



## British Values at Brandesburton Primary School

British values reflected in our vision.

We aim for our children to become responsible and active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards community cohesion. Personal, Social, Health Education and Citizenship (PSHE&C) 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. Our curriculum enables children to make progress towards these aims. Through engaging lessons, we give our pupils an understanding of themselves and others in the local and wider community in which they live. We aim to secure and influence behaviour and attendance, and encourage further involvement and commitment in education.

| British Values and related School Values |  | Examples of how these are developed in the school and wider curriculum   |
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| Democracy                                | <p>To understand and respect the democratic process</p> <p>To understand how they can influence decision making through a democratic process</p> <p>To understand how to argue and defend a point of view</p> <p>To understand the importance of team work</p> | <ul style="list-style-type: none"> <li>• School Council JRSO, Eco warriors members are voted on</li> <li>• Annual pupil survey</li> <li>• At the beginning of each topic, children are asked 'What do I know already and what do I want to learn?'</li> <li>• Learning to learn week at the beginning of each year - Children discuss and decide how to be effective learners together, how to create a positive learning environment for one another and how to support the school values.</li> <li>• Children contribute to a class charter at the beginning of the year.</li> <li>• Through English children learn the skills of debating and argument writing</li> <li>• Y5 Peacemakers</li> <li>• Y6 Playleaders</li> <li>• Election to tie in with National agendas e.g EU referendum</li> </ul> <p>Moral strands of our curriculum:</p> <ol style="list-style-type: none"> <li>1. Exercise choice and the right to decide</li> <li>2. Discuss and debate topical issues in both small and larger groups</li> <li>3. Contribute to the life of the class &amp; school</li> <li>4. Become aware of and respect the different opinions of others</li> <li>5. Offer ideas or opinions about real school issues</li> <li>6. Be confident to try new activities, initiate ideas and speak in familiar situations</li> <li>7. Consider the consequences of their words and actions for others</li> </ol> |

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|                        |   | <ol style="list-style-type: none"> <li>1. Team games taught for striking &amp; fielding, net and invasion games</li> <li>2. Team games and working with others developed at playtimes</li> <li>3. A range of extra-curricular activities</li> <li>4. Outdoor and adventurous activities</li> </ol>  |
| <p>The Rule Of Law</p> | <ul style="list-style-type: none"> <li>• Ability to recognise the difference between right wrong and apply this to their own lives</li> <li>• To understand the consequences of their behaviour and actions</li> <li>• Ability to accept responsibility for their behaviour</li> <li>• Ability to resolve conflicts effectively</li> <li>• To understand how they can contribute positively to the lives of those living and working in their locality and society more widely</li> <li>• To understand that living under the rule of law protects them and is essential for their well-being and safety</li> </ul> | <ul style="list-style-type: none"> <li>• Assemblies focus upon Life In Modern Britain</li> <li>• Emergency service visits (including 1<sup>st</sup> aid training)</li> <li>• Special Mentions assembly</li> <li>• Rewards/whole school reward system/certificates/stickers</li> <li>• Circle time discussion/SEAD</li> <li>• Individual behaviour/management plans - Restorative Justice</li> <li>• Enterprise curriculum</li> <li>• Lifestyle project</li> <li>• Home/school agreements</li> <li>• Playleaders</li> <li>• Peacemakers</li> </ul> <p>Moral strand of our PSHE&amp;C curriculum:</p> <ol style="list-style-type: none"> <li>1. Begin to manage feelings in a positive way</li> <li>2. Understand how rules help them; classroom learning rules and class charters</li> <li>3. Agree and follow rules for groups and classroom</li> <li>4. To respect property- personal and public</li> <li>5. To recognise the difference between right and wrong</li> <li>6. To understand behaviours which are helpful and make all children feel safe and happy</li> <li>7. To set personal goals</li> <li>8. To understand the roles of others in society e.g. people in our local community/people who help us.</li> </ol> |

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| Individual Liberty   | To understand rights & responsibilities   | <ul style="list-style-type: none"> <li>• Whole school and class reward systems</li> <li>• Circle time discussions</li> <li>• Begin to know about different groups they belong to and the important people and roles within them.</li> <li>• To develop a sense of responsibility and set a personal target.</li> <li>• Offer simple ideas or opinions about real school issues.</li> <li>• To understand the rights and responsibilities of children. Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</li> <li>• Consider the consequences of their words and actions for others.</li> </ul>  |
| Mutual Respect & Tolerance of those with Different Faiths and Belief | <ul style="list-style-type: none"> <li>• Be reflective about their own understanding of beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values</li> <li>• Be reflective about their own experiences</li> <li>• Interested 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</li> <li>• To participate in a variety of communities and social settings, cooperating well with other's needs, views and feelings of others</li> <li>• Understanding and appreciating a range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes</li> </ul> | <ul style="list-style-type: none"> <li>• A range of different resources are used to support the entire curriculum to help pupils</li> <li>• 'Wonderful World'/community cohesion display</li> <li>• Equality action plan updated annually</li> <li>• Children are given opportunities to work alongside other children – committees, ambassadors, play leaders</li> <li>• Children working in all curriculum areas in different groupings</li> <li>• Diversity within the school personnel</li> <li>• Monitoring of prejudiced based incidents by type</li> <li>• Participation of community based activities</li> <li>• Photos of children from all ethnicities used in displays</li> <li>• Link to Bremerhaven</li> </ul> <p>Moral strand of our curriculum:</p> <ul style="list-style-type: none"> <li>• Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language</li> <li>• Begin to know what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong</li> <li>• Learn how to respond appropriately to bullying</li> <li>• Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes</li> <li>• Have a positive self-image and show that they are comfortable with themselves.</li> <li>• Have a developing awareness of their own needs, views and feelings and</li> </ul> |

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|  |  | <p>be sensitive to the needs, views and feelings of others.</p> <p>R.E.</p> <p>Guests invited to talk about different cultures</p> <p>Children sharing experiences of different festivals</p> <p>To understand beliefs and teachings</p> <p>To understand practices and lifestyles</p> <p>To understand how beliefs are conveyed</p> <p>To explore family routines and customs</p> <p>To reflect</p> <p>To understand values</p> <p>To talk about similarities and differences between families, communities and traditions</p> <p>Visits to different places of worship</p> <p>MFL</p> <p>To understand culture in other countries</p> <p>To know the similarities and differences between themselves and others and among families, communities and traditions</p> <p>History</p> <p>To investigate and interpret the past</p> <p>To build an overview of world history</p> <p>Geography</p> <p>To compare the local area with world location</p> |
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