

Widecombe-in-the-Moor Primary School

British Values

In June 2014, the DfE reinforced the need for “all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

We aim to prepare children for life beyond our village setting, knowing that they will enter into a diverse and ever-changing world. We ensure that the fundamental British Values are introduced, discussed, and lived out through the ethos, values and work of our school. All curriculum areas provide a vehicle for furthering understanding of these concepts. In particular, our World views, PSHE lessons and collective worship provide excellent opportunities to deepen and develop understanding. Discrete lessons within our Jigsaw programme for British values are in place and may often be linked to current affairs/themes in the media. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

Our Core values at Widecombe in the Moor are courage, collaboration and creativity- this values link to and embrace British Values.

At Widecombe-in-the-Moor, we actively promote British values in the following ways:

Value	How We Promote British Values in EYFS,KS1&2
Democracy	<ul style="list-style-type: none">• We have leaders that are elected into a Pupil parliament where every child has a team. Teams focus on Global citizenship, school environment and technology. This is used as an opportunity to promote and teach about democracy and the electoral process.• The children have a voice and are able to see the impact they have on decision making in our school.• We encourage volunteers in and out of school. This includes things like Play leaders, Girls Active Leaders, Friends volunteering in the local community and children actively looking after their school in love your school days. Children are involved in organising events that raise money for local and national charities.• Democracy is also promoted through additional PSHE / SMCS lessons and assemblies.
The Rule of Law	<ul style="list-style-type: none">• The children are actively involved in creating rules and codes of conduct for their class and school. They have ownership of these codes of conduct and take responsibility for celebrating each other's successes in our weekly celebration assembly.• We have a clearly structured behaviour policy that is rooted in the relational approach. We have high expectations for pupil behaviour and believe that the most effective learning takes place when children feel protected, safe and secure, are understood, cared for and have connection. Pupils are helped to reflect on behaviour and create solutions they can have ownership and understanding of.• Children are celebrated for demonstrating our core values of collaboration, courage and creativity in their actions and behaviour. nurturing behaviour and consistent demonstration of our values is recognised through such things as weekly certificates in assembly.• We regularly review behaviour incidents in school and share these with key stakeholders.

	<ul style="list-style-type: none"> • Through our school assemblies, circle time and PSHE children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it is difficult. • Children are taught to respect their rights and the rights of others.
Individual Liberty	<ul style="list-style-type: none"> • Through our school values and the PSHE program, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport and other passions. Our successes in collaborative and individual pursuits are celebrated. • PSHE has specific units relating to individual liberty including "Being Me in My World" • Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and outside organisations such as the NSPCC, as well as through the PSHE curriculum.
Mutual Respect	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Equality Policy. • Through our school's values, PSHE and circle time children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. • The theme of 'Relationships' in PSHE explores these issues. • Mutual respect is also promoted through additional PSHE lessons and assemblies. A range of specific assemblies were delivered focusing on helping other pupils to understand specific special needs.
Tolerance of different faiths and beliefs	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Equality, Diversity and Cohesion Policy. • Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education and world views. Children learn about different religions, their beliefs, places of worship and festivals. • Our rolling programme includes a range of visitors of different faiths. • Children have the opportunity to visit places of worship. • links with our local church include regular visits from the local vicar and end of term services in the local church.

In EYFS the curriculum is age and stage appropriate.

British values are introduced in the following ways.

Value	What does this mean in the EYFS?	Opportunities to 'live out' this value
Democracy	<ul style="list-style-type: none"> • Children know their views count • Making decisions together • Children to see their role in the 'bigger picture' • Children to value each other's views, beliefs and to talk about their feelings • Opportunities to 'vote' • Children learn to take turns, to listen together and to value and 	<ul style="list-style-type: none"> • Follow children's interests in topics and activities • Sharing group toys • To understand their role as part of a class /school/ family etc ~ sense of belonging • Say when they do or don't need help, contribute to topic ideas, ideas about how to organise an activity,

	<p>respect the contributions of others</p> <ul style="list-style-type: none"> • Create an environment where it is 'safe' to make mistakes /take risks/share thoughts and ideas and to explore different options 	<p>discuss their likes and dislikes</p> <ul style="list-style-type: none"> • Vote for a book at story time, or for a song at singing time • Group/circle times to encourage turn taking, listening to others, value and respect of others • Promote forgiveness, resilience, perseverance and tolerance
Rule of Law	<ul style="list-style-type: none"> • Class rules (children to set these with adults) • Understanding for need for rules (keeping everyone happy and safe) • Development of understanding of their own and other's behaviour and feelings. • Develop ability to distinguish right from wrong • Actions are consistently followed through (consequences) • Support children to take turns, share, compromise and negotiate 	<ul style="list-style-type: none"> • Circle times/ Personal, Social and Emotional Development sessions (both planned and impromptu when needed to address scenarios) • Class rules are set with the children, celebrated and upheld with individual ownership • Clear/consistent behaviour policy.
Individual Liberty	<ul style="list-style-type: none"> • Positive sense of self • Development of self esteem/confidence • Encourage risk taking /challenge and responsibility • Trying a range of activities /opportunities (select their own preferences) • Challenge 'gender- specific' tasks • Encourage children to reflect upon similarities/differences and respect the views of others 	<ul style="list-style-type: none"> • Circle time/ Personal, Social and Emotional Development sessions • Chatting and Showing slots • Choosing their own learning tasks in the provision • Enriching /thoughtful play tasks set up in the provision • Teaching in Understanding the World /Personal, Social and Emotional Development/ Widecombe Woodlanders
Mutual Respect and Tolerance	<ul style="list-style-type: none"> • Creating an environment that includes values and promotes different faiths, cultures, views and races. • Children to learn about faiths, cultures, traditions, families, communities, and ways of life. Share own experiences and identify similarities and differences between themselves and others. • Children to learn about the world around them~ locally and further afield. 	<ul style="list-style-type: none"> • Foster a 'culture' of acceptance and equality ~ children know they can be who they want to be • Personal, Social and Emotional Development teaching • Chatting and Showing slots • Visits in the locality e.g. church/ farms • Visits to a differing location such as a city are planned to support topics being explored • Children explore languages, environments, homes and music when comparing differing countries during

		<p>Understanding the World sessions.</p> <ul style="list-style-type: none">• Children are exposed to and learn music and food from different cultures across the year• Varied faiths are explored throughout the year inspired by English texts and marked celebrations such as Diwali, Ramadan and Easter
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