



## British Values: Coverage (and how this links to SMSC)



### British Values

**Democracy:** making decisions together, for example giving opportunities to develop enquiring minds in an atmosphere where questions are valued.

**Rule of law:** understanding rules matter as cited in Personal Social and Emotional development for example collaborating with children to create rules and codes of behaviour.

**Individual liberty:** freedom for all, for example reflecting on their differences and understanding we are free to have different opinions

**Mutual respect and tolerance:** treat others as you want to be treated, for example sharing and respecting other's opinions.

### SMSC

**Spiritual:** The opportunity to explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.

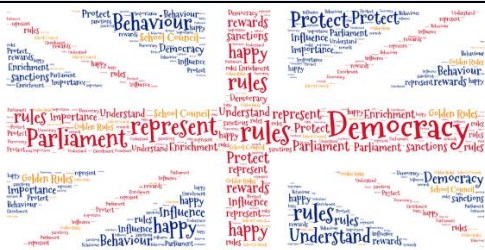
**Moral:** The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.

**Social:** The opportunity to use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.

**Cultural:** The opportunity to explore and appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

Our iSafe programme teaches many of the aspects described below.

**Democracy:** making decisions together, for example giving opportunities to develop enquiring minds in an atmosphere where questions are valued



- 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
- Organise visits to the local council and Parliament
- Hold ‘mock elections’ so pupils learn how to argue and defend points of view
- 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

- We have our own Heads of Houses (1 per house per year 2 class – 4 in total per class) with elected representatives. Y2 pupils are encouraged to plan a speech about why they would make a good Head of House and canvas during a special assembly; other pupils talk to their class about why they would make a good Head of House. A ballot is held and pupils are voted for. All children are able to put themselves forward to their classmates.
- Heads of Houses 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 breaktime equipment. They also come up with ideas for charities. E.g. they plan activities for Children in Need Day.
- The Headteacher reports to Governors about the activities of the Houses.
- 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 ‘circles’ and ‘check-ins’ where they can raise concerns and share ideas.
- The children were responsible for the development of our 5 key values: STARS (Safe, Together, Achieve, Resilient, Special)
- Children also have the opportunity to have their voices heard through children’s questionnaires and WOW
- Our school behaviour policy involves rewards which the pupils have discussed.
- The principle of democracy is explored in the History and RE curriculum as well as in assemblies.
- ‘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.
- Children can clearly 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.
- We take part in Christmas Jumper Day every year to support Save the Children.
- Year groups decide on their own class charter.
- Every year group takes part in Anti-bullying Week

**Rule of law:** understanding rules matter as cited in Personal Social and Emotional development for example collaborating with children to create rules and codes of behaviour

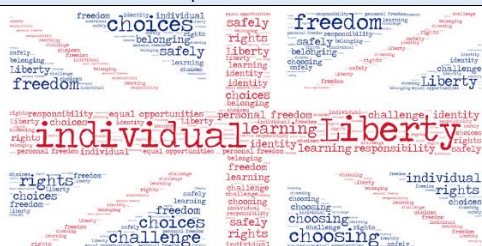


- The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days.
- Each class also discusses and sets its own class charter that is clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

- Ensure school 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 approaches to resolve conflicts.

- The 'Children will and Staff will' sections of our behaviour policy are discussed with and children and staff agree to follow.
- Children are helped to distinguish right from wrong.
- Children 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.
- Children 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.
- Our Behaviour policy encourages the restorative process to resolve conflict.
- The school has zero-tolerance for any form of aggression, abuse or violence, which extends to children, 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.
- Internet safety rules are taught and discussed with pupils

**Individual liberty:** freedom for all, for example reflecting on their differences and understanding we are free to have different opinions



- Ensure school expectations are clear and fair
- Help children to distinguish right from wrong choices and learn how to take responsibility
- Help children to understand that living under the rule of law protects individual liberty
- Teach children to have a growth mindset and how to challenge themselves
- Develop good mental health and wellbeing

- Within school children are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. For example, by choosing the level of challenge in some lessons and becoming increasingly more involved in child-led learning.
- 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.
- Children are supported to develop their self-knowledge, self-esteem and self-confidence.
- Children are encouraged to take responsibility for their behaviour, for example through our Forest Schools provision, or through e-Safety.
- Children 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 child participation in a variety of ways.
- Vulnerable children 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. Heads of Houses, Eco Warriors.
- Children are consulted on many aspects of school life and via the Heads of Houses.
- 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
- Children 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
- All staff and Governors have attended Prevent Training
- Mindfulness teaching is a key element of our Jigsaw teaching programme
- Children's Voice questionnaires are undertaken to enable pupils to express their opinions on aspects of school
- WOW allows children opportunities to express their opinions directly to the Headteacher.

**Mutual Respect and the Tolerance of those with different Faiths and Beliefs:** treat others as you want to be treated, for example sharing and respecting other's opinions.



- Promote respect for individual differences
- Help children 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



- Children 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
- Children are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Staff and children are encouraged to challenge prejudicial or discriminatory behaviour
- Actively promoting our values also means challenging children, staff or parents expressing opinions contrary to fundamental values, including 'extremist' views
- 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, RSE and RE curriculums children are encouraged to discuss and respect 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
- The school holds the International Schools Award
- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our Creative Curriculum Topics. E.g. Out of Africa, Location India
- Arts workshops take place in school linked to our curriculum units – such as Indian dancing & African drumming
- Respect for each other is modelled by all staff towards the children and each other
- Respect is discussed during assemblies, RE lessons and in everyday conversations
- Respect covers: self-respect, respect for family, friends, and other groups; the school, the locality and the environment
- Children's behaviours around the school demonstrate their understanding of respect
- Respect for each other is modelled and encouraged from an early age through activities such as 'Show and Tell'
- We acknowledge Random Acts of Kindness Day

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|  | <ul style="list-style-type: none"><li>• We follow the Milton Keynes Agreed syllabus for RE - our RE Curriculum reinforces the importance of understanding and respecting different faiths and beliefs</li><li>• Cultural celebrations are discussed in class and assemblies. We celebrate different festivals in other cultures e.g. Diwali.</li><li>• Different types of family structure are discussed in PSHE/RSE</li><li>• We have a yearly remembrance assembly event where children take part in classroom activities relating to this</li><li>• Our PSHE/RSE Curriculum covers differences in people and tolerance of others</li><li>• Children learn about Britain and the parts of the flag that make up the UK. This includes looking at the map of the UK countries and capital cities</li><li>• Our school menu has special 'international days' in which children taste food originating from different countries</li></ul> |
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