

# British Values Coverage at Southbury Primary School

At Southbury we take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through our mission statement, school curriculum, ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, through RE, SMSC, PSHE and Citizenship which provide excellent opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

The school makes considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, school trips and visits to London and through visiting speakers or performers. Their strong-rooted values-based understanding gives them an excellent platform for embracing difference.

British Value	How is it covered at Southbury Primary School?
<p><b>Mutual Respect and the Tolerance of those with different Faiths and Beliefs</b>            To show proper regard for an individual's dignity, this is reciprocated. A fair, objective, and permissive attitude to those whose faiths and beliefs may differ from one's own.</p>	
<ul style="list-style-type: none"> <li>- Promote respect for individual differences</li> <li>- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life</li> <li>- Challenge prejudicial or discriminatory behaviour</li> <li>- Organise visits to places of worship</li> <li>- Develop links with communities</li> <li>- Develop critical personal thinking skills</li> <li>- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Links to our: Respect, Tolerance and Co-operation school values.</a></li> <li>- Respect features in our school rules.</li> <li>- Respect is modelled by staff both towards pupils and one between one another.</li> <li>- Respect is discussed during reflection time, assemblies, RE and PSHE lessons and in everyday conversations.</li> <li>- Respect covers: self-respect, respect for family, friends and other groups, the school, the locality and the environment.</li> <li>- Children's behaviour around the school demonstrates their understanding of respect.</li> <li>- In literacy, a range of texts are covered, including stories and poems from other cultures.</li> <li>- Our RE curriculum is broad, covering a range of religions. We have a 'Your beliefs are your own' attitude to teaching and learning in RE. We acknowledge that everyone is different and some people have different beliefs to our own and that this is okay. Through RE, we reinforce the importance of understanding and respecting different faiths and beliefs.</li> <li>- Our PSHE curriculum covers differences in people and tolerance of others.</li> <li>- Cultural celebrations are discussed in class and in assemblies, for example: Diwali, Chinese New Year, and Passover.</li> <li>- Year 1 visit the church and Year 4 visit a local synagogue.</li> </ul>

- In some subjects, we use peer assessment, pupils are respectful of their friend's work and offer constructive comments not hurtful ones.
- Pathways visit and lead KS2 assemblies.
- Remembrance is respected and children are aware of our memorial in the KS2 hall.
- We learn about British Cultures- SDU in RE. Geographical features in Geography.
- We change our talk partners and seating places regularly to enable pupils to work with children of different strengths, opinions and beliefs.

## Democracy

Democracy can be seen as a state of society characterised by the equality of rights and privileges. It can also refer to our nation's electoral systems.

- *Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services*
- *Teach pupils how they can influence decision-making through the democratic process*
- *Encourage pupils to become involved in decision-making processes and ensure they are listened to in school*
- *Organise visits to the local council and Parliament*
- *Hold 'mock elections' so pupils learn how to argue and defend points of view*
- *Help pupils to express their views*
- *Teach pupils how public services operate and how they are held to account*
- *Model how perceived injustice can be peacefully challenged*

- [Links to our: Respect, Responsibility and Co-operation school values.](#)
- School Council representative discuss whole-school current affairs and feedback results of meetings to their class mates. For example, the School Council were involved in developing our school values, have designed our playground space and helped to organise our summer fayre.
- 'Fairness' is taught, discussed and modelled throughout the school. Children understand the term and abide by it in their daily lives.
- Children work co-operatively in pairs and small groups. They are taught turn-taking from a young age.
- Disagreements are handled carefully, with pupils being encouraged to listen to each other and agree a mutual resolution.
- We discussed the Brexit in class and discussed the pros and cons.
- Year 5 look at the Ancient Greeks and the origins of democracy.

## Rule of Law

All people and institutions are subject to and accountable to law that is fairly applied and enforced.

- *Ensure school rules and expectations are clear and fair*
- *Help pupils to distinguish right from wrong*
- *Help pupils to respect the law and the basis on*

- [Links to our: Respect, Responsibility, Honesty and Good Manners school values.](#)
- Children are taught to abide by the school rules which are written in collaboration with the children at the start of the school year.
- We have a very clear behaviour management system in place across the school- '1-2-3' warning

*which it is made*

- *Help pupils to understand that living under the rule of law protects individuals*
- *Include visits from the police in the Curriculum*
- *Teach pupils aspects of law and discuss how this might differ from some religious law*
- *Develop restorative justice approaches to resolve conflicts.*

- system teaches children that there are clear consequences of poor behaviour/ not following the rules.
- Internet safety is taught explicitly in our ICT curriculum and our children know how to protect themselves online.
  - Use of 'social stories' for children with SEN- explaining consequences of behaviour.
  - In every day discussions we reiterate the impact of our actions on others
  - Children who are abiding by the school rules/ values are celebrated in Gold Book assembly and placed on display in the hall.
  - Year 6 children attend the Junior Citizens day where they are taught how to use public services safely.

## **Individual Liberty**

Individual liberty suggests the free exercise of rights.

- *Supports pupils to develop their self-knowledge, self-esteem and self-confidence*
- *Encourage pupils to take responsibility for their behaviour, as well as knowing their rights*
- *Model freedom of speech through pupil participation*
- *Challenge stereotypes*
- *Implement a strong anti-bullying culture*

- [Links to our: Friendship, Courage, Determination and Kindness school values.](#)
- We celebrate the fact that each child is unique, share successes and support in times of need so that children see that they are important in their own right.
- We encourage positive praise as much as possible.
- Our behaviour policy encourages children to take responsibility for their actions.
- Children are encouraged to look after one another's wellbeing.
- PSHE topics promote self-awareness and responsibility.
- We encourage independence in learning and challenge children to think for themselves.
- Children are invited to parents' evenings to take ownership of their own learning and in older Year groups, encouraged to set targets for the school reports.
- Our bullying/ racist incidents record shows that we have a strong anti-bullying culture.
- Throughout the school, children are encouraged to voice their opinions freely be it in discussions, targeted questions, pupil interviews and informal chats in the playground.