



| <div>   </div> <div>SHAWLANDS PRIMARY SCHOOL</div> <div>BETTER TOGETHER</div> <div>British Values Across School</div> <div>Whole School Coverage</div> |  |   |  |   |  |
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|  | Democracy  | Mutual Respect  | Tolerance of cultures, faiths and beliefs  | Rule of Law   | Individual Liberty   |
| What does this value mean for the children in our school?  | We have the right to use our voices and be heard.  | We have the right to be treated with kindness and respect.  | We accept everyone, regardless of our differences.   | We have the right to rules that protect us and help us stay safe.   | We have the right to our own opinions and to stand up for what we believe in.  |
| What does this value look like in EYFS?  | <ul style="list-style-type: none"> <li>Curriculum is led by children's interests.</li> <li>Continuous provision facilitates decision making and voting, e.g. around what the theme should be for the role play area.</li> </ul>  | <ul style="list-style-type: none"> <li>Turn taking (interactive whiteboard), waiting (waiting list and timer for iPads), sharing are all skills taught and used daily.</li> <li>Children are taught to respect and look after theirs and other people's belongings – coats, bags, PE kits, library books and reading books are all expected to be looked after and returned to school.</li> </ul>   | <ul style="list-style-type: none"> <li>Children learn about different faiths and cultures through stories, videos, songs, games and role-play.</li> </ul>  | <ul style="list-style-type: none"> <li>School rules are displayed around the classroom and are referred to regularly, particularly as children start school in Autumn 1.</li> <li>Staff collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.</li> <li>School rules are displayed at child height and used by children to discuss right and wrong.</li> <li>Annual visit from Police teaches children about laws in our country that keep us safe and the importance of following rules.</li> </ul> | <ul style="list-style-type: none"> <li>Staff encourage children to take risks, for example through allowing children to take risks on an obstacle course or taking their own risks when mixing colours.</li> </ul>   |
| How does this value progress in KS1?   | <ul style="list-style-type: none"> <li>Continuous provision facilitates decision making and voting, e.g. around what the theme should be for the role play area, or the book that should be read at the end of the day.</li> <li>Children are nominated by their peers to run for school councillors each year and represent their class in meetings.</li> </ul>             | <ul style="list-style-type: none"> <li>Children take part in whole school assemblies that this value is centred around and engage in discussion about different themes stemming from this value.</li> <li>Problems in class are resolved through class discussions and children are encouraged to listen to each other's views.</li> <li>Children take part in whole school assemblies that this value is centred around and engage in discussion about different themes stemming from this value.</li> </ul> | <ul style="list-style-type: none"> <li>Children actively explore and learn about different cultures, faiths and beliefs throughout our curriculum, particularly through RE and PSHE objectives.</li> <li>Children attend whole school assemblies that explore different cultures and celebrate the lives of people.</li> <li>Books are selected to be used in class that are diverse.</li> </ul> | <ul style="list-style-type: none"> <li>See whole school.</li> </ul>   | <ul style="list-style-type: none"> <li>Children are encouraged to stand up for their own beliefs and share their viewpoints and opinions with each other through opportunities such as circle time</li> </ul>  |
| How does this value progress in KS2?   | <ul style="list-style-type: none"> <li>Pupils in UKS2 learn about the history of democracy through their Ancient Greeks topic. As a result, children learn the history of democracy and how some groups, such as women, were once excluded from the vote.</li> <li>Pupils in UKS2 learn about the British government and how our leaders are decided (PM and MPs)</li> </ul> | <ul style="list-style-type: none"> <li>Children take part in whole school assemblies that this value is centred around and engage in discussion about different themes stemming from this value, such as peer pressure, bullying, kindness, respect etc.</li> </ul>   | <ul style="list-style-type: none"> <li>Children actively explore how to be anti-racist and delve into issues surrounding racism.</li> <li>Children are exposed to real life stories, in a child friendly way, (such as through Newsround) and explore these issues as a class.</li> <li>Children read books in UKS2 with theme such as racism, evacuation and refugees.</li> </ul>               | <ul style="list-style-type: none"> <li>Children in year 6 visit crucial crew each year to learn about how to keep themselves safe as they approach secondary school.</li> <li>Children in UKS2 have sessions centred on drugs and alcohol awareness, to help prepare them for secondary school.</li> <li>Children in UKS2 have strategies they can use if they are in a situation where people aren't following the rules outside of school.</li> </ul>   | <ul style="list-style-type: none"> <li>Y6 pupils are given 'leavers' hoodies' to represent their responsibility in school and to allow them to stand out as good role models.</li> <li>Children are encouraged to stand up for their own beliefs and share their viewpoints and opinions with each other through opportunities such as circle time and writing tasks (e.g. writing letters about something they feel passionate about).</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Children are nominated by their peers to run for school councillors each year and represent their class in meetings.</li> <li>The school council is involved in the school improvement plan.</li> </ul>   |   |   |   |  |
