

British Values

British Value	What Do We Do?	Impact?
Mutual respect and tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> • They experience and learn about different cultures within RE and the school - Islam, Sikhism, Hinduism, Judaism. • Visitors from other faiths visit the school - Sikh, Christian group Actios, vicar • Visits to local churches. • In the topic, 'The Long Road to Freedom', children learn about respect for all cultures. • African Heritage Centre visit the school and teach the children about tolerance - storytelling through drumming. • Whole-School Assembly - African Heritage Centre. • Restorative approaches underpin our Behaviour Policy and promote mutual respect - through the ability to listen to others' points of view to resolve conflict. • Weekly Sharing Assembly - promotes respect for everyone's learning and achievements. • Circle times - promote tolerance for others beliefs and mutual respect. • School Values - interwoven through school life, and recognition is given to children demonstrating the values. • Anti-Bullying Theatre Shows 	<ul style="list-style-type: none"> • Children have improved understanding of other cultures and traditions. • Awareness that everyone is different, and should be respected. • Understanding of cultures in other countries, and the impact of intolerance. • Positive appreciation of other cultures • Developing skills of listening, understanding others' viewpoints and opinions • Whole-school appreciation / boosting self-esteem / pride and confidence-building • Developing skills of listening, understanding others' viewpoints and opinions • Whole-school positive ethos - understanding what makes a tolerant person - vocabulary • Awareness and strategies
Democracy	<ul style="list-style-type: none"> • Children are elected democratically for each class: School Council, Sports Rep, Eco-Rep, Bike It crew, Singup rep. • Children apply to be Peer Mediators and follow an interview process. • Year 6 monitor jobs are applied for. • School Values - all members of the school community were consulted on the values before and after drafting. • Class Rules - agreed on by classes with their teacher. • Cambridgeshire Picture Book competition - vote each year for favourite picture book from a selection from the county. 	<ul style="list-style-type: none"> • Understanding the voting process; respect for the voting system; different skills for different roles and being able to recognise in different people • Understand their voice is valued and their vote counts. They understand that the consensus of the group is important when making decisions. • Taking on responsibilities.

	<ul style="list-style-type: none"> • Collaboration is one of our Learning Drivers and opportunities across the curriculum to develop collaborative skills are promoted. • Children inform us of their thoughts through Pupil Voice, and the annual Pupil Survey. • Children designed the outdoor garden area - chosen by School Council. All children helped renovate it through Groundforce afternoons. • Year 5 Healthwatch project - invited members of the community to share their presentations about how to improve their local area 	<ul style="list-style-type: none"> • Children are able to work with others, and appreciate importance of being able to work with others, in preparation for adult life. • Children are able to have a say, and feel part of the decision making - they have ownership.
Rule of Law	<ul style="list-style-type: none"> • Values underpin classroom rules. • Year 5 visit to Safety Zone - rules / laws explored with children - Local Police, Firemen, Animal Welfare, Trading Standards, Road Safety Officer, St John's Ambulance • Restorative Approaches - expectation of putting things right, with appropriate consequences as necessary. • School Council • Peer Mediators • PSHE curriculum - themes covered include rules • Behaviour Policy and Anti-Bullying Policy • Home-School Agreement signed by children, parents and Headteacher • Acceptable Use Agreement signed 	<ul style="list-style-type: none"> • Understanding that there is a purpose behind rules and laws, creating a cohesive school community. • Children have skills to keep themselves safe, and understand how the law works in Britain. • Children understand the different roles of people who enforce the law. • Children understand that we have rules and laws. They understand that they are there for their protection.
Individual Liberty	<ul style="list-style-type: none"> • Circle Time allows children to express their opinions • Elect school reps • PSHE curriculum - themes covered include their life's journey / aspirations • Aspirations - Learning Driver • Aspirational Visitors - Atlantic rower, Olympic athletes • Choices - dinner, lunchtime activities, clubs • Topic Work - choices within research / learning • Restorative Approaches provides a framework to express their thoughts within conflict, and ways to resolve • Choice of spending Attendance Money to help their learning 	<ul style="list-style-type: none"> • Freedom of choice, and expression. • Own representatives on committees • Children are self-motivated and inspired to do well. • Freedom and responsibility to make own decisions. • Feel respected. • Able to follow own lines of inquiry. • Reinforces mutual respect and resolves conflict in a satisfactory way for all involved. • Feeling of being listened to, and financial awareness.