

### British Values at Coates Primary School

<u>British Value</u>	<u>Statement</u>	<u>Evidence</u>	<u>Impact</u>
<u>Mutual Respect and the Tolerance of those with different faiths and beliefs.</u>	<ul style="list-style-type: none"> <li>• 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, PHSE and SMSC areas of the curriculum.</li> <li>• The children are encouraged to show energy for life and the environment, including respect, compassion and being 'green'.</li> </ul>	<ul style="list-style-type: none"> <li>• RE curriculum</li> <li>• RE planning</li> <li>• Collective worship assemblies</li> <li>• PSHE curriculum</li> <li>• PSHE planning</li> <li>• Learning walks focusing on behaviour</li> <li>• School Values</li> <li>• PSHE Assemblies</li> <li>• Cultural diversity discussions</li> </ul>	<ul style="list-style-type: none"> <li>• The children can articulate why respect is important, how they can show respect to others and how they feel about themselves.</li> <li>• Children's behaviour demonstrates their good understanding of this value in action.</li> <li>• 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.</li> </ul>

<p><u>Democracy</u></p>	<ul style="list-style-type: none"> <li>• The children see democracy in a whole variety of ways and see this as being an essential component of successful team working within the school.</li> <li>• Democracy is a school value that children meet when discussing respect and fairness.</li> </ul>	<ul style="list-style-type: none"> <li>• School council meetings, minutes and records</li> <li>• The election process for School Council, Eco group and Learning Ambassadors</li> <li>• Voting process for events in school e.g. film night</li> <li>• Learning walks focusing on behaviour</li> <li>• School Values</li> <li>• Whole school assemblies</li> <li>• Parliament teaching resources (website)</li> <li>• PSHE curriculum</li> <li>• PSHE planning</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Children in year 5 and 6 have considered the elements involved in a constituency.</li> </ul>
<p><u>Rule of law</u></p>	<ul style="list-style-type: none"> <li>• The children are familiar with this through our philosophy that</li> </ul>	<ul style="list-style-type: none"> <li>• Class rules</li> <li>• School behaviour policy</li> <li>• Learning behaviours</li> <li>• School Values</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to articulate how and why we need to behave in school and demonstrate they</li> </ul>

	<p>infuses the entire work of the school.</p> <ul style="list-style-type: none"> <li>• They are familiar with the concept through RE lessons and the idea that different religions have guiding practices.</li> <li>• Children are used to debating and discussing laws/rules and their application.</li> <li>• Children are working with and have talks with the PCSOs and Police Officers in response to issues that affect them e.g. e-safety, speeding, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE/Citizenship lessons on the role of law and parliament</li> <li>• School Council, meetings, minutes and records</li> <li>• RE planning and work</li> <li>• Learning walks focusing on behaviour</li> <li>• Whole school assemblies</li> <li>• PSHE curriculum</li> <li>• PSHE planning</li> </ul>	<p>understand and can abide these.</p> <ul style="list-style-type: none"> <li>• Teachers and children are able to discuss and debate philosophical issues in relation to these.</li> </ul>
<u>Individual Liberty</u>	<ul style="list-style-type: none"> <li>• School based discussions and acts of worship contain discussions about self, e.g. self – respect and self – worth in</li> </ul>	<ul style="list-style-type: none"> <li>• Charity events run by pupils as a direct outcome of pupils' use of initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand about the importance of accepting responsibility and of their right to be heard in school</li> </ul>

	<p>relation to the individual value so that children see they are important in their own right.</p> <ul style="list-style-type: none"> <li>• Children are strongly encouraged to develop independence in learning and to think for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• School council meetings, minutes and records</li> <li>• Pupil voice</li> <li>• Whole school assemblies</li> <li>• PSHE curriculum</li> <li>• PSHE planning</li> </ul>	<ul style="list-style-type: none"> <li>• They are consulted on many aspects of school life and demonstrates independence</li> </ul>
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