**Widecombe-in-the-Moors 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 and, in particular, our RE, 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.

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

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| **Value** | **How We Promote It KS1&2** |
| **Democracy**  Links to school values:   * Always be positive, to achieve our goals and to work hard and to do our best * Appreciate and value our own work and the work of others. * Become responsible members of our community, and respect other people. | * We have an elected Eco School Commitee. 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 also raising money for local and national charities. * The beginnings of democracy are taught through historical study of the Ancient Greek civilisation. * Democracy is also promoted through additional PSHE / SMCS lessons and assemblies. |
| **The Rule of Law**  Links to school values:   * Appreciate and value our own work and the work of others. * Become responsible members of our community, and respect other people. * Think about our attitudes, values and beliefs. * Develop self-discipline, self-respect and self-esteem | * 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. * We have a clearly structured behaviour policy which all stakeholders understand and follow. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through such things as weekly certificates in assembly. * We have sanctions for when things are not going so well. * We regularly review behaviour incidents in school and share these with key stakeholders. * 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**  Links to school values:   * Ask questions and to try and find the answers to our problems through investigation and exploring. * Become an enthusiastic, confident, independent learner * Become responsible members of our community, and respect other people. * Appreciate and value our own work and the work of others. * Become responsible members of our community, and respect other people. | * 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 etc. Our sporting success wall celebrates these achievements. * 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**  Links to school values:   * Become responsible members of our community, and respect other people. * Respect other religions as well as our own, and to think about how we behave towards others. | * We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Single 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’ explores these issues well. * 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**  Links to school values:   * Appreciate and value our own work and the work of others. * Become responsible members of our community, and respect other people. * Respect other religions as well as our own, and to think about how we behave towards others. | * 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. Children learn about different religions, their beliefs, places of worship and festivals. * Assemblies that mark and celebrate significant religious festivals such as Ramadan and Diwali supplement this. * Children have the opportunity to visit places of worship. * Close 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.

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| Value | What does this mean in the EYFS? | Opportunities to ‘live out’ this value |
| Democracy | * 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 respect the contributions of others * Create an environment where it is ‘safe’ to make mistakes /take risks/share thoughts and ideas and to explore different options | * 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, discuss their likes and dislikes * 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, tolerance |
| Rule of Law | * 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 | * Circle times/ Personal, Social and Emotional Development sessions (both planned and impromptu when needed to address issues) * Class rules (set with the children) * Clear/consistent behaviour policy. |
| Individual Liberty | * 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 | * 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 | * 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. | * Foster a ‘culture’ of acceptance and equality ~ children know they can be who they want to be * Personal, Social and Emotional Development teaching * Topic work * Chatting and Showing slots * Visits in the locality e.g. church/ farms * Cultural days /national celebrations |