

British Values

To create a clear ethos and set of core values that enable students to develop their self-knowledge, self-esteem and self-confidence as citizens living in Britain today

British values	What it means	Spiritual values / School values	Experiences and Opportunities	Curriculum Opportunities EYFS, KS1, KS2	Collective worship links	Community	Visual representation Collective worship board School display boards Classroom display
Democracy	<ul style="list-style-type: none"> • Respect for democracy • Participation in democratic processes • Respect for how the law is made and applied in England • Understanding of how citizens can influence decision making through the democratic process 	<ul style="list-style-type: none"> • Hope, faith, love, Corinthians 13: 13 • Friendship • Trust • Peace • Forgiveness • Service • Respect for the earth 	<ul style="list-style-type: none"> • School council elections and process • Using opportunities of local or general elections to hold mock elections to promote fundamental British Values • Governing body elections and role • Stakeholder questionnaires • Debating society (Vocalise) • Opportunities to appreciate a voting system is a fair way to achieve an outcome (e.g. talent show, pupil voice at the start and end of each topic) • Visits to parliament, local council, law courts Visits from MPs and local councillors • School council meetings, follow ups and reports 	<ul style="list-style-type: none"> • Taking turns • Visits to parliament/local council/important buildings • Ancient Greece/Romans – Year 3/4 • PSHE - citizenship • Writing hustings, speeches, voting • Pupil voice 	<ul style="list-style-type: none"> • Working together building a respectful community • Value of democracy in Britain compared to countries without democracy • Addressing values identified 	<ul style="list-style-type: none"> • Parent governor elections • Parents questionnaires • Transparency of governance • Polling station • School rules 	<ul style="list-style-type: none"> • School council Board • Ballot boards and hustings • Newsletters

