**British Values at EYFS & KS1**

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Personal, Social, Health Education and Citizenship is at the heart of our school which emphasises the difference between right and wrong and respecting and tolerating differences in a very diverse and modern Britain. We have planned a curriculum that will enable children to make progress towards these aims. Through engaging lessons, using our knowledge curriculum and Thrive approach, we can give them all a better understanding of themselves and others in the ‘community of communities’ in which they live. We can secure and influence behaviour and attendance and encourage further involvement and commitment to education.

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| British Values and related School Values |  | Examples of how these are developed in our school and wider curriculum |
| Democracy | * To understand and respect the democratic process
* To understand how they can influence decision making through a democratic process
* To understand how to argue and defend a point of view
* To understand the importance of team work
 | * Pupils are always listened to by adults and are taught to listen carefully and with compassion, to each other, respecting the right of every individual to have their opinions and voices heard.
* Parents forum
* Children contribute as a whole class to class rules, in addition to the school rules
* Pupil perceptions are carried out regularly by members of staff and members of the Governing Body
* There are many opportunities for children to vote and experience an election such as for Children’s Council, House Captains, Eco Council and choosing new class names.
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| The Rule of Law | * Ability to recognise the difference between right and wrong and apply this to their own lives
* Ability to accept responsibility for their behaviour
* To understand the consequences of their behaviour and actions
* Ability to resolve conflict
* Understand how they can contribute positively to the lives of those living and working in the locality and society more widely
* To understand that living under the rule of law protects them and is essential for their well-being and safety
 | * Assemblies focus upon the school rules
* Recognition board used in all classrooms to manage behaviour
* Yearly police talk/emergency services visits
* Weekly Head teacher’s awards/Celebration assembly
* Classroom rules
* Circle time discussion
* Individual behaviour/management plans where necessary
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| Individual Liberty | * To understand rights and responsibilities
 | * Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment
* Whole School rules
* Discussions about Educational and Protective consequences in all classrooms to manage behaviour
* Circle time discussions
* Thrive lessons and assemblies
* E-safety and PSHE lessons
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| Mutual Respect and Tolerance of those with different faiths and beliefs  | * Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people’s faiths, feelings and values
* Reflective about their own experiences
* Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others
* Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds
* Participate in a variety of communities and social settings, cooperating well with others
* Understanding and appreciation of the range of different cultures within school and further afield as an essential part of their preparation for life in modern Britain
* Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes
 | * A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity
* Signs around the school in other languages (classrooms and communal areas)
* School rules
* Thrive lessons and assemblies
* PSHE curriculum
* Equality action plan – updated annually
* Monitoring of bullying and prejudiced based incidents by type
* Participation of community based activities, e.g. working with Burrows Bookshop, Ely events and Sainsburys
* Photos of children from all ethnicities used in displays
* Visitors are invited to participate in celebrations such as Diwali and other religious celebrations
* Visitors are invited into school to enrich and extend our understanding
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