

## British Values Coverage at Little Sutton C of E Primary School: What do we do ...?

### Democracy

<ul style="list-style-type: none"> <li>• Provide pupils with a broad general knowledge of, and promote respect for public institutions and services.</li> <li>• Teach pupils how they can influence decision- making through the democratic process.</li> <li>• Encourage pupils to become involved in decision-making processes and ensure they are listened to in school.</li> <li>• Organise visits to the local council and Parliament.</li> <li>• Hold ‘mock elections’ so pupils learn how to argue and defend points of view.</li> <li>• Help pupils to express their views.</li> <li>• Teach pupils how public services operate and how they are held to account.</li> </ul>	<p>We have our own school council with elected representatives. Y6 pupils are encouraged to plan a speech about why they would make a President and canvas during a special assembly; other pupils talk to their class about why they would make a good school councillor. A ballot is held and pupils are voted for. All children are able to put themselves forward to their classmates.</p> <p>School Council members 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 break-time equipment. They also come up with ideas for charities. E.g. they plan activities for Children in Need Day. The Principal reports to Governors about the activities of the School Council.</p> <p>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.</p> <p>Children also have a voice via Pupil Voice is regularly used to gauge opinion about learning, curriculum and mental health.</p> <p>The elections of Head Boy and Head Girl are based solely on pupil votes.</p> <p>Our school Behaviour Policy involves rewards which the pupils have discussed.</p> <p>The principle of democracy is explored in the History and RE curriculum as well as in Collective Worship.</p> <p>Visits to appropriate venues, such as the local council offices, or meetings with local political figures such as the local MP, have proven to be very enriching experiences.</p> <p>Pupils are actively involved in the selection processes of new staff.</p> <p>‘Fairness’ is taught, discussed and modelled throughout the school. Children understand the term and abide by it in their daily lives.</p> <p>Children work co-operatively in pairs and small groups. They are taught turn taking from a young age.</p> <p>Older children can articulate respect for each other’s opinions.</p> <p>Disagreements are handled carefully, with pupils being encouraged to listen to each other and agree a mutual resolution.</p> <p>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.</p> <p>We bring in food to donate to the local food bank during our Harvest service.</p> <p>KS2 study the Greeks – origins of democracy.</p>
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<ul style="list-style-type: none"> <li>• Model how perceived injustice can be peacefully challenged.</li> </ul>	<p>Year groups decide on their own class rules; they also contribute to reviews of the school's behaviour Policy. Every year group takes part in Anti-Bullying Week.</p> <p>Clubs - Children request and give opinions on clubs e.g. they wanted a running club so Mr Stocker-Jones is running one.</p> <p>Mrs Thomas is trained to deliver yoga sessions.</p> <p>We sell poppies for Armistice Day.</p>
<h2>Rule of Law</h2>	
<ul style="list-style-type: none"> <li>• Ensure school rules and expectations are clear and fair.</li> <li>• Help pupils to distinguish right from wrong.</li> <li>• Help pupils to respect the law and the basis on which it is made.</li> <li>• Help pupils to understand that living under the rule of law protects individuals.</li> <li>• Include visits from the Police in the Curriculum.</li> <li>• Teach pupils aspects of law and discuss how this might differ from some religious law.</li> <li>• Develop restorative justice approaches to resolve conflicts.</li> </ul>	<p>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. Our system for behaviour is aligned to an agreed code.</p> <p>Children are taught to abide by the school rules. Our rules are deeply embedded in our work every day. Rules and expectations are clear, fair and regularly promoted. Each class also discusses and sets its own rules that are 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.</p> <p>The Home-School Agreement is discussed with pupils and they agree to follow it. Pupils are helped to distinguish right from wrong.</p> <p>Pupils 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. Pupils are helped to understand that living under the rule of law protects individuals.</p> <p>Visits from authorities such as the Police; Fire Service; Ambulance etc. are regular parts of our calendar and help reinforce this message.</p> <p>The Behaviour and Anti-Bullying policies encourage the restorative justice process to resolve conflict.</p> <p>The school has zero-tolerance for any form of aggression, abuse or violence, which extends to pupils, staff and parents/carers.</p> <p>We are committed to praising children's efforts. Children are rewarded not only for achievement in curriculum areas, but also for behaviour. Rewards are given in the form of stickers and certificates. Children's achievements are also recognised during Celebration Assemblies.</p> <p>Internet safety rules are taught and discussed with pupils.</p> <p>Use of 'social stories' for SEN children - explaining consequences of behaviour.</p>