| What does this value look like for our whole school? | <ul style="list-style-type: none"> <li>Staff encourage children to know their views count and to value each other's views and opinions.</li> <li>Staff encourage children to make decisions together and explain why their decision is the right one, such as through the '1 Decision' scheme.</li> <li>Staff encourage children to see the 'bigger picture' and consider their role as a member of a family or class.</li> <li>Staff encourage children to take part in activities that involve turn taking, sharing, listening to others and valuing their contributions.</li> <li>Staff create an environment where it is 'safe' to make mistakes and have different opinions.</li> </ul> | <ul style="list-style-type: none"> <li>Respect for visitors is a high priority and manners are a key value taught by staff. Manners are explicitly taught and rewarded.</li> <li>Pupils are taught the values of respect through the 1 Decision PSHE scheme.</li> <li>Children are taught to respect themselves, others and classroom property through our class values (Be Tree) and class rules.</li> </ul> | <ul style="list-style-type: none"> <li>Religious festivals are observed and celebrated throughout the year.</li> <li>Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and provide resources and activities that challenge gender, cultural and racial stereotyping.</li> <li>Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community where these views, faiths and cultures are reflected.</li> <li>Children acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.</li> </ul> | <ul style="list-style-type: none"> <li>Staff ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.</li> <li>Behaviour policy is followed throughout school and rewards and sanctions link to this.</li> <li>Staff support children to develop and adhere to appropriate and acceptable behaviour boundaries to learn right from wrong, dependent on each year group.</li> <li>Stories are shared that promote following rules and identify the consequences of behaviours that don't follow school rules.</li> </ul> | <ul style="list-style-type: none"> <li>Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, sharing their achievements and speaking positively about themselves.</li> <li>Staff let children be responsible for their choices and allow them to explore their own decisions.</li> <li>Staff encourage children to try a range of activities and experiences and select their preferences.</li> <li>Staff encourage children to ask questions and trust that their opinions will be appreciated and respected.</li> <li>Staff provide opportunity to actively challenge gender stereotypes.</li> <li>Staff encourage children to state their opinions and respect that everyone has their own point of view.</li> </ul> |
| What is the impact of this value in our school?      | <ul style="list-style-type: none"> <li>Children leave our school having contributed to the democratic process to contribute to social change- e.g. implementing a pen recycling scheme.</li> <li>Children leave our school understanding the political systems in countries, the history of acquiring the opportunity to vote and how this has changed throughout history. They appreciate the importance of democracy and the advantages and disadvantages different political systems.</li> <li>Children leave our school with the ability to take turns and respect for the views of others.</li> </ul>   | <ul style="list-style-type: none"> <li>Children leave school with good manners and the ability to communicate thoughts and opinions respectfully to others.</li> </ul>  | <ul style="list-style-type: none"> <li>Children leave our school with respect for the views of others and use appropriate language to discuss their different views.</li> <li>Children leave our school with an understanding of a wide range of cultures and faiths, outside of their own home.</li> <li>Children leave our school with respect for everyone, regardless of their culture or background.</li> <li></li> </ul>  | <ul style="list-style-type: none"> <li>Children leave our school with a respect for rules and understand and can talk about why we need to follow rules in and out of school.</li> <li>Children leave our school understanding how rules keep safe.</li> <li>Children leave our school with the skills to manage situations when people aren't following rules and keep themselves safe in this situation.</li> </ul>   | <ul style="list-style-type: none"> <li>Children leave our school with the confidence to speak up for what they believe in and make valid, respectful arguments to justify their opinions.</li> <li>Children leave our school respecting other people's opinions and viewpoints.</li> </ul>   |