British values at Coates Primary School

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| British Value  | Statement | Evidence  | Impact |
| Mutual Respect and the Tolerance of those with different faiths and beliefs. | * Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of RE, PHSCE and SMSC curriculum.
* The children are encouraged to show energy for life and the environment, including respect, compassion and being ‘green’
 | * RE curriculum
* RE planning
* Collective worship assemblies
* PSHCE planning
* Learning walks focusing on behaviour.
* School values
* Cultural days where children work in mixed year groups learning about different cultures and countries.
* Weekly discussion posters
 | * The children can articulate why respect is important, how they can show respect to others and how they feel about themselves.
* Children’s behaviour demonstrates their good understanding of this value in action.
* Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.
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| Democracy  | * The children see democracy borne out in a whole variety of ways and see this as being an essential component of the successful team working.
* Democracy is a school value that children meet when discussing respect and fairness.
 | * School council minutes and records
* The election process for school council, Eco group, food for life group.
* Voting process for events ins school e.g. film night.
* Learning walks focusing on behaviour.
* School values
* Whole school assemblies
* Use of the parliament box (year 5)
* School visit to Parliament
* Parliament teaching resources (website)
 | * Children are able to work co-operatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others.
* Children in KS2 in particular are able to use the language of respect e.g. I agree with/I don’t agree with… through their own discussions.
* Children in year 5 and 6 have considered the elements involved in a constituency.
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| Rule of law  | * The children are familiar with this through our philosophy that infuses the entire work of the school.
* They are familiar with the concept through RE lessons and the idea that different religions have guiding practices.
* Children are used to debating and discussing laws/rules and their application.
* Children are working with and have talks with the PCSOs in response to issues that affect them e.g. e-safety, speeding etc.
 | * Class rules
* School behaviour policy
* Learning behaviours
* School values
* PSHE/Citizenship lessons on the role of law and parliament
* School council minutes and records
* RE planning and work books
* Learning walks focusing on behaviour
 | * Children are able to articulate how and why we need to behave in school and demonstrate they understand can abide these
* T are able to discuss and debate philosophical issues in relation to these
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| Individual Liberty  | * School based discussions and acts of worship begin with discussions about self e.g. self – respect and self – worth in relation to the individual value so that children see they are important in their own right
* Children are strongly encouraged to develop independence in learning and to think for themselves.
 | * Growth mindset and steps to success lessons and assemblies
* Charity events run by pupils as a direct outcome of pupils’ use of initiative
* School council minutes and records
* Pupil voice
* The big question.
 | * Children understand about the importance of accepting responsibility and of their right to be heard in school
* They are consulted on many aspects of school life and demonstrates independence
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