	<p>Constant discussions and reiteration of the result and impact of actions on others. In assemblies, we look at rules in society and the consequences of breaking these.</p> <p>We have nurture groups led by adults in school.</p> <p>The Great Fire of London is taught in EYFS and KS1 - law and rules of the services.</p> <p>All year groups are taught about Stranger Danger.</p> <p>Bike Ability Training - Year 5.</p> <p>Safer Internet Day celebrated and endorsed.</p>
<h2>Individual Liberty</h2>	
<ul style="list-style-type: none"> <li>• Ensure school rules and expectations are clear and fair.</li> <li>• Help pupils to distinguish right from wrong.</li> <li>• Help pupils to respect the law and the basis on which it is made.</li> <li>• Help pupils to understand that living under the rule of law protects individuals.</li> <li>• Include visits from the police in the curriculum.</li> <li>• Teach pupils aspects of law and discuss how this might differ from some religious law.</li> <li>• Develop restorative justice approaches to resolve conflicts.</li> </ul>	<p>Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment.</p> <p>For example, by signing up for extra-curricular clubs, choosing the level of challenge in some lessons and becoming increasingly more involved in child-led learning. A further example is where foundation stage children have the opportunity to choose their extended learning through adult guided child initiated play.</p> <p>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.</p> <p>Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.</p> <p>Pupils are encouraged to take responsibility for their behaviour, for example through our outdoor learning provision, or through e-safety.</p> <p>Pupils 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.</p> <p>Freedom of speech is modelled through encouraging pupil participation.</p> <p>Vulnerable pupils are protected and stereotypes challenged.</p> <p>A strong anti-bullying culture is embedded in the school. Anti-Bullying Week - classroom activities and discussions.</p> <p>Pupils have key roles and responsibilities in school e.g. Safeguarding Monitors, Sports Ambassadors.</p> <p>Children are consulted on many aspects of school life and via the School Council.</p> <p>Collective Worship 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.</p> <p>Children are strongly encouraged to develop independence in learning and think for themselves.</p>

	<p>Pupils are encouraged to look after each other's wellbeing - PSHE topics promote self-awareness and responsibility.</p> <p>We encourage as much positive praise as possible.</p> <p>The school's Behaviour Policy encourages children to reflect on their wrong-doings and consider alternatives to their behaviour.</p> <p>We learn about the differences and similarities between religions and that the key values are based around peace, love and respect.</p> <p>All staff and Governors have attended Prevent Training</p> <p>Pupil Voice questionnaires are undertaken to enable pupils to express their opinions on certain subjects in school.</p>
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## Mutual Respect and the Tolerance of those with different Faiths and Beliefs

<ul style="list-style-type: none"> <li>• Promote respect for individual differences</li> <li>• Help pupils to acquire an understanding of and respect for their own and other cultures and ways of life.</li> <li>• Challenge prejudicial or discriminatory behaviour.</li> <li>• Organise visits to places of worship.</li> <li>• Develop links with communities.</li> </ul>	<p>Respect is one of the core values of our school. This can be seen and felt in our pervading ethos in school.</p> <p>The pupils 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.</p> <p>All of the above is embedded throughout the school and strongly promoted at break and lunchtime through our "Playground Pals" scheme.</p> <p>The school strongly promotes respect for individual differences.</p> <p>Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.</p> <p>Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.</p> <p>Actively promoting our values also means challenging pupils, staff or parents expressing opinions contrary to fundamental values, including 'extremist' views.</p> <p>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 Collective Worship and in class.</p> <p>Through the PSHE and RE curriculums pupils 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.</p> <p>Collective Worship and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE. We follow 12 Christian Values – generosity, compassion.</p>
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<ul style="list-style-type: none"> <li>• Develop critical personal thinking skills</li> <li>• 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</li> </ul>	<p>Courage, forgiveness, friendship, respect, thankfulness, trust, perseverance, justice, service, truthfulness. These are on a 2-year cycle.</p> <p>We offer a diverse curriculum in which all major religions are studied and respected and global dimension work embedded in many of our Creative Curriculum Topics.</p> <p>Respect for each other is modelled by all staff towards the pupils and each other. Respect is discussed during assemblies, RE lessons and in everyday conversations.</p> <p>Respect covers: self-respect, respect for family, friends, and other groups; the school, the locality and the Environment.</p> <p>See Equality Policy and Anti-Bullying Policy.</p> <p>Children’s behaviours around the school demonstrate their understanding of respect.</p> <p>We acknowledge Random Acts of Kindness Day.</p> <p>We follow the Cheshire West and Cheshire agreed syllabus for RE - our RE Curriculum reinforces the importance of understanding and respecting different faiths and beliefs.</p> <p>Cultural celebrations are discussed in class and Collective Worship. We celebrate different festivals in other cultures e.g. Diwali.</p> <p>Different types of family structure are discussed in PSHE.</p> <p>We have introduced ‘peer assessment’ in some of our English and Maths lessons.</p> <p>KS2 Sports Ambassadors mentor our younger children with how to play at lunch times.</p> <p>Children learn about British food and the parts of the flag that make up the UK. This includes looking at the map of the UK countries and capital cities.</p> <p>Our school menu has special ‘international days’ in which children taste food originating from different countries.</p>
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