<p>Rule of law</p>	<ul style="list-style-type: none"> • Distinguish right from wrong • Respect civil and criminal law in England • Aware of what is illegal/criminal • Aware of why rules become laws of the land • Appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety • Different roles in the decision making in how laws are made (parliament), and applied (the judiciary service) 	<ul style="list-style-type: none"> • Hope, faith, love, Corinthians 13: 13 • Friendship • Trust • Peace • Forgiveness • Service • Respect for the earth 	<ul style="list-style-type: none"> • Golden rules • Role of red book in the school's behaviour system • Behaviour policy and systems • Class rules/charter • Police visits • Law courts/ parliament visits, police station • TFL behaviour on transport • Road safety/ cycling proficiency • Home school agreement • School policies 	<ul style="list-style-type: none"> • Role of the monarchy • British History • Writing school rules • PSHE • People who help us e.g. police • Guy Fawkes • Law courts • RE the role of rules in different faiths e.g. 10 commandments • 5 pillars of Islam • RE, religious law as compared to rule of the land • Behaviour policy and expectations on trips and using public places and transport 	<ul style="list-style-type: none"> • Golden rules • Rules for life – honesty, fairness etc. • Rules in different faiths • Doing the right thing? What is the right thing? • Addressing values identified • Responsibility as a citizen 	<ul style="list-style-type: none"> • Parental support for Behaviour Policy • Home school contracts • Parental support for attendance • Encouragement of parents to adhere to school and national policy • Support parents to understand the law of the land e.g. attendance, safeguarding and appropriate access to support systems 	<ul style="list-style-type: none"> • Behaviour charts • School rules • Displays of visits to law courts and parliament • Road safety/scooter proficiency • Photos of outcomes on websites • Curriculum displays
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<p>Individual liberty</p>	<ul style="list-style-type: none"> • Freedom of speech • Understand that you have the freedom to make your own decision • Accept and take responsibility for their own behaviour • Consider how your actions and choices affect the individual liberty of others • Consider on what basis the choice is made 	<ul style="list-style-type: none"> • Hope, faith, love, 1 Corinthians 13: 13 • Friendship • Trust • Peace • Forgiveness • Service • Respect for the earth 	<ul style="list-style-type: none"> • Understanding the concept of freedom • Appreciate the complexities of conflict/war • Remembrance day • World peace day • Safeguarding procedures • NSPCC • Junior citizens programme – Year 6 • Behaviour policy/ reflection on choices • Peer mediators • Circle time • Pupil voice • Opportunities for choices in learning • Choices of clubs • Choice of friends • Choice of playtime activities • Visits to imperial war museum, RAF museum, art galleries and museums 	<ul style="list-style-type: none"> • All about me • Healthy body/mind • Online -safety • Keeping safe • British and world History • Abolition of slavery – Year 5 • War and peace • WW 2 • PSHE rights and responsibilities • Choices • Black History month • PSHE • Pupil voice • Homework projects 	<ul style="list-style-type: none"> • Prayer circle • Remembrance • Respecting others • Freedom of choice • Rights and responsibilities • Key dates in history e.g. VE day • World peace day • Black history month • Celebrating difference • Martin Luther King • Nelson Mandela • Amnesty international • Treat your neighbour as yourself • Addressing values identified 	<ul style="list-style-type: none"> • Modelling respectful relationships within the school community • Ensuring concerns are raised appropriately within the school e.g. following complaints procedures not taking into own hands • Recognising equality does not mean everyone is treated the same, but all are treated fairly (inclusion policy) • Ensure an understanding of regulations surrounding safeguarding and child protection issues. 	<ul style="list-style-type: none"> • Rights and responsibilities • Behaviour • Remembrance • Photos • Anti-bullying posters • Pupil leadership boards • Clubs • Playground rotas and games • Online-safety posters • Safeguarding info
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<p>Mutual respect & tolerance of different faiths, beliefs and cultural traditions</p>	<ul style="list-style-type: none"> • Equality • Right of all people to live free from persecution of any kind • Recognising that Britain is made up of many faiths and cultural traditions • Acquiring an appreciation of and respect for their own and other cultures • An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour • An understanding of the importance of identifying and combating discrimination • Encourage respect for other people • Understand that the freedom to choose and hold other faiths and beliefs is protected in law 	<ul style="list-style-type: none"> • Hope, faith, love, 1 Corinthians 13: 13 • Friendship • Trust • Peace • Forgiveness • Service • Respect for the earth 	<ul style="list-style-type: none"> • Learning about and learning from major world faiths and festivals • International events e.g.: international food hall • Black history month • School values • Playground friends • Relationships between all stakeholders e.g. child to adult, child to child, adult to adult • Opportunities to participate in community events • Inclusion/SEND policy • Anti-bullying policy • Celebration of achievements • Intergenerational relationships • Business/parent volunteers/reading volunteers from local businesses • Visits to places of worship in all faiths 	<ul style="list-style-type: none"> • RE- world faiths • History -world studies • Faith leaders visits • Geography maps of the world • Maps of languages spoken around the world • How people live in different places around the world • Flags/food/ clothes • Fair trade • Dance • Art of all cultures • World music • Songs from round the world • Stories from round the world • Festivals • PSHE/circle time • Pupil voice • Visits to places of worship 	<ul style="list-style-type: none"> • Prayer circle • Biblical stories • Festivals through the year • Learning from other faiths • Respect and celebrate difference • Who is my brother/sister? • Addressing values identified • The importance of equality 	<ul style="list-style-type: none"> • Recognising and respecting the religious and cultural differences with the community • Participating and sharing of culture and cultural experiences with the school community to break down barriers and foster understanding • Enable children to develop a deep understanding and tolerance of different religious beliefs to their own • Support the school in addressing any discriminatory words or actions immediately 	<ul style="list-style-type: none"> • Places of worship • Festivals • Cultural artefacts • Visits display • Equality statements • International maps of community origins • Flags • Languages • Inclusive images • World instruments, art, • Golden board
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<p>Services & systems for Living in Britain</p>	<ul style="list-style-type: none"> • Raising aspiration and economic wellbeing • General knowledge of and respect for public institutions (e.g. Schools, colleges and universities, higher and further education, penal institutions, museums and galleries, theatres) • British faith councils • Services e.g. NHS, local government, benefits, citizens advice, social care elderly, mental health, family and social care • Job centre 	<ul style="list-style-type: none"> • Hope, faith, love, 1 Corinthians 13: 13 • Friendship • Trust • Peace • Forgiveness • Service • Respect for the earth 	<ul style="list-style-type: none"> • Enterprise education • Careers talks and events • Charity work • Learning about Elizabeth Fri – prison reform • Encouraging high standards and skills in learning • Growth mind-set • Emergency services • Learning about and learning from British history • Links with higher education institutions • Local galleries and museum visits • Cultural Heritage through the arts establishments • Understanding how to stay healthy in body and mind • Access/ involvement with health workers eg school nurse, doctor, local hospital • Fitness and PE • Child line/NSPCC • Volunteer experience • Visits to Bank of England, local bank, art galleries, theatres, museums, hospital, universities, British library, local library, train and bus stations, local businesses 	<ul style="list-style-type: none"> • Basic skills and standards in reading, writing and maths • Local history • Local geography • Settlements and refugees • Business enterprise • People who help us • Role play areas eg hospital, vet, police station • Secondary transfer • Careers talks/conference • Partnerships with arts organisations, universities • Visits to educational charitable projects establishments • Environmental awareness • PSHE 	<ul style="list-style-type: none"> • What do you value? • What do you want from life? • Taking responsibility • Valuing the services that we have. • Caring for those less fortunate than yourself and those that do not access the services • Looking after our planet – responsibility/sustainability/recycling 	<ul style="list-style-type: none"> • Secondary transfer meetings • School visits to local facilities e.g. library, swimming pool, park, museums • Signposting to services e.g. school nurse, dental service, inoculations • Understanding and access to social care • Parenting classes • Supporting the rights of the family to practice their beliefs within the framework of English law and British values 	<ul style="list-style-type: none"> • Timeline including key British history events • Health promotion posters • Information for parents board • Emergency services • Secondary school information • Local area offers • Website links • Community links info • Sustainability info • Visits display • Involvement with giving
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