



British Values at Brandesburton Primary School

British values reflected in our vision.

Pupils' spiritual, moral, social and cultural development and within this, the promotion of fundamental British Values, are at the heart of our school.

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.

Our curriculum encourages each pupil to connect to these values and helps all children have a sense of belonging and develop an understanding that while they can make choices in their lives they also have a sense of responsibility for supporting the freedoms of others. This work helps children develop an understanding that the law is there to protect all and we all have to abide by the law. It also includes a steady focus on helping children make connections to others, explore and understand diversity, similarities and difference, and promote and champion equality for all.

British Values and related School Values		Examples of how these are developed in the 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	<ul style="list-style-type: none"> ● School Council JRSO, Eco Warriors members are voted for. Our councils genuinely effect change within our school. ● Annual pupil survey, pupil forums ● At the beginning of each topic, children are asked 'What do I know already and what do I want to learn?' ● 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. ● Children contribute to a class charter at the beginning of the year. ● Individuals are appointed to posts of responsibility in class and throughout school. ● Through English children learn the skills of debating and argument writing ● Y6 parliament sessions – summer term ● Y5 Playground Pals ● Y6 Playleaders ● Election to tie in with National agendas e.g EU referendum ● Through pupil questionnaires and forums. We act upon the information received.

		<p>Moral strands of our curriculum:</p> <ol style="list-style-type: none">1. Exercise choice and the right to decide2. Discuss and debate topical issues in both small and larger groups3. Contribute to the life of the class & school4. Become aware of and respect the different opinions of others5. Offer ideas or opinions about real school issues6. Be confident to try new activities, initiate ideas and speak in familiar situations7. Consider the consequences of their words and actions for others <ol style="list-style-type: none">1. Team games taught for striking & fielding, net and invasion games2. Team games and working with others developed at playtimes3. A range of extra-curricular activities4. Outdoor and adventurous activities
--	--	--

<p>The Rule Of Law</p>	<ul style="list-style-type: none"> ● Ability to recognise the difference between right wrong and apply this to their own lives ● To understand the consequences of their behaviour and actions ● Ability to accept responsibility for their behaviour ● Ability to resolve conflicts effectively ● To understand how they can contribute positively to the lives of those living and working in their 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 	<ul style="list-style-type: none"> ● Assemblies focus upon Life In Modern Britain ● Links to school rules and country laws ● Emergency service visits (including 1st aid training) ● Special Mentions assembly ● Rewards/whole school reward system/certificates/stickers ● Focus on books eg little Red Hen, Goldilocks, The Giving Tree ● Circle time discussion/SEAD ● Individual behaviour/management plans - Restorative Justice ● Enterprise curriculum ● Lifestyle project ● Home/school agreements ● Playleaders ● Playground Pals ● Rule of law: Games without rules. <p>Moral strand of our curriculum:</p> <ol style="list-style-type: none"> 1. Begin to manage feelings in a positive way 2. Understand how rules help them; classroom learning rules and class charters 3. Agree and follow rules for groups and classroom 4. To respect property- personal and public 5. To recognise the difference between right and wrong 6. To understand behaviours which are helpful and make all children feel safe and happy 7. To set personal goals 8. To understand the roles of others in society e.g. people in our local community/people who help us.
<p>Individual Liberty</p>	<p>To understand rights & responsibilities</p>	<ul style="list-style-type: none"> ● Pupils are actively encouraged to make informed choices ● Whole school and class reward systems ● Begin to know about different groups they belong to and the important people and roles within them. ● Use of books Giraffes Can't Dance, Happy Feet, Elmer, The Dot ● To develop a sense of responsibility and set a personal target. ● Offer simple ideas or opinions about real school issues.

		<ul style="list-style-type: none"> • 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. • Consider the consequences of their words and actions for others.
<p>Mutual Respect & Tolerance of those with Different Faiths and Belief</p>	<ul style="list-style-type: none"> • 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 • Be reflective about their own experiences • 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 • To participate in a variety of communities and social settings, cooperating well with other's needs, views and feelings of others • 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 • Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes 	<ul style="list-style-type: none"> • Mutual trust and respect is at the heart of our values • A range of different resources are used to support the entire curriculum to help pupils • Assemblies reinforce key messages • 'Wonderful World'/community cohesion display • Equality action plan updated annually • Children are given opportunities to work alongside other children – committees, ambassadors, play leaders • Children working in all curriculum areas in different groupings • Diversity within the school personnel • Monitoring of prejudiced based incidents by type • Participation of community based activities • Photos of children from all ethnicities used in displays • Link to Bremerhaven • Use of books eg Rainbow Fish, Cleversticks, Ugly Duckling, Martin Luther King, Tuku Tuku <p>Moral strand of our curriculum:</p> <ul style="list-style-type: none"> • Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language • Begin to know what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong • Learn how to respond appropriately to bullying • Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes • Have a positive self-image and show that they are comfortable with themselves. • Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. <p>R.E. Guests invited to talk about different cultures Children sharing experiences of different festivals</p>

		<p>To understand beliefs and teachings To understand practices and lifestyles To understand how beliefs are conveyed To explore family routines and customs To reflect To understand values To talk about similarities and differences between families, communities and traditions Visits to different places of worship</p> <p>MFL To understand culture in other countries To know the similarities and differences between themselves and others and among families, communities and traditions</p> <p>History To investigate and interpret the past To build an overview of world history</p> <p>Geography To compare the local area with world location</p>
<p>British Traditions and Heritage</p>	<p>We celebrate the role of Britain both historically and in the present. We want pupils to have knowledge of and be proud of their British heritage and the cultural and historical traditions that we are renowned for the world over. This involves celebrating Royal events, Remembrance Day, festivals such as Harvest, Christmas, Easter (alongside those from other cultures such as Eid, Diwali and Chinese New Year, for example). The children visit place of cultural significance such as Jorvik Centre (Vikings), and Eden Camp (WW2).</p> <p>We work tirelessly to build a culture that will stand the test of time, where our pupils can become good, effective citizens. We teach our children to respect everyone regardless of any differences.</p> <p>We have very high aspirations for our children, together, as a school community, in partnership with parents, carers and all who have the well-being of the child at heart.</p>	