boundaries. Star of the Week. Assemblies. Lunchtimes.</p>			



Hills	Peaks	Mountains	Summit
<p>Making choices through use of objects of reference, touch or visual indication of selection. Tolerating the choices of others.</p>	<p>Making choices through use of choice boards, symbols and PECS, objects of reference, Makaton, core boards, AAC, touch or visual indication of selection. Tolerating the choices of others. Developing skills for sharing and turn taking. Being supported to work with a partner or in a small group. Stories about differences and similarities between people and groups of people.</p>	<p>Making choices through use of choice boards, symbols and PECS, Makaton, core boards, AAC. Tolerating the choices of others. Developing skills for sharing and turn taking. Being supported to work with a partner or in a small group. Stories and role play about differences and similarities between people and groups of people. Discussing differences and similarities between people and groups of people and respecting these. Share opinions in class discussions.</p>	<p>Making choices through use of choice boards, symbols and PECS, Makaton, core boards, AAC. Tolerating the choices of others. Developing skills for sharing and turn taking. Being supported to work with a partner or in a small group. Stories and role play about differences and similarities between people and groups of people. Discussing differences and similarities between people and groups of people and respecting these. Share opinions in class discussions.</p>
<p style="text-align: center;">Whole School Mutual Respect and Tolerance:</p> <p>Anti-bullying week Learning about other cultures and faiths through topics and whole school days Sharing provision – Outdoor equipment, shared resources Community visits</p>			