



British Values

We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, RE, PSHE and Assemblies provide opportunities to deepen and develop understanding. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world – they differ in no way from the values of most western European countries, for example.



Democracy

What do we do?

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services.
- teach pupils how they can influence decision making through the democratic process.
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Help pupils to express their views
- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

Examples

- We have our own school council with elected representatives for Chair, Vice-Chair and Class Ambassadors. Pupils talk to their class about why they would make a good school councillor. A ballot is held and pupils are voted for. All children are able to put themselves forward to their classmates.
- School Council members discuss current issues within school and get ideas from their class members. They feedback results from meetings and make plans on how to spend school money. E.g. for new break-time equipment. They also come up with ideas for charities. E.g. they plan activities for Children in Need.
- The Headteacher reports to Governors about the activities of the School Council.
- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils.
- Children also have a voice via the classroom 'Worry Boxes' where they can raise concerns and share ideas.
- Pupils also have the opportunity to have their voices heard through pupil questionnaires and pupil conferences.
- Our school behaviour policy involves rewards and sanctions which the pupils have discussed.
- The principle of democracy is explored in the History and RE curriculum as well as in assemblies.
- Pupils are actively involved in the selection processes of new staff.
- 'Fairness' is taught, discussed and modelled throughout the school. Children understand the term and abide by it in their daily lives.
- Children work co-operatively in pairs and small groups. They are taught turn taking from a young age. Older children can articulate respect for each other's opinions.
- Disagreements are handled carefully, with pupils being encouraged to listen to each other and agree a mutual resolution.
- We take part in days such as Sport Relief, Comic Relief and Children in Need and learn that money can be used to help those less fortunate than ourselves.
- In EYFS and KS1 pupils vote for class books and novels.
- Year 3 study the Ancient Greeks – origins of democracy.
- Year 5- study Changing Britain-How have people fought for civil rights in Britain including the Bristol Bus Boycott, Section 28, The Wheelchair Warriors and the Grunwick Strike.
- Year 6 study a dedicated topic on the civil rights movement in America in the 1950s.
- Every year group takes part in Anti-bullying Week.



Rule of Law

What do we do?

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the Curriculum
- Teach pupils aspects of law and discuss how this might differ from some religious law
- Develop restorative justice approaches to resolve conflicts.

Examples

- The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our system for behaviour is aligned to an agreed code.
- Children are taught to abide by the school rules, which are deeply embedded in our work every day. Rules and expectations are clear, fair and regularly promoted. These rules are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.
- Pupils are helped to distinguish right from wrong.
- Pupils are helped to respect the law. They are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- Pupils are helped to understand that living under the rule of law protects individuals.
- Visits from authorities such as the Police; Fire Service; Ambulance etc. are regular parts of our calendar and help reinforce this message.
- The Behaviour and Anti-Bullying policies encourage the restorative justice process to resolve conflict.
- The school has zero-tolerance for any form of aggression, abuse or violence, which extends to pupils, staff and parents/carers.
- We are committed to praising children's efforts. Children are rewarded not only for achievement in curriculum areas, but also for behaviour. Rewards are given in the form of stickers, house points and certificates. Children's achievements are also recognised during Celebration Assemblies.
- Internet safety rules are taught and discussed with pupils
- Use of 'social stories' for SEN children - explaining consequences of behaviour
- Constant discussions and reiteration of the result and impact of actions on others
- Safer Internet Day celebrated and endorsed
- Refer to the Equality Act 2010 as part of our No Outsiders Scheme
- Teaching of Religious Education, when rules for particular faiths are thought about
- Within other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example.



Individual Liberty

What do we do?

- Support pupils to develop their self-knowledge, self-esteem, self-confidence;
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights;
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes;
- Implement a strong anti-bullying culture;
- E-Safety units of work are taught throughout school and parents and staff receive training on these.

Examples

- Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment.
- For example, by signing up for extra-curricular clubs, choosing the level of challenge in some lessons and becoming increasingly more involved in child-led learning. A further example is where foundation stage and KS1 children have the opportunity to choose their extended learning through continuous and enhanced provision.
- As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment, a planned curriculum and an empowering education.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.
- Pupils are encouraged to take responsibility for their behaviour.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, e.g. through e-safety teaching and PSHE lessons.
- Freedom of speech is modelled through encouraging pupil participation.
- Vulnerable pupils are protected and stereotypes challenged.
- A strong anti-bullying culture is embedded in the school. Anti-Bullying Week - classroom activities and discussions
- Pupils have key roles and responsibilities in school e.g. Play Coaches, School Councils
- Children are consulted on many aspects of school life and via the school council
- Assemblies cover discussions about self-respect and self-worth and the value of individuality so that children see that they are each important in their own right
- Children are strongly encouraged to develop independence in learning and think for themselves
- Pupils are encouraged to look after each other's wellbeing - PSHE topics promote self-awareness and responsibility
- We encourage as much positive praise as possible
- The school's Behaviour policy encourages children to reflect on their wrong-doings and consider alternatives to their behaviour
- We learn about the differences and similarities between religions and that the key values are based around peace, love and respect
- All staff have attended Prevent Training
- We are a "No Outsiders" school.
- Pupil Voice questionnaires are undertaken to enable pupils to express their opinions on certain subjects in school



Mutual Respect and Tolerance

What do we do?

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked after children or young carers

Examples

- Respect is one of the core values of our school. This can be seen and felt in our pervading ethos in school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small
- The school strongly promotes respect for individual differences - pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour
- Actively promoting our values also means challenging pupils, staff or parents expressing opinions contrary to fundamental values, including 'extremist' views
- Use the No Outsiders scheme and through assemblies to explore the protected characteristics of the 2010 Equality Act to promote respect for individual differences and to actively challenge stereotypes;
- Use Send the Light assemblies to explore critical news events (e.g. terrorist attacks, Black Lives Matter etc);
- Explore positive role models (where possible) through our topics who reflect the protected characteristics of the 2010 Equality Act;
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life;
- Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class
- Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people
- Global cultures embedded in many of our Curriculum areas of study e.g. culture from around the world is studied in art and music lessons.
- Respect for each other is modelled by all staff towards the pupils and each other
- Respect is discussed during assemblies, RE lessons and in everyday conversations
- See Equality Policy and Anti-Bullying Policy
- Respect for each other is modelled and encouraged from an early age through activities such as 'Show and Tell'
- We follow the Leicestershire Agreed syllabus for RE - our RE Curriculum reinforces the importance of understanding and respecting different faiths and beliefs
- Cultural celebrations are discussed in class and assemblies. We celebrate different festivals in other cultures e.g. Diwali.
- Different types of family structure are discussed in PSHE and through our No Outsiders texts
- We have introduced 'peer assessment' in some of our Literacy and Maths lessons
- KS2 Play Coaches mentor our younger children with how to play at lunch times
- We have 'Out of the Book' Assemblies in which varying stories from the Bible are re-told
- We have a yearly remembrance assembly. Children also take part in classroom activities relating to this.
- Our PSHE Curriculum covers differences in people and tolerance of others
- Children learn about British food and the parts of the flag that make up the UK. This includes looking at the map of the UK countries and capital cities.
- We rotate talk partners to give children opportunities to work with children with different strengths, opinions and beliefs