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. |
| 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. |
| 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 |
| 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 |