

## British Values

Foundation Stage   Phase 1 2   Phase 3 4   Phase 5 6

British Value	What do we do?	Impact?
<p><b>Mutual respect and tolerance of those with different faiths and beliefs</b></p>	<ul style="list-style-type: none"> <li>● Whole day celebrations of different cultural events / religious festivals</li> <li>● Daily prayers</li> <li>● Celebrate birthdays</li> <li>● Talk topics – RE</li> <li>● Islam</li> <li>● Christianity</li> <li>● Sikhism</li> <li>● They experience different cultures within RE and the school – Islam, Sikhism, Hinduism.</li> <li>● In topic think about lives of others</li> <li>● In topic look at how to resolve differences</li> <li>● We value all of the ideas, thoughts and opinions of all class members.</li> <li>● We help each other when they are struggling with their work in class or need a friend on the playground.</li> <li>● We treat each other as we wish to be treated ourselves.</li> <li>● When we visited St Michaels for the Christmas pantomime, we treated their school property with respect.</li> <li>● In our RE lessons we have been comparing the religions of Christianity and Islam.</li> <li>● We value the opinions of children who have different religious faiths – it helps us to learn about them from first-</li> </ul>	<ul style="list-style-type: none"> <li>● Gives children a higher tolerance and knowledge of different faiths. Awareness that everybody is different</li> <li>● Reflection time for children about their day</li> <li>● Showing the individual the importance of their birthday as a C of E school</li> <li>● Child respects views of all</li> <li>● Understanding other religions and treating them with respect.</li> <li>● Have a respect for how others live.</li> <li>● When there are differences know how to successful resolve.</li> <li>● Children develop a sense of respect for one another and property within school and the wider community.</li> <li>● Children understand that there are other cultures and faiths within our community. They respect them.</li> </ul>

	<p>hand experience.</p> <ul style="list-style-type: none"> <li>• During Advent we were involved in an assembly at Church where we spoke about what Advent was and why it is important.</li> </ul>	
<b>Democracy</b>	<ul style="list-style-type: none"> <li>• Vote for stories in class</li> <li>• Vote for the star of the week</li> <li>• Buddies</li> <li>• School Council</li> <li>• Voting – general</li> <li>• Vote for School Council</li> <li>• Pick own courses for University</li> <li>• Pick teams, captains etc in PE</li> <li>• We have come up with our class rules by taking everyone’s opinions and thoughts into accounts.</li> <li>• We value all of the thoughts and opinions of all members of the class.</li> <li>• We can work as a team-practical activities in numeracy, discussions in literacy/RE.</li> <li>• Voted for school council.</li> </ul>	<ul style="list-style-type: none"> <li>• Showing children a fair way of making group decisions</li> <li>• Peer judgement in overall behaviours and attitudes to learning</li> <li>• Child respects the voting system</li> <li>• Understand how a vote works, have own representative on Council to contribute to school life.</li> <li>• Choose areas they wish to study.</li> <li>• Team to work together.</li> <li>• Children understand that their voice is valued and their vote counts. They understand that the consensus of the class/group is important when making decisions.</li> </ul>
<b>Rule of law</b>	<ul style="list-style-type: none"> <li>• Reinforcing classroom rules, the act of right and wrong and showing children the consequences of their actions</li> <li>• Police visitor in school to talk about right and wrong outside school</li> <li>• PSED circle times talking about good and bad behaviours</li> <li>• Class rules</li> <li>• School rules</li> <li>• Buddy / School Council</li> </ul>	<ul style="list-style-type: none"> <li>• Children have an understanding of right and wrong</li> <li>• Awareness of the roles of people who help us in our society</li> <li>• Understanding of why we don’t do certain things (wrong things)</li> <li>• Child respects the laws of authority</li> </ul>

	<ul style="list-style-type: none"> <li>● Have a behaviour policy and logs.</li> <li>● We understand if we do not follow the school or classroom rules we will have to face the consequences.</li> <li>● If we see someone making the ‘wrong’ choice we tell an adult.</li> <li>● We use the Green Cross Code when we cross the road to the Church.</li> </ul>	<ul style="list-style-type: none"> <li>● Following school rules and behaviour logs.</li> <li>● Children are aware that we have rules and laws. They understand they are there for their protection.</li> </ul>
<p><b>Individual liberty</b></p>	<ul style="list-style-type: none"> <li>● Promote respect towards all children</li> <li>● Everyone is special</li> <li>● Circle Time</li> <li>● Select what study for University.</li> <li>● Elect School Council and buddies.</li> <li>● Choose to do dinnertime or after school clubs.</li> <li>● Topic work – have opportunity to select certain areas to research.</li> <li>● We choose, for ourselves, whether we go to lunchtime clubs or after school clubs.</li> <li>● We know what is right and wrong (and choose the best one in order to stay safe).</li> <li>● We choose raffle prizes as reward at the end of the day.</li> <li>● We encourage children to express their opinions productively.</li> </ul>	<ul style="list-style-type: none"> <li>● So children are aware of the boundaries of what you can and cannot say without offending others</li> <li>● Child values self and place in society</li> <li>● Freedom of choice.</li> <li>● Own representatives on council and in playground.</li> <li>● Further develop own areas of interest.</li> <li>● Freedom to develop own lines of enquiry.</li> <li>● Children feel comfortable in making choices about their education and what they wish to do during the school day.</li> </ul>