

## British Values

In June 2014, the DfE reinforced the need for “all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

We aim to prepare children for life beyond our village setting, knowing that they will enter into a diverse and ever changing world. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos, values and work of our school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, PSHE lessons and collective worship provide excellent opportunities to deepen and develop understanding. Discrete lessons for British values are in place and may often be linked to current affairs/themes in the media. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

**At Landscope, we actively promote British values in the following ways:**

Value	How We Promote It KS1&2
<p><b>Democracy</b></p> <p><b>Links to school values:</b> Respect Responsibility Tolerance Understanding Justice</p> <p><b>United Nations CRC Article 12:</b> Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<ul style="list-style-type: none"> <li>• We have an elected School Council. This is used as an opportunity to promote and teach about democracy and the electoral process.</li> <li>• The children have a voice and are able to see the impact they have on decision making in our school.</li> <li>• We encourage volunteers in and out of school. This includes things like Play leaders, lunch helpers, Families volunteering in the local community (EG Biscuit Club) and also raising money for local and national charities.</li> <li>• The beginnings of democracy are taught through historical study of the Ancient Greek civilisation.</li> <li>• Democracy is also promoted through additional PSHE / SMCS lessons and assemblies.</li> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</li> </ul>
<p><b>The rule of law</b></p> <p><b>Links to school values:</b> Respect Co-operation Courage</p> <p><b>UN CRC Article 19:</b> Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<ul style="list-style-type: none"> <li>• The children are actively involved in creating rules and codes of conduct for their class and school. They have ownership of these codes of conduct.</li> <li>• We have a clearly structured behaviour policy which all stakeholders understand and follow. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through such things as weekly certificates in assembly and ‘Courtesy cup’ awards.</li> <li>• We have sanctions for when things are not going so well.</li> <li>• We regularly review behaviour incidents in school and share these with key stakeholders.</li> <li>• Through our school assemblies, circle time and PSHE children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it’s difficult.</li> <li>• The local police officer / PCSO visit the school to talk to the children and explain about their role in society.</li> <li>• Children are taught to respect their rights and the rights of others.</li> </ul>
<p><b>Individual liberty</b></p> <p><b>Links to school values:</b> Respect Courage Empathy</p>	<ul style="list-style-type: none"> <li>• Through our school values and the PSHE program, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport etc.</li> </ul>

<p><b>UN CRC Article 31:</b> All children have a right to relax and play, and to join in a wide range of activities.</p> <p><b>UN CRC Article 15:</b> Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<ul style="list-style-type: none"> <li>• PSHE has specific units relating to individual liberty including 'Good To Be Me !'</li> <li>• Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and outside organisations such as the NSPCC, as well as through the PSHE curriculum.</li> </ul>
<p><b>Mutual respect</b></p> <p><b>Links to school values:</b> Respect Friendship Co-operation Patience Empathy/compassion</p> <p><b>UN CRC Article 2:</b> The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p><b>UN CRC Article 30:</b> Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Single Equality Policy.</li> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</li> <li>• Through our school's values, PSHE and circle time children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences.</li> <li>• The theme of 'Getting on and Falling Out' explores these issues well.</li> <li>• Mutual respect is also promoted through additional PSHE lessons and assemblies. A range of specific assemblies were delivered focusing on helping other pupils to understand specific special needs.</li> </ul>
<p><b>Tolerance of different faiths and beliefs</b></p> <p><b>Links to school values:</b> Respect Tolerance/Understanding</p> <p><b>UN CRC Article 14:</b> Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Equality, Diversity and Cohesion Policy.</li> <li>• Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject or whole school learning in assemblies is often displayed in the classrooms or around the school.</li> <li>• This is supplemented by assemblies (Key Stage and whole school), which also mark and celebrate significant religious festivals such as Ramadan and Diwali.</li> <li>• Visits are made by local religious leaders and children have the opportunity to visit places of worship.</li> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</li> </ul>

In EYFS the curriculum is age and stage appropriate.

British values are introduced in the following ways.

Value	What does this mean in the EYFS?	Opportunities to 'live out' this value
<b>Democracy</b>	<ul style="list-style-type: none"> <li>• Children know their views count</li> <li>• Making decisions together</li> <li>• Children to see their role in the 'bigger picture'</li> <li>• Children to value each other's views, beliefs and to talk about their feelings</li> <li>• Opportunities to 'vote'</li> <li>• Children learn to take turns, to listen together and to value and respect the contributions of others</li> <li>• Create an environment where it is 'safe' to make mistakes /take risks/share thoughts and ideas and to explore different options</li> </ul>	<ul style="list-style-type: none"> <li>• Follow children's interests in topics and activities</li> <li>• Sharing group toys</li> <li>• To understand their role as part of a class /school/ family etc ~ sense of belonging</li> <li>• Say when they do or don't need help, contribute to topic ideas, ideas about how to organise an activity, discuss their likes and dislikes</li> <li>• Vote for a book at story time, or for a song at singing time</li> <li>• Group/circle times to encourage turn taking, listening to others, value and respect of others</li> <li>• Promote forgiveness, resilience, perseverance, tolerance ( Links with School Values and C of EL)</li> </ul>
<b>Rule of law</b>	<ul style="list-style-type: none"> <li>• Class rules (children to set these with adults)</li> <li>• Understanding for need for rules (keeping everyone happy and safe)</li> <li>• Development of understanding of their own and other's behaviour and feelings.</li> <li>• Develop ability to distinguish right from wrong</li> <li>• Actions are consistently followed through (consequences)</li> <li>• Support children to take turns, share, compromise and negotiate</li> </ul>	<ul style="list-style-type: none"> <li>• Circle times/PSED sessions (both planned and impromptu when needed to address issues)</li> <li>• Class rules (set with the children)~including pictorial representations</li> <li>• Clear/consistent behaviour policy (Keep it up Captains/Happy Side/Timer for sharing resources etc)</li> <li>•</li> </ul>
<b>Individual Liberty</b>	<ul style="list-style-type: none"> <li>• Positive sense of self</li> <li>• Development of self-esteem/confidence</li> <li>• Encourage risk taking /challenge and responsibility</li> <li>• Trying a range of activities /opportunities (select their own preferences)</li> <li>• Challenge 'gender- specific' tasks</li> <li>• Encourage children to reflect upon similarities/differences and respect the views of others</li> </ul>	<ul style="list-style-type: none"> <li>• Circle time/PSED sessions</li> <li>• Chatting and Showing slots</li> <li>• Choosing their own learning tasks in the provision</li> <li>• Enriching /thoughtful play tasks set up in the provision</li> <li>• Teaching in UW /PSED/ Outdoor Explorers/PSED</li> </ul>

<b>Mutual Respect &amp; Tolerance</b>	<ul style="list-style-type: none"><li>• Creating an environment that includes values and promotes different faiths, cultures, views and races.</li><li>• Children to learn about faiths, cultures, traditions, families, communities, and ways of life. Share own experiences and identify similarities and differences between themselves and others.</li><li>• Children to learn about the world around them~ locally and further afield.</li></ul>	<ul style="list-style-type: none"><li>• Foster a 'culture' of acceptance and equality ~ children know they can be who they want to be</li><li>• PSED teaching /FAB sessions</li><li>• Topic work</li><li>• Chatting and Showing slots</li><li>• Visits in the locality e.g. church/ farms</li><li>• Cultural days /national celebrations</li></ul>
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